

Unit 2

Lesson 2

Come to my house!

1

Type of activity: Choosing the correct words.

Organisation: Individual work.

Time: 10 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 6.

INSTRUCTIONS

- Review *there is / isn't*, *there are / aren't* with the students. Name different objects in the classroom and ask students to make sentences using *there is / isn't*, *there are / aren't*.
- Hand out the copies of the worksheet. Ask students to describe the picture and name the objects they can see. Then students read the sentences and circle the correct words.
- Tell students to compare their answers in pairs. Check the answers with the whole class.

KEY

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

2

Type of activity: Sentence making.

Organisation: Individual work.

Time: 10 minutes.

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

To use: After Activity 6.

INSTRUCTIONS

- Focus the students' attention on Activity 2. Ask a few questions about the pictures, for example: *Where's the dog? Is there a chair next to the desk? Is there a tree in the garden?*
- Students look at the pictures and write sentences using the words given, prepositions of place, and *there is / there isn't* or *there are / there aren't*.

- Tell students to compare their answers in pairs. Check the answers with the whole class.
- **Extension:** Ask students to write one more sentence for each picture.

KEY

1 There is a dog under the table. 2 There aren't any glasses on / under the table. 3 There is a chair behind the desk. 4 There are a lamp and a computer on the desk. 5 There aren't any books on / under / next to the desk. 6 There is a fence in the garden. 7 There aren't four trees in the garden. 8 There are some flowers in the garden.

Unit 2

Lesson 3

Let's make a house!

1

Type of activity: Wordsearch.

Organisation: Individual work.

Time: 10 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 5.

INSTRUCTIONS

- Ask students to name as many parts of the house as they remember.
- Divide the class into pairs, and hand out the copies of the worksheet – in each pair one copy for Student A and one for Student B. Explain that students have to find and circle 13 words in the word snake and write them down. Ask students to compare their answers in pairs and find a difference (the difference is underlined in the key).
- When they have finished, check the answers with the whole class.

KEY

Student A: *kitchen*, garage, hall, garden, bedroom, gate, dining room, bathroom, stairs, fence, basement, living room, toilet, roof

Student B: *kitchen*, garage, bedroom, hall, garden, dining room, gate, bathroom, stairs, living room, fence, basement, door, toilet

2 and 3

Type of activity: Dictation.

Organisation: Individual and pair work.

Time: 15 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 not to show their worksheets to their partner and look at the picture of the house. Each student writes the names of the rooms in the picture. You cannot check the answers with the whole class, so remind students that they can use Activity 1 to help them. Walk around the classroom and provide help where necessary.
- Explain Activity 3. Student A describes the house to their partner. Student B must write the names of rooms according to the description. After that, they change their roles. They should not show each other their worksheets until both students have noted down all the names of the rooms.
- When students have finished, each pair compares their pictures and corrects mistakes. Invite a pair of volunteers in front of the class and let them describe both pictures.
- **Extension:** Students may draw their own houses, describe them in pairs, and draw their partner's houses.

KEY (FOR ACTIVITY 2)

Student A: 1 bedroom 2 toilet 3 bathroom
4 kitchen 5 dining room 6 living room 7 hall
8 garage

Student B: 1 toilet 2 bathroom 3 bedroom
4 garage 5 hall 6 dining room 7 kitchen
8 living room

KEY (FOR ACTIVITY 3)

Student A: 1 toilet 2 bathroom 3 bedroom
4 garage 5 hall 6 dining room 7 kitchen
8 living room

Student B: 1 bedroom 2 toilet 3 bathroom
4 kitchen 5 dining room 6 living room 7 hall
8 garage

Unit 2

Lesson 4

Sporty Sue: Episode 2 – *An exercise for every room!*

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 summarise the story in their own words and say what exercises Sporty Sue does in this episode and if they are safe.
- Hand out the copies of the worksheet. Ask students to read sentences a–i and complete the comic. Remind them that one sentence is not necessary.
- When students have finished, tell them to compare their answers in pairs. Then check the answers with the whole class.
- Read out the dialogues from the pictures, replacing some words with incorrect ones, e.g. *There are some exercise sheets in the garage*. When students spot a mistake, they raise their hands. Give the class time to correct the sentences.
- Tell students to cover the sentences and look at the pictures. Encourage them to recall the sentences from memory for each picture.

KEY

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

2

Type of activity: Gap fill.

Organisation: Individual work.

Time: 5 minutes.

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

To use: After Activity 2.

INSTRUCTIONS

- Ask students to name sport activities they know from the comic.
- Focus students' attention on Activity 2. Tell them to write the names of exercises from the comic and match them to pictures a–c. Students can use the comic to find the words or check the correct spelling. Let the volunteers come to the board and write the words.
- Ask the students to stand up and do a few side bends, squats, and jumps.

KEY

1 c – side bends

2 b – squats

3 a – step jumps

3

Type of activity: Writing short answers.

Organisation: Individual work.

Time: 10 minutes.

Preparation: One worksheet per student – use the same worksheet as in Activity 2 above.

To use: After Activity 3.

INSTRUCTIONS

- Ask students to read the comic in the Student's Book and cover it. Focus their attention on Activity 3. Students are to answer the questions using *Yes, there is.* / *Yes, there are.* or *No, there isn't.* / *No, there aren't.*
- When they have finished, ask them to compare their answers in pairs. Then check the answers with the whole class.
- **Extension:** Students work in pairs. Student A asks a question and Student B answers it, without looking at the comic. They then change roles.

KEY

1 Yes, there are. 2 Yes, there is. 3 No, there isn't.

4 No, there aren't. 5 Yes, there is.

Unit 2

Lesson 6

Let's order a pizza

1 and 2

Type of activity: Role play.

Organisation: Pair work.

Time: 30 minutes.

Preparation: Copy one worksheet per one pair.

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: pizza seller or customer. Mark the sentences with the whole class. Each pair writes S for seller and C for customer.
- 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 the volunteers act out the dialogue. The rest of the students make necessary corrections and act out the dialogue in pairs.
- Assign the roles of Student A and Student B to each pair. The pairs cut out the information cards and put them face down on the desk. The second group of cards should also be cut and used for making notes by the student acting as the pizza seller.
- Explain that each pair is going to act out the dialogues between a pizza seller and a customer like in Activity 1. Student A and Student B take the roles of a pizza seller and a customer in the dialogue in turn. A customer orders a pizza and a pizza seller writes down the order. After each conversation, students compare their information and correct mistakes.
- You can divide the class into different pairs during the role play or let them repeat the activity in the same pairs.

KEY (FOR ACTIVITIES 1 AND 2)

S: Hello, Italian Pizza.

C: Hello, can I order a pizza, please?

S: Yes, of course. What pizza do you want?

C: A ..., please.

S: OK. What size?

C: ..., please.

S: OK. That's £9.10. What's your address?

C: It's

S: And your phone number?

C: ...

S: It'll be with you in 25 minutes. Bye.

C: Thank you, bye.

Unit 2

Lesson 7

Around the world

1

Type of activity: Matching words with definitions.

Organisation: Individual work.

Time: 10 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 4.

INSTRUCTIONS

- Find out if students have heard of any unusual structures such as buildings, bridges, roads, etc. (they may use L1 to answer).
- Explain that students are going to read an article about three amazing houses. Hand out the worksheets, and go through the instructions. Make sure they understand all the words in the definitions. Ask students to read the text and match the highlighted words to their definitions. Tell them to compare their answers in pairs. Then check the answers with the whole class.

KEY

1 comfortable 2 inside 3 unique 4 modern
5 fireplace 6 apartments

2 and 3

Type of activity: Reading comprehension: matching sentences to the text.

Organisation: Individual work.

Time: 10 minutes.

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

To use: After Activity 4.

INSTRUCTIONS

- Students read the text again. Focus their attention on Activity 2. Ask them to match sentences 1–5 to the correct houses. Students write *M* for the house in Mexico, *P* – Portugal and *G* – Germany.
- Ask students to compare their answers in pairs before you check the exercise with the whole class.
- Find out who wants to visit each of the houses and which house from the text students like most and why.

KEY

1 G 2 M 3 M 4 P 5 G

4

Type of activity: Writing a description.

Organisation: Individual work.

Time: 20 minutes.

Preparation: One worksheet per student – use the same worksheet as in Activity 3 above.

To use: After Activity 4.

INSTRUCTIONS

- Focus students' attention on Activity 4. Ask them to find information about a funny, strange, or amazing house in Poland and complete the chart with the information. If you have Internet access in the classroom, ask the students to find the necessary information online; otherwise, assign the research for homework.
- Once the chart has been completed, students use it to write about the house. They may use the text in Activity 1 to help them. They can also print photos or make drawings to attach to their projects or prepare a slide show on the chosen house. Monitor the task and provide help as necessary.
- Extension:** In small groups, students take turns to read their descriptions. Other group members give their opinion on the house they have heard about and vote on the most interesting one.

Unit 2

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 6.

INSTRUCTIONS

- Hand out the copies of the worksheet. Go through the rubric to Activity 1, explaining anything that is unclear. Give the students enough time to complete the task. Then ask them to compare their answers in pairs before you check the answers with the whole class.
- Repeat the procedure for 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

Down: 1 garage 2 stairs 3 gate 4 bedroom
8 hall 10 roof

Across: 5 garden 6 fence 7 window 9 bathroom

Hidden message: Home sweet home

2

1 There is a swimming pool in front of the house.

2 Are there two trees next to the gate?

3 There is a book on the desk.

4 Is there a basement under the garage?

5 There aren't four chairs behind the sofa.

3

1 a, The 2 any 3 any 4 some, The 5 a 6 any

4

1 f 2 e 3 b 4 a 5 c

5

Students' own answers.

Unit 2

Grammar summary

1

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

Organisation: Group work.

Time: 25 minutes.

Preparation: Copy one worksheet per one pair.

This should be cut up either by the teacher or by the students.

To use: After Grammar summary.

INSTRUCTIONS

- Divide the class into pairs and give each one a set of cards or one worksheet to cut up into cards.
- Explain the rules of the game. Both students take cards from the same set (1, 2, 3 or 4). Student B asks questions about the items listed on the card and draws them in the picture. Student A answers the questions according to the picture. Then both students compare their pictures. Focus students' attention on the example dialogue. Students change their roles. Monitor the task and provide help as necessary. The pairs play the game until there are no cards left.
- You can divide the class into different pairs during the role play or let them repeat the activity in the same pairs.