

B1 path → skip Welcome unit

Welcome unit Extra resources

Workbook: pages 4–7

Lesson 1

Objectives and materials

Vocabulary: classroom language and objects, stationery

Listening: to find specific information

Speaking: to understand classroom language and use it, to name classroom objects and stationery

Optional materials: pictures/photos of classroom objects and stationery

Warm-up

Ask the students to show you their coursebook, workbook, notebook and pencil case. Give them some funny instructions, e.g. *Put your notebook on your head; Sit on your student's book*, etc. Use body language with your instructions to help the students understand them.

1 Students do exercise 1.

2 Students do exercise 2.

Extra idea

Write five verbs from exercise 2 on the board and ask the students to repeat them after you have said them. Then erase the last word and ask the students to read the words and add the one you have erased. Continue erasing words and repeating them until there are no words on the board.

3 Students do exercise 3.

Lesson 1 Welcome unit

*I can understand classroom instructions.
I can name classroom objects and stationery.*



1 Dopasuj wyrazy do ilustracji.



- a listen 2
- b repeat 5
- c write 1
- d say 3
- e read 4

2 Pracujcie w parach. Jedna osoba wypowiada czasownik z ćwiczenia 1. a druga pokazuje czynność.

Students' own answers

3 Pracujcie w parach. Popatrzcie na ilustrację. Pytajcie o angielskie nazwy przedmiotów i odpowiadajcie na pytania.

Students' own answers



What's drzwi in English?

I'm sorry, I don't know.

Door!

4 four

4 Dopasuj wyrazy z ramki do przedmiotów z ćwiczenia 3. Posłuchaj, sprawdź i powtórz.

Classroom objects

- 7 bin • 3 board • 2 chair • 5 clock • 4 computer • 1 desk • 6 poster

5 Popatrz na ilustrację. Posłuchaj nagrania i znajdź jak najwięcej przedmiotów, które wymienia Simona. *Students' own answers*



6 Dopasuj wyrazy i wyrażenia z ramki do przedmiotów z ćwiczenia 5. Posłuchaj nagrania, sprawdź i powtórz.

Stationery

- 9 book • 8 notebook • 4 pen • 3 pencil • 2 pencil case • 7 pencil sharpener • 5 rubber • 6 ruler • 1 school bag • 10 sticker

7 Pracujcie w parach. Powiedzcie na głos nazwy przedmiotów, które macie w plecakach.

Students' own answers

Pencil case!

Ruler!

Podstawa programowa: Krytyczne myślenie • Współpraca

4 (00:38) Students do exercise 4.

Extra idea

Ask the students to draw the classroom objects and write the names of the objects in their notebooks.

5 (00:29) Students do exercise 5.

6 (00:56) Students do exercise 6.

Extra idea

Students work in pairs. Student A mimes using one of the objects from exercise 6, Student B guesses the name of it. Then the students swap roles.

7 Students do exercise 7.

Wrap-up

Prepare some small pictures of classroom objects and stationery. Each student picks one picture and says what they can see.

Welcome unit Lesson 2

I can say the alphabet. I can understand classroom instructions with the imperative. I can use my and your.

- 1 1.4 Pracujcie w parach. Wysłuchajcie alfabetu. Powtórzcie go na głos. *Students' own answers*



- 2 Pracujcie w parach. Jedna osoba wypowiada dwie litery alfabetu, druga dwie kolejne. *Students' own answers*

D, E, ...

F, G!

- 3 1.5 Postuchaj nagrania i uzupełnij imiona.

- 1 J a m e s
- 2 M e l i s s a
- 3 A r t h u r

Grammar 1

Possessive adjectives, spelling

My, your

What's **your** name?

My name's James.

How **do** **you** **spell** James?

J - A - M - E - S.

- 4 Pracujcie w parach. Wyobraźcie sobie, że jedno z Was jest bohaterem z filmu lub książki. Zadawajcie pytania z tabeli Grammar 1 i odpowiadajcie na nie. Wykorzystajcie imiona postaci z ramki lub własne pomysły. *Students' own answers*

Buzz Lightyear Captain Jack Sparrow
Hermione Granger Luke Skywalker

Grammar 2

Imperatives

Affirmative

Open your book!

Sit down!

Negative

Don't open your book!

Don't sit down!

Spell your name!



S-M-A-R-T
J-A-Y!

- 5 Dopasuj polecenia z ramki do ilustracji.

- 4 Close your book! 5 Draw a picture!
3 Open your book! 6 Put your hand up!
1 Sit down! 2 Stand up!



- 6 Pracujcie w parach. Powiedzcie w formie przeczącej polecenia z ramki z ćwiczenia 5.

Don't open your book!

Don't close your book!
Don't draw a picture!
Don't put your hand up!
Don't sit down!
Don't stand up!

Podstawa programowa: Krytyczne myślenie • Współpraca

five 5

- 1 1.4 (00:51) Students do exercise 1.

- 2 Students do exercise 2.

- 3 1.5 (00:52) Students do exercise 3.

Extra idea

Spell the names of your students. The students who hear their names spelt, stand up or raise their hands. If there's more than one student with the same name, spell their surname, too.

Grammar 1

Read the content of the grammar box. The students listen and repeat the questions and the answers in the box. Ask the students to practise the expressions in pairs. Then come up to different students and ask them the questions from the box.

- 4 Students do exercise 4.

Grammar 2

Read the instructions from the grammar table and mime the actions. Then say the instructions again and ask the students to do the actions. Ask a few students to give these instructions to the rest of the class.

- 5 Students do exercise 5.

- 6 Students do exercise 6.

Wrap-up

Students choose one instruction and write it on a piece of paper. Collect the pieces of paper that contain the instructions and put them in a bag or box. Then hand out the instructions. Ask a student to give the student sitting next to him/her the instruction. Continue this process until all the students have given their instructions and followed them.

Lesson 2

Objectives and materials

Grammar: possessive adjectives (*my*, *your*) and possessive 's; imperative forms (affirmative and negative)

Vocabulary: the alphabet and spelling, classroom instructions

Listening: to find specific information

Optional materials: a few sets of cards with the letters of the alphabet on them (each letter on a separate card), some pieces of paper

Warm-up

Students work in groups of four. Give each group a set of alphabet letters and ask the students to put them in the correct order. If the students struggle, sing/play a popular alphabet song for help.

Lesson 3

Objectives and materials

Vocabulary: everyday objects, basic colours

Grammar: plural nouns

Listening: to find specific information

Speaking: to describe everyday objects

Optional materials: the pictures of everyday objects from exercise 1

Warm-up

Spell *EVERYDAY OBJECTS* and ask the students to write the spelling down in their notebooks. Ask for volunteers to write the (every day) words on the board. Spell the words again and check that the students understand the meaning of each word. Then show students your phone, notebook, pen, sandwich, etc., and ask them about what the term *EVERYDAY OBJECTS* means.

1 Students do exercise 1.

2  (00:20) Students do exercise 2.

3  (00:56) Students do exercise 3.

4  (00:28) Students do exercise 4.

Extra idea

Play the recording again. The students find something of a particular colour on their desk or in the classroom.

5 Students do exercise 5.

Lesson 3 Welcome unit

*I can name everyday objects and basic colours.
I can use plural nouns.*

1  Pracujcie w parach. Nazwijcie kolory i przedmioty na naklejkach.
Students' own answers



Black and white!

Football!

2  Posłuchaj nagrania. Znajdź przedmioty z ćwiczenia 1., o których mówią Rita i Jo.
sandwich, ice cream, bike, umbrella, flower

3  Dopasuj wyrazy i wyrażenia z ramki do przedmiotów z ćwiczenia 1. Posłuchaj, sprawdź i powtórz.

Everyday objects

7 apple • 2 bike • 4 earphones •
10 flower • 6 football • 8 ice cream •
1 phone • 9 sandwich •
3 umbrella • 5 watch

4  Posłuchaj nagrania i powtórz nazwy kolorów. *black, blue, brown, green, grey, orange, pink, purple, red, white, yellow*

black blue brown
GREEN GREY
orange pink purple
red WHITE yellow

6 six

5  Pracujcie w parach. Wybierzcie po dwie naklejki z ćwiczenia 1. Powiedzcie, jakie przedmioty na nich widzicie oraz jakiego są koloru. *Students' own answers*

Grey earphones.

Blue phone.

Grammar 3

Regular and irregular plurals

Regular plurals

book 	books 
sandwich 	sandwiches 
pencil case 	pencil cases 

Irregular plurals

child 	children 
fish 	fish 
mouse 	mice 

6  Popatrz na ilustracje i napisz nazwy przedmiotów w liczbie pojedynczej lub mnogiej.



7  Pracujcie w parach. Nazwijcie przedmioty, które macie w plecakach lub w domu. Powiedzcie, jakiego są koloru.
Students' own answers

My brown pencil case.

My pink watch!

Podstawa programowa: Krytyczne myślenie • Współpraca

Grammar 3

Read the content of the grammar table and ask the students to repeat the plural noun forms after you. Ask a student to choose a singular noun from the table and to say it for the rest of the class who respond with the plural form. Repeat this process with other students taking the leading role.

6 Students do exercise 6.

Extra idea

Dictate a few singular and plural nouns from this lesson for the students to write down. Write the words on the board for the students to check their answers.

7 Students do exercise 7.

Wrap-up

Stand next to the door and ask the students as they leave the classroom, to name the colours of their clothes.

Welcome unit Lesson 4

I can understand and name the days of the week and numbers 1–20.

- 1 **1.9** Posłuchaj i powtórz.
Students' own answers

Numbers 1–20

1 one	11 eleven
2 two	12 twelve
3 three	13 thirteen
4 four	14 fourteen
5 five	15 fifteen
6 six	16 sixteen
7 seven	17 seventeen
8 eight	18 eighteen
9 nine	19 nineteen
10 ten	20 twenty

- 2 Rozwiąż równania i napisz liczby słowami.

- 1 five + five = ten
 2 twenty – eleven = nine
 3 fifteen – eight = seven
 4 four + two = six
 5 thirteen – twelve = one
 6 eleven + three = fourteen

- 3 Pracujcie w parach. Popatrzcie na ilustrację i znajdźcie na niej przedmioty z ramki. Powiedzcie, ile tych przedmiotów znajduje się na ilustracji.

apples (2) birds (12) children (2) pens (10)
 pencils (15) pencil sharpeners (6)
 rubbers (5) sandwiches (4) teachers (1)

Look and find



- 4 Popatrz na ilustrację z ćwiczenia 3. jeszcze raz. Jaki jest na niej dzień tygodnia? Friday

- 5 **1.10** Pracujcie w parach. Posłuchajcie rymowanki i klaskajcie do rytmu. Następnie klaszcząc, wyrecytujcie rymowankę jak w nagraniu. *Students' own answers*

Days

Monday • Tuesday • Wednesday •
 Thursday • Friday • Saturday • Sunday

- 6 Pracujcie w parach. Jedna osoba wypowiada nazwę dnia tygodnia, a druga nazwy dwóch następnych dni.
Students' own answers

Wednesday!

Thursday, Friday!

- 7 Pracujcie w parach. Zagrajcie w grę. Jedna osoba wybiera kolor ramki, druga wybiera z niej pytanie lub zadanie. Na przemian zadawajcie pytania i odpowiadajcie na nie.
Students' own answers

ANSWER!

- 1 What's your favourite day?
 2 What's your favourite number?
 3 What's your favourite colour?
 4 What's your favourite letter?

SPELL!

- 1 Spell 13.
 2 Spell your name.
 3 Spell 11.
 4 Spell my name.

SAY!

- 1 Say the days of the week.
 2 Say two objects in the classroom.
 3 Say three things in your pencil case.
 4 Say the alphabet.

DRAW!

- 1 Draw a clock.
 2 Draw an umbrella.
 3 Draw a bike.
 4 Draw earphones.

Podstawa programowa: Krytyczne myślenie • Współpraca

seven 7

Extra idea

Ask the students to count some different classroom objects or people. Model the answers, e.g. *ten girls, one board, six flowers*, etc.

- 2 Students do exercise 2.

Extra idea

Ask students to add and/or subtract different numbers so that they get the number twelve. Ask a few students to write their answers on the board and to read them out loud.

- 3 Students do exercise 3.

- 4 Students do exercise 4.

- 5 **1.10** (00:20) Students do exercise 5.

- 6 Students do exercise 6.

7 Extra idea

Divide the students into two groups. Put the cards with the tasks in a box or bag. A student from each group comes to the front of the class and draws out a task. Each student reads his/her task out loud and the other students complete it. For each correct completion of a task a group gets one point. Continue the process until everyone had a turn at drawing out a task. Students do exercise 7.

Lesson 4

Objectives and materials

Vocabulary: numbers 1–20, days of the week

Listening: to find specific information

Speaking: to describe a picture

Optional materials: cards with the names of the days of the week on them, some pieces of paper, cards with the tasks from exercise 7

Warm-up

Show the students the everyday objects from Lesson 3. Ask them to name the objects and to say what colour they are. Model the answers, e.g. *a pink flower*.

- 1 **1.9** (00:50) Students do exercise 1.

Wrap-up

Ask the students to stand on one leg as they answer your questions. Ask questions to revise the vocabulary and grammar, e.g. *What's your favourite day of the week?*; *5 + 6 = ?*; *How do you spell fish?*, etc. When a student answers a question correctly, he/she can sit down. When the students don't answer the questions correctly, they get another question.

Unit 1 Extra resources

Workbook: pages 8–17

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *What's your name?* (Lesson 5)
- Culture video: *Water parks and theme parks* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-go Practice: Unit 1

Kahoot!: Unit 1

Quizlet: Unit 1

Lesson 1

Objectives and materials

Vocabulary: countries and nationalities

Listening: to find specific information

Speaking: to ask and answer questions

Optional materials: post-it notes or small cards (5–7 per student)

Culture note

The famous buildings in the photos are:

b: the Eiffel Tower in Paris,
c: the Statue of Liberty and One World Trade Centre in New York,
d: the Palace of Culture and Science in Warsaw,
e: the Great Wall of China,
f: the Houses of Parliament and Big Ben in London,
g: the Blue Mosque in Istanbul, *h*: the Christ the Redeemer Statue in Rio de Janeiro.

1 People and places

Lesson 1 Vocabulary 1

I can understand and name countries and nationalities.

00:15
🔊 🔍 ✕


a


b


c


d


e


f


g


h

Find the countries!

1 Let's start!

Popatrz na wyniki quizu ukazane obok.
 Ile punktów zdobył każdy z graczy?

2

Popatrz na zdjęcia a–h. Znajdź zdjęcia z państw, których nazwy wymieniono w ramce. Powiedz, z których państw nie ma zdjęć.

Countries

Argentina • Australia • *h* Brazil • *e* China •
b France • *d* Poland • Spain • *f* the UK •
c the USA • *g* Turkey

a Australia Argentina, Spain – not in the photos

8 eight

Results



Player 1: 13



Player 2: 5



Player 3: 12

Back

Podstawa programowa: Krytyczne myślenie • Współpraca • Nastawienie na rozwój

Warm-up

Ask the students the following question:
Can you name some countries in English?

1 Students do exercise 1.

Answers

Player 1 – thirteen

Player 2 – five

Player 3 – twelve

2 Students do exercise 2.

Extra idea

Ask the students to study the photos carefully. Then give some instructions, e.g. *Find/Touch something red. Find/Touch a tree.*

- 3   Napisz nazwy państw i narodowości. Posłuchaj nagrania, sprawdź i powtórz.

Nationalities

American • Argentinian • Australian •
Brazilian • British • Chinese • French •
Polish • Spanish • Turkish

Nationality	Country
American	the USA

- 4   Posłuchaj wyrazów. Podnieś rękę, kiedy usłyszysz nazwę narodowości.
1 Chinese



- 5  Pracujcie w parach. Zadawajcie pytania o państwa i narodowości przedstawione na zdjęciach a–h. *Students' own answers*

Photo d. What's the country?

Poland!

And what's the nationality?

Polish!

6 Pronunciation: /ɪ/ and /i:/

-   Posłuchaj wierszyka, powtórz go i zapamiętaj. *Students' own answers*

Fifteen children from Turkey,
Sixteen children from France,
Twenty children from Australia,
Let's all dance!



- 7  Pracujcie w grupach. Powiedzcie wierszyk najszybciej jak potraficie. *Students' own answers*

Learning zone



-  Naucz się nowych słówek, postępując zgodnie ze wskazówkami Memory Maca.

Students' own answers

1. Zrób fiszki z wyrazami z ramki z ćwiczeń 2. i 3.



the UK
British

2. Pokazujcie sobie w parach obrazki z fiszek i podawajcie nazwy państw i narodowości.

- 8   Przygotujcie w parach sześć zagadek o państwach i narodowościach. Zadajcie je innej parze. Odgadnijcie zagadki tej pary. *Students' own answers*

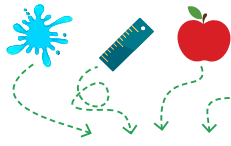
Say a nationality with three letters A!

Say a country with the letter P.

Say two nationalities with the letter B.

Fast finishers

-  Zapisz pierwsze litery wyrazów przedstawionych na ilustracjach. Ułóż z liter nazwę państwa i podaj nazwę narodowości.



Country: B R A Z I L

Nationality: Brazilian



nine 9

- 3  (00:41) Students do exercise 3.

Answers

Argentinian – Argentina	Chinese – China
Australian – Australia	French – France
Brazilian – Brazil	Polish – Poland
British – the UK	Spanish – Spain
	Turkish – Turkey

Extra idea

To help the students see some regular patterns of spelling, ask them to highlight the endings of the names of nationalities with different colours.

- 4  (00:56) Students do exercise 4.

Answers

- Spain (country)
- American (nationality)
- Poland (country)
- Turkey (country)
- Brazilian (nationality)
- France (country)
- Argentinian (nationality)
- British (nationality)
- Australia (country)

- 5 Students do exercise 5.

- 6  (00:16) Students do exercise 6.

Extra idea

Read the poem aloud to model the pronunciation. Ask the students to repeat the poem line by line.

- 7 Students do exercise 7.

Learning zone

Tell the students that Memory Mac gives tips on how to study more effectively. Ask the students about how they study at home or how they prepare for tests. Hand out the post-it notes, 5–7 per student. Students do tasks 1–2. If the class needs more time, the task can be done as homework.

- 8 Students do exercise 8.

SEN tip

To make any students who may be sensitive to noise feel more comfortable, try to keep the noise down during pair work and group work.

Fast finishers

Students who finish the exercises early can do the task in the book.

Students who finish this task can look for the picture to scan with their smartphones. When they find it (the toucan), they can scan it and do the activity which appears on their smartphones.

Wrap-up

Ask the students to write the names of three countries that they can remember from this lesson.

Lesson 2

Objectives and materials

Grammar: the verb *be* (affirmative)

Listening and reading: to find specific information

Optional materials: small pieces of paper containing personal pronouns

Warm-up

Introduce the characters who are in the story. Write the following names on the board: *Mickey, Lily, Robbie, Ana*. Ask the students to guess who they are before reading the text.

- 1  (01:09) Students do exercise 1.

Extra idea

Ask the students to read the text, giving the various roles (*Mickey, Lily, Robbie, Mum, Dad, Ana*) to different students.

- 2  (01:09) Students do exercise 2.

 **SUPPORT:** Allow the students to listen to the recording three times.

 **CHALLENGE:** Get the students to cover the comic story and do the exercise as a listening comprehension task.

- 3  (00:17) Students do exercise 3.

Extra idea

Lip read the phrases in the Real English box. Ask students to guess what you say.

SOCIAL AND EMOTIONAL LEARNING

This story helps students to develop the SEL

1

Lesson 2 Grammar 1

I can use verb be in affirmative sentences.

You're amazing, Robbie!



- 1  **1.14** Posłuchaj nagrania i przeczytaj komiks. Powiedz, kim jest Robbie.
Robbie is a cat / child / robot.

- 2  **1.14**  Posłuchaj nagrania ponownie i przeczytaj komiks jeszcze raz. Zdecyduj, które zdania są prawdziwe (T=True) – zgodne z prawdą, a które fałszywe (F=False) – niezgodne z prawdą.
- | | |
|--|---|
| 1 Mickey is from the UK. | T |
| 2 Lily and Robbie are robots. | F |
| 3 Ana is Brazilian. | T |
| 4 The notebooks are orange in picture 2. | T |
| 5 The homework is OK. | T |

WDZIĘCZNOŚĆ

Pamiętaj, aby podziękować, gdy ktoś Ci pomoże.

Real English

- 3  **1.15**  Pracujcie w parach. Posłuchajcie zwrotów. Powtórzcie je kilkakrotnie. *Students' own answers*
- What a mess!*
Don't worry. It's OK.
You're amazing!

10 ten

Podstawa programowa: Krytyczne myślenie • Poczucie przynależności do wspólnoty • Dbanie o innych

competence of social awareness. Explain that when we say thank you, the other person feels happy and is more likely to help us again in the future.

Grammar

Read the content of the table out loud. Ask the students to repeat what you say.

Grammar 1 video

Play the animation video for this lesson and stop it before the grammar presentation. Write the following gapped sentences on the board and ask the students to complete each of them with one word.

- 1 It's a s e l f i e challenge today.
2 The children are f o o t b a l l fans.
3 The boy in the b l u e T-shirt is Donald.
Play the whole video and ask the students to do the quiz at the end.

Grammar 1

Be affirmative, personal pronouns

Long form

I	am	eleven.
You	are	eleven.
He	is	eleven.
She	is	eleven.
It	is	eleven.
We	are	eleven.
You	are	eleven.
They	are	eleven.

Short form

I'm	eleven.
You're	eleven.
He's	eleven.
She's	eleven.
It's	eleven.
We're	eleven.
You're	eleven.
They're	eleven.

She's my mum.
She's Argentinian!

Learning zone



Postępuj zgodnie ze wskazówkami
Memory Maca. **Students' own answers**

- Wybierz dowolną osobę z tabeli Grammar 1, np. *he*.
- Ułóż z wybranym słowem trzy zdania o osobie lub osobach z rodziny albo o kimś znajomym.
He's my friend. He's Spanish. He's twelve.

4 Popatrz na komiks i dopasuj zakończenia zdań do ich początków.

- Mickey: I **e** a are orange!
- Ana: You **d** b is OK.
- Robbie: It **b** c is from Brazil.
- Mickey: She **c** d are amazing, Robbie!
- Ana: They **a** e am 11 years old.

5 Uzupełnij zdania, wpisując: **am, are** lub **is**.

- I **am** Mickey.
- Ana **is** ten.
- He **is** my dad.
- We **are** students.
- It **is** our cat, Lily.
- Mr and Mrs Brown **are** cool.
- You **are** a robot, Robbie.

6 Uzupełnij tekst skróconymi formami czasownika **be**.

My name ^{1's} Mickey and I ^{2'm} 11. She ^{3's} my mum, Caroline. He ^{4's} my dad, Alex. We ^{5're} from Manchester in the UK!



7 Pracujcie w parach. Sformułujcie prawdziwe i fałszywe zdania o sobie i znajomych. Zgadujcie, które zdania są zgodne z prawdą, a które nie. **Students' own answers**

We're students.

True!

We're from Australia.

False!

Fast finishers

Ułóż zdania z wyrazami z rozsypanki. **Students' own answers**

school bag yellow mum and dad
You SHE
He They BLUE
amazing pencil case
students We cats ten
IT



It's a school bag.
It's yellow and blue.

eleven 11

7 Extra idea

To model the task, say (or write on the board) two sentences about yourself, one true and one false. Ask the students to guess which one is false. Have a class vote to see who guessed correctly. Students do exercise 7.

Fast finishers

Students who finish the exercises early can do the task in the book.

Students who finish this task can look for the picture to scan with their smartphones. When they find it (**the school bag**), they can scan it and do the activity which appears on their smartphones.

Wrap-up

Write two jumbled sentences on the board and ask the students to put the words in the correct order:
is / sister / my / she.
we / good / students / are.

Answers

She is my sister.
We are good students.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Tell the students to write two gapped sentences of their own on a separate piece of paper. Then get them to give the piece of paper to a friend to complete.

6 Students do exercise 6.

Learning zone

To model the activity, choose a family member or friend of yours and say three sentences about him/her. Students do the tasks 1–2.

Put the slips of paper with the pronouns into a container. Ask the students to get a piece of paper from the box and to make a sentence beginning with the pronoun that is on their piece of paper.

Lesson 3

Objectives and materials

Vocabulary: names of places, numbers 20–100

Listening: to find specific information, to define the context

Optional materials: one dice and enough counters for each pair/group of students

Warm-up

Revise the numbers 1–19. Write the numbers on the board and ask the students to say them out loud or to repeat them after you. With more advanced students you can write just some of the numbers in random order.

1 Students do exercise 1.

2  (00:26) Students do exercise 2.

Answers

at a café – h
at a party – c
at a summer camp – a
at home – g
at school – d
in the garden – b
in the park – e
on holiday – f

SEN tip

Encourage the students to write the words in the air before writing them in their notebooks.

3 Students do exercise 3.

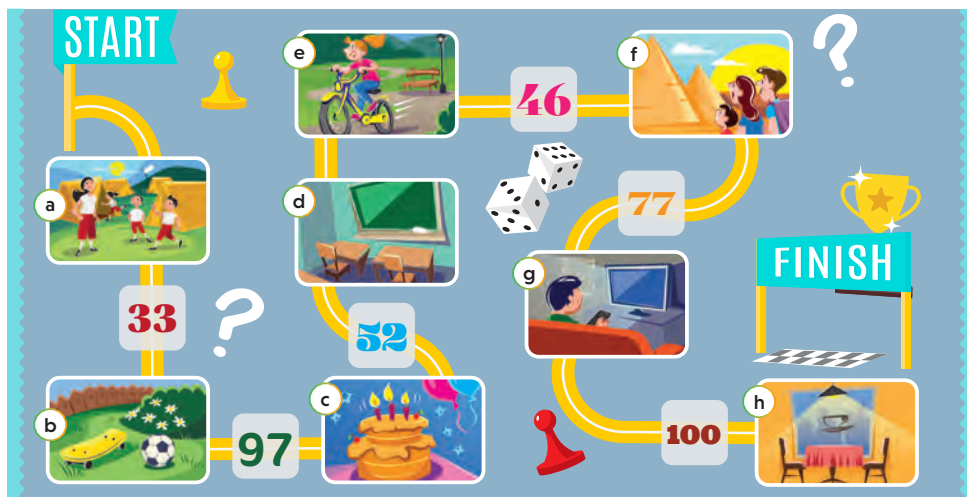
Extra idea

Show the students the photos of people in various places. Ask the students to say where the people are, e.g. *She is in the park. He is at school. They are at home*, etc.

1

Lesson 3 Vocabulary and listening

I can understand and use words for places and numbers 20–100.



1 Let's start!

 Pracujcie w parach. Na ilustracjach a–h wyszukajcie jak najwięcej przedmiotów, które potraficie nazwać po angielsku.

Students' own answers

2   Dopasuj nazwy miejsc z ramki do ilustracji a–h. Następnie posłuchaj nagrania i powtórz nazwy.

Places

at a café • at a party • at a summer camp •
at home • at school • in the garden •
in the park • on holiday

3  Uzupełnij listy wyrazów.

1 at: a party, school, a café, home,
a summer camp
2 in: the garden, the park
3 on: holiday

4    Posłuchaj rozmowy chłopca i dziewczynki, którzy uczestniczą w grze. Powiedz, gdzie znajdują się Rosie i Ben.

Rosie is at a party.
Ben is at school.

12 twelve

5   Napisz liczby, których brakuje w ramce. Następnie posłuchaj nagrania i powtórz wszystkie liczby z ramki.

Numbers 20–100

20 twenty	60 sixty
30 thirty	70 seventy
40 forty	80 eighty
50 fifty	90 ninety
	100 a hundred

Look!

21 twenty-one	63 sixty-three
48 forty-eight	99 ninety-nine

6   Pracujcie w parach. Napiszcie po trzy liczby. Pokażcie je sobie nawzajem i przeczytajcie. *Students' own answers*

56

Fifty-six!

7   Zagrajcie w parach w grę z tej lekcji. Podajcie właściwą liczbę lub nazwę miejsca albo wróćcie na start. *Students' own answers*

I'm at a café!

Fifty-two!

Podstawa programowa: Krytyczne myślenie • Współpraca

4  (00:44) Students do exercise 4.

 **SUPPORT:** Provide the students with options to choose from: *at school / in the garden / at a café*.

 **CHALLENGE:** Ask the students to look at the board game and to point to the four places mentioned in the recording. (b, c, d, e).

5  (00:37) Students do exercise 5.

6 Students do exercise 6.

7 Students do exercise 7.

Wrap-up

Dictate 2–3 sentences to students, e.g. *My sister is twenty-one. She is on holiday*. Ask the students to write the sentences in their notebooks and then to swap them with their classmates to compare and check each other's work.

I can use *a, an* and the zero article.
I can use nouns with adjectives.

Grammar 2

A, an

It's **a** pencil.
It's **an** apple.

Zero article

They're pencils.
They're apples.

A, an + nouns with adjectives

It's **a** (very) **big** book.
It's **an** **amazing** watch.

Zero article + nouns with adjectives

They're **blue** rubbers.
They're **yellow** pencils.

It's a very big book!



- 1 Nazwij osoby przedstawione na ilustracji. Użyj słów: *Mr Smith, Marcia, Bruno* lub *friends*.



He's ...
She's ...
They're ...

1 He's Bruno.
2 He's Mr Smith.
3 She's Marcia.
(1), 2, 3 They're friends.

- 2 Posłuchaj czterech dialogów i do każdego dopasuj przedmioty z powyższej ilustracji.

1 **b** 3 **a**
2 **d** 4 **c**

- 3 Uzupełnij zdania. Wstaw: *a, an* lub *-*. Zdecyduj, przed którymi wyrazami nic nie wstawisz.

1 It's **a** watch.
2 Marcia and Bruno are **-** students. They're **-** friends.
3 It's **an** orange.
4 It's **a** pencil. It's **a** pen. They're **-** yellow.
5 It's **an** apple.

- 4 Posłuchaj pięciu zdań i zapisz wyrazy z ramki, które usłyszysz w nagraniu.

amazing interesting new red small

1 **amazing** 4 **small**
2 **new** 5 **interesting**
3 **red**

- 5 Z podanych wyrazów ułóż zdania i zapisz je.

1 **party amazing an It's** .
It's an amazing party.
2 **backpacks green They're** .
3 **a park very nice It's** .
4 **very They're computers old** .

- 6 Pracujcie w parach. Opiszcie na zmianę przedmioty znajdujące się w klasie i odgadujcie ich nazwy.

Students' own answers

It's small and it's red.

It's a pencil sharpener!

Fast finishers

Napisz nazwy przedmiotów, do których mogą pasować podane przymiotniki.

Students' own answers

amazing ☐
very small ☐
very big ☐
new ☐



Podstawa programowa: Krytyczne myślenie • Współpraca

thirteen 13

Grammar

Read the content of the table out loud. Ask the students to repeat what you say.

Grammar 2 video

Play the animation video for this lesson and stop it before the grammar presentation. Ask the students to list the objects that they can see in the video (e.g. *a bracelet, a castle, a smartphone*, etc.). Play the whole video and ask the students to do the quiz at the end.

- 4 (00:44) Students do exercise 4.

- 5 Students do exercise 5.

Answers

- 2 They're green backpacks.
3 It's a very nice park.
4 They're very old computers.

- 6 Students do exercise 6.

Fast finishers

Students who finish the exercises early can do the task in the book.

Students who finish this task can look for the picture to scan with their smartphones. When they find it (**pencils**), they can scan it and do the activity which appears on their smartphones.



Lesson 4

Objectives and materials

Grammar: articles: *a, an, the*;
nouns with adjectives

Listening: to define the main idea

Speaking: to describe objects

Warm-up

Ask the students to act out the following adjectives with gestures: *big, small, happy*.

- 1 Students do exercise 1.

- 2 (01:03) **Extra idea**

Before the students listen to the recording, ask them to name the objects in the picture (**a watch, b a pen, c pencils, d an apple**). Students do exercise 2.

- 3 Students do exercise 3.

Wrap-up

Tell the students that you are going to say some adjective + noun phrases out loud and that their task is to sit down when *a* is missing before the phrase, and to stand up when *an* is missing before it, e.g. say out loud: *big apple, old book, yellow pencils, new student*, etc.

Lesson 5

Objectives and materials

Speaking: to introduce yourself and other people, to ask questions about personal information

Vocabulary: the alphabet

Optional materials: post-it notes

Warm-up

Ask several students to spell their names out loud.

- 1  (01:09) Students do exercise 1.

Speaking video

You can use the video *What's your name?* instead of the audio recording from exercise 1. Turn the subtitles on if needed. Get the students to mark the following sentences as true or false as they watch the video: *Lena and Harry are at school* (False, they're at a café); *Lena and Harry are ten* (True); *Ms Colins is French* (False, Emile is French).

SEN tip

Try to make sure that any students with hearing difficulties are seated near the loudspeaker.

- 2  (01:09) Students do exercise 2.

Answers

- 2 What's your name?
My name's Lena.
- 3 How old are you, Harry?
I'm ten.
- 4 What's your nationality?
I'm French.
- 5 Where are you from?
I'm from Poland.

1

Lesson 5 Speaking

I can ask and answer questions about names, ages, countries and nationalities.

- 1    Posłuchaj nagrania i przeczytaj dialogi. Gdzie znajdują się osoby ukazane na zdjęciach?
at a café at school



Harry: Thanks! I'm Harry. **What's your name?**
Lena: My name's Lena.
Harry: It's a great name! **Where are you from?**
Lena: I'm from Poland.
Harry: Wow, that's interesting! I'm from the UK.
Lena: **How old are you, Harry?**
Harry: I'm ten.
Lena: Really? Me too!



Emile: Hello! My name's Emile Martin. I'm a new student.
Ms Colins: Hello Emile. **How do you spell Martin?**
Emile: M-A-R-T-I-N.
Ms Colins: Thank you. And **what's your nationality?**
Emile: I'm French.
Ms Colins: Great, thank you. Please, sit down.

- 2   Posłuchaj nagrania ponownie i przeczytaj dialogi jeszcze raz. Dopasuj wypowiedzi z ćwiczenia 1. zapisane pogrubioną czcionką do poniższych kategorii.

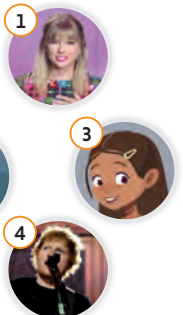
- 1 **spelling**
How do you spell Martin? M-A-R-T-I-N.
2 **name** 4 **nationality**
3 **age** 5 **country**

- 3  Pracujcie w parach. Zadawajcie sobie nawzajem pytania z ćwiczenia 1. i odpowiadajcie na nie. *Students' own answers*

What's your name?
My name's Piotr.

- 4  Pracujcie w parach. Popatrzcie na informacje o osobach ukazanych poniżej. Zadawajcie pytania i odpowiadajcie na nie.

- 1 Taylor Swift
the USA
- 2 Noah Schnapp
N-O-A-H S-C-H-N-A-P-P
- 3 Ana
10
- 4 Ed Sheeran
British



What's your name?

My name's Taylor Swift.

14 fourteen

Podstawa programowa: Krytyczne myślenie • Dbanie o innych • Współpraca

- 3 Students do exercise 3.

Extra idea

Tell the students that they are going to take on a new identity. Hand out the post-it notes. Ask the students to repeat the dialogues, using the new information.

- 4 Students do exercise 4.

Answers

- 1 Where are you from? I'm from the USA.
- 2 What's your name? My name's Noah Schnapp. How do you spell that?
N-O-A-H S-C-H-N-A-P-P
- 3 What's your name? My name's Ana. How old are you? I'm 10.
- 4 What's your name? My name's Ed Sheeran. What's your nationality? I'm British.

Wrap-up

Spell some names, countries and nationalities. Tell the students to write down the words.

I can understand a text about different parks.

- 1 Popatrz na zdjęcie. Zgadnij, gdzie jest dziewczynka.

She's at a water park.



- 2 Posłuchaj nagrania i przeczytaj tekst. Powiedz, w którym z opisanych parków żyją zwierzęta.

OUR SCHOOL

Home | Articles | Contact us

Favourite parks | Added: yesterday



Ana (Brazil)

Hi everyone! Please, help me with my school project. It's about parks **around the world**. What are your favourite parks in your countries?

Comments:



Piotr (Poland)

Białowieża **National Park** is my favourite. It's a very old forest with amazing trees and animals. Look at the photo of 13 **bisons**!



Charlotte (the UK)

Wow, the bisons are very big! My favourite park is very **different**. It's Alton Towers in England. It's a **theme park** with over 40 **rides**! Congo River Rapids is my favourite ride!



Jacques (France)

Adventure parks are exciting, Charlotte! My favourite park is Illucity in Paris. It's a **virtual park**! It's a cool place to go with your friends or your family. Look at me with a VR headset on!



Emma (the USA)

Your VR headset is cool, Jacques! My favourite park is Central Park in New York. It's four kilometres long! It's got cafés, a castle, a zoo and other fun things. The zoo is my favourite place.



Ana (Brazil)

Thank you! You are fantastic friends!

Glossary

around the world – dookoła świata

bison – żubr

different – inny

national park – park narodowy

ride – atrakcja w parku rozrywki

theme park – park rozrywki

virtual park – park wirtualny

- 3 Posłuchaj nagrania ponownie i przeczytaj tekst jeszcze raz. Wybierz właściwe odpowiedzi.

- Ana's project is about different **countries** / **parks**.
- The Polish park is **old** / **big**.
- Charlotte's favourite park is a park with **animals** / **rides**.
- Central Park is **an American** / **a national** park.
- Illucity** / **Central Park** is four kilometres long.
- Games to play with other people are in the **British** / **French** park.

- 4 Pracujcie w parach. Który z parków z ćwiczenia 2. podoba Wam się najbardziej? Powiedzcie 1–2 zdania na jego temat. Students' own answers

... is my favourite park.

It's big/old/virtual/...

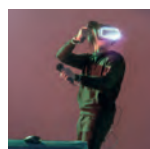
The animals/games/rides/... are amazing/great/interesting/...



Białowieża National Park



Alton Towers, England



Illucity, Paris



Central Park, New York

Warm-up

Ask the students to name some parks in their town/ city or in their country.

- 1 Students do exercise 1.

Culture video

Play the video *Water parks and theme parks*. Ask the students to say what parks appear in the video. Write the following list of parks on the board and get the students to choose the correct answers: *water park, national park, theme park, virtual reality park, public park*. You can use the video worksheet for this video.

- 2 (01:24) Students do exercise 2.

Answers

Białowieża National Park, Central Park in New York

- 3 (01:24) Students do exercise 3.

SUPPORT: Tell the students which questions match the different paragraphs.

CHALLENGE: The students write an extra sentence containing two words to choose from. Then they read the sentences for the rest of class to answer.

- 4 Students do exercise 4.

Extra idea

Ask the students to say which parks they like in their own country, using the expressions in the box.

Wrap-up

The students write two true or false questions concerning the information in the text. Then they swap their questions in pairs and mark their partner's questions T (for true) and F (for false).

Lesson 6

Objectives and materials

Reading: to define the main idea of the text, to find specific information

Speaking: to express opinions and to express preferences

Vocabulary: words for describing different parks

Optional materials: Teacher's Resource File – Video worksheet Unit 1

Culture note

Białowieża Park – a national park and forest on the border of Belarus and Poland.

Alton Towers – a theme park (water park) in Staffordshire, central England.

Illucity – a VR (virtual reality) adventure park in France.

Central Park – a public park in Manhattan, New York City.

Lesson 7

Objectives and materials

Writing: to introduce yourself, to give personal information

Vocabulary: personal information form templates

Warm-up

Write the following words on the board and ask about which letters are missing:

AGE
COUNT R Y
NAME
NATION ALITY

1 Students do exercise 1.

2 Extra idea

To model the activity, ask several students the questions for them to answer out loud. Students do exercise 2.

3 Extra idea

To make sure the students pronounce the questions correctly, model the pronunciation and get the class to repeat the questions out loud. Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

The students can draw their avatar instead of using a real photograph.

SUPPORT: Give out templates of the form to any students who have trouble writing.

CHALLENGE: The students add more information to the form, e.g. about their favourite place, favourite object, etc.

6 Students do exercise 6.

1

Lesson 7 Writing

I can complete a personal information form.

- 1 Na podstawie wypowiedzi chłopca uzupełnij formularz.

Summer camp

First name: Adam
Surname: Nowak
Age: 11
Nationality: Polish
Country: Poland

My name's Adam and I'm 11 years old.

- 2 Odpowiedz na pytania.

Students' own answers

- What's your first name?
My first name is ...
- What's your surname?
- How old are you?
- What nationality are you?
- Where are you from?

- 3 Pracujcie w parach. Zadawajcie sobie nawzajem pytania z ćwiczenia 2. i odpowiadajcie na nie. Students' own answers

What's your first name?

My name's Jakub.

- 4 Uzupełnij formularz informacjami na temat kolegi/koleżanki.

Students' own answers

Summer camp

First name: _____
Surname: _____
Age: _____
Nationality: _____
Country: _____

- 5 **Writing project**

Uzupełnij formularz na swój temat. Postępuj według instrukcji poniżej.
Students' own answers



Find

Znajdź zdjęcie do formularza.



Read the spelling tip

Imiona, nazwiska, nazwy państw i narodowości napisz wielkimi literami.

Jakub Maria Poland Spain
Polish Spanish



Write

Uzupełnij i sprawdź formularz.



Show your work

Powieś formularz w klasowej galerii prac lub prześlij go nauczycielowi/nauczycielce.



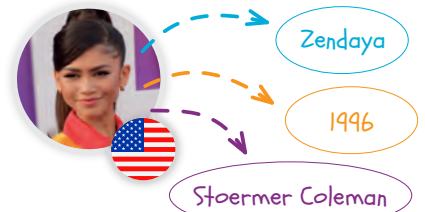
Summer camp

First name: _____
Surname: _____
Age: _____
Nationality: _____
Country: _____



- 6 Uzupełnij formularz na temat Zendayi. Wykorzystaj poniższe wskazówki.

Students' own answers



16 sixteen

Podstawa programowa: Kreatywne myślenie • Kierowanie sobą • Samoregulacja

Wrap-up

Ask the students to stand up. Say the following instructions and ask the students to follow them until all the students are seated, e.g.
Sit down if your name starts with M.
Sit down if your surname starts with M.
Sit down if your age is 10/11.

Odpowiedzi do ćwiczeń zapisz w zeszytach!

Revision of lessons 1–7.

Test yourself

Vocabulary

1 W każdym zestawie wyrazów wybierz ten, który nie pasuje do pozostałych.

- | | | |
|---------------|----------|-----------|
| 1 Brazilian | the USA | Spanish |
| 2 Chinese | France | Australia |
| 3 Argentinian | Turkey | British |
| 4 Polish | American | the UK |

/4 points

2 Odgadnij liczby i zapisz słownie rozwiązanie równania.

- 1 30 +  = thirty-three
- 2 35 -  + 40 -  = sixty-eight

/2 points

3 Uzupełnij zdania właściwymi nazwami miejsc.



- 1 The teacher is at school.
- 2 My friend is on holiday.
- 3 I'm at a summer camp.
- 4 We are at a party.

/4 points

Grammar

4 Dopasuj zakończenia zdań do ich początków.

- | | |
|----------------------------|--------------------|
| 1 It is a b | a books. |
| 2 It is an c | b ruler. |
| 3 Tim and Sue are d | c orange. |
| 4 She is an e | d friends. |
| 5 They are a | e amazing teacher. |

/5 points

5 Uzupełnij zdania wyrazami z ramki.

am are he is you

- 1 You are my friend.
- 2 I am a student.
- 3 Robbie is a robot.
- 4 They are teachers.
- 5 He is my brother.

/5 points

Speaking

6 Ułóż dialog z poniższych zdań.



- 4 I'm from Spain. Where are you from?
- 2 My name's Mia.
- 5 I'm from the USA.
- 1 I'm Joe. What's your name?
- 3 It's a great name! Where are you from?

/5 points

Check your score!

1.23 Połuchaj nagrania wszystkich ćwiczeń i sprawdź swoje odpowiedzi. Podlicz punkty i postępuj według wskazówek.

20–25 points – Great job!

14–19 points – Good score! Work on your mistakes and correct them.

0–13 points – Keep calm and revise more. Do exercises A–C below!

- A Work on vocabulary → Learning Zone, p. 9
- B Revise grammar → Learning Zone, p. 11
- C Speak → exercises 2–4, p. 14

2 Students do exercise 2.

Extra idea

Ask the students to draw the following items: *three flags, two big books, seven small oranges, eleven pencils.*

3 Students do exercise 3.

Extra idea

Ask the students to pick up a piece of paper with the name of a place on it. Some volunteers come to the front of the class to mime their place for the rest of the class to guess what it is.

4 Students do exercise 4.

Extra idea

Write the following sentences on the board. The students try to work out the words that are missing in the sentences.

- 1 *It's big apple. (a)*
- 2 *They amazing parks. (are)*
- 3 *are new books. (They)*
- 4 *It's orange workbook. (an)*

5 Students do exercise 5.

6 Students do exercise 6.

Check your score!

1.23 (01:39) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English (make sure they know what they need to do here).

Wrap-up

Put the students into groups. Ask each group to draw a flag of the USA, Australia and the UK, without looking at their book. The first group to finish with the correct pictures is the winner of the game.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise Lessons 1–7

Optional materials: some pieces of paper with the names of places on (*at a café, at school, at a party, on holiday, in the park, at home, etc.*)

Warm-up

Ask the students to name: two countries, two nationalities and four numbers from between 20 and 100.

1 Students do exercise 1.

Extra idea

Give the name of a country and ask the students to say what the corresponding nationality is.

My words

Game

Students play a spelling game in pairs. One student keeps the book open and says the words for the other student to spell. For every correct answer the student gets a point. After five words, the students swap roles.

Countries



Nationalities



Places



Numbers 20–100



Real English



Giving and asking for personal information



1 My words

Countries

1.24

Argentina	Argentyna
Australia	Australia
Brazil	Brazylia
China	Chiny
France	Francja
Poland	Polska
Spain	Hiszpania
the UK	Zjednoczone Królestwo Wielkiej Brytanii i Irlandii Północnej
the USA	Stany Zjednoczone Ameryki Północnej
Turkey	Turcja

Nationalities

1.25

American	Amerykanin/Amerykanka
Argentinian	Argentyńczyk/Argentynka
Australian	Australijczyk/Australijka
Brazilian	Brazylijczyk/Brazylijka
British	Brytyjczyk/Brytyjka
Chinese	Chińczyk/Chinka
French	Francuz/Francuzka
Polish	Polak/Polka
Spanish	Hiszpan/Hiszpanka
Turkish	Turek/Turczynka

Places

1.26

at a café	w kawiarni
at a party	na imprezie
at a summer camp	na letnim obozie
at home	w domu
at school	w szkole
in the garden	w ogrodzie
in the park	w parku
on holiday	na wakacjach

Numbers 20–100

1.27

twenty	dwadzieścia
thirty	trzydzieści
forty	czterdzieści
fifty	pięćdziesiąt
sixty	sześćdziesiąt
seventy	siedemdziesiąt
eighty	osiemdziesiąt
ninety	dziewięćdziesiąt
one hundred	sto

Real English

1.28

What a mess!	Jaki bałagan!
Don't worry. It's OK.	Nie martw się. Wszystko w porządku.
You're amazing!	Jesteś wspaniały!

Giving and asking for personal information

1.29

What's your name?	Jak się nazywasz?
My name's (Lena).	Nazywam się (Lena).
How do you spell (Martin)?	Jak przeliterujesz (Martin)?
Where are you from?	Skąd pochodzisz?
I'm from (Poland).	Jestem z (Polski).
What's your nationality?	Jaka jest Twoja narodowość?
I'm (Polish).	Jestem (Polakiem/ Polką).
How old are you?	Ile masz lat?
I'm (ten).	Mam (dziesięć) lat.

Play and learn!

- Wybierz słowa, których chcesz się nauczyć, i wykonaj słowniczek obrazkowy.
Students' own answers



at a café



at a party

Personal pronouns

I	ja	we	my
you	ty	you	wy
he	on	they	oni/one
she	ona		
it	ono/to		

Zaimki osobowe
zastępują w zdaniu osobę
lub przedmiot.

Mark is a student.

↓
He is at school.

My friends are from the UK.

↓
They are British.

Be affirmative

I am from Poland.	Ja jestem z Polski.
You are from Poland.	Ty jestes z Polski.
He is from Poland.	On jest z Polski.
She is from Poland.	Ona jest z Polski.
It is from Poland.	Ono jest z Polski.
We are from Poland.	My jesteśmy z Polski.
You are from Poland.	Wy jesteście z Polski.
They are from Poland.	Oni/One są z Polski.

Czasownika **be** (być) używamy do:

- przedstawiania się,
- mówienia, skąd się pochodzi,
- podawania narodowości,
- podawania wieku.

Uwaga! Podając wiek, nie używamy czasownika **have** (mieć).

I'm Lena.

I'm from Poland.

They're British.

She's ten.

I **AM** ⇒ I'**M** YOU **ARE** ⇒ YOU'**RE** HE **IS** ⇒ HE'**S** SHE **IS** ⇒ SHE'**S** IT **IS** ⇒ IT'**S**
WE **ARE** ⇒ WE'**RE** YOU **ARE** ⇒ YOU'**RE** THEY **ARE** ⇒ THEY'**RE**

A, an, zero article



a pencil,
a robot



an apple,
an orange

Użyj **a** lub **an** tylko przed słowem, które oznacza jedną rzecz, nigdy w liczbie mnogiej.



They're pencils.

Nouns with adjectives

W zdaniach **przymiotnik** jest przed **rzeczownikiem**.

Postaw **a** lub **an** przed przymiotnikiem w liczbie pojedynczej.

They're interesting books.

It's an amazing film.

It's a small café.

Mini-project

Nakręć krótki film lub przygotuj prezentację.

1. Podaj informacje o sobie.
2. Przedstaw informacje o Twoich przyjaciółkach i ulubionym miejscu.
3. Zaprezentuj swój film lub prezentację w klasie.

Hi, my name's **Ana**.

I'm **ten** and I'm **from Brazil**.

Mickey and Robbie are my friends.

My favourite place is **my garden**.

It's **amazing**!



Podstawa programowa: Nastawienie na rozwój · Przekonanie o własnej skuteczności

nineteen 19

Educational experience

Educational experiences are learning situations that give students the opportunity to apply their knowledge in practice, develop skills and competences (e.g. communication, cooperation, critical and creative thinking) and build a sense of agency. These activities are practical in nature, actively engage students and allow them to observe the results of their work. All educational experiences presented in the book are suitable for the students' proficiency level and age.

Mini-project

- Tell the students that they're going to prepare a short video or presentation about themselves. If students aren't allowed to use smartphones at school, ask them to do it at home and share the video in a way that is allowed in their school.
- If the students do a presentation, explain that they can use a computer programme or prepare a spoken presentation. The students can show some photos of their friends or their favourite places in their presentations.
- Encourage the students to use the model text in the book to help them. To provide more support, you can prepare a video or presentation about yourself and show it to the students in class.
- When the students have prepared their projects, you can watch all the films and presentations in class. Praise the students for their creativity and for completing the task on time.
- After all the students have shared their videos or presentations, ask them to talk about which videos/presentations gave them new information about a topic.

Unit 1 Project

Objectives and materials

Project: make a webpage about a country

Optional materials:

a webpage template or paper, markers, scissors, glue

Project tips

- When doing the research for their project, remind students to:
 - use a reliable search engine
 - type in key words
 - make a note of the information and websites.
- Students can make their webpage using an online webpage template or on paper.
- Discuss with students ways to make their webpage attractive, e.g. use large letters for headings, use colour, include pictures, etc.

Warm-up

Divide the class into two teams. Ask one student from each team to come to the board. Say a country. Students write the country on the board. The first student to do so correctly wins a point for their team.

Discover

- 1 Students do exercise 1.
- 2 Students do exercise 2.

1 Project

We can work together to make a webpage about a country.

DOŚWIADCZENIE EDUKACYJNE

Discover

- 1 Przeczytaj quiz. Zgadnij odpowiedzi. Wybierz: a, b lub c. *Students' own answers*

The Countries Quiz

- 1 The number of people in the world is over .
a 6 billion b 7 billion c 8 billion
- 2 The number of countries in the world is over .
a 170 b 190 c 220
- 3 The number of languages in the world is over .
a 5,000 b 6,000 c 7,000

- 2 Przeczytaj tekst i sprawdź swoje odpowiedzi w ćwiczeniu 1. 1 c, 2 b, 3 c

The Countries Quiz

We live in an amazing world! The number of people in the world today is over 8 billion. We live in over 190 different countries. That's a lot of nationalities! All of the countries are interesting. Some are big and some are small. People speak different languages, for example, Spanish, Chinese and English. At the moment, the number of languages in the world is over 7,000!

What's your favourite country?

- 3 Pracujcie w parach. Popatrzcie na zdjęcia i informacje dotyczące Kanady. Opiszcie Kanadę.

Nationality: Canadian
Languages: French and English
Capital city: Ottawa
Famous people: Ryan Gosling, Shawn Mendes

Ryan Gosling, actor

The nationality is ...

People speak ...

It's famous for ...

20 twenty

Podstawa programowa: Kreatywne myślenie • Współpraca • Nastawienie na rozwój

Culture note

The number of countries in the world changes. The world population is increasing, while the number of languages is decreasing. About 40% of languages in the world today are endangered.

- 3 Write these words on the board: *ice-hockey, mountains, lakes, Ottawa, Ryan Gosling, polar bear, poutine (fries with cheese).*

Say each word and ask students to point to the relevant picture. Students do exercise 3.

Suggested answers

The nationality is Canadian. People speak French and English. The capital city is Ottawa. It's famous for: polar bears, mountains and lakes, ice-hockey and poutine (fries with cheese). Ryan Gosling and Shawn Mendes are famous people from Canada.

Extra idea

In pairs, have students describe their own country in the same way.

Learn

Social and emotional learning: be kind



Well done!



Thanks, you too!

Pamiętaj, aby być uprzejmym, gdy pracujesz z innymi uczniami.

4 Dopasuj reakcje do wypowiedzi.

- | | |
|--|-----------------------------------|
| 1 What's this in English? c | a Wow, that's interesting! |
| 2 I'm sorry. d | b Yes, of course. |
| 3 That's amazing! e | c Sorry, I don't know. |
| 4 Look! a | d Don't worry. It's OK. |
| 5 Can I use your pen, please? b | e Thanks! |

TIP

Pamiętaj o używaniu
Please oraz Thank you.
*Can I use your pen,
please? Thank you!*

Plan

5 Pracujcie w parach. Wybierzcie kraj, znajdźcie zdjęcia oraz informacje na jego temat. Następnie porozmawiajcie o tym kraju, używając wskazówek z ramki. *Students' own answers*

- population
- famous people
- language(s)
- other (sports, food, etc.)
- nationality
- capital city

6 Pracujcie w parach. Przygotujcie notatki do plakatu o wybranym kraju. *Students' own answers*

Country:	Population:
A webpage about:	The capital city:
Nationality:	Famous people:
Language:	Popular sports:



Photo

Create

7 Pracujcie w parach. Stwórzcie plakat. Wykorzystajcie informacje oraz zdjęcia, które znaleźliście. *Students' own answers*

Share and reflect

8 Pracujcie w parach. Zaprezentujcie Wasz plakat w klasie.

Share and reflect

- 8 Have students practise their presentation with their partner before they present to the class.

Extra idea

During the presentations, ask students to choose a country they would most like to visit.

Wrap-up

Ask students about things in their country that come from other countries, e.g. types of food, music, people in sports teams, technology. Explain that countries depend on one another and it's important to find out about other cultures.

Learn

- 4 Tell students that they will do the project in pairs. Read the example and the tip with students. Students do exercise 4.

Extra idea

Say the phrases and ask students to repeat each one. Then have them practise the phrases in pairs.

Plan

- 5 Put students into pairs. Students research their chosen country using the Internet.
- 6 Students do exercise 6. They can then show their work to their partner and agree on the best ideas.

Create

- 7 Students do exercise 7.