

**Aims**

**Vocabulary:** house and garden (*Miejsce zamieszkania: dom i jego okolica*); prepositions of place

**Reading:** for detailed information (a school website post)

**Speaking:** drawing and guessing parts of the house and garden; asking and answering questions about the location of things in the main picture

**Lead-in**

Ask your students to look at the picture of the house and garden. Ask them to guess what the children in the picture are doing and why.

**After exercise 1** Extra practice 1

Write the vocabulary from exercise 1 on the board in random order. Tell the students to cover their eyes. Erase one word from the board. Ask the students to open their eyes and tell you which word has been erased. Continue erasing one word at a time until there are no words left.

**Before exercise 2** Extra practice 2

Before you move on to exercise 2, put your students into pairs or small groups. Tell Student A to point to an object or a person in the picture in exercise 1. Then tell Student B (or another student in the group) to name them. Have the students repeat this exercise until they have finished all the words.

**Phonics Rap**

**1.17** Practise the rap by switching off the audio at random moments as the students are singing it; see if they can continue without the audio. When you have done this a few times, hand over control of the audio to a student who should then do the same.

Play the rap twice for the students to listen. Play it once again, but this time stop the recording before each /w/ sound and encourage the students to shout out each word with a /w/ sound with added emphasis.

**Look**

Before they do Extra practice 3, remind your students to use 'the' before all classroom objects.

**After exercise 3** Extra practice 3

Put your students into groups of three or four. Ask Student A to make a ball out of a sheet of paper. (You may allow your students to use a different classroom object instead of a paper ball.) Ask Student A to place the ball/selected object in/on/under/next to/between/under/in front of something in the classroom. Then ask the other students in the group to say where the object is. Repeat until all the prepositions of place have been practised.

**After exercise 4** Skills note – Reading

On the board, write the *yes/no* questions about the reading text below. Ask your students to get into pairs and provide the answers.

- 1 Are the friends in the garden?
- 2 Is Lisa in front of the fence?
- 3 Is Jeff behind the wall?
- 4 Is Liu famous?

**Answers:**

1 yes 2 yes 3 no 4 yes

**Exercise 5**

Give your students some clues about what to compare. Write the questions below on the board:

- 1 Have Lisa, Jeff, Ruby and Zac got assistants?
- 2 Do they paint their faces and bodies?
- 3 What do they paint?
- 4 How long do they do the work?
- 5 Are they famous?
- 6 Are they really invisible?

Also, ask the students to look for the key words in the text, i.e. paper, fence, wall, window, door, swimming pool.

**After exercise 6** Extra practice 4

Tell your students to draw a house with a garden. Ask them to add a gate, a tree and a car. When the students have finished, put them into pairs. Have Student A look at his/her picture and then describe it to Student B. Tell Student B to listen to the description and draw a picture. Compare both drawings. Then the students swap roles.

**Happy goodbye**

Ask a volunteer to come to the front. Ask him/her to sit on/under/in front of, etc. your table in the classroom. Ask the other students to say where the volunteer is. Repeat this exercise with other students.

**Homework**

Workbook, page 18

**Aims**

**Grammar:** *there is/there are*: affirmative and negative

**Reading:** for detailed information (a text message – invitation to friends)

**Listening:** for detailed information (descriptions of houses)

**Writing:** a text message – invitation to a friend

**Speaking:** inviting friends, giving addresses; describing a house and its surroundings

**Lead-in**

Ask your students who lives in a house and who lives in a flat. Count how many of the students live in a house and how many live in a flat.

 **Before Quick check**

To make the task easier, first brainstorm together all the parts of a house and garden that the students already know.

 **Before exercise 2** **Extra practice 1**

Play a memory game. Tell your students to look at picture A in exercise 1 and try to memorize the details. Tell the students to close their books. Ask the questions below. The student who first answers the question correctly, gets/scores a point.

- 1 *How many windows are there?*
- 2 *What colour is the door?*
- 3 *What colours are the flowers?*
- 4 *How many yellow flowers are there?*

**G****Grammar app**

Put your students into pairs. Tell Student A to cover one word in one of the sentences in the app (e.g. with a finger) and then ask Student B to guess the missing word. Then they should swap roles and repeat the exercise.

**BRAINY RYAN**▶ **VIDEO 4**

Workbook page 19

 **Before exercise 3** **Extra practice 2**

Write the sentences below on the board. Ask your students to get into pairs and guess the missing words. Ask a volunteer to come up to the board and complete the gap in sentence 1. Repeat with more volunteers.

- 1 *There is \_\_\_\_\_ dog in the garden.*
- 2 *There isn't \_\_\_\_\_ elephant in the house.*
- 3 *There are \_\_\_\_\_ birds on the roof.*
- 4 *There aren't \_\_\_\_\_ cows in the garage.*

**Answers:**

1 a 2 an 3 some 4 any

**Exercise 4: Skills note – Speaking**

Practise saying addresses. Remind your students that first comes the house/flat number, then the name of the street, finally the word 'Street'. Encourage your students to practise a mini-dialogue:

A: *Where do you live?*B: *I live at 23, Wojska Polskiego Street, Warsaw.*
 **After exercise 5** **Fast finishers**

Tell any fast finishers to illustrate their text message by drawing a picture of their house or flat.

**Happy goodbye**

Describe a school using the vocabulary from this lesson. Ask the students to raise both hands if they have a particular item in their school.

Examples:

*There's a swimming pool.**There's a fence in front of the school.**There's a big hall.**There isn't a gym.**There aren't any football pitches.***Dyslexia tip – extra time**

Allow the students with dyslexia enough time to write. Make sure you have prepared some extra tasks to keep the other students busy.

**Homework**

Workbook, page 19

**Aims****Vocabulary:** rooms in a house (*Miejsce zamieszkania: pomieszczenia*)**Reading:** for detailed information (an advert describing a house for sale)**Listening:** for detailed information (a description of a house)**Writing:** design and description of a house**Speaking:** describing a house**Optional materials:** flashcards 15–24**Lead-in**

Ask your students if they like playing computer games and if so, which ones are their favourites. Tell your students to imagine themselves playing a simulation game called 'Let's make a house!' The aim of this 'game' is to design a house and then try to sell it.

**Before exercise 1 Vocabulary flashcards**

Write the words from the vocabulary presentation exercise 1 on the board. Say the words and encourage the students to mime the action connected with each place.

Example:

*kitchen* (mime cooking); *bedroom* (mime sleeping); *garage* (mime starting the car)

Then ask a volunteer to come to the front. Tell him/her to face the class and not look at the board. Put one flashcard on the board for all the other students to see. Tell the other students they are to mime the actions connected with this room for the volunteer to guess the room. Repeat with more volunteers and flashcards.

**After exercise 2 Fast finishers**

Tell any fast finishers to rewrite the FALSE sentences from exercise 2 in their notebooks. Check their work.

**Exercise 3**

Tell your students to copy the plans from exercise 3 into their notebooks and label them with the names of the rooms. Play the recording twice. Stop it after each room (there are pauses in the recording). Ask the students to point to and name the room on the plan.

**Note:** You may want to put the students into pairs so they can help each other with the naming of the rooms.

**After exercise 3 Extra practice**

Put the students into groups of three or four. Tell the students to describe their own flats or houses to the group. Ask them to use the vocabulary from exercises 1–3.

Example:

*There's a kitchen and a big living room. Next to the kitchen, there's a ...*

**Exercise 5**

Put your students into groups of four or five. Tell each student to read their description to the others in the group. When all the students in the group have finished, ask them to vote for the house they would buy. Tell them they can't vote for their own house!

**Happy goodbye**

Play *Simon Says* (with the students miming the actions instead of repeating them) with the rooms from this unit. For example:

*Simon says there's a bedroom!*

(Students mime sleeping).

*There's a kitchen!*

(Students have to stand still and NOT mime cooking because the teacher didn't say *Simon says!*)

**Dyslexia tip – reading**

Remind the students with dyslexia that they can use a ruler or their finger to follow the lines in the text they are reading – this might help them to not lose track of where they are.

**Homework**

Workbook, page 20

**Aims**

**Grammar:** *there is/there are*: questions and short answers; *wh*-questions

**Reading:** for detailed information (a comic strip about Sporty Sue)

**Listening:** for detailed information (a description of a house and garden)

**Speaking:** asking questions with *there is/there are* and guessing the rooms in the house

**Optional materials:** pieces of card/paper – one for each student (for **Useful!**)

**Lead-in**

Say the words and mime the actions: *Squats / Side bends / Jumps*. Encourage your students to join in and do the actions with you.

»» **After exercise 1** »» **Act it out**

Divide the class into two groups (A and B). Tell the students in Group A to listen to the recording and follow along with the text of the comic strip. Ask them to stand up and perform the actions they hear. Tell the students in Group B to watch and then give a thumbs up or down according to whether Group A is doing the correct actions or not. Swap the groups and play the recording again.

**Useful!**

Give each student a piece of card paper. Ask them to choose one of the four phrases in the **Useful!** box and then draw a picture to illustrate its meaning. For example, a picture with the word 'Ouch!' might show someone falling over or touching their head in pain.

**BRAINY fact**

Exercise makes you feel good! Did you know exercise releases endorphins in your body which can make you happier?

**Grammar in context**

Ask your students to tell you how many *is there/are there ...?* questions they can see in the comic strip.

**Answer:**

three questions with *is there ...?*  
two questions with *are there ...?*

**G** **Grammar app**

**There is/There are: wh-questions**

Ask your students to explain how the *wh*-questions with *there is/there are* are formed.



**BRAINY RYAN**

▶ **VIDEO 5**

Workbook page 21

»» **After exercise 5** »» **Extra practice**

Tell the students to work in small groups and ask each other *How many computers are there in your house?*

»» **Before exercise 6** »» **Skills note – Listening**

Put your students into six groups. Ask each group to focus on the functions of only one computer type. Write these on the board:

- Group 1 – Komputer w telewizorze ...
- Group 2 – Komputer w sofie ...
- Group 3 – Komputer w kuchni ...
- Group 4 – Komputery w krzesełach ...
- Group 5 – Komputer w łazience ... oraz ...
- Group 6 – Komputer w ogrodzie ... oraz ...

Play the recording. Allow some time for group discussion before you check the answers.

»» **Before exercise 7** »»

Ask a volunteer to come to the front to demonstrate the game. Tell him/her to think about a room in his/her flat or house. Then, encourage the students to ask him/her the four questions and then guess the room.

**Happy goodbye**

Play a memory game. Tell the students to look at your table and memorise the objects they can see. Tell them to close their eyes. Remove one object. Tell the students to open their eyes and guess what's missing.

**Homework**

Workbook, page 21



## Aims

**General aims:** revision of vocabulary (house and garden, prepositions of place, rooms in a house) and grammar from lessons 1–4

**Special aims:** spacial thinking (assembling picture puzzles, finding a way out from a beehive puzzle), logical thinking (reading the text and finding the names in a picture), recognising icons, observation skills (Sporty Sue's task)

## Lead-in

Ask your students to count the number of bees they can see on the page.

**Answer:** 15.

## Encouragement note

Tell your students that this lesson is meant to be enjoyable. Express hope that they will have fun solving the puzzles and doing all other tasks.

## Exercise 1

Ask your students to put the elements of the puzzle together so that they can 'make out' the pictures of two gardens.

Clue 1: Bob's garden is very old.

Clue 2: Puzzles with Bob's garden have a different shape than those with Tom's garden.

## Exercise 2

Tip: There are three girls. The girls are: Tania, Emma and Katherine.

## Exercise 3

Tip: There is = there's

## After exercise 3 >>> Extra practice

Put the students into pairs. Tell Student B to listen to Student A's description of his/her flat and then draw a symbol which represents the item with a tick in their notebook (as in exercise 3).

## Exercise 5

Tip: Write two or three sentences on the board to show the students how to go through the beehive.

Example:

*Is there a kitchen? Yes, there is.*

*What is there in the kitchen?, etc.*

## Fast finishers

Tell any fast finishers to draw a beehive, like the one in exercise 5, with their own questions and answers. If they don't manage to finish it in class, they can always finish their beehive at home and bring it to the next lesson for the rest of the class to practise on. Whose beehive was the most challenging?

## Happy goodbye

Tell your students to buzz like a bee. When you write a word on the board from the picture in exercise 3, tell the students to stop buzzing and put their hands over their mouths. Repeat until all the words from exercise 3 have been used.

Example:

*a swimming pool | two cars | four bedrooms | two bedrooms*

## Homework

Workbook, page 22

**Aims**

**Functions:** ordering a pizza by phone (asking for a pizza, giving address and phone number)

**Speaking:** acting out making a phone call to order a pizza

**Optional materials:** paper cards the size of a mobile phone (for exercises 2 and 5)

**Lead-in**

Ask your students what topping they usually have on their favourite pizza.

**➤➤ After exercise 1 ➤➤ Extra practice 1**

Play the dialogue again and have half the class be the girl taking the order and the other half be the boy making the order.

**➤➤ After exercise 2 ➤➤ Extra practice 2**

Pass out the cut out cards and encourage your students to make paper mobile phones. Put the students into pairs and tell them to choose one of the orders in exercise 2. Tell them to use the model in exercise 1 to order their pizzas. This can also be done as a back-to-back phone call where the paired students sit back-to-back so that they can't see each other (like in a real phone conversation).

**➤➤ After exercise 4 ➤➤ Fast finishers**

Tell any fast finishers to write a different question and answer – similar to those in exercise 4.

**➤➤ After exercise 5 ➤➤ Extra practice 3**

Tell your students to make a menu with their own pizza toppings and then roleplay a telephone conversation. Tell Student A to order a pizza while Student B takes the order. Then they should swap roles and repeat the exercise.

**Life skills:**

Talk about healthy eating with your students. Ask the questions about pizza below and hold a class discussion.

*Do you eat pizza three or four times a week? (No.)*

*Why not? (It's unhealthy.)*

*Why is pizza unhealthy to eat three or four times a week? (It has lots of bread and cheese in it, for example.)*

*Is it OK to eat pizza once a week/month/year?*

*(Once a month is OK!)*

*What other fast foods are not healthy?*

*(Hamburgers.)*

*What food should we eat more of?*

*(Vegetables, salad, fruit.)*

**Happy goodbye**

Ask your students to choose which pizza from the menu in exercise 2 they would like to eat tonight.

**Dyslexia tip – building confidence**

Allow the students with dyslexia (who often lack motivation and self-esteem) to shine by encouraging them to act out the dialogues and by making the acting (mimics, gestures, intonation) as important as the text.

**Homework**

Workbook, page 23



**Aims**

**Culture:** famous castles

**Reading:** for detailed information (castle descriptions)

**Listening:** for detailed information (three dialogues describing castles)

**Optional materials:** extra photos of the three castles: Matsumoto castle (Japan) showing cherry trees and a moat, Hearst Castle (California) showing a swimming pool and the sea, Bran Castle (Romania) showing the mountains (for Extra practice 1)

**Lead-in**

Ask a group of three or four volunteers to come up to the board. Give them a time limit of two minutes to draw an outline of a castle on the board. Use this drawing to explain the vocabulary in exercise 1 by labelling the drawing with, e.g. *castle, moat, gate, knight* and *king*. Ask the volunteers to add these details to the drawing on the board. Ask the rest of the students to copy the castle on the board with all the details into their notebooks.

«Before exercise 3» Skills note – Listening

Show your students the photos of the three castles you have found. Use the photos to explain the vocabulary they will hear in the recording.

**BRAINY fact**

Picture **c** in exercise 3 shows Bran Castle – a medieval stronghold in the Transylvanian Alps (Southern Carpathian Mountains) in Romania. The castle is popularly identified with the fictional Castle Dracula. However, all of the historic evidence indicates that it was not Dracula's castle. Still, Bran Castle is one of Romania's top tourist attractions.

**Option 2 (10–15 minutes):** Read the question with the students and explain to them that they are going to watch a video about popular old castles around the world. Play the Unit 2 video from **Brainy klasa 5 DVD** or use the QR code from Brainy klasa 5 Workbook (page 93). Write these parts of the words in two columns on the board and tell the students to make the correct words.

- |      |       |
|------|-------|
| TRA- | -RONE |
| TH-  | -OWN  |
| RAV- | -GHT  |
| KNI- | -ITOR |
| CR-  | -EN   |

**Answers:** TRAITOR, THRONE, RAVEN, KNIGHT, CROWN

**Option 3 (45 minutes):** Tell your students to open their workbooks on page 93. Follow the instructions in the DVD teaching notes for Unit 2 (staffroom.pl).

«Before exercise 4» Extra practice

Ask your students to choose in which castle from this lesson they would like to live. Encourage them to use the 'castle' words (e.g. *tower, moat*, etc.).

Example:

*I like castle 3a. It has got a big tower.*

**BRAINY fact**

Where is the world's largest castle?

**Answer:**

In Poland! It's Malbork Castle. Windsor is the largest inhabited castle.

**Exercise 4: Discover more!**

Tell your students they are going to investigate some famous castles on the Internet. Tell them it can be anywhere in the world. Encourage the students to use the search words:

*famous castles / beautiful castles / castles of the world.*

Tell your students to find/copy a picture of the castle of their choice and write a couple of sentences about it. Then, decorate the classroom with the students' work.

**Happy goodbye**

Ask your students which castle from the reading in exercise 2 they would prefer to visit and why. Have a class vote.

**Homework**

Workbook, page 24



Around the world

**Option 1 (5 minutes):** Elicit the answer to the question about Hogwarts castle from the students (Alnwick Castle in England). Show them the picture of the castle (e.g. on your mobile phone) and ask them if it has a tower, a moat, gates, etc.

**Aims**

**Revision of lessons 1–6:** vocabulary, speaking and grammar in a variety of controlled practice exercises

**Lead-in**

Ask your students to answer the question *How many birds are there in the trees in the picture in exercise 4?* The quickest correct answer wins!

**Answer:** 4

**Freddie and Freda note**

Remind your students that they can win a prize at the **Trainer's office** and encourage them to keep improving their score.

**★ Star rating**

Explain to your students that there are two more difficult exercises in the Revision workout (exercises 3 and 6) and that's why they get two points for each correct answer.

**Joke**

What room is useless for a ghost?  
A living room!

**➤➤ After exercise 3 ➤➤ Extra practice 1**

Put your students into pairs. When the students have acted out the dialogue once, tell them to close their books and try to act it out again, but this time from memory. You may also write the dialogue on the board and erase some words as the students keep practising it. See how much they can remember by gradually erasing more and more words/lines until there are none.

**➤➤ After exercise 6 ➤➤ Extra practice 2**

Tell the students to think of an extra question for exercise 6 about the picture in exercise 4. Check the question(s) as a class. Then tell the students to walk round and ask their extra question to two of their classmates.

**Evaluation**

Ask the students to add up their points from all the tasks. Tell them to go to the **Trainer's office** on page 126 to see what their prize is. Allow your students a second chance to improve their overall score by doing an exercise again to get a better score. After they have improved their score, tell the students to sum up their points again.

**Happy goodbye**

Tell the students you are going to 'hide a bird' somewhere in the picture in exercise 4. Remember where you 'have hidden it', e.g. *It's under the sofa in the living room.* Tell the students to ask you *yes/no* questions to find out where the bird is.

Example:

*Is it in the living room? (Yes).*

*Is it behind the TV? (No).*

**Homework**

Workbook, page 25



**Optional materials:** a piece of A4 paper for each student to make Brainy cards (for exercise 1) – or use the template in **Brainy klasa 5**.

**Teacher's Resource File** (Brainy klasa 5 TRF\ Brainy\_kl 5 TRF Worksheets General\ Additional materials\Brainy\_cards)

### Extra practice 1: Ordering a pizza

Put the students into pairs. Tell them to write a dialogue in their notebooks using the expressions in the *Let's order a pizza!* box. Encourage them to change some bits of information, e.g. the address or pizza type. Tell them to find a new partner and practise ordering a pizza. Tell them they can stand back-to-back to imitate a telephone conversation.

### After exercise 2 Extra practice 2

Have the students find a group selfie/photo on their phones, show it to the other students in class and explain who is where in relation to each other.

Example:

*I am in front of Elena and Jose is behind me.*

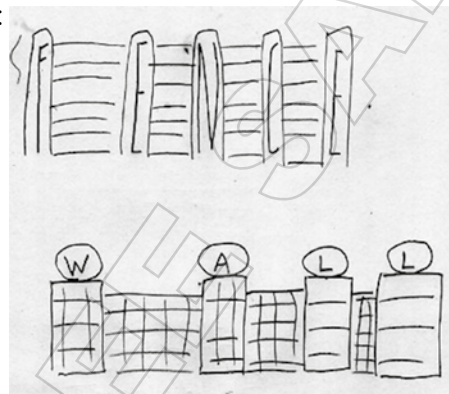
### After exercise 3 Extra practice 3

If possible, print some of the photos the students have taken of themselves. Alternatively, ask the students to bring photos of themselves (with their family or friends in them) to the lesson. Put the photos up on the classroom walls. Put the students into pairs. Tell Student A in each pair to describe one of the displayed photos, e.g. *He's behind a wall*. Tell Student B to listen and point to the correct photo. Then have the students swap roles and repeat the exercise.

### Extra practice 4

Write the 'garden' words from this unit on the board (e.g. *fence, wall*, etc.) or elicit them from students. Tell the students to draw a representation of each word.

Example:



### Brainy cards

Bring a sheet of A4 paper for each student (or use the print-outs with the templates for Brainy cards). Ask the students to make their own Brainy cards. Tell the students to cut up the paper and make 15 cards with the words from this unit that are difficult for them to remember. Put the students into pairs. Go round the classroom and listen to the sentences the students make while doing exercise 1 on page 30.

### Freddie and Freda extra workout: visual memory

These extra activities have their own focus and they can be done whenever there is some free time, e.g. after the Revision workout, at the end of the lesson, at the beginning of the next lesson, etc.



#### Activity

Tell the students to individually draw a plan of one floor of an imaginary house. Then put the students into pairs. Tell them to swap their plans in each pair and give the students one minute to memorise their partner's plan. Then ask the students to turn the plan face down and draw it from memory. Compare both plans.

### Project note

You will find that Project 1 always involves some crafts for students whereas Project 2 is more demanding in terms of language use.



Choose your grammar project!

### Project 1 My Grammar Notebook

Tell the students to use different colours for different parts of speech. Encourage them to use clear labelling for grammar points they have decided to show. Encourage them to use highlighter pens. Show the students how to use coloured sticky notes to cover some grammar points in their notebooks and then uncover them while testing each other or themselves.

### Project 2 A New School Playground!

Elicit a list of things that would make a perfect playground. Write their names on the board to help the students with ideas. Include fantastic, over-the-top ideas too, such as a fast food restaurant in the playground or a stand with free sports equipment. Ask the students to draw their imaginary playground. Then put the students into small groups to decide on their perfect playground. After the groups have chosen their perfect playground, you can ask the students to vote for the best playground as a class.

### Project work

To motivate weaker students, give two marks for the project: one for language accuracy and one for content and design. Do not correct all their mistakes in red ink on the project. Make light corrections at the bottom of the page or on a separate piece of paper.

**Lesson 1 (exercises 1–6). Aims**

Revision of grammar and vocabulary from units 1 and 2 through a variety of controlled practice exercises

**Lead-in**

Ask the students *What's the weather like today?*  
Elicit their answers.

**After exercise 2 Fast finishers**

Tell any fast finishers to help those who are still writing countries and continents to make sure they have them correct.

**Before exercise 4 Extra practice 1**

Put the grammar in a table for the students to fill in on the board and refer to during exercise 4.

	+ he/she/it	+ they	– he/she/it	– they
<i>be</i>				
<i>have got</i>				
<i>There is/ are</i>				

**Answers:**

	+ he/she/it	+ they	– he/she/it	– they
<i>be</i>	<i>is</i>	<i>are</i>	<i>isn't</i>	<i>aren't</i>
<i>have got</i>	<i>has got</i>	<i>have got</i>	<i>hasn't got</i>	<i>haven't got</i>
<i>There is/ are</i>	<i>There is</i>	<i>There are</i>	<i>There isn't</i>	<i>There aren't</i>

**Happy goodbye**

Decide on a class action for each of the weather symbols, e.g. to show 'warm', have the students wipe imaginary sweat off their brow. Ask all the students to stand up and play *Simon Says* with the weather. If a student makes a mistake, he/she has to sit down. Continue until there is only one student left standing.

**Example:**

*Simon says it's windy.* (e.g. Students blow like the wind.)

*Simon says it's cold.* (e.g. Students shiver.)

*It's sunny.* (Students do nothing because the teacher didn't say *Simon says*.)

**Homework**

Workbook, page 26, exercises 1–6

**Lesson 2 (exercises 7–12). Aims**

Revision of grammar, vocabulary and functions from units 1 and 2 through a variety of exercises and skills work: listening, reading, writing and speaking.

**Lead-in**

Ask your students to get into pairs and tell each other their telephone numbers.

**Before exercise 8 Extra practice 1**

Put your students into small groups. Ask them to dictate their addresses to each other, spelling their street names in English. Tell them to say the number of the house or flat first.

**Before exercise 12 Extra practice 2**

Write these phrases on the board. Ask the students to tell you which of them are used to start an email and which ones are used to end it.

*Dear Ana / See you soon / Hi David / Bye for now / Hi / Bye*

**Answers:**

Start: Dear Ana / Hi David / Hi

End: See you soon / Bye for now / Bye

Tell your students to choose a phrase from these groups when writing their email in exercise 12.

**Exercise 12**

Tell the students to include the following in their email:

- information about the house,
- the attractions,
- the weather.

**Happy goodbye**

Divide the board into two with a line drawn down the middle. Divide the class into halves. Assign one side of the board to each group. Give one piece of chalk to each group. Tell the students that they are going to have a Vocabulary race. Tell one student from each group to run to the board and write an item of vocabulary from units 1 or 2 on their side. The next student writes another and so on. Set a time limit of three minutes. When the time is up, stop the race and count the words each team has come up with. Correct spelling is important.

**Homework**

Workbook, page 27, exercises 7–12