

Language revised

Grammar: *to be, have got*

Vocabulary: family, sports, body parts, my things

Functions: speaking about my things

Pre-teach: climbing wall, jacket, comic, lizard

Preparation: Exercise 8. Make a bingo card like the one in Exercise 7 for each student in the class. Write different *my things* in each box.

Unit and book introduction

► (Books closed) Introduce the theme of websites. Ask students for the names of some sites they know. Explain *Discover English 2* features a group of children involved in creating web pages for Discovery Web, their school's website. They explore a different theme in each unit. Ask what students remember about Ben and Monica from *Discover English 1*.

► (Books open) Use the photo to introduce Monica and Ben. Ask the class to predict unit themes and to look through their books to check.

► Use an idea suggested in the introduction to focus on *In this unit*.

Exercise 1



- (Books closed) Ask two or three students their name, age and hobbies.
- Tell the class they're going to find out about two children, Katie and Ravi.
- (Books open) Use the photos to generate interest and check vocabulary.



Join Discovery Web!

Discovery Web

is our school's website. It's great fun, but a lot of work! Is writing or photography your hobby? Then join Discovery Web! Contact Ben and Monica at Discovery Web.

①

Hi Ben and Monica
My name's Katie and I'm twelve. I love Discovery Web! My hobbies are climbing, writing my diary and playing the saxophone. I'm in the school band and the swimming club too. Here's a photo of me at the climbing wall, but you can't see my hair!
Katie



②

Hello Ben and Monica
I'm Ravi and I'm eleven. Discovery Web is my favourite website! My hobbies are taking photos and watching films. My mum and dad have got a DVD shop. This is a photo of me and my pet lizard, Yoda. He's got yellow eyes and he's very good-looking. He's very clever too.
Ravi



1 Listen and read. Complete the table.

| | 1 | 2 |
|---------|--|-------------------------------|
| Name | Katie | Ravi |
| Age | 12 | 11 |
| Hobbies | climbing, swimming, playing the saxophone, writing diary | taking photos, watching films |

Remember Words

2 Complete the lists. Use words from the letters. Then add two more to each list.

- family: sister, granddad, *mum* *dad*
- sports: football, tennis, *swimming*, *climbing*
- body parts: leg, arm, *eyes*, *hair*

4

IN THIS UNIT:

Revision

- family words, sports and body parts
- *have got*
- computer words
- *can*
- *to be*
- years
- my things
- imperatives

- Play the recording while students follow and complete the table.
- Check answers.

Answers → student page

Remember Words

Exercise 2

- Give pairs time to do the exercise.
- Check answers.

Answers → student page

Fast finishers: Ask them to add as many words to each list as they can.

Grammar

- (Books closed) Give two or three different examples of *to be*, e.g. *I'm* (say your name). / *My favourite hobbies are ...*
- (Books open) Give students time to study the grammar box and complete the examples.

Grammar to be

Remember and complete.

I ¹ am eleven. / I'm not twelve.

Am I ten? Yes, I am.

You're eleven. / We aren't twelve.

² Are they ten? No, they aren't.

He's eleven. / She isn't twelve.

Is it ten? Yes, it ³ is.

How old ⁴ are you?

3 **1.3** Look at Ravi's letter again. Complete the dialogue, then listen and check.

Monica ¹ Are you eleven?

Ravi Yes, I ² am.

Monica What ³ is your favourite website?

Ravi ⁴ Discovery Web, of course!

Monica What ⁵ are your hobbies?

Ravi ⁶ Taking photos and ⁷ watching films.

Monica ⁸ Are lizards your favourite animals?

Ravi Yes, they ⁹ are.

Monica ¹⁰ Is your pet clever?

Ravi Yes, he ¹¹ is.

4 Work with a friend. Ask and answer the questions in Exercise 3.

A Are you eleven?

B No, I'm not. I'm ten.

Remember Words

my things

5 **1.4** Match the words with the photos on page 4. Listen, check and repeat.

a mobile phone **1** a bag **5** a jacket **7**
a lizard **8** a watch **3** a drink **4**
a magazine **6** a T-shirt **2**

Grammar have got

Remember and complete.

I've got a pet. You haven't got a dog.

¹ Have we got a lizard? Yes, we have.

Have they got a cat? No, they ² haven't.

He's got a pet. She hasn't got a dog.

Has it got red eyes? Yes, it ³ has. / No, it hasn't.

Why have you ⁴ got a lizard?

6 Look at the photos on page 4. Complete the sentences with the correct form of *have got*.

1 Ravi hasn't got a mobile phone.

2 Katie 's got a drink.

3 Ravi hasn't got a bag.

4 Ravi and Katie have got watches.

5 Katie hasn't got a jacket.

6 Katie and Ravi haven't got green T-shirts.

7 Ravi 's got a magazine.

Fun Zone

7 Ask questions. Then play 'Bingo'!

| | | |
|--------------|---------|-----------|
| blue jacket | pet | watch |
| mobile phone | brother | black bag |

A Have you got a blue jacket?

B Yes, I have. / No, I haven't.

8 Write about your friends.

Marta has got a blue jacket. Igor has got a ...

Remember Words

Exercise 5

1.4

- Give students time to do the matching exercise individually or in pairs.
- Check answers with the class.

Answers → student page

Grammar

- (*Books closed*) Say: *Ravi's got a lizard*. Ask students to talk about their pets, e.g. *I've got a dog*. Choral drill questions, affirmative and negative examples with a weak class.
- (*Books open*) Give students time to study the grammar box and complete the examples.
- Check answers. Point out *he's got = he has is got*.

Exercise 6

- Give pairs time to do the exercise.
- Check answers.

Answers → student page

Exercise 7

- Give groups of four time to do the activity. Ask students to work in different groups of four until there's a winner.

Exercise 8

- Give pairs time to do the activity.

Fast finishers: Have them play Bingo with the prepared cards.

- Draw students' attention to short answers and contractions. Say we use them in everyday English. Use your fingers to demonstrate, e.g. *I am* (two fingers separately). *I'm* (bring the two fingers together).
- Check answers.

Suggestion: Ask a weak class simple questions with *to be*, e.g. *Is he Mário?* *No, he isn't. He's Sérgio.* They repeat the questions, affirmative and negative answers after you, in chorus and individually.

Exercise 3

1.3

- Give pairs time to do the exercise.
- Play the recording while students listen and check.
- Check answers.

Answers → student page

Exercise 4

- Give students time to ask and answer. Move round, monitoring and correcting.

Language revised

Grammar: *can*

Vocabulary: computer words, years

Functions: speaking about ability, speaking about dates

Pre-teach: date of birth, team profile, who ...?

Preparation: Exercise 5.

Make a set of six cards for each pair in the class with one known activity verb on each card. The activities must be different from those in Exercise 4.

Culture notes

Most schools in the UK have their own websites these days. Examples:

<http://www.woodlands-junior.kent.sch.uk>

<http://www.merchanttaylors.com>

<http://www.eatoncollege.com>

<http://elycollege.com>

Discover Words

Exercise 1



- Use the photo of the Discovery Web team to elicit as much vocabulary as you can and pre-teach key words.
- Give pairs time to do the matching exercise.
- Check answers.

Answers → student page

Exercise 2



- Play the recording while students follow the dialogue.
- Give students time to tick.
- Check answers.

Answers → student page



Meet The Team!



Monica Hi, Ravi!
 Ravi Is that Discovery Web on the screen?
 Monica Yes. We've got a game, a song and the team profiles on the website this month.
 Ben Monica Lewis, date of birth 1899... Hey, you're old!
 Monica Very funny! It's 1999 of course!
 Ravi Can I write about my lizard, Yoda, for the website? I've got a photo ...
 Monica Yes, you can. Good idea!
 Ben Who's that?
 Monica It's Katie. Hi, Katie! Come in!
 This is Ben and this is Ravi.
 All Hello!
 Monica So Katie, you can write about sport for Discovery Web. Katie can climb and swim and ...
 Ravi My lizard, Yoda, can climb and swim too!
 Katie Yes, but he can't write!

6

Discover Words

► computer words

1 ► 1.5 Match the words with the objects in the photo. Listen and check.

mouse mat 5 screen 7 printer 2
 keyboard 3 mouse 4 speakers 6

2 ► 1.6 Listen and read. Tick the things on Discovery Web this month.

| | |
|------------|-------------------|
| a a game ✓ | e a web chat |
| b a song ✓ | f a cartoon |
| c a puzzle | g team profiles ✓ |
| d a story | h jokes |

Suggestion: Work with the whole class if your group is weak.

Exercise 3

- If your school has a website, ask your students about it, e.g. *It's big and it's got a page on football.*
- Brainstorm ideas with the class.
- Give students time to do the exercise individually.
- Ask volunteers to read out examples.

Suggestion: Project. Ask pairs to find out information about another school website in your area and to present it to the class. Alternatively, ask students to compare your school website to those mentioned in Culture notes.

Grammar

- (Books closed) Say: *Katie can climb and swim.* Ask: *Can you climb?* Elicit affirmative and negative answers.

- 3 Imagine your ideal school website. Write three sentences about it.

*It's got a web chat with a pop star.
It's got a ...*

Grammar can

Remember and complete.

I **can** swim. You **can't** fly.

¹ **Can** they write? Yes, they **can**.

He **can** swim. She **can't** fly.

Can it write? No, it ² **can't**.

What ³ **can** we do?

- 4 What can you do? Tick, then write sentences.



- 5 Ask and answer with a friend.

A **Can you swim?**

B **No, I can't.**



Discover Words

years

- 6 1.7 Match the words with the years. Listen and check.

- | | |
|--------|-------------------------|
| 1 1998 | a two thousand and five |
| 2 2005 | b nineteen ninety-eight |
| 3 1899 | c two thousand and one |
| 4 2001 | d eighteen ninety-nine |

- 7 1.8 Match the Discovery Web team profiles with the names and dates. Listen, check and repeat the dates.

Ben Ravi Yoda Monica Katie
1998 (x2) 1999 (x2) 2005

Name: ¹ **Ben**
Date of birth: 11 November, ² **1998**
Job: writer (food, geography)

Name: ³ **Monica**
Date of birth: 5 April, ⁴ **1999**
Job: writer (hobbies, music, computers)

Name: ⁵ **Katie**
Date of birth: 15 September, ⁶ **1998**
Job: writer (sport, fun facts)

Name: ⁷ **Ravi**
Date of birth: 6 January, ⁸ **1999**
Job: photographer and writer (pets, space, funny stories)

Name: ⁹ **Yoda**
Date of birth: 11 May, ¹⁰ **2005**
Job: sleeping and eating insects!

Discover Words

Exercise 6

1.7

- Give students time to do the matching exercise, individually or in pairs.
- Play the recording, pausing as you go to check answers.

Answers → student page

Exercise 7

1.8

- Give pairs time to match the team profiles to the names.
- Play the recording while students listen and check their answers.
- Play the recording again, pausing for the class to repeat each date in chorus.
- Explain that *date of birth* is appropriate for giving factual personal information, e.g. on a form, and is different from *birthday*.

Answers → student page

Tapescript → end of notes

Exercise 7 – Tapescript

Ben: Hi, I'm Ben. My date of birth is 11 November, 1998. I'm a writer for Discovery Web. I write the food and geography articles.

Monica: Hi, I'm Monica. My date of birth is 5 April, 1999. I write about hobbies, music and computers.

Katie: Hi, I'm Katie. My date of birth is 15 September, 1998. I'm a writer for sport and fun facts.

Ravi: Hi, I'm Ravi. My date of birth is 6 January, 1999. I'm the photographer for Discovery Web and I write about pets, space and funny stories too. And this is Yoda. His date of birth is 11 May, 2005. He loves sleeping and eating insects!

Exercise 4

- Give students time to tick and write. Move round, prompting and correcting.

Exercise 5

- Give pairs time to do the activity with a friend.

Fast finishers: Have fast finishers ask and answer about the activities on the pre-prepared cards.

Answers → student page

Language revised

Grammar: imperatives

Functions: giving positive and negative instructions

Pre-teach: island, boat, hair, crab, opposite

Exercise 1



- ▶ (Books closed) Introduce the cartoon by playing Hangman, (see Introduction page 18), to establish the title: *Adventure Island*.
- ▶ Using L1 if necessary, ask students to predict what kind of things people can do and see on Adventure Island, e.g. *I think people can fly on Adventure Island*.
- ▶ (Books open) Ask students to look at the pictures and tell you all the words they know. Check key vocabulary.
- ▶ Play the recording while students follow the text.
- ▶ Give students time to do the exercise.
- ▶ Check answers.

Answers → student page

Grammar

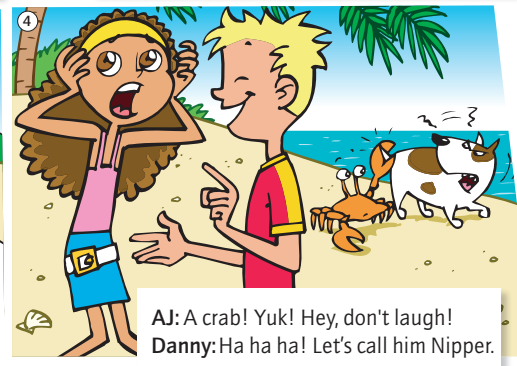
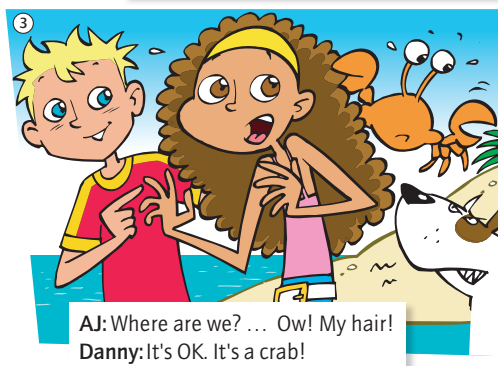
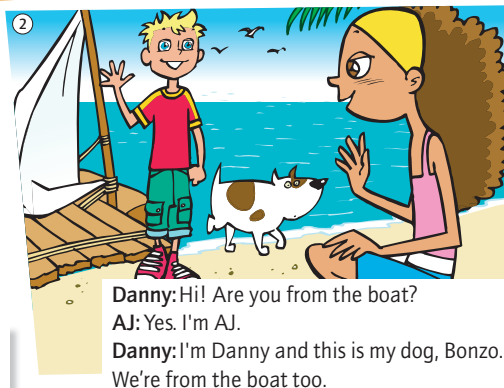
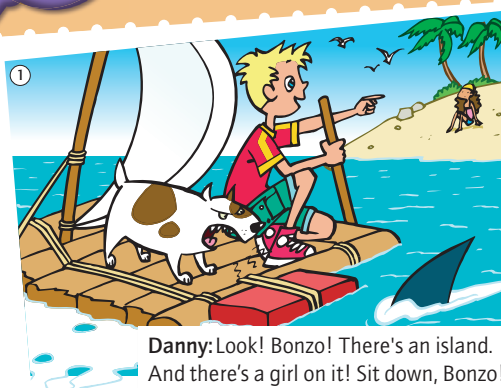
- ▶ (Books closed) Give the class two or three affirmative and negative instructions, e.g. (Point to something) *Look!*!
- ▶ (Books open) Ask a student to read out the affirmative example, and elicit the negative, *Don't laugh!* Ask students to complete the grammar table.

Exercise 2

- ▶ Give students time to do the matching exercise in pairs.



Adventure Island



1 Listen and read. True or false?

- 1 The children are on an island. **true**
- 2 AJ is from the island. **false**
- 3 AJ likes crabs. **false**
- 4 Danny has got a dog. **true**

Grammar imperatives

Remember and complete.

| affirmative | negative |
|-------------|---------------------|
| Sit down! | <u>Don't</u> laugh! |
| Listen! | Don't look! |

2 Match the imperatives with the pictures.

- 1 Look! a
- 2 Don't talk! b
- 3 Stand up! c
- 4 Come here! d

Listen!

3 Play 'Bad Crab'. Listen to the instructions and do the opposite.

- ▶ Check answers.

Answers → student page

Suggestion: Have students practise giving the orders to each other in pairs or groups of three or four.

Tip: TP (total physical response) activities like this are a great way of providing variety for your class!

Exercise 3



- ▶ Tell students to imagine they are crabs!
- ▶ Make sure students understand they have to **disobey** the instructions they will hear.
- ▶ Play the recording, pausing after each instruction for students to mime.

Exercise 3 – Tapescript

- 1: Listen! 2: Come here! 3: Don't look!
- 4: Don't talk! 5: Sit down! 6: Don't laugh!