

Aims

Vocabulary: objects in the house (*Miejsce zamieszkania: wyposażenie domu*)

Listening: for detailed understanding (a dialogue)

Reading: for general understanding (matching parts of an email with their description)

Writing: an informal email to a friend

Lead-in

Tell your students to look at the *BrainyPost* for this lesson and then put them into pairs to do a quick speaking revision of colours. Tell Student A to point to an object and ask Student B: *What colour is it?* Have Student B answer the question. Then ask the students to swap roles.

▶▶ After exercise 1 ▶▶ Extra practice 1

Put your students into groups of three or four with one course book for the group in front of them. Tell two or three students to close their eyes and have the remaining student cover one of the words in the *BrainyPost*. Have the students open their eyes and guess the hidden word. The first one to say the hidden word gets a point. Change roles. Play the game until one student gets five points.

▶▶ After exercise 2 ▶▶ Extra practice 2

Write POSITIVE, NEGATIVE, and BOTH on the board. Tell your students to copy these words into their notebooks and add the words from exercise 2 under the correct heading. Then tell them to compare their lists of words with a partner.

Suggested answers:

POSITIVE: OK, quite nice

NEGATIVE: ugly

BOTH: huge, small, old-fashioned

**Life skills: Things you don't want**

Ask your students what other kinds of things can be given to charity for other people to benefit from them. Discuss if they know whether a place where people can donate items they no longer want or need exists in their town or city.

Suggested answers:

clothes, furniture, old computers, board games, blankets, toys, books, DVDs, etc.

**Phonics twister**

1.18

Introduce the 'sh' /ʃ/ sound by asking your students: *What do you do when someone in class is being very loud?* Put your finger to your mouth to elicit the answer 'Shh'. Play the recording and encourage your students to repeat the tongue twister. After a couple of times to practise, switch the audio off at different moments to surprise the students and also to listen to how everyone is doing. If it's possible on your machine, speed up the audio.

Dyslexia tip – reading aloud

Try to avoid asking a student with dyslexia to read aloud or say the tongue twister aloud on their own as it can potentially be an embarrassing situation for them. Use the audio and the class voices together to give support and make it more of a game, trying to go faster and faster as you go along.

▶▶ Before exercise 4 ▶▶ Culture note

Where can you sell your old clothes, household goods, and furniture to make some extra money or unload unneeded things? In a garage sale. Garage sales are also called 'yard sales' or 'rummage sales'. They are popular all over the world now but they are the most popular in the USA and Canada.

▶▶ After exercise 5 ▶▶ Extra practice 3

Tell your students to look at the email again and write four or five items of vocabulary/expressions from it which they still don't really understand. Put them into groups of three or four and tell them to help each other find out the meaning of the vocabulary/expressions. Have them write the words in Polish in their notebooks. If they can use an English-Polish dictionary, encourage them to do so.

➤ After exercise 6 ➤ Extra practice 4

Tell your students to swap emails with their classmates and read them. Write the questions below on the board for the students to answer about their partner's email.

*What is for sale?
What does ... have to do before the sale?
What time does the friend have to come and help?
How many words does the email have?*

Happy goodbye

Put the students into groups of five or six. Tell them to play *Pictionary* with the items of furniture from this lesson.

Homework

Workbook, page 14

Aims

Grammar: Present continuous and Present simple: affirmative and negative; Present continuous for temporary habits

Reading: for detailed understanding (a blog entry)

Speaking: talking about habitual and temporary actions / actions happening now

Optional materials: one strip of paper for each student and a sheet of A3 paper with the headings: ALWAYS, USUALLY, OFTEN, SOMETIMES, HARDLY EVER and NEVER written on it (for Extra practice 2)

Lead-in

Mime the verb *paint* to the class and elicit it from them. Ask a few students to spell it for you.

Before exercise 1 Skills note – Reading

Ask your students to quickly read the blog entry and tell you how many people are mentioned in the text.

Answer:

four (mum, dad, sister Sara, and the person writing the blog).

After exercise 1 Grammar in context

Write these sentences on the board:

I'm sleeping in the living room this week.

A *She is sleeping in the living room right now.*

B *The living room is her sleeping place for a year or more.*

C *The living room is her sleeping place for a few days.*

Ask your students to tell you which is the correct explanation of the underlined sentence.

Answer: C

G Grammar app

Present simple: affirmative and negative

Make sure to stress the different position of the adverb of frequency in the affirmative and negative Present simple sentences. Ask your students to tell you a different adverb of frequency (e.g. *never, sometimes, often, hardly ever*) and have them say a sentence about themselves with each one.

Present continuous: affirmative and negative

Ask your students to think of any time expressions which are used together with the Present continuous tense (e.g. *at the moment, currently, at present, etc.*) and ask them where these time expressions can be placed in the sentence.

G Grammar app

Present continuous for temporary actions

Explain to your students that although 'temporary' actions can be repeated regularly, they are still limited in time, therefore Present simple cannot be used.

After exercise 4 Fast finishers

Tell the fast finishers to invent sentence number 4 for this exercise using Present simple and Present continuous. Tell them to make up as many new sentences as they can.

Before exercise 5 Extra practice 1

Write PRESENT CONTINUOUS and PRESENT SIMPLE on the board. Tell your students to close their course books. Say the expressions from both columns (A and B) from exercise 5 in random order and tell the students to point at the correct tense that goes with each expression.

➤➤ After exercise 5 ➤➤ Extra practice 2

Ask your students to count from one to six until all the students have their numbers. Give each student a strip of paper. Tell them that they will write one sentence they have just said during the speaking game. Tell them that:

Students 1 write sentences with *always*,

Students 2 write sentences with *usually*,

Students 3 write sentences with *often*,

Students 4 write sentences with *sometimes*,

Students 5 write sentences with *hardly ever* and

Students 6 write sentences with *never*.

When the students have finished writing, ask them to read their sentences aloud: (first all Students 1, then all Students 2, etc.) If necessary, correct the sentences while the students are reading.

Finally, ask the students to glue/blu-tack their sentences under the correct headings (ALWAYS, USUALLY, OFTEN, etc.) on the sheet of A3 paper.

Ask Students 1 to come first, then Students 2, etc.

When all students have stuck their sentences to the A3 paper, put up the Adverbs Poster with the students' own examples on the wall.

Happy goodbye

Ask a student to come to the front of the class and mime an action. The other students should watch and raise their hands if they know what that student is doing. Accept only full sentences as an answer.

When the class offers the correct answer, ask the 'miming student' *How often do you?* to elicit contrasting the use of the Present simple and Present continuous.

Example:

Miming student mimes writing something in a notebook.

Student 1: *She is drawing.*

Student miming the action shakes his/her head.

Student 2: *She's painting.*

Student miming the action shakes his/her head.

Student 3: *She's writing.*

Student miming the action nods.

Teacher: *How often do you write?*

Student miming the action: *I always write in class.*

Homework

Workbook, page 15

Aims

Vocabulary: objects in the house (*Miejsce zamieszkania: wyposażenie domu*)

Listening: for detailed information (a dialogue)

Speaking: guessing game – what objects in the house others want to use

Lead-in

Practise the alphabet by going around the class with each student saying one letter. If anyone makes a mistake, the next student has to start from A again.

BRAINY fact

Remember that a *fridge with a freezer* is usually called a *fridge*, but can also be called a *fridge-freezer*. Also, a *washbasin* is the same as a *basin*.

BRAINY fact

Ask your students to guess when these appliances were invented:

- first automatic dishwasher

Answer:

in 1886, by Josephine Cochran in the USA. She was a granddaughter of John Fitch, the inventor of the steamboat.

- electric washing machine

Answer:

in 1908, by Alva J. Fisher in the USA. It was called the 'Thor'.

- fridge for home use

Answer:

at the beginning of 20th century.

After exercise 4 Skills note – Exam

Play the audio [1.23] again and check that all your students can identify exactly when the answer is given in the audio. Tell them to raise their hands when they hear the answers.

Before exercise 5 Extra practice 1

Put your students into pairs. Tell them to look at the objects in exercise 1 and come up with possible problems in order to prepare for the game. This will particularly help weaker students who have difficulty naming their ideas in English.

Example answers:

The plates are dirty. (dishwasher/sink)

I must wash a plate quickly. (sink)

I'm cold. (radiator/heater)

The dog is dirty. (bath)

My hands are dirty. (tap/sink/basin)

I need some water. (tap)

I want to make soup. (cooker)

My socks are wet. (radiator)

I'm dirty. (bath/shower)

Happy goodbye

Ask a student to name an object from this lesson. The class listens and says the correct room the object can be found in, either bathroom or kitchen or both. Continue with a new student until all the objects have been named or all the students have had a chance to name one.

Homework

Workbook, page 16

Aims

Grammar: Present continuous and Present simple: questions and short answers; *wh*-questions; Present continuous for future arrangements

Reading: for detailed information and for general understanding (a comic strip *Save the Sea*)

Listening: for detailed information (radio interview)

Speaking: describing duties and guessing job names

Lead-in

As a class, brainstorm and name as many types of sea creatures as you can think of.

Example answers:

fish, whale, shark, turtle, sea horse, etc.

Elicit *dolphin* and ask the students how to spell this word.

After exercise 1 Act it out

Put your students into pairs and tell each pair to choose which of the two characters they want to be – Alfie or Ella. In their pairs, ask the students to read the dialogue without the audio. Tell them not to worry what the other pairs are reading and to concentrate on listening and reading with their partner. It doesn't matter who finishes first.

Useful!

Ask your students to give you a synonym in English for 'fishy' in this context.

Answer:

strange / odd / not normal

Then write the sentences below on the board and ask your students to tell you which sentence from the **Useful!** box matches a sentence A–D on the board.

A You are confused about what some people are doing.

Answer: 2A – What are they up to?

B You don't know the answer.

Answer: 1B – No idea!

C You are sure some people are doing a bad or illegal thing.

Answer: 4C – There's something fishy going on.

D You feel sorry for a little animal, child, or toy.

Answer: 3D – Poor little thing!

Before exercise 2 Extra practice 1

Write this paragraph on the board or prepare copies of the text below to hand out to the students. Tell your students to choose the words which complete the text correctly.

Alfie is fixing the (1) taps / radiator today because he is going on (2) the beach / a recycling course tomorrow. Ella arrives and they see (3) their friends / a boat with old kitchen and bathroom equipment. (4) Ella / Alfie has an accident with some coffee and they have to clean everything. When they finish, they (5) can / can't see the boat. Alfie is (6) happy / worried.

Answers:

1 radiator 2 a recycling course 3 a boat 4 Alfie 5 can't 6 worried

After exercise 2 Extra practice 2

Put your students into pairs to do a back translation exercise. Tell Student A to read the first sentence in their notebook in Polish, and have Student B translate it back into English. Tell the students to use the course book comic strip *Save the Sea: Episode 2* to help them if necessary. Then have the students swap roles.

Joke

What do dolphins need to stay healthy?

Vitamin Sea (C)!

Grammar in context

Write these two gap-fill questions on the board.

What _____ your mother/father/aunt/uncle _____ ?

Answer: does / do

What _____ your mother/father/aunt/uncle _____ right now?

Answer: is / doing

Elicit what goes in the gaps and then tell your students to get into pairs and ask each other the questions. Make sure they answer using the correct tense.

G Grammar app

Present simple and Present continuous

Put your students into pairs. Tell them that one student will ask the question from the Grammar app while the other has to answer without looking at the course book. Then have the students swap roles.

After exercise 3

Tell your students to check their Grammar app for *he* or *she* by looking at the Grammar summary on page 23. Then have the students test each other on the grammar from the unit using the Grammar summary. They can take turns asking and answering the questions in the summary or can make up their own.

Before exercise 4 Extra practice 3

Write the four verbs from exercise 4 on the board (*fix, do, work, dive*). Ask your students which verb omits a letter to make the *-ing* form.

Answer:

DIVE (diving)

G Grammar app

Present continuous for future arrangements

Ask the class to translate the example sentence in the Grammar app into Polish. Compare the English and Polish versions and elicit from your students that in both languages a present tense is used to talk about the future.

After exercise 7 Fast finishers

Tell the fast finishers to write one of the dialogues they just said in exercise 7 in their notebooks.

Before exercise 8 Extra practice 4

Put your students into groups of four or five. Give each group a piece of chalk. Tell each group to brainstorm and then write all of the strange places they can think of to prepare for the game using *usually, this week, and next week* on the board.

Culture note

Lots of children in the UK take their lunch in a plastic box with them to eat at school. This is called 'a packed lunch'. It usually consists of sandwiches, crisps, and a piece of fruit. Ask your students if they think that sounds healthy.

Dyslexia tip – grammar

Students with dyslexia often struggle with abstract concepts such as grammar, e.g. recognizing nouns, verbs, adverbs, etc. Encourage your students with dyslexia to keep lists of examples (nouns, verbs, adverbs) at the back of their notebooks to help them.

Happy goodbye

Play *Good idea, Bad idea!* Tell your students to all stand up. Ask one student to say a sentence from exercise 8 with the phrase *next week*.

Example:

Next week, I'm eating breakfast in the car.

Tell the others in the class to listen and decide if this is a good idea or a bad idea – if they think it's a good idea they raise their hands and show a 'thumbs up'. If they think it's a bad idea, they put their hands on their heads. Continue with other sentences from different students.

Homework

Workbook, page 17



Aims

General aims: revision of vocabulary (objects in the house) and grammar (Present simple and Present continuous) from lessons 1–4

Special aims: associating (recognising signs and notices), mathematical thinking (deciding what objects to buy), logical thinking (describing what people do / are doing), analytical and language skills (exam task), ecological awareness (Eco-alert)

Lead-in

Have a quick competition. Ask your students to look at lesson 5 and find the largest number on the page. Ask them to tell it to you in English.

Answer: 120

Exercise 1

Ask the students which signs tell you that you should or shouldn't do something.

Exercise 2

Tip: Before answering the questions, put your students into pairs to calculate the prices of wardrobes, cupboards, and mirrors in the sale. For those who find maths difficult, this task will allow them to get the answer correct by helping each other.

Exercise 3

Tip: Remind your students that adverbs of frequency are usually used in Present simple and temporary time phrases – in Present continuous.

Before exercise 5 Encouragement note

Tell your students you will give them extra points towards their grade for getting the translation of the words in exercise 5 correct. Go around the classroom and monitor your students' answers. If they make a mistake with the grammar, point at it and give them a second chance to get it right.

Exercise 5

Tip: Remind the students that they can look up the phrasal verbs from this unit (*put up, do up*) in lesson 2 if they need to.

Happy goodbye

Ask your students to tell you what other things apart from recycling they can do to be eco-friendly at home.

Suggested answers:

do not use plastic, grow their own vegetables, turn off the tap when brushing their teeth, turn off the light when they go out, etc.

Homework

Workbook, page 18

Aims

Functions: offering to help, saying thank you, asking a favour;

Vocabulary: using objects in the house (*Miejsce zamieszkania: prace domowe*)

Speaking: offering to help and saying thank you in different situations

Optional materials: two fly swatters (for Happy goodbye)

Lead-in

Practise the opposites of verbs in preparation for exercise 2 by asking your students to mime / do the actions as you say them:

Stand up. – Sit down.

Talk. – Be quiet.

Sleep. – Wake up.

Get up. – Go to bed.

After exercise 2 Extra practice 1

Write these pairs of verbs on the board:

TURN ON / TURN OFF

OPEN / CLOSE

TURN UP / TURN DOWN

Put your students into groups of three or four with one notebook for each group. Assign a group secretary and tell each group to brainstorm other objects you can use these verbs with. Set a time limit of two minutes. The group with the most correct ideas is the winner.

Suggested answers:

TURN ON/TURN OFF the TV, the light, the oven, the dishwasher, the radio

OPEN/CLOSE: the door, the fridge, the oven, the dishwasher, the window, the cupboard

TURN UP/TURN DOWN: the music, the radio, the TV, the oven, volume

Before exercise 4 Extra practice 2

Write numbers 1–6 on the board. Tell your students to identify the verb in each of the situations in exercise 4 and then write the verbs next to the number.

Answers:

1 turn down 2 unload 3 unload 4 close 5 turn on
6 open

After exercise 4 Fast finishers

Tell the fast finishers to practise and learn by heart their favourite dialogue from exercise 4 and then, when everyone has finished, ask them to act it out in front of the whole class.

Happy goodbye

Divide the class into two groups. Write all the nouns from exercise 2 on the board. Give a fly swatter to one student in each group. Name a verb that collocates with one of the nouns on board. The students with the fly swatters have to run to the board and swat the corresponding noun.

Example:

Teacher: *Open.*

Students A runs and swats curtains.

The student that swats the correct answer first is the winner. The other students then take their turn with the fly swatter. Remember, more than one correct answer is possible.

Homework

Workbook, page 19



Aims

Culture: Charity shops in the UK

Reading: for detailed information (article about charity shops)

Listening: for general understanding (identifying speakers with general message)

Writing: designing a leaflet about a charity

Lead-in

Ask your students if they can name any charities in Poland (e.g. Caritas, Monar, Polish Red Cross, Great Orchestra of Christmas Charity, Polish Humanitarian Action, etc.)

Before exercise 1 Extra practice 1

Tell your students to look at the photo for the reading text and name some of the items that Cancer Research UK sells in this shop.

Possible answers:

children's clothes, T-shirts, lamps, jewellery, toys, trousers, etc.

After exercise 1 Extra practice 2

Tell your students to copy the words in bold in the text into their notebooks and add the Polish translation. If you want, put them into pairs and ask them to test each other on the phrases.

Exercise 3

Prepare a fun way to check the answers. For example, ask your students to each get a red and a black pen / coloured pencil. Explain that the red pen is for true sentences and the black pen is for false sentences. Ask a student to read the sentences aloud and the others to hold up the coloured pen which they think corresponds to the answer.

BRAINY fact

Cancer Research UK is the 5th biggest charity in the UK by income. Number one is The British Council which is a charity that promotes cultural relations and educational opportunities between the UK and the rest of the world.

After exercise 4 Skills note – Listening

Ask your students to tell you any extra information they heard when listening.

Exercise 5 Discover more!

Tell your students they are going to design a leaflet for an English charity shop. Tell them to use the Internet to do some research and choose one of the four charities. Put them into groups and encourage them to work and collaborate together. Encourage them to find some pictures of places the charity helps or the charity logo. Write these questions on the board for them to consider while preparing the leaflet:

*Who does the charity help?
What does the charity do to get money?
Does it have shops or organize events?
What is the most important thing the charity does in your opinion?*

You can write these official websites on the board too.

www.cancerresearchuk.org/

www.bhf.org.uk/

www.oxfam.org/

www.redcross.org.uk/

Happy goodbye

Put your students into groups of five or six. Tell each student to look at the text in lesson 7 and choose one word in secret that they want to ask the rest of their group to find as quickly as possible. Ask one student to say his/her word and the other students to listen and try to find it by scanning the reading text. After someone finds the word, ask the next student in the group to take a turn. Play the game until the lesson is over.

Homework

Workbook, page 20



Around the world

Option 1 (10–15 minutes): Play the Unit 2 video from **Brainy klasa 6 DVD**. Choose one of the tasks from Unit 2 Worksheet (staffroom.pl) and do it with your students – e.g. you can put it on the board or photocopy the task and give it out to the students.

Option 2 (45 minutes): Prepare the handouts from Unit 2 from **Brainy klasa 6 DVD** and pass them out to the students. Follow the instructions in the DVD teaching notes for Unit 2 (staffroom.pl).

Aims

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

Optional materials: one die (for Lead-in)

Lead-in

Put the students into pairs. Tell them to ask each other and answer: *Which exercise are you doing next?* Roll the die to see which exercise the class will do first. Don't forget to do this after each exercise to decide which is next.

★ 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 (but not for, e.g. each gap they fill).

▶▶ After exercise 2 ▶▶ Extra practice 1

Put your students into groups of three. Tell them to prepare two more definitions (7 and 8) for exercise 2 together. Monitor their definitions, and correct where necessary. Then have a class competition with each group telling their definitions to the rest of the class in turn. Give points to the first group to guess the correct answer.

▶▶ After exercise 5 ▶▶ Extra practice 2

Put your students into pairs. Assign letter A or B to a person in each pair and check by asking all Students A to raise their hands and then all Students B to do the same. Ask Student A to read the first line of dialogue, then Student B to read the second line. Then have them continue to alternate reading each line.

▶▶ After exercise 6 ▶▶ Star Academy ★

Put the students into pairs and tell them to write a similar dialogue to that in exercise 6. Tell them they should change three or four pieces of information. When the students have finished, ask volunteers to act out their dialogues in front of the class. Give them extra points towards their grade.

Example of information changes:
 this month → next week,
 fly to the USA → travel to London,
 for 2 weeks → for 3 days,
 stay in New York → stay in London,
 house by the sea → house in the mountains.

Evaluation

Tell your students to find out whether they are better at vocabulary, grammar or speaking by adding up their scores for the different exercises separately. Have a quick show of hands to see who is better at what. Then encourage learner autonomy by telling your students to complete these sentences in their notebook:

I am good at _____.

Example answer:

writing and grammar

I need to improve _____.

Example answer:

speaking

Happy goodbye

Tell all the students to sit on their chairs. Name some items with colours and/or adjectives from unit 2, e.g. *blue curtains / a white cupboard / a white washing machine / a huge freezer / a horrible rug / green cushions / a brown sofa / an old-fashioned mirror.* If the student has the item you have named in their house, they stand up. Continue until all the students are standing.

Homework

Workbook, page 21

Optional materials: one piece of A4 paper to stick to the wall per group of five or six students (for Fred and Freda extra workout)

Extra practice 1: At home

Write these gapped sentences on the board. Tell your students to write the missing words in their notebooks and put the sentences in the correct order to make a mini-dialogue.

_____, that's very _____ of _____ .
 Yes, please. _____ you draw the blinds?
 Hi, _____ you _____ any help?
 Sure, _____ problem.

Answers:

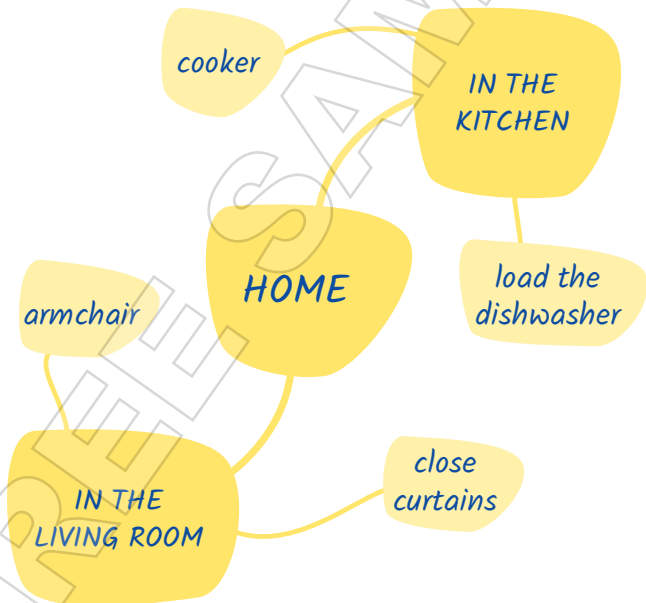
Hi, do you need any help?
 Yes, please. Can you draw the blinds?
 Sure, no problem.
 Thanks, that's very good of you.



Are you ready for extra vocabulary workout?

Extra practice 2: Mind map

Tell your students to make a *Home* mind map. Tell them choose different rooms as the categories and put at least six words or phrases into each one.



Mind maps

Encourage your students to keep their Vocabulary mind maps in a separate notebook or file to use later for activities and revision. Allow your students to use dictionaries to add more words to their mind maps.

Extra practice 3: Mind map extension

When they have finished their mind maps, put them into groups of three or four to exchange more vocabulary, increase their mind maps, and also to help each other.

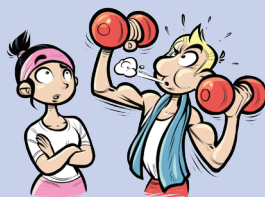
Extra practice 4: Garage sale

Tell your students to imagine that they are having a garage sale. Tell them to create a sign to advertise in which they make a list of at least ten things they are selling. When the students have finished their signs for garage sales, tell them to swap their notebooks with a partner. Ask them to read the items in their partner's list and tick the ones they would like to buy.

Example:

Freddie and Freda extra workout: vocabulary

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 class, or the beginning of the next class, etc.



Activity

Divide the class into teams of five or six students. Put one piece of A4 paper on the wall beside each team. Make sure each team has one pencil. Explain that they are going to take part in a Word race and each team has two minutes to write as many words from a given vocabulary category as they can. Name the vocabulary category. When you say *Go!*, the first student from each team gets up and writes a word from memory on the A4 paper as quickly as possible – then sits down, passing the pencil to the next student who writes a different word. The team with the most correct words on their piece of paper wins. Change the vocabulary category and repeat the game.

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 Grammar Snaps

Tell your students to look at the Grammar summary page in their books to decide which grammar point they want to represent. Tell the students to design a frame for their picture made out of decorated paper or card. Check the students' snaps and put them on display in the classroom.

Project 2 Crazy home makeover!

Encourage the students to draw a picture of the imagined finished crazy house/flat to decorate their work. Tell them to include the following information in the description:

Who is helping?

What is each person doing now?

What is each person doing tomorrow?

Project work

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

Lesson 1 (exercises 1-4). Aims

Revision of grammar, vocabulary and functions from units 1 and 2 through a variety of exam tasks (including listening, language functions, and reading).

Lead-in

Write these sentences and adverbs on the board. Then tell your students to copy the sentences into their notebooks adding the adverb of frequency to these sentences to make them true for them.

I study late at night.

I sit down at my desk to study.

I study at the weekend.

Adverbs: always, often, sometimes, never, hardly ever, usually

After exercise 2 Extra practice 1

Put your students into pairs and ask them to think of different questions to Student's B answer (*Sure, no problem.*).

Example:

Student A: Can you clean the kitchen, please?

Student B: Sure, no problem.

Ask several pairs to read their exchanges aloud.

After exercise 4 Extra practice 2

Read these True / False sentences about the two texts in exercise 4 aloud.

Tell your students to stand up if they think the answer is true, and remain seated if they think it's false.

Text 1

Washing machine balls:

- 1 are in supermarkets now.
- 2 are more expensive than washing powder.
- 3 are a type of washing powder.

Answers:

1 True 2 False 3 False

Text 2

Car boot sale:

- 4 is in a park.
- 5 starts for everyone at 8.00 am.
- 6 has a special place to get food.

Answers:

1 True 2 False 3 False

Happy goodbye

Put your students into pairs. Ask Student A to face the board and Student B to turn away so that he/she can't see the board. Write a word from this lesson on the board in Polish. Tell Student A to say the English equivalent of this word and have Student B translate it back into Polish. Then swap roles and play again. If Student B can't guess the word in English, Student A can spell the English word to help.

Homework

Workbook, page 22, exercises 1-5

Lesson 2 (exercises 5–8). Aims

Revision of grammar and vocabulary from units 1 and 2 through a variety of exam tasks (including use of English).

Optional materials: one photo of two people at work in them per one pair of students (for Extra practice 2)

Lead-in

Dictate these numbers and years to your students. Tell them to write the numbers in their notebooks. Then tell the students to say them back to you.

150 (one hundred and fifty)

238 (two hundred and thirty-eight)

1870 (one thousand eight hundred and seventy / eighteen seventy)

2020 (twenty twenty / two thousand and twenty)

Before exercise 5 **Extra practice 1**

Say these objects in random order and ask your students to tell you which three objects are NOT usually found in a living room.

sofa / rug / carpet / cushion / shelves / mirror / tap / bookcase / heater / bath / drawer / dishwasher / TV / painting

Answers:

tap, bath, dishwasher

After exercise 6 **Extra practice 2**

Put your students into pairs and give each pair a photo. Tell Student A to describe the people in his/her photo to Student B and Student B to listen and time for how long Student A can talk. (The ultimate goal is for students to be able to talk fluently for one minute.) Swap photos with another pair and this time have Student B describe the photo and Student A time the description. Check who can talk for the longest.

After exercise 7 **Extra practice 3**

Tell your students to think of a sentence about someone in their family using *has to*, e.g. *My brother has to go to his classes at university every day.* In turns, each student, says their sentence and the other students listen. The student who hears a sentence which is also true for someone in his/her family has to say his/her sentence (e.g. *My sister has to go to her classes at university every day.*) Continue until all the students have said their sentences.

Happy goodbye

Put your students into groups of four. Tell two students in the group to pretend to be in a photo and strike a pose, standing very still. The other two students describe the "photo" together. Swap roles.

Homework

Workbook, page 23, exercises 6–8