This unit introduces vocabulary and expressions for identifying people and for talking about their professions, age and where they are from.

# Teachers and friends

**Lesson aim:** By the end of this lesson students will be able to:

• talk about teachers and friends

**Grammar:** his / her, Who's this? This is . . .

**Vocabulary:** People at school: basketball coach, best friend, classmate, computer partner,

Maths teacher, Science teacher

Pronunciation: Contractions with question words: Who's, What's

## **Vocabulary**

This exercise presents and practises vocabulary to describe people at school.

#### **A O** CD1, Track 23

- Focus students' attention on the page from Tyler's photo album. Have them look at the photos and say the names of the people they know from Unit 1. (Ms Davis, Adam, Jenny, Isabel and Mr Green.) Tell them that the name of the man they do not know is Mr Stern.
- Play the recording. Students listen and read along.

#### **Audio script**

See page 143.

- Play the recording again. Students listen and number the photos from 1 to 6.
- Check answers with the class.

#### **Answers**

- 1. This is my basketball coach, Mr Green.
- 2. This is my computer partner, Isabel.
- 3. This is my Science teacher, Ms Davis.
- 4. This is my classmate, Jenny.
- 5. This is my Maths teacher, Mr Stern.
- 6. This is my best friend, Adam.

- Focus students' attention on the words in red. Explain that these words refer to different people at school. Ask students to suggest an equivalent for each of the expressions in Polish.
- · Play the recording once again or read the sentences aloud. Students listen and repeat.

- Focus students' attention on the example. Ask: Who is this sentence about? (Ms Davis.) Who wrote the sentence? (Tyler or one of his classmates.)
- Elicit two or three other sentences that Tyler could write about people at his school.
- Have students write sentences about three people at their school, following the example.
- Invite volunteers to read one of their sentences to the class.

## Language focus

#### This exercise presents his / her and Who's this?

#### A CD1, Track 24

- Focus students' attention on the photo. Explain that Tyler and his father, Mr Foster, are talking about the people in Tyler's photo album.
- Play the recording. Students listen and read along.

#### **Audio script**

Same as the dialogue in the Student's Book.

- Ask: Who are they talking about? (Tyler's basketball coach, computer partner and best friend.)
- · Play the recording again or read the dialogue aloud. Students listen and repeat.
- Have students practise the dialogue in pairs.

- Language Chart Have students study the top half of the language chart. Explain that the questions are asking for people's names. Remind students that they already know a similar question and answer (What's your name? My name is . . . ).
- Explain that Tyler uses *His name is Mr Green* so he doesn't have to repeat Mr Green's name and because he is a man. Tyler uses *Her name* is Isabel because she is a girl. Ask students to find these sentences in the dialogue.
- Focus students' attention on the bottom half of the chart. Explain Who's this? Explain that the answer can be long (for example, This is my computer partner.) or short (for example, My computer partner.).

- Read the examples aloud, pausing for students to repeat.
- Optional Play a name game. Divide students into groups of eight. Ask each group to sit in a circle. The first student says: I'm (Małgosia). The student sitting next to her says: I'm (Filip). Her name is (Małgosia). The next student says: My name is (Janek). His name is (Filip). Her name is (Małgosia), and so on until everyone has had a turn.

#### **B** CD1, Track 25

- · Have students read the dialogues and then work individually to complete them.
- Play the recording. Students listen and check their answers.

#### **Audio script**

Same as the dialogues in the Student's Book.

Check answers with the class.

#### **Answers**

- 1. his; His
- 2. What's; Her
- 3. who's; Her
- Have students practise the dialogues in pairs.

## **Pronunciation** Contractions with question words

In this exercise, students practise the pronunciation of contractions with what and who.



#### CD1, Track 26

- Have students look at the three examples and tell you which word has been reduced in the contractions. (Is.)
- Play the recording. Students only listen at this stage.
- Play the recording again stopping after each example. Students listen and repeat.

#### **Audio script**

Same as the sentences in the Student's Book.

*Note:* You may want to point out that while the final sound in who's is voiced (pronounced as /z/), the final sound in what's is voiceless (pronounced as /s/).

• **Optional** Have students practise the dialogues in Exercise 2B in pairs, paying particular attention to the pronunciation of *who's* and *what's*.

## **Speaking**

In this exercise, students practise talking about people at school.

- · Focus students' attention on the instruction and the example dialogue. Explain that they will talk about people at Tyler's school. They may use Exercise 2B as an example.
- Demonstrate the task with a volunteer.
- · Have students work in pairs to carry out the task.
- Optional Invite volunteers to act out the dialogue for the class.

#### Workbook

Have students complete the tasks on Workbook page 9. (Workbook answers begin on page 132.)

# Favourite stars

**Lesson aim:** By the end of this lesson students will be able to:

talk about favourite stars

**Grammar:** He's / She's . . .

Vocabulary: Jobs: actor, cartoon character, cross-country skier, football player, model, singer, tennis player

Materials needed: Photos of celebrities (optional activity)

#### Review of Lesson 5

- Write on the board:
  - A: Who's this?
  - B: This is my \_\_\_ . His / Her name is \_\_\_ .
  - A: What's his I her nickname?
  - B: \_\_\_\_ . / I don't know.
- Have students draw a quick picture of a relative. If drawing is too time consuming, students can write the person's name on a piece of paper instead.
- Tell students that they will talk about these people using the dialogue on the board. Explain that students should choose either his or her depending on the gender of the person they are talking about. Explain that if B does not know the nickname of the person, he or she should say I don't know. Explain I don't know, and have students repeat it after you.
- Demonstrate the task with two volunteers.
- Have students work in pairs to practise the dialogue.

## **Vocabulary**

#### This exercise presents and practises the names of several 'celebrity' jobs.



#### CD1, Track 27

• On the right-hand side of the board, write:

actor football player cartoon character tennis player model cross-country skier singer

- Ask students to think of celebrities for each job. List their names on the left-hand side of the board.
- Give two examples to establish the meaning of the job words - for example, Angelina Jolie is an actor.
- · Have students match the celebrities on the left with the occupations on the right by saying, for example, Justin Timberlake: singer or Justin Timberlake is a singer.
- Optional You could bring different photos of celebrities for students to match first with the names and then with the jobs on the board.

Note: Until quite recently, the word actor was used only for men, and the word actress was used for women. Actor is now the accepted word for both men and women.

- Explain the title of the lesson, *Favourite stars*. Explain that the picture shows photos from Julia's website of her favourite stars.
- Have students work individually to label the photos with the correct jobs.
- · Play the recording. Students listen and check their answers.

#### Audio script

See page 143.

#### **Answers**

- 1. model
- 2. tennis player
- 3. cartoon character
- 4. football player
- 5. singer
- 6. actor
- 7. cross-country skier
- Play the recording again or read the words aloud. Students listen and repeat.
- Write on the board: Anja Rubik is a model.
- Elicit sentences about the other stars on Julia's website, following the example on the board. Write the sentences on the board.

## Language focus

#### This exercise presents and practises He's / She's . . .

#### A CD1, Track 28

- Books closed. Tell students that they will listen to three people, Wendy, Julia and Clare, talk about some of the stars on Julia's website. Students should listen for the names of three stars.
- · Play the recording. Students listen. Elicit the names of the stars (Anja Rubik, Lionel Messi, Daniel Radcliffe).

#### **Audio script**

Same as the dialogue in the Student's Book.

- Books open. Play the recording again. Students listen and read along.
- Ask: What does Julia say about Anja Rubik? (She's my favourite model.) What does she say about Lionel *Messi?* (He's my favourite football player.)
- Play the recording again or read the dialogue aloud. Students listen and repeat.
- · Have students practise in groups of three.
- Language Chart Have students study the examples in the language chart. Focus students' attention on the sentences. Explain that we use he to talk about a man or a boy and she to talk about a woman or a girl. Ask students to find all of the instances of he and she in the dialogue.
- · Focus students' attention on the contractions at the bottom of the chart.
- · Read the examples aloud, pausing for students to repeat.

#### **B** OD1, Track 29

- Focus students' attention on the example.
- Have students work individually to write sentences about the other four stars, following the example.
- Play the recording. Students listen and check their answers.

#### **Audio script**

Same as the sentences in the Student's Book.

Check answers with the class. Invite volunteers to read one of the sentences they wrote.

#### **Answers**

- 2. This is Spider-Man. He's a cartoon character.
- 3. This is Agnieszka Radwańska. She's a tennis
- 4. This is Justyna Kowalczyk. She's a cross-country skier.
- 5. This is Lionel Messi. He's a football player.

## Listening

#### In this exercise, students listen for people's favourite stars.



#### CD1, Track 30

- Tell students that they will listen to four students talking about their favourite stars. Students should choose the correct job for the star.
- Play the recording. Students only listen at this stage.

#### **Audio script**

See page 143.

- Play the recording again. Students listen and tick the correct jobs.
- Play the recording once again. Students listen and check their answers.
- Check answers with the class.

#### **Answers**

- 2. singer
- 3. tennis player
- 4. cartoon character

## **Speaking**

#### This exercise practises talking about favourite stars.

- Copy the chart onto the board and complete the *You* column for yourself. Demonstrate the rest of the task with two volunteers.
- Have students work individually to complete the You column. Then have them talk to two classmates and complete the chart.

#### Workbook

Have students complete the tasks on Workbook page 10. (Workbook answers begin on page 132.)



**Lesson aim:** By the end of this lesson students will be able to:

talk about age

**Grammar:** How old . . . ? He / She isn't . . .

Vocabulary: Numbers 0-20

Materials needed: Flashcards with numbers 0-20

#### Review of Lesson 6

- Play a guessing game. Tell students you will give them the letters of a star's first name or surname, but not in the correct order, and then you will give them an extra clue. Students should write the letters down, put them in the correct order and, with the help of the clue, guess who the star is.
- Give an example to demonstrate. Say: A-D-E-I-L-N He's my favourite actor. (Daniel Radcliffe.)
- Then the students think of a star and a clue. Give students a few minutes to choose the star and think about a clue.
- · Have random students give the letters for the names of the stars they chose, in the wrong order and give their clues. The class guesses.

## Numbers 0-20

#### This exercise presents and practises the numbers 0 to 20.



#### A CD1, Track 31

- Books closed. Elicit any numbers from 0 to 20 that students know in English. Use flashcards if you have them.
- Books open. Focus students' attention on the list of numbers. Play the recording. Students listen and read along.

#### **Audio script**

Same as the numbers in the Student's Book.

- Explain that '0' (zero) can be pronounced 'oh' when saying phone numbers.
- Play the recording again or read the numbers aloud. Students listen and repeat.

#### **B** CD1, Track 32

- Focus students' attention on the website. Explain that it is a website about six people, but information about five of the people's ages is missing.
- · Have students look at Ben's photo. Ask: How old is he? (17.)
- Have students work in pairs to guess the ages of the other five people. Tell them not to write anything
- Tell students they will listen to a recording with the ages of the people.
- Play the recording. Students only listen at this stage.

#### **Audio script**

See page 143.

· Play the recording again. Students listen and write the ages.

- Play the recording once again. Students listen and check their answers.
- · Check answers with the class.

#### **Answers**

Hannah Kirby: 19 Carla Adams: 10 David Johnson: 12 Lizzy Smith: 5 Dan Ito: 10

- · Have students read the instructions and the first example.
- Have students work individually to complete the sentences.
- Check answers with the class. Invite volunteers to read and spell the numbers they wrote.

#### **Answers**

- 2. nineteen
- 3. five
- 4. ten
- 5. twelve
- **Optional** Teach students the word *plus*, as in *two* plus two is four. Tell them to make up some simple maths problems where the sum is less than 20. Have students form pairs. They dictate the problems to their partner, who writes them down and gives the answer.

## Language focus

This exercise presents and practises How old . . . ? and He isn't / She isn't.

#### **A O** CD1, Track 33

- Tell students that they will listen to a dialogue between Joy and Dan as Joy arrives at his party.
- Play the recording. Students listen and read along.

#### **Audio script**

Same as the dialogue in the Student's Book.

- Ask: What does Joy say to congratulate Dan on his birthday? (Happy birthday.) How old is Dan? (He's ten.) *How old is Joy?* (She's eleven.)
- · Play the recording again or read the dialogue aloud. Students listen and repeat.
- Have students practise the dialogue in pairs.
- Language Chart Have students study the top half of the language chart. Explain that *How old is she?* is used to ask about a girl or woman's age (when she isn't present) and How old is he? is used to ask about a boy or man's age (when he isn't present).
- · Have students study the bottom half of the chart and the contraction. Explain that not is used for negative statements.
- Read the examples aloud, pausing for students to repeat.

## **B** OD1, Track 34

- Tell students that the ages suggested in items 1 to 6 are incorrect. Students should look at their answers to Exercise 1B on page 20 to find the correct ages.
- Do the second sentence with the class. Write it on the board to help less confident students. (No, she isn't twelve. She's nineteen.)
- · Have students work individually to write the sentences.
- · Play the recording. Students listen and check their

#### **Audio script**

Same as the questions and answers in the Student's Book.

Check answers with the class.

#### **Answers**

- 2. No, she isn't twelve. She's nineteen.
- 3. No, he isn't eleven. He's twelve.
- 4. No, she isn't six. She's five.
- 5. No, he isn't eleven. He's ten.
- 6. No, he isn't eighteen. He's seventeen.

## Listening

In this exercise, students listen for people's ages.

· Focus students' attention on the chart. Students write their guesses in the Your guess row.

#### **B** OD1, Track 35

- Focus students' attention on the speech bubbles. Explain *I think*.
- Have students compare their guesses in pairs.
- Tell students that they will now listen and complete the chart with the people's correct ages.
- Play the recording. Students only listen at this stage.

#### **Audio script**

See page 143.

- Play the recording again. Students listen and fill in the Correct age row in the chart.
- · Play the recording once again. Students listen and check their answers.
- Check answers with the class.

#### **Answers**

Correct age:

Chris: eleven

Anna: ten

Andy: fifteen

Joshua: seventeen

## **Speaking**

#### This exercise practises asking someone's age.

- Focus students' attention on the instructions and the example dialogue. Explain that they will ask four classmates their ages.
- Have students form groups of five to do the task or have students circulate around the room and ask four random classmates their ages.

#### Workbook

Have students complete the tasks on Workbook page 11. (Workbook answers begin on page 132.)



**Lesson aim:** By the end of this lesson students will be able to:

talk about where someone is from

**Grammar:** Where . . . from? You're | I'm not

Vocabulary: Countries: Australia, Canada, France, Germany, Italy, Japan, Poland, Portugal, Slovakia, Spain,

the UK, the USA

Materials need: A large map of the world

#### Review of Lesson 7

- On the board, write four to six sentences about people in Lesson 7 for example: He's ten. She's nineteen.
- · Ask students to make questions for the answers on the board without looking back at Lesson 7 - for example, How old is Dan? How old is Hannah?
- Now make incorrect statements about the ages for example, Dan is thirteen. Students say: No, he isn't thirteen. He's ten.

## Vocabulary

#### This exercise presents and practises names of countries.

#### A CD1, Track 36

- Explain that in this lesson, the main illustration runs across pages 22 and 23.
- · Focus students' attention on the photo of Adam and Jenny. Explain that they are looking at their friends and their e-pals.
- Ask: Who are the students on the top row of photos? (The main characters in the book.) Explain that the people in the bottom row are the students' e-pals. Give students a few minutes to read the captions.
- Ask: What do we know about each person? (Name, country they are from and age.) What are the words in red? (Names of countries.)
- · Check that students understand the names of the countries. Put the map of the world on the board and ask volunteers to point to the countries on the map.
- Focus students' attention on items 1 to 6. Tell students they will hear what countries the characters and their e-pals are from. Students should complete the sentences with the names of the countries.
- Play the recording. Students only listen at this stage.

#### Audio script

See page 144.

- · Have students complete any sentences they can after the first listening.
- Play the recording again. Students listen and write the rest of the country names.

 Check answers with the class. Ask questions like these: Is Adam from Poland? (Yes.) Is his e-pal from Poland, too? (No.) Is his e-pal from Slovakia? (Yes.)

#### **Answers**

- 2. the UK; Australia
- 3. France; Canada
- 4. the USA; Italy
- 5. Spain; Germany
- 6. Japan; Portugal
- Play the recording once again or read the sentences aloud. Students listen and repeat.

- Have students read the sentences in Exercise A again and draw lines to connect each student with his or her e-pal.
- Check answers with the class. Ask: Who's Adam's e-pal? (Maria.)
- **Optional** Write on the board:

Maria is from Slovakia. Her e-pal is from Poland. His name is Adam.

Have students work individually to write sentences like the ones on the board about two other people and their e-pals.

Have two or three volunteers read their sentences to the class.

Ask the class if any of them have e-pals and, if so, where they are from.

## Speaking

#### This exercise practises talking about where someone comes from and their age.

- Focus students' attention on the example dialogue. Tell them that they will talk with classmates about the students and their e-pals.
- Demonstrate the task with two volunteers.
- Have students carry out the task in groups of three. Give them time to create at least three dialogues.
- Invite a group of three volunteers to act out a dialogue for the class.

## Language focus

This exercise presents and practises Where ... from? and You're / I'm not.

**A O** CD1, Track 37

- Tell students that they will listen to a dialogue between Adam and Jenny.
- Play the recording. Students listen and read along.

#### **Audio script**

Same as the dialogue in the Student's Book.

• Write on the board:

1.	Who's	
2.	Where's	
3.	Where	

- · Tell students that Adam asks three information questions, each beginning with one of the question words on the board. Ask: What are the three questions? (Who's that? Where's she from? Where are you from?)
- Invite volunteers to come to the board to complete the questions.
- Explain that Who's this? is used when the person being talked about is standing very close to the speaker. Who's that? is used when the person is not standing close to the speaker.
- Play the recording again or read the sentences aloud. Students listen and repeat.
- Have students practise the dialogue in pairs.
- Language Chart Have students study the top half of the language chart. Explain that we use Where's he from? to ask which country a man or boy is from and Where's she from? to ask which country a woman or girl is from. Draw students' attention to the contracted form Where's.
- Have students study the bottom half of the chart. Explain that when he says You're from Australia, right? Adam is checking what he thinks is true – that Jenny is from Australia. Draw students' attention to the contracted form You're.

- Explain that Jenny corrects Adam by saying: I'm not from Australia. We use not for negative statements.
- Focus students' attention on the last line in the chart. Explain that UK is an abbreviation for United *Kingdom* and that we always use *the* before it.
- · Read the examples aloud, pausing for students to

**B** OD1, Track 38

- Tell students that Adam and Jenny are now talking about Adam's e-pal. Have them read the dialogue.
- Explain I'm just kidding! I know that.
- Have students work individually to complete the
- Play the recording. Students listen and check their answers.

#### **Audio script**

Same as the dialogue in the Student's Book.

Check answers with the class.

#### **Answers**

Jenny: Where's Adam: She's Adam: not

- Have students practise the dialogue in pairs.
- Optional Have students work in pairs. They pretend to be Isabel and Tyler and have a dialogue similar to the one in Exercise 3B. Then they pretend to be Nicole and Yoshi in another dialogue.

#### Workbook

Have students complete the tasks on Workbook page 12. (Workbook answers begin on page 132.) **Lesson aim:** to practise vocabulary and grammar introduced in lessons 5–8 and to develop reading, listening, and writing skills

**Skills:** reading about favourite stars; listening for names and countries; writing about favourite people **Vocabulary:** *funny, pineapple, real, sports* 

#### **Review of Lesson 8**

- Books closed. Address several students with sentences containing incorrect information for example: You're from (City A). You're fifteen. Have students correct the information for example: I'm not from (City A). I'm from (City B). I'm not fifteen. I'm (ten).
- Optional Write on the board:
  - A: Where are you from?
  - B: I'm from Germany.
  - A: Where's your e-pal from?
  - B: She's from Spain.
  - A: You're Hans.
- Books open to pages 22 and 23. Give students a few minutes to review the information about the students and their e-pals in Lesson 8.
- Have students play a guessing game in pairs, using the example dialogue on the board. Classmate B pretends to be one of the students or e-pals in Lesson 8. Classmate A asks questions to guess who Classmate B is.

#### Read

#### This exercise practises reading for information about favourite stars.

#### Δ

- Have students look at the photos. Ask them to try to identify who is in each photo.
- Invite a volunteer to read the instructions and the list of words aloud. Remind students that they should read quickly to find the answers and that they should not read every word carefully.
- Have students work individually to read the article and tick the words they find. Do not check answers at this point.

#### **B** OD1, Track 39

- Invite a volunteer to read the instructions aloud.
   Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary on the board: *real*, *pineapple*, *funny*, *sports*. Explain their meaning.
  - real: not pretend [compare Stefani Germanotta and Lady Gaga and ask students for other examples]
  - pineapple: a type of fruit [point to the pineappleshaped house next to SpongeBob for an example]
  - funny: something that makes people laugh
  - sports: games like football, basketball

Or, have students use the English-Polish Glossary at the end of their Student's Book (page 122) to find the meaning of the new vocabulary.

- Have students read the article again.
- Have students check their answers in Exercise A in pairs. Elicit the answers from one pair.

#### Answers

2. tennis player

3. singer

4. actor

5. cartoon character

• **Optional** Play the recording. Students listen and read along.

#### **Audio script**

Same as the article in the Student's Book.

#### C

- Invite a volunteer to read the instructions and first statement aloud.
- Ask: Is Lady Gaga from the UK? (No, she isn't.) Ask: So is the statement true or false? (False.) Ask: Where is Lady Gaga from? (the USA.)
- Have students read the example corrected statement.
- Have students work individually to write *True* or *False* and then correct the false statements.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read aloud one corrected statement each.

#### **Answers**

- 2. False. He's an actor.
- 3. True.
- 4. False. She is a famous tennis player.
- 5. False. He's Sam's best friend.

#### Listen

In this exercise, students listen for names and countries.

#### A @ CD1, Track 40

- Focus students' attention on the photo. Ask: *How* many people are there? (Two.) Say: They are looking at a photo of Andrew's new Science partner on Andrew's mobile phone.
- Tell students that they will listen to two friends, Andrew and Manny, talk about Andrew's new Science partner, Isabel.
- Have students read the first statement and the circled answer.
- Explain that students should listen to the dialogue and circle the correct words.
- Play the recording. Students only listen at this stage.

#### **Audio script**

See page 144.

- Play the recording again. Students listen and circle the correct words.
- Play the recording once again. Students listen and check their answers.
- Check answers with the class. Invite volunteers to read aloud one statement each.

#### **Answers**

- 2. Spain
- 3. Izzy
- 4. Jennifer Lopez
- 5. Isabel

#### **B** OD1, Track 41

- Invite a volunteer to read the instructions and the parts of the sentences.
- Demonstrate the task by doing the first sentence with the class. (Marcin Gortat is a basketball player.)
- Have students work individually to match the parts of each sentence.
- Play the recording. Students listen and check their answers.

#### **Audio script**

Same as the sentences in the Student's Book.

· Check answers with the class.

#### **Answers**

- 1. d
- 2. c
- 3. b
- 4. a

## Write

#### In this exercise, students write about their favourite people.

#### Δ

- Focus students' attention on the chart. Review the words in the top row and the first column.
- Explain that students should complete the chart about some of their favourite people.
- Have students work individually to complete the chart.
- **Optional** Have students compare their answers in small groups.

#### B

 Invite a volunteer to read the instructions aloud.
 Tell students that they will use the information that they wrote in the chart in Exercise A to write their paragraphs.

- Have students work individually to write paragraphs about their favourite people. Tell them to write three sentences about each person. (My best friend is \_\_\_\_. He's / She's from \_\_\_\_. I think \_\_\_\_.)
- Invite several volunteers to read their paragraphs to the class.
- Optional Have students work in small groups. Invite them to read their paragraphs without saying who the person is. Tell the other students in the groups to guess who they are talking about.

#### Workbook

Have students complete the tasks on Workbook page 13. (Workbook answers begin on page 132.)



Lesson aim: to review the grammar and vocabulary introduced in lessons 5-8

Grammar: his / her, Who's this? He's / She's . . . , How old . . . ?, He / She isn't, Where . . . from? You're / I'm not

Vocabulary: Teachers and classmates, Stars and their jobs, Numbers 0-20, Countries

## Language chart review

This chart summarises the functions and language structures that students have learnt in Unit 2.

- D			
• Books closed. Write on the board:			
The verb be Wh- questions Statements			
Wh- questions Statements			
	=		
	-		
	-		
<ul> <li>Focus students' attention on the headings on the boar</li> </ul>	rd.		
	m to tell you which category they belong to. Ask volunteers		
to write the examples under the headings.	in to tell you willen category they belong to. risk volunteers		
Say:			
- Who's this?			
– What's her name?			
– His name is Adam.			
- Where's he from?			
- She isn't from France.			
– My favourite cartoon character is Spider-Man.			
• Books open. Have students study the examples in the			
<ul> <li>for each heading. Ask volunteers to write the example</li> <li>Answer any questions students may have.</li> </ul>	es on the board.		
<ul> <li>Optional Have students work in pairs. They prepare</li> </ul>	a true and false statements about their classmates		
	ener. The partner tries to guess which sentences are true		
and corrects the false sentences.			
A	B  CD1, Track 42		
<ul> <li>Have a volunteer read the instructions aloud.</li> </ul>	<ul> <li>Have students read the instructions.</li> </ul>		
• Focus students' attention on the picture and the	• Focus students' attention on the pictures. Ask: Who ar		
speech bubbles. Ask: Where are the children? (At a summer camp.)	the characters in the pictures? (A brother and sister.) Where are they? (At home.) What do they want to		
Have students work individually to complete the	know? (The country the girl is from, the boy's age,		
sentences.	the name of the girl's favourite actor, the boy's name.)		
<ul> <li>Have students check their answers in pairs.</li> </ul>	• Focus students' attention on the speech bubbles and		
• Check answers with the class.	the blanks. Explain that students should read the story carefully and complete the blanks.		
	Do the first blank with the class. Have students		
Answers	suggest words that they could use to complete		
my; I'm	the first sentence.		
He's; His	• Students work in pairs to complete the rest of the		

#### **Audio script**

answers.

Same as the story in the Student's Book.

· Play the recording. Students listen and check their

my; She's; Her

• Check answers with the class. Invite volunteers to read aloud one answer each.

#### **Answers**

Picture 2: you from

Picture 3: old are

Picture 4: your favourite

Picture 5: name

- Play the recording again. Students listen and read along.
- Have students act out the story in pairs.
- Optional Invite volunteers to act out the story for the class.

- Divide students into two groups, A and B.
- Have students in group A read the instructions for *Person A* and students in group B read the instructions for Person B.
- Have students work individually to complete the questions and sentences for Person A or B, depending on which group they are in.
- Check answers with the class. Invite volunteers to read aloud one answer each.

#### **Answers**

#### Person A:

- 1. your
- 2. old
- 3. Where
- 4. 's / is
- 5. Who's / Who is

#### Person B:

- 1. my; (students' own answers)
- 2. I'm; (students' own answers)
- 3. from; (students' own answers)
- 4. is; (students' own answers)
- 5. is; (students' own answers)

- Tell students they will work in pairs and role play a dialogue using their sentences.
- Demonstrate a task with a volunteer.
- Have students carry out the task in pairs.
- Invite volunteers to act out the dialogue for the class.

#### Workbook

Have students complete *Unit 2 Check Yourself* on Workbook pages 14-15. (Workbook answers begin on page 132.)

#### **Project**

Assign the At Home section of the Unit 2 Project on Student's Book page 29 for homework.

## Game Crossword puzzle

**Aim:** to review words for referring to stars and people in the students' lives

- Explain Crossword puzzle.
- Elicit how to do the crossword puzzle: Students read the sentences and look at the pictures. They fill in the words in the puzzle that match the pictures.
- Have a student read 6 across. Ask: What is the answer? (Best friend.) Have students locate BESTFRIEND in the puzzle. Explain that in crossword puzzles, spaces are not written in between words if answers are more than one word (best friend = bestfriend).
- Have a student read 3 down. Ask: What is the answer? (Actor.) Have students locate 3 down in the puzzle. Tell them to write ACTOR in the spaces.
- Have students work individually to complete the crossword puzzle.
- To check answers, have students work in groups of three or four to compare answers.

 Ask students if they have any questions. Go over any answers students do not understand.

#### **Answers**

#### Across:

- 2. coach
- 6. best friend
- 7. name
- 8. model

#### Down:

- 1. Maths teacher
- 3. actor
- 4. singer
- 5. classmate

## Project Poster about people at school

**Lesson aim:** to review talking about people at school and encourage students to learn more about people who work at their school

Materials needed: (day of the project) A3 card or paper for each group, tape or glue, markers

## **Project preparation**

- In the lesson before the project, explain that this
  project will help students learn more about the people
  who work at their school.
- Focus students' attention on the sample poster in the book. Say: Look at the sample poster. In groups you will make a poster like this one about two people who work at your school.
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the instructions and check that they understand what they should do. At home, students should read the text about Mr Malinowski (Exercise A). They should then interview a worker at the school and complete the chart (Exercise B). Explain that they may use Polish when talking with the worker, but that they should complete the chart in English. Tell students that they can use their dictionaries to find English words they might need to complete the chart. Students should try to get a photo of the worker or they should draw a picture of the worker before class (Exercise C).
- To finish, invite volunteers to tell you the names of some workers at the school.

## Day of the project

#### **Materials needed**

A3 card or paper for each group, tape or glue, markers

- Have students work in small groups. Remind students that they will make a poster like the sample poster.
- Distribute materials. Tell students in each group to share the information they collected. Each group then chooses the two most interesting people for the poster and makes the poster.

- Have each group choose a leader. The leader then
  joins another group. Have the group leader present
  the information on their poster to the other group,
  using the language in the speech bubbles as cues.
- Display the posters in your classroom. Have students walk around and look at all of them.
- To finish, ask students to share any new or surprising information they learned about any of their school workers.

## **Option**

Have groups choose a poster they did not make and introduce the school workers on the poster to the class. For example: *Her name is Ms Nowak. She's an IT teacher. She's from Katowice.* 

## **Future use of posters**

Keep these posters to practise appearance and personality vocabulary in Unit 5 and *is / isn't;* are / aren't in short answers in Unit 7.

#### **Culture Note**

# Units 1-2 Get It Right!

**Lesson aim:** to give practice on the typical Polish errors from Units 1 and 2

**Grammar:** contractions of be

Vocabulary: too

Pronunciation: Letters: A, E, G, I, J, V

Note: The Cambridge Learner Corpus (CLC) is a unique collection of over 30 million words written by students taking Cambridge ESOL exams. It has been developed by Cambridge University Press and Cambridge ESOL.

Its unique former ending existent highlights the mistakes made by condidates. This system was used to identify which

Its unique 'error coding' system highlights the mistakes made by candidates. This system was used to identify which words, grammar patterns or language structures cause the most problems for Polish students learning English.

This section is based on the **Cambridge Learner Corpus** and concentrates on typical errors that Polish students make at this level. These errors are dealt with through a variety of tasks and activities which correspond with the grammar and vocabulary studied in the previous units. They allow students to focus on the errors they make and give them the opportunity to correct them.

## 1 Vocabulary

#### This exercise practises using too.

• Focus students' attention on the pictures. Ask: Who are the characters? (Football fans.) Where are they going? (To a football match.) What club colours are the characters wearing? (Blue and red.) What is Barca? (A football club.)

[barsa] is a professional football club in Barcelona, Spain. It was founded in 1899. The club has become a symbol of Catalan culture and their motto is 'More than a club'. The colours of the club are blue and red.

- Ask some students: Are you a football fan? Say: (Adam) is a football fan. (Kasia) is a football fan, too.
- Focus students' attention on the word *too*. Ask: *Where is the word* too *in these sentences?* (At the end.)
- Have students read the instructions and the sentences.
- Have students work individually to complete the dialogues.
- Have students check their answers in pairs.
- Check answers with the class.

#### **Answers**

2. - 3. too 4. - 5. too

## 2 Language focus

#### This exercise practises using contractions of the verb be.

#### Α

- Focus students' attention on the picture and ask them to read the dialogue in the speech bubbles. Elicit the full forms for *It's* (It is) and *What's* (What is).
- Ask a volunteer to read the Pamiętaj box.
- Have students read the instructions and the first example.
- Have students work individually to complete the sentences.
- · Check answers with the class.

#### **Answers**

2. She's 3. He's; name's 4. Who's; What's 5. Where's

#### В

- Focus students' attention on the picture. Ask: *Do all of the flies like spiders?* (No.)
- Have them read the sentences in the speech bubbles.

- Point to the boy spider and ask: What's his nickname? (Spideronnie.) Is he awesome? (Yes.) Do the same with the spider girl and ask: What's her name? (Spiderella.) Is she awesome, too? (Yes.)
- Ask a volunteer to read aloud the *Pamiętaj* box.
- Have students read the instructions and the first example.
- Elicit from students the full form of *You're* (You are).
- Write *your* and *you're* on the board. Read the words showing the correct pronunciation and ask the class to repeat after you.
- Do the second sentence with the whole class.
- Have students work individually to complete the sentences.
- Check answers with the class.

#### **Answers**

2. Her 3. His 4. your 5. He's

## **Pronunciation**

#### This exercise practises the pronunciation of different letters.



#### CD1, Track 43

- Tell students they will listen to a chant practising the pronunciation of some letters.
- Have volunteers say the whole alphabet.
- Have students read the first sentence of the chant and suggest the letter that could be used there. Explain what a mike is (a microphone).
- Play the recording. Students listen and complete the chant.

#### Audio script

See page 144.

· Play the recording again. Students listen and check their answers.

Check answers with the class.

#### **Answers**

A; A; A; A

I; I; I; I

J; J; J; J

E; E; E; e

G; G; G; G

V; V; V; V

- · Play the recording once again. Students listen and repeat the chant.
- Optional Have volunteers say a chant to the class. You could organise a competition for the best chant for individuals or groups.

## Fly high! Be a quiz whizz!

#### This exercise reviews the typical Polish errors from Units 1-2.

- Have students read the sentences and the options.
- Tell students that they should choose the correct option to complete each sentence.
- Do the first sentence with the whole class. (Your name's Kelly, right?)
- Have students work individually to complete the rest of the task.
- · Check answers with the class.

#### **Answers**

- 1. Your
- 2. ten
- 3. He's
- Optional Students work individually to write three more sentences for the options given. They give their sentences to a classmate who chooses the correct answer. Ask volunteers to read their sentences to the class.

#### Workbook

Have students complete Units 1-2 Get It Right! on Workbook pages 16-17. (Workbook answers begin on page 132.)