



## Favourite things quiz

- 1 Explain to students that Robert is the same age as they are and lives in England. Before they read the quiz, make sure they understand that only one of the three answers is true for Robert. Students can do the task individually or in pairs.
- 2 Play the CD for students to check their guesses.



### Audioscript and Answer key

- 1 My favourite colour is green.
  - 2 My favourite cartoon character is Superman.
  - 3 My favourite English word is rainbow.
  - 4 My favourite band is The Black Eyed Peas.
  - 5 My favourite sport is basketball.
- 3 Tell students to work individually and write a quiz about their favourites with one true and two false answers. They can write names of TV programmes in their own language. Point out some other categories they can write about, eg *Who's your favourite sportsman/sportswoman/film star?*, *What's your favourite food/kind of music/number/month/city?* Encourage students to illustrate their quiz. Monitor students' work and provide help where necessary.

## Extra activity

Before the class prepare five copies of a short quiz about your own favourite people and things, choosing from Robert's questions. Divide the class into five teams, give them your quiz and ask them to check how much they know about you. When they have finished, give them true answers. Ask which team had the most correct answers.

- 4 Students exchange their quizzes and try to guess their classmate's answers. Ask students to report to the class anything interesting they have found out.

## Mixed ability classes

Fast finishers exchange their quizzes with another fast finisher they have not worked with before, and make guesses about the correct answers.

**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 (TRF [www.staffroom.pl](http://www.staffroom.pl))**

- Module 2 *Jason's family*

**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

**Answer key**

brother – Rudolph, aunt – Cynthia, grandmother – Vera, pets – Bonehead and Cactus, father – Vincent, cousins – Sam and Pam, grandfather – Gordon, sister – Helga, uncle – Bernard, mother – Martha

**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.

**Answer key**

1 grandmother 2 mother 3 father 4 uncle 5 aunt 6 cousins 7 brother 8 sister 9 pets



- 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 (economy v.) page 13, Activities 1–2. 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.

## LESSON 5b

### Introduction

Write these words on the board: *rehtmo, tressi, torbrhe, nadrhtfaer, unisco, tahref, dnagrhtremo, lecun, 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.

#### Answer key

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

- 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*

### 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.

#### Answer key

- Possible answers:
- Rudolph's/Helga's/Mandy's
  - Sam's/Pam's
  - Sam's/Pam's
  - Rudolph's/Helga's/Mandy's/Sam's/Pam's
  - Helga's/Rudolph's

### 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.

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

### Homework suggestions

- 1 Workbook (economy v.) page 14, Activities 3–6.  
Workbook page 25, Activities 3–6.

- 2 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.*

## My desk is a mess!

### 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 (TRF [www.staffroom.pl](http://www.staffroom.pl))

- Module 2 *Where's the camera?*

## 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

- 1.39  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

### Answer key

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



### Presentation

- 2.40  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.

**Answer key**1 books 2 desk 3 rubber 4 chair 5 sweets 6 pencil case  
7 homework 8 hand

- 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?***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.

**Audioscript**

See Student's Book Activity 2 page 30.

**Answer key**1 books 2 desk 3 rubber 4 chair 5 sweets 6 pencil case  
7 homework 8 hand

- 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.

**Answer key**

2 Her homework 3 Her sweets 4 Her rubber

**Homework suggestions**

- 1 Workbook (economy v.) page 15, Activities 1–3. 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.

**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.

**Answer key**1 on 2 in 3 under 4 next to 5 on 6 next to 7 under  
8 next to

**Answer key**

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

**Check your English**

- 1.44 **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 (economy v.) page 16, Activities 4–6.  
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.*

**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 (TRF [www.staffroom.pl](http://www.staffroom.pl))**

- Module 2 *Is there a bus station?*

**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.

**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.

**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.

**Mixed ability classes**

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

**Audioscript**

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

**Answer key**

castle, church, cinema, park, river, shop, railway station, swimming pool, house

**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.

**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.

**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.*

**Audioscript**

See Student's Book Activity 2 page 32.



- 3 Play the CD, encouraging students to point to the places in the picture as they hear them on the recording.

**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.

**Answer key**

1 true 2 true 3 true 4 false 5 false

**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. Class pool

**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 (economy v.) page 17 Activities 1–2.  
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.

**Answer key**

2 There isn't 3 There aren't 4 There are 5 There is 6 There are  
7 There isn't 8 There aren't

- 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.

**Answer key**

1 Is there 2 Are there 3 Are there 4 Is there 5 Is there  
6 Are there

**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?*

**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 (economy v.) page 17, Activity 3 and page 18, Activities 4–6.  
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.

**Optional materials**

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

**Photocopiable activity (TRF [www.staffroom.pl](http://www.staffroom.pl))**

- Module 1 *Where am I?*

**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



- 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.

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.

**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

**Testing 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.

**Answer key**

- 1 Nie 2 Nie

**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.

**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 14).
- 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?*

**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 17).

### 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.

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.

#### 3 Answer key

1 your 2 my 3 her 4 their 5 your 6 his 7 its 8 our

#### 4 Answer key

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.

#### 7 Answer key

1 Is there 2 there isn't 3 There is 4 Are there 5 there are  
6 there are 7 Are there 8 there aren't 9 Is there 10 there isn't  
11 there is



## 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.

For Module 2 tests go to [www.staffroom.pl](http://www.staffroom.pl).



#### 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

### 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*.

### Answer key

Gemma is next to the rose bush.

### 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.

- 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.

**Answer key**

a hammock b frog c apple tree d cactus e carrots f onion  
g barbecue h rose bush

- 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.



- 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.

**Answer key**

1 c 2 b 3 a 4 d  
1 f 2 e 3 g

**Testing spot**

- 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.

**Answer key**

1 A 2 B 3 A



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

### Testing spot

- 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.

### Answer key

1 Tak 2 Tak 3 Nie 4 Nie 5 Tak

- 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 koleźce/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 Posłuchaj 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 koleźce/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 Posłuchaj 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 krederek.
  - 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.