

# Interface



Teacher's book

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# Unit

# 1

# My world

## Unit Contents

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## Vocabulary 1

### Countries and nationalities

- 1** Look at the map. Match places 1–6 with the countries in the box.

Australia Belgium Canada China Colombia  
Ecuador France Ireland Japan Mexico Morocco  
Romania Spain the UK the USA

- 2** Now match all the countries in exercise 1 with the nationalities in the box.

Mexican American Japanese Spanish Romanian  
Moroccan Irish Chinese Canadian British French  
Colombian Belgian Australian Ecuadorian

*Australia – Australian*

- 3** 1.07 Listen and repeat.

## Pronunciation

### Word stress

- a** How many syllables do these words have?

- 1 a) Canada 3 b) Canadian 4  
2 a) Ecuador 3 b) Ecuadorian 5  
3 a) China 2 b) Chinese 2  
4 a) Japan 2 b) Japanese 3

- b** 1.08 Listen and mark the stress in the words in exercise a.

- 1 a) Canada b) Canadian

- 4** Choose the correct answers.

- 1** More than 1.3 billion people live in ...

a) China. b) Japan.

- 2** Dracula is from ...

a) Romania. b) Ireland.

- 3** Irish people aren't from ...

a) Europe.  b) Asia.

- 4** English and French are the official languages of ...

a) Canada. b) the USA.

- 5** Quito is the capital city of ...

a) Ecuador. b) Colombia.



## Now say it!

- 5** 1.09 Listen to Alex, Ben and Emily. Where are they from? *Alex's from the UK. Ben's from Ireland. Emily's from the UK.*
- 6** Work in pairs. Introduce yourself.

Hi! My name's Ania.

I'm from Szczecin. It's in Poland.

# Unit 1, Lesson 1, Vocabulary 1, Reading 1

**Lesson Aims:** Students learn and practise some words for countries and nationalities including the word stress; students read a text for gist and specific information about comics and learn some antonyms.

## Vocabulary 1

### Countries and nationalities

#### Warmer

With books closed, write the following cities on the board: *London, Paris, Rome*. Ask students which countries they are in (*the UK, France, Italy*). Ask students to show the countries on the map. Students suggest more cities and other students say the corresponding country. Finish by revising the names of the continents.

- Students look at the map.
  - Do number 1 (*the USA*) as an example.
  - Ask them to match the countries 1–6 on the map with the countries in the box.
  - Check answers with the class.


#### Answer Key

1 the USA	3 France	5 Morocco
2 the UK	4 Romania	6 Japan

- Remind students that nationalities also begin with a capital letter.
  - Individually, students match the countries and nationalities.
  - Check as a class.

#### Answer Key


Australia – Australian (example)	Japan – Japanese
Belgium – Belgian	Mexico – Mexican
Canada – Canadian	Morocco – Moroccan
China – Chinese	Romania – Romanian
Colombia – Colombian	Spain – Spanish
Ecuador – Ecuadorian	the UK – British
France – French	the USA – American
Ireland – Irish	


-  CD1 track 07
  - Students listen and repeat the words.

#### CD1 track 07

Australia	Australian	Japan	Japanese
Belgium	Belgian	Mexico	Mexican
Canada	Canadian	Morocco	Moroccan
China	Chinese	Romania	Romanian
Colombia	Colombian	Spain	Spanish
Ecuador	Ecuadorian	the UK	British
France	French	the USA	American
Ireland	Irish		

### Pronunciation: Word stress

- Students count the syllables in pairs.
  - Check answers with the class.
-  CD1 track 08
  - Students listen and underline the stressed syllable.
  - Check answers together on the board.
  - Listen again and repeat.
- Check students understand the sentences.
  - Students do the quiz individually.
  - Check answers with the class.


 **Fast finishers** write more questions about countries and nationalities. They ask their classmates the questions.

### Language note

Show students that some nationality adjectives are also languages.

NB: There is not one single Chinese language, but many different versions or dialects including Wu, Cantonese and Taiwanese.

### Now say it!

-  CD1 track 09
  - Students listen to the dialogue and say where the students are from.

#### CD1 track 09

**Alex** Hi! My name's Alex. I'm from the UK.  
**Ben** Hi there! I'm Ben. I'm from Dublin. It's in Ireland.  
**Emily** Hello. My name's Emily. I'm from London in the UK.

- Introduce yourself using the model in the book.
  - Ask some students to do the same. Correct their pronunciation.
  - Students introduce themselves to the students around them. Encourage them to shake hands to make the situation more lifelike.

### Extra activity

Students suggest some ways to continue the dialogue.

### Cultural note

In the UK and most English-speaking countries, people shake hands when they first meet. They don't usually kiss, although it is becoming more common.

 Workbook **Vocabulary plus** page 115.

## Reading 1

### Around the world on a comic

#### Before you read

Ask students to think of some country and nationality words. Students take turns to say a country. Another student responds with the nationality and then says another country and so on (eg. Student A: *Japan*, Student B: *Japanese ... France*, Student C: *French ... Germany*, etc.).

- 7
- Students look at the map of the world and identify the comic book characters (*Batman*, *Dragon Ball*, *Asterix*).
  - Ask them what other comic book characters they know.
  - Give students 30 seconds to read the two summaries and choose either answer a or b.
  - Check the answer with the class. If necessary, explain why a is not the correct answer.

#### More information


For more on manga, look at these websites:

[www.manga4kids.com](http://www.manga4kids.com)

[www.mangaforkids.com](http://www.mangaforkids.com)

To have a go at creating their own comics, students can go to:

<http://dcuniversesuperheroes.lego.com/en-us/ComicBuilder/mycomics.aspx>

- 8  CD1 track 10
- Students read and listen to the text and complete the sentences.
- 9
- Check students understand the sentences.
  - Students read the text again and decide if the sentences are true or false.
  - Check answers with the class.
- 10
- Read out the Word Tip box and elicit some examples of antonyms, eg *slow/quick*.
  - Students find the words in the text and match the antonyms.



**Fast finishers** write four more antonyms.

- 11
- Write the headings *Heroes* and *Villains* on the board. Explain the meaning and ask for examples from the text.
  - Read out the questions in turn and write students' preferences under the appropriate heading.
  - Ask students to raise their hands to vote for their favourite hero and villain.

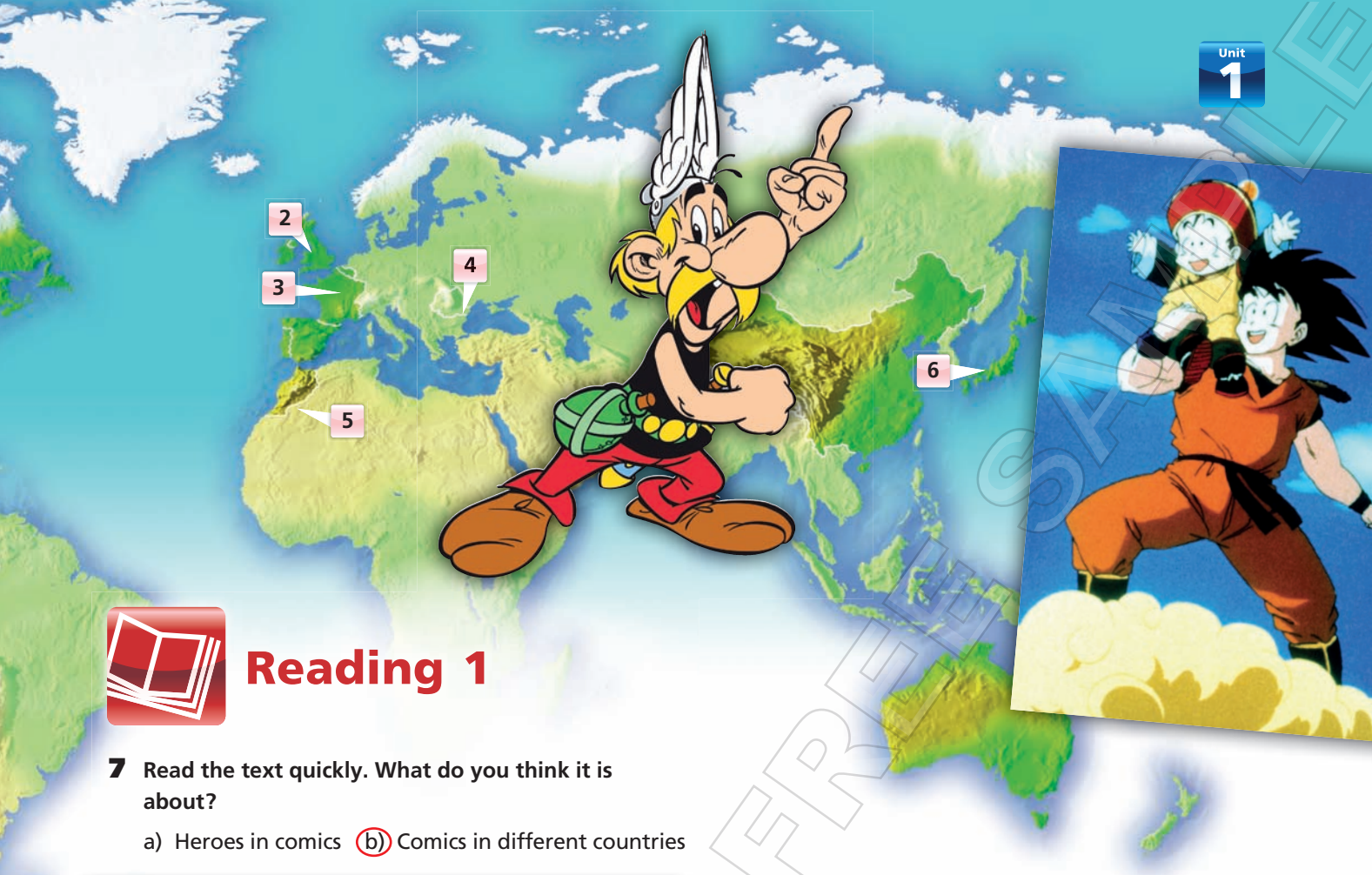


**Homework** Workbook page 5.



**Homework (optional)** Ask students to answer the question at the end of the text in exercise 7 (*Which comic book characters are popular in your country?*) by listing their ideas.





## Reading 1

- 7** Read the text quickly. What do you think it is about?
- a) Heroes in comics    **b)** Comics in different countries

### Around the world on a comic

The two big American comic companies, DC Comics and Marvel, are from New York City in the USA. American comics are usually in colour and they're full of superheroes like Superman, Batman and Spider-Man. Lex Luthor and the Joker are also American comic book characters but they aren't heroes. They're villains!

Manga comics are from Japan. They're very different from American comics. Manga comics are small, you read the comic from right to left and they aren't usually in colour, they are in black and white. The stories are for boys and girls: Shōnen manga, like Naruto or Dragon Ball, are action stories, but Shōjo manga are normally about people and romance.

The comic industry is also big in France and Belgium. Asterix is French and Tintin is Belgian. These characters are very popular all over the world.

Which comic book characters are popular in your country?

- 8** 1.10 Read and listen. Then complete the sentences.
- 1 Superman is from *the USA*.
  - 2 Naruto is from *Japan*.
  - 3 Tintin is from *Belgium*.

- 9** Read the text again. Are the sentences true or false?
- 1 American comics aren't in colour. *F*
  - 2 Comic characters in the USA are all heroes. *F*
  - 3 Manga comics aren't big. *T*
  - 4 Dragon Ball is an example of Shōjo manga. *F*
  - 5 Asterix is Belgian. *F*



When you learn words, try also to learn words of the opposite meaning, so you've got a bigger vocabulary.

- 10** Read the text again. Match the antonyms.
- |             |   |                       |
|-------------|---|-----------------------|
| 1 big       | — | a) in black and white |
| 2 heroes    | — | b) small              |
| 3 left      | — | c) villains           |
| 4 in colour | — | d) right              |

- 11** **CLASS VOTE** Who is your favourite comic book hero? Who is your favourite villain?

# Grammar 1

## be: present simple

affirmative	
I	'm French.
You	're a hero.
He / She / It	's big.
We / You / They	're Japanese.

negative	
I	'm not a villain.
You	aren't French.
He / She / It	isn't Belgian.
We / You / They	aren't small.

1 Look at the sentences in the table. What is the full form of the words in blue?

*am, are, is, are  
am not, are not, is not, are not*

2 Complete the sentences about Superman with the affirmative form of *be*.

- Hi! My name *is* Superman.
- My real name *is* Clark Kent.
- I *am* from a planet called Krypton.
- My friends *are* Wonder Woman and Batman.
- This *is* my newspaper, the *Daily Planet*.

3 Write sentences about Batman with the affirmative and negative form of *be*.

Hello there! I / not / Superman. I / Batman.

*Hello there! I'm not Superman. I'm Batman.*

- My real name / not / Batman. It / Bruce Wayne.
- I / not / from New York. I / from Gotham City.
- My assistant / not / Spider-Man. It / Robin.
- We / not / from the UK. We / from the USA.
- The Joker and the Penguin / not / my friends. They / my enemies!
- My car / not / the Batcar. It / the Batmobile.

4 Write true sentences about you with the affirmative and negative form of *be*.

Polish *I'm Polish.*

- from the UK *I'm not from the UK.*
- 14 years old *I'm not 14 years old.*
- in my maths class *I'm not in my maths class.*
- a football fan *I'm / I'm not a football fan.*
- Japanese *I'm not Japanese.*
- a superhero *I'm not a superhero.*

## Subject pronouns and possessive adjectives

subject pronouns					
I	you	he / she / it	we	you	they
possessive adjectives					
my	your	his / her / its	our	your	their
I'm from Japan. <b>My</b> favourite food is sushi. She's Irish. <b>Her</b> favourite superhero is Batman. They're students. <b>Their</b> teacher's name is Sylwia.					

5 Look at the table. How do you say the words in blue in Polish? *ja/moje; ona/jej; oni/ich*

6 Choose the correct words.



Hi! I'm Alex and this is my friend Lucy. (1) **Our** / **Your** favourite actor is Tobey Maguire. He's from the USA. (2) **His** / **Her** real name is Tobias Vincent Maguire. (3) **His** / **Its** favourite hobby is basketball. Tobey Maguire is famous for the *Spider-Man* films. Spider-Man is (4) **our** / **their** favourite comic book hero!

7  **INTERFACE** Work in pairs. Who is your favourite actor?

*My favourite actor is ...*

# Unit 1, Lesson 2, Grammar 1

**Lesson Aims:** Students learn and practise the present simple form of the verb *be* (affirmative and negative), subject pronouns and possessive adjectives.

## be: present simple

### Warmer

Form pairs. On the board, write *My favourite superhero is Batman*. Below write *noun, verb, adjective* and *pronoun*. Explain what the words mean in Polish. Ask students to match the words below with the words in the sentence. Set a time limit of two minutes. Elicit the correct answers (*My* = pronoun, *favourite* = adjective, *superhero* = noun, *is* = verb, *Batman* = noun).

- Students read the sentences in the grammar box.
  - Ask them to tell you the full form of the verb. Explain that the contracted form is used much more often than the full form.
  - Drill the pronunciation of the contractions and the sentences.
- Individually, students read and complete the sentences.
  - Check answers with the class. Ask students for the contracted and full forms.
- Look at the example together.
  - Ask students to write the sentences in their notebooks, using the contracted forms.
  - Check answers with the class.

### Answer Key

- 1 My real name isn't Batman. It's Bruce Wayne.
- 2 I'm not from New York. I'm from Gotham City.
- 3 My assistant isn't Spider-Man. It's Robin.
- 4 We aren't from the UK. We're from the USA.
- 5 The Joker and the Penguin aren't my friends. They're my enemies!
- 6 My car isn't the Batcar. It's the Batmobile.



**Fast finishers** write similar sentences about their favourite superhero.

- Look at the example together. Then, if possible, ask a student who is from another country to give a correct sentence.
  - Students use the other prompts to write true sentences about themselves.
  - Ask some students to read out their sentences.

## Subject pronouns and possessive adjectives

- Ask students to look at the words in the grammar box and read the sentences in the box.
  - Elicit the translations of the words in blue.
  - Clarify any confusion, especially between *they're* and *their*, and *his* and *her*.
- Ask students to look quickly at the picture and text. Ask: *Who is it about? Why is he famous? What's his favourite hobby?*
  - Read out the first two sentences and elicit the answer to number 1 (*Our*).
  - Students read the rest of the text silently and choose the correct words.
  - Check answers with the class.
- Read out the words in the speech bubble and drill the pronunciation of *favourite*.
  - Tell students who your favourite actor is.
  - Ask them to tell the students around them who their favourite actor is.

 **Homework** Workbook page 6, exercises 1–6 and page 7, exercise 7.




# Unit 1, Lesson 3, Grammar 2, Listening

**Lesson Aims:** Students learn and practise the present simple form of the verb *be* in questions and short answers; students listen for specific information to a conversation about a stamp collection.

## Grammar 2

### be: present simple

- 8**
- Students read the sentences in the grammar box.
  - Remind students of the names of parts of speech, referring back to the warmer from the previous lesson.
  - Students read and answer the question.
  - Use some of the questions in the box to check understanding. Ask *Am I from Japan?* Students answer *No, you aren't.* Ask *Are you in class?* Students reply *Yes, we are,* etc.
- 9**
- Look at the example and do number 1 (*Am I 12?*) together.
  - Students order the words and write the questions in their notebooks.
  - Check answers with the class.

 **Fast finishers form pairs. They think of two or three things they would like to find out about their partner. They take turns asking and answering the questions.**

- 10**
- Check students understand the words and phrases in the boxes.
  - Do the first one (*Is English your favourite subject?*) as an example with the class. Explain that one part of the sentence comes from the first box and one from the second.
  - Elicit another example. Write it on the board.
  - Tell students to write more questions. Remind them to use the correct form of the verb.
  - Ask some students to read out one of their questions and others to answer it. Help with pronunciation.

#### Answer Key

(possible answers)

- 1 Is your best friend from Spain?
- 2 Are you British?
- 3 Are Superman and Spider-Man superheroes?
- 4 Are your friends 12 years old?

- 11**
- Students ask and answer questions in pairs.
  - Correct students as they practise.
  - Finally, highlight any common problems with the whole class.


 **Workbook** Grammar reference page 124, Grammar exercises page 125.

## Listening

### Stamps

#### Before you listen

Ask students to think of things that people collect, eg old cars, ceramics, stamps, dolls, stickers, bottles, insects. Encourage them to think beyond their own experience. Tell them that collections can be very valuable.

- 12**
- Explain that pictures can give you a lot of information about what you are going to hear or read.
  - Ask students to look at the picture of the stamp and tell you as much information about it as possible.
- 13**  CD1 track 11
- Students listen and put the names in the order they hear them.
  - Check the answers with the class.
  - Listen again, if necessary.

#### CD1 track 11

**Alex** Look at this, Emily!  
**Emily** Ooh! Is this Batman on this stamp?  
**Alex** Yes, it is. And it's my favourite stamp. It's an American stamp.  
**Emily** What about this one? Who is that man? Is he Japanese?  
**Alex** Yes, he is. It's a Japanese stamp and the man's name's Osamu Tezuka. He's a famous manga artist.  
**Emily** And who's the cartoon character with him?  
**Alex** Ah! That's Astro Boy. He's Tezuka's manga creation.  
**Emily** Really! Alex, is that Tintin?  
**Alex** Yes it is. And that's his dog!  
**Emily** What's the dog's name?  
**Alex** It's Snowy in English but it's Milou in French.  
**Emily** Is the stamp from France?  
**Alex** No, it isn't. Look at the name of the country on the stamp. That means 'Belgium' in English.  
**Emily** Interesting. So is Tintin from France?  
**Alex** No he isn't. He's from Belgium.  
**Emily** Oh!

#### CD1 track 11

- Give students time to read the questions.
  - Students listen again and choose the correct words.
  - Check answers with the class.
- 15**
- Ask the class if anyone collects things. If no one does, ask if any of their friends or family do.
  - With more advanced classes, write some follow-up questions (eg *What do you collect? Why do you collect them? How many do you have?*).
  - Students ask and answer the questions in pairs or groups.
  - Ask some students to share their answers with the class.



#### Cultural fact

Read the cultural fact with the class. Ask students what the connection between the Italian word and the English word is – cartoons were drawn on paper.



**Homework** Workbook page 7, exercises 8–10.



nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

# Grammar 2

## be: present simple

questions and short answers	
Am I from Japan? Yes, I <b>am</b> .	No, I'm <b>not</b> .
Are you in the classroom? Yes, you <b>are</b> .	No, you <b>aren't</b> .
Is he / she / it British? Yes, he / she / it <b>is</b> .	No, he / she / it <b>isn't</b> .
Are we / you / they students? Yes, we / you / they <b>are</b> .	No, we / you / they <b>aren't</b> .

**8** Look at the sentences below. Which word order (a or b) is correct for questions?

a)	subject He	+	verb is	+	other words from Poland
b)	verb Is	+	subject he	+	other words from Poland

**9** Order the words to make questions.

your name / Tobey / Is / ?

Is your name Tobey?

1 I / 12 / Am / ? *Am I 12?*

2 from Australia / Is / your best friend / ?

*Is your best friend from Australia?*

3 your English teacher / from Poland / Is / ?

*Is your English teacher from Poland?*

4 you / British / Are / ? *Are you British?*

5 Superman / Is / favourite comic / your / ?


*Is Superman your favourite comic?*

6 your friends / Are / 24 / ? *Are your friends 24?*

**10** Write questions using the words and phrases in the boxes.

English    your best friend    you  
Superman and Spider-Man    your friends

British    from Spain    superheroes  
12 years old    your favourite subject

**11**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 10.

Is English your favourite subject?


Yes, it is.

 **Workbook** Grammar reference page 124  
Grammar exercises page 125

## Listening Stamps

**12** Look at the stamp. Who is it?

*Tintin*

**13**  Listen to Alex talking to Emily about his stamp collection. Put the names below in the order they talk about them.

Astro Boy    3  
Snowy    5  
Batman    1  
Tintin    4  
Osamu Tezuka    2



**14** Listen again and choose the correct words.

- The Batman stamp is a(n) ... stamp.
  - British
  - American
  - Japanese
- Osamu Tezuka is a ...
  - manga artist.
  - cartoon character.
  - manga title.
- The Tintin stamp is from ...
  - France.
  - Belgium.
  - the UK.

**15** Do you collect things? Are you a stamp collector?



The word *cartoon* is from the Italian word *cartone*. This is strong paper which artists use.




# Speaking

## Making friends

### Listen

**1** Emily is at an after-school club. Look at the picture. Can you remember the names of her classmates?  
*Ben, Alex, Lucy, Callum*

**2**  Listen to Emily and Jonathan and answer the questions.

1 Are Emily and Jonathan the same age?

*No, they aren't.*

2 Are Emily and Jonathan from the same country? *No, they aren't.*

**3** Listen again and complete the dialogue.

Hello, I'm Emily.

Hi, Emily.

What's your name?

My name's Jonathan.

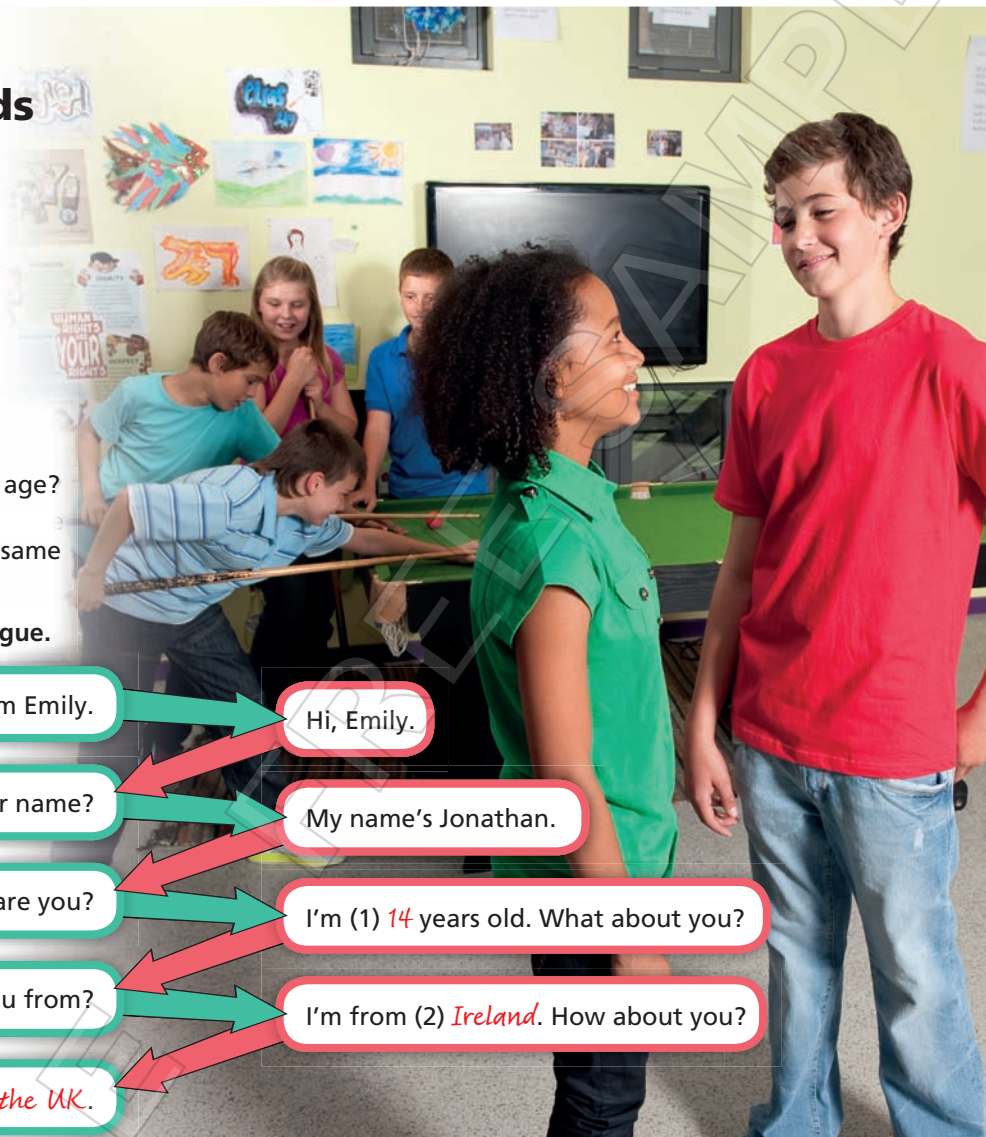
Nice to meet you, Jonathan. How old are you?

I'm (1) *14* years old. What about you?

I'm 12. Where are you from?

I'm from (2) *Ireland*. How about you?

Oh, I'm from (3) *the UK*.



### Practise

**4** Listen again and repeat the dialogue.

**5** Write true answers to the questions below.

1 What's your name?

2 How old are you?

3 Where are you from?



**6** Complete the dialogues. Choose a, b or c.

1 X ...

Y I'm from Poland.

a) How about you?

**b)** Where are you from?

c) Where are you?

2 X ...

Y Oh, my name's Paula.

a) What's her name?

b) What about your name?

**c)** What's your name?

3 X How old are you?

Y ...

a) How about you?

b) I'm not old.

**c)** I'm 12.



# Unit 1, Lesson 4, Speaking


**Lesson Aims:** Students learn and practise the language for introducing themselves.

## Making friends

### Warmer


Ask students to think of different ways of greeting people. See if they know of any cultural differences, eg in Holland people kiss three times, in France two, in Japan people bow, the Inuit rub noses.

## Listen


- 1 • Students look at the picture. Ask some simple questions (eg *Where are they? Are they friends? What are their names?*).
- 2  CD1 track 12
  - Students read the questions. Check that students understand them.
  - Play the CD twice.
  - Check the answers to the questions.


### CD1 track 12

**Emily** Hello, I'm Emily.  
**Jonathan** Hi Emily.  
**Emily** What's your name?  
**Jonathan** My name's Jonathan.  
**Emily** Nice to meet you, Jonathan. How old are you?  
**Jonathan** I'm 14 years old. What about you?  
**Emily** I'm 12. Where are you from?  
**Jonathan** I'm from Ireland. How about you?  
**Emily** Oh, I'm from the UK.

- 3  CD1 track 12
  - Ask students to read the dialogue. Check they understand.
  - Students listen and complete the missing information.
  - Check answers with the class.

## Practise

- 4  CD1 track 12
  - Play the dialogue two lines at a time and ask students to repeat.
  - Go back to the beginning and drill again. Pay attention to intonation.
- 5 • Model asking and answering the questions: ask a volunteer the three questions and tell them to give true answers about themselves.
  - Form pairs. Students take turns to ask and answer the questions.
  - Ask random students the questions. Pay attention to intonation.
- 6 • Ask students to cover the possible answers and read the parts of the dialogues.
  - Tell them to predict what the missing part of the dialogue might be.
  - Students uncover the possible answers and choose the correct one for each point.
  - They compare their answers with a partner.
  - Check as a class.

 **Fast finishers** work in pairs and write fictitious mini-dialogues with the celebrities they like, using the questions from exercise 5.

## Speaking task

- Step 1:** Read the information with the class. Ask them to choose their character.
- Step 2:** Read the questions and responses with the class.
- Step 3:** Give students time to write their dialogues using the information from Step 1.
- Step 4:** Students role-play their dialogue in pairs. Then, ask a few pairs to act out their dialogue to the class.

### Extra activity

Ask students to repeat the activity using their replies about themselves from exercise 5.



Homework Workbook page 8.

## Unit 1, Optional lesson: Culture

**Lesson Aims:** Students learn about after-school clubs in the UK.

### After-school clubs

#### Warmer

Ask students what they do after school. Help with vocabulary. Write their ideas on the board. Point to each idea and ask students to put up their hand if they do the activity. Find out which is the most popular after-school activity.

#### More information

For further information about the Scouts look at:  
[www.thescoutingpages.org.uk](http://www.thescoutingpages.org.uk)



Workbook **Culture & CLIL** pages 142–143, with worksheets in the Teacher's Resource File.

7



CD1 track 13

- Read the introduction. Explain that after-school clubs can be related to sports, hobbies, culture, etc.
  - Students look at the pictures and tell you what they can see.
  - Pre-teach *members* and *scouts*.
  - Students read the text and answer the questions.
  - Check answers with the class.
- 8**
- In pairs, students write a list of after-school clubs.
  - Ask them to tell you their ideas and write them on the board. Help with vocabulary.
  - Finish by asking students if they are members of any after-school clubs and/or what clubs they would like to attend.



Homework Workbook page 9.



## Speaking task

Prepare a dialogue between you and Emily.

### Step 1

First, choose a character.

Name: Jack

Age: 13

Country: Canada



Name: Rosie

Age: 11

Country: the UK



### Step 2

Think about what Emily says.

Hello.

What's your name?

How old are you?

Where are you from?

Nice to meet you.

Think about what you say.

Hi.

My name's ...

I'm ... years old.

I'm from ...

Nice to meet you too.

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Take it in turns to practise your dialogue.



## Culture


### After-school clubs

After-school clubs are a fantastic way to make friends. They are very popular in the UK. Here are some of them.



Sports clubs are a great way to do exercise and meet people. Swimming clubs are very popular with teenagers. Clubs meet every day and members swim in the morning before school and in the evening after school. There are lots of competitions too.

The Scouts is a big, international organisation. Its name is 'World Organization of the Scout Movement'. It is originally from Britain and is over 100 years old. Its members are from all over the world and they are 6–25 years old. More than 400,000 young people are Scouts in the UK today.

**7**  Read and listen to the information about after-school clubs. Then answer the questions.

- 1 Are after-school clubs popular? *Yes, they are.*
- 2 Are there swimming classes in the swimming clubs every day? *Yes, there are.*
- 3 Are there competitions? *Yes, there are.*
- 4 How many members are there in the Scouts in the UK? *There are more than 400,000 members.*
- 5 How old are they? *They are 6–25 years old.*

**8** What after-school clubs do you have in Poland?



London



Literature



Workbook **Culture & CLIL** pages 142–143



# Vocabulary 2

## Family

1 Look at Ben's family tree and complete the sentences with the words in the box.

aunt brother cousin (x2) dad grandad grandma grandparents mum parents sister uncle

- 1 My *brother* is Mark. He's seven.
- 2 My *sister* is Louise, but her nickname's Lou.
- 3 Chris and Max are my *parents*. They're great!
- 4 Chris is my *dad*. His real name's Christopher.
- 5 Maxine is my *mum*. Her nickname's Max.
- 6 My *grandparents* are Jonathan and Ana.
- 7 Jonathan is my *grandad* and Ana is my *grandma*. She's from Spain.
- 8 My *uncle* is Sam. He's my dad's brother.
- 9 My *aunt* is Amy.
- 10 My *cousin* is called Jon. His name's Jonathan like my grandad.
- 11 My other *cousin* is Jonathan's sister and her name's Catherine.

2  Listen and repeat.



Possessive 's / s'  
We use 's after a name or singular noun.  
*Sam is my dad's brother.*  
We use ' after a plural word.  
*My grandparents' names are Jonathan and Ana.*

3 Write sentences about the people in Ben's family.

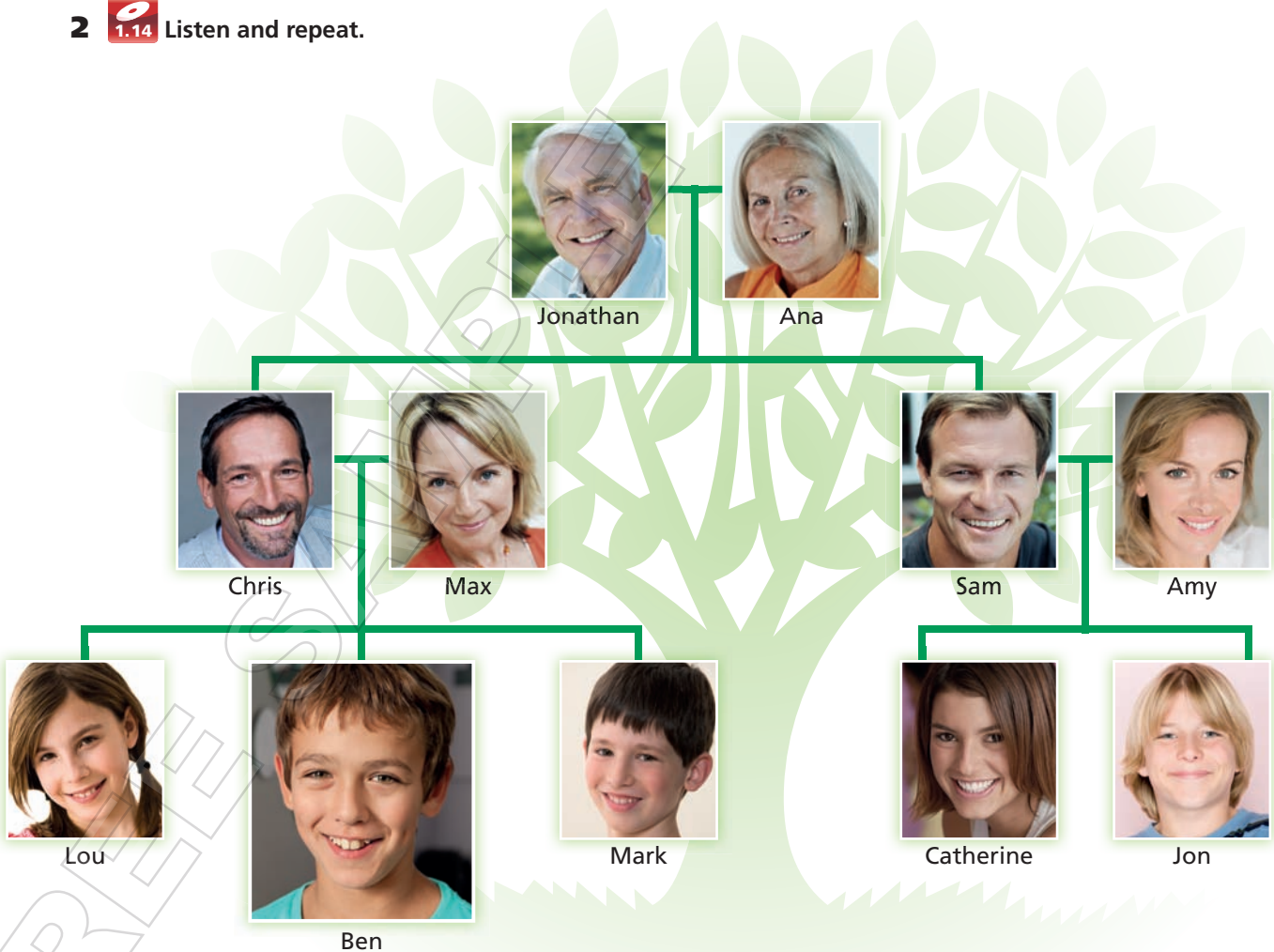
brother  
*His brother's name is Mark.*

grandparents  
*His grandparents' names are Jonathan and Ana.*

1 sister      3 aunt  
2 parents    4 cousins

4 Write about your family. Use the sentences in exercise 1 to help you.

*My little sister is Marta. She's ten.*



# Unit 1, Lesson 5, Vocabulary 2, Reading 2

**Lesson Aims:** Students learn and practise family words and the *possessive 's / s'*; students read a text for gist and specific information about names. They learn and practise question words.


## Vocabulary 2


### Family

#### Warmer

Books closed. See how many words related to family students know. Give them a minute to write down as many as they can. Ask some students to read out their lists.

- 1 • Check students understand the words in the box.
  - Students look at the family tree and find Ben.
  - Ask who Mark, Lou and Chris are (*Mark = Ben's brother, Lou = Ben's sister, Chris = Ben's dad*).
  - Teach the word *nickname*.
  - Students do the exercise in pairs.

 **Fast finishers** test themselves. Put the question *Who's his ...?* on the board. Students write questions and answers, eg *Who's his mum? Max*.

- 2  CD1 track 14
  - Students listen and repeat the words.
- 3 • Read through the Language Tip with the students.
  - Give some practice of the pronunciation of the *possessive 's* by drilling some of the sentences from exercise 1.
  - Ask students to read the examples. Point out the apostrophes.
  - Students write the sentences.
  - Check answers and write the sentences on the board.

#### Answer Key

- 1 His sister's name is Louise.
- 2 His parents' names are Chris and Max.
- 3 His aunt's name is Amy.
- 4 His cousins' names are Jonathan and Catherine.

- 4 • Ask students to write down the names of some people in their family.
  - Write the names of people in your family with the relationship (eg *Marysia – sister – 15*) on the board while they are doing this.
  - Give an example sentence (eg *My sister is Marysia. She's 15.*).
  - Ask students to write about their family, using the sentences in exercise 1 to help – remind them about the *possessive 's*.
  - Ask for sentences from individual students. Correct if necessary.



**Fast finishers** work in pairs and take turns to ask each other about their families (eg *What is your grandad's name?*)

#### Extra activity


Put students into pairs (A and B). Student A reads out their sentences, Student B listens and draws Student A's family tree. Check that it's correct and then swap roles.

## Reading 2

### The name game

#### Before you read

Write some words on the board which are used as names but also have another meaning, eg *Róża* (a flower and a girl's name), *Mercedes* (a car and a girl's name), *Wiktoria* (victory and a girl's name). Elicit from students the different ways the words are used. Ask them if they can think of other similar examples in English or their own language.

- 5  CD1 track 15
- Students look at the pictures and tell you what they have in common.
  - Read the Reading Tip with them, clarifying if necessary.
  - Students read and listen to the text and tell you what the general idea is.
- 6
- Check that students understand *it's common*, *disrespectful* and *strange*.
  - Students read and decide if the sentences are true or false. Set a time limit of five minutes.
  - Check answers with the class.

#### Extra activity

Ask students to think of some examples of unusual names. Write some on the board. Vote on the most unusual name.



#### Cultural note

Orlando is a large city in Florida. Brooklyn is a borough of New York City and the name of Victoria and David Beckham's eldest son. Paris Hilton is a well-known celebrity and a member of the famous hotel-owning family. Apple is the name of Gwyneth Paltrow and Chris Martin's daughter. Their other child is called Moses. Peaches is Bob Geldof's daughter.



**Homework Workbook page 10.**



**Homework (optional)** Ask students to research more unusual names on the Internet.

## Unit 1, Lesson 6, Grammar 3

**Lesson Aims:** Students learn and practise question words.

### Question words

#### Warmer

Books closed. Draw a question mark in the middle of the board. Tell students it represents a question. Ask them for the words that questions begin with in Polish. Tell them to list as many words that questions can begin with in English as they can. Set a time limit of three minutes. Brainstorm their ideas around the question mark.

- 7
- Ask students to read out the sentences in the grammar box. Encourage them to use a falling intonation.
  - Ask them to translate the question words in blue.
- 8
- Read out the example.
  - Students complete the other questions individually.
  - Check answers with the class.
  - In pairs, they match the answers.
  - Check answers by asking different pairs to read out the question and answer.



**Fast finishers** work in pairs and take turns to ask each other the questions in the grammar box that haven't appeared in exercise 8.

- 9
- Give students time to prepare their answers to the questions – revise how to pronounce the letters of the alphabet, if necessary.
  - Drill the questions again, paying attention to falling intonation.
  - Ask students to ask and answer the questions in pairs.
  - Ask the class to tell you some answers.

#### Extra activity

Ask students to work in groups of four or five. Students discuss equivalents of their names in English.



**Homework Workbook page 11.**



**Workbook Grammar reference page 124, Grammar exercises page 125.**





## Reading 2

- 5** Look at the pictures. What have they got in common? Read and listen to the text and check your answer. *They show a person and a place of the same name.*



Read the text quickly first to get a general idea. Then read the text again more slowly.



**Orlando Bloom**



**Orlando, Florida**

## The name game

When is a name not a name? Is your name the same as your mum or dad's name? Or a grandparent? Here in the West it's common to give a baby the

same name as a relative, but in the East, for example in China, it isn't at all! It is disrespectful.

Is your name your parents' favourite place? Where are Brooklyn, Orlando and Paris? Or who are they? They are beautiful places but they're also first names! And what about fruit? How about Apple or Peaches? They are strange but they're also real names!

And why is Metallica Sutton called Metallica? It's a cool name for a heavy metal band ... but for a girl? Metallica's parents are Metallica fans but they say that Metallica is a combination of their names: Merrick and Natalia.

So, where is your name from? How did your parents choose it? Do you know?

- 6** Read the text again. Are the sentences true or false?

- In China, it's common to name a baby after a relative. **F**
- Brooklyn is the name of a person and a place. **T**
- Apple is a name and a fruit. **T**
- Metallica Sutton is a heavy metal fan. **F**
- Metallica Sutton is a girl. Her mum's called Natalia. **T**



## Grammar 3 Question words

### question words

- What** is your mother's name?
- Where** are you from?
- When** is your birthday?
- Who** is your favourite actor? **Why**?
- How** do you say 'nickname' in Polish?

- 7** Look at the questions in the table. How do you say the words in blue in Polish?

*Co; Gdzie; Kiedy; Kto; Dłaczego; Jak*

- 8** Complete the questions with question words. Then match questions 1–6 with answers a–f.

- |   |                                      |
|---|--------------------------------------|
| 1 <i>What's</i> your name?                                      | a) It's on 24th September.           |
| 2 <i>Where</i> are you from?                                    | b) It's N-O-W-A-K.                   |
| 3 <i>What</i> is your favourite name? <i>Why</i> is it special? | c) My best friend is Janek.          |
| 4 <i>How</i> do you spell your surname?                         | d) My name's Marek.                  |
| 5 <i>Who</i> is your best friend?                               | e) I'm from Poland.                  |
| 6 <i>When</i> is your birthday?                                 | f) It's Natalia. It's my mum's name. |

- 9** Work in pairs. Ask and answer the questions in exercise 8.

**Workbook** Grammar reference page 124  
Grammar exercises page 125





## Writing

### A personal profile

**1**  Read and listen. Then answer the questions.

- 1 When is Josh's birthday? *It's on 26th June.*
- 2 How old is he? *He's 12.*
- 3 Where is Josh from? *He's from Canada.*
- 4 Who is his favourite relative? *It's uncle Dan.*
- 5 What is his sister's name? *It's Emily.*



**Teen Magazine** would like to know more about its readers. Tell us about you and your family to win great prizes!

Hi! My name's Joshua but my nickname is Josh. My middle name's Andrew. That's my dad's name. My birthday is the same as my dad's birthday. It's 26th June but I'm 12 and he's 45. We're an international family. We're Canadian but in this picture we are in France. My uncle Dan's from Washington DC in the USA. He's my favourite relative because he's so funny. My sister Emily is 11. She's on her phone all the time. That's enough for now.  
Bye!  
Josh

**3** Write to *Teen Magazine* about you and your family. Follow these steps.

### Writing a personal profile

#### ➔ Step 1 Plan

Make notes about your name, birthday and family. Look at Josh's profile to help you with ideas.

#### ➔ Step 2 Write

Write a first draft. Use your notes from Step 1 and Josh's profile to help you.

#### ➔ Step 3 Check

Check your work. Check the punctuation and capital letters.

#### ➔ Step 4 Write

Write your final copy and hand in your work.

### Language focus

#### Capital letters

Capital letters are for:

- 1) the beginning of a sentence
- 2) names (people, cities, countries)
- 3) nationalities and languages
- 4) the subject pronoun 'I'
- 5) months and days of the week

**2** Look at the Language focus and find examples in the text for each rule.

*My name's Joshua.*

# Unit 1, Lesson 7, Writing

**Lesson Aims:** Students write a personal profile and learn when to use capital letters.

## A personal profile

### Warmer

Explain the meaning of a *personal profile*. Ask students when we might need to write one, (eg when writing to a student in another country or a school for the first time, applying to go on a course, applying for a job, etc.) and what type of information might we include? On the board, write *How? Where? Who? When?* and *What?* and list students' ideas under the headings.



**Fast finishers** exchange their text with a partner and look for mistakes.

### Extra activity

Prepare some sentences with words which require capital letters (eg *My mum's name is Mary. She's French.*). Dictate the sentences to the students. Check answers with the class.



**Homework** Workbook pages 12–13.

### 1 CD1 track 16

- Ask some questions about the people in the picture (eg *Who are the people? How old are they?*).
- Students read and listen and answer the questions.
- Check answers.

- ### 2
- Read out the Language focus box. If necessary, write an example on the board for each point.
  - Look at the example together. Do the first rule as a whole class.
  - Give students time to find examples for each rule.
  - Check answers with the class.

### Answer Key

(suggested answers – other answers are possible)

- 1 the beginning of a sentence: *My name's Joshua ...* (example), *My middle name's ...*, *That's my dad's ...*
- 2 names (people, cities, countries): *Joshua, Washington DC, France*
- 3 nationalities and languages: *Canadian*
- 4 the subject pronoun *I*: *I'm 12*
- 5 months and days of the week: *June*

- ### 3
- Check students understand who they are writing about and who is going to read it.  
Step 1: Ask students to look at Josh's profile again and write a list of what information he has included. Write notes about you on the board as an example. Give students time to write notes about themselves.  
Step 2: Ask the class to use some of your notes to make sentences. When they have the idea, ask them to work on their own sentences.  
Step 3: Write a sentence about you on the board. Leave out the capital letters. Ask where the capitals should be. Ask students to check their own work.  
Step 4: Ask students to copy out their text carefully. Encourage them to use expressions like *Hi!* and *Bye!* from Josh's text. Collect the texts in for marking and give feedback.

# Unit 1, Lesson 8, Progress check

**Lesson Aims:** Students revise and practise further the grammar and vocabulary of the Unit.

## Warmer

Either: Give back the personal profiles. Students exchange information about their favourite relatives and brothers and sisters with their partner.

Or: Put students in pairs and ask them to write six Quick Test questions based on the vocabulary and grammar in the Unit to ask another pair.

## Extra activity

If you want this to be less of a test, ask students to do the exercises in pairs, then form teams, discuss their answers and agree on their final answers. Then, give feedback in teams. Give the teams a point for each correct answer.

## Countries and nationalities

- 1 • Ask students to copy and complete the table.
  - Check answers with the class.

## Family

- 2 • Ask students to solve the anagrams.
  - Do number 1 (*grandparents*) together as an example.
  - Check answers with the class.

## be: present simple

- 3 • Ask students to copy and complete the sentences.
  - Check answers with the class.

## Subject pronouns and possessive adjectives

- 4 • Ask students to copy the sentences, choosing the correct answer.
  - Check answers with the class.

## be: present simple

- 5 • Ask students to copy and complete the questions and to write down their answers.
  - Check answers with the class.

### Answer Key

(suggested answers)

- 1 Yes, she is. / No, she isn't.
- 2 No, he isn't.
- 3 No, I'm not.
- 4 Yes, it is. / No, it isn't.
- 5 Yes, we are. / No, we aren't.



**Fast finishers** write two more questions.

## Question words


- 6 • Ask students to write the questions putting the words in the correct order.
  - Check answers with the class.


### Answer Key

- 1 What is Superman's real name?
- 2 Where are you and your classmates?
- 3 What is your favourite name?
- 4 When is your cousin's birthday?
- 5 How old are you?
- 6 How do you say 'villain' in your language?

## Cumulative grammar

- 7 • Ask students to read the dialogue and say what Emily and Alex are talking about. (*Emily is introducing her friends from Australia.*)
  - Pre-teach *late*.
  - Ask students to complete the dialogue using the correct form of *be*.
  - Check answers with the class.

 **Homework** Workbook page 14, for more advanced students also page 15.

 **Homework (optional)** Ask students to write 10 revision questions of their own. Tell them to write two 'choose-the-correct-word' sentences for each topic revised in lesson 8. You can use these for revision later in the course.





## Progress check

### Countries and nationalities

1 Copy and complete the table below.

country	nationality
the UK	British
France	French
the USA	American
Spain	Spanish
Australia	Australian
Japan	Japanese
Mexico	Mexican



### Family

2 Order the letters to make family words.

Write M (male), F (female) or B (both).

- rgparandsten *grandparents (B)*
- roerbrth *brother (M)*
- ounics *cousin (B)*
- cnlue *uncle (M)*
- dmraang *grandma (F)*
- tuna *aunt (F)*
- spraten *parents (B)*
- ssrtei *sister (F)*

### be: present simple

3 Complete the sentences.

- I *'m / am* from Poland.
- British people *are* from the UK.
- London *isn't* in the USA.
- Canberra *'s / is* the capital of Australia.
- France and Belgium *are* in Europe.
- Quito *isn't* the capital city of Colombia.

### Subject pronouns and possessive adjectives

4 Choose the correct words.

- Superman is from the USA. He *(His)* name is Clark Kent.
- (My)* / I favourite actor is Christian Bale.
- The UK is England, Scotland, Wales and Northern Ireland. *(Its)* / *It's* flag is blue, red and white.
- (Our)* / *We* English teacher is from Poland.
- Ben's parents are from Ireland. *(They're)* / *Their* Irish.

### be: present simple

5 Complete the questions. Then answer the questions with short answers.

- Is* your mum from Poland?
- Is* Batman a villain?
- Are* you at home?
- Is* your best friend's birthday in September?
- Are* you and your friends 12?

### Question words

6 Order the words to make questions.

- real / name / What / Superman's / is / ?
- are / you and your / classmates / Where / ?
- name / your / What / is / favourite / ?
- your / cousin's / When / is / birthday / ?
- old / you / are / How / ?
- language / your / How / say / do / in / you / 'villain' / ?

### Cumulative grammar

1 2 3 4 5 6 7 8 9

7 Complete the dialogue with the correct form of *be*.

- Emily Hi, Alex. How (1) *are* you?  
 Alex Hi, Emily. (2) I *'m / am* OK. What about you?  
 Emily Fine. This (3) *is* Lucas and this (4) *is* Jack. They (5) *'re / are* my friends from Sydney.  
 Alex Nice to meet you! (6) *Is* Sydney the capital of Australia?  
 Emily No, it (7) *isn't* The capital (8) *'s / is* Canberra.  
 Alex Ah, yes, you (9) *'re / are* right.  
 Emily Oh no! That's the bus. We (10) *'re / are* late. Bye!  
 Alex Have a good weekend!



# Exam Practice – poziom podstawowy

## Rozumienie ze słuchu – prawda / fałsz

### 1 Match sentences 1.1.–1.8. with sentences A–H of similar meaning.

- 1.1. She comes from Italy. (B)  
 1.2. This is her favourite film. (A)  
 1.3. He likes swimming every day. (E)  
 1.4. She's my father's sister. (D)  
 1.5. I'm a rock fan. (H)  
 1.6. I have 5 aunts, 3 uncles and 7 cousins. (G)  
 1.7. He's from New York. (C)  
 1.8. The official language of the USA is English. (F)

- A. She likes this film best.  
 B. She's Italian.  
 C. He's American.  
 D. She's my aunt.  
 E. Swimming is his hobby.  
 F. The Americans speak English.  
 G. I have many relatives.  
 H. I like rock music.

**Exam Tip** Pamiętaj, że te same informacje będą przekazane w nagraniu i w treści zadania innymi słowami.

### 2 Underline in the text the words in bold from sentences 2.1.–2.4. and decide if the whole sentences have the same or an opposite meaning.

**Exam Tip** W nagraniu i odpowiedziach często pojawiają się te same wyrazy w odmiennym kontekście. Zwracaj uwagę na znaczenie całych zdań, nie skupiając się jedynie na pojedynczych słowach.

Spider-Man is a superhero. His real name is Peter Parker and he is super strong. He speaks English but he is not from the UK. Spider-Man is American and lives in New York with his aunt and uncle because he has no parents. His favourite colours are red and blue, and his costume is in these colours. He never tells people his real name because it's a secret. Spider-Man has lots of enemies but not many friends.

Spider-Man is **English**.  
 He speaks English, but he is not from the UK.  
 – an opposite meaning

- 2.1. His home is in **New York**. *the same meaning*  
 2.2. He lives with his **parents**. *the opposite meaning*  
 2.3. He likes **red**. *the same meaning*  
 2.4. **Many** people like Spider-Man. *the opposite meaning*

### 3 **1.17** Match the speakers with their intentions (A–C).

**Exam Tip**

Słuchając tekstu po raz pierwszy, spróbuj rozpoznać intencję osoby mówiącej.

Speaker 1	B
Speaker 2	A
Speaker 3	C

This speaker:

- A. is informing about something.  
 B. is inviting us somewhere.  
 C. is asking for personal information.



### ZADANIE EGZAMINACYJNE

### 4 **1.18** Usłyszysz dwukrotnie wypowiedź nastolatka. Zdecyduj, które ze zdań 4.1.–4.3. są zgodne z treścią nagrania (P), a które – nie (F). Zaznacz literę P albo F.




4.1.	John is the speaker's uncle.	<input checked="" type="radio"/> P	<input type="radio"/> F
4.2.	The speaker has a sister.	<input checked="" type="radio"/> P	<input type="radio"/> F
4.3.	The speaker is inviting his friend to New York.	<input type="radio"/> P	<input checked="" type="radio"/> F

# Unit 1, Lesson 9a, Exam Practice – poziom podstawowy

**Lesson Aims:** Students practise listening for gist and specific information. They learn how to work with true/false task type.

## Warmer

Form pairs. On the board, write the words: *superhero, grandfather, parents*. Ask students to think of ways of describing them using different words (eg *not a villain, my father's father, mum and dad*). Tell them they can try using antonyms to help them. Set a time limit of three minutes. Brainstorm their ideas on the board.

- 1
  - Form pairs. Ask students to cover the sentences A–H and read the sentences 1.1.–1.8. Check the meaning if necessary.
  - Ask students to rewrite the sentences using different words.
  - Volunteers read their sentences. Correct if necessary.
  - Students uncover the sentences A–H and individually match them with sentences 1.1.–1.8.
  - Students compare their answers in pairs. Check as a class.
  - Read the Exam Tip with the class. Tell students that there are many ways to talk about one thing in English and the listening part of the exam will often involve recognising the same pieces of information expressed in different words.
- 2
  - Read the Exam Tip with the students. Ask them why they think it is important to understand the whole context of the sentence and not just single words.
  - Read the example with the students. Ask them why the two sentences have an opposite meaning.
  - Students find the words in bold in the text and decide if the complete sentences have the same or an opposite meaning.
  - Students compare their answers in pairs.
  - Check as a class.
  - Explain that single words may often mislead the students. Advise them that when they come across two identical words in the listening and the answers they have to be really careful about the context the words appear in.
- 3
  -  CD1 track 17
  - Read the Exam Tip.
  - Students read the answer options A–C. Check for understanding.
  - Tell students that during the exam, they will hear each recording twice. Advise them the first time they should focus on the main idea, the context of the text they hear or the speaker's intentions.
  - Play the CD. Students listen and match the options with the speakers. Play the CD twice if necessary.
  - Check as a class. Ask students what words helped them choose the correct answers.

## CD1 track 17

**Speaker 1** Come and visit us in Spain in June!

**Speaker 2** The film starts at 5 pm.

**Speaker 3** Where are you from?


## 4 CD1 track 18

- Students read the options 4.1.–4.3. Check for understanding.
- Play the CD twice. Students listen and choose the correct answers, true or false.
- Students compare answers in pairs. Check as a class. Ask students why the third answer is false (The speaker's intention is not to invite his friend to New York, but to ask him to show some pictures).

## CD1 track 18

Look, this is me in my Superman costume. I'm on holiday in New York. My dad took this picture with his new camera. And this is Tom. He is my cousin and this man here is his father, John. He is my mum's brother. And this girl here is my younger sister, Sandra. We are in a park with our dog Max. We also have a cat, but Max is my favourite pet. Are these your pictures? Let me see them!

 **Homework** Workbook page 16, exercises 1–2.

 **Homework (optional)** Ask students to choose five sentences from the text in exercise 7 on page 7 and write them using different words.

# Unit 1, Lesson 9b, Exam Practice – poziom rozszerzony

**Lesson Aims:** Students practise listening for gist and specific information. They learn how to work with multiple choice tasks.

## Warmer

On the board, write *school* and *home*. In pairs or small groups, students make two lists of words or phrases they could hear in a typical student-teacher and child-parent conversation. Brainstorm their ideas on the board.

- 1 • Students read the sentences and the answer options below.
  - They read the text and underline the answer option words appearing in it.
  - Ask students to decide which of the underlined phrases best complete each answer. Students discuss this in pairs.
  - Check as a class.
  - Read the Exam Tip with the students. Advise them not to choose the first word that they hear and that appears in the answer options but listen to the whole text, as some words may have a different meaning in a broader context.

## Answer Key

- 1.1. Mike likes Batman and Spider-Man, but he likes Superman best.
- 1.2. He doesn't have any films, he only has one or two figures, but he has all the comic books.
- 1.3. Mike's brother is at work, his sister goes out with her friends, but his mum and dad go to the cinema with him.

- 2 • Ask students to cover answers A–C under each text.
  - Form pairs. Tell them to read the two texts and discuss what the speakers' intentions may be in each one.
  - Students complete the sentences under the texts.
  - Students uncover the options and choose the correct ones.
  - Check as a class.

## 3 CD1 track 19

- Read the Exam Tip with the students. Ask them what will help them decide who is talking and where the conversation takes place.
- Play the CD once. Students listen and answer the question for each conversation. Play the recording a second time if necessary.
- Students compare their answers in pairs. Check as a class.

## CD1 track 19

- 1  
**Mother:** Tom, where are you going?  
**Tom:** To the park with Steve. I'll be back at nine.  
**Mother:** Wait, do your homework first and then you can go, but be back at eight!
- 2  
**Teacher:** Who wants to read their homework? Jane?  
**Girl:** I'm sorry but my essay is not that good.  
**Teacher:** Well, read it first and we'll see.

## 4 CD1 track 20

- Students read tasks 4.1.–4.6. and the answers A–C below them. Check understanding.
- Remind students there are two texts, one for tasks 4.1.–4.3. and one for 4.4.–4.6.
- Play the CD twice. Students listen and choose the correct answers.
- Students compare answers in pairs. Check as a class.

## CD1 track 20

### Tekst 1

**Jack:** Hi, Bill. What have you got there?

**Bill:** It's a book.

**Jack:** Oh, let me see. Is it for you?

**Bill:** No, it's a birthday present.

**Jack:** For your sister?

**Bill:** No, her birthday is in May and she doesn't like fantasy books. She only reads love stories.

**Jack:** Yeah, you're right. So it must be for your brother but he likes adventure books. Does he also read fantasy books?


**Bill:** Yes, he does. But it's not for him, it's for my father. It's his birthday next week.

**Jack:** Oh, really? I must remember to call him. After all, he is my uncle!

### Tekst 2

Hi, Monica. It's Sandra. I know that you can't answer the phone now, because you have lessons but I hope you get this message. I am in London with my grandparents now but I will be back in Oxford on Friday and really want to see you. My sister's birthday is on Saturday and she wants to have a big party with live music, lots of good food and many people there. Everyone from her school is coming. Do you remember my brother, Tom? He is coming too. It is a fancy dress party, so everyone must dress up as a superhero! I have a Super Woman costume and Tom has a Batman suit. It is a secret but my sister is planning to be Cat Woman! I think the idea is great and you simply must come too. Maybe you could be Spider Woman? Hope to see you soon.

 **Homework Workbook page 16, exercises 3–4.**

 **Homework (optional)** Ask students to write two multiple choice questions to the text on page 13 similar to the exam task. All the answer options must appear in the text but only one must be the correct one.





**1** Underline all the answer options for each question in the text below. Explain why only one of them is correct for each case.

**David** Mike, do you have a favourite superhero?

**Mike** Well, I really like Batman and I have many gadgets with his symbol on them. Spider-Man is also a great superhero! I want to have his costume for Halloween. But the one I like best is Superman. He comes from a different planet and is very strong and fast.

**David** Yes, I like him too and I have all the films about him.

**Mike** I don't have the films but I have all comic books and I also have one or two figures of this character.

**David** We can watch the films together on Saturday.

**Mike** Thanks, but on Saturdays I always go to the cinema. My brother is at work and my sister goes out with her friends but my parents always go with me.

1.1. Mike's favourite superhero is ...

- A. Spider-Man.
- B. Superman.
- C. Batman.



1.2. He collects ...

- A. comic books.
- B. films.
- C. figures.

1.3. Mike goes to the cinema with his ...

- A. friends.
- B. brother and sister.
- C. mother and father.



W nagraniu usłyszysz wszystkie odpowiedzi, ale tylko jedna z nich jest poprawna. Słuchaj uważnie i nie zaznaczaj pierwszej usłyszanej odpowiedzi.

**2** Decide what the speaker's intention is in each case below.

2.1. Hi, Emily, how are you? Are you still in hospital? I want to tell you about our homework. We need to write a letter to a relative and invite him or her to a birthday party. I can help you if you want.

The speaker calls Emily to ...

- A. invite her to his / her birthday party.
- B. explain their homework.
- C. tell her about his / her relative.

2.2. I love this book! It's about a superhero who lives in Smallville. His name is Clark Kent and he works for the *Daily Planet* newspaper. He has parents but he is really from a different planet – Krypton. He has super powers and helps people! You must read it!

The speaker ...

- A. wants to read the book about a superhero.
- B. describes the adventures of a superhero.
- C. recommends the book to his friend.



**3** For each conversation, decide who is talking and where the conversation is taking place.

*Conversation 1: a parent and a child; at home*

*Conversation 2: a teacher and a student; at school*



Słuchając tekstów po raz pierwszy, spróbuj wyobrazić sobie, kim są rozmówcy, o czym mówią i gdzie są.

### ZADANIE EGZAMINACYJNE



**4** Usłyszysz dwukrotnie dwa teksty.

Na podstawie informacji zawartych w nagraniu w zadaniach 4.1.–4.6. z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C. Zadania 4.1.–4.3. odnoszą się do pierwszego tekstu, a zadania 4.4.–4.6. – do drugiego.

#### Tekst 1

4.1. Bill's sister likes

- A. adventure books.
- B. love stories.
- C. fantasy books.

4.2. The book is a birthday present for Bill's

- A. sister.
- B. brother.
- C. father.

4.3. Jack and Bill are

- A. friends.
- B. brothers.
- C. cousins.

#### Tekst 2

4.4. Monica is

- A. at home.
- B. at school.
- C. in London.

4.5. Sandra's brother has a

- A. Batman costume.
- B. Superman costume.
- C. Spider-Man costume.

4.6. Sandra wants to

- A. invite Monica to the party.
- B. talk about superheroes.
- C. meet Monica at school.

## Wordlist

### KRAJE I NARODOWOŚCI

T American (adj)	/ə'merɪkən/	amerykański
T Australia (n)	/ə'streɪliə/	Australia
T Australian (adj)	/ə'streɪliən/	australijski
T Belgian (adj)	/'beldʒ(ə)n/	belgijski
T Belgium (n)	/'beldʒəm/	Belgia
T British (adj)	/'brɪtɪʃ/	brytyjski
T Canada (n)	/'kænədə/	Kanada
T Canadian (adj)	/kə'neɪdiən/	kanadyjski
capital (n)	/'kæpɪt(ə)l/	stolica
T China (n)	/'tʃaɪnə/	Chiny
T Chinese (adj)	/'tʃaɪ'ni:z/	chiński
T Colombia (n)	/kə'lombiə/	Kolumbia
T Colombian (adj)	/kə'lombiən/	kolumbijski
T country (n)	/'kʌntri/	kraj
T Ecuador (n)	/'ekwədə:/	Ekwador
T Ecuadorian (adj)	/'ekwə'do:riən/	ekwadorski
T France (n)	/'frɑ:ns/	Francja
T French (adj)	/'frentʃ/	francuski
T Ireland (n)	/'aɪələnd/	Irlandia
T Irish (adj)	/'aɪrɪʃ/	irlandzki
T Japan (n)	/'dʒə'pæn/	Japonia
T Japanese (adj)	/'dʒæpə'ni:z/	japoński
T Mexico (n)	/'meksɪkəs/	Meksyk
T Mexican (adj)	/'meksɪkən/	meksykański
T Morocco (n)	/'mɒrəkəs/	Maroko
T Moroccan (adj)	/'mɒrəkən/	marokański
T Poland (n)	/'pəʊlənd/	Polska
T Polish (adj)	/'pəʊlɪʃ/	polski
T Romania (n)	/'rəʊ'meɪniə/	Rumunia
T Romanian (adj)	/'rəʊ'meɪniən/	rumuński
T Spain (n)	/'speɪn/	Hiszpania
T Spanish (adj)	/'spæɪnɪʃ/	hiszpański
T the UK (n)	/'ðə ju: 'keɪ/	Zjednoczone Królestwo Wielkiej Brytanii i Irlandii Północnej
T the USA (n)	/'ðə ju: es 'eɪ/	Stany Zjednoczone Ameryki

### ŻYCIE RODZINNE I TOWARZYSKIE – członkowie rodziny, koledzy, przyjaciele

T aunt (n)	/'ɑ:nt/	ciocia
T best friend (n)	/'best 'frend/	najlepszy przyjaciel
T brother (n)	/'brʌðə(r)/	brat
T cousin (n)	/'kʌz(ə)n/	kuzyn / kuzynka
T dad (n)	/'dæd/	tata
T family (n)	/'fæm(ə)li/	rodzina
T father (n)	/'fɑ:ðə(r)/	ojciec

T grandad (n)	/'græn,dæd/	dziadek
T grandfather (n)	/'græn(d),fɑ:ðə(r)/	dziadek
T grandma (n)	/'græn(d),mɑ:/	babcia
T grandmother (n)	/'græn(d),mʌðə(r)/	babcia
T grandparents (n)	/'græn(d),peərənts/	dziadkowie
make friends (phr)	/'meɪk 'frendz/	zaprzyjaźnić się
T mother (n)	/'mʌðə(r)/	matka
T mum (n)	/'mʌm/	mama
T parents (n)	/'peərənts/	rodzice
person (n)	/'pɜ:(r)s(ə)n/	osoba
people (n)	/'pi:p(ə)l/	ludzie
T relative (n)	/'relətɪv/	krewny
T sister (n)	/'sɪstə(r)/	siostra
T uncle (n)	/'ʌŋk(ə)l/	wujek

### ŻYCIE RODZINNE I TOWARZYSKIE – sposób spędzania czasu wolnego; święta i uroczystości

after-school club (n)	/'ɑ:ftə(r),sku:l klʌb/	pozalekcyjny klub zainteresowań
basketball (n)	/'bɑ:skɪt'bo:l/	koszykówka
T birthday (n)	/'bɜ:(r)θdeɪ/	urodziny
birthday party (n)	/'bɜ:(r)θdeɪ ,pɑ:(r)ti/	przyjęcie urodzinowe
competition (n)	/'kɒmpə'tɪʃ(ə)n/	zawody; rywalizacja
exercise (n, v)	/'eksə(r)saɪz/	ćwiczenie; ćwiczyć
member (n)	/'membə(r)/	członek (np. koła zainteresowań lub rodziny)
swim (v)	/'swɪm/	plywać

### KULTURA – uczestnictwo w kulturze, twórcy i ich dzieła

black and white (adj)	/'blæk ən ,waɪt/	czarno-biały
T cartoon (n)	/'kɑ:(r)'tu:n/	kreskówka
T comic (n)	/'kɒmɪk/	komiks
T character (n)	/'kærɪktə(r)/	postać
enemy (n)	/'enəmi/	wróg
in colour (adj)	/'ɪn 'kʌlə(r)/	kolorowy
T hero (n)	/'hɪərəʊ/	bohater
newspaper (n)	/'nju:z,peɪpə(r)/	gazeta
popular (n)	/'pɒpjʊlə(r)/	popularny, znany
villain (n)	/'vɪlən/	czarny charakter

### CZŁOWIEK – dane personalne

T name (n)	/'neɪm/	imię
middle name (n)	/'mɪd(ə)l 'neɪm/	drugie imię
T nickname (n)	/'nɪk,neɪm/	przydomek, przezwisko

### INNE

all around the world	/'ɔ:l ə ,raʊnd ðə 'wɜ:(r)ld/	na całym świecie
band (n)	/'bænd/	zespół muzyczny

beautiful (adj)	/ˈbju:təf(ə)l/	piękny
choose (v)	/tʃu:z/	wybierać
class (n)	/kla:s/	lekcja
common (adj)	/ˈkɒmən/	powszechny
different (adj)	/ˈdɪfrənt/	inny
disrespectful (adj)	/ˌdɪsrɪˈspektf(ə)l/	obraźliwy, lekceważący
the East (n)	/ðə ˈi:st/	Wschód
enough (adv)	/ɪˈnʌf/	wystarczająco
fan (n)	/fæn/	fan, wielbiciel
funny (adj)	/ˈfʌni/	zabawny, śmieszny
<b>T</b> favourite (adj)	/ˈfeɪv(ə)rət/	ulubiony
for example (phr)	/fɔ:(r) ɪgˈzɑ:mp(ə)l/	na przykład
fruit (n)	/fru:t/	owoc
great (adj)	/ɡreɪt/	znakomity, świetny
industry (n)	/ˈɪndəstri/	przemysł
international (adj)	/ˌɪntə(r)ˈnæʃ(ə)nəl/	międzynarodowy
know (v)	/nəʊ/	wiedzieć
picture (n)	/ˈpɪktʃə(r)/	zdjęcie, obrazek
place (n)	/pleɪs/	miejsce
stamp (n)	/stæmp/	znaczek pocztowy

### Learning Tips

Remember to use a capital letter for nationalities and names.

Learn these words by making sentences about your family.

*My cousin's dad is Artur. He's Polish.*

## Functional language

### Giving personal information:

Udzielanie informacji na swój temat

- **What's your name? – Jak masz na imię?**
- **My name's Tomek. – Mam na imię Tomek.**
- **How old are you? – Ile masz lat?**
- **I'm 13 years old. – Mam 13 lat.**
- **Where are you from? – Skąd jesteś?**
- **I'm from Poland. – Jestem z Polski.**
- **Nice to meet you. – Miło cię poznać.**

### Language Tip

Remember to ask questions when meeting people for the first time.

## 'Can do' Progress Check

How well can you do these things in English now? Give yourself a mark:

- 1 – I can do it very well,
- 2 – I can do it quite well,
- 3 – I have some problems,
- 4 – I can't do it.

- I can name different countries and nationalities.
- I can name family members.
- I can understand a magazine article about comics in different countries.
- I can understand a magazine article about names.
- I can use the verb *be* in present simple.
- I can ask about specific information using question words.
- I can talk about people using subject pronouns, possessive adjectives and 's / s'.
- I can understand a conversation about a stamp collection.
- I can exchange personal information.
- I can understand a magazine article about after-school clubs in the UK.
- I can write a personal profile.

I can do the following exam tasks:

- Rozumienie ze słuchu – wybór wielokrotny
- Rozumienie ze słuchu – prawda / fałsz
- Rozumienie tekstów pisanych – prawda / fałsz
- Znajomość środków językowych – układanie zdań
- Znajomość funkcji językowych – wybór wielokrotny