1.1 A SCARY PLACE

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: 1.2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

GRAMMAR
- revision of the verbs TO BE and TO HAVE GOT (positive and negative form – long and short form)
- revision of present simple

FUNCTIONS
- describing people, making a personal profile

VOCABULARY
- revision of adjectives (opposites), vocabulary relating to school and education

SKILLS
- READING
  - text about Ana’s first day at school
  - text about primary schools in the UK
- LISTENING
  - passage about Ana’s first day at school
  - passage about primary schools in the UK
- SPEAKING
  - describing people, talking about yourself and your friends
- WRITING
  - describing people (what they look like and are like), describing a school uniform

CULTURE and CLIL
- education system in the UK

LESSON 1

INTRODUCTION
- You can start the lesson with a short discussion on the title of the lesson: A scary place?
- Ask the pupils what the first thing they think of is when they imagine a scary place. Is it a dentist’s, a hospital, or a school?
- When some of the pupils mention school, encourage them to say what makes a school a scary place. (Pupils will probably say it’s the tests, oral exams etc.)
- Introduce the character of Ana by telling pupils they will read a text about a girl who is new in class.
- If there are any kids with similar experiences, encourage them to talk about their first day in a new class or school. (How did you feel? What did the other pupils do? What did the teacher say? What was the school like? etc.)

READING
Task A, p. 8
- Tell pupils to open their books to page 8 and look at the pictures.
- Explain the unknown words, and write them on the board (cloudy, scary, a little bit, afraid, brave, classmates, reddish, a break). Tell pupils to read the titles out loud (THE PUPILS AND THE TEACHER / THE SCHOOL BUILDING / A LETTER / MEET ANA).

Answer key:
- cloud
- scary
- a little bit
- afraid
- brave
classmates
- reddish
- a break

- Play track 1 on the CD.
- Pupils listen to the passage and write the appropriate titles on the lines. Check what the pupils have written.

Answer key:
Part One: THE SCHOOL BUILDING
Part Two: MEET ANA
Part Three: THE PUPILS AND THE TEACHER
Part Four: A LETTER

Tapescript (Track 1)
Part One: The school building.
It is a cloudy morning in September. Ana Padovan is in front of a big, old building. “So this is my new school. It looks dark and scary”, thinks Ana. She is a little bit afraid.
But Ana is a brave girl! She opens the big door.
Part Two: Meet Ana
And who is Ana? Ana is from Dubrovnik, a city in Croatia. She is in England for two years, because her parents have got a job in the UK. Ana is eleven. She is tall and slim. She has got short, reddish hair and green eyes. She is kind and clever.
Part Three: The pupils and the teacher
Ana is in her new classroom now. Her new teacher looks nice. She has got funny hair and a big smile. She says, “Welcome, Ana!”
Ana’s classmates look friendly, too. They are in their school uniforms. They smile and say: “Nice to meet you”.
Ana feels better now. She can understand and speak English.
Part Four: A letter
During the break, Ana finds a letter in her bag. “This is strange”, thinks Ana. “What’s in the letter?” She wants to open it, but the school bell rings. She puts the letter into her pocket. She can open it at home. But who put it in her bag? And why?

Task B, p. 8
- Pupils read the text out loud and circle the correct answers on their own.
- Check what they have done. If you have the time, you can check the exercise by asking questions: Where is Ana from? What is she like? Where is she now? What does she look like? How old is she? Where is the school? What does the school look like? What are the pupils like?

Workbook, p. 6, Task A

Answer key: Ana is from Croatia / tall / in the UK / clever / brave.
A SCARY PLACE?

READING

A Read the text and choose the right title for each part:

a) THE PUPILS AND THE TEACHER
b) THE SCHOOL BUILDING
c) A LETTER
d) MEET ANA

Part One:
It is a cloudy morning in September. Ana Padovan is in front of a big, old building. "So this is my new school. It looks dark and scary”, thinks Ana. She is a little bit afraid. But Ana is a brave girl! She opens the big door.

Part Two:
And who is Ana? Ana is from Dubrovnik, a city in Croatia. She is in England for two years, because her parents have got a job in the UK. Ana is eleven. She is tall and slim. She has got short, reddish hair and green eyes. She is kind and clever.

Part Three:
Ana is in her new classroom now. Her new teacher looks nice. She has got funny hair and a big smile. She says, "Welcome, Ana!” Ana’s classmates look friendly, too. They are in their school uniforms. They smile and say: “Nice to meet you”. Ana feels better now. She can understand and speak English.

Part Four:
During the break, Ana finds a letter in her bag. "This is strange”, thinks Ana. "What's in the letter?” She wants to open it, but the school bell rings. She puts the letter into her pocket. She can open it at home. But who put it in her bag? And why?

B Read the text again and say what is true.

Ana is from Croatia / from Zagreb / twelve / tall / in the UK / clever / brave.
The school is in Dubrovnik / old / big / scary / small / in the UK.
The pupils are dangerous / strange / unfriendly / friendly / funny.
Task C, p. 9
- Pupils look at the words and read them out loud.
- They find the ones they don’t know.
- Explain and write the unknown words on the board (clumsy, slim, strict, patient etc.)

Task D, p. 9
- Explain the difference between describing one’s appearance and one’s character. Feel free to explain the concept in Georgian because it is important that pupils understand it.
- Draw the table on the board:

<table>
<thead>
<tr>
<th>What does he/she look like?</th>
<th>What is he/she like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>როგორ გამოჩენდება?</td>
<td>როგორია?</td>
</tr>
</tbody>
</table>

- Pupils come to the board and write the words from Task C in the correct column. (You can write the words on cards, and pupils take the cards from your hand and write those words in.)

Workbook, p. 7, Task E

**TEACHING TIPS**
- It would be useful to elicit opposites of the adjectives pupils write, since they will be writing them as their homework assignment.

**Answer key:** That’s what people LOOK LIKE: tall, short, big, pretty, slim, young, old, scary, (funny).
That’s what people ARE LIKE: brave, silly, interesting, funny, kind, clumsy, patient, friendly, strict, clever, lazy, (scary).

**Your turn!**

**Task E, p. 9**
- Tell students to choose two people (their best friends, family members, or their favourite characters from a film or a book) and say/write what they look like and what they are like. They have to use words from Task D.

**TEACHING TIPS**
- This task is excellent for homework because it gives pupils the opportunity to take some time and think about characters they really like.

**REMEMBER!** p. 9
**The present simple of the verbs TO BE and the present form of TO HAVE GOT**
- Explain the concept of Remember boxes. (They emphasize what is important for them to learn and remember.)
- Discuss the present forms of the verbs TO BE and TO HAVE GOT. Pupils read the sentences out loud and translate them.
- Explain this expression and write it on the board: to be in a good mood
- Write some examples of sentences on the board. (You can write sentences that are true for you.)
C Find the words you don't know. Ask the teacher what they mean.

D Sort out the words and copy them into your notebook in two columns.

These words describe people’s physical appearance. That's what people **LOOK LIKE**:

- tall

These words describe people’s character. That's what people **ARE LIKE**:

- brave

THE PRESENT SIMPLE OF **TO BE** – AFFIRMATIVE AND NEGATIVE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Present Simple</th>
<th>Present Perfect</th>
<th>Adjective/Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am (‘m)</td>
<td>am not (‘m not)</td>
<td>afraid.</td>
</tr>
<tr>
<td>You</td>
<td>are (‘re)</td>
<td>are not (aren’t)</td>
<td>in a good mood.</td>
</tr>
<tr>
<td>He (Sam)</td>
<td>is (‘s)</td>
<td>is not (isn’t)</td>
<td>tall.</td>
</tr>
<tr>
<td>She (Ana)</td>
<td></td>
<td></td>
<td>from Dubrovnik.</td>
</tr>
<tr>
<td>It (a school)</td>
<td></td>
<td></td>
<td>big.</td>
</tr>
<tr>
<td>We</td>
<td>are (‘re)</td>
<td>are not (aren’t)</td>
<td>friendly.</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td>brave.</td>
</tr>
<tr>
<td>They (Ana and Sam)</td>
<td></td>
<td></td>
<td>at school.</td>
</tr>
</tbody>
</table>

HAVE / HAS GOT – AFFIRMATIVE AND NEGATIVE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Present Simple</th>
<th>Present Perfect</th>
<th>Adjective/Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>have got ('ve got)</td>
<td>have not got (haven’t got)</td>
<td>dark hair.</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td>big eyes.</td>
</tr>
<tr>
<td>He (Sam)</td>
<td>has got ('s got)</td>
<td>has not got (hasn’t got)</td>
<td>brown eyes.</td>
</tr>
<tr>
<td>She (Ana)</td>
<td></td>
<td></td>
<td>green eyes.</td>
</tr>
<tr>
<td>It (a school)</td>
<td></td>
<td></td>
<td>a big garden.</td>
</tr>
<tr>
<td>We</td>
<td>have got ('ve got)</td>
<td>have not got (haven’t got)</td>
<td>a lot of homework.</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td>short hair.</td>
</tr>
<tr>
<td>They (Ana and Sam)</td>
<td></td>
<td></td>
<td>a lot of friends.</td>
</tr>
</tbody>
</table>

SPEAKING

E Choose two people (your best friends, family members, or your favourite characters from a film or a book) and say / write what they look like and what they are like. Use words from Task C.
NEW BUILDING BRIDGES 5

INTRODUCTION

- Start the lesson with pupils’ descriptions of the people.
- Correct any mistakes they make, and use their descriptions to revise the vocabulary from the previous lesson.
- Pupils read out Tasks A and E from their workbooks. This is also a good way to revise the words by asking them to translate them.
- Some of the words from task E may be unknown, so explain them and write them on the board.

**Answer key:** Students’ answers.

TEACHING TIPS

Extra activity

- Tell pupils to use the adjectives from Task E (Workbook page 7) to write pairs of words, as in Task A (Workbook page 6). They can even make some funny pairs. Volunteers read their pairs.
- Distribute small pieces of paper to the pupils, on which they write an adjective. You can use the adjectives to practise:
  1) opposites – pupils draw the slips of paper from a box, and they have to say the adjective opposite to the one written on the piece of paper OR
  2) pairs – pupils draw the slips of paper from the box, and they have to think of a noun that would match the adjective written on the piece of paper.

<table>
<thead>
<tr>
<th>Long forms</th>
<th>Short forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are</td>
<td>They’re</td>
</tr>
<tr>
<td>She is</td>
<td>She’s</td>
</tr>
</tbody>
</table>

**Answer key:** Elliot is eleven years old. He has got brown eyes and fair hair. He wears glasses. He has got a sister. His sister is seven years old. Elliot has also got a pat, Tess. Elliot is very clever.

Task F, p. 10

- Ask pupils how much they remember about Ana.
- Tell them to choose the correct words without looking at the text.
- Check what they have done.
- Elicit some more information about Ana. Ask them questions like: What does her new school look like? What is her teacher like? What do the classmates wear? What does Ana find in her bag? etc.

**Workbook, p. 6, Task B**

- Ask pupils how much they remember about Ana.
- Tell them to complete the sentences.
- Check what they have done.
- Elicit some more information about Ana. Ask them questions like: What does her new school look like? What is her teacher like? What do the classmates wear? What does Ana find in her bag? etc.

**Answer key:** Ana is eleven. She is tall and slim. She has got green eyes and red hair. She is nice and she has got a lot of friends. Ana and her family are in the UK now because her parents have got new jobs there. Her new school is nice and the children are friendly.

Task G, p. 10

- Tell pupils to look at the green box where there are some facts about a boy named Elliot.
- Pupils read the fact file out loud.
- They fill in the text on their own.
- Check what they have done.

**Workbook, p. 7, Task D**

**Answer key:** Students’ answers.

SPEAKING AND WRITING

Task H, p. 10

- Tell pupils to work in pairs.
- Each pupil should choose one fact file and read it. Then he or she tells her partner about Sam or Ella.
- Later, volunteers tell the class what they said to their partners.

Task I, p. 10

- Tell pupils to use words from the mind map to complete the fact file about them and their friend.
- Explain the unknown words, and write them on the board (shoulder-length, fair, blonde, curly, computer genius, tortoise etc.)
- Volunteers can read out what they have done.

**HOMEWORK:**

Student’s Book p. 10, task J
Workbook p. 7, Task D, p. 8, Task F
F  Choose the correct word.

Ana is / has got eleven. She has got / is tall and slim. She is / has got green eyes and red hair. She is / has got nice and she has got / is a lot of friends. Ana and her family have got / are in the UK now because her parents are / have got new jobs there. Her new school is / has got nice and the children have got / are friendly.

G  Copy and complete the text about Elliot into your notebook.

Elliot is ... years old. He has got ... eyes and ... hair. He wears ... . He has got a ... . His sister is ... years old. Elliot has also got a ... , Tess. Elliot is ... .

H  What can you say about these children? Use the text about Elliot as a model.

NAME: Ella
AGE: 11
EYES: brown
HAIR: brown
BROTHERS OR SISTERS: a sister (12 years old)
PET: a hamster
OTHER INFORMATION: brave

NAME: Sam
AGE: 11
EYES: blue
HAIR: fair
BROTHERS OR SISTERS: a brother (8 years old)
PET: a dog (Max)
PET: a hamster
OTHER INFORMATION: patient and friendly

NAME: Elliot
AGE: 11
EYES: brown (glasses)
HAIR: fair
BROTHERS OR SISTERS: a sister (7 years old)
PET: an owl (Tess)
OTHER INFORMATION: very clever

I  Make a personal profile for you and your friend. Use the vocabulary from the mind map.

J  Use the information from the profiles to write about you and your friend.