

New

HOTSPOT

Podręcznik dla szkoły podstawowej

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Teaching notes

Grammar

- past simple: verb *be*

Vocabulary

- occupations
- nationalities
- countries
- dates

Optional Workbook activities

- Fast finisher p62
- Extra practice p63

Photocopiable activity (TRF www.staffroom.pl)

- Module 5 *Who were these people?*

LESSON 17a**Introduction**

Put the following table on the board:

Leonardo	Shelley
Mary	Edison
Marie and Pierre	da Vinci
Thomas	Curie

Ask students to work in pairs and match the first names on the left with the correct surnames on the right to find famous people. Then tell them to look at Activity 2 in their books to check the answers. Find out what students know about these people. Accept answers in L1.

Vocabulary

- 1 Ask students to read and listen to the words in the box and then match them with the correct pictures, making guesses about words they do not know. Play the CD. Let students compare their answers in pairs. Play the CD again, pausing for students to repeat the words and to call out the number of the corresponding picture. Make sure everybody understands all the words now.

Extra activity

Ask students to name one famous living person for each of the occupations. Then ask them if they know any people in real life who have these jobs.

Audioscript

See Student's Book Activity 1 page 62.

Answer key

- a writer
- b scientist
- c inventor
- d musicians
- e artist

Presentation

- 2 Students read and listen to the text to find out more about the famous people in the pictures. Play the CD. Elicit from students that all the people in the text lived in the past and we need to use the past tense to talk about their life. Refer students to the **Grammar spot** to explain the past tense of the verb *be*. Then explain that the sentences with the present form of *be* in the text refer to the present, e.g. *Mona Lisa* is still Leonardo da Vinci's most popular painting, Marie and Pierre Curie are still famous for their discovery, etc.

Ask if students know or can guess the following words and phrases: *was born*, *all over the world*, *famous for the discovery of radium*, *popular painting*. Provide explanation if necessary. Elicit what these people are famous for, using the pictures. Explain that the picture of the monster is the famous monster from the book *Frankenstein*.

Audioscript

See Student's Book Activity 2 page 62.

Answer key

Mary Shelley – author of *Frankenstein*
 Leonardo da Vinci – *Mona Lisa*
 Marie and Pierre Curie – discovery of radium
 Thomas Alva Edison – invention of the first light bulb
 Alexander Graham Bell – inventor of the telephone

- 3 Focus attention on the table and make sure students understand the headings. Go through the example and point out that in English we always write a nationality with a capital letter. Get students to compare it with their L1. Students read the text in Activity 2 again and complete the table. When they have finished, they compare their answers in pairs before you check with the whole class. For each nationality elicit the corresponding country, e.g. *Scottish* – *Scotland*. Drill the pronunciation of the nationalities.

Answer key

Mary Shelley	writer	English
Leonardo da Vinci	artist, inventor, scientist	Italian
Marie Curie	scientist	Polish
Pierre Curie	scientist	French
Thomas Alva Edison	inventor	American
Alexander Graham Bell	inventor	Scottish

Mixed ability classes

Fast finishers name more famous dead or living people with the same nationalities as the people in the text. When everyone has finished, elicit their answers. Make sure they use *is/are* or *was/were* correctly, e.g. *William Shakespeare was English*.

Cultural information

Mary Shelley was the daughter of philosopher William Godwin, and the renowned feminist, Mary Wollstonecraft. She married the poet Percy Bysshe Shelly when she was nineteen, and wrote *Frankenstein* when she was just twenty-one years old. Leonardo da Vinci is one of the greatest painters of all time and the most diversely talented person. He came up with designs for many different machines such as a helicopter, a hang glider, a tank and a calculator, but not many of these could be made at the time he was alive.

Marie Curie was born in Poland and lived there until she was 24. When she married Pierre Curie in 1895 she automatically received French citizenship. In 1903 Marie and Pierre Curie won the Nobel Prize for Physics for their research on radiation. In 1911 Marie won her second Nobel Prize for Chemistry. She is the only person with two Nobel Prizes in different fields. Thomas Alva Edison was an American entrepreneur and an inventor. He was responsible for many important inventions, including the electric light bulb, the phonograph and the telegraph. Alexander Graham Bell was a teacher of the deaf and an inventor. He was born in Scotland, but moved to America in 1870 for health reasons. He began to work on the telegraph but then moved on to invent the telephone in 1876.

Grammar spot

Read out the example sentences and point out that there are just two forms of the past tense of *be*: the singular form, *was* and the plural form, *were*. Draw students' attention to the word order in questions.

Grammar practice

- 4 In pairs students complete the sentences and questions about the famous people's occupations. Tell students to look at the **Grammar spot** on page 63 to help them, if necessary.

Answer key

- 1 was
- 2 were
- 3 Was
- 4 Was

Homework suggestions

- 1 Workbook page 52, Activities 1–5.
- 2 Students write about the date and place of birth, nationality and occupation of one of their distant relatives, e.g. a great grandfather, using Activity 2 as a model. They can invent the answers.

LESSON 17b

Introduction

Write the following gapped sentences on the board:
 Mary Shelley _____ a writer. She _____ born in 1797.
 Marie and Pierre Curie _____ scientists. Leonardo da Vinci _____ Italian. Alexander Graham Bell and Thomas Edison _____ inventors. Thomas Edison _____ English and Alexander Graham Bell _____ Scottish.
 Tell students to complete the gaps with *was* or *were* and find one false sentence. (Answer: *Thomas Edison was American, not English*).

Vocabulary

- 5 Play the CD, pausing for students to repeat the occupations. Explain or elicit their meaning and ask students to match the words to the famous people in the pictures.

Audioscript

See Student's Book Activity 5 page 63.

Answer key

Cleopatra – queen
 Nicolaus Copernicus – astronomer

Jesse Owens – athlete
 Luciano Pavarotti – singer

- 6 Play the CD for students to check the answers.

Cultural information

Cleopatra was a powerful, intelligent queen in the times when all rulers were men. She was the last pharaoh of Egypt. Jesse Owens was a track and field athlete. In the 1936 Summer Olympics he won four gold medals. Luciano Pavarotti was one of the world's most famous tenors. He was well known for his charity work. Nicolaus Copernicus is famous for the discovery that the Earth is not the centre of the universe, which was the starting point for modern astronomy.

Audioscript and Answer key

Cleopatra – queen; Jesse Owens – athlete;
 Luciano Pavarotti – singer; Nicolaus Copernicus – astronomer

Study tip

Go through the examples to explain how we say and write dates. Elicit which year it is now and when your students were born. Then point to the note under the picture of Cleopatra in Activity 5 and explain that *BC* means *Before Christ*.

Extra activity

In pairs students take turns to say who the people in Activity 5 were, when they were born and what their nationality was.

Listening

- 7 Ask if students know who the people in the photos are and why they are famous. Play the CD for students to check their ideas. Explain that the people on the recording are playing a game where they are trying to guess the occupation and nationality of the people in the pictures.

Audioscript and Answer key

- 1
He was a painter. He was Spanish. His name was Pablo Picasso.
- 2
They were musicians. They were English. Their names were John Lennon and George Harrison and their band was called the Beatles.

- 8 Play the CD again and ask students to choose the correct words in the sentences. Check the answers with the whole class.

Answer key

- 1
an artist
Spanish
- 2
musicians
English

Photocopiable activity (TRF www.staffroom.pl)
 Module 5 *Who were these people?*

Speaking

- 9 Students think of a famous dead person or people who worked together, e.g. as a music band, and write down

secretly their name/s, occupation and nationality. Go through the example first. Monitor their work, making sure they write the correct data.

- 10** In pairs students take turns to guess each other's secret person/people. They can ask up to fifteen questions with *Was he/she...?* or *Were they...?* about their nationality and occupation. Demonstrate the task by reading the example with a volunteer.

Writing

- 11** Go through the example in My English File and get students to write at least three sentences about a famous dead person. They can write about their date and place of birth, nationality, occupation and what they were famous for, using Activity 2 as a model. When students have finished writing, they exchange their notebooks in pairs and read each other's sentences, pointing out orally any mistakes they notice.

Check your English

- 12** Students complete the gaps individually. Ask two students to read the complete conversation.

Answer key

- 1 were
- 2 were
- 3 Were
- 4 weren't
- 5 was
- 6 was
- 7 Was
- 8 wasn't
- 9 was

Homework suggestions

- 1 Workbook page 53, Activities 6–9.
- 2 Students write a text about one of the people from Activity 5, using Activity 2 as a model.

Nineteen hundred

Grammar

- past simple regular verbs and question forms

Vocabulary

- free-time activities
- everyday objects and activities

Optional materials

- everyday objects, e.g. a mobile phone, a bus ticket, a book

Optional Workbook activities

- Fast finisher p62
- Extra practice p63

Photocopiable activity (TRF www.staffroom.pl)

- Module 5 *My childhood*

LESSON 18a

Introduction

Elicit what your students do in their free time and write their answers on the board, e.g. *play computer games*, *hang out with friends*. Ask students to tell you which of these activities their grandparents didn't do when they were their age, e.g. *They didn't play computer games*.

On the board write 1900 and teach how we say the year. Then ask students: *What were people's hobbies and favourite sports in 1900?* Encourage them to answer with gerunds, e.g. *playing cards*, *cycling etc.* Write their ideas on the board and explain that today they are going to learn more about life in 1900.

Teaching tip: Step-by-step approach to learning grammar

New Hot Spot introduces grammar gradually. In the first part of the lesson students get to know *Did* questions and short answers in the past simple. This way they can become familiar with the tense without having to deal with the past simple verb forms. In the second part of the lesson students are exposed to regular verbs only. They do not come across irregular verbs until Lesson 19.

Presentation

- 1** Ask students to study the pictures. Explain that they show life in 1900, but three of the pictures are incorrect. Tell students to listen to the questions and decide which three activities people didn't do in 1900. Play the CD.

Ask students if they know or can guess what the following phrases mean: *travel in space* and *cycle to work*. Provide explanation if necessary.

Refer students to the **Grammar spot**. Explain that because the quiz is about the year 1900, the questions and the answers are in the past tense. Point out that in the questions we use *did* and the infinitive of the verb. Explain that *didn't* is a short form of *did not*.

Audioscript

- 1 Did people play football in 1900?
- 2 Did they use computers?
- 3 Did they travel in space?
- 4 Did people ski in the mountains?
- 5 Did they cycle to work?
- 6 Did they watch TV?

Answer key

- 1 Did people play football in 1900? Yes, they did. People played football in 1900.
- 2 Did they use computers? No, they didn't. They didn't use computers in 1900.
- 3 Did they travel in space? No, they didn't. They didn't travel in space in 1900.
- 4 Did people ski in the mountains? Yes, they did. People skied in the mountains in 1900.
- 5 Did they cycle to work? Yes, they did. They cycled to work in 1900.
- 6 Did they watch TV? No, they didn't. They didn't watch TV in 1900.



- 2 Play the CD for students to check their answers. Then in pairs they take turns to ask and answer the questions from Activity 1. Read out the example with a volunteer to demonstrate the task.

Dyslexia tip: Reading difficult words

Working with a dyslexic student, make a list of common words they have problems reading out, e.g. cycle, mountains. Encourage them to prepare a set of index cards or bookmarks. On the front of each card they should write clearly or print one word from the list and on the back they should draw an illustration, stick a picture or write a definition of the word. Ask them to go over the cards at least once a week, trying to read out the words on the front. If they cannot do it, they can turn the card over to look at the picture or definition and then recall the word from memory. When they have repeated the activity for a few weeks, ask them to start writing sentences with the difficult words to practise their spelling further.

Mixed ability classes

Ask stronger students to cover the text under each picture in Activity 1 and make questions about the activities in the pictures by themselves.

Extra activity

Tell students that people first started using computers in 1975 (the first computer was built in 1936, the first consumer computers were made around 1975), the first person travelled in space in 1961 and that TV was invented in 1925.

Audioscript and Answer key

- 1 Did people play football in 1900? Yes, they did. People played football in 1900.
- 2 Did they use computers? No, they didn't. They didn't use computers in 1900.
- 3 Did they travel in space? No, they didn't. They didn't travel in space in 1900.
- 4 Did people ski in the mountains? Yes, they did. People skied in the mountains in 1900.
- 5 Did they cycle to work? Yes, they did. They cycled to work in 1900.
- 6 Did they watch TV? No, they didn't. They didn't watch TV in 1900.

Grammar spot

Focus students' attention on the Grammar spot. Remind them that this is the question form and that *Did* doesn't change its form in the third person.

Writing and Speaking

- 3 Ask students to imagine what life was like when you were their age and to write three questions to ask you about things they genuinely do not know, e.g. electronic gadgets, computer programmes, etc. They can use any verbs as they only need the infinitive. Go through the example first.
- 4 Get students to ask you their questions. Give true answers.

Homework suggestions

- 1 Workbook page 54, Activities 1–4.
- 2 Students write two more quiz questions about the year 1900, using Activity 1 as a model.

LESSON 18b

Introduction

Hold up everyday objects, e.g. a mobile phone, a bus ticket, a book, etc. and elicit their names in English. Ask students to think if people used these objects and did activities associated with them back in the year 1900. Then in pairs students take turns to ask and answer *Did* questions about the objects, e.g. *Did people use mobile phones in 1900? Did people read books in 1900?* Monitor their work. Help with the answers if necessary.

Grammar spot

Introduce the past simple form of regular verbs by saying, e.g. *I listen to music on my iPod. In 1900 people listened to music on the gramophone.* Point to the positive sentences in the box and elicit that we add the *-ed* ending to regular verbs to make their past form. Explain that students will gradually learn which verbs are regular and which irregular. Then go over the negative sentences in the box and elicit we use *didn't* and the infinitive of the verb.

Grammar practice

- 5 Go through the example and ask students to circle the correct words to make true sentences about people in 1900.

Answer key

- 1 played
- 2 didn't use
- 3 didn't travel
- 4 skied
- 5 cycled
- 6 didn't watch



- 6 Play the CD for students to check their answers.

Audioscript and Answer key

- 1 People played football.
- 2 They didn't use computers.
- 3 They didn't travel in space.
- 4 They skied in the mountains.
- 5 They cycled to work.
- 6 They didn't watch TV.

Extra activity

In pairs students choose one year from the past, e.g. 1970 and write two things people did and two things people did not do back then, using the regular verbs introduced in the activity.

Photocopiable activity (TRF www.staffroom.pl)

Module 5 *My childhood*

Pronunciation



- 7 Point out that we never pronounce the regular verb *-ed* ending as /ed/ but usually as /d/, e.g. in *played* or /t/, e.g. in *watched*. When the infinitive of a regular verb ends in a /t/ or /d/ sound, we pronounce the *-ed* ending as /ɪd/, e.g. *wanted*. Play the CD, pausing for students to repeat.

Audioscript

See Student's Book Activity 7 page 65.

Teaching tip: Pronunciation of the -ed ending

Students find it difficult to know when to pronounce the -ed ending as /t/ and when as /d/. To help them, encourage them to touch their throats lightly as they are pronouncing the infinitive of the verb. If the final sound causes their throat to vibrate, i.e. it finishes with a voiced sound, they should add the /d/ sound to the verb to make the past form, if it does not, i.e. it finishes with a voiceless sound, they should add the /t/ sound.

Spelling tip

Go over the words in the box to explain that we add -d ending in the past simple if the regular verb ends in -e and that we double the final -l before adding -ed in the word *travel*. These are the only rules required to do the activities in this book.

Speaking

- 8 On the board draw a calendar page with dates from last week. Circle *Saturday* and *Sunday* to explain *last weekend*. Ask students to read questions about last weekend and think of their answers.
- 9 In pairs students take turns to interview each other with the questions from the questionnaire. They answer with *Yes, I did/No, I didn't*. Read out the example with a volunteer first. Encourage students to take notes of each other's answers.
- 10 When students have finished, ask them to report back to the class what they have found about their classmate's

weekend. Go through the example first. If you have a large class, do this activity in small groups.

Mixed ability classes

Fast finishers write two more questions to add to the questionnaire, using the verbs from the other questions, e.g. *Did you use a mobile phone?* When everyone has finished Activity 10, encourage fast finishers to ask their questions to other classmates.

Extra activity

Tell students how many of the activities you did last weekend. They guess which ones and note down their answers. Reveal what you did and find out how many students guessed all the activities correctly.

Check your English

- 11 Students write three questions about their last weekend.
- 12 In groups of four they interview their classmates.
- 13 Students write sentences about their last weekend with the verbs in the box. If they did not do some of the activities, they should invent what they did, using the remaining verbs, e.g. *I skied in the Alps, I travelled to Barcelona*, etc.

Homework suggestions

- 1 Workbook page 55, Activities 5–7.
- 2 Students write what they did on their last holiday or last weekend, choosing from the verbs in Activity 13.

Grammar

- past simple: regular and irregular verbs

Vocabulary

- free-time activities
- everyday objects and activities
- sights in London

Optional Workbook activities

- Fast finisher p62
- Extra practice p63

Photocopiable activity (TRF www.staffroom.pl)

- Module 5 *Verb Bingo*

LESSON 19a**Introduction**

On the board write *Sherlock Holmes*, *Doctor Watson* and *Professor Moriarty*. Elicit that they are all fictional characters from Arthur Conan Doyle's books: Sherlock Holmes is a brilliant detective, Doctor Watson is Holmes's friend and Professor Moriarty is an international criminal. Ask students to open their books and identify the three characters in the top left-hand picture.

Presentation

- 1 Explain that Sherlock Holmes is trying to solve a case. Professor Moriarty is a suspect. Sherlock Holmes has got Moriarty's statement with his alibi for the day of the crime. Put today's and yesterday's date on the board to explain *yesterday*. In the pictures students can see what really happened. Ask them to listen to and read the alibi

and look at the pictures to decide if Moriarty is telling the truth. Play the CD. Tell students to ignore words they do not understand.

Elicit that Moriarty is not telling the truth. Explain what *Hyde Park* and *Piccadilly Circus* are. Ask if students know or can guess what *got back*, *statement*, *full of lies* mean and provide explanation if necessary.

Refer students to the **Grammar spot** on the next page to explain irregular verbs in the past simple. Encourage students to guess the infinitive of the verbs in the sentences, referring them to the corresponding pictures in the story. Write the verbs on the board: *take – took*, *sit – sat*, *read – read* and drill the pronunciation, pointing out the difference between the infinitive of *read* /ri:d/ and past simple *read* /red/. Explain we can only tell if a verb is irregular by looking up its infinitive in a dictionary or on the irregular verbs list on page 105 of their books. Get students to find the remaining irregular verbs in Activity 1, elicit the infinitive and write both forms on the board:

leave – left, go – went, have – had, buy – bought, see – saw, get – got.

Cultural information

Hyde Park is a large park (142 hectares) in central London, famous for Speaker's Corner. It is a popular venue for rock concerts and appears in numerous films and novels. In the park visitors can row on the lake, watch wildlife, go rollerblading and horse-riding.

Piccadilly Circus is a circular open space at a road junction in London's West End. It is a busy meeting point and a tourist attraction, famous for the statue of an archer known as Eros and the video display and neon signs on the building on the northern side.

Audioscript

See Student's Book Activity 1 page 66.



- 2 Ask students to read and listen again and note down any differences they see between the text and the pictures. Play the CD. Before they begin writing, go through the example and using the pictures, preteach the new words they will need: *bench, newspaper*. When students have finished, they should compare their answers in pairs. Ask a few students to read out the differences. Do not expect them to make full sentences with the verbs in the past simple.

Answer key

- 1 took a bus, not a taxi
- 2 on a bench, not the grass
- 3 a newspaper, not a magazine
- 4 at a quarter past 12, not a quarter to 12
- 5 by taxi, not by Underground
- 6 Chinese, not an Italian restaurant
- 7 a shirt, not shoes
- 8 a film, not a play
- 9 at 12 o'clock, not at half past 10

Mixed ability classes

Ask less confident students to work in pairs on this task. Help them by revealing that there are nine differences, at least one for each picture numbered 1–7.

Extra activity

If you have access to the Internet in the classroom, ask students to go to www.sherlock-holmes.co.uk to take a virtual tour round The Sherlock Holmes Museum. It is the first museum in the world dedicated to a fictional character. You can get students to find different information on the site, e.g. the cost of the ticket, the opening hours, etc.

Grammar spot

Read out the sentences in the Grammar spot. Point out that these are all irregular past simple forms and remind students that they will have to learn these as they don't follow the usual rules for regular past simple.

Extra activity

Students could look at the sentences in the Grammar spot again and try to put them into the present tense. (*I take a taxi to Hyde Park. He sits on the grass and reads a magazine. She buys some new shoes.*)

Grammar practice

- 3 Using the verbs and expressions from the box and the pictures, students adapt the text in Activity 1 so that it

is a true account of what happened. Go through the example first. Monitor students' work, providing help.

Answer key

In the morning, he took a bus to Hyde Park.
He sat on a bench in the park and read a newspaper.
He left the park at a quarter past 12 and went to Piccadilly Circus by taxi.
He had lunch in a Chinese restaurant.
In the afternoon, he bought a new shirt.
In the evening, he saw a film.
He got back to his hotel at 12 o'clock.

Mixed ability classes

In pairs fast finishers test each other on irregular verbs from the lesson saying the infinitive and replying with the past simple form.



- 4 Play the CD for students to check their answers.

Audioscript and Answer key

In the morning he took a bus to Hyde Park. He sat on a bench in the park and read a newspaper. He left the park at a quarter past 12 and went to Piccadilly Circus by taxi. He had lunch in a Chinese restaurant. In the afternoon he bought a new shirt. In the evening he saw a film. He got back to his hotel at 12 o'clock.

Homework suggestions

- 1 Workbook page 56, Activities 1–3.
- 2 Students write past simple sentences with the verbs from Activity 3 about what their family or friends did yesterday.

LESSON 19b

Introduction

Divide the class into two teams, calling one *crosses* and one *noughts*. Draw a noughts and crosses grid on the board with the following verbs in the squares: *take, sit, read, leave, have, go, see, buy, get*. Teams take turns to pick a verb, recall its past form and make a past simple sentence with it, e.g. *Yesterday I took a bus*. They get 20 seconds to do that. If the sentence is correct, they put their symbol on the square with the verb. If it is wrong, it is the other team's turn. They can then choose the same verb or a different one. The first team to get their three symbols in a row, vertically or horizontally, wins.



- 5 Play the recording of Holmes proving Moriarty is lying. He knows what really happened, because Doctor Watson followed Professor Moriarty yesterday. Students can find Doctor Watson hiding in the pictures in Activity 1.

Audioscript

HOLMES Did you take a taxi to Hyde Park?
MORIARTY Yes, I did.
HOLMES No, you didn't take a taxi. You took a bus. And did you sit on the grass in the park?
MORIARTY Yes, I did.
HOLMES No, you didn't sit on the grass. You sat on a bench. And did you read a magazine?
MORIARTY Yes, I did.
HOLMES No, you didn't read a magazine. You read a newspaper. And did you leave the park at a quarter to 12?
MORIARTY Yes, I did.

- HOLMES** No, you didn't leave the park at a quarter to 12. You left the park at a quarter past 12. And did you go to Piccadilly Circus by underground?
- MORIARTY** Yes, I did.
- HOLMES** No, you didn't go to Piccadilly Circus by underground. You went by taxi. And did you have lunch in an Italian restaurant?
- MORIARTY** Yes, I did.
- HOLMES** No, you didn't have lunch in an Italian restaurant. You had lunch in a Chinese restaurant. And did you buy some new shoes?
- MORIARTY** Yes, I did.
- HOLMES** No, you didn't buy new shoes. You bought a new shirt. And did you see a play?
- MORIARTY** Yes, I did.
- HOLMES** No, you didn't see a play. You saw a film. And did you get back to the hotel at half past ten?
- MORIARTY** Yes, I did.
- HOLMES** No, you didn't get back to the hotel at half past ten. You got back at twelve o'clock.

- 6 In pairs students play Holmes and Moriarty. Looking at Activity 1, 'Holmes' asks questions about the facts in Moriarty's statement, which 'Moriarty' confirms and then 'Holmes' proves these are lies by telling what really happened. Go through the example first.

Speaking

- 7 Students secretly copy the sentences from the word cloud which are true about their last weekend.
- 8 In teams of three or four students take turns to ask one of their teammates questions about the activities in the word cloud in Activity 7 to find out what they did last weekend. Then it is another person's turn to answer the questions and so on until everybody has been interviewed. Go through the example first.

Photocopiable activity (TRF www.staffroom.pl)
Module 5 *Verb Bingo*



- 9 **Song**
Refer students to page 106. Play the CD through and ask students to complete the task below the lyrics. When they have compared the answers in pairs, check these with the whole class.
Explain any words students do not understand. Play the song again, encouraging students to join in singing.

Audioscript

See Student's Book page 106.

Answer key

- a took
b swam
c sang
d played
e counted

Check your English

- 10 Students complete the gaps and compare their answers in pairs before you check with the whole class.

Answer key

- 1 go
2 go
3 went

- 11 In groups of four students take turns to ask a question with one of the verbs to any group member. This student answers negatively and adds an affirmative sentence. Go through the example first.

Homework suggestions

- 1 Workbook page 57, Activities 4–7.
2 Students write a diary page about what they did yesterday.

Optional materials

- a sheet of A4 size paper for each student
- bilingual dictionaries

Photocopiable activity (TRF www.staffroom.pl)

- Module 5 *Monica's adventure*

LESSON 20a

Introduction

Divide the class into groups of six and number each group member 1–6. On the board write the following questions: *Where do students from your class usually go on school trips? When do they go? How do they travel? Where do they eat on a school trip? What do they eat? Which tourist attractions do they like best?* Allow 4 minutes for groups to discuss the questions. Next roll a dice and ask students labelled with the number shown on the dice to sum up their group's answers. Repeat with other questions. Explain that today students are going to find out about the school trip of a student from the UK.



- 1 **Reading**
Point to the photo next to the article title and introduce Alex from England. Ask students to listen to and read her essay about a school trip she went on. They should find out where she went and then match the different places and activities with the photos. Ask them to ignore the words they do not know. Play the CD.
Elicit that she went to Paris and visited three places: the Eiffel Tower, the Louvre and the square outside the Pompidou Centre.

Extra activity

Ask students what other tourist attractions Paris is famous for. If any students have been to Paris, encourage them to tell the

class which places they saw, what they liked most and what they thought of Paris in general.

Audioscript

See Student's Book Activity 1 page 68.

Answer key

- 1 Eurostar
- 2 the Eiffel Tower
- 3 a queue
- 4 the Louvre
- 5 baguette sandwiches

Testing spot

- 2 For this exam style activity, students have to scan the text to find specific information. Tell them to read through the true/false questions first and identify the key words in each sentence. They should then look for these key words or synonyms in the text. Allow them to discuss their ideas in pairs before you check with the whole class.

Answer key

- 1 Nie
- 2 Nie
- 3 Tak
- 4 Nie
- 5 Tak

Extra activity

Provide more information about the tourist attractions in Alex's essay (see Cultural information below). Ask students to vote for the most interesting tourist attraction in Paris.

Cultural information

The Eurostar is a high-speed railway service, which connects London with Paris and Brussels. The train journey from London to Paris takes approximately two and a half hours. The Eiffel Tower was built in 1889 by the architect Gustave Eiffel. It is recognised around the world as an icon of France. Approximately 7 million people climb to the top of the tower every year, and it is an important tourist attraction for Paris. The Louvre first opened in 1793. It is one of the largest museums in the world, and also the most-visited. It has more than 35,000 exhibits, including items from ancient Egypt, Greece and Rome, as well as more modern paintings and sculptures. The glass pyramid shown in the photo on page 68, was built between 1988–1993. The Pompidou Centre is a multicultural arts complex in the Beaubourg area of Paris. It includes the National Museum of Modern Art, the Public Information Library and a music research centre. Its nickname in Paris is *Beaubourg*.

Listening



- 3 Explain to students that they are going to listen to three different dialogues about Alex's school trip, and they have to match the dialogue to the picture. Ask them to look at the pictures first and think about which words they might hear in the dialogues for each picture. Play the CD once and then ask students to raise their hands if they think they have successfully matched the dialogues and the pictures. If more than half the class raise their hands, check answers. If fewer than half raise their hands, play the CD again so that students can listen once more before checking their answers.

Audioscript

- 1
BOY What did you have in yours?
ALEX I had ham, cheese and tomato.
BOY Was it good?
ALEX It was delicious. French bread's really good.
- 2
BOY What were they like?
ALEX There was a girl acrobat. She was amazing.
BOY What did she do?
ALEX She put four chairs on top of each other and climbed to the top.
- 3
BOY How long did it take?
ALEX Two hours.
BOY That's not long.
ALEX No, the train's really fast.
BOY How long did it take to get through the tunnel?
ALEX Only 20 minutes.

Answer key

- 1 C
- 2 B
- 3 A

Homework suggestions

- 1 Workbook page 58, Activities 1–2.
- 2 Students write three more questions about the text in Activity 1. They can ask their classmates the questions at the beginning of the next lesson.

LESSON 20b

Introduction

Students sit in a circle, holding their pens and a sheet of A4 size paper each. Ask them to imagine that they went on an unusual school trip. On the board write the first sentence for students to copy at the top of their sheet of paper: *On our last school trip we went to _____*. Ask students to complete the sentence with any place they want. When they have finished, they fold the sentence over so that no one can read it and give their piece of paper to the person on their left. Continue the procedure with the following sentences:

We went there by _____.

The first thing we did was go to _____.

I liked _____ best there.

We went to _____ for lunch.

We had _____ for lunch.

Then we went to _____.

We saw _____ there.

On the way home we saw _____.

At the end students should open out the sheet of paper they are currently holding and read the whole story. The results can be very funny. Ask a few volunteers to read out their stories.

Speaking

- 4 Students take it in turns to talk about Alex's trip to Paris, using the prompts. Draw their attention to the prompts in question 1 and then read out the example sentences. Students then continue to work in pairs. Go round the

class as they work, listening to different pairs of students and making notes of any common errors. At the end of the activity, go through these errors with the whole class.

Mixed ability classes

Write the following verbs up on the board as extra help for less confident students. 1 *take, go*; 2 *go, take, climb*; 3 *be, take*; 4 *go, see*; 5 *be, eat*; 6 *be*

Photocopiable activity (TRF www.staffroom.pl)

Module 5 *Monica's adventure*

Writing

- 5 Explain that with Activity 1 as a model, students are going to write a description of a real school trip they went on or they can invent one. If all students went on the same school trip, brainstorm what they remember about it. Go over the **Writing tip**. Encourage students to use the expressions in their diaries. Go through the example and let students write their draft texts, using dictionaries to look up new words. Monitor their work, providing help. Then they edit their texts, make a final copy and exchange it in pairs. If they notice any mistakes in their classmate's text, they should point these out orally.

Mixed ability classes

Write questions on the board to help less confident students decide what to write about in their diaries, e.g. *Where did you go? How did you get there? How long did it take? What was the first thing you did? What did you see?* etc.

Module 5

Teaching tip: Personalising

Students remember the target language better if they have had the opportunity to use it in exercises which are relevant to their own experience. They find it easier to link the new material with the knowledge they already have. Whenever possible ask them about their own opinion, use examples from their real life and create opportunities for personally relevant conversation between students.

Fun spot

- 1 Students read the model statement. Then they invent and write an alibi about what they did yesterday, by copying the text and substituting the words in the brackets with their own answers. Go through the example first.
- 2 Students memorise their statement and then exchange it with a classmate. They take turns to tell each other what they did yesterday. Their classmate compares their account of events with the written text.

Extra activity

Students write an account of what they really did yesterday, but they should insert four false pieces of information. Then they exchange their texts in pairs and try to guess which four facts are false.

Homework suggestions

- 1 Workbook page 58, Activity 3.
- 2 Students write at least eight sentences about a real or imaginary holiday they took.

Review

The purpose of this section is revision and consolidation of the material studied in Module 5.

Optional revision

Before your students start this Review, you may want to direct them to the **Grammar Summary** on page 73 and to the Wordlist at the back of their Student's Books. This will remind them of the main grammar and vocabulary in the module. Give them ten minutes to read through them in small groups and ask you any questions they may have.

- Workbook: Refer your students to *Nationalities* on page 107 and *Jobs and functions* on page 87.

Completing the activities

Go over all the activities with the class, explaining rubrics and giving examples to make sure students know what to do. There are written and oral tasks, but you may decide yourself how they should be completed by students. Generally students should do the writing tasks individually and the oral tasks in pairs, testing each other's knowledge. Make sure they do not treat the *Review* as a formal test, but complete the activities in a friendly, stress-free atmosphere. Fast finishers can write down the answers to the oral tasks.

Checking answers

When students have finished, check the answers with the whole class by asking volunteers to copy their answers onto the board or to say them aloud. If necessary explain the more difficult issues, ask additional questions about the activities and solve any problems that arise.

Self-evaluation

Tell students to evaluate themselves. They should tick the activities where at least half of their answers were correct.

Feedback

Ask students which activities were difficult, which were easy and if there is anything they would like to review. Make a note of common language problems to go over in future lessons.

- 1 Students complete the sentences with the correct forms of *was* or *were*.

Answer key

- 2 The Beatles were musicians.
- 3 Cleopatra was a queen.
- 4 Leonardo da Vinci was an artist.
- 5 Marie and Pierre Curie were scientists.
- 6 Nicolaus Copernicus was an astronomer.

- 2 Students complete the dialogue with the correct forms of *was* or *were*.

Answer key

- 1 were
- 2 Were
- 3 were



- 4 were
- 5 was
- 6 Was
- 7 was
- 8 was

- 3 Students match the nationalities with the famous people in Activity 1. Tell them that for *Polish nationality*, they need to find two people on the list (Marie Curie and Nicolaus Copernicus). However, accept it if they answer that Marie Curie was French – after marrying Pierre Curie she had French citizenship.

Answer key

- 1 The Beatles, Mary Shelley
 - 2 Italian – Leonardo da Vinci
 - 3 Polish – Marie Curie, Nicolaus Copernicus
 - 4 French – Pierre Curie
 - 5 Egyptian – Cleopatra
- 4 In pairs students take turns to ask and answer questions about life in 1900, using the words in the box and the past simple.
- 5 Students circle the words vertically, horizontally and diagonally.

Answer key

regular verbs: played, phoned, listened, cycled, watched;
irregular verbs: sat, went, read, bought, took, had, got

o	w	t	x	j	p	o	n	b	v	n
a	e	g	o	t	a	l	t	o	a	n
u	n	b	e	v	g	i	n	u	y	x
s	t	t	k	e	d	s	k	g	j	i
w	b	c	o	z	d	t	o	h	e	f
a	j	p	h	o	n	e	d	t	h	w
t	n	l	t	e	k	n	o	u	y	v
c	e	a	r	g	r	e	a	d	n	m
h	c	y	c	l	e	d	m	x	e	s
e	a	e	n	g	l	y	n	m	r	i
d	n	d	e	q	y	s	a	t	h	u

Dyslexia tip: A checklist of frequent mistakes

Encourage students to make a list of mistakes they often make to use when editing their written work. Recommend highlighting the problematic areas regarding spelling, e.g. if they misspell the ending of *bought*, tell them to write the word on their list with the ending in a bright colour. They can also use colour coding with typical grammar errors, e.g. they can highlight the 3rd person -es in the present simple in a model sentence on their list.

- 6 Ask students to match the sentences to the pictures.

Answer key

- 1 got
- 2 had a shower
- 3 watched TV
- 4 listened to music
- 5 took a bus

- 6 bought some new jeans
- 7 went to the park
- 8 played football
- 9 sat on the grass
- 10 read a magazine
- 11 phoned his friend
- 12 went to the cinema
- 13 saw a comedy film

Mixed ability classes

For less confident students mime the verbs they should put in the gaps.

- 7 Students choose the correct words in the questions. Then they write the correct answers in their notebooks.

Answer key

- A: go
B: did; went
A: play
B: didn't play; played

Testing practice

- 1 Students read the four sentences and then match each sentence with a location. Go through the four location words first and brainstorm some ideas for vocabulary for each location, e.g.: *beach – sand, sea, swim, ice cream*, etc. Then ask students to do the matching activity and check answers with the whole class.

Answer key

- 1 Ewa – cinema
- 2 Ruth – theatre
- 3 Jack – beach
- 4 Mick – home

Testing spot

- 2 Ask students to look at the pictures first and think about where they are and which words could be used to describe these places. They can discuss their ideas in pairs. Give students two or three minutes to talk about their ideas before you play the CD. Remind them that there is one extra picture. Allow students to listen to the CD again, if necessary, to check their answers.

Answer key

- 1 C
- 2 D
- 3 A

Audiocript

- 1
GIRL What did you do yesterday?
BOY I played tennis with my friend.
GIRL Were you at the sports centre?
BOY No, we weren't. We played tennis in the park.
GIRL Did you go to the café?
BOY No, we didn't. We didn't have any money.
- 2
GIRL Were you at the sports centre yesterday?
BOY No, I wasn't. I took a bus to town.



GIRL What did you do there? Did you go shopping?

BOY Yes, I did. And then I went home for lunch.

3

GIRL Look! I found your football boots in the park! Were you there this morning?

BOY No, I wasn't. I was in the café in town.

GIRL So why were your boots in the park?

BOY My brother borrowed them. He played football in the park this morning.

GIRL Oh dear! He's in trouble ...

BOY Yes, he is!

Extra activity

Ask students to choose and write down five words to describe what they did last weekend, e.g. *early, dog, cinema, aunt, dinner*.

They exchange these words in pairs and try to imagine what their classmate did on the basis of the words. Allow 3 minutes for preparation. Provide help with new vocabulary. Next students try to describe to each other in full sentences what they think the other person did last weekend, e.g. *You got up early and took your dog for a walk. Then you went to the cinema with your aunt. In the evening you cooked dinner.* They verify each other's stories and correct the wrong guesses, e.g. *I didn't go to the cinema with my aunt. I visited my aunt at her house.*

For Module 5 tests, go to www.staffroom.pl

Learning diary

You can refer students to page 59 of the Workbook for further review, more study tips and self-assessment activities.

Vocabulary Spot



Vocabulary

- food adjectives and verbs

Functions

- talking about rules and quantity

Optional material

- pictures of different meals and types of food, cut out from magazines

This page provides extra vocabulary, functional language practice and exam practice for stronger students. The material on the page is optional. Teachers can choose to use it:

- with the whole class to consolidate and extend students' learning when they reach the end of the Module.
- with stronger groups within the class as extra material for fast finishers.

Introduction

On the board write the scrambled word: *cie ngkisat*. Put students into small groups and ask them to put the letters in order to find out the name of a sport they are going to read about in today's lesson. The first group to find out the answer calls out *Stop!* and reveals the name of the sport: *ice skating*. Ask students to work in the same groups and brainstorm all the words they know in English connected with ice skating. Allow 3 minutes for this task and elicit the words.

- 1 Ask students to look at the pictures carefully and think about the correct order. Explain, if necessary, that the girl in picture A is the same person as the girl in the other pictures, but much younger. Students can work in pairs to do this ordering activity and then read through the text to check their ideas. Then ask students to focus on the words in blue in the text and check that they understand their meaning.

Answer key

kolejność obrazków: A, D, C, B, E

Mixed ability classes

Fast finishers can find and copy the phrases and sentences from the text that match the pictures: A *When I was five years old, I had my first ice-skating lesson*; B *I skated off the rink and did my cool down exercises ... I got 18 out of 20*; C *I performed my dance routine and I didn't fall over*; D *I did some warm-up exercises*. E *I won a medal*.

- 2 Students now use the blue words from the text in Activity 1 to complete the sentences. Tell them to read through all the sentences first and think about their meaning and the context

before they try to complete them. Ask different students to read out their completed sentences and get the rest of the class to listen and raise their hands if they think there is a mistake. This is a good way of ensuring that all students pay attention to their peers and learn how to spot errors.

Answer key

- | | |
|----------------------|-----------|
| 1 warm-up; cool down | 4 train |
| 2 competed; won | 5 stretch |
| 3 performed | |

- 3 Students work in pairs to play this game. Demonstrate the activity with one student first. Point out that when we describe a picture we usually use the present continuous tense, even if we're describing a picture which shows a past event. Go round the class, monitoring the activity and ensuring that students are using the correct vocabulary and tense.

Extra activity

Ask students to think about the best day of their life. Tell them to write the answers to these questions: *When was the best day of your life? What happened? Where were you? Who were you with? Why was it the best day of your life?*

They should then work in pairs, asking and answering the questions to find out about their partner's best day.

Extra activity

If you have the DVD for *New Hot Spot 2*, you can watch the Module 5A film *Very busy teenagers* and do the exercises from the worksheet for the lesson.



- 4 This activity focuses on talking about the past. Students have to complete two dialogues talking about past events. Remind them, if necessary, how we form questions and short answers with *was* and with the past simple. Ask volunteer students to read out their completed dialogues.

Answer key

- 1 you do
- 2 you go
- 3 I didn't
- 4 was born
- 5 he didn't
- 6 didn't have

Extra activity

Write the following prompts on the board and ask students to use these to create another dialogue, using dialogue 1 from Activity 4 as a model:

A: *what / you / do / on Saturday?*

B: *go to the cinema / visit my uncle*

A: *do homework / on Sunday?*

B: *No / read a magazine*

A: *What did you do on Saturday?*

B: *I went to the cinema and visited my uncle.*

A: *Did you do your homework on Sunday?*

B: *No, I didn't. I read a magazine.*

Testing spot

- 5 Tell students to read through the situations carefully and think about how they would respond in their L1. Then they should look at the five possible responses in English and choose the correct one for each situation. Remind them that there is one extra response which is not needed.

Answer key

- 1 D
- 2 E
- 3 C
- 4 A

Mixed ability classes

You could tell less confident students that response B is the unnecessary response, so they can exclude this from the matching activity.

Extra activity

If you have the DVD for *New Hot Spot 2*, you can watch the Module 5B film *A joke on Mandy*, and do the exercises from the worksheet for the lesson.

Homework suggestions

- 1 Workbook page 60, Activities 1–4.

Grammar Summary



Teachers can use the Grammar Summary for homework, or in a variety of ways in the classroom:

- during the lesson, to clarify the rules for a particular piece of grammar
- at the end of the lesson as a 'round-up' activity
- at the end of the Module, to recycle the grammar introduced in the Module
- at any time as extra practice for students who find the grammar challenging
- at any time as extended practice material for fast finishers

Check your grammar

- 1 This activity practises all forms of the past tense of *be*. Remind students, if necessary, that we use *was* with *I, he, she, it* and *were* with *you, we* and *they*. Check answers by asking different pairs of students to read out the completed dialogues.

Answer key

- 1 Were; wasn't; was
- 2 Were; weren't; were
- 3 Was; wasn't; was

Extra activity

Write the following words on the board and challenge students to make as many logical sentences as possible using *was/were/wasn't/weren't* and at least two of the words in each sentence:
my parents my friends I you my dog my sister and I Ben at home happy hungry at school at the cinema in London late

- 2 Students have to write the irregular and regular past simple tense forms of the verbs. If they are struggling to remember the irregular past simple forms, you can tell them to check the text on page 66.

Answer key

Regular: travelled, used, watched, cycled
Irregular: sat, saw, had, went

Testing spot

- 3 Tell students to read through the whole text quickly first in order to get the general gist. You could ask a few comprehension questions before they do the exam task, e.g.: *Where did the writer go last weekend? (London) How did they get to Hyde Park? (by bus) Where did they meet their aunt and uncle? (at Oxford Circus)*. Students then choose the correct option to complete the text. Tell them to look carefully at the beginning and end of each gapped sentence, as the other words in the sentence will help them to choose the correct answer.

Answer key

- 1 C 4 A
- 2 A 5 C
- 3 B

Homework suggestions

- 1 Workbook page 61, Activities 1–5.



Mini play

- 1 Focus attention on the picture and introduce Olivia, the girl behind the desk. Ask students to guess what she is holding.
- 2 Students listen to and read the play, checking their answers to Activity 1. They should think about a good title for the play. Play the CD through. Ask comprehension questions, e.g. *What is Olivia holding? How many Swipples has she got? Are they expensive? What are Swipples made of? Do the boys and girls want Swipples? Did they buy them? Do they know what Swipples do? Where do you think Olivia is?* Discuss the story with the class in L1: elicit that Olivia was very clever at selling useless objects and ask if your students would have bought Swipples from her. Stress that we should be careful about what we buy and think if we really need it. Elicit ideas for the title of the play onto the board. Get the class to vote for their favourite title.

Audioscript

See Student's Book Activity 2 page 75.

- 3 In groups of five students choose the parts from the play. You can let students change the names of the characters so that boys do not have to play girls and vice versa.

Play the CD for students to listen carefully to their lines. Explain any words they do not understand. Get students to read out the play in their groups. Then go over the Memory challenge and encourage students to learn their lines by heart. Give them 5 minutes to practise and memorise their lines. Then encourage groups to act out the play to the rest of the class, saying as many lines from memory as possible. Get the class to vote for the best performance.

Teaching tip: Plays in the language classroom

Acting out plays improves students' speaking skills, allows them to experiment with tone of voice and body language. Some students like performing and feel that it gives them confidence. Help them learn their lines by breaking the script into scenes and creating tasks like reordering the lines, completing missing parts, etc. Ask self-conscious students who do not want to act to direct the play, make scenery, provide props or to act as prompters instead.

Extra activity

In groups of five students write their own play about selling something else. Monitor their work, providing help. Set a time limit of 15 minutes. Then encourage the groups to act out their plays to their classmates.

Mini project



My fantastic day

- 1 Explain that a boy called Paul has written a story about his dream day. Students read his project and decide which is the most fantastic part of his story. Elicit their answers. Explain any words in Paul's story your students do not understand.
- 2 Students imagine their own dream day and make a poster about it modelled on Paul's story. They should write about at least five events in the past simple. Encourage them to write a first draft, then edit it and make a copy. Monitor their work and provide help where necessary. In a previous lesson ask students to find pictures from magazines to illustrate their project or bring a lot of magazine photos of places, objects and people to class yourself and let students choose from these.

Mixed ability classes

Help less confident students decide what to write about by writing the following questions on the board: *Where did you go? How did you travel? Who did you meet? What did you buy? What interesting things did you see? What and where did you eat?* Students will be able to create their project simply by answering all or some of the questions in full sentences

- 3 Students work in groups of six. They take it in turns to present their posters to their classmates who ask

additional questions about the events in the story, e.g. *Did you like that place?*, etc. The author of the project tries to answer these.

Extra activity

Display the posters around the class and ask students to sign their name at the back of their favourite story. Count the votes and announce the winner.

Dyslexia tip: Confidence building

Make dyslexic students aware of their strengths and talents. Most dyslexic students are very good in the areas of physical coordination, creativity and empathy with other people and yet they are rarely rewarded at school for their strengths. Praise is a means of increasing motivation for learning. Whenever possible recognize and reward dyslexic students' efforts and achievements, such as demonstrating an activity to the rest of the class, illustrating their work, helping in class by distributing handouts or keeping the board tidy, participating in discussions, showing kindness to others, etc. In the case of this project ask students to vote in different categories, e.g. the most interesting project, the funniest project, the best illustrated project or the best organised project. This way you also involve other students in rewarding their classmates.