SB p12

Story
Hollie is a new student at Star Academy, a special school for Drama, Music and Dance. She meets some other students and makes friends with Adam, Dan and Jazz. They explain that another student, Emma, can be difficult.

Teaching tip – Presentation
Ask students in Polish about starting new things. Have they been somewhere where they were the new person? Where was it? How did they feel?
Before you read, look at the big photo and ask students if they remember what the children’s names are from the Welcome unit. Talk about what each of the children are doing, Adam and Hollie are talking, etc.

Teaching tip – Acting out the story
Model words you think students will find hard to pronounce. Then, model the lines of the dialogue for the students and encourage them to read chorally to build confidence. First, students repeat after you. Then, ask the class to read the following piece of dialogue chorally to you, e.g. you read for Adam, the class reads chorally as Hollie, etc.
Ask students to work in groups of four to read the dialogues together. Invite one or two groups of students to act out their dialogues to the class.

DID YOU KNOW?
The most famous performing arts school in the UK is probably the BRIT school (formally The London School for Performing Arts and Technology). Stars who have attended include Adele, Amy Winehouse and Katie Melua.

Answer key

1-23

EXERCISES 4 AND 5
1 My name’s Hollie.
2 I’m from Edinburgh.
3 The students here are from Spain, Italy, Germany ...
4 And England!
5 She’s a new student.

EXERCISE 6
A Students’ own answers.
B Students’ own answers.
A are you from
B Students’ own answers.

For extra practice:
MCW, podstawowa p8
MCW, pełna p12

SB p13

Teaching tip – Language focus, Using a notebook
Make sure students know how to organize their notebooks so they are easy to navigate and use when studying at home. Encourage students to use headings. Work completed in notebooks for this unit should be under the heading Unit 1 My name’s Hollie. The students should then write the Student’s Book page number, i.e. SB p12, and the number of the exercise, e.g. 4 along with their answers so they can contribute in class feedback stages.
For the error correction task in exercise 4, ask students to write the correct answers only and underline the correction, e.g. 1 My name’s Hollie.

Answer key

1-22

EXERCISE 1
b Hollie

EXERCISE 2
1 Hollie
2 Mr Lane
3 The students
4 Dan
5 Jazz
**SB p14**

**Teaching tip – Vocabulary**

Bring a globe or world map to class. Put the globe or map somewhere students can easily see it. Divide students into pairs. Give the class one minute to brainstorm as many country names as they know in English, or Polish if you have a weaker class. Ask pairs to say one country at a time and then identify it on the map or globe. Give special praise if the students speak in English.

**Teaching tip – Using a notebook**

Encourage students to create a clear record of the vocabulary in their notebooks. Ask students to write the heading Countries and nationalities in red or green at the top of their notebook page. Ask them to draw two lines to create three columns down the page.

In the left column, they write the English words for the countries, e.g. France. In the middle column they write the English names of the nationalities, e.g. French. In the right column, they write the Polish translation for both, e.g. the United Kingdom (UK) – British – Brytania / Brytyjski.

**Answer key**


**EXERCISE 1**

1. Ireland
2. the United Kingdom (UK)
3. the Netherlands
4. Germany
5. Poland
6. Ukraine
7. Russia
8. France
9. Austria
10. Hungary
11. Portugal
12. Spain
13. Italy
14. Greece
15. Turkey

1.24

**EXERCISE 2**

1. German – from Germany
2. Irish – from Ireland
3. Austrian – from Austria
4. French – from France
5. Turkish – from Turkey
6. Spanish – from Spain
7. Italian – from Italy
8. Russian – from Russia
9. British – from the United Kingdom
10. Ukrainian – from Ukraine
11. Greek – from Greece
12. Dutch – from the Netherlands
13. Portuguese – from Portugal
14. Hungarian – from Hungary

1.25

**EXERCISE 3**

-ian – Austrian, Italian, Russian, Ukrainian, Hungarian
-an – German
-ese – Portuguese
-ish – Polish, Irish, Turkish, Spanish, British
other – French, Greek, Dutch

**For extra practice:**
- MC W. podstawowa p8
- MC W. pełna p12

**Song tip TPP p74**

**SB p15**

**Teaching tip – Grammar, Using a notebook**

It would be useful for students to have a record of the grammar tables from each unit in their notebooks, so that they can refer to them outside the classroom. When students have repeated the target grammar structure, have them copy the table into their notebooks. Tell them to write very neatly, so that they can look back at this table later. If you like, you can ask students to keep a separate grammar section in their notebooks. Encourage them to use different colours to show different parts of speech, e.g. blue for pronouns, red for verbs, etc.

Also, refer students to the Grammar reference section in their Workbooks (if they have a copy). Information on be: present simple can be found on MC W. pełna p88. Students can refer to the Grammar reference throughout the course.

**Extension activity – Finished?**

Extend the Finished? activity by asking students to choose a person (a classmate or a celebrity) and write two true sentences and one false one. Students can read their sentences to a partner or to the class, who must guess which one is false.

**Answer key**

**EXERCISE 1**

1. is 2. are 3. are 4. are 5. are 6. is

**EXERCISE 2**

1. are 2. are 3. is 4. are 5. are 6. am

**EXERCISE 3**

1. are 2. are 3. am 4. is 5. are 6. is

**EXERCISE 4**

1. We’re Italian.
2. You’re brothers.
3. I’m new here.
4. It’s a DVD.
5. They’re students.
6. She’s Portuguese.

**EXERCISE 5**

Hi Jamie,
I’m your new penfriend. My name’s Joe. I’m from Manchester. My mum is British and my dad is Irish. They’re teachers. I’m a student. I’m ten years old. My best friend is Harry. We’re Manchester United fans. My favourite animal is my dog, Rover – it’s great!
Write soon,
Joe

**EXERCISE 6**

Students’ own answers.

**For extra practice:**
- MC W. podstawowa p8
- MC W. pełna p13

**For grammar reference:**
- MC W. pełna p88
**Teaching tip – Communication, exercise 4**
Practise using formal and informal greetings by bringing a selection of pictures of different people to class, i.e. adults dressed in suits and children of the same age as the students. Also have a piece of music the students will enjoy listening to. Place the pictures on the walls around the room.
Ask the students to stand up. Play the music, students dance or walk around the room. When you pause the music, tell the students to pair up at a picture. They then greet each other using formal or informal functions from the lesson, in a way that reflects the picture. For example, they use informal greetings for pictures of children and formal greetings for pictures of adults in formal dress.
Once finished, play the music and continue the activity so that the students practise their functions again with another picture. Monitor and praise students as they speak.

**Teaching tip – Using a notebook**
Encourage students to keep a clear record of dialogues from communication exercises in their notebooks. For this page, ask students to write the full dialogues from exercise 3 in their notebooks so that they have a copy of an informal and formal conversation.

**Answer key**

<table>
<thead>
<tr>
<th>EXERCISE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hello</td>
</tr>
<tr>
<td>2 And you</td>
</tr>
<tr>
<td>3 Bye bye</td>
</tr>
<tr>
<td>4 Good afternoon</td>
</tr>
<tr>
<td>5 How are you</td>
</tr>
<tr>
<td>6 Goodbye</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXERCISE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 My</td>
</tr>
<tr>
<td>2 They</td>
</tr>
<tr>
<td>3 Her</td>
</tr>
<tr>
<td>4 Your</td>
</tr>
<tr>
<td>5 Our</td>
</tr>
<tr>
<td>6 It</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXERCISE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Good morning, Kate.</td>
</tr>
<tr>
<td>2 How are you?</td>
</tr>
<tr>
<td>3 Not bad.</td>
</tr>
<tr>
<td>4 Bye. Have a nice day.</td>
</tr>
<tr>
<td>5 Hello, Mr Brown.</td>
</tr>
<tr>
<td>6 I'm fine thanks. And you?</td>
</tr>
<tr>
<td>7 Goodbye.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXERCISE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I</td>
</tr>
<tr>
<td>2 His, He</td>
</tr>
<tr>
<td>3 It</td>
</tr>
<tr>
<td>4 His</td>
</tr>
<tr>
<td>5 She, Her</td>
</tr>
</tbody>
</table>

**For extra practice:**
MC W. pęćna p14
MC W. podstawowa p9
MC W. pęćna p15
Reinforcement worksheet 1
Extension worksheet 1

**For grammar reference:**
MC W. pęćna p88
Teaching tip – Skills

Vocabulary skills tip
In some units, such as this, the second vocabulary set is an extension of the first. Suggest students add this set to the same page of their notebooks as they put the set on page 14, so it is easy to find.

Reading skills tip – exercise 3
Prepare the class for reading the text by asking some pre-reading questions. Tell students this is an email from Hollie, the new student at Star Academy, to her new penfriend, Chloe. Ask the class, What information do you think she will write about? Students might say, school, her friends, her hobbies, her family, her favourite films or actors, etc. Then, ask the students to read the text and check if their predictions were correct. Then read the text again to answer the specific information questions.

Listening skills tip – exercise 5
Prepare the class for the listening text by asking them to first read the text and consider what information is missing. This will help students to hear the correct answers, e.g. I’m … old (this suggests we need a number for an age), I’m … the USA (this suggests we need a preposition before the country), … favourite actor is (this suggests we need a possessive adjective).

Speaking skills tip – exercise 7
Make speaking activities enjoyable by asking the class to stand up when they speak.
Ask half the class to line up next to each other and the other half of the class to line up facing the other students. Every student should be in a pair, standing opposite one another. In a weaker class, write the start of each sentence on the board to help students speak, e.g. My name is …; I’m … years old; I’m from …; My favourite actors are …; My favourite animals are … . Once students have talked to the person opposite them, move one student from the end of one line to the opposite end of the same line. The students in the line move along, so everyone has a new partner. The students repeat their conversations.

Writing skills tip – exercise 9
Encourage students to write and evaluate their own work and be positive.
Once students have completed the written text, remind them which grammar structures and vocabulary have been covered in the unit. Ask students to check their work for these points. If students need to change anything, encourage them to do so. If you have a stronger class, you may ask students to read each other’s work and suggest improvements before you mark their work.

Answer key

EXERCISE 1
1 Canada
2 Japan
3 Brazil
4 the USA
5 Australia

EXERCISE 2
1 Japanese
2 Canadian
3 American
4 Brazilian
5 Indian

EXERCISE 3
1 c in London

EXERCISE 4
1 ten years old
2 Scottish
3 Star Academy
4 6
5 Johnny Depp
6 Keira Knightley
7 dogs

EXERCISE 5
1 American
2 from
3 My
2
1 Hello
2 twelve
3 Canada
4 favourite
5 my

EXERCISE 6 AND 7
Students’ own answers.

EXERCISE 8
1 name’s
2 I’m ten years
3 I’m
4 England.
5 My favourite
6 is Daniel Craig.
7 My favourite
8 is purple.

EXERCISE 9
Students’ own answers.

For extra practice:
MC W. podstawowa p9
MC W. pełna pp16 – 17
Vocabulary plus MC W. pełna p84
SB p20

Teaching tip – Culture

- In a weaker class, prepare to read the text by looking at the pictures and discussing what the students can see. Read through the glossary box and check the meanings of the unknown vocabulary.
- In a stronger class, do a warm up activity before students look at the text. Ask students to write the names of three places or things in London, e.g. Buckingham Palace, the River Thames, the Tower of London. Students then open their books and check whether their ideas match the information they can see and read.

Teacher’s Resource DVD-ROM 1 The United Kingdom – The DVD-ROM provides extension activities for this unit focusing on culture and recycling language.

Teaching tip – Project

If students are new to this kind of collaboration, have a quick class discussion before they start. Refer students to the project instructions on page 18 of their Workbooks (if they have a copy) and talk about the different stages and tasks that will build up the project. Talk about different skills for the different elements. Emphasize that students need to work together to produce one piece of work that they have all contributed to.

Put students in groups to do the project. Encourage them to discuss their skills and ensure that all members of a group have a suitable role. Go round the class monitoring and making suggestions, e.g. Marek, you’re good at drawing. Why don’t you draw the city’s emblem? Marta, can you do nice lettering for the heading?

Answer key

EXERCISE 1
1 The Thames.
2 The name of the bell in the clock tower.
3 1,000 years old.
4 A big wheel.
5 A museum with wax statues of famous people.

For extra practice:
MC W. pelna p18
Teacher’s Resource DVD-ROM 1 – The United Kingdom
DVD 1 worksheet

EXERCISE 2
1 Greece c Greek
2 the Netherlands g Dutch
3 the UK a British
4 the USA i American
5 Ireland f Irish
6 Spain h Spanish
7 Germany e German
8 Turkey j Turkish
9 Hungary b Hungarian
10 Portugal d Portuguese

EXERCISE 3
1 are
2 are
3 am
4 is
5 are
6 is

EXERCISE 4
1 ‘m / is
2 ‘re /’s
3 ’s /’s

EXERCISE 5
1 its
2 Their
3 Our
4 her
5 your

EXERCISE 6
1 c 2 a 3 b 4 d e – not used

For extra practice:
MC W. pelna p19
Repetytorium SB p105