

Unit 1

Lesson 2

We're Londoners!

1

Type of activity: Gap fill.**Organisation:** Individual work.**Time:** 10 minutes.**Preparation:** Copy one worksheet per student.**To use:** After Activity 5.

INSTRUCTIONS

- Ask students to name as many countries and continents as they remember from the Student's Book.
- Hand out the copies of the worksheet. Ask students to cover the sentences and look at the map only. Find out if they can identify the continents in the pictures.
- Tell students to complete the sentences with the correct forms of *be* and names of the continents. Check the answers with the whole class.

KEY

2 Are, 'm not/am not, 'm/am, Europe

3 isn't/is not, 's/is, South America

4 Are, aren't/are not, 're/are, Asia

5 are, 're/are, North America

6 isn't/is not, 's/is, Australia

7 Are, Africa, are

2

Type of activity: Information gap.**Organisation:** Individual work.**Time:** 15 minutes.**Preparation:** One worksheet per student – use the same worksheet as in Activity 1 above.**To use:** After Activity 5.

INSTRUCTIONS

- Ask students to introduce themselves and their families, e.g.: *How old are you?*, *Where's your father from?*, *How old is your mother?*
- Students read the text and complete it with the correct forms of *be*.
- Then tell them to compare their answers in pairs before they complete the chart with the information from the text.

- Draw the table on the board and ask volunteers to complete it. Check the answers with the whole class.

KEY

1 is 2 're/are 3 's/is 4 's/is 5 're/are 6 are 7 's/is

8 's/is 9 isn't/is not 10 's/is 11 's/is 12 are 13 's/is

14 's/is 15 're/are

name	age	country	personality
Paul	9	England	friendly
Patrick	11	England	funny
Andrea	40	England	clever
Fabrice	44	France	clever

Unit 1

Lesson 3

What's the weather like?

1

Type of activity: Wordsearch.**Organisation:** Individual work.**Time:** 15 minutes.**Preparation:** Copy one worksheet per student.**To use:** After Activity 5.

INSTRUCTIONS

- Tell students to write as many names of weather, seasons, continents, and countries as they can. Set a time limit of 2 minutes. Find the winner.
- Hand out the copies of the worksheet. Ask students what they can see in the pictures. Explain that they have to find 16 words in the diagram, circle weather words in black, seasons in green, names of continents in blue, and names of countries in red. The words go across or down, not diagonally. Set a time limit of 5 minutes. Ask students to compare answers in pairs.
- Write the names of the four categories on the board. Tell students to complete the chart on the board.

KEY

K	P	A	B	D	Y	U	I	O	(B)	R	(A)	Z	I	(L)
W	G	(W)	(E)	(T)	D	O	L	A	F	N	F	U	G	G
S	J	B	G	G	F	(S)	P	T	H	U	R	A	D	F
(W)	Z	N	Y	W	J	U	B	A	U	F	I	H	J	K
I	X	M	P	S	U	M	M	H	B	J	C	Z	N	A
(N)	O	R	(T)	H	(A)	M	E	R	I	C	(A)	L	C	V
T	I	O	O	L	S	E	(C)	I	B	N	M	E	R	T
E	(C)	G	G	I	I	(R)	H	C	T	(S)	N	O	(W)	(Y)
(R)	L	M	S	H	(A)	S	I	K	L	F	J	K	I	V
C	O	V	A	L	T	O	N	(A)	U	T	U	M	(N)	B
(E)	U	R	O	P	E	P	(A)	Q	E	H	O	P	D	N
H	D	S	N	Q	U	A	G	(N)	O	R	W	A	(Y)	M
M	(Y)	O	Y	R	I	(S)	P	R	I	N	G	Z	X	C

weather	seasons	continents	countries
snowy	winter	North America	Egypt
cloudy	summer	Asia	Brazil
wet	autumn	Europe	Norway
windy	spring	Africa	China

Unit 1

Lesson 4

Sporty Sue: Episode 1 – *I want to be a famous athlete!*

1

Type of activity: Gap fill.**Organisation:** Individual work.**Time:** 10 minutes.**Preparation:** Copy one worksheet per student.**To use:** After Activity 2.

INSTRUCTIONS

- Ask students to name the characters from the story in the Student's Book. Elicit what they can remember about the story, e.g. *Sporty Sue loves sports. She wants to win a gold medal in the Olympics. It's time for her running practice. She has an accident. She is in hospital. She has another accident.* Ask them what season and weather is in this episode and what sport Sporty Sue practises.
- Hand out the copies of the worksheet. Tell students to study the pictures and complete the dialogues with the correct forms of *have got*.
- When students have finished, they compare their answers in pairs. Then check the answers with the whole class.
- Tell students to cover the sentences and look at the pictures. Encourage them to recall the sentences from memory for each picture.

KEY

1 've got/have got 2 Have (you) got 3 have
 4 Have (you) got 5 haven't 6 Has (she) got 7 has
 8 's got/has got 9 hasn't got

2 and 3

Type of activity: Drawing and writing.**Organisation:** Individual work.**Time:** 15 minutes.**Preparation:** One worksheet per student – use the same worksheet as in Activity 1 above.**To use:** After Activity 4.

INSTRUCTIONS

- Ask students what clothes they wear in winter. Write the words on the board. Ask them what clothes Sue has got for her running practice. Students are to circle the pictures and write the names. Let volunteers come to the board and complete the sentence. Discuss what winter clothes Sue hasn't got.
- Tell students to imagine it's time for their running practice. They are to draw and write the clothes they have got. They can use Activity 2 as an example. When they have finished, ask a few volunteers to read out their sentences.

KEY (FOR ACTIVITY 2)

Sue has got a sweater, a hat, a T-shirt, trainers, and shorts.

Unit 1

Lesson 6

In an English class

1 and 2

Type of activity: Role play.**Organisation:** Pair work.**Time:** 20–35 minutes.**Preparation:** Copy one worksheet per student, prepare scissors.**To use:** After Activity 5.

INSTRUCTIONS

- Divide the class into pairs. Hand out the copies of the worksheet. Ask students to read the sentences and decide who says each sentence: a teacher or a student. Mark the sentences with the whole class. Each pair writes T for teacher and S for student.

- Tell students to cut out the sentences and put them into the correct order to make a dialogue. Set a time limit of 2 minutes. Let volunteers act out the dialogue. The rest of the students make any necessary corrections. Students act out the dialogue in pairs.
- Assign the roles of Student A and Student B to each pair. The pairs cut out the first set of cards and do not show them to each other.
- Explain that each pair is going to act out the dialogues between a teacher and a student like in Activity 1. Student A and student B take the role of a student and a teacher in the dialogue in turn. During the role play, each student in the pair must fill the missing words on their card. They should not show each other their cards until both have noted down all the answers.
- Divide the class into different pairs for each conversation. After 4 conversations have finished, they compare their notes and correct mistakes.

KEY (FOR ACTIVITIES 1 AND 2)

S: Excuse me, can you help me, please?

T: Yes, of course.

S: What is ... in English?

T: It's ...

S: How do you spell it?

T: ...

S: Thank you.

Unit 1

Lesson 7

Around the world

1

Type of activity: Reading, gap filling.

Organisation: Individual work.

Time: 20 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 5.

INSTRUCTIONS

- Hand out the copies of the worksheet. Tell students to look at the pictures and guess who the people are and where they live without reading the text. Elicit suggestions from the class. Answers in L1 are acceptable.
- Ask students to read the text without paying attention to the missing words. Check if students understand the following words from the text: *chain of islands*, *flowery*, *keep warm*.

You may need to revise the words: *north*, *northern hemisphere*, which the class was introduced to in the Student's Book.

- Explain that the chart contains information needed in the text. Ask students to read the information, then read the text again and complete it with the information from the chart. When students have finished, they compare their answers in pairs. Check the answers with the whole class. Volunteers may read the text aloud.
- Ask students which place is better or easier to live in and where they would like to spend their holiday.

KEY

1 23 2 night 3 22 4 day 5 18 6 wet 7 dresses
8 shorts 9 sandals 10 7 11 -5 12 snowy 13 -26
14 -32 15 boots 16 sweaters 17 fur coats

2

Type of activity: Writing.

Organisation: Individual work.

Time: 20 minutes.

Preparation: One worksheet per student – use the same worksheet as in Activity 1 above.

To use: After Activity 5.

INSTRUCTIONS

- Focus students' attention on Activity 2. Ask them to find information about a place they like or want to visit (country, city, island) and complete the chart with the information about the temperature, weather, and clothes people wear in this place. If you have internet access in class, ask them to search for the information they need online; otherwise, help with the answers yourself or assign the research task as homework.
- Explain that students should use the information from the chart to write a description of the chosen place. Elicit from the class the correct paragraph structure: the first paragraph should be about the place itself, the second about weather in summer, the third about weather in winter, and the fourth about clothes. Write this writing plan on the board. Students can also use the text in Activity 1 to help them. Walk around the classroom and provide help where necessary. You may collect particularly good and bad language for later feedback.
- **Extension:** In small groups, students take turns to read their descriptions. Other group members give their opinion on the place they have heard about and vote on the most interesting one.

Unit 1

Lesson 8

Revision workout

Type of activity: Vocabulary and grammar revision.

Organisation: Individual and pair work.

Time: 30 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 7.

INSTRUCTIONS

- Hand out the copies of the worksheet. Go through the rubric to Activity 1, explaining anything that is unclear. Give students sufficient time to complete the task. Then ask them to compare their answers in pairs before you check with the whole class.
- Repeat the procedure for the activities 2–4.
- Explain that Activity 5 is a self-assessment task and that students do not need to show their responses to anyone. It does not affect their grade. Explain that students should tick the right face, depending on how well they can perform each task, e.g. they can tick the smiling face for *perfect*, the neutral face for *average*, and the sad face for *I need to revise this*.

KEY

1

1 Brazil; South America

2 Egypt; Africa

3 Canada; North America

4 China; Asia

2

1 isn't/is not, Is, is

2 are, aren't/are not, Are, aren't/are not

3 are, aren't/are not, Are, are

3

1 have got, b

2 Have (you) got, d

3 's got/has got, a

4 've got/have got, c

4

1 a 2 b 3 c 4 b

5

Students' own answers.

Unit 1

Grammar summary

1

Type of activity: Card game – vocabulary and grammar revision.

Organisation: Group work.

Time: 25 minutes.

Preparation: Copy one worksheet per each group of 4 students. This should be cut up either by the teacher or by students.

To use: After Grammar summary.

INSTRUCTIONS

- Divide the class into groups of four and give each one a set of cards or one worksheet to cut up into cards. Students are to divide cards into three groups, shuffle the cards and place them face down on the desk. Each group of cards should be placed separately.
- Explain the rules of the game. Students take turns to draw one card from each group at a time. They read the words aloud and try to make a correct sentence with the verbs *be* or *have got*. The player who creates a sentence correctly takes two cards with words and scores two points. The card with a symbol must be shuffled and placed face down on the desk again. The game proceeds clockwise. If a player is not able to make a correct sentence, the cards must be placed on the desk again, and it is the next player's turn. The groups play the game until there are no cards left. The winner is the one with the most cards at the end of the game. Set a time limit of 10 minutes. Students play the *Be or have got?* game. Walk around the classroom and provide help where necessary. You may collect particularly good and bad language for later feedback.
- Alternative version: no points are collected, but players nominate an individual group member to create a sentence.