



# FLASH

FOR TEENS

# 1

TEACHER'S BOOK

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PODRĘCZNIK WIELOLETNI



**express**  
PUBLISHING

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## Real-World Talk & Speaking Time

## Writing

- Present: a/your family | famous families | a family member
- Greetings
- Guess the person
- Ask and answer about possession
- Present your favourite cartoon character
- **Pronunciation:** /ʊ/

- a text about a cartoon character

- Find someone who has got ...
- Talk about: collections | what you/your classmates have/haven't got | what things you have/haven't got | your favourite things | what you have got in your bag
- Ask and answer about favourite things
- **Pronunciation:** /æ/, /ɒ/

- a post about your favourite thing

- Talk about: what you have for breakfast/lunch/dinner | your shopping basket | where to put food in the kitchen | your special food
- Present a school lunch
- Order sweets/snacks at a café
- Buy food
- Ask and answer: about food | about food on a tray
- **Pronunciation:** /tʃ/

- a text about your favourite food

- Talk about: what you can/can't do | what your favourite superhero can/can't do | (your and your friend's) favourite sports
- Make your own chant
- Play a superhero game
- Ask for/Give information
- Ask and answer about abilities
- **Intonation:** Intonation in questions

- a post about your favourite sport

- Talk about: your daily routine | evening activities | your Monday routine | rooms in your house
- Arrange to meet
- Ask and answer about your daily routine
- Compare schools
- **Pronunciation:** /j/

- an email describing your school and your classroom

- Talk about: fun activities | seasons and weather | holiday activities | clothes for each season | places in your capital city
- Buy clothes
- Ask and answer about activities
- Give directions
- **Pronunciation:** /θ/, /ð/

- a postcard to your friend


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(Citizenship):

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(Art & Design): I Love Colours

Speaking Time: Talk about colours in your classroom

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(Maths): Fruit Salad

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(PE): Sports verbs

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(Geography):

Wonderful houses

Speaking Time: Present houses around the world

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(Social Studies): Means of transport

Speaking Time: Talk about places in Poland and transport

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## Speaking Time – Presentation Skills

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# Introduction to the Teacher

*Flash for Teens 1* is a modular course for learners studying British English at CEFR Level A1. It allows flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

*Flash for Teens 1* consists of six modules. Each module consists of six lessons plus CLIL sections, Project Time, Present & Reflect & Values. The corresponding module in the Workbook provides the option of additional practice.

## COURSE COMPONENTS

### Student's Book

The **Student's Book** is the main component of the course. Each module is based on specific themes and the topics covered are of general interest. All modules follow the same basic structure. (see **Elements of the Coursebook**)

### Workbook

The **Workbook** contains modules corresponding to those in the Student's Book containing practice in Vocabulary, Grammar, Everyday English & Reading. All the exercises in the Workbook are marked with graded level of difficulty (\*, \*\*). The **Fun Time** section appears at the end of the book and reviews the module in a fun way. It includes board games and quizzes that revise information presented in the module and act as a sample for students to prepare similar quizzes of their own.

### Teacher's Book

The **Teacher's Book** is interleaved and contains step-by-step lesson plans and suggestions on how to present the material. It also includes answers to the exercises in the Student's Book & the Workbook, the audioscripts of all the listening material, suggested speaking and writing models as well as evaluation sheets.

The **Teacher's Book** also contains challenges, optional activities, extension activities, activities for fast finishers and tasks to ensure students with learning difficulties, disabilities or social/emotional challenges get support (SEN).

### Audios (downloadable)

The **audios** contain all the recorded material which accompanies the course. This includes the monologues/dialogues and texts in the Listening and Reading sections as well as the Pronunciation/Intonation section in the Student's Book.

### DigiWB

The **DigiWB** contains all the material in the Student's Book, Workbook & Teacher's Book and aims to facilitate lessons in the classroom. It also contains **videos** tightly linked to the texts in the course.

### DigiBooks application

The **DigiBooks app** contains all the material in the Student's Book, Workbook, audios as well as videos linked to the theme of the texts in the course. The DigiBooks app helps students monitor their progress and improve their scores, which are recorded and stored so that they can be accessed at any time.

## ELEMENTS OF THE COURSEBOOK

Each module begins with a modular spread that contains: a brief overview of what will be covered in the module, pictures and words/phrases related to the theme of the module, and exercises to practise the vocabulary presented.

### Each module contains the following sections:

#### Vocabulary

Vocabulary is introduced in a functional and meaningful context. It is practised through a variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly.

#### Reading

Each module contains reading texts, such as: dialogues, articles, blog entries, postcards, emails, etc. These allow skills, such as reading for gist and reading for specific information, to be systematically practised.

#### Language in action

The grammar items dealt with in each module are investigated, highlighted and clarified by means of clear, concise theory boxes through context. Students analyse real-world examples to understand how grammar connects form, meanings and usage, thus encouraging critical thinking instead of memorising grammar rules. Specific exercises and activities methodically reinforce students' understanding and mastery of each item. The Workbook contains practice on each grammar structure presented within each module.

#### Listening

Students develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the module in realistic contexts. This reinforces students' understanding of the language taught in the module.

#### Videos

Theme related videos act as hook for lessons and improve student learning by increasing engagement while visualising concepts.

#### Speaking Time

Controlled speaking activities have been carefully designed to allow students' guided practice before leading them to less structured speaking activities.

#### Real-World Talk

Functional dialogues set in everyday contexts familiarise students with natural language. The dialogues also present useful expressions so that students can practise everyday English.

#### Pronunciation

Pronunciation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

## Writing

There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, notes, postcards and emails. This progress from short sentences to paragraphs and finally to full texts, allows students to gradually build up their writing skills.

## Across Cultures/CLIL

Each module contains Across Culture/CLIL sections.

- In each **Across Culture** section, Ss are provided with cultural information about aspects of English speaking countries that are thematically linked to the module.
- Each **CLIL** section enables Ss to link the themes of the module to a subject from their school curriculum, thus helping them contextualise the language they have learnt by relating it to their own personal frame of reference. Lively and creative tasks stimulate Ss and allow them to consolidate the language they have learnt throughout the unit.

## Projects

A variety of projects increase student engagement and develop critical thinking, collaboration and creativity.

## Present & Reflect

These sections help students build confidence, structure ideas, improve verbal communication and engage audiences.

## Values

Values sections enhance emotional intelligence, improve decision-making and empathy and help students' self-awareness.

## Festivities

This section aims to develop Ss' cultural awareness providing them with information about festivities and celebrations in English-speaking countries. The texts are followed by fun activities and games to give Ss the opportunity to process the information they have learnt.

## My Picture Dictionary

This section presents the main vocabulary of the Student's Book in themes. The Ss have the chance to revise the Key Vocabulary of each module through fun activities. Each page of this section can be completed by the Ss upon completion of the respective module.

## Grammar Toolbox

This section offers full explanations and review of the grammar structures presented throughout the book. It can be used both in class and at home to reinforce the grammar structures presented.

## Word List

A complete **Word List** contains the new vocabulary presented in each module, listed alphabetically, with a phonetic transcription and explanation of each word.

## Check Your Progress

This section appears at the end of each module, and reinforces students' understanding of the topics, vocabulary and structures that have been presented in the module. A *Competences marking scheme* at the end of every section allows students to evaluate their own progress and identify their strengths and weaknesses.

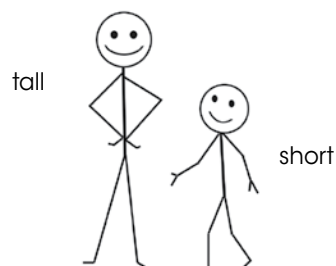
## SUGGESTED TEACHING TECHNIQUES

### A Presenting new vocabulary

Much of the new vocabulary in *Flash for Teens 1* is presented through pictures. (See *Student's Book, Module 2, p.26, Ex.2.*)


Further techniques that you may use to introduce new vocabulary include:

- **Miming.** Mime the word you want to introduce. For instance, to present the verb **sing**, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing, and giving definitions.** Examples:
  - present the word **strong** by giving a synonym: 'powerful'.
  - present the word **strong** by giving its opposite: 'weak'.
  - present the word **weekend** by paraphrasing it: 'Saturday and Sunday'.
  - present the word **famous** by giving its definition: 'very well-known (person or thing)'.
- **Example.** Use of examples places vocabulary into context and consequently makes understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the Ss' country: 'Rome is a city, but Parma is a town.'
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **Use of L1.** In a monolingual class, you may explain vocabulary in the Ss' native language. This method, though, should be employed in moderation.
- **Use of a Dictionary.** In a multilingual class, Ss may occasionally refer to a bilingual dictionary.

The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or a definition.

**Note:**  sections can be treated as follows: Go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/draw the meaning, or look up the meaning in their dictionaries.

### B Choral & individual repetition

Repetition will ensure that Ss are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask Ss to repeat chorally before you ask them to repeat individually. Repeating chorally will help Ss feel confident enough to then perform the task on their own.

### C Listening & Reading

You may ask Ss to read and listen for a variety of purposes:

- **Listening for detail.** Ss listen for specific information. (See *Student's Book, Module 1, p. 21, Ex. 6*)
- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (See *Student's Book, Module 1, p. 12, Ex. 2. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the dialogue.*)
- **Reading for detail.** Ask Ss to read for specific information. (See *Student's Book, Module 1, p. 20, Ex. 3. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)

### D Speaking Time/Real-World Talk

- Speaking activities are initially controlled, allowing for guided practice. (See *Student's Book, Module 1, p. 19, Ex. 7 where Ss use the same structures to act out their exchanges.*)
- Ss are led to free speaking activities. (See *Student's Book, Module 2, p. 35, Ex. 8 where Ss are provided with the necessary lexical items and structures and are asked to act out their dialogue.*)

### E Writing

All writing tasks in *Flash for Teens 1* have been carefully designed to closely guide Ss to produce a successful piece of writing. They are all further analysed in an extra writing section at the back of the book with model texts and exercises that aim to help students improve their writing skills.

- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task so that Ss are fully aware of **why** they are writing and **who** they are writing to. (See *Student's Book, Module 1, p. 37, Ex. 6. Ss are asked to write a post.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

–

### F Assigning homework

When assigning writing tasks, prepare Ss as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned tasks include:

**Copy** – Ss copy an assigned extract;

**Dictation** – Ss learn the spelling of particular words without memorising the text in which they appear;

**Vocabulary** – Ss memorise the meaning of words and phrases or use the new words in sentences of their own;

**Reading Aloud** – Assisted by the eBook, Ss practise at home in preparation for reading aloud in class;

**Writing** – After thorough preparation in class, Ss are asked to produce a complete piece of writing.

### G Correcting students' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on what the Ss are doing.

- **Oral accuracy work:**

Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.

- **Oral fluency work:**

Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.

- **Written work:**

Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising Ss is of great importance. Post good written work on a display board in your classroom or school, or give 'reward' stickers. Praise effort as well as success.

### H Class organisation

- **Open pairs**

The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an **example** of how a task is done. (See *Ex. 4 on p. 18 of the Student's Book.*)

- **Closed pairs**

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See *Ex. 4 on p. 17 of the Student's Book*)

- **Stages of pairwork**

- Put Ss in pairs.
- Explain the task and set a time limit.
- Rehearse the task in open pairs.
- In closed pairs, get Ss to do the task.
- Go around the class and help Ss.
- Open pairs report back to the class.

- **Group work**

Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

- **Rolling questions**

Ask Ss one after the other to ask and answer questions based on the texts.

### I Using L1 in class

Use L1 in moderation and only when necessary.

## J Reviewing module content










 **How to implement this in the classroom:**

### 1 For Fast Finishers

**The "The "Three in a Row" Challenge:** Tell students that if they finish early throughout the week, they should aim to complete a "Tic-Tac-Toe" (three tasks in a row, column, or diagonal) for a small reward or a "plus" grade.

### 2 For SEN Students (Support)

**Reduced Volume:** Tell SEN students they only need to pick one word or one sentence instead of three.

 <b>The Illustrator</b>
Pick 3 new words from today's lesson. Draw a picture for each and label them in English.
 <b>The Word Hunter</b>
Find all the pronouns (I, you, he, she ...) on the page. List them and write who they refer to.
 <b>The Sentence Builder</b>
Take 5 random words from the lesson and try to make one long, funny sentence using all of them.
 <b>The Word Searcher</b>
Choose 5 words from the page. Create a small word search grid for your partner to solve.
 <b>The Translator</b>
Choose the most difficult sentence from the lesson. Translate it into your native language.
 <b>The Real Life Link</b>
Find one thing in the classroom or your bag that matches a word from the lesson. Show it to the teacher.
 <b>The Mirror</b>
Find 3 affirmative (+) sentences in the text. Rewrite them as negative (-) sentences.
 <b>The Secret Character</b>
Choose one person from a photo in the book. Write 3 sentences about them (Age? Hair? Height?).
 <b>The Interviewer</b>
Write 2 questions you would like to ask the person in the reading text.

## ABBREVIATIONS

Abbreviations used in the Student's Book and Teacher's

T	Teacher	p(p).	Page(s)
S(s)	Student(s)	e.g.	For example
HW	Homework	i.e.	That is
L1	Students' native language	etc.	Et cetera
Ex(s).	Exercise(s)	sb	Somebody
		sth	Something

## Key to symbols used in the Student's/Teacher's Books

 audio

 exam-type tasks

 Video topic-related videos

 pairwork

 groupwork

 words explained in Polish using the context each appears in


**Note!** grammar explanations or vocabulary items

 riddles

 Word question words

 online research

**Think** sections to develop Ss' critical thinking skills

 **VALUES** sections to help Ss develop critical thinking skills & values

**CLIL** sections that link the themes of the module to a subject from the school curriculum

**Już umiem ...** sections at the end of each Check Your Progress section for Ss to evaluate themselves

# Module 1 Family Fun!

## Topic

In this module, Ss will explore the topics of family members, countries & nationalities, and appearance.

## Module page

10-11

**Lesson Objectives:** To get an overview of the module, to learn family members

**Vocabulary:** Family members (*grandparents, granddad, grandma, parents, mum, dad, uncle, aunt, cousin, brother, sister*)

## 1a SKILLS IN PROGRESS

12-13

**Lesson Objectives:** To listen and read for key information, to read for specific information, to learn countries and nationalities, to present famous families

**Vocabulary:** Countries (*Brazil, Canada, Italy, the UK, Japan, the USA, Poland, Spain, Argentina, Egypt*); Nationalities (*Argentinian, Japanese, British, Brazilian, Polish, American, Spanish, Canadian, Italian, Egyptian*); Nouns (*baby, pet, fan, animal*); Adjective (*dark*)

## 1b LANGUAGE IN ACTION

14-15

**Lesson Objectives:** To learn/practise the verb *to be* (positive & negative), to present a family

## 1c VOCABULARY

16

**Lesson Objectives:** To learn vocabulary relating to appearance

**Vocabulary:** Appearance (*age, young old, height, short, tall, build, thin, plump, body parts, eyes, hands, nose, small, big, hair, short, long, fair, dark*)

## 1d REAL-WORLD TALK

17

**Lesson Objectives:** To learn/practise greetings; to pronounce /ʊ/

**Vocabulary:** Greetings (*Good morning! Good afternoon! Good evening! Good night! Hi! Hello! Bye! Goodbye!*)

## 1e LANGUAGE IN ACTION

18-19

**Lesson Objectives:** To learn the verb *to be* (questions & short answers), to learn/practise possessive case, to learn/practise *whose*

## 1f ACROSS CULTURES

20-21

**Lesson Objectives:** To read for specific information, to answer comprehension questions, to talk about the British Royal Family, to listen for specific information, to complete a text, to talk about favourite cartoon characters

**Vocabulary:** Nouns (*king, queen, prince, princess, duke, duchess*)

## 1 CLIL (CITIZENSHIP)

22

**Lesson Objectives:** To learn about different people (diversity), to read for specific information, to write and talk about yourself/your friend

**Vocabulary:** Noun (*rainbow*); Verb (*learn*); Adjectives (*different, same, fun*)

## PROJECT TIME 1

23

**Lesson Objectives:** To create a poster, to present your friend, to talk about friends, to learn about the value of friendship

## CHECK YOUR PROGRESS 1

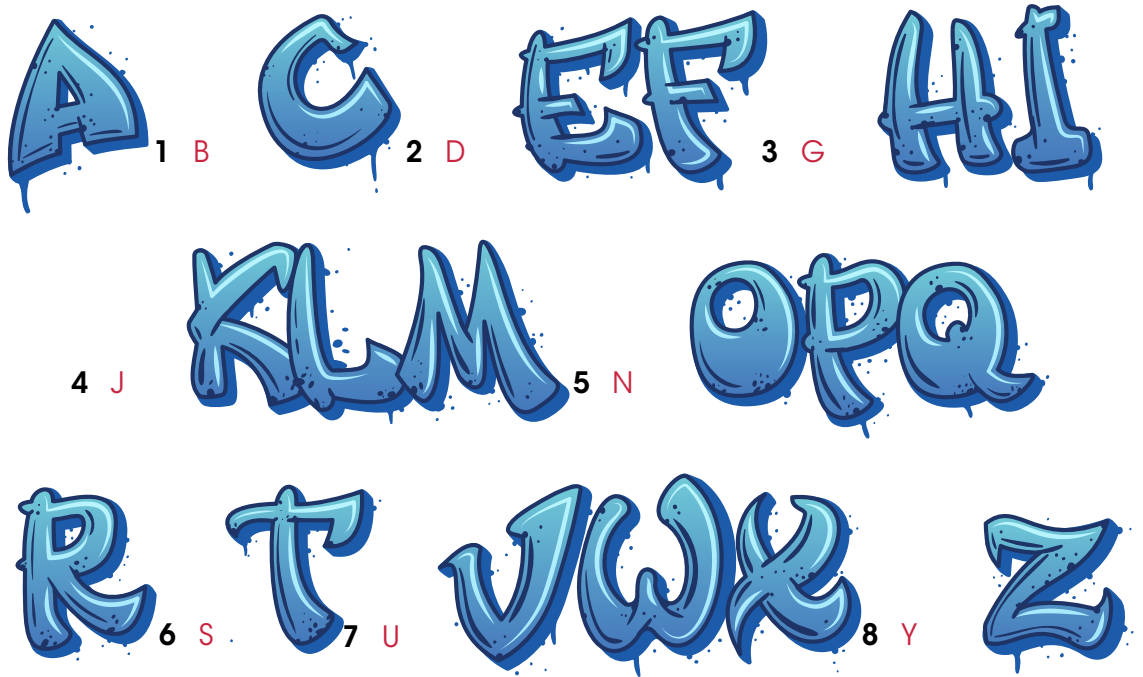
24-25

**Lesson Objectives:** To read for specific information, to test/consolidate vocabulary and grammar learnt throughout the module; to practise greetings, to listen for specific information, to complete a post

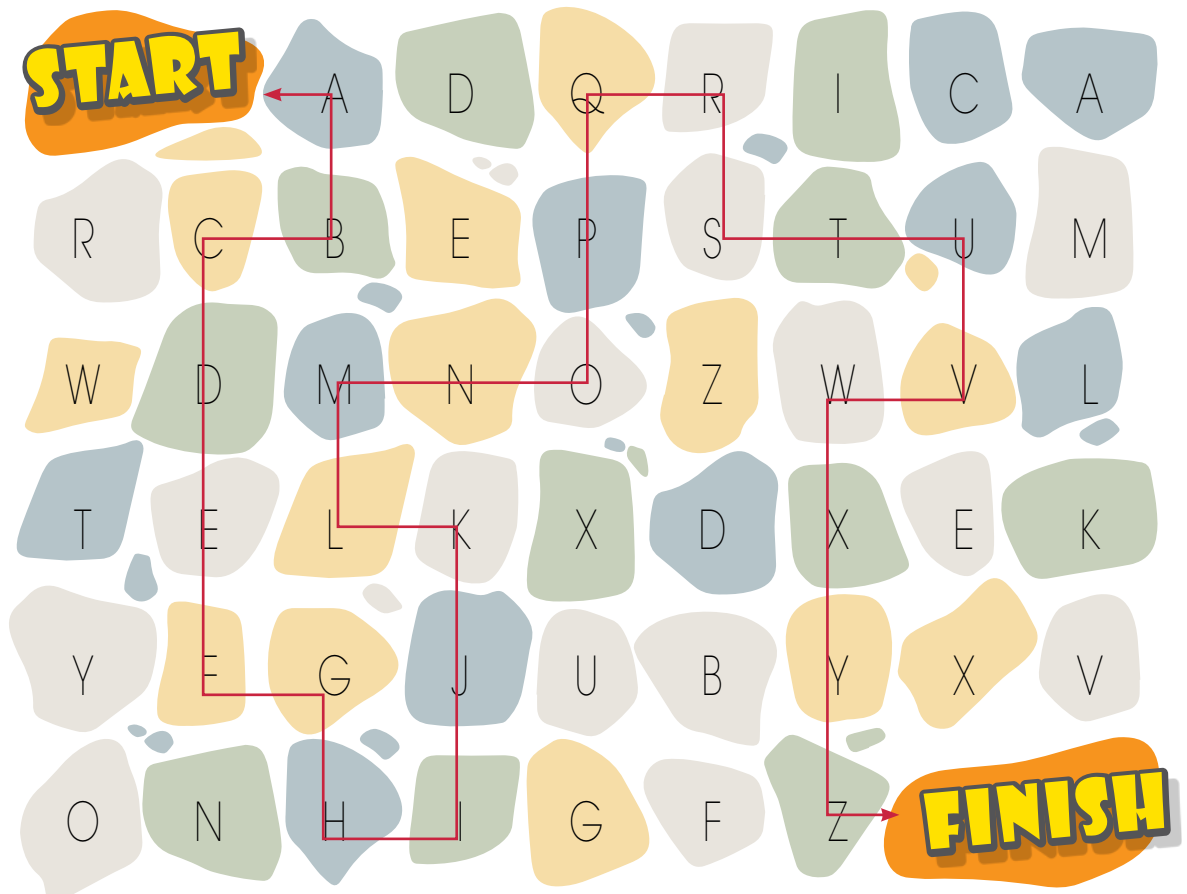
# WELCOME BACK

## The alphabet

- 1  Complete the missing letters. Write in your notebook. Listen and check.



- 2 **GAME** Follow the alphabet and find your way out.





**Topic** In this module, Ss will learn the alphabet, numbers, colours, classroom objects and classroom language.

**Lesson Objectives:** To listen for key information, to learn/revise the alphabet, to play a game, to learn/revise numbers 1-100, to learn/revise personal subject pronouns, to learn/revise colours, to practise *a/an - the*, to learn/revise vocabulary for classroom objects, to play a game, to learn/practise the imperative/classroom language

**Vocabulary:** The alphabet; Numbers (1-100); Colours (*red, blue, orange, yellow, purple, pink, green, black, brown, white*); Classroom objects (*pencil, notebook, pencil case, pencil sharpener, schoolbag, atlas, rubber, pen*)

(p. 4)

### The alphabet

1 **(Aim)** To listen for key information; to learn/revise the alphabet

- Have Ss read the alphabet and write the missing letters.
- Play the recording. Ss listen and check their answers.
- Check Ss' answers by asking individual Ss to say the complete alphabet aloud.

2 **(Aim)** To play a game; to practise the alphabet

- Ask Ss to follow the alphabet with their pencil or their finger and find their way out of the maze.
- Check Ss' answers around the class, one letter at a time.



# WELCOME BACK

(p. 5)

## Numbers (1-10)

### 3 **Aim** To learn/revise numbers 1-10

- Have Ss read through the numbers.
- Then play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Ask individual Ss to read the numbers 1-10 aloud.

### 4 **Aim** To practise numbers

- Have Ss read the message and then count the dots next to each gap and write the correct numbers in their notebooks.
- Monitor the activity around the class and help as necessary.
- Check Ss' answers.

#### **Answer Key**

*Hi, Karly!*

*Call Pat at 2 pm on this phone number*

**3648795**

*Mum*

## Numbers (11-100)

### 5 a) **Aim** To learn/revise numbers 11-100

- Give Ss time to read through the list of numbers and then match the written forms to the numerical forms.
- Check Ss' answers on the board.

### b) **Aim** To practise translation

Have Ss around the class say the numbers in Polish.

*Ss' own answers*

### 6 **Aim** To practise numbers 11-100

- Ask Ss to work in pairs and take turns to say a number for their partner to say the numbers before and after.
- Monitor the activity around the class and help as necessary.

#### **Suggested Answer Key**

A: 99

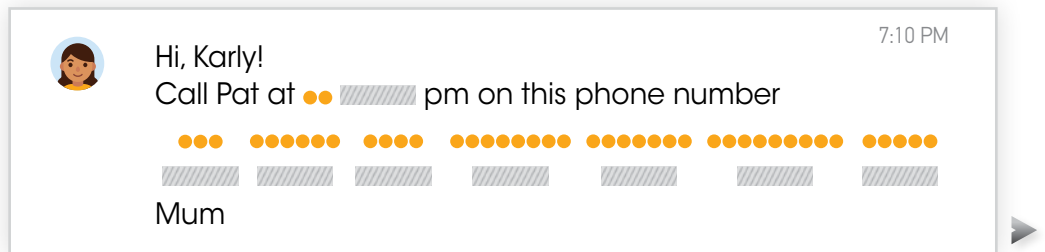
B: 98, 100.

### Numbers (1-10)

3 Listen and repeat.

- 1 **one** ●    3 **three** ●●●    5 **five** ●●●    7 **seven** ●●●●    9 **nine** ●●●●●  
 2 **two** ●●    4 **four** ●●●    6 **six** ●●●●    8 **eight** ●●●●●    10 **ten** ●●●●●●

4 Look at the message. Write the numbers in words in your notebook.



### Numbers (11-100)

5 a) Match the numbers to the words. Write in your notebook. Listen and repeat.

eleven 11		twenty 20			thirty 30	
twelve 12		twenty-one 21			forty 40	
thirteen 13		twenty-two 22			fifty 50	
fourteen 14		twenty-three 23			sixty 60	
fifteen 15		twenty-four 24			seventy 70	
sixteen 16		twenty-five 25			eighty 80	
seventeen 17		twenty-six 26			ninety 90	
eighteen 18		twenty-seven 27			a/one	
nineteen 19		twenty-eight 28			hundred 100	
		twenty-nine 29				

b) **WORD DETECTIVE** Say the numbers in Polish.

6 **SPEAKING TIME** Say a number from 11 to 100. Your partner says the number before and after it.

- A: twelve  
 B: eleven, thirteen

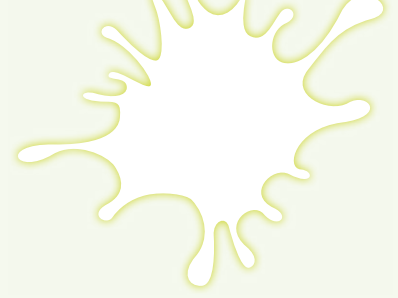
# WELCOME BACK

Singular	Plural
 <p>I</p>	<p>1<sup>ST</sup></p>  <p>we</p>
 <p>you</p>	<p>2<sup>ND</sup></p>  <p>you</p>
 <p>he</p>	<p>3<sup>RD</sup></p>  <p>they</p>
 <p>she</p>	
 <p>it</p>	

Zobacz Grammar Toolbox s. 120

## 1 Choose the correct word. Write in your notebook.

- |                 |                        |
|-----------------|------------------------|
| 1 apple         | she - he - <u>it</u>   |
| 2 John and Mary | we - you - <u>they</u> |
| 3 Steve         | she - <u>he</u> - it   |
| 4 Helen         | <u>she</u> - he - it   |
| 5 Lucy and I    | <u>we</u> - you - they |
| 6 Marek and you | we - <u>you</u> - they |



(p. 6)

1 **Aim** To practise personal subject pronouns

- Present the theory using the table and then read out the table.
- Explain the task and then give Ss time to complete it.
- Check Ss' answers around the class.



# WELCOME BACK

(p. 7)

## Colours

2 a) **(Aim)** To learn/revise colours

Give Ss time to look at the coloured words and play the recording with pauses for Ss to repeat chorally and/or individually.

b) **(Aim)** To practise translation

Have Ss around the class say the colours in Polish.

*Ss' own answers*

3 **(Aim)** To practise *a/an-the*; to learn/revise vocabulary for classroom objects

- Ask Ss to look at the pictures and then write the correct article in their notebooks.
- Check Ss' answers.

4 **(Aim)** To play a game; to practise classroom objects

- Explain the task and read out the example exchange. Then give Ss time to complete it in pairs.
- Monitor the activity around the class.

### Answer Key

A: *Here's the pink pencil case.*

B: *Yes, and here's the red pencil sharpener. etc*

## Colours

2 a)  Listen and repeat.



b) **WORD DETECTIVE** What are these words in Polish?

### a/an - the & classroom objects

3 Complete with *a* or *an*. Write in your notebook.

1 *an* orange pencil

2 *a* blue notebook

3 *a* pink pencil case

4 *a* red pencil sharpener


5 *a* green schoolbag

6 *an* atlas

7 *a* white rubber

8 *an* orange pen



4  **GAME** Find the items from Ex. 3 in the picture. Tell your partner.



A: Here's the orange pencil.

B: Yes, and here's the blue notebook.

# WELCOME BACK

## Classroom language

1  Listen and repeat.

**Listen!**



**Don't talk!**



**Open your books!**



**Write!**



**Sit down, please!**



**Come to the board, please!**



**Raise your hand, please!**



**Stand up, please!**



**Read!**



+

Close your books!

-

Don't close your books!

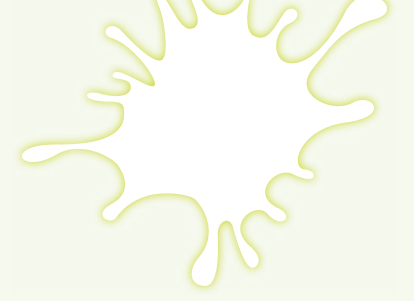
2



**SPEAKING TIME** In pairs, choose a sentence from Ex. 1. Show the action!

A: (show not talking)

B: Don't talk!



(p. 8)

1 **Aim** To practise the imperative/learn classroom language

- Go through the speech bubbles in the pictures and explain their meanings.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- As an extension, read out the table and then elicit which phrases are positive/negative. Then go through the phrases again and elicit their opposites as in the table.

2 **Aim** To practise classroom language

- Ask Ss to work in pairs and take turns to mime a sentence for their partner to guess.
- Monitor the activity around the class.

**Suggested Answer Key**

A: *(show writing)*

B: *Write!*



# WELCOME BACK

(p. 9)

- 3 a) **(Aim)** To learn/practise classroom language

Play the recording with pauses for Ss to repeat chorally and/or individually.

- b) **(Aim)** To practise translation

Have Ss around the class say the sentences in Polish.

*Ss' own answers*

- 4 **(Aim)** To practise classroom language

Ask Ss to work in pairs and take turns to mime a sentence for their partner to guess.

Monitor the activity around the class.

**Suggested Answer Key**

A: *(show holding a pencil)*

B: *Can I borrow a pencil?*

### Classroom language

3 a)  Listen and repeat.



b) **WORD DETECTIVE** What are these in Polish?

4  **SPEAKING TIME** In pairs, choose a classroom sentence from Ex. 3. Show the action!

A: (show opening a door)

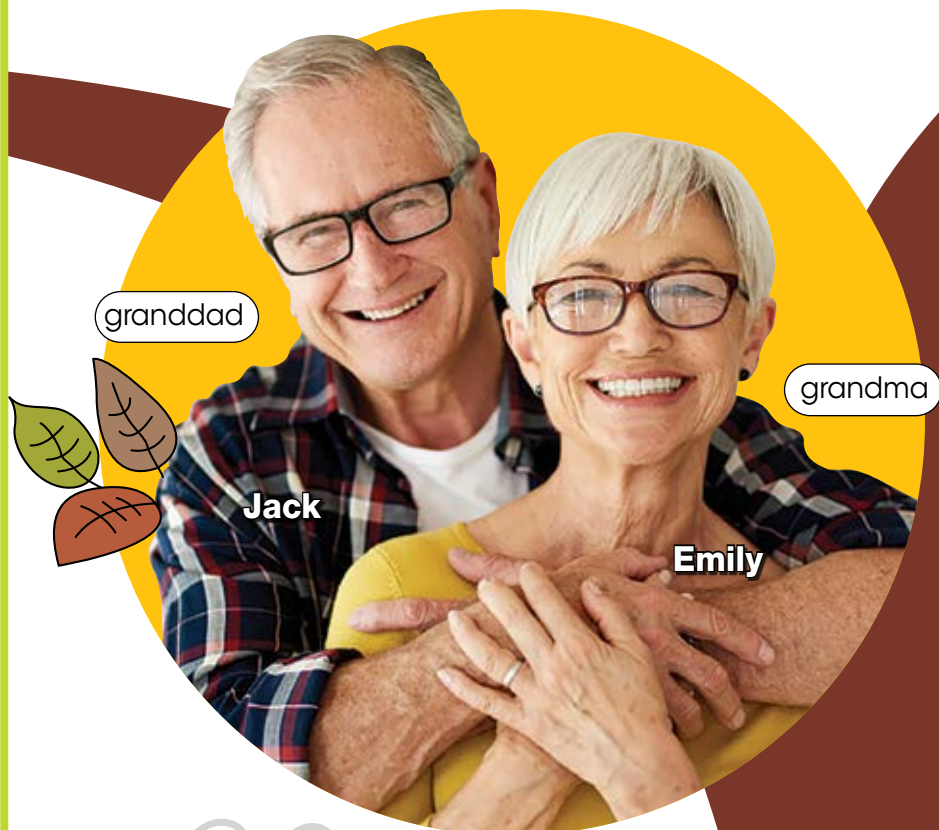
B: Can I come in?

# 1 Family Fun!

## IN THIS MODULE

- **Vocabulary**
  - Family members
  - Countries – Nationalities
  - Appearance
- **Language in Action**
  - *To be*:
    - positive
    - negative
    - questions
    - short answers
  - Possessive case
- **Real-World Talk**
  - Greetings
  - Pronunciation: /ʊ/
- **Skills in Progress & Across Cultures**
  - Read, listen, speak and write about famous people and cartoon characters
- **CLIL**
  - Citizenship (People)
- **Project Time & Values**
  - My friend
  - Friendship

## GRANDPARENTS



### Vocabulary Family members

1 **GET STARTED** Is your family big or small?

2 a)  Listen and repeat.

- granddad – grandma
- dad – mum
- uncle – aunt
- brother – sister
- cousin

b) **WORD DETECTIVE** What are these words in Polish?

**IN THIS MODULE**

Go through the **IN THIS MODULE** box and tell Ss that these are the topics, skills and activities this unit will cover.

1 **Aim** To introduce the topic of the module

Ask various Ss to share with the rest of the class whether their family is big or small.

*Ss' own answers*

2 a) **Aim** To present vocabulary for family members

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

b) **Aim** To practise translation

Have Ss around the class say the words in Polish.

*Ss' own answers*

**3** **Aim** To practise family members

- Ask Ss to look at Ted's family tree and then choose the correct names.
- Check Ss' answers around the class.

**4** **Aim** To draw/present your family tree; to personalise the topic

- Explain the task.
- Give Ss time to draw their family tree and then present it to the class.
- Ask various Ss around the class to share their answers.

*Ss' own answers*



**PARENTS**

**CHILDREN**



**3** Look at Ted's family tree. Choose the correct name. Write in your notebook.

- |                  |   |                              |
|------------------|---|------------------------------|
| 1 Ted's grandma  | = | <u>Olivia</u> / <u>Emily</u> |
| 2 Ted's granddad | = | <u>Oscar</u> / <u>Jack</u>   |
| 3 Ted's dad      | = | <u>Leo</u> / <u>Oscar</u>    |
| 4 Ted's mum      | = | <u>Lily</u> / <u>Olivia</u>  |
| 5 Ted's uncle    | = | <u>Leo</u> / <u>Henry</u>    |
| 6 Ted's aunt     | = | <u>Olivia</u> / <u>Lily</u>  |
| 7 Ted's brother  | = | <u>Henry</u> / <u>Jack</u>   |
| 8 Ted's sister   | = | <u>Emily</u> / <u>Laura</u>  |
| 9 Ted's cousin   | = | <u>Laura</u> / <u>Annie</u>  |

**4 SPEAKING TIME** Draw your family tree. Present your family to the class.

# THE PEOPLE I LOVE

Name: Luke Jones

Age: 12

Country: the USA



## My Mum and Dad

Ava is my mum.  
She is 40 years old.  
She is short.  
Her hair is dark.  
Mike is my dad.  
He's 42.



## My Grandparents and my Sister

My grandma is Maggie. My granddad is Ron. He's tall. In this photo, you can see my baby sister, Bella.



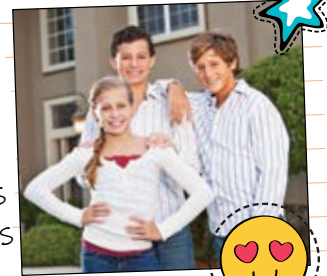
## Our Pets

Harry and Larry are our cats. Harry and Larry are fans of TV animal shows!



## My Friend

This is my friend, Antoni. He's from Poland. In this photo, he's with his brother, Jan and his sister, Julia.



### Check these words

dark	•	ciemny
baby	•	dziecko
pet	•	zwierzę domowe
fan	•	miłośnik
animal	•	zwierzę

### Reading

**1 GET STARTED** Who are your favourite people?

**2** Listen to and read the text. Match the fragments (1-3) to (a-c) to make sentences. Write in your notebook.

Ava is **1** ~~a~~ tall.  
Ron is **2** ~~b~~ from Poland.  
Antoni is **3** ~~c~~ short.

**3** Choose the correct word. Write in your notebook.

**1** Ava/Mike is 40 years old.

**2** Ron/Jan is Antoni's brother.

**3** Bella is Luke's grandma/sister.

**4** Antoni/Jan is Luke's friend.

**4** Choose a person or an animal from the text. Write two sentences about them in your notebook.

This is Bella. She is a baby.

1 **(Aim)** To introduce the topic

Ask various Ss to share with the rest of the class who their favourite people are.

*Ss' own answers*

2 **(Aim)** To listen and read for key information

- Play the recording. Ss listen and read the text. Then Ss match the phrases to make sentences.
- Check Ss' answers.
- Refer Ss to the words in the **Check these words** box.



**CHALLENGE**

**"Opposites Game":** The students list the adjectives found in the text (e.g., *short, tall, dark, old*) and find their opposites (e.g., *long/tall, short, fair, young*).

3 **(Aim)** To read for specific information

- Give Ss time to read the text again and choose the correct words in the sentences according to what they read.
- Check Ss' answers.

4 **(Aim)** To consolidate comprehension of a text

- Allow Ss time to review the text and complete the task.
- Check Ss' answers around the class.

**Suggested Answer Key**

*This is Harry and Larry. They are cats.*



**SPECIAL EDUCATION NEEDS (SEN)**

**Fill-in-the-Gaps with Images:** Instead of writing full sentences in Exercise 4, the students receive a card with a pre-written sentence:

\*This is Harry. He is a...



**FAST FINISHERS**

**Family Tree Creator:** Based on the text, the students draw Luke's family tree. They can use their imagination to add names and roles for other potential family members not mentioned in the story.



**OPTIONAL ACTIVITY**

**"The Secret Person" (Guess Who):** The students choose one person from the text (e.g., Ron or Maggie) and write two additional sentences about them that are not in the book (e.g., *He is happy. He is from the USA*). Then, they read the sentences to a partner, who has to guess which character is being described.



**EXTENSION ACTIVITY  
(FOR THE WHOLE CLASS / VOLUNTEERS)**

**Digital Poster / Photo Description:** Students bring (or show on a phone/tablet) a photo of their pet or a friend and describe them following the models in the "Our Pets" or "My Friend" sections.

**5 (Aim) To present countries & nationalities**

- Ask Ss to look at the flags and read the lists and then match the countries to the nationalities.
- Check Ss' answers.

**6 (Aim) To present famous families**

- Ask Ss to look at the pictures and then present the famous families to the class.
- Give Ss some useful words to help them such as *footballer, wife*.
- If necessary, model the answers for Ss and then have Ss present the famous families following your model.

**Suggested Answer Key**

*This is Robert Lewandowski. He is from Poland. He is a footballer. This is his family. His wife is Anna and their two daughters are Klara and Laura.*

*This is Lionel Messi. He is from Argentina. He is a footballer. This is his family. His wife is Antonela and their three sons are Ciro, Mateo and Thiago.*

**Vocabulary**  
**Countries - Nationalities**

**5** Match the countries to the nationalities. Write in your notebook.

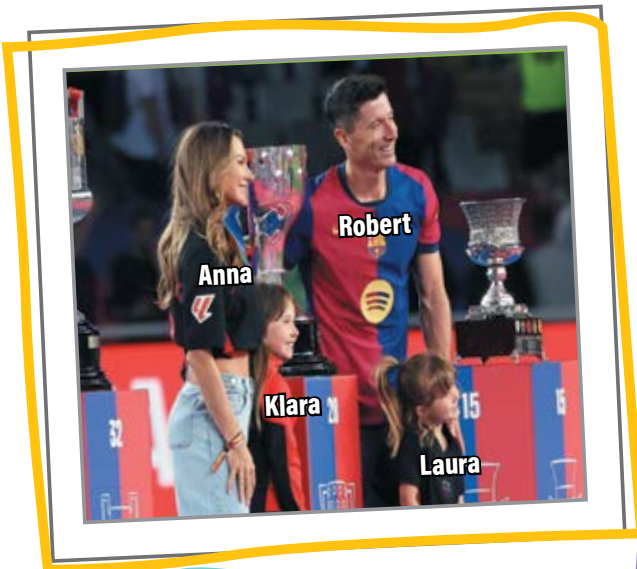
Brazil  
 Canada  
 Italy  
 the UK  
 Japan

Argentinian  
 Japanese  
 British  
 Brazilian  
 Polish  
 American  
 Spanish  
 Canadian  
 Italian  
 Egyptian

the USA  
 Poland  
 Spain  
 Argentina  
 Egypt

**Speaking**

**6 SPEAKING TIME** Look at the pictures. Present the famous families to the class.



**The Lewandowski family**

This is Robert Lewandowski. He is from Poland. He is ...

**The Messi family**



**1 LANGUAGE DETECTIVE** What's missing? Look at the example and find out. Write in your notebook. Explain in Polish to your partner.



	+	full form	short form
singular	I	am	'm
	You	are	're
	He She It	is	's
	plural	We You They	are

**2** Fill in the gaps. Write in your notebook.

**Note!**

**Wiek**

Żeby powiedzieć po angielsku, ile ktoś ma lat, użyj **be** (am/are/is) + **liczba** + **years old**.

Nie używaj *have!* To częsty błąd popełniany przez uczniów.

I am 10 years old.

= Mam 10 lat.

(NIE: I have 10 years)

Zobacz **Grammar Toolbox** s. 120

**full form**

- I **am** 10 years old.
- Tonia **is** my friend.
- We **are** Brazilian.
- They **are** from Poland.

**short form**

- I **'m** 10 years old.
- Tonia **'s** my friend.
- We **'re** Brazilian.
- They **'re** from Poland.

**3** Complete the sentences. Use *am/'m, is/'s, are/'re*. Write in your notebook.

- I **am/'m** Maja.
- Noah **is/'s** Canadian.
- We **are/'re** Polish.
- My name **is/'s** Ben.
- They **are/'re** friends.
- You **are/'re** my brother.

**4 SPEAKING TIME** Look at the pictures. Complete and say.



- 1 "I **am/'m** Betty. Tonia **is/'s** my mum.  
We **are/'re** from the UK."



- 2 "This **is** Hanna. Tomasz and Natalia **are** her grandparents. They **are/'re** Polish."



- 3 "Gabriel and I **are** cousins.  
We **are/'re** from Brazil."

1 **Aim** To present the verb *to be* (positive)

- Have two Ss read out the example.
- Present the verb **to be** (positive form). Say, then write on the board: *I am Mr/Mrs (your name)*. Underline the word **am**. Explain that **am** is the first-person form of the verb **to be**. Present the other persons in the same way. e.g. *You are John. She is Jane. You are students.*, etc.
- Ask Ss to read the theory and then elicit the missing form as used in the example.
- Have Ss explain the positive form of the verb **to be** to their partners in Polish.
- Monitor the activity around the class.



**SPECIAL EDUCATION NEEDS (SEN)**

**The "Magic Mirror" Foldable:** Create a simple paper tool where the pronoun (*I, You, He*) is on the left, and the correct verb form is hidden under a folded flap. The students can quiz themselves.

2 **Aim** To practise the verb *to be* (positive)

Explain the task and give Ss time to complete it and then check Ss' answers.

3 **Aim** To practise the verb *to be* (positive)

- Explain the task. Allow Ss some time to complete the task.
- Check Ss' answers.

4 **Aim** To practise the verb *to be* (positive)

- Explain the task. Allow Ss some time to complete the sentences.
- Check Ss' answers.

5 **(Aim)** To present the verb *to be* (negative)

- Have a S read out the example.
- Present the verb **to be** (negative form). Say, then write on the board: *I am not Brazilian*. Underline the word **am not**. Explain that **am not** is the first-person negative form of the verb **to be**. Present the other persons in the same way. e.g. *You are not German*. *She is not French*. *You are not teachers.*, etc.
- Ask Ss to read the theory and then elicit the missing form as used in the example.
- Have Ss explain the negative form of the verb **to be** to their partners in Polish.
- Monitor the activity around the class.

6 **(Aim)** To practise the verb *to be* (negative)

Give Ss time to complete the task and then check Ss' answers.



**SPECIAL EDUCATION NEEDS (SEN)**

**Yes/No Visuals:** For exercise 6, give the students "Thumbs Up" and "Thumbs Down" cards. They point to the correct card for each sentence before they attempt to write it down.

7 **(Aim)** To practise the verb *to be* (negative)

- Explain the task. Allow Ss some time to complete the sentences.
- Check Ss' answers.



**EXTENSION ACTIVITY  
(FOR THE WHOLE CLASS / VOLUNTEERS)**

**Negative Chains:** A circle game. Student A says: *"I'm not American/tall/13 years old."* Student B repeats it and adds their own: *"He isn't American. I'm not 13 years old."* This builds memory and grammar speed.

8 **(Aim)** To practise the verb *to be* (positive & negative)

- Read out the example and ask Ss to look at the picture and read the notes.
- Allow Ss some time to make sentences and then ask various Ss to present the family.

**Answer Key**

*Jane isn't 8 years old. She's 10 years old.*  
*Dave isn't Jane's brother. He's Jane's dad.*  
*Mary isn't Katie's sister. She's Katie's mum.*  
*Jane isn't Katie's mum. She's Katie's sister.*



**OPTIONAL ACTIVITY**

**"Fix the Fake News":** Write 5 incorrect sentences on the board about famous people from Ex. 6 on p.13 or the class (e.g., *"Robert Lewandowski is from France"*). The students must write the correct sentences using both negative and affirmative forms: *"He isn't from France. He is from Poland."*

**5 LANGUAGE DETECTIVE** What's missing? Look at the example and find out. Write in your notebook. Explain in Polish to your partner.

I am Alex. I'm not American. I'm British.



	-	full form	short form
singular	I	am not	'm not
	You	are not	aren't
	He She It	is not	isn't
plural	We You They	are not	aren't

**6** Choose the correct word. Write in your notebook.

- Claire isn't/aren't my friend.
- I'm not/isn't 13 years old.
- Sam and Rob isn't/aren't brothers.
- My mum and dad isn't/aren't 30 years old.

**7** Look at the pictures. Complete the gaps with *isn't*, *'m not* or *aren't*. Write in your notebook.




Tim is at home.  
He isn't at school.

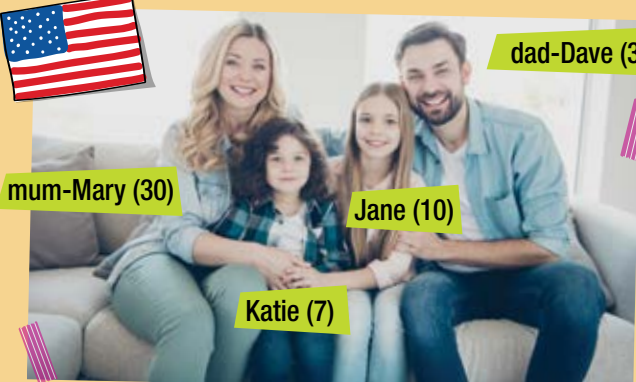


I'm not 10 years old.  
I'm 12.



We're friends.  
We aren't cousins.

**8**  **SPEAKING TIME** Look at the picture and the notes. Present the family.



they/UK      They aren't from the UK. They are from the USA.

Jane/8      ?

Dave/Jane's brother      ?

Mary/Katie's sister      ?

Jane/Katie's mum      ?

## Note!

### Ile masz lat?

Żeby zapytać o wiek po angielsku, użyj **How old + be** (am/are/is) + **osoba**. Nie używaj *have!*

How old are you?

= Ile masz lat?

I'm eleven.

(NIE: How many years have you?)

Zobacz Grammar Toolbox s. 120

## Appearance See Picture Dictionary p. 114

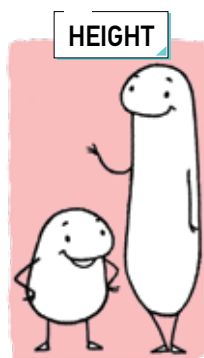
### 1 GET STARTED How old are your parents?

### 2 a) WORD DETECTIVE Look at the words in Ex. 2b. What are they in your language?

### b) Listen and repeat.



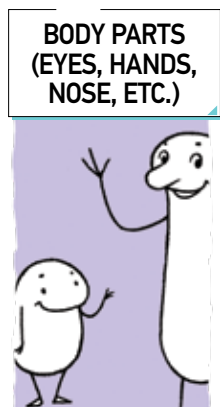
1 young ≠ old



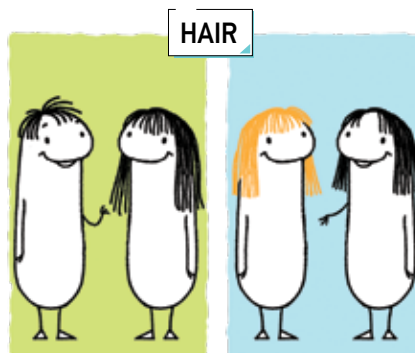
2 short ≠ tall



3 thin ≠ plump



4 small ≠ big



5 short ≠ long 6 fair ≠ dark

### 3 Look at the picture. Correct the mistakes in bold. Write in your notebook.

- 1 Susie is **tall**. *short*
- 2 Her hair is **fair**. *dark*
- 3 Ralph is **old**. *young*
- 4 He is **plump**. *thin*
- 5 His hair is **long**. *short*
- 6 His nose is **big**. *small*



Susie

Ralph

### 4 SPEAKING TIME Find a picture of a family member. Present him/her to the class.

My ... is ... .. is (young/old) and ... (plump/thin). ... is (tall/short) with ... (long/short/fair/dark) hair.

1 **(Aim)** To introduce the topic

- Refer Ss to the Picture Dictionary on p. 114.
- Ask various Ss around the class to share their parents' ages with the rest of the class.

*Ss' own answers*

2 a) **(Aim)** To practise translation

Have Ss around the class say the words in Ex. 2b in Polish.

*Ss' own answers*

b) **(Aim)** To present vocabulary describing appearance

- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

3 **(Aim)** To practise vocabulary describing appearance

- Ask Ss to look at the picture and then correct the sentences.
- Check Ss' answers.



**SPECIAL EDUCATION NEEDS (SEN)**

"Circle the Truth": For Exercise 3, instead of rewriting the sentences, provide a multiple-choice version:

- 1 Susie is **tall / short**.
- 2 Her hair is **fair / dark**.

4 **(Aim)** To practise vocabulary for describing appearance; to personalise the topic

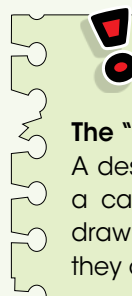
Have Ss bring a picture of a family member to class and then present them to the class using the vocabulary presented and following the example.

*Ss' own answers*



**FAST FINISHERS**

"The Opposite Monster": Ask students to draw a "Monster" and write a description using at least 5 adjectives from p.16. Then, they must write a description of the monster's "Twin Brother" using only the **opposites** (e.g., *Monster A has a big nose and long hair. Monster B has a small nose and short hair*).



**EXTENSION ACTIVITY  
(FOR THE WHOLE CLASS / VOLUNTEERS)**

The "Police Sketch Artist": Work in pairs. Student A describes a "suspect" (a made-up person or a cartoon character) while Student B tries to draw them based only on the description. Then, they compare the drawing to the original idea.

1 **(Aim)** To introduce greetings; to practise translation

- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Have Ss around the class say the words in Polish.

Ss' own answers

2 **(Aim)** To listen and read for gist

- Ask Ss to look at the pictures.
- Play the recording. Ss listen and read the dialogues.

3 **(Aim)** To practise greetings; to complete dialogues

- Divide the class into pairs and have them complete the dialogue in closed pairs.
- Explain that they can follow the example dialogues in Ex. 2.
- Check Ss' answers.

**Suggested Answer Key**

1 Pavel                    3 you                    5 Katya  
2 Jane                    4 Peter

4 **(Aim)** To act out dialogues

- Divide the class into pairs and have them take roles and act out the dialogues in closed pairs.
- Monitor the activity around the class.

**Suggested Answer Key**

A: *Good morning, Helen.*

B: *Hi, Claire. How are you?*

A: *I'm fine, thanks. And you?*

B: *OK!*

A: *Good night, Lyn.*

B: *Good night, Sam. See you tomorrow.*

A: *See you!*

**PRONUNCIATION /u/**

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Correct Ss' intonation if necessary.



**EXTENSION ACTIVITY**  
**(FOR THE WHOLE CLASS / VOLUNTEERS)**

**"Role-play Roulette"**: The teacher prepares small slips of paper with different times of day (morning, afternoon, night). In pairs, students draw a slip and must act out a greeting scene from Exercise 3, matching the correct phrases (e.g., *Good morning* vs. *Good night*).

## Greetings

1 Listen and repeat. Say the phrases in Polish.



Good morning!



Good afternoon!



Good evening!



Good night!



Hi!

Hello!



Bye!

Goodbye!

2 Listen to and read the dialogues.

**Claire:** Good morning, Helen.  
**Helen:** Hi, Claire. How are you?  
**Claire:** I'm fine, thanks. And you?  
**Helen:** OK!



**Lynne:** Goodbye, Tony.  
**Tony:** Bye, Lyn. See you later.  
**Lynne:** See you!



3 With your partner, complete the dialogues in your notebooks.

**A** **A** Hello, **1)** .  
**B** Hi, **2)** . How are you?  
**A** I'm fine, thanks.  
 And **3)** ?  
**B** Not bad.

**B** **A** Good night, **4)** .  
**B** Good night, **5)** .  
 See you tomorrow.  
**A** See you!

4 **SPEAKING TIME** In pairs, act out your dialogues.

- przywitaj się z kolegą/koleżanką rano
- pożegnaj się z kolegą/koleżanką wieczorem

## Pronunciation

/ʊ/

Listen and repeat.

/ʊ/ good, book, look



- 1 **LANGUAGE DETECTIVE** What's missing? Look at the example and find out. Write in your notebook. Explain in Polish to your partner.


		?		short answers
singular	Am	I	... ?	Yes, I <b>am</b> ./No, I' <b>m not</b> .
	Are	you	... ?	Yes, you <b>are</b> . No, you <b>aren't</b> .
	Is	he she it	... ?	Yes, he/she/it <b>is</b> . No, he/she/it <b>isn't</b> .
plural	Are	we you they	... ?	Yes, we/you/they <b>are</b> . No, we/you/they <b>aren't</b> .

- 2 Match the questions (1-4) to the correct short answers (a-d). Write in your notebook.

Is Nour from Egypt? ① — a Yes, they are.  
 Are Mandy and Luke friends? ② — b No, he isn't.  
 Is Steven 12 years old? ③ — c Yes, she is.  
 Are you Polish? ④ — d No, I'm not.

- 3 Complete the gaps. Use *am*, *'m not*, *is*, *isn't*, *are* or *aren't*. Write in your notebook.

- 1 "Are you American?" "Yes, I **am**."  
 2 "Is Rex your dog?" "No, it **isn't**."  
 3 "Are you from Brazil?" "No, I'**m not**."  
 4 "Are you 10 years old?" "No, we **aren't**."

- 4  **SPEAKING TIME** Choose one of the children. Your partner asks 3 questions and guesses who you are.

				
<b>Name:</b>	Jim	Jakub	Anna	Ewa
<b>Age:</b>	10	11	11	10
<b>From:</b>	Canada	Poland	Canada	Poland
<b>Favourite colour:</b>	red	green	green	red

- A: Are you 11 years old?  
 B: Yes, I am.



1 **(Aim)** To present and practise the verb *to be* (questions & short answers)

- Have two Ss read out the example.
- Present the verb **to be** (questions & short answers). Say, then write on the board: *Am I your teacher?* Underline the word **Am**. Explain that **Am I** is the first-person question form of the verb **to be**. Explain that we form the questions of the verb **to be** by putting the verb before the subject pronoun.
- Say, then write on the board: *Yes, I am.* Explain that this is a positive short answer. Explain that we form positive short answers with *yes*, the appropriate personal pronoun and the verb in the positive.
- Say, then write on the board: *Am I a doctor? No, I'm not.* Explain that we form a negative short answer with *no*, the appropriate personal pronoun and the verb in the negative.
- Present the other persons in the same way. e.g. *Are you a student? Yes, you are.*, etc.
- Ask Ss to read the theory. Elicit the missing forms as used in the example.
- Have Ss explain the question form of the verb **to be** and the short answers to their partners in Polish.
- Monitor the activity around the class.

2 **(Aim)** To practise the verb *to be* (questions & short answers)

- Ask Ss to match the questions to the correct short answers.
- Check Ss' answers.

3 **(Aim)** To practise the verb *to be* (questions & short answers)

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

4 **(Aim)** To practise the verb *to be* (questions & short answers)

- Explain the task and ask Ss to read the table and have two Ss read out the example.
- Give Ss time to complete the task in closed pairs.
- Monitor the activity around the class and then ask some Ss to share their answers with the class.

**Suggested Answer Key**

A: *Are you 11 years old?*

B: *Yes, I am.*

A: *Are you a girl?*

B: *Yes, I am.*

A: *Are you Anna?*

B: *Yes, I am.*

5 **Aim** To present and practise the possessive 's

- Read out the theory box and explain the possessive case.
- Give further examples and then give Ss time to complete the task.
- Check Ss' answers.

6 **Aim** To practise the possessive 's

- Allow Ss time to read the text and complete the task.
- Check Ss' answers.

7 **Aim** To practise possessive 's; to learn *whose*

- Explain the task and read out the word box and have two Ss read out the example.
- Give Ss time to complete the task following the example in closed pairs.
- Monitor the activity around the class.

**Answer Key**

A: *Whose cat is this?*

B: *It's Jane's.*

A: *Whose dog is this?*

B: *It's Tina and Paul's.*

A: *Whose book is this?*

B: *It's Liz and Mark's.*



## 1 GET STARTED Who are King Charles III's children?

William and Harry



## Meet the Royals



Charles III is the king of the United Kingdom. His wife is Camilla. She is the queen. Their home is Clarence House in London. It is near Buckingham Palace. Charles's sons are William and Harry. They are Charles and Diana's\* children.



William is the Prince of Wales. His wife is Kate. She is the Princess of Wales. Kate has long brown hair. William and Kate's children are George, Charlotte and Louis. Their home is Adelaide Cottage near Windsor Castle.



Harry is the Duke of Sussex. His wife is Meghan. She is the Duchess of Sussex. Meghan has dark hair. Their children are Archie and Lilibet. Harry's home is in Montecito, California, in the USA.

\*Diana – Charles's first wife

## Check these words

king	•	król
queen	•	królowa
prince	•	książę
princess	•	księżniczka
duke	•	książę (tytuł)
duchess	•	księżna (tytuł)

## Reading

2 Decide if the sentences are **R (right)** or **W (wrong)**. Write in your notebook.

- Charles and Camilla's home is Buckingham Palace. **W**
- William and Harry are Charles's brothers. **W**
- Charlotte is Louis and George's sister. **R**
- Harry and Meghan are the Duke and Duchess of Sussex. **R**

## 3 Answer the questions. Write in your notebook.

- Who is the king of the United Kingdom?
- Who is the queen?
- What are the names of William and Kate's children?
- What is Meghan's title?

1 **Aim** To introduce the topic

- Ask the question aloud and elicit answers from various Ss.
- Play the video for Ss to find out/check their answers.

2 **Aim** To read for specific information

- Give Ss time to read the text and then decide if the sentences 1-4 are right or wrong.
- Check Ss' answers.
- Refer Ss to the words in the **Check these words** box.

3 **Aim** To read for specific information

- Allow Ss time to read the text again and answer the questions according to what they read.
- Check Ss' answers.

**Answer Key**

- 1 Charles III
- 2 Camilla
- 3 George, Charlotte and Louis
- 4 Duchess of Sussex



**FAST FINISHERS**

**The Royal Family Tree:** Based on the "Meet the Royals" page, students draw a family tree of the Royal Family (Charles → William/Harry → George/Charlotte/Louis, etc.).

4 **Aim** To consolidate new vocabulary

- Give Ss time to read the sentences and fill in the missing words from the list.
- Check Ss' answers.

5 **Aim** To consolidate information in a text

- Explain the task and give Ss time to complete it in closed pairs following the example.
- Monitor the activity around the class.

**Suggested Answer Key**

A: He's Meghan's husband.

B: Harry!

A: She's William's wife.

B: Katel etc

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read through the gapped text and think about what information may be missing. (e.g. 1 noun, 2 noun, 3 number, 4 number).
- Play the recording. Ss listen and fill the gaps.
- Check Ss' answers.



**EXTENSION ACTIVITY  
(FOR THE WHOLE CLASS / VOLUNTEERS)**

**Cartoon Mash-up:** In the Simpsons section, students choose another famous cartoon character (e.g., Mickey Mouse or Shrek) and write a profile for them following the format in Exercise 6 (Name, Country, Appearance).

7 **Aim** To complete a text

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

8 **Aim** To talk about a favourite cartoon character

- Explain the task and give Ss time to write notes in their notebooks about their favourite cartoon character.
- Then ask various Ss to use their notes to present them to the class.
- Alternatively, assign the task as HW and have Ss' present them in the next lesson.

**Suggested Answer Key**

**Name:** Bluey Heeler

**Country:** Australia

**Age:** 6

**Appearance:** blue dog

**Family members:** Dad, Bandit, Mum, Chilli, sister, Bingo

Bluey Heeler is a blue dog. She is six years old. She is from Australia. Her dad is Bandit and her mum is Chilli. Her sister is Bingo. She is my favourite cartoon character.



**OPTION**

Assign the optional activity as HW and check Ss' answers in the next lesson. Refer Ss to p. 125.

Ss' own answers

### Vocabulary

4 **Fill in:** *wife, Duke, queen, prince*. Write in your notebook.

- 1 The king and the **queen** are in London.
- 2 Meghan is Harry's **wife**.
- 3 William is a **prince**.
- 4 Harry is the **Duke** of Sussex.

### Speaking

5  **Play Guess who the person is.** Ask and answer questions as in the example.

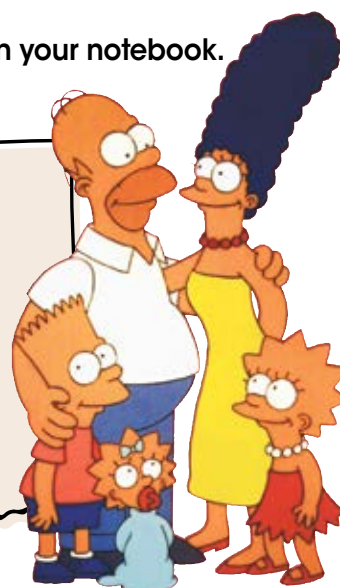
A: He's Kate's husband.

B: William!

### Listening

6   **Listen and complete the gaps (1-4) in your notebook.**

Name: Homer Simpson  
 Country: 1) **the USA**  
 Age: 2) **40**  
 Appearance: 3) **plump**, short hair  
 Family members: wife – Marge  
 children – Bart, 4) **Lisa**, Maggie



### Writing (a text about a cartoon character)

7 Use your answers in Ex. 6 to complete the text. Write in your notebook.

## THE SIMPSONS

Homer Simpson is from **the USA**. He is **40** years old. He is **plump** and has **short** hair. He lives with his **wife**, Marge and their **three** children: Bart, Lisa and Maggie. He is my favourite cartoon character!

8 **SPEAKING TIME** Who is your favourite cartoon character? Make notes in your notebook. Present him/her to the class. Draw or show a picture.

### OPTION

#### Doświadczenie edukacyjne Cartoon Club

Założcie klub miłośników kreskówek. W grupach oglądajcie różne bajki w języku angielskim. Przedstawcie klasie swoich ulubionych bohaterów. Szczegóły – patrz s. 125

Name	Country	Age	Appearance	Family members
------	---------	-----	------------	----------------



## different IS FUN

Think about your friends. Are they the same? No, they aren't. Life is not fun when everyone is the same. We are different, and that is good. We can learn new things from our friends. We can eat new food with friends from other countries. We can learn new words from them.

We are not the same, and we are happy.

The world is like a rainbow. It is full of colours. It is beautiful and fun!

### Check these words

different	• inny, różny
same	• taki sam
fun	• zabawa
learn	• uczyć się
rainbow	• tęcza

### Reading

**1 GET STARTED** Are you and your friend the same or different?

**2** Read the text. Complete the sentences with **ONE** word. Write in your notebook.

**1** We are all **different** and that is good.

**2** We can learn new **things** from friends.

**3** The world is like a **rainbow** – many colours make it beautiful and fun!

**3 SPEAKING TIME** Read and do.

- Write about you: your hair, eyes, country, family and favourite things.
- Write about your friend: his/her hair, eyes, country, family and favourite things.
- Look at your two lists. What is the same? What is different? Tell the class.




1 **Aim** To introduce the topic

- Play the video for Ss.
- Then ask various Ss to share with the rest of the class whether they and their friend are the same or different.

Ss' own answers

2 **Aim** To read for specific information

- Ask Ss to read the text and then complete the sentences with one word according to what they read.
- Refer Ss to the words in the **Check these words** box.
- Check Ss' answers.

 **EXTENSION ACTIVITY**  
**(FOR THE WHOLE CLASS / VOLUNTEERS)**

**"We Are One" Venn Diagram:** Students draw two overlapping circles (one for them, one for a friend). In the middle, they write things that are **the same** (e.g., *We are 12. Football is our favourite sport.*). In the outer parts, they write what is **different**.



**FAST FINISHERS**

**Word Investigator:** Find all the plural nouns in the text (*friends, things, words, countries, colours*) and write their singular forms.

3 **Aim** To consolidate the lesson

- Give Ss time to write two lists, one about themselves and one about their friend and then think about what is the same and what is different.
- Then have various Ss tell the class.

Ss' own answers



**SPECIAL EDUCATION NEEDS (SEN)**

**Sentence Starters:** For Exercise 3, provide a scaffolded template so the students don't have to start from scratch:

*My hair is \_\_\_\_\_.*

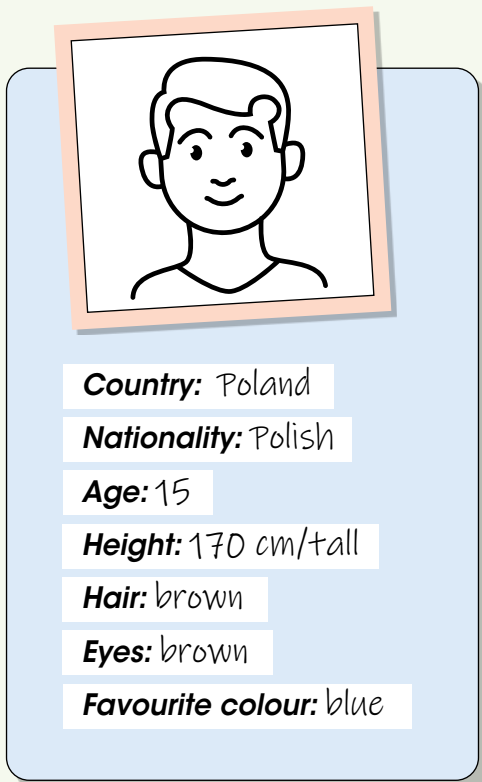
*My friend's hair is \_\_\_\_\_.*

*We are both \_\_\_\_\_ (Polish/happy/students).*

1 **Aim** To create a poster; to draw a picture

- Explain the task and give Ss time to create their poster in their notebooks and draw a picture.
- Ask various Ss to present their posters to the class.
- Alternatively, assign the task as HW and display the posters around the class.

**Suggested Answer Key**



2 **Aim** To present your friend to the class

Ask various Ss to present their friends to the class using the poster in Ex. 1 and then have them explain why friends are important.

**Suggested Answer Key**

*My friend is Piotr. He is from Poland and he is Polish. He is 15 years old and he is tall at 170 cm with brown hair and brown eyes. His favourite colour is blue.*

*I think friends are important because we can have fun together and we can learn things from each other.*

**VALUES**

3 a) **Aim** To talk about the value of friendship

- Ask Ss to read the saying and choose the correct answer.
- Give Ss time to explain the saying in Polish. Elicit answers from Ss around the class.

b) **Aim Think** To complete a sentence about friendship

Explain the task and elicit answers from Ss around the class.

**Suggested Answer Key**

*kind*

## Prepare & Create

- 1 Create a poster about your friend. Draw a picture. Write in your notebook.



## My Friend

Country: \_\_\_\_\_

Nationality: \_\_\_\_\_

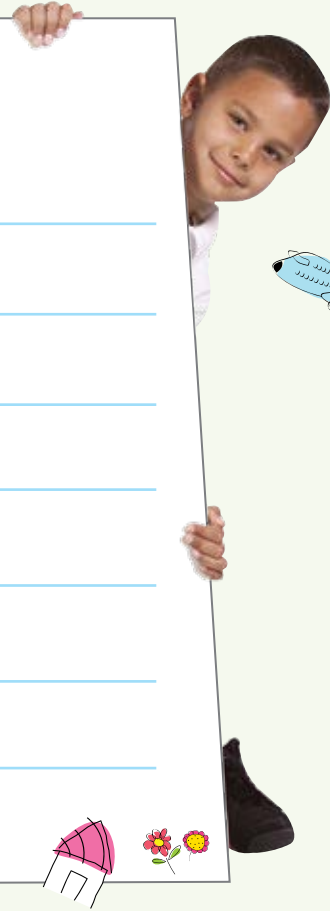
Age: \_\_\_\_\_

Height: \_\_\_\_\_

Hair: \_\_\_\_\_

Eyes: \_\_\_\_\_

Favourite colour: \_\_\_\_\_



## Present & Reflect

- 2 **SPEAKING TIME** Use your poster in Ex. 1 and present your friend to the class. Why are friends important? Explain in English or in Polish.

This is ... . He/She is from ... .

## VALUES

### Friendship

- 3 a) Explain the saying in Polish.

- A Only friends are important.
- B Friends are close and important.

b) **Think** Complete the sentence in your notebook.  
Use one of these words: *good, kind, funny, nice, happy.*

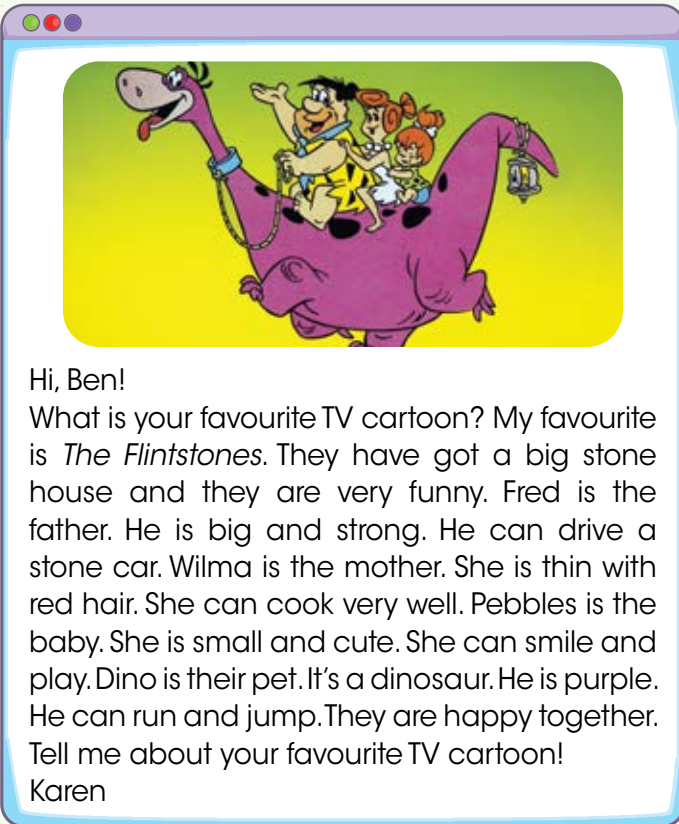
My friend is great because he/she is .

Friends are like family.



## Reading

- 1 Decide if the sentences are *R* (right) or *W* (wrong). Write in your notebook.



- 1 The Flintstones have got a small house. W
- 2 Fred is Pebbles's husband. W
- 3 Wilma can drive. W
- 4 Dino can jump. R

## Vocabulary

- 2 Complete the correct word in your notebook.

- 1 granddad - grandma
- 2 dad - mum
- 3 uncle - aunt
- 4 brother - sister

- 3 Match. Write in your notebook.

- |         |   |   |          |
|---------|---|---|----------|
| the UK  | 1 | a | Polish   |
| the USA | 2 | b | Spanish  |
| Poland  | 3 | c | British  |
| Egypt   | 4 | d | Egyptian |
| Spain   | 5 | e | American |

- 4 Write the opposites in your notebook.

- 1 plump # thin
- 2 young # old
- 3 tall # short
- 4 fair # dark

- 5 Look at the pictures. Write the correct word in your notebook.



- 1 Tony's hair is short and dark.



- 2 Lucy isn't plump. She's thin.



- 3 Dylan is old and he's got white hair.



- 4 Mary's hair is long.

### Language in Action

- 6** Choose the correct word. Write in your notebook.
- Billy is/isn't 11 years old. (X)
  - Mia and Ryan are/aren't Canadian. (✓)
  - We are/aren't from the UK. (X)
  - Lucy is/isn't my friend. (✓)

- 7** Complete the questions with *is* or *are*. Then, answer them. Write in your notebook.

- "Are you from the USA?" "Yes, I am."
- "Is your sister 12 years old?" "No, she isn't."
- "Are Sylvia and Paul friends?"  
"Yes, they are."
- "Is her name Hanna?" "Yes, it is."
- "Are Andy and Sue British?"  
"No, they aren't."

- 8** What are these fragments in English? Write in your notebook.

- (tata Sama) Sam's dad is tall and thin.
- The (kolor książki) colour of the book is blue.
- (pies Alexa i Mary) Alex and Mary's dog is Archie.
- (pióro Anny) Ann's pen is orange.

### Real-World Talk & Speaking

- 9** a) Complete the dialogues with:

- Goodbye • How are you
- See you later • And you

Write in your notebook.

- A**
- A** Hello, Nick.  
**B** Hi, Betty. **1)** How are you?  
**A** I'm fine, thanks. **2)** And you?  
**B** OK!
- B**
- A** **3)** Goodbye, Liam.  
**B** Bye, Tina. **4)** See you later.  
**A** See you!

- b) Act out the dialogues with your partner.  
Ss' own answers

### Listening

- 10** Listen and complete the gaps (1-5) in your notebook.

Michael's pet: **1)** Toby  
Michael's cousin: **2)** Kelly  
Cousin's pet name: **3)** Max  
Where meet: at the **4)** park  
Time: **5)** 7 am

### Writing

- 11** Complete the post about your friend. Write in your notebook. Ss' own answers

Hello, I'm **1)** ..... My friend is **2)** .....  
He/She's **3)** ..... years old. He/She's from  
**4)** .....  
He/She is **5)** ..... and **6)** ..... with  
**7)** ..... hair. He/She's a great friend!  
What about your friend?

SEND >

### Już umiem ...

#### Słownictwo i gramatyka

- mówić o członkach rodziny
- mówić o krajach i narodowościach
- mówić o wyglądzie
- używać czasownika *to be* (w twierdzeniach, przeczeniach, pytaniach i krótkich odpowiedziach)
- używać formy z *'s* i *of the*, żeby powiedzieć, do kogo coś należy

Ask Ss to assess their own performance in the module by drawing stars according to how competent they feel for each of the listed activities.

#### Czytanie i słuchanie

- dobierać wyrażenia, tworząc zdania
- wybierać właściwe słowa, potwierdzając zrozumienie tekstu
- określać, czy zdanie jest prawdziwe, czy fałszywe
- odpowiadać na pytania sprawdzające zrozumienie tekstu
- znajdować w wypowiedzi określone informacje

#### Mówienie

- stosować zwroty grzecznościowe (powitanie, pożegnanie)
- przedstawiać siebie, członków rodziny, przyjaciół i inne osoby
- podawać dane personalne i informacje o sobie, pytać o czyjeś dane
- mówić o przynależności
- przedstawiać swoją ulubioną postać z kreskówki
- przedstawiać podobieństwa i różnice pomiędzy sobą a swoim przyjacielem

#### Pisanie

- przedstawiać ulubioną postać z kreskówki
- tworzyć wpis na blogu o swoim przyjacielem



dobrze



bardzo dobrze



doskonale