

Unit 1 Extra resources

Workbook: pages 8-17

Videos:

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

Tests:

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

Teacher's Resource File:

Grammar and vocabulary practice

On-the-go Practice: Unit 1

Kahoot!: Unit 1

Quizlet: Unit 1

Lesson 1

Objectives and materials

Vocabulary: countries and nationalities

Listening: to find specific information

Speaking: to ask and answer questions

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

Culture note

The famous buildings in the photos are: the Eiffel Tower in Paris, the Statue of Liberty and One World Trade Centre in New York, The Great Wall of China, the Palace of Science and Culture in Warsaw, the Houses of the Parliament and Big Ben in London, the Blue Mosque in Istanbul, Christ the Redeemer in Rio de Janeiro.


1

People and places


Lesson 1 Vocabulary 1

I can understand and name countries and nationalities.


00:15
🔊 🔍 ✕




a




b




c




d




e



f



g



h

Find Australia!

1 Let's start!

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

2

Popatrz na zdjęcia a-h. Znajdź Australię i siedem innych państw z ramki. Powiedz, których państw nie ma na zdjęciach.

Countries

Argentina • Australia • Brazil • China • France • Poland • Spain • the UK • the USA • Turkey

a Australia

8 eight

Results



Player 1: 13



Player 2: 5



Player 3: 12

Back

Warm-up

Ask students: *What names of countries do you know in English?*

1 Students do exercise 1.

Answers

Player 1 – thirteen
Player 2 – five
Player 3 – twelve


2 Students do exercise 2.

Answers

b France
c the USA
e China
f the UK
g Turkey
h Brazil

Extra idea

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

- 3  1.11 Napisz w zeszytcie nazwy państw i narodowości. Posłuchaj nagrania, sprawdź i powtórz.

Nationalities


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

Nationality

American

Country

the USA

- 4  1.12 Posłuchaj wyrazów. Podnieś rękę, kiedy usłyszysz nazwę narodowości.

1 Chinese




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

Photo d. What's the country?

Poland!

And what's the nationality?

Polish!

- 6 **Pronunciation /ɪ/ and /i:/**

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



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



- 7  Pracując w grupach, powiedzcie wierszyk najszybciej jak potraficie. *Students' own answers.*

Learning zone





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

Students' own answers.

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



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

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

Say a nationality with three letters A!

Say a country with the letter P.

Say two nationalities with the letter B.

Fast finishers

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



Country: B R A Z I L


Nationality: Brazilian

nine 9

- 5 Students do exercise 5.

Extra idea

Read the poem aloud to model the pronunciation. If necessary, ask students to repeat line by line.

- 6  1.13 (00:16) Students do exercise 6.

- 7 Students do exercise 7.

Learning zone

Tell students Memory Mac gives tips how to study. Ask students how they study at home or how they prepare for tests. The discussion can be held in Polish.

Distribute post-it notes, 5–7 per student.

Students do exercises 1 and 2.

If the class needs more time, the task can be done as homework.


- 8 Students do exercise 8.

SEN tip

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

Fast finishers

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

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

Wrap-up

Ask students to write the names of 3 countries they remember from the lesson.

- 3  1.11 (00:16) Students do exercise 3.

Answers

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

Extra idea

To help learners see some regularities and remember the words better, ask them to highlight the endings of the names of nationalities with different colours, e.g. *-an* in green and *-ish* in yellow.

- 4  1.12 (00:56) Students do exercise 4.

Answers

2 Spain (country)
3 American (nationality)
4 Poland (country)
5 Turkey (country)
6 Brazilian (nationality)
7 France (country)
8 Argentinian (nationality)
9 British (nationality)
10 Australia (country)

Lesson 2

1

Lesson 2 Grammar 1

I can use verb be in affirmative sentences.

Objectives and materials

Grammar: the verb *to be* (affirmative)

Listening and reading: to find specific information

Optional materials: small pieces of paper with personal pronouns

Warm-up

Introduce the characters. Write the names: *Mickey*, *Lily*, *Robbie*. Ask students to guess who they are before reading the text.

1 (01:09) Students do exercise 1.

Extra idea

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

2 (01:09) Students do exercise 2.

SUPPORT: Allow students to listen to the text three times.

CHALLENGE: Students change the false sentences and, if possible, write the correct versions.

3 (00:17) Students do exercise 3.

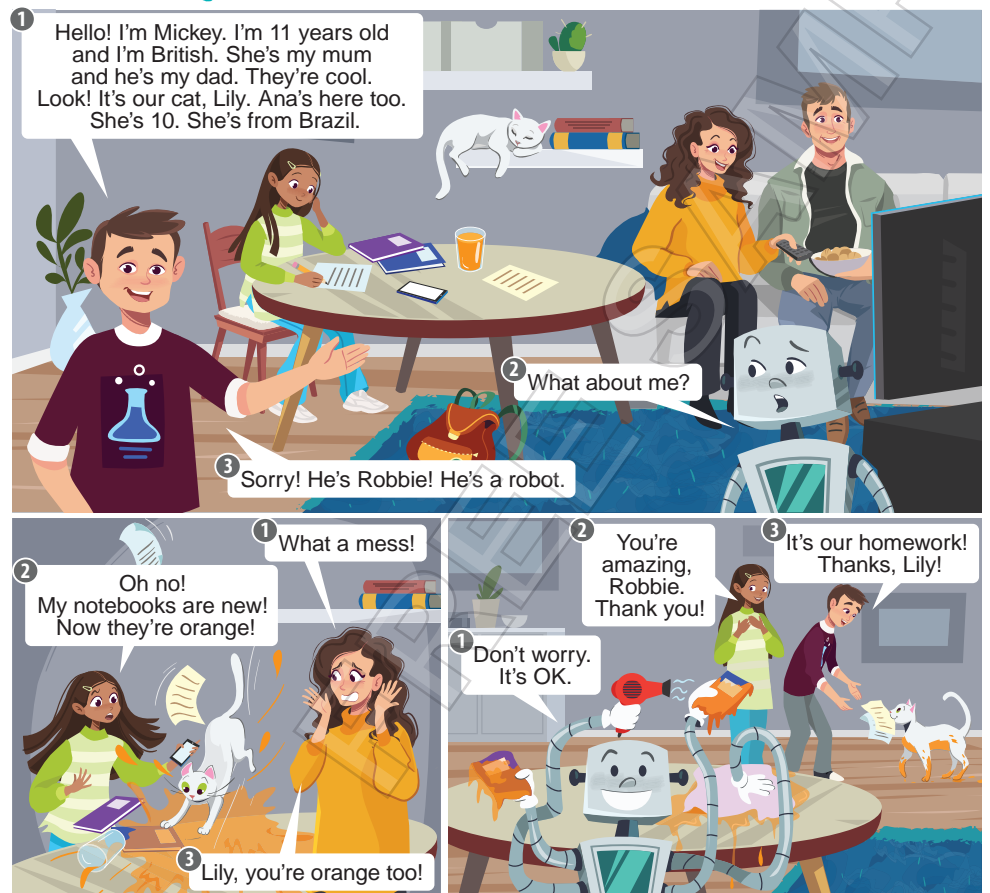
Extra idea

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

Grammar

Read the content of the table aloud. Ask students to repeat.

You're amazing Robbie!



1 (1.14) Posłuchaj nagrania i przeczytaj komiks. Powiedz, kim jest Robbie.

Robbie is a *cat* / *child* / **robot**.

2 (1.14) Posłuchaj nagrania ponownie i przeczytaj komiks jeszcze raz. Zapisz w zeszytach, czy zdania są prawdziwe (T=True), czy fałszywe (F=False).

- Mickey is from the UK.
- Lily and Robbie are robots.
- Ana is Brazilian.
- The notebooks are orange in picture 2.
- The homework is OK.

10 ten

Real English

3 (1.15) Posłuchajcie zwrotów i powtórzcie je. Przećwiczcie je w parach. Students' own answers.

What a mess!
Don't worry. It's OK.
You're amazing!



Don't worry. It's OK.

T
F
T
T
T

Grammar 1 animation

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

- It's a ____ challenge today.
- The children are ____ fans.
- The boy in ____ T-shirt is Donald.

Play the whole video and ask students to do the quiz at the end.

Grammar 1

Be affirmative, personal pronouns

Long form

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

Short form

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

She's my mum.
She's Argentinian!

Learning zone



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

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

4 Popatrz na komiks i dopasuj początki zdań do ich zakończeń. Zapisz rozwiązania w zeszytcie.


- | | |
|-----------------|------------------------|
| 1 Mickey: I e | a are orange! |
| 2 Ana: You d | b is OK. |
| 3 Robbie: It b | c is from Brazil. |
| 4 Mickey: She c | d are amazing, Robbie! |
| 5 Ana: They a | e am 11 years old. |

5 Zapisz zdania w zeszytcie i uzupełnij je. Użyj: *am, are* lub *is*.

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

6 Uzupełnij tekst w zeszytcie. Użyj form skróconych czasownika *be*.

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



7 Pracujcie w parach. Powiedzcie zdania o sobie lub znajomych i zdecydujcie, czy są one prawdziwe, czy fałszywe. *Students' own answers.*

We're students.

True!

We're from Australia.

False!

Fast finishers

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

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



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

eleven 11

7 Extra idea

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

Fast finishers

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

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

Wrap-up

Write two jumbled sentences on the board and ask students what they are.
*is / sister / my / she
we / good / students / are*

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

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

6 Students do exercise 6.

Learning zone

To model the activity, choose a family member or a friend of yours and say 3 sentences about him/her.

Students do exercise 1 and 2.

Put the slips of paper with pronouns into a container. Ask students to draw a paper from the box and make a sentence beginning with that pronoun.

Lesson 3

1

Lesson 3 Vocabulary and listening

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

Objectives and materials


Vocabulary: names of places, numbers 20–100

Listening: to find specific information, to define the context

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

Warm-up

Revise numbers 1–19. Write them on the board and ask students to say them aloud or repeat after you. With stronger students, you may write only some of the numbers at random order.

- Students do exercise 1.
-  (00:37) Students do exercise 2.

Answers

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

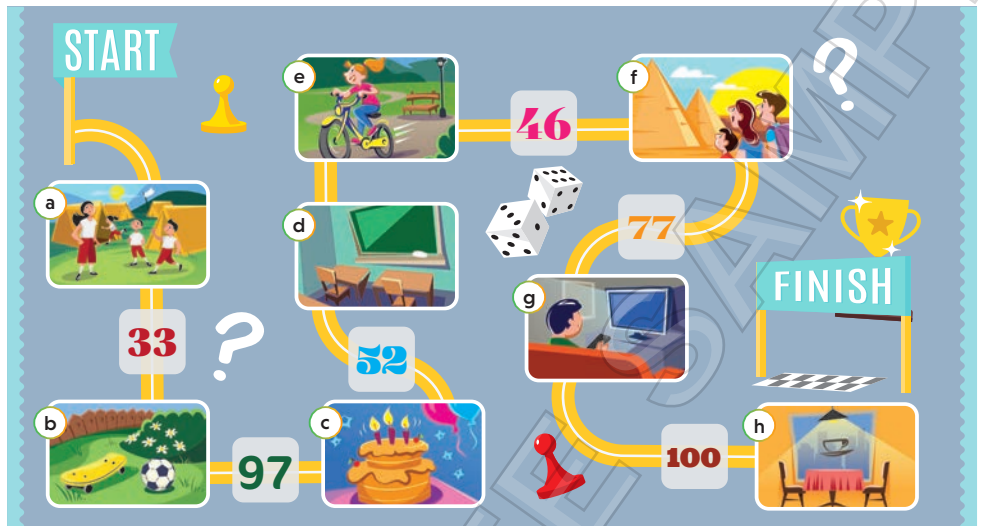
SEN tip

To help students with dyslexia, encourage them to write the words in the air before writing them in the notebook.


- Students do exercise 3.


Extra activity

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



1 Let's start!

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


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

Places

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


- Uzupełnij w zeszyte listy wyrazów.

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

-  Posłuchaj rozmowy chłopca i dziewczynki, którzy grają w grę. Powiedz, gdzie znajdują się Rosie i Ben.

Rosie is at a party.
Ben is at school.

12 twelve

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

Numbers 20–100

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

Look!

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

- Pracujcie w parach. Napiszcie w zeszyte trzy liczby, wymieńcie się nimi i przeczytajcie je.
Students' own answers.

56


Fifty-six!


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

I'm at a café!

Fifty-two!

-  (00:44) Students do exercise 4.

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

 **CHALLENGE:** Ask additional question: *What nationality is Lena/Harry/Emile?*

-  (00:37) Students do exercise 5.

- Students do exercise 6.

- Students do exercise 7.

Wrap-up

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

Lesson 5

1

Lesson 5 Speaking

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

Objectives and materials

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

Vocabulary: the alphabet

Warm-up

Ask several students to spell their names.

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

Speaking video

You can use the video *What's your name?* instead of the audio in exercise 1. Turn subtitles on if needed. When students watch the video ask them to mark these sentences true or false.

- Lena and Harry are at school. (False, they're at a café.)
- Lena and Harry are ten. (True)
- Ms Colins is French. (False, Emile is French.)

SEN tip

Make sure students with poor hearing are seated near the loudspeaker.

Answers

- 1 at a café 2 at school

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

Answers

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

- 1 Postępuj nagrań i przeczytaj dialogi. Gdzie znajdują się osoby ukazane na zdjęciach?



Harry: Thanks! I'm Harry. **What's your name?**

Lena: My name's Lena.

Harry: It's a great name! **Where are you from?**

Lena: I'm from Poland.

Harry: Wow, that's interesting! I'm from the UK.

Lena: How old are you, Harry?

Harry: I'm ten.

Lena: Really? Me too!



Emile: Hello! My name's Emile Martin. I'm a new student.

Ms Colins: Hello, Emile. **How do you spell Martin?**

Emile: M-A-R-T-I-N.

Ms Colins: Thank you. And **what's your nationality?**

Emile: I'm French.

Ms Colins: Great, thank you. Please, sit down.

- 2 Postępuj nagrań ponownie i przeczytaj dialogi jeszcze raz. Dopasuj w zeszycie pogrubione pytania i odpowiedzi do tematów 1-5.

1 spelling

How do you spell Martin? **M-A-R-T-I-N.**

2 **name**

4 **nationality**

3 **age**

5 **country**

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

What's your name?

My name's Piotr.

What's your name?

My name's Taylor Swift.

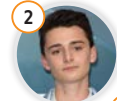
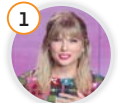
- 4 Pracujcie w parach. Popatrzcie na informacje o osobach ukazanych poniżej. Zadawajcie pytania i odpowiadajcie na nie.

1 Taylor Swift
the USA

2 Noah Schnapp
N-O-A-H S-C-H-N-A-P-P

3 Ana
10

4 Ed Sheeran
British



14 fourteen

- 3 Students do exercise 3.

Extra idea

Tell students they now take on a new identity. Distribute the post-it notes. Ask students to repeat the dialogues again, using the new personal information.

- 4 Students do exercise 4.

Answers

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

Wrap-up

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

I can understand a text about different parks.

- 1 Popatrz na zdjęcie. Zgadnij gdzie jest dziewczynka.



at a water park

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

Glossary

around the world – dookoła świata
bison – żubr
different – inny

national park – park narodowy
ride – atrakcja w parku rozrywki
theme park – park rozrywki
virtual park – park wirtualny

SCHOOL BLOG

Home | Articles | Contact us

Favourite parks | Added: yesterday



Ana (Brazil)

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

Comments:



Piotr (Poland)

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



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

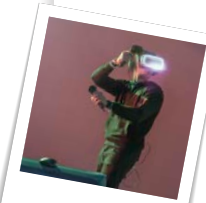


Charlotte (the UK)



Jacques (France)

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



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



Emma (the USA)



Ana (Brazil)

Thank you! You are fantastic friends!

fifteen 15

Lesson 6

Objectives and materials

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

Speaking: to express opinions and to describe preferences

Vocabulary: words to describe different parks

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

Culture note

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

Alton Towers – a theme park and water park in Staffordshire, central England

Illucity – an VR adventure park in France

Central Park – a public park in Manhattan, NYC

Warm-up

Ask students to name parks in their town or in their country.

- 1 Students do exercise 1.

Culture video

Play the video *Water parks and theme parks*.

Ask students to say what parks appear in the video.

Write this list on the board and ask them to choose the correct answers: water park, national park, theme park, virtual park, public park. You can use a video worksheet for this video.

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

Answers

Białowieża National Park, Central Park in New York

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

SUPPORT: Tell students which question match which paragraphs.

CHALLENGE: Student write an extra sentence with two words to choose from. Then they read the sentences for the class to answer.

- 4 Students do exercise 4.

Extra idea

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

Wrap-up

Students write two sentences, true or false, with the information in the text. Then they swap the sentences in pairs and mark the sentences *T* (for true) and *F* (for false).

Lesson 7

1

Lesson 7 Writing

I can complete a personal information form.

Objectives and materials

Writing: to introduce yourself; to give personal information

Vocabulary: personal information

Warm-up

Write the following on the board and ask what letters are missing:

_ GE
CO_NT_Y
NA_ _
NA_ION_LIT_

1 Students do exercise 1.

2 Extra idea

To model the activity, ask several students the questions to answer orally.
Students do exercise 2.

3 Extra idea

To make sure students pronounce the question correctly, model the pronunciation and have the class repeat the questions aloud.
Students do exercise 3.

4 Students do exercise 4.

Students can draw their avatar instead of using a real photograph.

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

CHALLENGE: Students add more information to the form, e.g. favourite place, favourite object.

Fast finishers

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

1 Na podstawie wypowiedzi chłopca uzupełnij formularz. Zapisz odpowiedzi w zeszytcie.



Summer camp

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



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





2 Odpowiedz w zeszytcie na pytania.

Students' own answers.

1 What's your first name?

My first name is ...


2 What's your surname?

3 How old are you?

4 What nationality are you?

5 Where are you from?

3 Pracujcie w parach. Zadawajcie sobie nawzajem pytania z ćwiczenia 2 i odpowiadajcie na nie. Uzupełnijcie w zeszytcie formularz informacjami na temat kolegi/koleżanki. *Students' own answers.*



Summer camp

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

What's your first name?

My name's Jakub.

16 sixteen

4 Writing project

Uzupełnij w zeszytcie lub na kartce formularz na swój temat. Postępuj według instrukcji poniżej. *Students' own answers.*



Find

Znajdź zdjęcie do formularza.



Read the spelling tip

Imiona, nazwiska, nazwy państw i narodowości napisz wielką literą.

*Jakub Maria Poland Spain
Polish Spanish*



Write

Uzupełnij i sprawdź formularz.



Show your work

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

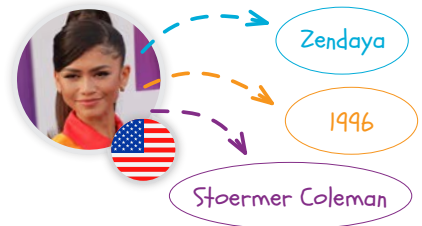


Summer camp

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

Fast finishers

Uzupełnij w zeszytcie formularz na temat Zendaya. Wykorzystaj poniższe wskazówki. *Students' own answers.*



Odpowiedzi do ćwiczeń zapisz w zeszytach!

Revision of lessons 1–7.

Test yourself

Vocabulary

1 Wybierz wyraz, który nie pasuje do pozostałych.

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

/4 points

2 Odgadnij liczby i zapisz słownie rozwiązanie równania.

1 30 + = thirty-three

2 35 - + 40 - = sixty-eight

/2 points

3 Uzupełnij zdania właściwymi nazwami miejsc.



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

/4 points

Grammar

4 Dopasuj zakończenia zdań do ich początków.

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

/5 points

5 Uzupełnij zdania wyrazami z ramki.

am are he is you

- You are my friend.
- I am a student.
- Robbie is a robot.
- They are teachers.
- He is my brother.

/5 points

Speaking

6 Ułóż dialog z poniższych zdań.



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

/5 points

Check your score!

1.23 **Posłuchaj nagrania i sprawdź odpowiedzi. Podlicz punkty za wszystkie ćwiczenia i postępuj zgodnie ze wskazówkami poniżej.**

20–25 points – Great job! Find your prize on p. 126.

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

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

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

seventeen 17

2 Students do exercise 2.

Extra idea

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

3 Students do exercise 3.

Extra idea

Ask students to pick a piece of paper with a name of a place on it. Students come to the front of the class to mime this place for the class to guess.

4 Students do exercise 4.

Extra idea

Write these sentences on the board. Students say what one word is missing in each sentence.

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

5 Students do exercise 5.

6 Students do exercise 6.

Check your score

1.22 (01:24)

Give students enough time to check their answers and count their points. Then ask them to say their score in English and make sure they know what they need to do.

Wrap-up

Put students into groups. Ask each group to draw a flag of the USA, Australia and the UK, without looking into the book. The first group to finish is the winner!

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

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

Warm-up

Ask students to name: two countries, two nationalities and four numbers 20–100.

1 Students do exercise 1.

Extra idea

Say the name of a country and ask students to say the nationality.

Game

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

Countries

1.24 (00:46)

Nationalities

1.25 (00:52)

Places

1.26 (00:37)

Numbers 20-100

1.27 (00:41)

Real English

1.28 (00:23)

Giving and asking for personal information

1.29 (00:51)

Countries

1.24

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

Nationalities

1.25

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

Places

1.26

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

Numbers 20–100

1.27

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

Real English

1.28

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

Giving and asking for personal information

1.29

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

Play and learn!

- 1 Wybierz słowa, których chcesz się nauczyć, i wykonaj w zeszytcie słowniczek obrazkowy.



at a café



at a party

Personal pronouns

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

Zaimki osobowe zastępują w zdaniu osoby lub przedmioty.

Mark is a student.

↓
He is at school.

My friends are from the UK.

↓
They are British.

Be affirmative

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

Czasownika **be** (być) używamy do:

- przedstawiania się,
 - mówienia, skąd się pochodzi,
 - podawania narodowości,
 - podawania wieku.
- Uwaga!** Podając wiek, nie używamy czasownika **have** (mieć).

I'm Lena.

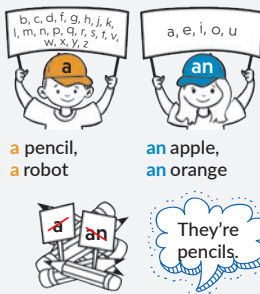
I'm from Poland.

They're British.

She's ten.

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

a, an, zero article



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

Nouns with adjectives

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

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

They're **interesting** books.

It's **an amazing** film.

It's **a small** café.

Project

Nakręć krótki film lub przygotuj prezentację o sobie. Podaj informacje o sobie, Twoich przyjaciółkach i ulubionym miejscu.

Hi, my name's **Ana**.
I'm **ten** and I'm **from Brazil**.
Mickey and Robbie are my friends.
My favourite place is **my garden**. It's **amazing**!



Project

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