

New

HOTSPOT

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1

Książka nauczyciela

Podręcznik dla szkoły podstawowej



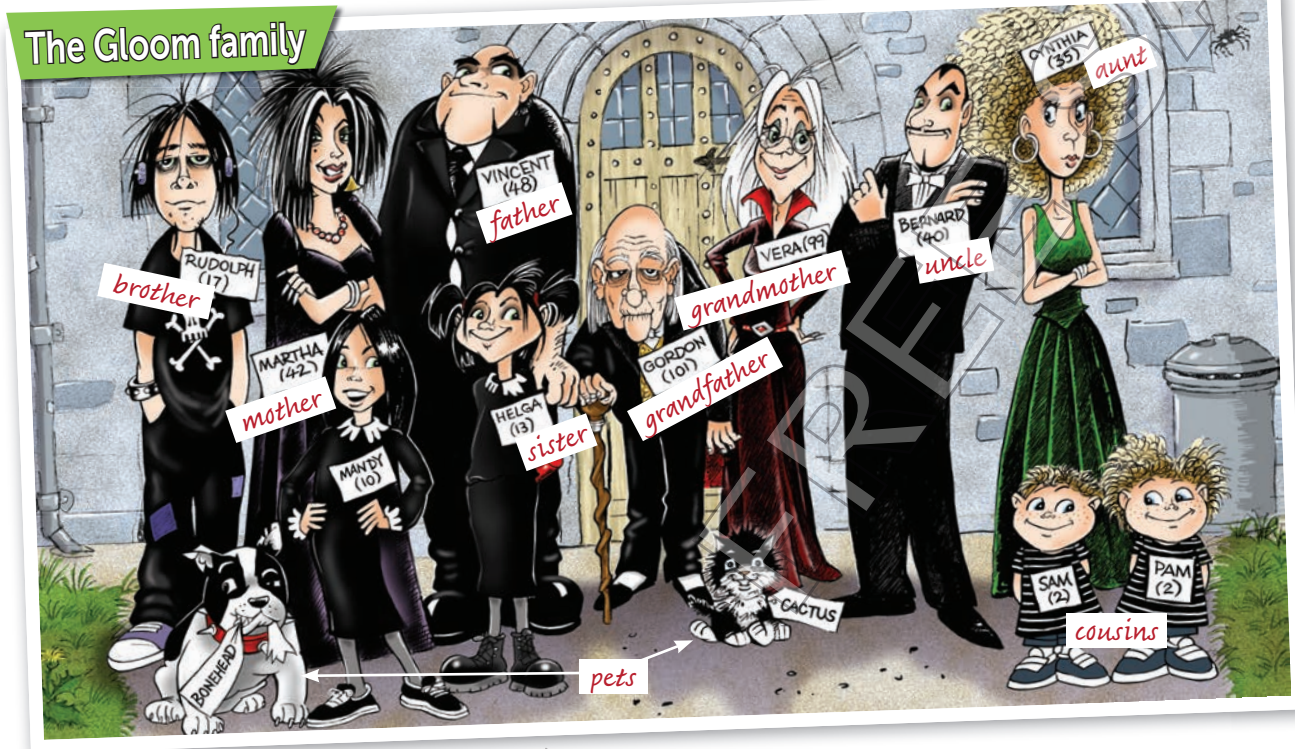
MACMILLAN

MACMILLAN
EXAM
SERVICES

Vocabulary

brother aunt grandmother pets father
cousins grandfather sister uncle mother

1 Popatrz na obrazek. Wskaż członków rodziny Mandy.



Presentation

2 Postępuj nagrania. Jakich słów brakuje w poniższym tekście?

Mandy This is a photo of my family.
Kate Oh, right. Who are Gordon and Vera?
Mandy They're my grandparents. Gordon's my grandfather and Vera's my *grandmother*.
Kate Wow! How old are they?
Mandy Gordon's a hundred and one and Vera's ninety-nine.
Kate And Martha and Vincent are your parents. Right?
Mandy That's right. Martha's my *mother* and Vincent's my *father*.
Kate Great. And who's Bernard?
Mandy He's my *uncle* and Cynthia's my *aunt*.
Kate And who are Sam and Pam?
Mandy They're my *cousins*.
Kate Cool. Are they twins?
Mandy Yes, they are. And they're two years old.
Kate And Bernard and Cynthia are their parents.
Mandy That's right. And Rudolph's my *brother* and Helga's my *sister*.
Kate And Bonehead and Cactus are your *pets*.
Mandy Yes, that's right.

3 Postępuj nagrania jeszcze raz. Następnie przeczytaj dialog z kolegą/koleżanką.



RealEnglish

Great. Wow! Cool. Right.
Yes, that's right.

Practice

4 Pracujcie w parach. Popatrzcie na obrazek. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi na temat Mandy. Użyjcie podanych wyrażen: *Who's ...? He/She's her ... Who are ...? They're her ...*

Who's Gordon?

He's her grandfather.

Who are Sam and Pam?

They're her cousins.

Grammar

- verb *be*
- possessive adjectives *my, your, his, her, its, our, their*
- possessive 's
- question word *who*

Vocabulary

- family, numbers 21–101

Optional materials

- a large piece of paper with the words *Great. Wow. Cool. Right*; a shopping bag; a family photo

Optional Workbook activities

- Fast finisher p34
- Extra practice p35

Photocopiable activity

- *Jason's family* pTB 258

LESSON 5a**Introduction**

Show the class a photo of a close relative, eg your brother. Say *This is my brother*. Prompt the class to ask you in English about this person's name and age. Next, find out if any of your students have photos of their relatives with them in class. If they want to, let them show the photos to the class, introduce their family members and answer their classmates' questions about these people's names and ages. Help with any new words.

Vocabulary

- 1** Point to Mandy in the family photo. Ask students to listen and read the words and try to match these to the people in the picture, by guessing their relationship to Mandy. Play the CD. Students then do the task in pairs, making guesses about the words they do not know. Tell them that they will find out the answers in the next activity.

Make sure that everybody understands all the words for family members now. Play the CD again, pausing for students to repeat the words.

Teaching tip: Pronunciation of /ð/

Drill the pronunciation of the sound /ð/ in *mother, father, brother*. Ask if students can find a similar sound in their own language and use it in the English words to see the difference between the sounds. Then ask students to practise /ð/ on words in their own language, replacing the most similar sound. This activity helps students differentiate /ð/ from similar sounds in L1 and it is fun too!

Audioscript

brother, aunt, grandmother, pets, father, cousins, grandfather, sister, uncle, mother

Presentation

- 2** Point to the picture and say: *This is Mandy's family*. Focus attention on the family photo and play the CD for students to check their answers to Activity 1.

Ask students to read the text, and try to remember which words are missing. Do not let them write anything yet. Play the recording again. Explain the words *grandparents* and *parents* by writing the following on the board: *grandmother + grandfather = grandparents, mother + father = parents*. Point out the similarity between Sam and Pam to explain the word *twins*.

Students look at the photo again, read the dialogue and then complete the missing words. In case of spelling problems refer them to Activity 1. When they have compared their answers in pairs, play the CD to check the missing words.

Refer students to **Real English** and demonstrate the meaning of the phrases by asking a few questions to a couple of strong students, listening to their answers attentively and reacting with *Great, Wow, Cool, Right*.

Extra activity

Write the expressions from **Real English** on a large piece of paper and stick them on the wall. Whenever your students are doing pairwork speaking activities, encourage them to look at the expressions and include these in their conversation.

Audioscript

See Student's Book Activity 2 page 28.



- 3** Play the CD and ask students to read the dialogue in pairs twice, changing roles.

Practice

- 4** Point out which questions and answers we use when we talk about one person, and which when we talk about more people. Explain that we can shorten *Who is* to *Who's* but we need to use the full form in *Who are*.

Read the examples with a volunteer. Encourage students to ask and answer at least four questions about the people in Mandy's family in pairs. Monitor their work.

Extra activity

Draw a simple family tree of a popular film or book character. In pairs students ask and answer questions about this character's family members.

Homework suggestions

- 1 Workbook page 24, Activities 1–2.
- 2 Students label the family members in their family photo or in a magazine photo of a famous family, eg TV series characters.

Speaking

- 5 Wypisz imiona członków swojej rodziny.

David Teresa Robert and Philip

- 6 Pokaż imiona koledze/koleżance. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi na temat swoich rodzin.

Who's David?

He's my brother.



GrammarSpot

Possessive adjectives

Who are Gordon and Vera?
They're **my** grandparents.

Singular	Plural
my	our
your	your
his	
its	their
our	

→ Grammarpage 39

Grammar practice

- 7 Popatrz na obrazek przedstawiający rodzinę Mandy. Następnie uzupełnij zdania, wstawiając *their, my, his, her, our, its* oraz odpowiednie imiona.

- 1 *My name's Rudolph.*

2 *Our names are Cynthia and Bernard.*

1 _____ name's ...

4 *Their names are Sam and Pam.*

3 *Its name's Cactus.*

6 *His name's Sam.*

5 *Her name's Pam.*

1.36

- 8 Postuchaj nagrania i sprawdź swoje odpowiedzi.



GrammarSpot

Possessive 's

Helga is Mandy's sister. = Helga is her sister.
Cynthia is Sam and Pam's mother. = Cynthia is their mother.

→ Grammarpage 39

Grammar practice

- 9 Napisz właściwe zdania na temat rodziny Mandy.

1 *Bernard is Rudolph's uncle.*

1 Bernard is *Rudolph's/Helga's/Mandy's* uncle.

2 Mandy, Helga and Rudolph are *Sam's/Pam's* cousins.

3 Cynthia is *Sam's/Pam's* mother.

4 Gordon and Vera are *Rudolph's/Helga's/Mandy's/Sam's/Pam's* grandparents.

5 Mandy is *Helga's/Rudolph's* sister.

Vocabulary

1.37

- 10 Postuchaj nagrania i powtórz liczby.

21 twenty-one	30 thirty
22 twenty-two	31 thirty-one ...
23 twenty-three	40 forty
24 twenty-four	60 sixty
25 twenty-five	70 seventy
26 twenty-six	80 eighty
27 twenty-seven	90 ninety
28 twenty-eight	100 a hundred
29 twenty-nine	101 a hundred and one ...

Speaking

- 11 Popatrz na obrazek przedstawiający rodzinę Gloomów. Ile lat mają poszczególne osoby? Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

How old is Martha?

She's forty-two.

Check your English

1.38

- 12 Popatrz na obrazek przedstawiający rodzinę Mandy i postuchaj pytań. Odpowiedz na nie, używając podanych wyrażen: *Yes, he/she is. No, he/she isn't. Yes, they are. No, they aren't.*

Is Pam Sam's sister?

Yes, she is.

- 13 Ułóż sześć prawdziwych zdań na swój temat i na temat kolegów/koleżanek z klasy. Użyj wyrażenia *This is my/your/his/her/our/their ...* oraz nazw przedmiotów, które znajdziesz w klasie.

This is our desk.

LESSON 5b

Introduction

Write these words on the board: *rehtmo, tressi, torbrhe, nadrghftaer, unisco, tahref, dnagrhtremo, lecut, stenrap, ntua, randgrpanets*. Ask students to work in groups of 4 to unscramble them to find the names of family members (Answer: *mother, sister, brother, grandfather, cousin, father, grandmother, uncle, parents, aunt, grandparents*). Volunteers write the full words on the board.

Speaking

- Students write a few names of their relatives. Introduce more family words like *stepfather, half brother* etc. if necessary.
- Go over the examples and tell students to look at the **Grammar spot** and then ask and answer about their own family members in pairs.

Grammar spot

Focus students' attention on the **Grammar spot** and remind students that we use *his* for a boy and *her* for a girl. Explain the use of possessive adjectives by pointing to the Gloom family members in the Student's book on page 28.

Grammar practice

- Introduce all possessive adjectives by pointing to yourself, your students and various objects and saying eg *This is our classroom/your book* etc. For *its* point to *Cactus* in the picture in Activity 1 and say *Its eyes are black*. Introduce yourself with *My name's ...* and remind students that in English we use possessive adjectives to say people's names. Go through the example. Check that they use capital initial letters to begin sentences. Students work individually and compare in pairs.



- Play the CD for students to check their answers.

Audioscript

- My name's Rudolph.
- Our names are Cynthia and Bernard.
- Its name's Cactus.
- Their names are Sam and Pam.
- Her name's Pam.
- His name's Sam.

Photocopiable activity

Jason's family page TB 258 (instructions page TB 240).

Grammar spot

Go through the sentences in the box, pointing to the people in the picture in Activity 1. Tell students to make a possessive 's sentence, using their own name, and then ask them how they express possession in their own language.

Teaching tip: Personalising grammar

A great way to help students to remember grammar is to encourage them to use the grammar, eg the possessive 's, in sentences about themselves or their classmates.

Grammar practice

- Go through the example. Students complete the rest of the task individually, choosing one name from all possible answers to complete each gap. Check different versions by asking volunteers to read out their answers.

Vocabulary



- Play the CD, pausing for students to repeat. Then write different numbers between 21 and 101 on the board and ask the class to read them out.

Audioscript

See Student's Book Activity 10 page 29.

Speaking

- Read out the example with a volunteer. In pairs, students ask and answer about all the characters in Activity 1.

Check your English



- Go over the example and play the CD, pausing for students to find the characters in Activity 1 and reply with short answers chorally. If the answer is negative, ask volunteers to make a true sentence.

Audioscript

- Is Pam Sam's sister?
- Are Bernard and Cynthia Sam's uncle and aunt?
- Is Rudolph Pam's brother?
- Are Gordon and Vera Helga's grandparents?
- Is Helga Rudolph's sister?
- Are Vincent and Martha Mandy's uncle and aunt?
- Are Bernard and Cynthia Rudolph's parents?
- Are Sam and Pam Rudolph's cousins?
- Is Cynthia Sam's aunt?
- Is Vincent Pam's uncle?

Answer key

- Yes, she is.
- No, they aren't. They're their parents/father and mother.
- No, he isn't. He's her cousin.
- Yes, they are.
- Yes, she is.
- No, they aren't. They're her parents/father and mother.
- No, they aren't. They're his uncle and aunt.
- Yes, they are.
- No, she isn't. She's her mother.
- No, he isn't. He's her father.

- Students do this task in pairs, pointing to objects and making six sentences each. Volunteers repeat their sentences to the whole class.

Homework suggestions

- Workbook page 25, Activities 3–6.
- Students write sentences about these relationships:

1 Cynthia–Mandy	4 Helga–Sam and Pam
2 Sam–Pam	5 Vincent–Rudolph
3 Gordon–Rudolph	

 eg 1 *She's her aunt.*

6

My desk is a mess!

Lesson objective • Saying where things are

Vocabulary

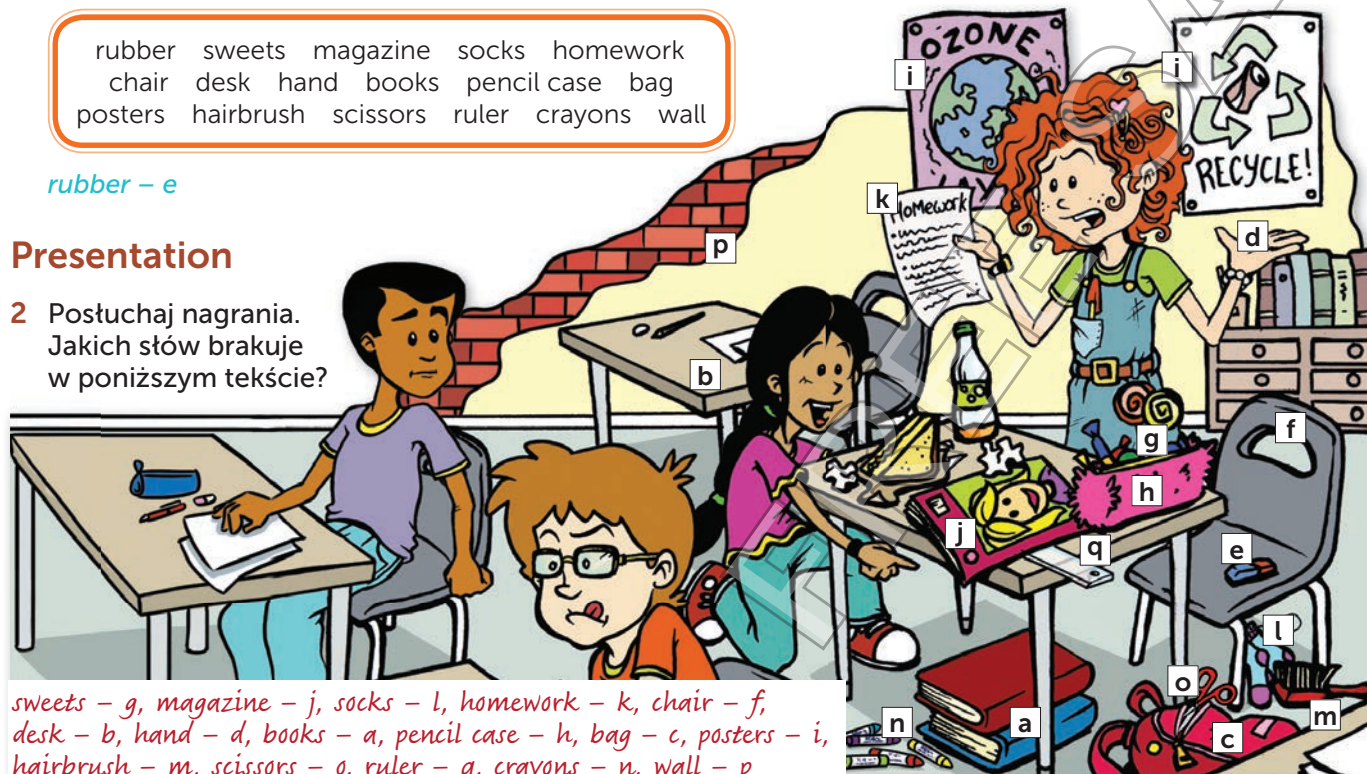
1 Dopasuj słowa z ramki do odpowiednich obrazków.

rubber sweets magazine socks homework
 chair desk hand books pencil case bag
 posters hairbrush scissors ruler crayons wall

rubber – e

Presentation

2 Postuchaj nagrania. Jakich słów brakuje w poniższym tekście?



sweets – g, magazine – j, socks – l, homework – k, chair – f,
 desk – b, hand – d, books – a, pencil case – h, bag – c, posters – i,
 hairbrush – m, scissors – o, ruler – q, crayons – n, wall – p

Della What's the matter, Molly?
Molly My desk is a mess! Where are my *books*?
Della They're under the *desk*. Look, they're next to your bag.
Molly Oh, yes. Thanks, Della. And where's my *rubber*?
Della Look. It's on the *chair*.
Molly Oh, yes. Oh, dear. Where are my *sweets*?
Della Look. They're in your *pencil case*.
Molly Great. Oh, no! Where's my *homework*?
Della Don't worry, Molly. It's in your *hand*.
Molly Oh, yes. Thanks a lot, Della.



RealEnglish

Oh, yes. Thanks (a lot).
 Look. Oh, dear.



GrammarSpot



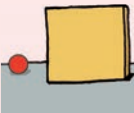
It's **in** the box.



It's **on** the box.



It's **under** the box.



It's **next to** the box.

Practice

4 Odpowiedz na pytania.

1 *Her books.*

1 What's under the desk?

2 What's in Molly's hand?

Her homework.

3 What's in the pencil case?

Her sweets.

4 What's on the chair?

Her rubber.

→ Grammarpage 39

Grammar

- prepositions of place *in, on, under, next to*
- question word *where*
- singular and plural

Vocabulary

- classroom objects
- furniture

Optional materials

- scraps of paper with the following words: *rubber, sweets, magazine, homework, chair, desk, hand, pencil case, books, bag, posters, hairbrush, socks, scissors, ruler, crayons, wall.*

Optional Workbook activities

- Fast finisher p34
- Extra practice p35

Photocopiable activity

- *Where's the camera?* pTB 259

LESSON 6a**Introduction**

Wait until students are ready for the lesson. Ask two students to stand aside to show their desk to the whole class. Ask the class to look at the desk and think which objects they can name in English. Invite volunteers, one at a time, to come to the desk, point to the object they know in English and say its name. Make sure they do not repeat what somebody else has already named.

Vocabulary

- 1** Tell students to read and listen to the words in the box. Play the CD. Go through the example. Students do the task in pairs, first eliminating the words that they know and then making guesses about the other words.

Ask individual students to read the words and the corresponding letters. Play the recording again, pausing for students to repeat.

Mixed ability classes:

Fast finishers see which other objects in the picture they can name in English.

Audioscript

rubber sweets magazine socks homework chair desk
hand books pencil case bag posters hairbrush
scissors ruler crayons wall

Presentation

- 2** Draw attention to the picture, point to the girls on the right and say: *This is Molly and her friend Della. They're in their classroom. This is Molly's desk. Ask students to guess Molly's problem. Play the CD. Students read and listen to the dialogue and check their guesses. Explain the word *mess* and say: *Molly's nickname is 'Messy Molly'.**

Tell students to look carefully at the picture and choose words from Activity 1 to complete the dialogue. Play the CD for students to check their answers.

Explain the phrase *Don't worry*. Refer students to **Real English** and demonstrate the phrases by acting out short scenes with a strong student, eg ask dramatically *Where is my book?*, pretending you are looking for it in a panic and when they point to the book, prompt them to say *Look* and reply *Oh, yes* with relief, then add *Thanks a lot*, nodding in their direction. Next, drop your pen accidentally and get the student to exclaim *Oh, dear*.

Teaching tip: Giving grammar a human face

You can apply an enjoyable, alternative way of describing and remembering grammar by choosing characters to represent aspects of English grammar, eg students can associate *Messy Molly* with the prepositions of place.

Cultural information

In British primary schools some children sit throughout the day at the same desks in their own classroom with the same teacher, where they have most of their lessons. In high schools, or secondary schools, which they start at the age of 11, students have most of their lessons in the relevant subject classrooms.

Audioscript

See Student's Book Activity 2 page 30.



- 3** Play the CD. Students listen and point to the objects in the picture and then read the dialogue in pairs twice, changing roles.

Extra activity

Check the adjectives *messy* and *tidy* by pointing to Molly's desk and a tidy desk in your classroom. Ask individual students: *Are you messy or tidy?* Then signal to everyone to put their hands behind their back and walk around the classroom assessing the tidiness of the desks. Nominate a winner of the tidy desk competition.

Practice

- 4** Refer students to the **Grammar spot** and explain the meaning of the prepositions, using the pictures. Place a pen *in/on/under/next to* different objects whose names students learnt in Activity 1 and ask first the whole class, then individual students, to answer your question *Where's the pen?*

Ask students to complete the task individually and then to compare their answers in pairs. Ask individual students to read out their answers.

Homework suggestions

- 1 Workbook page 26, Activities 1–3.
- 2 Students write three more questions about the picture in Activity 2 in their Student's Books, modelled on the questions in Activity 4, and answer them.

Grammar practice

- 5 Popatrz na obrazek z ćwiczenia 1. Uzupełnij zdania, wstawiając *in*, *on*, *under*, *next to*.
- Where is the magazine? It's *on* the desk.
 - Where are the scissors? They're *in* Molly's bag.
 - Where is the ruler? It's *under* the magazine.
 - Where are the crayons? They're *next to* the books.
 - Where are the posters? They're *on* the wall.
 - Where is the hairbrush? It's *next to* the chair.
 - Where are the socks? They're *under* the chair.
 - Where is the pencil case? It's *next to* the magazine.



- 6 Postuchaj nagrania i sprawdź swoje odpowiedzi.

GrammarSpot

the (definite article)

They're under **the** desk. (= Molly's desk)

It's on **the** floor. (= the floor of this classroom)

→ Grammarpage 39

Remember!

Singular



Where **is** the **pen**?
It is on the desk.

Plural



Where **are** the **pens**?
They are on the desk.

Speaking

- 7 Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi na temat biurka Molly.

Where are the socks?

They're under the chair.

Where's the rubber?

It's on the chair.

Writing

- 8 Napisz cztery zdania o przedmiotach, które znajdziesz w klasie. Użyj konstrukcji *It's/ They're in/on/under/next to*. Nie pokazuj swoich zdań innym osobom z klasy.
They're in my bag. They're on the wall. It's under Roman's desk. It's next to the teacher's desk.
- 9 Przeczytaj na głos swoje zdania. Czy koledzy i koleżanki potrafią wskazać, o jakich przedmiotach myślisz?

They're in my bag.

Are they your books?

It's under Roman's desk.

Is it his bag?

Pronunciation



- 10 Postuchaj nagrania i przećwicz wymawianie głoski *-(e)s*.

/z/	pens rubbers magazines bags posters chairs crayons scissors rulers
/s/	books desks sweets socks T-shirts
/ɪz/	pencil cases hairbrushes boxes

Song

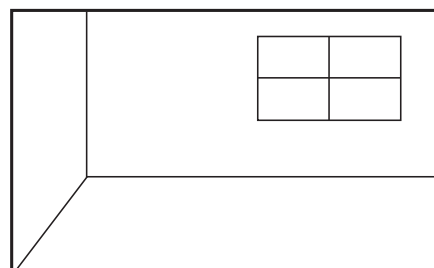


- 11 Na stronie 112 znajdziesz tekst piosenki: *My sister Jessie*.



Check your English

- 12 Naszkicuj poniższy rysunek w zeszyte. Następnie postuchaj nagrania i dorysuj brakujące elementy.



- 13 Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi na temat rysunku. Używajcie wyrażen: *Where's/ Where are ... ?* oraz *It's/They're ...* Czy wasze rysunki są takie same?

LESSON 6b

Introduction

Play *Pictionary* with your students in two teams. Write the following words on scraps of paper: *rubber, sweets, magazine, socks, homework, chair, desk, hand, books, pencil case, bag, posters, hairbrush, scissors, ruler, crayons, wall*. A representative of one team picks one scrap of paper, reads the word in secret and has 20 seconds to draw it on the board for his team to guess. If their team cannot guess in the allotted time, the second team has a chance. Continue the procedure with a representative of the second team. Award a point for each correct guess. The team with most points at the end wins.

Grammar practice

- 5 Check that students know the word *wall* by using the picture in Activity 1.

Answer the first question with the whole class as an example. Students complete the rest of the task individually.



- 6 Play the CD for students to check their answers.

Audioscript

See Student's Book Activity 5 page 31.

Photocopiable activity

Where's the camera? page TB 259 (instructions page TB 240).

Grammar spot

Explain that we use *the* before the name of a specific object that we know about. Demonstrate by staring intently at a specific book and asking the owner *Please, give me the book*. Repeat with a few other objects in the room. For further explanation refer students to the Grammar Summary on page 39.

Speaking

- 7 Refer students to **Remember!** and using the pictures, remind them that we need to use different pronouns and forms of *be* with singular and plural objects. Tell them they can also use short forms of verb *be* in the first question and the two answers. Elicit these, if necessary referring students to Module One, Grammar spot, page 14.

Read out the example with a volunteer and tell students to ask and answer at least five questions each in pairs.

Writing

- 8 Go over the example and ask students to write the sentences.
- 9 Ask two students to read out the dialogue in the example. Students continue the activity in groups of four, taking turns to read out their sentences and answer their classmates' questions.

Pronunciation



- 10 Play the CD, pausing for students to repeat the plural nouns. Explain the phonetic symbols in the brackets, but do not expect students to learn them by heart.

Audioscript

See Student's Book Activity 10 page 31.

Extra activity

Call out different plural nouns known to students and ask them to show which sound they hear: they draw *z* in the air like Zorro for /z/, with bent wrist they shape their arm like a snake for /s/ and they throw two arms in the air for /ɪz/. You can turn it into a game and award points for each correct answer.

Song



- 11 Refer students to page 112. Play the CD through and tell students to complete the task below the lyrics. They should compare their answers in pairs and then check with the whole class.

Ask which words from the song students do not understand and explain these. Play the song again and encourage students to join in singing.

Audioscript

See Student's Book page 112.

Answer key

- a floor, door
b socks, box
c bed, head
d there, chair

Check your English



- 12 Copy the drawing onto the board and say *It's a room*. Play the CD, pausing after each sentence for students to draw individually in secret.

Audioscript

Draw a table in the room. Draw a book on the table. Draw a box next to the book. Draw three pens in the box. Draw two posters on the wall. Draw a chair next to the table. Draw a bag under the table. Draw a magazine in the bag. Draw some socks on the floor.

- 13 Students ask and answer about each other's drawings in pairs and describe any differences in the position of the objects, eg *It's under the desk. They're next to the book*.

Homework suggestions

- 1 Workbook page 27, Activities 4–6.
2 Students draw a furnished bedroom and hide five objects in it. Then they write a simple question and answer dialogue about the location of the objects, eg *Where are the books? They're under the bed*.

7

My dream town

Lesson objective • Talking about places in a town or city

Vocabulary

1.45

1 Które z tych miejsc znajdziesz w Dream Town?



beach



castle



church



cinema



park



river



shop



railway station



supermarket



swimming pool



bus station



house



school

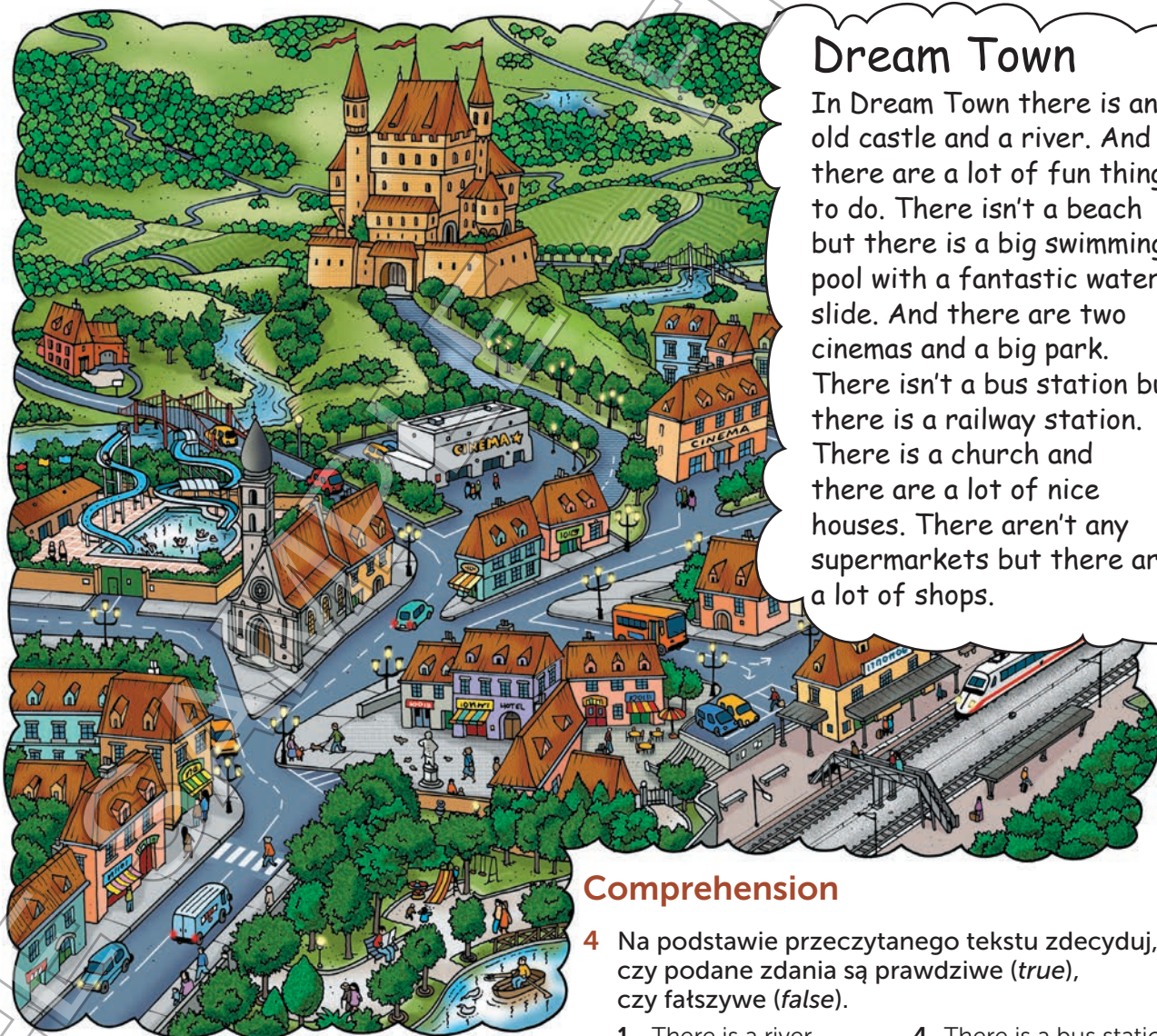


café

Presentation

1.46

2 Postępuj nagrania i przeczytaj tekst. Na poniższym obrazku wskaż miejsca, których nazwy usłyszysz w nagraniu.



Dream Town

In Dream Town there is an old castle and a river. And there are a lot of fun things to do. There isn't a beach but there is a big swimming pool with a fantastic water slide. And there are two cinemas and a big park. There isn't a bus station but there is a railway station. There is a church and there are a lot of nice houses. There aren't any supermarkets but there are a lot of shops.

Comprehension

1.46

3 Postępuj nagrania ponownie i powtórz tekst.

4 Na podstawie przeczytanego tekstu zdecyduj, czy podane zdania są prawdziwe (*true*), czy fałszywe (*false*).

- 1 There is a river.
- 2 There isn't a beach.
- 3 There are a lot of shops.
- 4 There is a bus station.
- 5 There aren't any cinemas.

Grammar

- *there is/there are*
- *any* in questions and negative answers

Vocabulary:

- places in a town/city

Optional materials

- one slip of paper for each student
- a sketch of teacher's dream town on a sheet of paper

Optional Workbook activities

- Fast finisher p34
- Extra practice p35

Photocopiable activity

- *Is there a bus station?* pTB 260

LESSON 7a**Introduction**

Copy any four symbols from Activity 1 onto the board. Tell students to guess which places in a town they represent. Accept answers in L1 too. Then write the names of the places in mixed order, ask students to match these to the correct symbols and then check their answers in Activity 1.

Dyslexia tip: Understanding grammar rules

Use visual stimulation to make it easier for students to understand grammatical rules:

- Present the rule of *there is/there are* on the board in large letters and in different colours.
- Give plenty of examples and ask students to suggest their own.
- Ask students to find and underline the structure in the text.

Vocabulary

1.45

- 1 Make sure everybody understands which places the symbols represent and play the CD, pausing after each word for students to repeat. Then tell students to find these places in Dream Town in Activity 2. They only need to find the correct number of places. Explain that even if there are two places of the same kind on the map (eg two cinemas), it still counts as one place. Students will be able to check their answers by listening to the text in Activity 2.

Extra activity

Ask students to work in groups of three and find any similarities between Dream Town and their own home town. Ask different groups to report their findings to the class, eg *In our home town there is a river.*

Teaching tip: Memorising with symbol pictures

Associating words with a symbolic representation can help students memorise new language. Ask students to draw their own symbols of these places in their notebooks and use them to memorise words.

Audioscript

See Student's Book Activity 2 page 32.

Mixed ability classes

Fast finishers write down the names of the three places which are not in the picture.

Comprehension

- 4 Refer students to the picture and the text in Activity 2 to decide if the sentences are true or false. Ask individual students to provide the answers.

Audioscript

beach castle church cinema park river shop railway station supermarket swimming pool bus station house school café

Dyslexia tip: Reading aloud

Dyslexic students may be afraid of reading aloud. Play short fragments of text, pause after each line and ask students to repeat it in groups.

Presentation

1.46

- 2 Tell students to listen and read the text to check their answers to Activity 1. They can tick the places from Dream Town on the list in Activity 1 or write the first letters of the words in their notebooks (see **Study tip** on the next page). Play the CD, check the answer and ask a volunteer to read out the names of the nine places. Then ask: *Can you find one more place from Activity 1 in the Dream Town?* and point out the *café*.

Class poll

- 5 Które z miejsc w Dream Town najbardziej lubisz? Wypisz je.
- 6 Porównaj swoje odpowiedzi z odpowiedziami kolegów i koleżanek. Które z miejsc zdobyło najwięcej głosów?



StudyTip

Nowe słówka przedstaw na rysunkach i wpisz pierwszą literę wyrazu. Pomoże ci to lepiej je zapamiętać!



h _____



r _____



GrammarSpot

There is, there are

singular plural

There is a castle.
There isn't a bus station.

There are two cinemas.
There aren't any supermarkets.

→ Grammarpage 39

Grammar practice

- 7 Popatrz na obrazek przedstawiający Dream Town. Uzupelnij zdania, wstawiając *There is/There isn't/There are/There aren't*.
- There is* a church
 - There isn't* a beach.
 - There aren't* any supermarkets.
 - There are* a lot of houses.
 - There is* a railway station.
 - There are* a lot of shops.
 - There isn't* a bus station.
 - There aren't* any schools.



GrammarSpot

Questions

Is there a bus station?

Are there any cinemas?

Short answers

Yes, **there is**.
No, **there isn't**.

Yes, **there are**.
No, **there aren't**.

→ Grammarpage 39

- 8 Uzupelnij pytania, wstawiając *Is there* albo *Are there*.

- Is there* a castle?
- Are there* any cinemas?
- Are there* any supermarkets?
- Is there* a park?
- Is there* a beach?
- Are there* any shops?

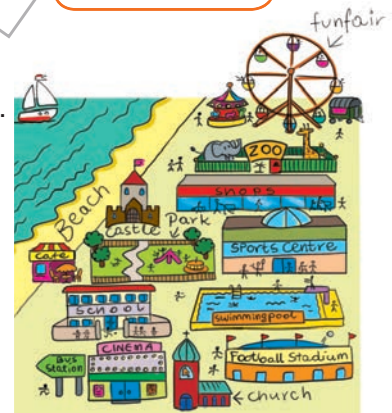
- 9 Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi na temat tego, gdzie mieszkać.

Is there a beach?

No, there isn't.

Speaking

- 10 Pracujcie w grupach. Narysujcie plan miasta swoich marzeń. Nie pokazujcie go innym grupom. Na rysunku obok znajdziecie kolejne nazwy miejsc do wykorzystania.



- 11 Pracujcie z drugą grupą. Czy potraficie odgadnąć przynajmniej dwa miejsca, które koledzy/koleżanki mają na swoim planie?

Is there a swimming pool? Yes, there is.

Are there any schools? No, there aren't.

Writing

- 12 Wypisz cztery miejsca, które znalazłyby się w twoim mieście marzeń. Użyj podanych wyrażen: *There is a/an ... There are two/three/a lot of ...*

- There is* a big swimming pool with a water slide.
- There are* a lot of ...

- 13 Pokaż swoją listę kolegom i koleżankom. Porównajcie odpowiedzi.

Check your English



- 14 Postuchaj, jak wygląda wymarzone miasto Rosie. Wypisz jej ulubione miejsca.
- 15 Ułóż cztery prawdziwe zdania dotyczące miejsca, w którym mieszkasz. Użyj podanych wyrażen:
- There is a ...
 - There isn't a ...
 - There are a lot of ...
 - There aren't any ...
- 16 Przeczytaj zdania kolegom i koleżankom. Porównajcie swoje odpowiedzi.

Class pool

- 5 Students choose their own favourite place in Dream Town and write it on a slip of paper.
- 6 Students predict what the class's favourite place is. Collect and count the votes. Write the results on the board and find out who guessed correctly.

Study tip

Point to the pictures and the initial letters to explain the memory technique students can use when revising vocabulary.

Homework suggestions

- 1 Workbook page 28 Activities 1–2.
- 2 Using *There is/There are ...*, students write five true sentences about places in the capital city of their country.

LESSON 7b

Introduction

Ask students to close their eyes and listen to your sentences. If these are true, they should raise their hand, if false, they should not move. Make true and false statements about the classroom, using the vocabulary students know, eg *There are twenty chairs. There is one door. There isn't a camera.* etc. After 10 sentences, say *Open your eyes.* and let students check if they remembered everything correctly.

Grammar spot

Using the example sentences, explain that we use *There is / isn't* with singular nouns and *There are / aren't* with plural nouns. Drill the structure. Call out a noun from Lesson 6, eg: *desk*, and elicit true sentences about the classroom, eg: *There are twenty desks.*

Grammar practice

- 7 Complete the first sentence about Dream Town together with your students. Before they continue the task individually, remind them that we use *a lot of* and *any* with plural nouns. Check the answers with the whole class.

Refer students to the **Grammar spot** to explain that both in negatives and in questions we use *any* with plural nouns and *a* with singular nouns we can count. Point out that *any* changes its meaning in a negative sentence or a question. Translate it into L1 for both types of sentences.

- 8 Demonstrate how questions with *there* are formed, by asking about your classroom, eg *Is there a teacher?* Students nod or shake their heads in response. Then students work on sentences 1–6 individually. Check the answers with the whole class.

Extra activity

Before the lesson make a simple sketch of your dream town on a sheet of paper. Do not show it to the class. In two teams, students take it in turns to guess the places in your drawing, by asking *Is there a ...? Are there any ...?* For each question you respond with *Yes, there is/are.* they get a point, and you cross out the place they have guessed. The winner is the team with most points at the end.

- 9 Tell students to make a list of the places that there are in their own home or village. Ask two volunteer students to read out the example question and answer. They then work in pairs, asking and answering with *Is there? / Are there?*

Photocopiable activity

Is there a bus station? page TB 260 (instructions page TB 241).

Speaking

- 10 Point to the example map and check if students know and can pronounce the following words: *sports centre, café, football stadium, school.* Let students use these places in their projects if they want to. In groups of three or four students draw a simple map of their dream town. Allow about eight minutes for the task.
- 11 Pair each group with another one. They should take turns to ask and answer questions about the maps until they guess two places. Ask groups to report what they found out about the other group's dream town.


Extra activity

To encourage students to pay attention to forming questions allow each group to answer only grammatically correct questions.

Writing

- 12 Tell students to relax, close their eyes and imagine their own dream town. Then ask them to make a list of their four favourite things there. Go through the example first.
- 13 Ask students to work in groups of four and show their lists. Invite volunteers to present their lists to the whole class.

Check your English

- 14  Make sure students write down only the places that exist in Rosie's dream town. Play the CD twice, the second time pausing after each place to give students time to write.

Audioscript

In my dream town there's an old castle and a beach. There are a lot of nice houses and shops and two supermarkets. There isn't a sports centre but there's a big park. There are also a lot of cafés but there aren't any cinemas.

Answer key

old castle, a beach, nice houses, shops, two supermarkets, a big park, a lot of cafés

- 15 Students complete the sentences.
- 16 Students read the sentences within small groups. If they live in a big city, you may ask them to write about their own district.

Homework suggestions

- 1 Workbook page 28, Activity 3 and page 29, Activities 4–6.
- 2 Students draw their dream town and write a simple description modelled on Activity 2 in their Student's Books.

8

The place where I live

Reading

1 Przeczytaj kwestionariusz. Jakich odpowiedzi udzielił John?



Questionnaire

1 Where is your home?

- My home is ... **A** in a city.
B in a town.
C in a village.
D in the country.

John Connolly, 11, Ballycarry, Northern Ireland

2 How many of these places are near your home?

- There's a/There are ...
- | | | | |
|------------------|-------------------------------------|------------------|-------------------------------------|
| park. | <input checked="" type="checkbox"/> | cinema. | <input type="checkbox"/> |
| swimming pool. | <input type="checkbox"/> | shops. | <input checked="" type="checkbox"/> |
| church. | <input checked="" type="checkbox"/> | bus stop. | <input checked="" type="checkbox"/> |
| railway station. | <input type="checkbox"/> | supermarket. | <input type="checkbox"/> |
| school. | <input type="checkbox"/> | café/restaurant. | <input type="checkbox"/> |

3 What is good about the place where you live?






It's very beautiful and there is a park.

4 What is bad about the place where you live?

There are only two shops in the village and my school is a long way from my home.

5 What is your dream place to live?

My dream place to live is ...

- | | |
|---|--|
| A  in a big city. <input type="checkbox"/> | B  in the country. <input type="checkbox"/> |
| C  in the mountains. <input type="checkbox"/> | D  by the sea. <input type="checkbox"/> |
| E  on an island. <input checked="" type="checkbox"/> | |



2 Postępuj pytań z kwestionariusza. Zanotuj swoje odpowiedzi. Nie pokazuj ich kolegom/koleżankom z klasy.

1 in a town

Listening

3 Popatrz na obrazek oraz na informacje o Teresie. Zgadnij, jakich odpowiedzi udzieliła na pytania z ćwiczenia 1.

1 in a city

Teresa, 10, London, England



ExamSpot



4 Usłyszysz dwukrotnie dwa teksty (1–2). Na podstawie informacji zawartych w nagraniu zdecyduj, czy podane zdania są prawdziwe (Tak), czy fałszywe (Nie). Wstaw znak X w kratkę poprawnej odpowiedzi.

	Tak	Nie
1 There is a swimming pool near Teresa's home.		X
2 Teresa's dream place to live is in the mountains.		X

Optional materials

- drawings or cut out magazine photos representing a city, the country, mountains, the sea, an island
- several bilingual dictionaries

Photocopiable activity

- *Where am I?* pTB 261

LESSON 8a**Introduction**

Elicit from the class all the interesting places in their home town. Write them on the board, providing English translation if necessary. Ask students to work in groups of four and order these places from their most to least favourite. Encourage all the groups to read their lists to the class and compare their answers.

Reading

- 1** Focus attention on the photos and ask the class the following questions: *What's this boy's name? How do you spell his surname? How old is he? Where is he from? Where is his home? What do you think is good/bad about this place?*

Ask students to read the questionnaire and check their guesses. Make sure they understand all the questions.

Ask if students know/can guess the following words and phrases: *bus stop, restaurant, very beautiful, only, a long way from my home*. Provide explanation of these if necessary. Point to the pictures in question 5 to explain the new phrases.

Mixed ability classes

Fast finishers can cover John's answers, read the questions again and recall his answers from memory. They can award themselves points for each correct answer. Ask how many points they collected.

Cultural information

Ballycarry is a village in County Antrim, Northern Ireland. It has a population of about 1000 people.

1.48

- 2** Play the recording for students to listen and write their own answers. Remind them that they should keep their answers secret. For questions 3 and 4 they should choose two or three good/bad things. Make sure they keep their notes for Activity 4.

This activity tests reading comprehension skills through answers which students write. If students complete the task successfully, this shows they have understood the text. However, writing skills are not the target here so do not evaluate your students' spelling, punctuation, etc. as long as their answers can be easily understood.

Audioscript

Question 1: Where is your home?

Question 2: How many of these places are near your home?

Question 3: What is good about the place where you live?

Question 4: What is bad about the place where you live?

And question 5: What is your dream place to live?

Listening

- 3** Point to the girl in the photo and ask the following questions. *What's her name? How old is she? Where's she from? Where's her home?*

Students then look at the questionnaire from Activity 1 again and try to guess which answers Teresa will give. Ask them to predict Teresa's answers about the area where she lives, not the whole city.

Go through the questionnaire, reading out the questions, and ask students to vote on Teresa's predicted answers. Write the most popular prediction for each answer on the board and tell students that they will find out whether they guessed correctly when they listen to the recording.

Answer key

- 1 in a city
- 2 shops, supermarkets
- 3 there are shops and supermarkets near my home
- 4 my school isn't near my home and there isn't a swimming pool
- 5 by the sea

1.49

Exam spot

- 4** Read the instructions with the class. Point out that they will hear two short texts. They don't have to understand every word, but they do have to decide whether the sentences in the grid are true or false. Give students one minute to read the sentences before you play the recording.

Play the recording once and check answers with the whole class.

Remind students about the most popular predictions on the board. Play the recording again, and ask students to listen and find out if their guesses in Activity 3 were correct.

Audioscript

TERESA My home's in a big city in England – London. What's good about it is that there are shops and supermarkets near my home. What's bad is that my school isn't near my home and there isn't a swimming pool.

BOY What's your dream place to live, Teresa? Is it on an island?

TERESA No, not an island.

BOY What about in the mountains?

TERESA No ... I know – my dream place to live is by the sea.

Extra activity

Students work in pairs. One student plays the role of Teresa. The other student asks the questions from the questionnaire in Activity 1. Students playing the part of Teresa try to give her answers from memory.

Homework suggestions

- 1 Workbook page 30, Activities 1–3.
- 2 Students choose a children's book/film character, imagine his/her answers to the questionnaire and write them in the first person.

Speaking

- 5 Popatrz na kwestionariusz z ćwiczenia 1. Pracuj z kolegą/koleżanką. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi na temat swojego miejsca zamieszkania. Zanotuj odpowiedzi kolegi/koleżanki.

Where is your home?

My home is in a village.



StudyTip

Sprawdzaj znaczenie nowych słów słowniku!



- 6 Popatrz na swoje notatki z ćwiczenia 4. Czy odpowiedzi kolegów i koleżanek są podobne do twoich?

Writing

- 7 Napisz zdania na temat miejsca, w którym mieszkasz. Użyj podanych wyrażeń:

My home's in a city/town/village/the country.		
There is a/an ...	and	a/an ...
There are two/three/.../a lot of ...		two/three/.../a lot of ...
There isn't a/an ...	but	there is a/an ...
There aren't any ...		there are two/three/.../a lot of ...

Where I live

My home is in a small town. There are a lot of shops and two supermarkets. There are three old churches and two schools. There isn't a cinema but there is ...



WritingTip

- 1 Używaj spójników **and** i **but**.

+ +
There are a lot of shops **and** two supermarkets.

- +
There isn't a cinema **but** there is a sports centre.

- 2 Używaj przymiotników, np. **big, small, old, new, nice**. I live in a **small** town.



FunSpot

Beat the clock!

- 1 Wymyśl słowo.



- 2 Na tablicy narysuj kreski w miejsce każdej z liter.



- 3 Twoi koledzy i koleżanki muszą zgadnąć, o jakie słowo chodzi.



- 4 Nad kreskami wpisz tylko odgadnięte litery.



- 5 Jeśli podana litera nie występuje w twoim słowie, zaznacz na zegarze kolejną godzinę.



- 6 Wygrywasz, gdy uzupełnisz cały zegar.



- 7 Jeśli koledzy i koleżanki wcześniej zgadną słowo – wygrywają oni.



LESSON 8b

Introduction

Make simple drawings or cut out magazine photos representing the following: *city, country, mountains, sea, island*. Stick them on the walls around the classroom. Say *in the mountains, in the country, by the sea, in a big city, on an island*, pausing after each phrase and encouraging the class to point to the right picture. Then ask students to choose their dream place to live. They should stand under the right drawing and they can see which place is the most popular for their class.

Speaking

- 5 Demonstrate the activity with a volunteer interviewing you with the questions from Activity 2. Then tell students to work in pairs and ask and answer the questions. Make sure they note down each other's answers (see *Module One, Teaching tip: Note taking*, page TB 39).
- 6 Students compare their classmate's answers with their own that they wrote in Activity 2. They should tick any differences. Ask a few volunteers to report the differences to the class. Provide example sentences, eg *My dream place to live is in the mountains. Bart's dream place to live is in a big city.*

Dyslexia tip: Making notes

Dyslexic students may find it very difficult to make notes during a speaking activity and then to use them in the next task. Give dyslexic students more time to write notes in class and ask them to finish the next task at home.

Photocopiable activity

Where am I? page TB 261 (instructions page TB 241).

Study tip

Bring bilingual, simple monolingual and picture dictionaries to class and demonstrate how they work. Ask students to recall the alphabet around the class. Encourage students to use a dictionary when they see a new word in the text.

Extra activity

Hand out bilingual dictionaries to students. Ask them to read the handwritten text in Activity 7 and mark a new word there. When they have found it, ask them to look it up in the dictionary and find the meaning.

Writing

- 7 Refer students to the **Writing tip** and explain that *and*, *but* and adjectives make texts more interesting. Remind your students that *and* joins ideas, while *but* contrasts positive and negative ideas. Point out that the clauses can change places in a sentence and demonstrate it with the example sentence, eg *There is a sports centre but there isn't a cinema.*

Demonstrate the meaning of the adjectives in the **Writing tip** by pointing to different objects in the class, eg *big board, small rubber, old chair, new mobile phone, nice poster*. Point out the position of the adjective in front of the noun and how the choice of *a/an* depends on the sound the adjective begins with, eg *a new desk, an orange bag*.

Point to the example and ask students to write a similar text about where they live, using the model sentences provided. Encourage them to include *and*, *but* and adjectives. They should write draft texts first and then copy these. Monitor their work and provide help where necessary.

In pairs, students exchange and read each other's texts. If they notice any mistakes in their classmate's text, they should point these out orally (see *Module One, Teaching tip: Peer correction*, page TB 43).

Dyslexia tip

When you ask students to check their peers' written work (peer correction), ask them to first give some positive feedback about the work.

Extra activity

Students sit in a circle and play a long sentence game with *There is/are* and the places in their city/town. One student makes a sentence, eg *There is a castle*. The next one repeats it and adds another sentence, eg *There is a castle and there are a lot of shops*. and so on. To make it more difficult, you can ask students to make sentences with *but*. If a student forgets the sentence chain, they are out of the game. The game finishes when nobody can remember the sequence.

Fun spot

Beat the clock! is another version of *Hangman*, where instead of drawing a figure, students complete the full hours on the clock. Review the alphabet and go over the rules of the game with the whole class. Choose a word known to students and play a trial round against the whole class.

Invite a volunteer to take over your place. Make sure this student knows the alphabet very well and ask them to reveal their secret word to you so that you can monitor the game. Play a few rounds with different volunteers.

Homework suggestions

- 1 Workbook page 30, Activity 4.
- 2 Students write a short text about their classroom using *There is/are*. They should include the following adjectives in their description: *nice, beautiful, old, new, big, small* and at least two colours.



Review

Check you can do these things

1 Znam nazwy członków rodziny.

Ułóż wyrazy z poprzedzających liter.

1 *grandfather*

1 gfrndatareh 2 theraf 3 tuna 4 hrobeta 5 thmoer
6 streis 7 gmorahdntre 8 cnelu 9 unicos

2 Umiem mówić o relacjach rodzinnych, używając dopetniacza 's.

Popatrz na drzewo genealogiczne Tony'ego. Odpowiedz na pytania.

1 *She is Justin's mother.*

1 Who is Susan? (Justin)

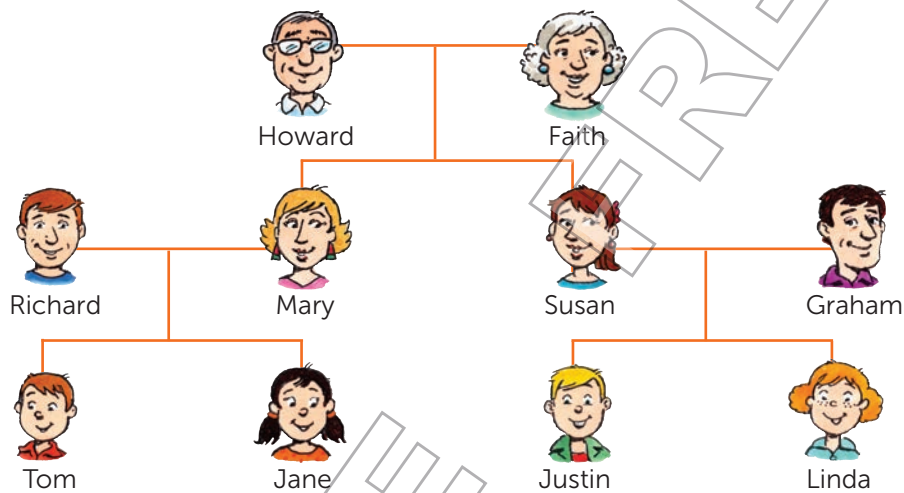
2 Who is Tom? (Jane)

3 Who are Justin and Linda? (Tom)

4 Who are Howard and Faith? (Linda)

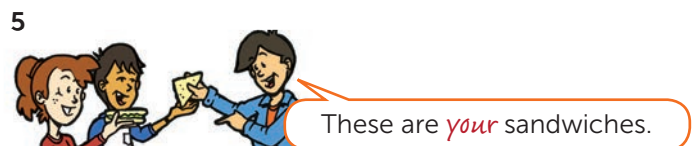
5 Who is Richard? (Justin)

6 Who is Graham? (Linda)



3 Umiem poprawnie używać zaimków dzierżawczych.

Uzupełnij zdania, wstawiając *my, your, his, her, its, our, your, their*.





The purpose of this section is revision and consolidation of the material studied in Module 2.

Optional revision

Before your students start this Review, you may want to direct them to the Grammar Summary on page 39 and to the Wordlist at the back of their Student's Books. This will remind them of the main grammar and vocabulary in the module. Give them ten minutes to read through them in small groups and ask you any questions they may have.

Completing the activities

Go over all the activities with the class, explaining rubrics and giving examples to make sure students know what to do. There are written and oral tasks, but you may decide yourself how they should be completed by students. Generally, students should do the writing tasks individually and the oral tasks in pairs, testing each other's knowledge. Make sure they do not treat the Review as a formal test, but complete the activities in a friendly, stress-free atmosphere. Fast finishers can write down the answers to the oral tasks.

Checking answers

When students have finished, check the answers with the whole class by asking volunteers to copy their answers onto the board or to say them aloud. If necessary, explain the more difficult issues, ask additional questions about the activities and solve any problems that arise.

1 Answer key

- 2 father
- 3 aunt
- 4 brother
- 5 mother
- 6 sister
- 7 grandmother
- 8 uncle
- 9 cousin

2 Answer key

- 2 He is Jane's brother.
- 3 They are Tom's cousins.
- 4 They are Linda's grandparents/grandfather and grandmother.
- 5 He is Justin's uncle.
- 6 He is Linda's father.

TEACHER'S NOTES:

Handwritten area for teacher's notes, consisting of several horizontal lines.

4 Potrafię powiedzieć, gdzie znajdują się dane przedmioty.

Odpowiedz na pytania Molly, używając konstrukcji: *It is/They are in/on/under/next to ...*

- 1 *They're on the desk.* 2 *It's in the pencil case.* 3 *They're under the chair.* 4 *It's next to the book.*
5 *They're under the book.*



- 1 Where are my pens?
- 2 Where is my rubber?
- 3 Where are my socks?
- 4 Where is my hairbrush?
- 5 Where are my sweets?

5 Znam nazwy dwunastu przedmiotów, które znajdują się w klasie.

Wskaż następujące przedmioty w swojej klasie.

- 1 chair
- 2 desk
- 3 books
- 4 pencil case
- 5 bag
- 6 ruler
- 7 crayons
- 8 posters
- 9 scissors
- 10 rubber
- 11 magazine
- 12 wall

6 Umiem powiedzieć o różnych miejscach w mieście.

Popatrz na mapę. Ułóż zdania, używając wyrażeń: *There's/There isn't a ...* .
There are two .../There aren't any



There are two churches.

7 Umiem zapytać o różne miejsca w mieście.

Uzupelnij dialog, wstawiając konstrukcje *there is, there isn't, there are, there aren't, is there, are there*.

- A: *Is there* a beach in the town?
B: No, *there isn't*. *There is* a castle and a beautiful river.
A: *Are there* any good shops here?
B: Yes, *there are*. And *there are* also two supermarkets.
A: *Are there* any cinemas?
B: No, *there aren't* any cinemas.
A: *Is there* a railway station?
B: No, *there isn't* a railway station but *there is* a bus station.

8 Potrafię układać zdania z *and* i *but*.

Ułóż zdania z rozsypanki wyrazowej.

- 1 *There are two cinemas and a church.*

1 two cinemas there are a church and

2 but any supermarkets there aren't a lot of shops

there are

3 a beach a river there is but there isn't

4 and a bus station there is a railway station

5 two parks there isn't there are a beach but



8 Answer key

- 1 There are two cinemas and a church.
- 2 There are a lot of shops but there aren't any supermarkets.
- 3 There is a river but there isn't a beach./There is a beach but there isn't a river.
- 4 There is a railway station and a bus station.
- 5 There are two parks but there isn't a beach.

Self-evaluation

Tell students to evaluate themselves. They should tick the activities where at least half of their answers were correct.

Feedback

Ask students which activities were difficult, which were easy and if there is anything they would like to review. Make a note of common language problems to go over in future lessons.

Dyslexia tip: Ordering sentences

Prepare the activity in the form of small cards. The students' task is to rearrange the cards in the correct order to form sentences.

Extra activity

Students play a vocabulary game in four teams. Each team needs a sheet of paper and a pen. Name one vocabulary area studied in this module: *family, classroom objects or places in a town*. Students pass the sheet of paper around their group, writing one word from the given category at a time. After a minute say *Stop*. Groups count the words. The winner is the group with the highest number of correct words. Ask a representative to read out their group's words. Repeat with the other vocabulary areas.

Learning diary

You can refer students to page 31 of the Workbook for further review, more study tips and self-assessment activities.

Module 2 Tests (A and B) and short tests are on the Tests CD.

TEACHER'S NOTES:



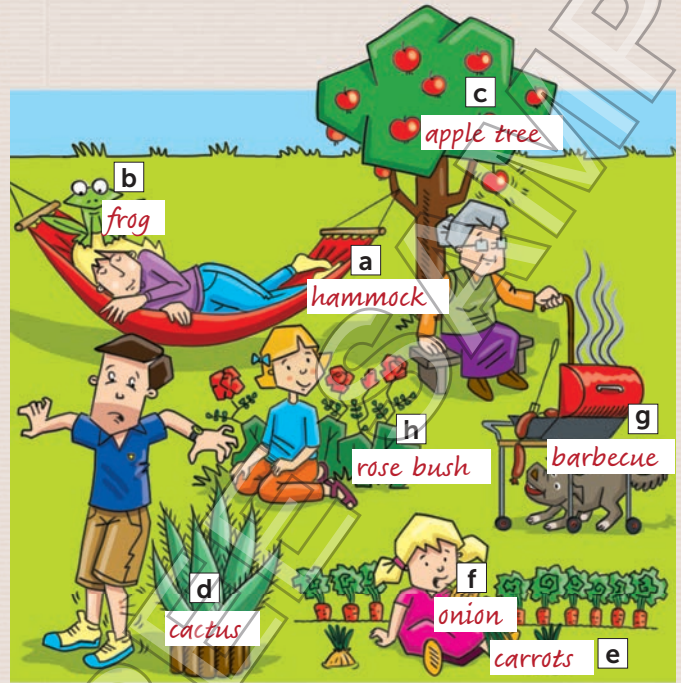
VocabularySpot

Garden words

1 Przeczytaj e-mail Gemmy i popatrz na obrazek. Gdzie jest Gemma? *Gemma is next to the rose bush.*

To _____
Subject _____

Hi Tom!
How are you? Here's a photo of my family. Look! We're all in the garden. It's a beautiful day.
My grandmother is under the apple tree.
My dad is next to the cactus. Ouch! Oh dear. Poor Dad!
My sister is in the vegetable patch. She's next to the carrots. There's an onion in her mouth!
My mother is in the hammock. There's a frog on her head!
I'm next to the rose bush. It's beautiful!
Look! My dog, Tinker, is under the barbecue. He's very happy!
Lots of love
Gemma xx



2 Podpisz obrazek wyrazami z ramki.

apple tree cactus onion frog hammock rose bush barbecue carrots

3 Pracujcie w parach.

Uczeń A: Popatrz na obrazek i zadaj pytania na temat rodziny Gemmy.

Uczeń B: Zamknij książkę i spróbuj odpowiedzieć na pytania kolegi/koleżanki.

A: Where's Gemma's dog?

B: He's in the hammock.

A: No, he isn't! He's under the barbecue.

→ DVD Module 2A



LanguageSpot

Talking about family and places

4 Ułóż zdania we właściwej kolejności, tak aby powstały dwa dialogi.

a Cool. Where's the café? 3

b Yes, there are. And there's a great café. 2

c Are there any shops in your town? 1

d It's next to the cinema. 4

e Look! It's in your bag. 2

f Oh dear. Where's my phone? 1

g Oh yes. Thanks a lot. 3



ExamSpot

5 Uzupełnij każdą rozmowę brakującymi wypowiedziami. Wpisz w każdą kratkę literę A, B albo C.

1 A Yes, there is.



- A Is there a swimming pool in your town?
- B Is the swimming pool next to your house?
- C Is this your house?

2 B Where is my bag?



- A It's red.
- B It's under your desk.
- C It's my desk.

3 A Who is Yvonne?



- A She's my sister.
- B She's in the house.
- C She's hungry.

Vocabulary

- garden words

Functions

- talking about family and places

Optional material

- photos from magazines of different types of gardens
- DVD Module 2

Optional Workbook activities

- pages 32–33

This page provides extra vocabulary, functional language practice and exam practice for stronger students. The material on the page is optional. Teachers can choose to use it:

- with the whole class to consolidate and extend students' learning when they reach the end of the Module
- with stronger groups within the class as extra material for fast finishers

Vocabulary spot



Introduction

Draw the following very simple pictures on the board: a tree, a flower, a few blades of grass. Tell students to look at the pictures and try to guess the word that links the pictures. They can call out their ideas in L1. When students have guessed correctly, write the word: GARDEN in large letters on the board. Elicit other words in L1 associated with gardens. Then ask students to open their books and see how many of their words they can find in the picture.

- 1 Point out that the text is an email. Ask students who the email is to (Tom) and who it is from (Gemma). Then give them two minutes to read the email quickly and try to identify Gemma in the picture. Tell them that they don't need to understand every word in order to find Gemma and remind them, if necessary, that as Gemma is writing the email she will talk about herself using the pronoun *I*.

Teaching tip

Activity 1 is an activity which practises scanning for specific information. Set a time limit for this type of reading activity and stick to it. This is a good way of ensuring that students don't try to understand every word, but scan the text to find the appropriate information.

Extra activity

You can use the picture to revise colours. Say: *This person's clothes are pink. Who is it?* and elicit the answer *It's Gemma's sister*. Students can then continue in pairs, describing the colours of the different clothes and guessing the family members.

- 2 Point to the apple tree in the picture and say: *What is this?* Elicit the answer: *It's an apple tree*. Then ask different students to point to the other things in the picture.
- 3 This is a memory game which practises the new vocabulary and recycles prepositions of place from Lesson 6. Remind students, if necessary, of the meaning of *under*, *in*, *on* and *next to*, by pointing to different things in the classroom, asking: *Where is xxx?* and eliciting the answer: *It's in / on / under / next to the ...*. Then ask two volunteer students to read out the example dialogue. Students work in pairs, asking and answering about the different things in Gemma's garden.

Extra activity

Bring in some photos from magazines of different types of gardens. Ensure that each picture has at least one of these things, if not more: *a hammock, a rose bush, a cactus, an apple tree, a barbecue, a frog*. Lay out the photos where all the students can see them. Then describe one of the photos by saying what's in the garden, eg: *There's an apple tree in this garden. There isn't a hammock*. Students try to identify the correct photo from your description. Students can then continue to play this game in pairs.

Language spot



- 4 Remind students that the **Language spot** is an opportunity for them to revise the functions they have learnt in this Module. Write the two starting sentences: *Are there any shops in your town?* and *Oh dear. Where's my phone?* in two columns on the board. Explain that students need to look at the other sentences and decide which of the two dialogues they come from. They should then put the sentences into the correct order. Point out that they can look for clues in the sentences, eg relevant vocabulary, answers that match the question, etc. Invite two volunteers to read out the completed dialogues to the rest of the class. Ask the class to listen and raise their hands if they think they hear a mistake. This is a good way to check the whole class's comprehension of the dialogues.

Exam spot

- 5 This exam activity practises question and answer forms. The students have to look at the question or answer and think about the best match. If students find this difficult, you could copy the sentences onto the board and underline the key word in each sentence:
Yes, there is.
Where is my bag?
Who is Yvonne?
Check answers with the whole class.

Grammar Summary

Possessive adjectives

Przymiotniki dzierżawcze pomagają nam określić, do kogo należy dana rzecz. Stawiamy je zawsze przed rzeczownikiem.

Personal pronoun	Possessive adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

Who's this? He's **my** brother.
Is Helga **her** sister?
What are **their** names?

Look!
possessive adjective **Its** name is Toby.
Its three years old. = **It is**

Possessive 's

Gdy chcemy powiedzieć, że coś należy do kogoś, wówczas do imienia lub nazwy właściciela dodajemy 's.

Is she Della's sister? Toby is Ben's dog.
 Is she Della's sister? = **She is**
 She's Della's sister. **possessive 's**
possessive 's

Prepositions of place: in, on, under, next to



It's **in** the bag. It's **on** the table. It's **under** the chair. It's **next to** the bag.

The, a/an

Przedimka określonego **the** używamy przed rzeczownikami w liczbie mnogiej i pojedynczej, gdy mówimy o czymś, co jest znane i określone.

Draw **the** dog.

Draw **a** cat.

There is, there are

Konstrukcji **there is, there are** używamy, gdy mówimy, gdzie się coś znajduje.

Full form	Short form
Affirmative	
There is a pencil case.	There's a pencil case.
There are two pens.	
Negative	
There is not a book.	There isn't a book.
There are not any sweets.	There aren't any sweets.
Questions and short answers	
Is there a notebook on the desk?	Yes, there is .
Are there any sweets?	No, there isn't .
	Yes, there are .
	No, there aren't .

Check your grammar

ExamSpot

- 1 Popatrz na ilustrację i zdecyduj, czy poniższe zdania (1–5) są prawdziwe (Tak), czy fałszywe (Nie). Wstaw znak • w kratkę obok poprawnej odpowiedzi.



	Tak	Nie
1 There are three shops.	<input checked="" type="checkbox"/>	
2 There isn't a church.	<input checked="" type="checkbox"/>	
3 There is a bus stop.		<input checked="" type="checkbox"/>
4 There aren't any houses.		<input checked="" type="checkbox"/>
5 There is a park.	<input checked="" type="checkbox"/>	

- 2 Napisz cztery zdania o obrazku. Użyj **There is / There are / There isn't / There aren't** i wyrazów z ramki.

supermarkets cinema café cars



Teachers can use the Grammar Summary for homework, or in a variety of ways in the classroom:

- during the lesson, to clarify the rules for a particular piece of grammar
- at the end of the lesson as a 'round-up' activity
- at the end of the Module, to recycle the grammar introduced in the Module
- at any time as extra practice for students who find the grammar challenging
- at any time as extended practice material for fast finishers

Check your grammar

- 1 Tell students to look at the picture carefully and then read the five sentences. With each sentence, they should identify the key noun (eg: *shop, church, etc.*) and then look at the picture again and try to find it. Remind them to count how many things there are for question 1. Check answers with the class.
- 2 Ask students to write their sentences using *There isn't, There are/aren't* and the words in the box. Ask them to check their sentences in pairs and then check the answers in class.

Answer key

- There are three cars in the picture.
- There is a cinema in the picture.
- There aren't any supermarkets in the picture.
- There isn't any café in the picture.

Communication Cards


Remember about Communication Cards – module 2A and B.

Module 2

Communication Card Student A

- 1 Przetłumacz fragmenty pytań na język angielski. Następnie zadaj pytania koledze/koleżance. Ty zaczynasz.
 - 1 What's your **wujka** name?
 - 2 How old is your **babcia**?
 - 3 Is there a **rzeka** near your home?
 - 4 **Czy są** any supermarkets near your home?
 - 5 What's **na** your desk?
- 2 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń B.

How old is Sam?



 - 1 His name's ...
 - 2 He's ...
 - 3 Yes, there .../No, there ...
 - 4 Yes, there .../No, there ...
 - 5 There ...
- 3 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką. Ty zaczynasz.
 - 1 Powiedz, że Cynthia nie jest mamą Mandy.
 - 2 Zapytaj, gdzie są nożyczki.
 - 3 Powiedz, że one są obok czasopisma.
 - 4 Powiedz, że na biurku nie ma gumki do ścierania.
 - 5 Powiedz, że w twoim mieście jest zamek.
 - 6 Zapytaj, czy w tym mieście są parki.
 - 7 Powiedz, że nie ma kina.
 - 8 Powiedz, że mieszkasz w dużym mieście.
- 4 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.
 - 1 Cynthia is Rudolph's aunt.
 - 2 Where is the ruler?
 - 3 It's next to the crayons.
 - 4 There aren't any posters on the wall.
 - 5 There isn't a swimming pool in my town.
 - 6 Is there a funfair in this town?
 - 7 There isn't a railway station.
 - 8 My dream place to live is on an island.

Module 2

Communication Card Student B

- 1 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.
 - 1 His name's ...
 - 2 She's ...
 - 3 Yes, there .../No, there ...
 - 4 Yes, there .../No, there ...
 - 5 There ...
- 2 Przetłumacz fragmenty pytań na język angielski. Następnie zadaj pytania koledze/koleżance. Ty zaczynasz.

How old is Pam?


 - 1 What's your **dziadka** name?
 - 2 How old is your **tata**?
 - 3 Is there a **kino** near your home?
 - 4 **Czy są** any shops near your home?
 - 5 What's **w** your bag?
- 3 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.
 - 1 Cynthia isn't Mandy's mother (mum).
 - 2 Where are the scissors?
 - 3 They're next to the magazine.
 - 4 There isn't a rubber on the desk.
 - 5 There's a castle in my town.
 - 6 Are there parks in this town?
 - 7 There isn't a cinema.
 - 8 I live in a big city.
- 4 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką. Ty zaczynasz.
 - 1 Powiedz, że Cynthia jest ciotką Rudolpha.
 - 2 Zapytaj, gdzie jest linijka.
 - 3 Powiedz, że ona jest obok kredek.
 - 4 Powiedz, że na ścianie nie ma żadnych plakatów.
 - 5 Powiedz, że w twoim mieście nie ma basenu.
 - 6 Zapytaj, czy w tym mieście jest wesołe miasteczko.
 - 7 Powiedz, że nie ma stacji kolejowej.
 - 8 Powiedz, że twoim wymarzonym miejscem do zamieszkania jest wyspa.



Extra Special



Word games

1 Picture puzzle

Dopasuj słowa z ramki do odpowiednich obrazków.

- 1 ice cream 2 hairbrush 3 socks
4 rubber 5 pizza 6 magazine 7 pen
8 chair 9 spaghetti 10 pencil case



2 Word soup

Przyporządkuj słowa do odpowiednich kategorii

- Places** church, *cinema, station, café, shop, castle*
- Sports** cycling, *tennis, swimming, football, volleyball, skating*
- Feelings** sad, *happy, worried, tired, thirsty, hot*
- Family** father, *cousin, sister, brother, aunt, uncle*
- Months** June, *July, May, August, October, February*
- Countries** Canada, *Brazil, England, Russia, Poland, India*
- Colours** black, *red, blue, green, yellow, brown*





Word games

Picture puzzle

- 1 Organise this activity as a mini-race. Divide students into pairs and tell them to write the numbers and matching letters on a sheet of paper. Set a time limit of 90 seconds. Then ask them to exchange their lists with another pair and correct each other's work. They can also award points. Check the answers by asking volunteers to read the complete list.

Extra activity

Bring a bag with a few classroom objects whose names students know in English. Tell students that they have to guess what is in the bag, by asking *Is there a ...?* If they find out the contents of the bag in ten guesses, they win the game with you.

Word soup

- 2 Students add five words to each category, choosing from the 'soup' in the picture. When they have finished, they compare their answers in pairs. Check the answers with the whole class.

Mixed ability classes

Fast finishers add two more words of their own to each category.

TEACHER'S NOTES:



Mystery word

3 Rozwiąż krzyżówkę – wpisz nazwy miejsc we właściwe kratki. Jak brzmi hasło?

		1	S	C	H	O	O	L				
		2	B	U	S	S	T	A	T	I	O	N
3	S	H	O	P								
4	C	A	F	É								
5	C	H	U	R	C	H						
6	S	W	I	M	M	I	N	G	P	O	O	L
7	C	I	N	E	M	A						
8	R	I	V	E	R							
9	P	A	R	K								
		10	B	E	A	C	H					
11	C	A	S	T	L	E						



4 Znajdź na poniższym obrazku jedenaście myszy. Ułóż zdania, używając konstrukcji: *There's a ... mouse ...* oraz przyimków z ramki.

in on under next to

There's a red mouse under the desk.



Mini project

1 Przeczytaj informacje o idolach Davida. A może wiesz na ich temat coś jeszcze?

My heroes

Wojciech Szczęsny

Profession

Name

Wojciech Tomasz

Date of birth

18 April, 1990

Place of birth

Warsaw, Poland

Football club

Arsenal,

National Team

Poland



Will Smith

Profession

He is an actor.

Name

Willard Christopher Smith

Date of birth



Place of birth

Philadelphia, the USA

Films

My favourite Will Smith film

David

- 2 Poszukaj w internecie informacji na temat znanych osób. Następnie napisz w podobny sposób o dwójce innych znanych ludzi.
- 3 Przedstaw zebrane informacje kolegom i koleżankom. Opowiedz na ich pytania.



Mystery word

- 3 Students work in groups of four and try to complete the puzzle as quickly as possible. When they have written all the words and discovered the mystery word, they raise their hands. The winner is the first group to do the task correctly.

Answer key

mystery word: SUPERMARKET

Extra activity

Students choose five places from Activity 3 in secret. Divide them into pairs and tell them to mime to each other what people do in these places, eg they can pretend to be sightseeing and taking photos for castle, or they mime pushing a trolley and taking things off the shelves for supermarket. The other person has to guess the places and then they change roles.

Where are the mice?

- 4 Ask students to look for the mice. When they have found all eleven of them, they should work in pairs and take turns in making sentences about the colour and location of the mice.

Mixed ability classes

Fast finishers close their books and try to recall where the mice are in the picture.


Answer key

- 1 There's a red mouse under the desk.
- 2 There's a white mouse in the (boy's) pocket.
- 3 There's a black mouse on the poster/wall.
- 4 There's a blue mouse next to the bag/on the floor.
- 5 There's a red mouse under the window.
- 6 There's a yellow mouse under the chair.
- 7 There's a brown mouse on the desk.
- 8 There's a pink mouse in the pencil case.
- 9 There's an orange mouse next to the door.
- 10 There's a purple mouse in the bag.
- 11 There's a green mouse on the football.

My heroes

- 1 Explain the title of David's project and tell students to read the profiles. Ask if students can guess from the answers what the following categories mean: *profession, date of birth, place of birth, football club, national team*. Provide explanation if necessary. Ask students to discuss in pairs if they can add any information about the people. Invite volunteers to share their knowledge, accept their answers in L1 too.
- 2 Tell students to work individually and write profiles of two famous people. You can also assign this task for homework and encourage students to find facts about these people on the Internet or in a school library. If they choose a person from their own country they can write the titles of their films/books etc. in L1. Encourage students to illustrate the profiles with cut-out magazine photos or drawings. Monitor students' work and provide help if necessary.
- 3 Students present their projects in small groups. Encourage them to ask questions about their classmates' famous people, eg *Where is he from?, How old is he?* Ask volunteers to report to the class anything interesting they found out.

Dyslexia tip: Project work

 one for accuracy and another for content (layout, ideas, illustrations, etc). Do not correct all their mistakes or cover their project with red pen. Make light corrections at the bottom of the page or on a separate piece of paper.

TEACHER'S NOTES:

New HOTSPOT

Podręcznik dla szkoły podstawowej

New Hot Spot to trzy poziomowy kurs dla uczniów szkół podstawowych (klasy 4-6). Skutecznie pomaga w nauce komunikowania się w języku angielskim, zawiera także przystępnie przedstawioną gramatykę. W zabawny i motywujący sposób rozwija zainteresowania uczniów powiązane z nauką języka.

DLA UCZNIĄ



Książka ucznia + Communication Cards
+ Student's CD-ROM



Zeszyt ćwiczeń + Workbook CD

DLA NAUCZYCIELA



Książka nauczyciela



Interactive Classroom



DVD



Flashcards



Class CDs



Tests CD