

Milada Krajewska

2

Evolution  
plus

# UNIT 1 LESSON 1



# Welcome!



reporter

shop assistant

footballer

singer

musician

**1** **1.1** Match the words from the box with the photos. Then listen, check and repeat.

a lifeguard

b firefighter

c nurse

d vet

e DJ

f businessman

g factory worker

h farmer

i taxi driver

j scientist



**2** **1.2** Listen and read. Then act out the dialogue.

**Organizer** Hello! Welcome to the Evolution Camp and the Evolution Games. The two teams are Bannister School and Aston School. They are at Evolution Camp. This is the Bannister School Team. Hi, Matt.

**Matt** Hello!

**Organizer** How old are you, Matt?

**Matt** I'm eleven and I ... I ... Sorry. I'm very nervous.

**Organizer** Don't be nervous! Tell me about your family.

**Matt** My family? OK. My father's a farmer. My mother's a nurse.

**Organizer** Thank you, Matt. Who's next?

## Evolution Camp on Evolution TV



**3** **1.3** Listen and complete the information about Daisy, Josh and Zoe. Whose parents have the most unusual job?

Name: Matt  
Age: 11  
Father: farmer  
Mother: nurse

Name: Daisy  
Age: 12  
Father: factory worker  
Mother: lifeguard

*Students' own answers*

Name: Josh  
Age: 11  
Father: DJ  
Mother: scientist

Name: Zoe  
Age: 10  
Father: firefighter  
Mother: taxi driver

## Easy English

**4** Look at exercise 2 and complete the sentences.

- 1 Tell me about your family.
- 2 Sorry. I'm very nervous.
- 3 Don't be nervous.
- 4 Who's next?

### Aims

Students will:

- learn occupations,
- ask and answer about name, age and occupations.

### Grammar

Present simple with *be* (affirmative and negative sentences, questions and short answers)

Possessive adjectives – *my, your, his, her, our, their*

### Vocabulary

Occupations

### Functional language

*Tell me about your family.  
Sorry! I'm very nervous.  
Don't be nervous!  
Who's next?*

### Extra materials

Grammar flashcards 1.1 (for Lou's grammar) TRF, Extra teaching resources Unit 1, Lesson 1 (one copy per pair, for Exercise 1)

## Warm-up

- Write the following consonant clusters on the board: *dctr, tchr, plc ffer, shp ssstnt*. Ask students to get into pairs and add vowels (*a, o, e, i, u*) to make five English words. Ask them to guess the category that these words belong to (jobs). Explain that during this lesson they will learn more words from this lexical group.

## Development Words you know

- Read the words from the box out loud. Ask students to listen with books closed and ask volunteers to mime the occupations.
- Ask students to open their books and read the words.
- Ask students to work in pairs. Student A reads out an occupation. Student B listens (without looking at the book) and mimes the occupation. Then they can swap roles.

## 1

- Ask students to look at the pictures and ask them to brainstorm the names of jobs. Accept Polish names of jobs. You can write their English equivalents on the board.
- Tell students to look at words a–j and explain the new words.
- Have students match occupations a–j to pictures 1–10 that are associated with the jobs.
- Play track 1.1. Make students repeat the words correctly. Encourage them to practise correct stress and exaggerate the highlighted sounds: **vet**, **worker**, **firefighter**, **nurse**, **scientist**, **lifeguard**.
- Get students to close their books.
- Cut up the TRF page along the broken lines into 10 domino cards, give one set per pair.
- Invite students to play a domino game. Give one set of domino cards per pair.
- Have students shuffle the cards, put them face down in a pile and take turns to draw the cards, going clockwise.
- One card placed face up on the desk starts the game. Students match professions (words) with the corresponding workplaces (pictures). In each turn a student draws one card. If the newly drawn card doesn't match the job name or the workplace picture on the desk, the student keeps the card, and the next person has a go.
- The winner is the student who runs out of all cards while there are no cards left in the pile.

## 2

- Make sure students understand the words: **camp**, **team** and **nervous**. Play track 1.2.
- Ask students about the dialogue: *Where is Matt?* (At a camp) *How old is Matt?* (Eleven) *Is he happy?* (No, he is nervous) *Is Matt's father a doctor?* (No) *Is he a farmer?* (Yes).
- Ask students to act out the dialogue in pairs.

## 3

- Ask students to look at the boxes and see what information is missing (age, mother's, father's job).
- Tell students they will listen to three short dialogues and will have to complete the missing information about Daisy, Josh and Zoe.
- Play track 1.3. Have students listen and write the missing information. Check the answers out loud.
- You can also hold a hands-up class vote to choose whose parent (Daisy's, Josh's, Zoe's or Matt's) has the most unusual job.

### Audioscript

**Organizer** What's your name?

**Daisy** My name's Daisy. I'm twelve.

**Organizer** Tell me about your family.

**Daisy** My father's a factory worker. My mother's a lifeguard.

**Josh** I'm Josh. I'm eleven.

**Organizer** Tell me about your family, Josh.

**Josh** My father's a DJ. My mother's a scientist.

**Organizer** Oh! That's interesting!

**Organizer** What's your name?

**Zoe** I'm Zoe.

**Organizer** How old are you?

**Zoe** I'm ten.

**Organizer** Tell me about your family.

**Zoe** My father's a firefighter. My mother's a taxi driver.

## 4 Easy English

- Explain that the phrases from this exercise are particularly useful in everyday English.
- Ask students to complete the gaps individually.
- Check their answers.
- Get students to practise the pronunciation. Make sure students know the context for using the phrases and can respond. Ask if they can think of the Polish equivalents.

### Reflecting upon values

Discuss with students the importance of being polite in the classroom. It is a perfect moment to set up a code of conduct, sign a class contract and establish the classroom culture at the beginning of the school year.

# Lou's grammar

I	am	eleven.
You We They	are	eleven.
You We They	aren't	eleven.
Are	you we they	eleven?



Yes, we are.      No, we aren't.

He She It	is ...	He She It	isn't ...	Is	he ...? she ...? it ...?
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My / Your / His / Her father is a factory worker.  
Our / Their mother is a nurse.

## 5 Complete the dialogue.

You What's <sup>1</sup> your name?  
 Josh <sup>2</sup> My name's Josh.  
 You How old <sup>3</sup> are you?  
 Josh <sup>4</sup> I'm eleven.  
 You <sup>5</sup> Is your mother a nurse?  
 Josh No, she <sup>6</sup> isn't.  
 You <sup>7</sup> Are your mother and father factory workers?  
 Josh No, they <sup>8</sup> aren't.

## Have a talk!

Students' own answers

## 6 Look at exercise 3 on page 4. In pairs ask and answer questions about Matt, Daisy, Josh and Zoe.

What's her name?

Her name is Daisy.

How old is she?

She's twelve.

Is her father a vet?

No, he isn't. He's a factory worker.

# EXTRA

## 1 Find nine jobs from exercise 1 on page 4 in the word square. What is the missing job?

B	S	C	I	E	N	T	I	S	T	N
L	I	F	E	G	U	A	R	D	P	U
M	T	A	X	I	D	R	I	V	E	R
S	Q	R	X	A	P	Y	L	E	U	S
R	D	M	N	D	J	J	W	T	K	E
T	P	E	M	F	J	K	F	S	J	Z
F	I	R	E	F	I	G	H	T	E	R
B	U	S	I	N	E	S	S	M	A	N

Missing: factory worker

## 2 Cross out one extra word in each sentence.

- 1 What his is her name?
- 2 Their fathers they are vets.
- 3 Are you is a reporter?
- 4 Are they a footballers?
- 5 How old is are you?

## 3 Write questions to Zoe. Then write her answers.

- 1 you / a student  
Are you a student \_\_\_\_\_?  
Yes, I am.
- 2 you / thirteen  
Are you thirteen \_\_\_\_\_?  
No, I'm not.
- 3 your mother and father / vets  
Are your mother and father vets \_\_\_\_\_?  
No, they aren't.
- 4 your father / a DJ  
Is your father a DJ \_\_\_\_\_?  
No, he isn't.

## 4 Work in pairs. Choose who you want to be: Matt, Josh or Daisy. Ask and answer questions as in exercise 3 above.

Is your father a vet?

Students' own answers

No, he isn't.

## Lou's grammar

- Ask volunteer students to read the sentences out loud.
- Draw their attention to the fact that you use *am, is, are* to talk about age in English (compare *I am eleven* and its Polish translation *Mam jedenaście lat*).
- Ask students how these sentences are different (the position of the verb changes). Ask what kinds of sentences they are (affirmative, negative sentences and questions).
- Draw students' attention to the formation of negative sentences. Refer to the yellow box (the verb box).
- Now ask about the formation of questions. Refer to the yellow and red boxes. Elicit that *are* is moved before the subject (inversion) to form questions. Accept answers in Polish.
- Draw students' attention to the short answers. Draw a smiley ☺ and write 'Yes' next to it and a frownie ☹ and write 'No' next to it on the board.
- Ask students: *Are you eleven?* Nod and point to the smiley to elicit: *Yes, we are*. Write the short answer on the board under the smiley. Ask the students: *Are you fifteen?* Shake your head and point to the frownie to elicit: *No, we aren't*. Write the short answer on the board under the frownie. Elicit how you form the short answers, starting with *yes* and *no*.
- Remind students about the use of the third person singular form (*is*).
- Ask students to close their books. Spread all the grammar flashcards from set 1.1 on your desk.
- Ask three students to come to the front of the class, and to stand in a row facing the others. Give out the following flashcards (one to each student): **YOU, ELEVEN, ARE**. Tell them to hold the cards up so that everybody can see them.
- Ask the students to move in order to form the affirmative sentence (*You are eleven*). Ask the last student in the row to pick up the correct punctuation mark. Write the affirmative sentence on the board.
- Ask the students with cards to make the negative sentence (*You aren't eleven*). The student with **ARE** has to change it for one card (**AREN'T**) to complete the negative sentence. Ask the last student in the row to pick up the correct punctuation mark. Explain how the negative is formed by adding **N'T** to **ARE**. Write the negative sentence on the board.
- Now ask students to form a question (*Are you eleven?*). The students holding cards change places accordingly. Ask the last student in the row to pick up the correct punctuation mark. Write the question on the board.
- Explain how **ARE** and **YOU** swap places in the question. Remind students that in Polish we have the word *czy* to form questions.

- Now draw students' attention to the short answers. Point to the question (*Are you eleven?*) on the board and nod your head. Ask the students holding cards to make a short affirmative answer to the question (*Yes, we are*). Ask the student with **YES** and the last student in the row to pick up the correct punctuation marks. Repeat the procedure to elicit the short negative answer.
- Follow the same procedures to form the **IS** structures (*He is twelve. Is he twelve? He isn't twelve. Yes, he is. No, he isn't*).

### LOOK

- Ask students to read the examples in the **Look** box. Ask them what the words in bold mean and when we use them (when we talk about possession).
- Ask them to find and circle all instances of possessive adjectives on pages 4–5.

### 5

- Get students to read the dialogue and complete the gaps. Then ask them to practise reading the dialogue in pairs.
- Invite students to play a chain game in which they practise the dialogue in a circle. Student A asks the question, B answers, C asks another question, and so on.

### 6 Have a talk!

- Have students act out the mini-dialogues in pairs, using the information in Exercise 3.
- Alternatively, ask students to make up imaginary characters (name, age and parents' jobs) and act out more conversations.

### Touchdown

- Get three volunteers to sit in 'hot seats' facing the class. Ask them to think of one person roughly their age (a friend or relative) that they know well.
- Ask the class to ask each student three questions about the person's name, age and parents' jobs. Encourage the class to remember the answers.
- Ask students to work in groups of three. Make them write what they remember, eg *Marta's friend: Her name is Maja. She is thirteen. Her mother is a vet.*

### Homework

Workbook, Exercises 1–4, page 4.

Optional task: Workbook, Exercise 5\*, page 4 (for those who wish to get a reward eg a special stamp and/or a plus mark).

### Attention

- You can use the exercises from the **Extra** section with fast finishers or give them as additional homework.



# Whose is it?



chicken   rice   fish   tomatoes   meat   vegetables   onions   eggs

1 1.4 Complete the text with the words from the box. Then listen, check and repeat the sentences.

lettuce   pork   beef   potatoes   lamb   pancakes   pasta   bread   cabbage   peas



## Eat healthy food!

### These are all good for you:

- ✓ Green vegetables: <sup>1</sup> lettuce, <sup>2</sup> cabbage and <sup>3</sup> peas.
- ✓ Other vegetables: tomatoes and <sup>4</sup> potatoes.
- ✓ Meat: <sup>5</sup> pork, <sup>6</sup> beef and <sup>7</sup> lamb.
- ✓ Rice, <sup>8</sup> pasta and <sup>9</sup> bread.
- ✓ Desserts like <sup>10</sup> pancakes with fruit.
- ✓ But remember – don't eat too much!



2 1.5 Listen and read. Then act out the dialogue.

**Organizer** Lunch is ready! What would you like?  
**Daisy** Pork, potatoes and peas, please.  
**Josh** Look at this! What is it?  
**Daisy** It's an Evolution T-shirt.  
**Josh** Wow. Whose is it?  
**Daisy** It's Zoe's.  
**Matt** It's really cool!  
**Zoe** Oh no! Where is my Evolution cap?  
**Daisy** It's on the chair.  
**Zoe** Oh, yes. Thanks, Daisy.

*Students' own answers*



It's Zoe's.  
 It's = It is ale: Zoe's = whose?  
 Druga litera s nie jest skróttem od czasownika is.  
 Oznacza ona, że T-shirt należy do Zoe.

3 1.6 Listen. Who is eating the biggest lunch?

Matt

### Easy English

4 Write the words in the correct order.

- 1 is / Lunch / ready / !  
Lunch is ready!
- 2 like / What / you / would / ?  
What would you like?
- 3 cool / It's / really / !  
It's really cool!

### Aims

Students will:

- learn different types of food,
- talk about food,
- describe possession and location.

### Grammar

Present simple with *be* (specific questions: *what, where, whose*)

### Vocabulary

Food (1)

### Functional language

*Lunch is ready.*

*What would you like?*

*It's really cool.*

*I like ...*

*I don't like ...*

### Extra materials

Grammar flashcards 1.2 (for Lou's grammar)  
TRF, Extra teaching resources Unit 1, Lesson 2  
(one copy per class, for Touchdown)

## Warm-up

- Write *red, green, yellow* on the board.
- Ask students to work in pairs. Give them 1 minute to think of one type of food to match each colour. Check the answers out loud.
- Write students' suggestions on the board under the colour headings.

## Development Words you know

- Read the words out loud. Ask students to listen and repeat the words after you. Explain the meaning of any words they don't know.
- Ask students to work in pairs. Student A says a food word (eg *a tomato*). Student B gives the names of all related dishes they can think of (*a salad, a soup, a sandwich, a pizza*). Then ask students to change roles.

### 1 1.4

- Ask students to look at the pictures in their books. Ask them: *Are these foods healthy? (Yes) What can you see in the pictures?* (peas, pasta, bread, cabbage, potatoes, fish). Refer students to the words in the box. Ask if any of them are in the pictures below (*lettuce, pork, beef and lamb* are not in the pictures). Ask students to match the pictures to the words.
- Ask students if they can recognise any names of meat (*pork, beef, lamb*). Write *a pig, a sheep* and *a cow* on the board. Ask students to make a noise for each animal. Write *pork, lamb* and *beef* underneath and explain these are the names of the respective meat types.
- Ask students if they recognise any names of vegetables in the table (*lettuce, cabbage, peas*). You can refer them to the pictures once more.
- Write the word *dessert* on the board. Give examples of desserts (*ice cream, a cake*) to explain the meaning.
- Ask students to complete the gaps (1–10) with the words in the box.
- Play track 1.4. Students check their answers. Then students repeat the sentences. Encourage them to practise word stress and exaggerate the marked sounds: **vegetable**, **lettuce**, **cabbage**, **pork**, **lamb**, **dessert**, **fruit**.

### 2 1.5

- Ask students to look at the picture and point to: *a T-shirt* and *a cap*.
- Play track 1.5. and ask students to read the dialogue.

## Optional activity

Invite students to play a spelling game in two teams. The groups take turns to spell out three food words. They appoint their 'spellers' and 'writers', who change in each turn. Each group 'writer' stands at the board and writes the word as it is spelled out. Groups get one point for each correct word on the board. The group with the highest score wins.

- Write the comprehension question and possible answers on the board: *Whose cap is on the chair? A It's Matt's. B It's Daisy's. C It's Zoe's.* (Correct answer: *It's Zoe's*.)
- Revise the prepositions of place. Put your pen in the book and ask students where it is. Then put the pen under the desk and on the desk to revise under and on. Play the track again and invite students to act out the dialogue in groups of five.

## LOOK

- Focus students' attention on the **Look** box. Make them read the example. Ask them which 's' is a short form of is (*It's*) and which 's' refers to the owner (*Zoe's*).
- Ask them to find other instances of 's' in Exercise 2 and figure out what they stand for.

### 3 1.6

- Elicit the names of the children in the dialogue in Exercise 2: Zoe, Josh, Daisy and Matt. Tell students they will listen to them talking about their lunches. They will mention food from Exercise 1.
- Play track 1.6 twice and ask students to listen to the dialogue and write down the name of the person with the biggest lunch (Matt).

### Audioscript 1.6

**Zoe** What is your lunch, Josh?

**Josh** My lunch is beef, pasta and cabbage.

**Zoe** I don't like cabbage. What is your lunch, Daisy?

**Daisy** My lunch is pork, potatoes and peas.

**Zoe** I don't like pork. What's your lunch, Matt?

**Matt** It's lamb, onions and potatoes. And bread! And three pancakes!


**Zoe** That's good! I like lamb and onions and potatoes. And I love pancakes!

## 4 Easy English

- Draw students' attention to the Easy English section. Explain that this section contains phrases that are particularly useful in everyday English.

## Lou's grammar

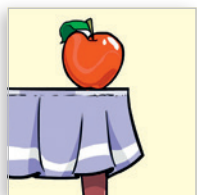
What	is it?	It's a book.
	are they?	They're books.
Where	is it?	It's under the book.
	are they?	They're on the table.
Whose	is it?	It's Daisy's.
	are they?	They're Daisy's.



### LOOK

It's pork / beef.  
It's an onion / a carrot.  
They're onions / carrots.

### 5 Look at the pictures and complete the sentences.



- What is it? It's an apple.
- Whose is it? It's my friend's.
- Where is it? It's on the table.



- What are they?  
They're books.
- Whose are they?  
They're Joe's.
- Where are they?  
They're in his hands.

### Have a talk!

- 6 Work in pairs. Ask and answer questions about the food in the picture.

Students' own answers



What are they?

I think they're potatoes.

Whose lunch is it?

It's Alice's.

Where is it?

It's on the table.

### 1 Guess the vegetables.

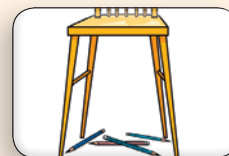
- It's green. You can't cook it. lettuce
- It's green. It can be big. You can cook it. cabbage
- They're red. tomatoes
- They're green. They're very small. peas

### 2 Match the answers to the questions. There is one extra answer.

- Whose T-shirt is it? a They're Zoe's.
- What are they? b It's rice.
- Where is it? c They're peas.
- What is it? d It's Josh's.  
e It's on the chair.

### 3 Look at the pictures and complete the sentences.

Josh



Zoe



Daisy



- Whose books are they?  
They're Josh's.
- Where are Josh's books?  
They're in the drawer.
- Whose crayons are they?  
They're Zoe's.
- Where are Zoe's crayons?  
They're under the chair.
- Whose ice cream is it?  
It's Daisy's.
- Where is Daisy's ice cream?  
It's on the table.



## Lou's grammar

- Ask volunteers to read the questions and answers out loud.
- Ask: *Are these negative sentences or questions?* (Questions) *What question words can you see?* (What, Where, Whose) *What do these words mean?* Accept Polish equivalents.
- Ask and elicit answers about the singular and plural verb forms. *How are the sentences in each pair different? What's the verb in the question about one book?* (is) *What's the verb in the question about many books?* (are) *What are the short forms of the verbs in the answers?* ('s, 're).
- Ask students to close their books. Spread all the grammar flashcards from set 1.2 on your desk.
- Ask six students to stand in a row and give them the following flashcards: **WHAT, WHERE, WHOSE, A, BOOK, BOOKS, ON, THE, TABLE, DAISY'S.**
- Ask the class to match the question words to the answers.
- Then ask three new students to come to the front of the class and stand in a row facing the others. Give out these flashcards (one to each student): **IS IT WHAT.** Tell them to hold the cards up so everybody can see them.
- Ask the students to move in order to form the question (*What is it?*). Ask the last student in the row to pick up the correct punctuation mark. Write the question on the board.
- Invite three more students to come forward and form the answer: *It's a book.* Let them choose the cards (**IT, 'S, A BOOK**) themselves this time. Invite the student holding **'S** to come as close as possible to the student with **IT.** Write the answer on the board.
- Ask the class to make the question plural (*What are they?*). The students holding *'What is it?'* change the cards accordingly. Write the question on the board.
- Follow the same procedure to form the answer *They're books.* Invite the student holding **'RE** to come as close as possible to the student with **THEY.**
- Explain how inversion works. Ask students whether the verbs (*is / are*) come before or after the subject (*it / they*) in the question. Explain that the process of verb *am / is / are* 'jumping' in front of the subject in questions is called inversion.
- Follow the same procedures to show:  
*Where is it? Where are they?*  
*Whose is it? Whose are they?*



- Ask students to read the examples in the **Look** box.
- Ask how the nouns in the sentences differ (some are in the singular, some in the plural form). Ask how the first two sentences differ (the first one has no articles, the second has *an* and *a*).
- Explain that English nouns can be uncountable and countable.

- Elicit which example sentence has: uncountable nouns (*pork, beef*), countable singular nouns (*a carrot, an onion*) and countable plural nouns (*carrots, onions*).
- Explain the use of articles with countable (*a/an* or zero article) and uncountable nouns (zero article).

### 5

- Ask students to look at the first picture and read questions 1–3 and complete the missing question words. Then ask them to complete the answers 1–3. Check the answers out loud.
- Ask students to look at the picture for sentences 4–6. Invite them to work in pairs. Check the answers out loud.

### 6 Have a talk!

- Get students into pairs and ask them to look at the picture.
- Ask two students to read the examples out loud.
- Ask students to act out similar mini-dialogues about the food in the picture.

### Touchdown

- Cut up the TRF food pictures cards. Put them in an envelope.
- Invite students to play *Food Bingo*. Tell them to draw three vertical lines and two horizontal ones to make grids in their notebooks.
- Write these on the board: *dessert, lunch, fruit, vegetables, meat, fish, rice, pasta, bread, tomatoes, potatoes, cabbage, lettuce, peas, onions, eggs.*
- Have students choose six words from the list and write one word on each square.
- In turns, students come to the teacher, pick one picture from the envelope, and call out the name of the food.
- The other students mark the called items on their grids. The student who completes their grid first calls out: *Food Bingo!*

### Homework

Workbook, Exercises 1–5, page 5.

Optional task: Workbook, Exercise 6\*, page 5 (for those who wish to get a reward eg a special stamp and/or a plus mark).

### Attention

- You can use the exercises from the **Extra** section with fast finishers or give them as additional homework. Accept all reasonable answers in Exercise 1.
- Draw students' attention to the **Exam spot** box which helps them prepare for the primary school test.



MP3 player

mobile phone

camera

laptop

television

1 1.7 Label the photos with the blue words from the text. Listen, check and repeat. Then listen and complete the text.

## Teenagers and technology in the United Kingdom

99% of teenagers have got their own mobile phone, and 47% have got a **smartphone**. Only about 1% have got an **e-book reader**. 23% have got a **games console** in their house. 97% of teenagers have got their own computer, and about 80% have got a **webcam**. 99% of teenagers have got **earphones**, and about 10% of teenagers have got **headphones** too. And there are some things that every teenager in England has got – **chargers**, **memory sticks** and **memory cards**. You can't live without them!



1 chargers



2 headphones



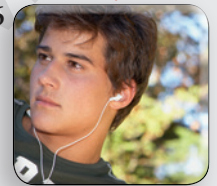
3 smartphone



4 games console



5 webcam



6 earphones



7 memory sticks



8 e-book reader



9 memory cards

2 1.8 Complete the dialogue with the sentences from the boxes. Listen and check. Then act out the dialogue.



Have you got your MP3 player?

Have you got your charger?

OK. I've got my camera. I haven't got my ticket.

Here's your ticket.

<sup>1</sup>Have you got your charger?

Yes, I have.

<sup>2</sup>Have you got your MP3 player?

No, I haven't.

Kathy hasn't got her MP3 player! Where is it?

Er ... Thanks!

3 Write about yourself. Use words from exercise 1.

I've got ...

I haven't got ...

Students' own answers

### Aims

- Students will:
- talk and ask about gadgets.

### Grammar

Present Simple with *have got*

### Vocabulary

Gadgets

### Functional language

*Where is it?*  
*Here's your ticket.*  
*Er ... Thanks!*

### Exam spot

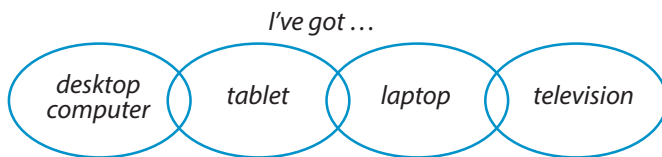
Language structures

### Extra materials

Grammar flashcards 1.3 (for Lou's grammar)  
TRF, Extra teaching resources Unit 1, Lesson 3  
(one copy per four students, for Touchdown)

## Warm-up

- Ask students to think and decide what electronic gadgets they have at home. Elicit: computer, tablet, laptop, television, etc.
- Draw this Venn diagram on the board:



- Invite students to come to the board and draw a smiley in the right part of the diagram.
- Ask students to count the smileys in each section. Write numbers they come up with on the board.
- Write these gapped sentences on the board:  
0: *Nobody has got ...*  
1: *One student has got ...*  
2, 3, 4 ...: *(Four) students have got ...*
- Ask students to complete the sentences with the survey results and write them down. Ask individual students to read out their sentences.

## Development Words you know

- Read the words from the box out loud. Students listen and repeat after you.
- Draw a five-column chart with the headings: *music, games, films, email* and *photos* on the board.
- Ask students to work in pairs. Both students copy the chart and complete it with the words from the box. You can ask students if any gadgets can belong to more than one category.

### 1 1.7

- Put these on the board: 1%, 100%. Write: % = *per cent*. Practise the pronunciation of the phrase *per cent*.
- Write these equations on the board. Ask students to calculate and complete the missing results. Elicit the answers chorally.  
100% = 100 students out of 100  
50% = 50 students out of 100  
25% = ? out of 100  
10% = ? out of 100
- Ask students to cover the texts in their books, and look at the pictures. Brainstorm as many words as possible. You can write some of them on the board as students mention them.
- Ask students to uncover the texts and look at the words in blue. Ask volunteers to read them out loud.
- Ask students to label the pictures with the words in blue. Check the answers out loud.

- Put these numbers on the board: 1, 10, 23, 47, 80, 97, 99. Ask students to read them out loud.
- Invite students to read the text and in pairs take guesses where the numbers go in the gaps.
- Play track 1.7. Ask students to check their guesses and write the correct numbers in the gaps.
- Then make students repeat the gadget words chorally and then individually.

### Optional activity 1

Invite students to play a word game in pairs. Ask the pairs to categorise the gadget names in *Words you know* and Exercise 1 as follows: **six-letter words:** *camera, laptop, webcam*; **seven-letter words:** *charger*; **nine-letter words:** *MP3 player, earphones*; **ten-letter words:** *television, headphones, smartphone*; and **eleven-letter words:** *e-book reader, mobile phone, memory cards*. The pair that finishes first and gets the answers right – wins.

### 2 1.8

- Invite students to look at the pictures, and guess what the episode is about.
- Ask them to read the sentences in the speech bubbles and put the two missing sentences in the correct places.
- Play track 1.8. Ask students to listen and check their answers.
- Ask some comprehension questions about the story, eg *What hasn't Kathy got at the start? What has she got at the end?* Get students to answer.
- Ask students to practise reading the dialogue in pairs. After this, ask volunteers to act it out in front of the class. Encourage them to use gestures and modulate their voices during their performances. Suggest that they use simple props to enhance the performance.

### 3

- Ask students to write sentences, three affirmative and three negative ones, referring to the gadget words in Exercise 1. Check random answers out loud.

### Optional activity 2

Invite students to play a memory game. Ask them to stand up and work in groups of 5–6 people. Each group forms a circle or a line. The tallest student starts the chain sentence: *I've got a smartphone*. The student standing to the right adds another gadget to make the sentence longer: *I've got a smartphone and a webcam*. Student three adds gadget number three, and so on. When the students have finished, another round begins. This time the starter sentence is: *I haven't got a smartphone*. and the group are going anti-clockwise. Make sure Student two uses **or** instead of **and** to link items in the negative sentence.

# Lou's grammar

# EXTRA

I You We They	have	got	a charger.
------------------------	------	-----	------------

Have	I you we they	got	a charger?
------	------------------------	-----	------------

I You We They	haven't	got	a charger.
------------------------	---------	-----	------------



He  
She  
It

has got ...

He  
She  
It

hasn't got ...

Has

he got ...?  
she got ...?  
it got ...?

## 4 Write the words in the correct order. Then write the answers.

- got / hasn't / My sister / a games console / .  
My sister hasn't got a games console.
- have / headphones / got / My brother and sister / .  
My brother and sister have got headphones.
- your / got / Has / an / brother / e-book reader / ?  
Has your brother got an e-book reader?  
No, he hasn't.
- got / you and your friends / Have / chargers / ?  
Have you and your friends got chargers?  
Yes, we have.

## Write

### 5 Write about your family. Use *have / haven't got, has / hasn't got* and the words from the box.

camera	laptop
games console	memory stick
memory card	earphones
headphones	television
mobile phone	

Students' own answers

## Exam spot

### 1 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1-4). Zakreśl literę A, B albo C.

I like my Saturdays at home. I read comics on my <sup>1</sup> B. I play basketball on my <sup>2</sup> B and watch videos on my <sup>3</sup> C. I haven't <sup>4</sup> A a TV set in my room so I watch films in the living room.

- |                 |              |
|-----------------|--------------|
| 1 A headphones  | 3 A charger  |
| B e-book reader | B webcam     |
| C earphones     | C smartphone |
| 2 A memory card | 4 A got      |
| B games console | B not        |
| C memory stick  | C do         |

### 2 Write the sentences with *have / haven't got* and *has / hasn't got*.

My brother	X	earphones
My sister	✓	webcam
I	X	smartphone
I	✓	memory stick
My mother and father	X	charger
They	✓	e-book reader

- My brother has got a smartphone.
- My sister hasn't got an e-book reader.
- I have got a charger.
- I haven't got earphones.
- My mother and father haven't got a webcam.
- They have got a memory stick.

### 3 Complete the dialogue with the words from the box.

Have	got
hasn't	Has



- Man Hello! Look! Very good webcams!
- Girl No, thank you.
- Man Have you <sup>1</sup> got a webcam?
- Girl Yes, I have.
- Man <sup>2</sup> Have your friends got webcams?
- Girl Yes, they have.
- Man <sup>3</sup> Has your mother got a webcam?
- Girl No, she hasn't. She <sup>4</sup> hasn't got a computer. Goodbye.

### 4 Work in pairs. Ask and answer questions about the things from exercise 1 on page 8.

Students' own answers

## Lou's grammar

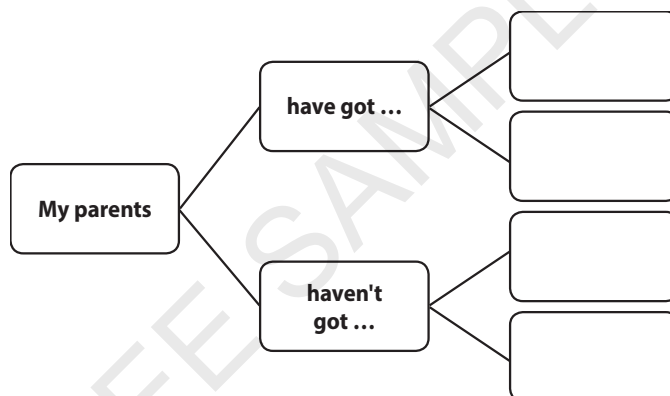
- Ask students to read all the sentences out loud.
- Draw students' attention to the yellow boxes. Focus their attention on the fact that the two boxes (*have* and *got*) express one verb composed of two words. Ask students about the meaning and use of *have got* (to talk about what you own and what belongs to you). Accept answers in Polish.
- Encourage students to explain how the questions are formed (*have* moves to the front of the question).
- Ask students how the negative sentence is formed (*have* gets the *n't* ending).
- Ask how the third person singular (*has got*) is formed:  
*Do you use 'have' or 'has' with she/he/it? (has)*  
*What happens with 'has' in questions? (It goes at the beginning of the sentence/question.)*  
*What do you add to 'has' in the negative? (n't = not)*
- Ask students to close their books. Spread all the grammar flashcards from set 1.3 on your desk.
- Ask five students to stand in a row facing the class. Give out the following flashcards (one to each student):  
**A, CHARGER, HAVE, YOU, GOT.** Tell them to hold the cards up so everybody can see them.
- Ask the students to move in order to form the affirmative sentence (*You have got a charger.*). Ask the last student in line to pick up the correct punctuation mark. Write the affirmative sentence on the board.
- Ask the class how this sentence can be turned into a question (*Have you got a charger?*). The students holding cards change places accordingly. Ask the last student in the row to pick up the correct punctuation mark. Write the question on the board.
- Focus students' attention on how **HAVE** and the **YOU** swap places in the question. Explain that this is different from the way we form questions in Polish by using the word *czy*.
- Tell students holding cards to make a negative sentence (*You haven't got a charger.*). Tell the student with **HAVE** to replace it with one card (**HAVEN'T**) to complete the sentence. Ask the last student in the row to pick up the correct punctuation mark. Explain how the negative is formed by adding **N'T** to **HAVE**, and that *haven't = have not*. Write the negative sentence on the board.
- Follow the same procedures to form the **HAS GOT** structures:  
*He has got a charger.*  
*Has he got a charger?*  
*He hasn't got a charger.*

### 4

- Ask students to make two affirmative sentences and two questions by reordering the words in 1–4. Encourage them to check their answers in pairs first.
- Then, ask students to complete the short answers in 3–4. Check all the answers out loud.

### 5 Write

- Elicit the names of family members (*mother, father, sister, brother, grandfather, grandmother, aunt, uncle, cousin, parents, grandparents*).
- Draw this spidergram on the board. Have students copy it and complete it with the names of gadgets in the box. Ask them to say sample sentences based on the diagram.



- Ask students to make another spidergram for another relative. Get students to say their sentences in pairs.
- Ask students to write about their family, referring to the spidergram notes.

### Touchdown

- Cut up the TRF page along broken lines into four cards, one card per student.
- Invite students to play 'Find someone who says ...' game.
- Give each student one cut up card. Students should complete the names column.
- To do that, invite the class to mingle to interview each other using the questions: *Have you got ...? Has your mum got ...?* Demonstrate a sample exchange with one student.
- Choose a couple of students to report their finds.

### Homework

Workbook, Exercises 1–4, page 6.

Optional task: Workbook, Exercise 5\*, page 6 (for those who wish to get a reward eg a special stamp and/or a plus mark).

### Attention

- You can use the exercises from the **Extra** section with fast finishers or give them as additional homework (except Exercise 4, which can be used in class for extra speaking practice).
- Draw students' attention to the **Exam spot** box and explain that they will always find an exam-like task here, which helps them prepare for the primary school test.



# English in action

## The place where I live

**1** **1.9** Listen and complete the texts (1–6) with the words from the box. There are two extra words, which you do not need.

flat    house    city centre    town  
suburbs    village    country    town centre



Sean

1 I live in a small house in the suburbs. It's boring. I don't like the area and I don't like my house.



Caroline

2 I live in a small house in a little village in the country. I love my little house!



Jason

3 I live in a flat in the city centre. It's a big flat but it's very noisy. I don't like it.



Natalia

4 I live in a house in the suburbs. It isn't a big house but I think it's great. I like the suburbs.



Darren

5 I live in a very small flat in the city centre. I love my flat!



Annette

6 I live in a big house in the country. I don't like it. It's very frightening.

**2** **1.10** Listen and match people (1–6) with their addresses (a–f).

- |              |                                      |
|--------------|--------------------------------------|
| c 1 Sean     | a Evolution House, Redwood           |
| f 2 Caroline | b 42 Retton Road, Binton             |
| e 3 Jason    | c 14 Mountain Street, Blackwood      |
| b 4 Natalia  | d Flat 4, 44 Maywood Street, London  |
| d 5 Darren   | e Flat 48, 18 Marcham Street, London |
| a 6 Annette  | f Happy House, Milton Hill           |

**3** Work in pairs. Ask and answer questions about addresses from exercise 2.

What's his address?

Students' own answers

What's her address?

**4** **1.11** Listen and match the speakers to the places.

- |         |       |               |
|---------|-------|---------------|
| 1 Girl  | _____ | a city centre |
| 2 Boy   | _____ | b country     |
| 3 Woman | _____ | c suburbs     |

**5** Work in pairs. Talk about where you live.

Do you live in a house or a flat?

Students' own answers

I live in a flat.

Is it in the city centre or the suburbs?

It's in the city centre.

What's your address?

It's Flat 48, 17 Krótka Street, Warsaw.

**Sounds right!**

**6** **1.12** Listen and repeat.

Students' own answers

shirt  
purple  
girl  
nervous  
factory worker

**7** **1.13** Listen and repeat.

Students' own answers

The nurses are nervous.  
Lots of girls in purple skirts.  
Factory workers in purple shirts.

### Aims

Students will:

- practise describing places to live in,
- practise asking for and giving address.

### Vocabulary

Places to live in

### Functional language

*What's your address?*

*It's Flat 48, 17 Chopina Street, Warsaw.*

### Pronunciation

Pronouncing the /3:/ sound

### Extra materials

A city and a country map (for Warm-up)

Two photos of: a house and a flat (for Exercise 2).

## Warm-up

- Use a map to explain the meaning of *the city centre*, *the suburbs* and *the country*.
- Hold a class vote to see how many people prefer living in the city centre, in the suburbs and in the country.

## Development

### 1 1.9

- Have students look at the words in the box. Remind them that they have just learnt the new words: *suburbs*, *the country* and *city centre*.
- Say: *Warsaw, Gdańsk* to elicit *a city*. Say: *Zakopane, Kołobrzeg* to elicit *a small town*. Say *Zalipie, Białka Tatrzańska* to elicit *a village*.
- Show some magazine photos or pictures of a flat and a house and teach the words: *flat* and *house*.
- Ask students to repeat the new words after you.
- Ask students to listen to six teenagers and fill in the gaps with the words in the box. Play track 1.9 twice.
- Ask students to make their own mini-descriptions of places they live in.

### 2 1.10

- Read random addresses out loud and get individual students to say the right letter, eg *42 Retton Road, Binton*.
- Ask students to listen and match the names of children (1–6) to their addresses (a–f). Play track 1.10 twice. Then, check the answers with the whole class.
- Elicit the question and answer used in the recording to talk about the address (*What's your address? My address is ...*). Put them on the board. Have students ask and answer about their addresses in pairs.

#### Audioscript 1.10

**Man** What's your address, Sean?

**Boy 1** My address is 14 Mountain Street, Blackwood.

**Man** What about you, Caroline? What's your address?

**Girl 1** My address is Happy House, Milton Hill.

**Boy 2** My name's Jason. My address is Flat 48, 18 Marcham Street, London.

**Man** What's your address, Natalia?

**Girl 2** My address is 42 Retton Road, Binton.

**Man** What about you, Darren?

**Boy 3** My address is Flat 4, 44 Maywood Street, London.

**Man** And you Annette?

**Girl 3** My address is Evolution House, Redwood.

### 3

- Ask students to read the questions in the bubbles out loud. Demonstrate a sample exchange with one student.
- Invite students to work in pairs and ask and answer questions about the addresses of people in Exercise 3.

### 4 1.11

- Ask students to listen to three dialogues and match the people from the three dialogues to the places (a–c).
- Play track 1.11. Students listen and choose the correct answers. Then they listen again and check.
- Check as a class and provide feedback.

#### Audioscript 1.11

1

**Boy** What's your address?

**Girl** It's 25, Green Road.

**Boy** Is that in the suburbs?

**Girl** No, it isn't. It's in the city centre. I live in a flat. It's great!

2

**Girl** Where do you live?

**Boy** I live in a house.

**Girl** Do you live in the country?

**Boy** No, I don't. I live in the suburbs of London.

3

**Man** What's your address?

**Woman** Milton House, Blackwood.

**Man** Is that in the country?

**Woman** Yes, it is.

### 5

- Ask a pair of students to read the dialogue out loud. Practise the pronunciation and intonation chorally.
- Invite students to interview each other in pairs and remember the answers.
- Check random students' answers orally.

### 6 1.12 Sounds right!

- Play track 1.12 and get students to repeat the words.
- Draw students' attention to the sound /3:/.

### 7 1.13 Sounds right!

- Play track 1.13. Ask students to listen to each sentence and repeat it, chorally then individually.
- Play the track again to drill the pronunciation.

## Touchdown

- Hold a tongue twister competition. Divide the class into two teams. Give teams one minute to memorise the first tongue twister in Exercise 7. Appoint one student from each team to recite the first tongue twister. Groups win one point for each tongue twister pronounced correctly. Follow the same procedure for the other tongue twisters.

## Homework

Workbook, Exercises 1–4, page 7.

Optional task: Workbook, Exercise 5\*, page 7 (for those who wish to get a reward eg a special stamp and/or a plus mark).



# Skills Reading · Speaking

**1** Look at the photo. Write three questions about the boy in the photo.



What      Is      Who

- 1 What is his name?
- 2 Is he a DJ?
- 3 Who is he?

**2** Find the words from the box in the text and guess their meaning.

miksować muzykę    klub dla młodzieży    aplikacja  
 mix music            youth club            app  
 download            a dance  
 ściągać, pobierać    zabawa, potańcówka

Tony is 16. He's a student at Henbury School. On Saturdays, he's a DJ! He's got a lot of CDs. 'I love all types of music,' he says. Tony has got a new app for smartphones. The name of his app is Tonymix. 'You can download it from my website to your smartphone,' he says. 'You can see my favourite music. You can mix music. It's great for parties.' Tonymix is a very popular app. His favourite place is the youth club. 'There is a dance every Saturday at the youth club,' he says. 'I mix the music for the dance. I play the music. We have a great time!' What about the future? 'University,' says Tony, 'and then I can be a DJ in London ...'

**3** Read the text in exercise 2 and answer the questions from exercise 1.

- 1 His name is Tony.
- 2 Yes, he is.
- 3 He is a DJ.

**4** Match parts of the sentences and make questions about Tony. In pairs ask and answer these questions.

What is his favourite place? *His favourite place is the youth club.*  
 When is his name? *His name is Tony.*  
 Has he got are the dances at the youth club? *Every Saturday.*  
 Is he a lot of CDs? *Yes, he has.*  
 How old is he? *He's 16 (years old).*  
 What a DJ? *Yes, he is.*

What is his favourite place?

The youth club.

**5** Talk to your friend about a person from his / her family.

- 1 Wybierz osobę, o której chcesz się więcej dowiedzieć. Wpisz w pierwsze pole np. *Paweł's mother*.
- 2 W parach zadawajcie sobie pytania, aby uzupełnić tabelę.
- 3 Daj koledze/koleżance swoją tabelę do sprawdzenia.

Students' own answers

Who:	
Name:	
Age:	
Job:	
Favourite place:	
Other information:	



### Aims

- Students will:
- practise receptive and productive skills.

### Reading

- Working out the meaning from the context  
Reading for specific information

### Speaking

- Asking and answering interview questions about personal details

## Warm-up

- Write these on the board: *headphones, music, an MP3 player, the radio* and *a disco*. Ask students to guess the job (a DJ) associated with these words.
- Ask students to give you examples of two other jobs related to music, eg *a musician, a singer, a dancer, a rock star*.

## Development

### 1

- Ask students to look at the picture and the question words below. Invite them to write three questions in pairs using the words given. Tell students they can make any questions that come to mind when they look at the words and the picture. Possible questions: *What's his name? What's his job? Who is he? Is he a DJ? Is he at home?*
- Check their questions out loud. Accept all reasonable versions as long as the grammar is correct. Ask a volunteer to write down these questions on the board.

### 2

- Ask students to read the words in the box and then read the text. Students find and circle the words in the text.
- Ask students to work out the meaning of the new words from the context. Invite students to compare their answers in pairs. Then, check the answers out loud. Ask students to quote the fragments that helped them guess.

### Background information

An app (short for 'application') is a small *computer program* that is designed to help you do only one specific or a few closely related tasks. Games and word processing programs are applications.

A mobile app is a type of application which runs on a mobile device, such as a smartphone or tablet.

### 3

- Ask students to read the text again. Invite them to find answers in the text to the questions written on the board in Exercise 1. Have them underline the relevant fragments of the text.
- Draw students' attention to the fact that they will need to give one short answer (*Yes, he is. / No, he isn't.*) as one of the questions is a yes/no question.
- Check with the whole class. Get students to give answers and read out the relevant underlined text fragments.

### 4

- Ask students to work in pairs. Give them 90 seconds to create as many questions as possible.
- Read out a beginning of a question and ask individual students to finish it. Repeat the question and ask the class to answer it. Proceed the same way with two more questions.
- Then ask students to work in pairs and answer the questions they have made. They may look at the text in Exercise 2 as often as they need to.
- At the end ask students to cover the text and take turns to ask and answer questions about Josh, referring to the text in Exercise 2. Demonstrate a sample exchange with one student. Walk around the classroom and monitor students' work.
- Elicit answers from individual students.

### 5

- Have each student choose a relative to talk about. Write the following on the board: *My mum / dad / brother / sister / aunt / uncle / grandma / grandpa*.
- Ask students to read the headings in the table and think about the answers.
- Ask students to work in pairs and talk about the relatives they have chosen. Make sure they don't mention names at this stage.
- Have students use questions in Exercise 4 to interview each other (*What is his/her name? How old is he/she? What is his/her job? What is his/her favourite place?*). As they listen, they note down their friend's answers.
- Elicit sample answers from individual students.
- Encourage students to prepare interview posters with drawings, photos and collage images to illustrate their own relative's answers. Set it as homework.

## Touchdown

- Invite students to use the questions in Exercise 4 to have an interview with you. Tell students you will give false answers to some of the questions. Students have to guess which of your answers are untrue.

## Homework

Workbook, Exercises 1–3, page 8.

## Teacher's notes:

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1 Look at the pictures. In pairs ask and answer questions and guess the person your friend is talking about.

## Boy Bands and Girl Bands

Students' own answers



He's in Happy Weekends.

Has he got grey shorts?

Yes, he has.

Has he got a blue shirt?

No, he hasn't.

It's Zac.

2 1.14 Listen and answer the question.

\_\_\_\_\_ drums.  
 \_\_\_\_\_ guitar.  
 \_\_\_\_\_ piano.  
 \_\_\_\_\_ saxophone.  
 \_\_\_\_\_ flute

3 Look at the table below and at the pictures in exercise 1. In pairs ask and answer questions about the things in the pictures.

Raf	☺	red
Leo	☺	blue
Mandy	☺	pink
April	☺	green

Students' own answers

Look at the boy band. Whose games console is it?

It's Raf's.

Look at the girl band. Where is April's e-book reader?

It's under the table.

## Exam spot

4 1.15 Usłyszysz dwukrotnie trzy wypowiedzi (1–3). Do każdej z nich dobrać właściwą reakcję. Zakreśli poprawną odpowiedź A, B albo C.

### Exam tip

Popatrz na odpowiedzi A, B i C. Zastanów się, na jakie pytania mogą odpowiadać. Przewidując, co możesz usłyszeć, ułatwisz sobie rozwiązanie zadania ze słuchu.

1 \_\_\_\_\_  
 A I live in the suburbs.  
 B 15, Oxford Road, London.  
 C My sister has got a dress.

2 \_\_\_\_\_  
 A He's Josh.  
 B It's Lily's.  
 C It's a book.

3 \_\_\_\_\_  
 A No, I haven't.  
 B I haven't got a smartphone.  
 C Yes, they have.

### Aims

Students will:

- talk about colours, clothes and musical instruments,
- talk about where things are and who they belong to,
- practise listening and speaking.

### Vocabulary & grammar:

Recycling the language already taught

### Exam spot

Language functions

### Extra materials

TRF, Extra teaching resources Unit 1, Lesson 6 (one set per group of four, for Touchdown)

## Warm-up

- Write three lexical categories on the board: *Clothes, Colours, Musical instruments*. Ask students to copy them in three columns.
- Ask students to write each word they hear under the right heading. Slowly dictate: *black, blue, brown, saxophone, drums, flute, green, grey, guitar, piano, purple, red, shirt, shoes, shorts, skirt, trainers, T-shirt, trousers, white, yellow*.
- Ask students to compare their lists in pairs. Then check orally with the class.

## Development

### 1

- Ask students to look at the pictures and find five similarities between them, eg *In both pictures you can see music bands, a table and a chair, a piano, drums, five people, one singer, etc*. Invite them to share ideas.
- Ask students to work in pairs and take turns. Student A selects one person in either picture in secret. Student B asks *Has he/she got ...?* to get clues. After he/she gets three clues, he/she has to guess the mystery person. The student who guesses right scores a point. The student with the most points wins.

### 2 1.14

- Ask students to listen to the bonus question and write their answer. Play track 1.14 twice.
- Ask students to compare their answers in pairs. Check with the class orally.

### Audioscript 1.14

**Woman** Here is Bonus Question Number 1: Can you write the names of the musical instruments in the pictures?

### 3

- Ask: *What's your favourite colour?* Elicit answers from individual students.
- Ask students to look at the chart and ask about the band members' favourite colours. Use the question: *What's Raf's/Leo's/Mandy's/April's favourite colour?*
- Ask students to look at the picture of the boy band and find one gadget which belongs to Leo (*the e-book reader on the shelf*). Invite students to ask about other kids' gadgets (*Whose ... is it?*) and brainstorm where it is (*on the table, under the table, on the shelf, etc.*).
- Ask students to work in pairs. Students ask and answer questions, referring to the pictures and the chart info. Get a pair to read out sample exchanges first.
- Check with the whole class. Ask individual students.

## 4 1.15 Exam spot

- Draw students' attention to the Exam spot section. Remind them that these activities help them prepare for the primary school test and teach them useful strategies.
- Write: 3, a, b and c on the board. Ask students to read the exam instruction carefully and explain why the number and letters on the board are important (There are three questions in the recording. Each one starts a new dialogue. Only one option (a–c) is the correct response for each question. The recorded question and the chosen response form a mini-dialogue.).
- Invite students to read the Exam tip. Make sure they understand why predicting is so important (because it raises awareness and draws attention to possible grammar forms used in the questions).
- Show students how they can guess the answer, or get very close to the answer, even before they hear the recording. Divide the class into three groups. Each group is in charge of one exam question (1–3). Students in groups pair up and brainstorm and write questions for each response (a–c). Check the answers out loud with the whole class.
- Play track 1.15 twice. Students circle the correct response (a–c) for each question (1–3). Check the answers orally.

### Audioscript 1.15

- 1 What's your address?
- 2 Whose is it?
- 3 Have you got a laptop?

## Touchdown

- Cut up the TRF page into 20 cards, one set per group of four students.
- Invite students to play the dialogue snap game. Give each team a set of shuffled cut-up cards. Ask students to scatter them on the desk face down.
- Students take turns to uncover two cards at a time. They read the cards out loud. If they are lucky to have a question-response pair, they can collect the set and have another go. If the cards don't match, they should leave them face down in the same places. The student with most card sets wins. Remind students it is important to watch and remember where respective questions and answers are 'hidden'.

## Homework

Workbook, Exercises 1–5, page 9.

Optional task: Workbook, Exercises 1–2, page 98.

# UNIT 1

## LESSON 7



# Culture

## Food from around the world

1 1.16 Match the words from the box with the photos. Then listen, check and repeat.

- a cream      b aubergine      c sushi      d tuna  
e seaweed      f pudding      g meringue      h barbecue



2 1.17 Listen and read. Then write the ingredients in the table.

<p><b>Lamb korma</b> India is famous for curry, and lamb korma is a delicious curry. It's got lamb, spices and cream. It's very popular in England too!</p>	<p><b>Moussaka</b> The national dish of Greece has got lamb, potatoes, aubergines, tomatoes and cheese. Moussaka is popular in other Mediterranean countries.</p>	<p><b>Pasta Bolognese</b> The national dish of Italy has got pasta, pork, beef and tomatoes. In England, it's popular with spaghetti and cream.</p>	<p><b>Pavlova</b> Australia is famous for barbecues, but the national dish of Australia isn't meat. It's Pavlova. It's a fantastic pudding made with meringue, cream and lots of fruit.</p>	<p><b>Tuna maki</b> This is the famous sushi of Japan. It has got tuna (a type of fish), carrots, radish and seaweed. Sushi is popular all over the world now. It's very healthy.</p>

Pasta Bolognese	Tuna maki	Moussaka	Lamb korma	Pavlova
pasta	tuna	lamb	lamb	meringue
pork	carrots	potatoes	spices	cream
beef	radish	aubergines	cream	fruit
tomatoes	seaweed	tomatoes		
		cheese		

3 Guess the dishes from exercise 2.

- 1 It's very popular and it's good for you. Tuna maki
- 2 It has got two types of meat. Pasta Bolognese
- 3 It's got meat and cheese. Moussaka
- 4 It's got a purple vegetable in it. Moussaka
- 5 It hasn't got vegetables in it. Pavlova / Lamb korma
- 6 It's got cream and it's got meat. It hasn't got pork. Lamb korma

4 Work in pairs. Ask and answer questions about dishes from exercise 2.

What's this?

Students' own answers

It's Pavlova.

What has it got in it?

## PROJECT!

5 Write about a Polish dish.

Students' own answers

- Wybierz potrawę.
- Napisz o tej potrawie, wzorując się na tekstach z ćwiczenia 2.
- Narysuj wybraną potrawę lub przyklej jej zdjęcie.

### Aims

Students will:

- read and listen about food from around the world,
- talk about dishes and ingredients from around the world,
- write about a traditional Polish dish.

### Vocabulary:

Food (2)

### Extra materials

blank A4 format or bigger sheets of paper (one per group of 4–5, for Exercise 5)

## Warm-up

- Write these names of countries on the board: *Japan, Italy, Poland, the USA, the UK*. Ask students to give one example of a traditional dish for each country. Alternatively, read these names (*sushi, pizza, bigos, hamburger, fish and chips*) in a random order and ask students to match them to the countries on the board.
- Ask individual students to give at least two ingredients for each of the dishes (*sushi – rice, fish, vegetables, eggs; pizza – eggs, onion, tomato, chicken; bigos – meat, sausage, cabbage; hamburger – meat, lettuce, tomato; fish and chips – potatoes, fish*).
- Hold a hand-up class vote to decide which foreign dishes are students' favourites.
- Elicit any other foreign dishes students have tried and which country they are popular in (eg *curry – India, doner kebab – Turkey, goulash – Hungary, croissant – France*, etc.).

## Development

### 1 1.16

- Ask students to read the words from the box and look at the pictures. Tell them to match as many as they can without your help.
- You can give students some clues, eg *cream – white; aubergine – vegetable, purple; sushi – rice, fish; tuna – fish, salad; seaweed – sushi, green; pudding – dessert, cake; meringue – white, sweet, dessert; barbecue – meat, grill*.
- Play track 1.16. Ask students to listen and check their answers.
- Play the track again. Ask students to repeat the words.

### Background information

In the UK pudding is a traditional cooked sweet dish (eg Christmas Pudding). For the main course Britons have savoury puddings (eg Steak and Kidney Pudding). These days it is trendy for British restaurants to call all their dessert dishes 'puddings'.

### Optional activity

Invite students to play the spelling dictation game. Choose five words in Exercise 1. Ask students to open their notebooks and write the five words you start spelling out. Spell out the first three letters of each word. Students finish writing the words in silence. Check the answers with the whole class: get individual students to write on the board as other students spell the words out loud for them.

### 2 1.17

- Draw students' attention to the flags. Elicit their colours (green, blue, white, red). Ask students to find the matching country names in the texts.

- Ask students to look at the chart. Explain that they will have to fill it in with ingredients found in the texts.
- Play track 1.17. Ask students to listen and follow the texts in their books. Pause after each text to give students time to fill in the table.
- Check the answers with the whole class.

### 3

- Ask students to cover the texts in Exercise 2. Write the dish names on the board: *lamb korma from India, moussaka from Greece, pasta Bolognese from Italy, Pavlova from Australia, tuna maki from Japan*.
- Elicit the ingredients used to make each of the dishes.
- Ask students to uncover the texts, check their guesses and complete the chart. Check the answers with the whole group orally.

### 4

- Ask students to cover the texts in Exercise 2 again. This time the photos of the dishes must be visible.
- Invite students to work in pairs. Student A points to a chosen dish and asks Student B the questions. Then, students change roles. Demonstrate a sample exchange with a student, by reading the questions in the bubbles and by giving answers.

## 5 PROJECT!

- Brainstorm students for Polish traditional dishes (*pierogi – stuffed dumplings, barszcz/borscht – beetroot soup, gołąbki – stuffed cabbage leaves, bigos – cabbage stew*, etc.). Write all the ideas on the board and ask each student to choose one.
- Ask students to use the language in Exercises 2 and 3 to write a draft of their dish description. Help them by providing vocabulary and correcting the mistakes.
- Invite students to copy their proofread draft onto a poster-size sheet of paper. Encourage them to decorate the description with their own drawings.
- Make a poster display on the classroom wall.

## Touchdown

- Give each display poster a number. Invite students to walk around, read the posters and decide which poster – excluding their own – they will vote for. Hold a secret class vote. Announce the winner poster.

## Homework

Workbook, Exercises 1–2, page 10.

Optional task: Workbook, Exercise 3\*, page 10 (for those who wish to get additional professor's points).



# Revision

### 1 Label the photos with jobs.



businessman



factory worker



scientist



lifeguard



taxi driver



firefighter

### 2 Complete the sentences.

#### Places where we live

- 1 My flat is in the town centre.
- 2 His house is in a village.
- 3 She doesn't like the city centre. She likes the suburbs.

#### Gadgets

- 4 I haven't got a games console.
- 5 I need a charger for my e-book reader.
- 6 I listen to music on my headphones or my earphones.

### 3 Complete the sentences.

- 1 Moussaka has cheese, lamb and aubergines.
- 2 Pavlova has cream and meringue.
- 3 Sushi has tuna and seaweed.
- 4 Pasta Bolognese has pasta, pork and beef.

### 4 Write the sentences.

- 1 My brother / not / fifteen  
My brother isn't fifteen.
- 2 I / not / teacher  
I'm not a teacher.
- 3 They / taxi drivers  
They're taxi drivers.
- 4 She / got / webcam  
She's got a webcam.
- 5 They / not / got / charger  
They haven't got a charger.
- 6 It / Tom / charger  
It's Tom's charger.

### 5 Complete the questions. Then match them with the answers (a-f).

- 1 Has she got earphones?
- 2 What is your name?
- 3 Have they got a laptop?
- 4 Whose memory card is it?
- 5 Where is she?
- 6 Is it your smartphone?

- d  
e  
a  
c  
b  
f

- a No, they haven't.
- b She's at the Evolution Games.
- c It's Tom's.
- d Yes, she has.
- e Tom.
- f Yes, it is.

### English to go

#### 6 Complete the sentences with the words from the box.

would really address What's  
about ready Don't

- 1 What's your address?
- 2 Tell me about your family.
- 3 Lunch is ready!
- 4 What would you like?
- 5 My address is 32 Green Street.
- 6 Don't be nervous!
- 7 It's really cool.

### Aims

Students will:

- revise the language structures and vocabulary from Unit 1.

### Grammar

Revising structures already taught

### Vocabulary

Revising vocabulary already taught

### Functional language

Revising functions already taught

### Extra materials

Blank poster-size sheets of paper for revision posters (one per group of 3, for Touchdown)

## Warm-up

- Ask students to look at the Summary on page 15 and at the five vocabulary charts. Invite them to highlight one word in each chart they really like and one word they find difficult to remember.
- Divide the class into two teams, A and B. Draw a Revision Score Chart on the board, with one column for each team. Update the scores after each competitive task, until the lesson ends.
- Ask students to focus on the vocabulary charts. Tell them you will say the alphabet out loud. Whenever a student sees a word starting with the letter you say, he/she shouts Stop! and reads the word out loud. If correct, the student scores a point for his/her team. Say the alphabet.

## Development

### 1

- Students compete in two teams, A and B (the same as in Warm-up).
- Ask students to open their books on page 14 and look at the pictures in Exercise 1. Team A students label the odd-numbered photos, team B students – the even-numbered photos. For each correct (spelling matters!) word, the team wins one point. Update the Revision Score Chart.

### 2

- Students work in the same two teams, A and B. Tell them the task is collaborative, not competitive.
- Ask team A students to read and then complete the gaps in the first box (1–3). Invite team B students to do the same with the second box (4–6).
- Get students from both teams to form mixed pairs, A and B and sit together.
- Student A has two minutes to complete sentences 4–6, while Student B is busy filling in the gaps in sentences 1–3. When the time is up, students compare their answers.
- Check the answers with the whole class orally.

### 3

- Students compete in two teams, A and B (the same as before).
- Teams take 90 seconds to fill in as many gaps as possible. The first student to get all the answers right (spelling matters again!) wins a point for his/her team. Update the Revision Score Chart.
- Check the answers with the whole class on the board. Elicit correct spelling and pronunciation of the most challenging words.

### 4

- Students work in the same two teams, A and B. Tell students this task is collaborative, not competitive.
- Ask students to close their books and eyes, and focus their attention on what you are saying. Encourage them to imagine the situation in each sentence.
- Read out the correct answers to Exercise 4. Don't give students any clues or warning signs.
- Tell students they have just heard all the correct answers so the task should be easier. In pairs within each team, students write full sentences.
- Check the answers out loud. Elicit the grammar rules if necessary, referring to the grammar on page 15.

### 5

- Students compete in the same two teams, A and B.
- In pairs within each team, students have six minutes to complete the questions and match them with the correct responses. Team A works with the odd numbered questions and team B is in charge of the even numbers. Teams score one point for each correct question-reponse set. The pair who first completes the task correctly scores an extra point for their team. Update the Revision Score Chart.
- Check the answers with the whole class orally.
- Count the points and announce the winning team. Join the class to give the winners a round of applause.

## 6 English to go

- Draw students' attention to the **English to go** section. Explain that it contains sentences that are particularly useful in everyday English.
- Ask students to complete the gaps in the sentences using the words in the box.
- Practise the pronunciation. Make sure students know the context for using the phrases and can respond.

## Touchdown

- Ask students to go to Summary on page 15 and look at the five vocabulary charts again. Invite them to highlight three words in each category: they can link one word to their classmate (eg a smartphone – Dominik), they can link one word to their relative (eg sushi – my dad) and they can link one word to their favourite artist/celebrity (eg MP3 player – Adele). Encourage them to share their choices in pairs and let them use Polish to give explanations.

## Homework

Workbook, Exercises 1–6, page 11.

Optional task: Workbook, Exercises 1–3, page 88.

# UNIT 1



# Summary

## Vocabulary

Occupations	
lifeguard	ratownik
firefighter	strażak
nurse	pielęgniarka
vet	weterynarz
DJ	DJ
businessman	biznesmen
factory worker	pracownik fabryki
farmer	rolnik
taxi driver	taksówkarz
scientist	naukowiec

Food (1)	
lettuce	sałata
pork	wieprzowina
beef	wołowina
lamb	jagnięcina
potato	ziemniak
bread	chleb
pasta	makaron
peas	grozdek
cabbage	kapusta
pancake	naleśnik

Gadgets	
charger	ładowarka
headphones	słuchawki nauszne
smartphone	smartphone
games console	konsola do gier
webcam	kamera internetowa
earphones	słuchawki douszne
memory stick	pendrive
e-book reader	czytnik e-booków
memory card	karta pamięci

Places to live in	
house	dom
flat	mieszkanie
city centre	centrum miasta
town centre	centrum miasteczka
suburbs	przedmieścia
village	wioska
the country	wieś
small town	małe miasteczko

Food (2)	
cream	śmietana
aubergine	bakłażan
sushi	sushi
tuna	tuńczyk
pudding	deser
seaweed	wodorost
meringue	beza
barbecue	grill

## Grammar

Użyj <b>be</b> , gdy się przedstawiasz.	I'm Evo.
Możesz zacząć pytanie od: <b>What ...</b> , <b>How old ...</b> , <b>Where ...</b> i <b>Whose ...</b>	What is it? How old is he? Where is the book? Whose book is it?
Używaj właściwej formy <b>have got</b> , kiedy mówisz o posiadaniu rzeczy przez konkretną osobę.	She <b>'s got</b> a smartphone. Has she <b>got</b> a smartphone?
Dodaj <b>'s</b> do imienia osoby, do której coś należy.	It's Zoe <b>'s</b> book.
Użyj właściwego przymiotnika: <b>my</b> , <b>your</b> , <b>his</b> , <b>her</b> , <b>our</b> , <b>their</b> , aby powiedzieć, do kogo należy jakaś rzecz.	It's <b>her</b> book.
Rzeczowniki mogą być <b>policzalne</b> (np. <i>potatoes</i> , <i>raspberries</i> ) lub <b>niepoliczalne</b> ( <i>beef</i> , <i>bread</i> ).	They are tomatoes. It's beef.
Użyj <b>a</b> lub <b>an</b> przed rzeczownikiem w liczbie pojedynczej.	It's <b>a</b> tomato. It's <b>an</b> orange.

Grammar Summary page 136

## English to go

<b>Tell me about your family.</b>	Opowiedz mi o swojej rodzinie.
What would you like?	<b>Na co masz ochotę?</b>
<b>Sorry. I'm very nervous.</b>	Przepraszam. Jestem bardzo zdenerwowany.
<b>Don't be nervous!</b>	Nie denerwuj się.
Who's next?	<b>Kto następny?</b>
<b>Lunch is ready.</b>	Lunch jest gotowy.
It's really cool!	<b>Jest naprawdę świetny/świetna/świetne!</b>
<b>What's your address?</b>	Jaki jest twój adres?
<b>My address is 32 Green Street, London.</b>	Mój adres to: ulica Green 32, Londyn.



