

I've got a smartphone

UNIT 1 LESSON 3



I've got a smartphone.



MP3 player

mobile phone

camera

laptop

television

- 1 1.7 Podpisz zdjęcia wyróżnionymi wyrazami z tekstu. Posłuchaj pierwszej części nagrania, sprawdź i powtórz wyrazy. Następnie posłuchaj drugiej części nagrania i uzupełnij tekst brakującymi informacjami.

Teenagers and technology in the United Kingdom

99% of teenagers have got their own mobile phone, and _____% have got a **smartphone**. Only about _____% have got an **e-book reader**. _____% have got a **games console** in their house. _____% of teenagers have got their own computer, and about _____% have got a **webcam**. _____% of teenagers have got **earphones**, and about _____% of teenagers have got **headphones** too. And there are some things that every teenager in England has got – **chargers**, **memory sticks** and **memory cards**. You can't live without them!



- 2 1.8 Wpisz brakujące zdania do komiksu. Posłuchaj nagrania i sprawdź. Następnie odegrajcie dialog w parach.



- 3 Napisz o sobie, wykorzystując wyrazy z ćwiczenia 1.

I've got ...

I haven't got ...



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Lou's grammar

I You We They	have	got	a charger.
Have	I you we they	got	a charger?
I You We They	haven't	got	a charger.

He
She
It

has got ...

He
She
It

hasn't got ...

Has

he got ...?
she got ...?
it got ...?

4 Ułóż wyrazy w odpowiedniej kolejności. Następnie uzupełnij odpowiedzi.

1 got / hasn't / My sister / a games console / .

2 have / headphones / got / My brother and sister / .

3 your / got / Has / an / brother / e-book reader / ?

No, he _____.

4 got / you and your friends / Have / chargers / ?

Yes, we _____.

Write

5 Napisz o osobach z twojej rodziny, używając *have/haven't got* i *has/hasn't got* oraz wyrazów z ramki.

camera	laptop
games console	memory stick
memory card	earphones
headphones	television
mobile phone	

EXTRA

Exam spot

1 Zaznacz właściwą odpowiedź: a, b lub c.

To	
Subject	

At home I read comics on my ¹ _____. I play basketball on my ² _____ and watch videos on my ³ _____.

- | | | |
|-----------------|-----------------|--------------|
| 1 | 2 | 3 |
| a headphones | a memory card | a charger |
| b e-book reader | b games console | b webcam |
| c earphones | c memory stick | c smartphone |

2 Napisz zdania, używając *have/haven't got* i *has/hasn't got*.

My brother	X	earphones
My sister	✓	webcam
I	X	smartphone
I	✓	memory stick
My mother and father	X	charger
They	✓	e-book reader

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

3 Uzupełnij dialog wyrazami z ramki.

Have	got
hasn't	Has

Man Hello! Look! Very good webcams!

Girl No, thank you.

Man Have you ¹ _____ a webcam?

Girl Yes, I have.

Man ² _____ your friends got webcams?

Girl Yes, they have.

Man ³ _____ your mother got a webcam?

Girl No, she hasn't. She ⁴ _____ got a computer. Goodbye.



4 W parach zadawajcie sobie pytania i udzielajcie odpowiedzi na temat przedmiotów z ćwiczenia 1. na stronie 8.

Have you got a webcam?

No, I haven't.



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Introduction

A slow coursebook?

The two-page spread that we have selected from *Evolution 2* has all the ingredients that make it your ideal tool for slow teaching:

- i. learner-friendly layout including great, varied visuals
- ii. intensive but highly targetted language practice
- iii. focus on experiencing the language before producing it
- iv. punctual training towards the final exam

Slowly and surely!

Evolution does not rush from one lexical set to the next or from one grammar structure to another. Instead, the material invites us to teach a relatively small number of language items here: modern gadgets and *have/has got* and build a whole range of varied, meaningful *intensive* practice activities around them. That's how slow teaching can really lead to fast learning!

Note how the few lexical items and the target grammar structure are exploited as building blocks of spoken and written texts – a survey report, a comic strip, and a dialogue. Learners experience the key language several times first, through reading, listening, pronunciation, and minimal writing – all on the left-hand page, before they consolidate the grammar with the help of a friendly, motivating, colourful chart.

Unit 1: lesson 3 at a glance

Communicative aims:

Talking about personal possessions

Target language:

Vocabulary	Grammar	Functional language
Gadgets	Present Simple with <i>have got</i>	<i>Where is it?</i> <i>Here's your ticket.</i> <i>Er ... Thanks!</i>

Exam training:

Reading and language structures – a multiple test.



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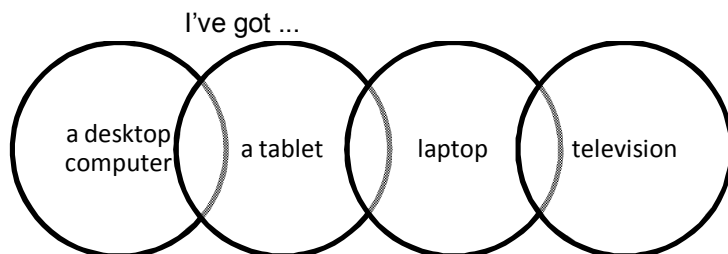
A SLOW lesson plan – a few practical suggestions to choose from

[acknowledgement: the activities below have been adopted from the forthcoming *Evolution 2 Teacher's Book*, author: *Milada Krajewska*]

Warm-up

Exercise 1

Ask students to think and decide what electronic gadgets they have at home. Elicit: computer, tablet, laptop, television, etc. Then draw this Venn diagram on the board:



- ☺ Invite students to come to the board and draw a smiley in the right part of the diagram.
- ☺ Ask students to count the smiley's in each section. Write numbers they come up with on the board.
- ☺ Write these gapped sentences on the board:
 - 0: *Nobody has got ...*
 - 1: *One student has got ...*
 - 2,3,4 ...: *(Four) students have got ...*
- ☺ Ask students to complete the sentences with the survey results and write them down. Ask individual students to read out their sentences.

THINK SLOW: an activity like the one above avoids rushed, superficial contact with the target vocab (such as translation into L1). The more you activate the words early on, the more you help long-term retention. Yes, it takes time, but it's time well spent.

Exercise 2

- Put these on the board: 1%, 100%. Write: % = per cent. Practise the pronunciation of the phrase *per cent*.
- Write these equations on the board. Ask students to calculate and complete the missing results. Elicit the answers chorally.

100% = 100 students out of 100

50% = 50 students out of 100

25% = ? out of 100

10% = ? out of 100

THINK SLOW: it's almost certainly a good idea to ease the cognitive burden by getting the kids to slowly get their heads around concepts which are difficult cognitively rather than linguistically. Going slow means being sympathetic and supportive – two qualities of a really great teacher!



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In class

Exercise 1.7

- Ask students to cover the texts in their books, and look at the pictures. Brainstorm as many words as possible. You can write some of them on the board as students mention them.

THINK SLOW: the upcoming *Sprawdzian 6-klasisty* is certain to include a great many pictures that the student will need to label, match, or select. And, as they say, a picture is worth a thousand words! Help your learners see this for themselves by always devoting extra time to exploring multiple meanings behind picture or any set of photos. Great exam preparation, but also a fantastic, 'slow' teaching strategy.

- Ask students to uncover the texts and look at the words in blue. Ask volunteers to read them out loud.
- Ask students to label the pictures with the words in blue. Check the answers out loud.
- Put these numbers on the board: 1, 10, 23, 47, 80, 97, 99. Ask students to read them out loud.
- Invite students to read the text and in pairs take guesses where the numbers go in the gaps.
- Play track 1.7. Ask students to check their guesses and write the correct numbers in the gaps.
- Then make students repeat the gadget words chorally and then individually.

THINK SLOW: the above sequence, involving pronouncing words, labelling, guessing, listening, and oral repetition, is clearly a 'slow' alternative to just eliciting correct answers and quickly moving on to the next exercise. Its main benefit is getting the kids to process key language through several different channels, thus attending to different intelligence profiles.

Exercise 1.8

- Invite students to look at the pictures, and guess what the episode is about.
- Ask them to read the sentences in the speech bubbles and put the two missing sentences in the correct places.
- Play track 1.8. Ask students to listen and check their answers.
- Ask some comprehension questions about the story, e.g. *What hasn't Kathy got at the start? What has she got at the end?* Get students to answer.
- Ask students to practise reading the dialogue in pairs. After this, ask volunteers to act it out in front of the class. Encourage them to use gestures and modulate their voices during their performances. Suggest that they use simple props to enhance the performance.

THINK SLOW: acting dialogues out by different pairs of students, with possible changes to the manner of speaking, is a classic 'slow' strategy, aimed at getting learners to experience the target language in its oral form in a safe, controlled, friendly environment. Great preparation for less controlled, freer practice later on – e.g. in EXTRA ex. 4, p.9

- Ask students to write sentences, three affirmative and three negative ones, referring to the gadget words in Activity 1. Check random answers out loud.



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Exercise Lou's grammar

- Ask students to read all the sentences out loud.
- Draw students' attention to the yellow boxes. Focus students' attention to the fact that the two boxes (*have* and *got*) express one verb composed of two words. Ask students about the meaning and use of *have got* (to talk about what you own and what belongs to you). Accept answers in Polish.
- Encourage students to explain how the questions are formed (*have* moves to the front of the question).
- Ask students how the negative sentence is formed (*have* gets the *n't* ending).
- Ask how the third person singular (*has got*) is formed:
Do you use 'have' or 'has' with she/he/it? (has)
What happens with 'has' in questions? (It goes at the beginning of the sentence/question.)
What do you add to 'has' in the negative? (n't = not)

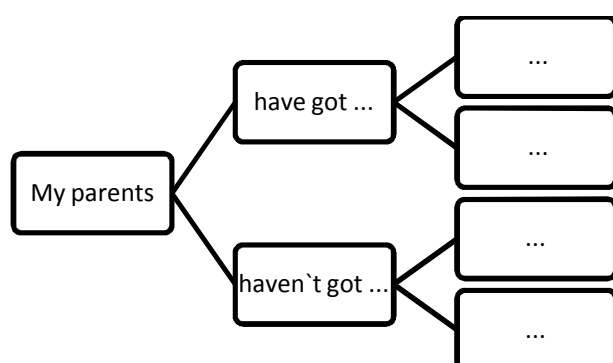
THINK SLOW: the above sequence illustrates a 'slow-release' approach to grammar presentation and practice. The slower it gets released, the more effect it is likely to produce! Again, it will take time but it's time really, really well spent, with students getting their heads around the target language slowly but surely 😊

Exercise 4

- Ask students to make two affirmative sentences and two questions by re-ordering the words in 1-4. Encourage them to check their answers in pairs first.
- Then, ask students to complete the short answers in 3-4. Check all the answers out loud.

Exercise 5

- Draw this spidergram on the board. Have students copy it and complete it with the names of gadgets in the box. Ask them to say sample sentences based on the diagram.



- Ask students to make another spidergram for another relative. Get students to say their sentences in pairs.
- Ask students to write about their family, referring to the spidergram notes.



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THINK SLOW: slowly building a mental scaffolding for students' early attempts at written production is a highly effective way to build their confidence – great foundation for future, more ambitious attempts.

Exercise Extra spot 1

- Tell your students NOT to start filling in the gaps straight away.
- First, get them to look at the nine nouns – their task is to think of as many verbs as they can that could be used with each of these nouns (e.g. use, read with, listen to etc.)
- Now ask them to choose the best option in each of the three gaps.

THINK SLOW: the exercises that are flagged 'Exam spots' slowly introduce our students to the different exam tasks and types of operations (like multiple choice) that they need to perform. The important thing is not to test their ability too quickly but rather use these exercises as *teaching* moments, e.g. by getting the kids to unpack the structure of the task, the idea of a distractor, etc.

Homework/Fast finishers

Exercise Extra spot 2 & 3

You can use these activities either as additional homework OR – if you think SLOW – as extra challenge for fast finishers, so that you can attend to the needs of the rest of the class slowly enough ☺

Exercise Extra spot 4

An optional extra for fast finishers. To slow them down (☺), ask them to swap partners once or twice.



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