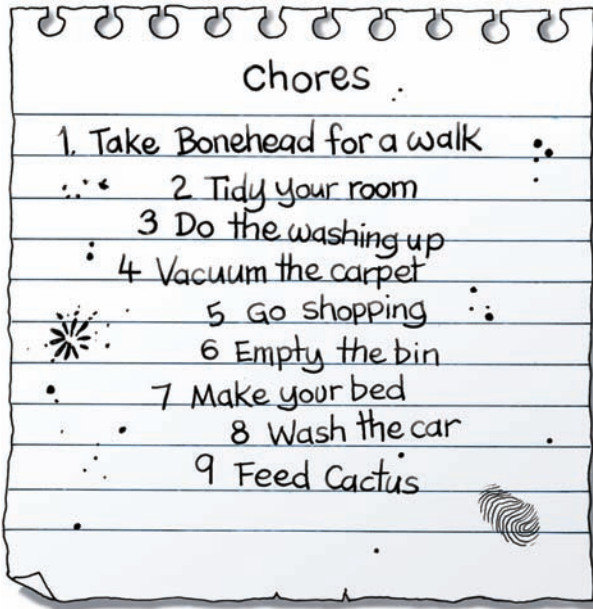


5 Saturday morning chores

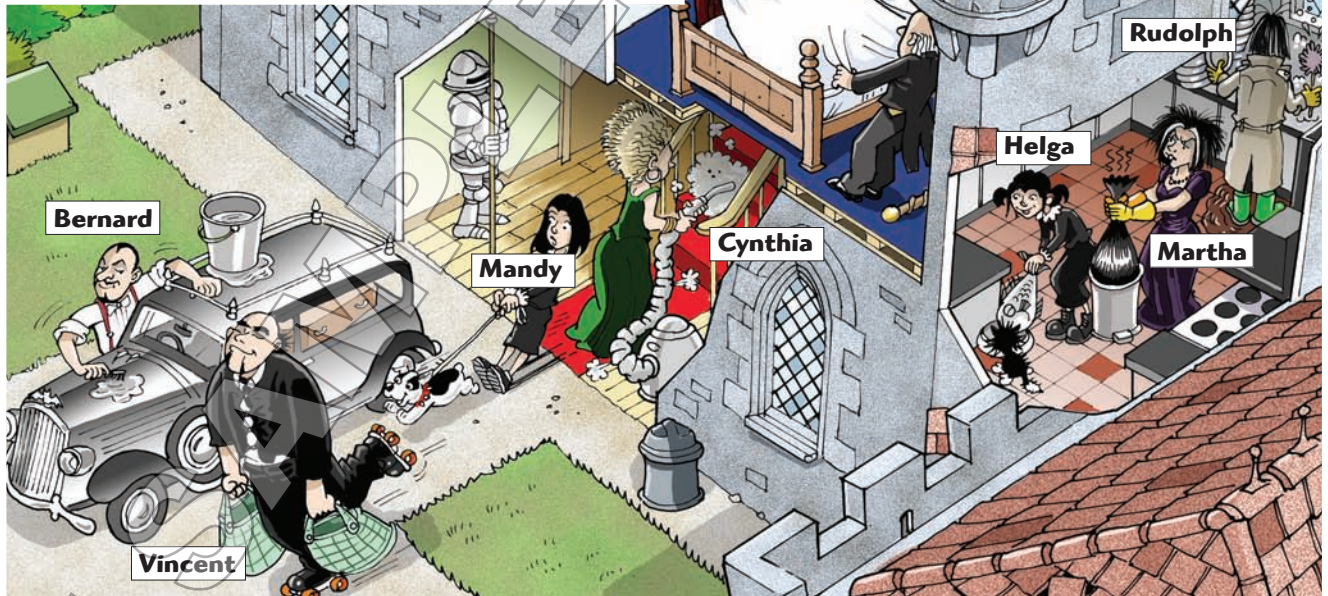
I. 5a **1 Vocabulary**

Przeczytaj listę obowiązków. Znajdź na obrazku rysunki przedstawiające różne prace domowe.



2 Presentation

a) ^{1.17} Popatrz na obrazek i posłuchaj nagrania. Co robią członkowie rodziny Gloomów?



b) ^{1.17} Posłuchaj nagrania jeszcze raz. Czy masz podobne obowiązki domowe?



Grammar spot
Present continuous

Mandy **is taking** the dog for a walk.
Gordon and Vera **are making** the bed.

Grammar page 96

5 Saturday morning chores

Grammar

- present continuous
- question word *what*

Vocabulary

- chores
- everyday objects and activities

Optional materials

- nine slips of paper with present continuous sentences

- sticky tape
- a few dictionaries
- a DVD player and a film with a busy street scene

Optional Activity Book activities

- Fast finisher p62
- Extra practice p63

Photocopiable activity

- *What are you doing?* p168

LESSON 5a

Introduction

Write *chores* on the board and explain that these are jobs around the house. Tell students that this is the topic of today's lesson and ask them to predict which chores will appear in their book. Elicit their ideas onto the board, providing English translation if necessary. Stop writing after 3 minutes and tell students to compare the list on the board with the chores in the picture in Activity 2a. Cross out each chore on the board that appears in the picture as well.

1 Vocabulary

Point to the picture in Activity 2a and ask if students remember anything about the Grooms from *Hot Spot Student's Book 1*. Review the names of the pets – the dog Bonehead and the cat Cactus. Read out the chores from the to-do list and ask students to find which member of the Gloom family is doing them in the picture in Activity 2a. Encourage students to make guesses about the vocabulary they are not familiar with.

Students work individually on the task and then compare their answers in pairs. Ask individual students to provide the answers, e.g. *1 Mandy*. Make sure everybody understands the phrases now and drill the pronunciation.

Dyslexia tip: *Eliciting answers*

Dyslexic students experience a huge amount of failure every day at school. They need to work very hard to achieve what their peers can do easily. Try to stress their strengths and avoid exposing weaknesses. When you are asking individual students for answers, you can communicate privately with a dyslexic student. They can lift their hand discreetly with their palm open to show you that they know the answer so you can ask them about it.

Mixed-ability classes

Fast finishers name the parts of the Grooms' house, e.g. *bedroom, hall, etc.*

Answer key

- 1 Mandy
- 2 Sam and Pam
- 3 Rudolph
- 4 Cynthia
- 5 Vincent
- 6 Martha
- 7 Gordon and Vera
- 8 Bernard
- 9 Helga

2 Presentation

- a) [1.17] Focus attention on the picture. Explain that it is Saturday morning and the Grooms are doing their chores from the to-do list in Activity 1. Ask students to look at the picture and think about what everyone is doing. Encourage them to cover the list of chores in Activity 1. Play the CD for students to check their answers.

Check understanding by making sentences about the picture, substituting the names with *he/she/they*, e.g. *She is taking the dog for a walk*. Students should call out the correct name, e.g. *Mandy*.

Refer students to the **Grammar spot** to review the present continuous tense. Elicit from students that we use the tense to talk about present moment activities or to describe what is happening in a picture. Elicit that we use verb *be* plus the verb with the *-ing* ending to form the tense. Review the forms of verb *be* for all persons.

Tapescript and Answer key

Sam and Pam are tidying their room. Mandy is taking Bonehead for a walk. Martha is emptying the bin. Bernard is washing the car. Gordon and Vera are making the bed. Vincent is going shopping. Cynthia is vacuuming the carpet. Rudolph is doing the washing up. Helga is feeding Cactus.

- b) [1.17] Play the CD again and ask students if they do similar chores at home. You can ask them to write their own list of chores modelled on Activity 1. They should choose from the Grooms' chores. Put students in pairs to show each other the lists. Ask a few students to read out their chores.

Tapescript

see Activity 2a

Extra activity

Put students in teams of six. Each student writes a list of their chores on a sheet of paper. They should not sign the list. Then each team collects the individual lists, mixes them and exchanges them with another team. The task is to guess which member of the other team wrote which list. Set a time limit of 2 minutes. Each correct guess is worth one point. The winner is the team with more points than the other one.

3 Grammar practice

Popatrz na obrazek z ćwiczenia 2. Napisz, jakie prace wykonują członkowie rodziny Gloomów. Użyj słów z ramki.

wash empty take go make
do vacuum feed tidy

- 1 Sam and Pam are tidying their room.
- 2 Mandy's taking Bonehead for a walk.

- 1 Sam and Pam ____ their room.
- 2 Mandy ____ Bonehead for a walk.
- 3 Martha ____ the bin.
- 4 Bernard ____ the car.
- 5 Gordon and Vera ____ the bed.
- 6 Vincent ____ shopping.
- 7 Cynthia ____ the carpet.
- 8 Rudolph ____ the washing up.
- 9 Helga ____ Cactus.

4 Speaking

a) Znajdź poniższe rzeczy na rysunku z ćwiczenia 2.



raincoat



rubber gloves



toothbrush



fish



roller skates



toys

b) ^{1.18} Postłuchaj pytań. Zastanów się nad odpowiedziami.

- 1 What's Bernard washing with his toothbrush?
- 2 What are Sam and Pam putting under the rug?
- 3 What's Cactus eating?
- 4 What's Martha wearing on her hands?
- 5 What's Rudolph wearing?
- 6 What's Vincent wearing on his feet?

c) Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

What's Bernard washing with his toothbrush?

His car.

5 Class poll

a) Pracujcie w parach lub w małych grupach. Ułóżcie listę obowiązków domowych.

Look after my little brother/sister

Wash the clothes

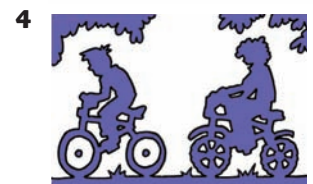
b) Dowiedźcie się, ile osób z klasy wykonuje te obowiązki. Zapiszcie wyniki na tablicy.

6 Listening

a) ^{1.19} Postłuchaj nagrania. Dopasuj zdania do obrazków.

| | |
|-----------------------------|-------------------------------|
| He's having a shower. | She's closing the window. |
| They're riding their bikes. | They're cleaning their teeth. |
| She's brushing her hair. | He's opening the door. |

1 She's brushing her hair.



b) Pracujcie w parach. Na zmianę zadawajcie sobie pytania dotyczące obrazków i udzielajcie odpowiedzi.

What's he/she doing? / What are they doing?

He's/She's/They're ...

What's she doing?

She's brushing her hair.

7 Check your English

a) Uzupełnij zdania czasownikami podanymi w nawiasach. Użyj czasu present continuous.

A: What ____ you ____? (do)

B: I ____ my room. (tidy)

A: Where ____ she ____? (go)

B: She ____ to school. (go)

b) Popatrz na obrazek z ćwiczenia 2. Napisz trzy pytania zaczynające się od *What's ...?*, które zadasz koledze/koleżance. Następnie zamknij książkę i wraz z kolegą/koleżanką zadawajcie sobie na zmianę pytania i udzielajcie odpowiedzi.

What's Cynthia vacuuming?

The carpet.

3 Grammar practice

Before students begin the task, put *tidy* and *take* on the board. Can they make a sentence about what anyone in the Gloom family is doing, using these verbs? Check their ideas and then ask students to complete the sentences in the task, using the verbs in the box. Remind them to drop the final -e in *take* and *make* before adding -ing. When they have finished, they compare their answers in pairs. Ask different students to read out the complete sentences.

Answer key

1 are tidying 2 's taking 3 's emptying 4 's washing
5 are making 6 's going 7 's vacuuming 8 's doing
9 's feeding

Homework suggestions

- 1 Activity Book page 12, Activities 1–3
- 2 Students choose a photo of their family or friends and describe what they're doing, using the present continuous.

LESSON 5b

Introduction

Before the lesson, sticky tape, stick slips of paper with the following sentences under nine chairs: *You are taking a dog for a walk, You are tidying your room, You are doing the washing up, You are vacuuming the carpet, You are going shopping, You are emptying the bin, You are making your bed, You are washing the car, You are feeding the cat.* At the beginning of the lesson ask students to look under their chair. If they find a sentence there, they should read it and mime the chore for the whole class to guess. Ensure students use present continuous when making guesses.

4 Speaking

- a) Drill the pronunciation of the words. Ask students to find the objects in the picture in Activity 2.
- b) [1.18] Students read and listen to the questions about the Glooms in Activity 2. Explain how we make questions in the present continuous tense. As they are listening they should think about the answers. Play the CD through.



Tapescript

see Student's Book Activity 4b

- c) In pairs students take turns to ask and answer the questions. Go through the example first. When everybody has finished, ask a pair to demonstrate the dialogue to the whole class.

Answer key

1 A car 2 Their toys 3 A fish 4 Rubber gloves
5 A raincoat 6 Roller skates

5 Class poll

- a) In groups of three or four students discuss different chores they do and put them in one list, using dictionaries to look up new words. Set a time limit of 4 minutes. Monitor their work, providing help.

Teaching tip: Lack of participation in activities

Students can misbehave when your attention is divided during pair or group work activities. To make them work effectively write their names on the board. If during the task you see that someone is not participating, erase one letter of their name. If their whole name is gone, they cannot take part in the next game or fun task. They are usually unhappy to see their names misspelt and quickly correct their behaviour. Give them a chance to earn the letters back.

- b) Each group divides the chores from their list among the group members, who then interview all their classmates, including their teammates, to find out how many do these chores. They should ask present simple questions, e.g. *Do you wash the clothes?*

Students share the results within their groups. Then a member of each group writes the results on the board, e.g. *10 students wash the clothes.*

Extra activity

Within their groups students choose from their list four chores they hate most. Then they compare their choice with the other groups.

6 Listening

- a) [1.19] Students listen to the phrases and match them with the pictures. All the vocabulary comes from *Hot Spot Student's Book 1*. Play the CD. Students compare their answers in pairs before you check with the whole class.

Answer key

- 1 She's brushing her hair.
- 2 They're cleaning their teeth.
- 3 He's opening the door.
- 4 They're riding their bikes.
- 5 He's having a shower.
- 6 She's closing the window.



Tapescript

see Student's Book Activity 6a

- b) In groups of four students take turns to ask questions to any group member about the people in the pictures in Activity 6a. Go through the sample questions first. Make sure students know they need to respond with full sentences in the present continuous. Demonstrate the task with a volunteer by reading out the example.

Extra activity

If you can see a busy street from the classroom windows, encourage students to make sentences about what the people on the street are doing. Alternatively, if you have a DVD player, freeze a street scene from a film for students to describe.

Photocopiable activity

What are you doing? p168 (instructions p155)

7 Check your English

- a) Students complete the dialogues individually, using short forms of *be* where possible. Ask two students to read out the complete dialogues.

Answer key

A are ... doing B 'm tidying A is ... going B 's going

- b) Students write three present continuous questions with *What's...* about the activities of the people in the picture in Activity 2. Then divide the class into groups of four. Three students close their books and the fourth one asks their questions. The group members try to answer the questions from memory. Then they change roles and continue the procedure until all students have asked their questions.

Homework suggestions

- 1 Activity Book page 13, Activities 4–6
- 2 Students write a short dialogue between two people in a cut out magazine photo. The dialogue should be in the present continuous and should include *What's* questions.

6 Work and play

I. 6a **1 Presentation**

a) 1.20 Posłuchaj nagrania i przeczytaj tekst.

SURVEY How often do you ...?

WORK

1 tidy your room



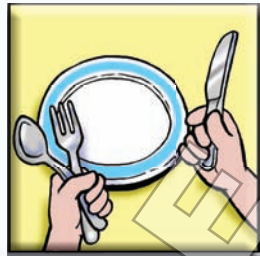
2 do the washing up



3 go food shopping



4 lay the table



PLAY

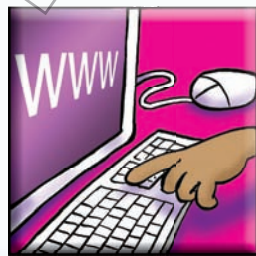
5 go swimming



6 play computer games



7 surf the Internet



8 hang out with friends



b) 1.21 Posłuchaj odpowiedzi Iana i uzupełnij zdania słowami z ramki.

1 He tidies his room *once or twice a week*.

| | | | | | |
|---------|-------|--------|------|---------|-------|
| once | twice | three | four | every | never |
| morning | day | Sunday | week | weekend | month |

- He tidies his room _____ or _____ a _____.
- He does the washing up _____ or _____ times a _____.
- He _____ goes food shopping.
- He lays the table for dinner every _____.
- He goes swimming every Saturday _____.
- He plays computer games every _____.
- He surfs the Internet every _____.
- He hangs out with his friends _____ day after school.

c) 1.21 Posłuchaj nagrania jeszcze raz i sprawdź odpowiedzi.



Grammar spot Expressions of frequency

How often does he tidy his room?
He tidies his room **once or twice a week**.

How often does he go swimming?
He goes swimming **every Saturday morning**.

6 Work and play

Grammar

- present simple
- adverbs and expressions of frequency

Vocabulary

- chores
- free time activities

Optional materials

- colourful boxes or TMCuisenaire rods

Optional Activity Book activities

- Fast finisher p62
- Extra practice p63

Photocopiable activity

- Ask your classmates p169

LESSON 6a

Introduction

Divide students into five groups and give them 2 minutes to make a list of activities they often do, e.g. *watch TV, do homework*. When the time is up, groups put away their pens and count the activities on their list. On the board draw two columns with headings *WORK* and *PLAY*. The group with the longest list dictates the activities for you to write on the board, adding which column you should put them in. Then other groups dictate any remaining activities from their lists. Ask the class to compare how many activities from the board appear in the survey in their books. Keep the notes on the board for the extra activity in Activity 2.

1 Presentation

- a) [1.20] Point to the survey on *Work and play* and review the question *How often do you ...?* which students know from *Hot Spot Student's Book 1*. Then students read and listen to the questions, thinking about their own answers. Play the CD through. Tell students not to worry if they are not able to express the answers in English yet.

Tapescript

- 1 How often do you tidy your room?
- 2 How often do you do the washing up?
- 3 How often do you go food shopping?
- 4 How often do you lay the table?
- 5 How often do you go swimming?
- 6 How often do you play computer games?
- 7 How often do you surf the Internet?
- 8 How often do you hang out with friends?

- b) [1.21] Focus attention on the photo and elicit everything students remember about Ian from Lesson 3. Then explain that Ian is going to answer the survey from Activity 1a. Point to the box and tell students that he is going to use these words in his answers. Introduce the new words: *once* and *twice* and review the remaining ones by eliciting examples from students, e.g. *weekend? It's Saturday and Sunday.*

Ask students to read the sentences about Ian. Then play the CD and get students to complete the sentences with the words in the box.

Tapescript

- How often do you tidy your room?
Oh, I tidy my room once or twice a week.
 And how often do you do the washing up?
I do the washing up three or four times a month.
 And how often do you go food shopping?
I never go food shopping. My mum and sister do that.
 And how often do you lay the table?
I lay the table for dinner every Sunday.

How often do you go swimming?

I go swimming every Saturday morning.

How often do you play computer games?

I play computer games every weekend.

How often do you surf the Internet?

I surf the Internet every day.

How often do you hang out with friends?

I hang out with friends every day after school.

Thank you, Ian.

- c) [1.21] Play the CD again for students to check their answers in Activity 1b. Refer students to the **Grammar spot** to demonstrate how we form expressions of frequency and where they appear in a sentence.

Remind students that *never* goes between the subject and the verb and we do not use *not* with it. You can ask students to compare that with their own language.

Dyslexia tip: One sentence at a time

Dyslexic students are easily distracted and get confused when the activity is too long. Help students break the task down into smaller steps, e.g. they can use a blank piece of paper to cover the sentences and reveal only one at a time to complete.

Extra activity

Draw the following table on the board:

| | | |
|---|---|------------------------------|
| once twice three, four, ... times | a | day week month year |
| every | morning/afternoon/evening day/weekend/week/month/year Monday/Tuesday... Monday morning/afternoon | |
| never | | |

Ask various students how often they do different activities. If you have kept the notes from the Introduction on the board, ask about these, e.g. *How often do you do your homework?* Encourage students to answer with the expressions from the table.

Answer key

- 1 He tidies his room once or twice a week.
- 2 He does the washing up three or four times a month.
- 3 He never goes food shopping.
- 4 He lays the table for dinner every Sunday.
- 5 He goes swimming every Saturday morning.
- 6 He plays computer games every weekend.
- 7 He surfs the Internet every day.
- 8 He hangs out with his friends every day after school.

Tapescript

see Activity 1b

2 Speaking

a) Uzupełnij kwestionariusz z ćwiczenia 1. informacjami na swój temat. Nie pokazuj odpowiedzi innym osobom z klasy.

1 twice a week, 2 every weekend, 3 every morning, 4 never ...

b) Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

How often do you tidy your room?

I tidy my room twice a week.

c) Napisz trzy prawdziwe zdania na temat kolegi/koleżanki.

She plays computer games every evening. She goes swimming ...

3 Grammar Practice

Adverbs of frequency

a) Napisz pięć zdań o tym, co robisz po lekcjach. Użyj wyrażen podanych w ramkach.

1

always
usually
often
sometimes
never

do my homework
tidy my room.
do the washing up
have a snack
go swimming
surf the Internet
watch TV
hang out with friends

after school.

*1 I always do the washing up after school.
2 I usually hang out with my friends after school.
3 ...*

b) Powiedz koledze/koleżance, jak często wykonujesz różne czynności.

I sometimes go swimming after school.

4 Writing

a) Napisz trzy pytania do kolegi/koleżanki, zaczynające się od *How often ...*

1 How often do you walk to school?

b) Wymieńcie się pytaniami. Napisz odpowiedzi na pytania kolegi/koleżanki.

1 How often do you walk to school? Every day.

My English file

Napisz trzy dodatkowe zdania o Tidy Tedzie.

Ted always does his homework. He does the washing up every day. He never makes a mess...



5 Song

1.22 Na stronie 90 znajdziesz tekst piosenki *Rock star*.

6 Check your English



a) 1.23 Posłuchaj nagrania. Dowiedz się, co robi Nyree w podanym czasie.

once or twice a week
always sometimes often
every Saturday afternoon
three or four times a week

b) 1.23 Posłuchaj nagrania jeszcze raz. Wszystkie podane zdania są błędne. Popraw je.

- 1 Nyree sometimes tidies her room.
- 2 She never looks after her little sister.
- 3 She does the washing up every day.
- 4 She goes swimming three or four times a month.
- 5 She goes to the cinema every day.
- 6 She sometimes hangs out with her friends after school.

2 Speaking

- Go through the example and ask students to answer the survey questions from Activity 1a individually in writing.
- Read out the example with a volunteer. In pairs students ask each other the survey questions and answer, using their notes from Activity 2a. Encourage them to note down their classmate's answers.
- Students write three sentences about their classmate, using their notes. Ask a few students to read out their sentences to the whole class.

Homework suggestions

- Activity Book page 14, Activities 1–4
- Students write their own *Work* and *play* survey with eight new questions. They can use it to interview their classmate at the beginning of the next lesson.

LESSON 6b

Introduction

On the board write the following adverbs of frequency: *sometimes, usually, never, always, often*. Ask students to put them in the correct order depending on the frequency. Before the lesson for each adverb prepare a sentence about something you do after work, e.g. *I sometimes read a magazine after work*. When students have reordered the adverbs, write your sentences on the board in mixed order, leaving gaps instead of the adverbs. Students guess which adverbs to fill the gaps with so that the sentences are true about you.

3 Grammar practice

- If you have not done the *Introduction* activity, review the adverbs of frequency, which students know from *Hot Spot Student's Book 1*. Elicit the position of the adverbs in the sentence. Students choose five of the activities in the table and write how often they do them after school. Go through the example first.

Mixed-ability classes

For less confident students demonstrate the position of adverbs of frequency with colourful boxes or TMCuisenaire rods, using a different colour for the subject, the adverb and the verb.

Teaching tip: Using TMCuisenaire rods

TMCuisenaire rods are blocks of varying length and colour. They are especially effective for visual and tactile types of learners. You can use them to visually represent tenses, sentence order, grammar structures or phrasal verbs. In storytelling the rods can represent places, people and events, helping with comprehension and memorisation.

- In pairs students tell each other how often they do the activities they wrote about in Activity 3a. Ask a volunteer to tell their sentences to the whole class.

4 Writing

- Put students in different pairs from usual. They write three *How often do you ...?* questions they would like to ask their classmate.
- Students exchange the questions in pairs and write the answers to their classmate's questions, using expressions or adverbs of frequency. Then they read each other's answers.

Photocopiable activity

Ask your classmates p169 (instructions p155)

My English file

Hold up the picture and introduce *Tidy Ted*. Go over the sentences describing Ted's activities. Students write three more sentences about the boy, showing his character. Monitor students' work, providing help. In pairs students exchange their notebooks and read each other's sentences. Ask volunteers to read out their sentences to the whole class.

Extra activity

Get students to write sentences about different characters with suggestive names, e.g. Lazy Lucy, Happy Harry, etc.

5 Song

[1.22] Refer students to page 90. Play the CD through and ask students to complete the task below the lyrics. When they have compared the answers in pairs, check these with the whole class.

Explain any words students do not understand. Play the song again, encouraging students to join in singing.

Answer key

- a Monday to Friday b Weekend c Weekend
d Weekend e Weekend f Monday to Friday

Tapescript

see lyrics on Student's Book page 90

6 Check your English

- [1.23] Students listen and find out one activity Nyree does for each adverb or expression in the box. Play the CD twice for students to note down the answers and check with the whole class.

Tapescript

- A:** How often do you do chores, Nyree?
B: Well, I often tidy my room and I sometimes look after my little sister. And I do the washing up once or twice a week.
A: And what do you do for fun?
B: Well, my favourite sport's swimming and I go swimming at least three or four times a week. I also go surfing every weekend. I like films very much and I go to the cinema with my friends every Saturday afternoon. I always hang out with my friends after school.

Answer key

once or twice a week – does the washing up
always – hangs out with her friends after school
sometimes – looks after her little sister
often – tidies her room
every Saturday – goes to the cinema
three or four times a week – goes swimming

- [1.23] Explain that all the sentences are false. Play the CD again and ask students to correct them. Check the answers with the whole class.

Answer key

- Nyree often tidies her room.
- She sometimes looks after her little sister.
- She does the washing up once or twice a week.
- She goes swimming three or four times a week.
- She goes to the cinema every Saturday afternoon.
- She always hangs out with her friends after school.

Homework suggestions

- Activity Book page 15, Activities 5–7
- Students write true sentences about what they do after school, using the frequency expressions from Activity 6a.

Lesson objectives

- Talking about things we usually or always do
- Talking about things we are doing now

7 Saving the world

1.7a 1 Vocabulary

1.24 Znajdź na obrazkach rzeczy wymienione w ramce.

plastic bottles metal cans glass jars
paper cardboard boxes lorry rubbish

2 Presentation

a) 1.25 Posłuchaj nagrania i przeczytaj tekst. Co robią osoby przedstawione na obrazkach?



We don't throw away rubbish at our school. We recycle it and put the rubbish into the correct recycling box.



This bottle's made of plastic and I'm recycling it. I'm putting it into the yellow recycling box.



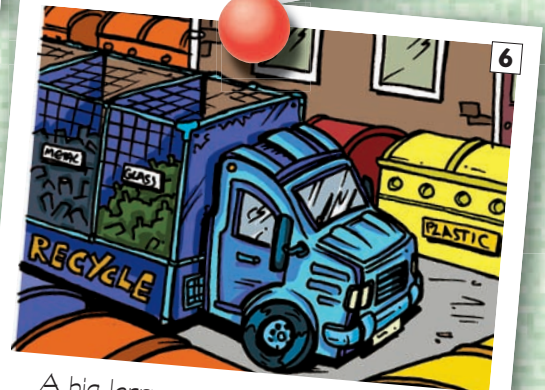
I'm not throwing these cans away. They're made of metal and I'm putting them into the blue recycling box.



We all recycle at our school. This is our school secretary and she's putting the old paper into the green recycling box.



And that's our school cook. Those jars and bottles are made of glass and he's recycling them. That box is made of cardboard. We collect all cardboard boxes at our school and recycle them.



A big lorry comes to the school every Friday and collects all our paper, cardboard, glass, metal and plastic for recycling.

b) 1.25 Posłuchaj nagrania jeszcze raz. Czy w waszej szkole segreguje się śmieci?

3 Comprehension

Popatrz na obrazki ćwiczenia 2. i przeczytaj ponownie tekst. Odpowiedz na pytania.

- 1 What are the children holding in picture 1?
- 2 What's the bottle made of in picture 2?
- 3 Is the girl throwing away the cans in picture 3?
- 4 Where is the secretary putting the paper?
- 5 Is the cook recycling the glass?
- 6 How often does the lorry come to the school?



Grammar spot It/them

This **bottle's** made of plastic. I'm recycling **it**.

Those **jars** are made of glass and he's recycling **them**.

Grammar page 99

7 Saving the world

Grammar

- present simple vs present continuous
- passive voice *It's/They're made of*
- object pronouns *it, them*

Vocabulary

- materials
- containers
- vocabulary associated with protecting the environment

Optional materials

- a bag of small objects made of paper/glass/metal/plastic/cardboard
- a collection of rubbish, e.g. a plastic bottle, a metal can, a glass jar, paper tickets
- teacher's bag with personal possessions

Optional Activity Book activities

- Fast finisher p62
- Extra practice p63

Photocopiable activity

- *How green are you?* p170

LESSON 7a

Introduction

Write the title of the lesson *Saving the world* on the board. Explain the word *save* and ask the class to guess what the lesson is going to be about. Then students open their books and check their ideas by looking at the pictures in Activity 2.

1 Vocabulary

[1.24] Ask students to look at the words in the box and play the CD. Pre-teach the materials, using objects in the classroom. Then encourage the class to find the objects from the box in the pictures in Activity 2a, making guesses about the new vocabulary.

When students have finished, they compare their answers in pairs. Play the CD again, pausing after each word for students to point to the corresponding picture. Make sure everybody understands all the words now and drill the pronunciation.

Mixed ability classes

Fast finishers look for any other materials in the classroom, e.g. cotton, and check which they can name in English.

Extra activity

Put students in groups of five. Call out different materials, one at a time: plastic, metal, cardboard, paper, glass and ask students to find an object made of that material in class as quickly as they can and send a team representative to touch it. Students take turns to be team representatives.

Answer key

plastic bottles – Picture 2; metal cans – Picture 3; cardboard boxes – Picture 5; paper – Picture 4; glass jars – Picture 5; lorry – Picture 6; rubbish – Picture 1

2 Presentation

- a) [1.25] Explain that students are going to learn how people in one school try to save the environment. Focus attention on the pictures and ask students to guess silently what the people in pictures 1–5 are doing. Then ask them to listen and read to check their ideas. Play the CD.

Dyslexia tip: *Using pointers in reading*

Pointers, such as a pencil or a bookmark, help dyslexic students visually track written words on a page. Ask students to move the pointer along the line as they are reading and listening to the recorded reading text. They should move the pointer steadily, without hesitating, and make their eyes follow. They should not worry about words they do not understand and should not go back to re-read them, they can later ask about them or look them up.

Ask students if they know/can guess what the following words mean: *throw away, recycle, recycling box*. Provide explanation if necessary and drill the pronunciation.

Explain/elicite the meaning of *is/are made of*. Ask students to look at the **Grammar spot** and point out the object pronouns *it* and *them* and elicit which nouns they replace.

Ask different students to say what the people in pictures 1–5 are doing.

Tapescript and Answer key

see Student's Book Activity 2a

- b) [1.25] Students listen to the recording again and prepare to answer if they recycle at school or home and how they do it. Play the CD.

In pairs students talk about their recycling habits. Make sure they use the present simple. Ask volunteers to share their answers with the whole class.

Extra activity

Ask your students *Is rubbish a problem in our country?* Then elicit other ways than recycling in which students can help protect the environment.

Tapescript

see Activity 2a

3 Comprehension

Pre-teach the word *hold* and ask students to work individually. They should read and answer the questions about the pictures in Activity 2. Set a time limit of 5 minutes. Then put students in pairs to compare the answers. Finally ask the questions to a few students to check the answers with the whole class.

Teaching tip: *Checking the answers together*

When students have completed a task on their own, get them to check the answers together with another classmate or in a small group. If their answers differ, they need to justify their answer to their classmate/s or they can change it. This way they get a chance to spot any significant mistakes and avoid any embarrassment in front of the whole class. It is also a form of peer teaching. Students see that their classmates make mistakes too, which helps them understand that mistakes are part of the learning process for everyone.

Answer key

- 1 Rubbish. 2 Plastic. 3 No, she isn't. She's recycling them. 4 Into the green recycling box. 5 Yes, he is. 6 Every Friday.

Photocopiable activity

How green are you? p170 (instructions p156)

Homework suggestions

- 1 Activity Book page 16, Activities 1–3
2 Students write a diary of all the things they throw away in one day, using a dictionary to look up new words.

1. 7b **4 Speaking**

a) Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi na temat poniższych przedmiotów.

What's the bottle made of?
It's made of glass.

What are the wrappers made of?
They're made of ...



b) 1.26 Postuchajcie nagrania i sprawdźcie odpowiedzi.

c) Dopasujcie poszczególne przedmioty z ćwiczenia 4a) do właściwego pojemnika.

Where does the bottle go?
It goes in the green box.

Where do the wrappers go?



Grammar spot
Present simple/
present continuous

Present simple
We always **recycle** rubbish.
We **collect** all cardboard boxes.

Present continuous
I'm **recycling** this bottle.
She's **putting** the paper into the green recycling box.

Grammar page 98

5 Grammar practice

a) Popatrz na pokój dziewczynki. Co zauważyłeś/ zauważyłaś?

- 1 She plays *tennis/football*.
- 2 She likes *sweets/chocolate*.
- 3 She goes *swimming/ice-skating*.
- 4 She wears *jeans/skirts*.
- 5 She reads *books/magazines*.



b) Popatrz na obrazek jeszcze raz. Co robi dziewczynka? Które trzy zdania są poprawne?

- 1 She's playing football.
- 2 She's eating a chocolate bar.
- 3 She's ice-skating.
- 4 She's wearing jeans.
- 5 She's reading a book.

6 Check your English

a) Czy poniższe zdania są prawdziwe (T – True), czy fałszywe (F – False) w odniesieniu do ciebie?

- 1 I often eat chocolate.
- 2 I'm eating a bar of chocolate.
- 3 I usually wear jeans.
- 4 I'm wearing jeans.

b) Znajdź w klasie przedmioty wykonane z:

- 1 glass 2 plastic 3 cardboard 4 metal 5 paper

LESSON 7b

Introduction

Bring a bag into class of small objects made of paper/glass/metal/plastic/cardboard. In the front of the classroom place a chair facing the board. Invite a volunteer to sit on the chair and put their hands behind their back. Place one of the objects from the bag in the student's hands for them to feel and say what material the object is made of, e.g. *It's made of plastic*. They can try to guess what the object is. Repeat the procedure several times with different students. Students can continue the task in pairs, using their own objects.

4 Speaking

- Introduce the words for different containers, using the pictures. Drill the pronunciation. Then go over the example questions and answers with the whole class. Divide students into pairs. They take turns to ask and answer the questions about the objects in the pictures.
- [1.26] Play the CD for students to check their answers.



Tapescript and Answer key

- What's the bottle made of? It's made of glass.
 - What are the wrappers made of? They're made of plastic.
 - What's the can made of? It's made of metal.
 - What's the sweet packet made of? It's made of cardboard.
 - What are the yoghurt pots made of? They're made of plastic.
 - What's the jar made of? It's made of glass.
- c) Ask students to decide quietly which recycling box each of the objects in Activity 4a goes in. Then go over the model questions and answers with the whole class. Ask students to work in pairs and take turns to ask and answer about all the objects from Activity 4a and the recycling boxes they go in. When students have finished, ask different pairs to demonstrate their dialogues to the whole class.

Extra activity

Bring a collection of rubbish to the classroom, e.g. a plastic bottle, a metal can, a glass jar, paper tickets, etc. Volunteers come up to your desk, pick up an object and say what it is made of. If recycling boxes/bins are popular in your country, ask students which colour of box they should put each object into. You can also get students to search their bags and pockets for their own rubbish. They should show it to the class and describe it, e.g. *It's a box, it's made of plastic*.

Cultural information

A lot of schools in the UK are registered in the Eco-Schools programme. It is an international programme of environmental education for schools. Eco-Schools follow a special process regarding various environmental issues, from litter and waste to healthy living. Students lead the eco-committee and they assess the environmental performance of their school. If you want to use some of Eco-Schools educational activities in your lesson, go to <http://www.eco-schools.org/schools/greentips.htm>

Answer key

- green box
- purple box
- blue box
- yellow box
- purple box
- green box

Grammar spot

Ask students to read the sentences quietly and elicit which tense shows that we are doing the activity now and which tense shows that we do it regularly.

Practise the use of both tenses more with the class, e.g. by choosing a confident student and eliciting from the class first what activities the student often does, e.g. *He plays basketball*, and then what they are doing now, e.g. *He is looking at his book*, etc.

5 Grammar practice

- Focus attention on the picture and ask students what they can learn about the girl by looking at her room. Then ask them to read the sentences and circle the correct answer. They should compare their answers in pairs before you check with the whole class.

Extra activity

Show students the contents of your bag, e.g. an iPod, a bus pass to elicit present simple sentences about you, e.g. *You listen to an iPod, You travel by bus*. Next you can ask students to show the contents of their bags in small groups and make sentences about their classmates' habits on the basis of their possessions.

Answer key

- football
- chocolate
- ice skating
- jeans
- books

- Students look at the picture again and choose three sentences which are correct about what the girl is doing now. When they have compared the answers in pairs, check with the whole class.

Answer key

correct sentences – 2, 4 and 5

6 Check your English

- Students decide if the sentences are true or false about them. Get a volunteer to read out each sentence and ask all students who think it is true about them to raise their hands.
- Students find and note down one object in the classroom for each of the materials. Then read the materials one by one and get students to point to the corresponding objects they used in their answers.

Homework suggestions

- Activity Book page 17, Activities 4–7
- Students choose two people they know well, e.g. family members and write at least four sentences about what these people often do and what they are doing at that moment.

8 Helping at home

I. 8a

1 Reading

a) ^{1.27} Posłuchaj nagrania i przeczytaj tekst. Dowiedz się, co oznacza symbol pokazany na zdjęciu 1.

My home's a B&B or a Bed and Breakfast. A B&B is a house with one or two bedrooms for paying guests. In my house there are five bedrooms: two are for guests and three are for my family. We've also got two bathrooms: one for the guests and the other for us.



1

Durham, England

In the school holidays, my sister Ruth and I help our parents at our B&B. I help my mum make the beds and vacuum the guests' bedrooms. My sister's good at cooking so she helps our dad cook breakfast. Breakfast is very important in a B&B and our guests usually want a full English breakfast with eggs, bacon, sausage, tomatoes, mushrooms and beans. We also help our parents with another important job: talking to the guests and answering their questions.



Ruth, 13

Billy, 12

2

b) Przeczytaj tekst jeszcze raz. Odpowiedz na pytania.

1 They live in a B&B.

- 1 Where do Billy and his family live?
- 2 What is a B&B?
- 3 How does Billy help at the B&B?
- 4 How does Ruth help at the B&B?
- 5 What are Billy and Ruth doing in Picture 2?
- 6 Can you name the different kinds of food in Picture 3?



3

8 Helping at home

Photocopiable activity

- *How do they help at home?* p171

LESSON 8a

Introduction

Write the title of the lesson *Helping at home* on the board. Ask students to note down secretly three things they do at home to help their family members, e.g. *I look after my brother, I vacuum the carpet, etc.* Then put them in pairs to guess which three chores their classmate has chosen. They can make six guesses and for each correct one they get a point. Find out who scored the most points.

1 Reading

- a) [1.27] Focus attention on the photos. Introduce Billy and his sister Ruth. Then point to the B&B sign. Explain that we can see it in a lot of towns and villages in Britain, and ask students to guess what the sign means. Ask them to read the text to check their ideas, using the photos to help them understand. Play the CD through and elicit that B&B stands for *Bed and Breakfast*, a type of accommodation where people who travel can stay overnight and have breakfast the next morning.

Explain the structure help somebody do something by drawing a stick boy with a frying pan and saying *Every afternoon he makes dinner*, and then adding a bigger stick man to the picture and saying *Every afternoon the boy helps his dad make dinner*. Ask students to find examples of the structure in the text.

Find out if students know/can guess the following words: *paying guests, sausage, tomatoes, mushrooms, beans*. If necessary, explain the words, using pictures.

Extra activity

Ask students if there are equivalents of B&Bs in their country. If yes, ask them to describe a typical guest house of this type and the breakfast served there.



Tapescript

see Student's Book Activity 1a

- b) Ask students to read the text in Activity 1a again and then answer the questions. Go through the example before students start working individually on the task. Set a time limit of 6 minutes. Then students should compare their answers in pairs. Ask a few students to read out their answers for the whole class to check.

Mixed-ability classes

Ask less confident students to underline the answers with pencil in the text in Activity 1a and beside write the number of the question they refer to instead of writing down the answers. They will need to make some changes, e.g. from the first to the third person when giving the answers in pairs. However, they will be able to answer all the questions more quickly instead of concentrating on spelling and writing, which are not the focus of this activity.

Teaching tip: Helping students with reading comprehension

Give students these tips to help with reading comprehension:

- read the questions before reading the text because then you will focus on the information you need
- make sure your answer is correct after reading the whole text, because relevant information can appear anywhere
- try to summarise what each paragraph is about when you have finished reading e.g. in the text in 1a paragraph 1 is about Billy's house and paragraph 2 is about how the children help their parents. This will make it easier for you to find particular information.
- study any pictures with the text because they often help you understand it more easily.

Answer key

- 1 They live in a B&B.
- 2 It's a house with one or two bedrooms for paying guests.
- 3 He helps his mum make the beds and vacuum the guests' bedrooms.
- 4 She helps her dad cook breakfast.
- 5 They are talking to the guests (and answering their questions).
- 6 eggs, bacon, sausage, tomatoes, mushrooms, beans

2 Listening

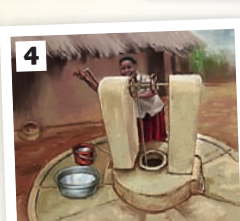
- a) 1.28 Posłuchaj wypowiedzi Adili. W jaki sposób dziewczynka pomaga swojej mamie?



**Adila, 11,
Dar es Salaam,
Tanzania**

- b) 1.28 Posłuchaj nagrania jeszcze raz. Dopasuj wyrażenia z ramki do obrazków.

fetch water from the well cooking dinner
collect wood for the fire shaking out the rugs
sweeping the floor



3 Speaking

Pracujcie w parach lub małych grupach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

Where do Billy and Ruth live?

They live in a B&B.

- 1 Where do Billy and Ruth live?
- 2 How many bedrooms has their house got?
- 3 How do Billy and Ruth help their parents?
- 4 What's a full English breakfast?
- 5 Where does Adila live?
- 6 How does Adila help her mum?
- 7 Why does Adila like going to the well?

4 Writing

W jaki sposób pomagasz w obowiązkach domowych? Napisz listę rzeczy, które robisz i przy których pomagasz. Wykorzystaj ćwiczenia 1. i 2. jako podpowiedzi.

I usually help with the washing up.
I sometimes look after my little sister.
I tidy my room.
I help my dad in the garden.



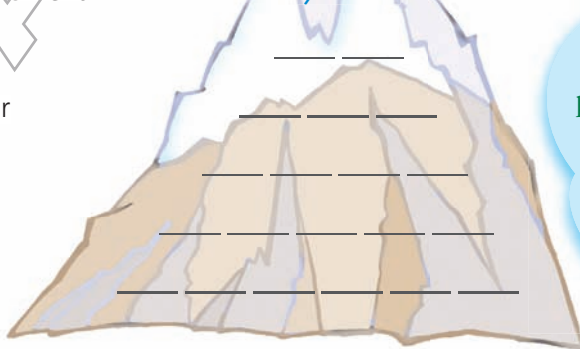
Fun spot

Word mountain

- a) Uzupełnij graf wyrazowy podanymi słowami.

- 1 Musical instrument
- 2 Containers
- 3 Types of hair
- 4 Sports
- 5 Materials
- 6 Chores

keyboards



skating
bottle metal box
skiing do the washing up
paper curly plastic
make the bed surfing
keyboards cardboard glass
tidy the room sailing
straight lay the table
wavy vacuum the carpet
empty the bin

- b) 1.29 Posłuchaj nagrania i sprawdź odpowiedzi.

2 Listening

- a) [1.28] Point to the photo and introduce Adila. Elicit from students where Tanzania is and then ask them to listen and find out how Adila helps her mother. Ask them to try to understand as much as they can and not worry about the words they do not know. Play the CD and elicit the answers from the whole class.

Tapescript

I go to school in the morning but every afternoon I help my mum at home. I help her sweep the floor and shake out the rugs. Then I collect some wood for the fire and fetch water from the well. I always like going to the well because I meet my friends there. We hang out there for an hour or two talking and playing. Then I go home and help my mother cook dinner for the family.

- b) [1.28] Ask students to read the phrases in the box and look at the pictures. Play the CD and ask students to listen for the phrases and try to understand them. Then get students to match the phrases to the pictures.

When they have compared their answers in pairs, check with the whole class. Elicit what the following words mean by getting students to point to the corresponding pictures: *wood, fire, shake out, sweep*.

Extra activity

In pairs students cover the phrases in the box and try to name the activities in the pictures from memory.

Tapescript

see Activity 2a

Answer key

fetch water from the well – Picture 4
cooking dinner – Picture 5
collect wood for the fire – Picture 3
shaking out the rugs – Picture 2
sweeping the floor – Picture 1

Homework suggestions

- 1 Activity Book page 18, Activities 1–2
- 2 Students write four sentences about how they help their friends, e.g. I help Nina look after her little sister.

LESSON 8b

Introduction

Play a memory game to revise chores. One student makes a sentence about how they help at home, e.g. *I sweep the floor*. The next student repeats the first sentence and adds another one, e.g. *I sweep the floor and I help my mum cook dinner*. The sentences do not have to be true. Students repeat the sentences and add new ones round the class. If someone cannot remember the sequence, they miss their turn. The game ends when no one can repeat all the sentences.

3 Speaking

In groups of three or four students recall everything they remember about Billy, Ruth and Adila. They should take it in turns to ask the questions to different group members, who try to answer from memory and the whole group confirms if they are right. When everybody has finished, check the answers with the whole class.

Mixed-ability classes

For less confident students play the recordings to Activities 1 and 2 prior to the task. In the meantime, get stronger students to write more questions about the texts. They will read these once everybody has completed the task in the book.

Answer key

suggested answers:

- 1 They live in a B&B.
- 2 Their house has got five bedrooms.
- 3 They help with talking to the guests and answering their questions. (Bill helps his mum make the beds and vacuum the guests' bedrooms, Ruth helps her dad cook breakfast).
- 4 It is eggs, bacon, sausage, tomatoes, mushrooms and beans.
- 5 Adila lives in Tanzania.
- 6 She helps her mum sweep the floor, shake out the rugs, cook dinner. She fetches water from the well and collects wood for the fire.
- 7 Because she meets her friends there.

Photocopiable activity

How do they help at home? p109 (instructions p94)

4 Writing

Students write a list of at least four things they do and help do at home. Encourage them to use adverbs and expressions of frequency and the structure *help somebody do something* whenever possible. Refer them to Activities 1 and 2 as models. Go through the example before students begin the task.

Students write draft texts first and then make copies. Monitor their work, providing help. When they have finished, they exchange and read each other's sentences in pairs. If they notice any mistakes in their classmate's text, they should point these out orally.

Extra activity

In groups of six students try to find a person with two or more sentences the same as theirs.

Fun spot

Explain that a word mountain groups words in a pyramid shape, with one word at the top and increasing the number of words by one as you go down. There are six categories in this one. All the words necessary to complete the word mountain are in the cloud opposite.

- a) Students complete the word mountain individually and then compare in pairs.
- b) [1.29] Play the CD for students to check the answers.

Tapescript and Answer key

- 1 Musical instrument: keyboards
- 2 Containers: bottle; box
- 3 Types of hair: curly; straight; wavy
- 4 Sports: skiing; surfing; skating; sailing
- 5 Materials: metal; cardboard; plastic; glass; paper
- 6 Chores: do the washing up; make the bed; lay the table; tidy the room; vacuum the carpet; empty the bin

Homework suggestions

- 1 Activity Book page 18, Activity 3
- 2 Students add one more word to each category in the Fun spot. They can use a dictionary to look up new words.

Module 2 Review

Review

Check you can do these things.

1 Potrafię używać czasu present continuous, aby powiedzieć o tym, co się teraz dzieje.
Uzupełnij dialog odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu present continuous.



A: Hi, Kim. What _____ you _____? (do)
B: I _____ TV. (watch)
A: What _____ you _____? (watch)
B: A quiz show. _____ you _____ your homework? (do)
A: No, I'm not. I _____ a book. (read)
B: What _____ your brother _____? (do)
A: He _____ computer games. (play)
B: _____ he _____ Magic Mountain? (play)
A: I don't know.

2 Znam nazwy ośmiu obowiązków domowych.
Co robią dzieci pokazane na obrazkach? Ułóż zdania z He's / She's / They're ...
She's laying the table.



3 Umiem prawidłowo użyć wyrażen opisujących częstotliwość.
Ułóż cztery prawdziwe zdania na swój temat, używając:
1 every day 2 once or twice a week 3 every afternoon 4 two or three times a month
I watch TV every day.

Optional materials

- two scraps of paper for each student


Optional revision

Before your students start this Review, you may want to direct them to the Grammar summary at the back of their coursebooks and to the Lexical sets at the back of their Activity 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.

- Activity Book: Refer your students to *Chores*, *Expressions of Frequency*, *Materials*, *Other verbs* and *Recycling* on pages 86–88.
- Grammar summary: Refer your students to Pages 96–98 Sections 5–7.

4 Potrafię prawidłowo użyć przysłówków częstotliwości.
Napisz cztery prawdziwe zdania na swój temat, używając: *always, often, usually, sometimes, never*.
1 I always walk to school. 3 I surf the Internet.
2 I hang out with my friends after school. 4 I get up early.


5 Umiem prawidłowo użyć czasu present simple i czasu present continuous.
Wybierz właściwe słowa i uzupełnij pocztówkę.
1 write/'m writing 2 listen/'m listening 3 come/'m coming 4 play/'m playing
5 go/'m going 6 doesn't like/isn't liking 7 sit/'s sitting



Hi Eric,
This postcard
on the beach. It's a
beautiful day and I
to the
the music. I
beach every day. I usually
beach football and
swimming in the
sea with my dad. My mum
sitting in the sun.
under a beach
umbrella now.
See you soon,
Rich

Eric Jones

6 Umiem powiedzieć, z czego wykonane są różne przedmioty.
Ułóż zdania rozpoczynające się od It's / They're made of ... Pierwsze litery szukanych słów zostały podane.
It's made of glass.



1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

Teaching tip: Reviewing

Before doing the Review in the book, you can discuss with students what they studied in each lesson of the Module and if they found it easy or difficult. You can then divide the class into two teams and ask them to prepare ten questions regarding the material covered by the Module. Teams take it in turns to ask each other their questions. The other team has thirty seconds to come with the correct answer. They get one point for each correct answer. This game will warm students up before they start doing the revision activities individually.

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.

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.

Answer key

- 1 Encourage students to use short forms of verb *be* wherever possible.
A: Hi, Kim. What are you *doing*?
B: *I'm watching* TV.
A: What are you *watching*?
B: A quiz show. *Are* you *doing* your homework?
A: No, I'm not. *I'm reading* a book.
B: What s your brother *doing*?
A: He s *playing* computer games.
B: Is he *playing* Magic Mountain?
A: I don't know.
- 2 Students describe which chores the children are doing in the pictures.
 - 1 She's laying the table
 - 2 He's tidying his room
 - 3 They're doing the washing up
 - 4 He's making his bed
 - 5 He's vacuuming the carpet
 - 6 They're going shopping
 - 7 He's emptying the bin
 - 8 They're washing the car
- 3 Students make four true sentences about themselves with the expressions of frequency provided.
- 4 Students make four true sentences about themselves by putting adverbs in the right position in the sentences given.

- 5 Students complete the postcard by choosing the correct tense. Point out that they should pay attention to adverbs and expressions of frequency as these will help them with the choice of the correct tense.

- 1 'm writing
- 2 'm listening
- 3 come
- 4 play
- 5 go
- 6 doesn't like
- 7 's sitting

- 6 1 It's made of glass.
- 2 It's made of cardboard.
- 3 It's made of metal.
- 4 They're made of plastic.
- 5 They're made of plastic.
- 6 It's made of glass.

Extra activity

On scraps of paper each student writes two words from the categories they have studied in Module 2, e.g. chores, materials, free time activities, containers. Put all the words in a bag and ask students to work in pairs. One player from the first pair picks a word and describes it for the other to guess, e.g. This book is made of this material. They can also answer yes/no questions. Students try to explain and guess the word as quickly as possible and then pick another word and so on until the time limit of one minute is up. They get one point for each correctly guessed word. If they do not guess the word within one minute, the scrap of paper goes back into the bag. Then it is another pair's turn and so on round the class. The pair with most points at the end wins.

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

Learning diary

You can refer students to page 19 of the Activity Book for further review, more study tips and self-assessment activities.

Extra special

Extra special

Guess the object

1 Posłuchaj nagrania. Dopasuj opisy do obrazków.



- 1 It's made of paper. It's new. It's got a picture on the front. You read it.
- 2 They're pink and white. You wear them on your feet. They're expensive.
- 3 It's round. It's made of leather. It's black and white. You can play with it.
- 4 It's long and thin. It's made of plastic. You can measure and draw lines with it.
- 5 They're made of wood. They've got four legs. You can sit on them. You can see them in your classroom.
- 6 They're made of sugar. They're very sweet. They're different colours. Children like them. You can eat them.
- 7 It's made of metal. It's white, yellow and green. You drink from it.
- 8 It's made of plastic. It's long and thin. It's blue. You can write with it.
- 9 It's quite big and heavy. It's made of leather. It's brown. You can carry things in it.

2 Pomyśl o jakiejś rzeczy. Nie mów o niej innym osobom z klasy.



3 Pracujcie w parach. Na zmianę zadawajcie sobie pytania, aby odgadnąć, o czym każde z was myśli.

Is it/Are they made of wood/plastic/metal/glass/cardboard/silver/leather/sugar ...?

Is it/Are they big/small/long/short/thick/thin/new/expensive ...?

Is it/Are they black/white/yellow/brown/red/blue/green ...?

Can I see it/them in the classroom/at home/in a shop ...?

Can I eat/wear/hold/read ... it/them?

Can I play/write ... with it/them?

Are they big? Yes, they are.

Can I see them in the classroom?

No, you can't.

Can I wear them?

Yes, you can.

28

2

Mini project

Przeczytaj tekst o robocie Jasmine. Czy masz jakieś pomysły, co jeszcze potrafi robić jej robot?

My Useful Robot



My robot makes breakfast every morning.

She does my Maths homework.

She sings to me every night.

She brings me breakfast in bed on Sunday mornings.

She tidies and cleans my room.

She looks after my little brother.

She eats the food I don't like.

Jasmine



2 Wymyśl swojego robota i opisz go. Może być to np. robot sportowy, inteligentny robot, śmieszny robot itp. Dodaj rysunki do opisu.

3 Wymień się swoim opisem z osobami z klasy. Wybierzcie najbardziej użytecznego robota.

29

Guess the object

- a) [1.30] Elicit the names of the objects in the photos. Then put students in groups of four. They should read and listen to the descriptions and match these to the objects in the photos as quickly as they can. Play the CD.

The group that finishes first calls out *Stop!* and everybody puts their pens down. The group shows their answers to you. If the answers are correct, they win the game. If not, the other groups continue writing the answers until the first one gets them right.

Answer key

1 b 2 h 3 c 4 d 5 g 6 i 7 f 8 a 9 e



Tapescript

see Student's Book *Guess the object* Activity a

- b) Ask each student to think of an object, different to the ones in Activity a. They should not tell anyone what they have chosen.
- c) In the same groups as in Activity a students try to guess their classmates' secret objects by asking questions about the size, shape, material, colour, etc. They have to form the questions in such a way that one can reply with short *yes/no* answers. Go through the sample questions first, paying attention to the singular and plural form.

One student begins the game by saying if their object is singular or plural. Their group members try to guess what the object is. If they cannot guess what it is when they have asked twenty questions, their classmate reveals the answer and then it is another student's turn to answer about their secret object. Monitor their work, providing help if necessary.

Extra activity

Play the *Guess the object* game with your students. Think of an object and get them to ask you *yes/no* questions about it. Do not make it too difficult. If they guess the object within twenty questions, they win the game. If they do not, you win the game.

Teaching tip: *Students monitoring each other*

One of the problems of monitoring the class during group work activities is that the teacher cannot hear all students at once. To solve the problem you can ask one student in each group to monitor the group work and keep it on track. After the activity ask for their feedback on the language used and the general problems the group encountered.

Mini project

- 1 Explain to students that a girl called Jasmine has invented a robot and written a description of it. Ask students to read Jasmine's project. Elicit/explain what *useful* means and ask if students can think of more things the useful robot can do. Elicit their ideas onto the board.
- 2 Students invent a robot and write a description of it. They can write about a sporty/intelligent/funny robot or they can use their own ideas. They should decide which gender their robot should be. Encourage them to make a draft copy first. Let students illustrate their project. Monitor their work and provide help if necessary.
- 3 In groups of six students present their posters, e.g. by passing them round. Encourage them to comment on their classmates' robots and decide whose robot is the most useful.

Extra activity

Hand each student a post-it note. Display the projects around the classroom. Ask students to walk and read the projects. They should vote for the best robot by sticking their note under the chosen project. They cannot vote for their own project. Count the votes and announce the winner.