

FRONT PAGE

- Mime and say: Open your books at page 77. Elicit from the children what they are going to learn about in Chapter 7 (Travelling). Tell them that they are also going to learn **(a)** to ask for and describe locations; **(b)** to talk about what they are doing at the moment; **(c)** about Paddington Bear and London.
- Focus attention on the list of words. Ask the children to go through it and find words which they already know and words which look similar to some words in Polish. Elicit the answers. (The children should have no or very few problems with identifying the following: *bank, bus stop, fire station, hospital, hotel, museum, restaurant, school, supermarket, theatre, bus, taxi, train*).
- Write the elicited words on the board. Model and drill the pronunciation. The children may have problems with: museum /'mju:zi:əm/, restaurant /'restərənt/ and supermarket /'su:pə:mɑ:kɪt/, which many people tend to say with the Polish pronunciation (sounds and stress).
- Ask the children to find the words in the pictures and label them with the appropriate number and compare the answers in pairs.
- Focus attention on the list again. Go through the rest of the places. Model and drill the pronunciation. When introducing the meaning, give the children clues to help them guess the meaning themselves. For example, when introducing *airport*, you may say: Okęcie is an airport in Warsaw or There are many planes in an airport. When introducing *library*, you may say: If you don't have a book, you go there and borrow it for two weeks, then you give it back. Elicit the meaning from the children.
- The children may find the following words problematic: café /'kæfeɪ/, library /'laɪbrəri/, stadium /'steɪdiəm/.
- Ask the children to find in the pictures the words you've practised and label them with the appropriate number and compare their answers in pairs.
- Say: Point to the *bank*. The children should point to the appropriate picture in their books. Ask the children to compare their answers in pairs. Start the activity slowly, then quicken the pace. Make the activity more challenging by asking the children to point to two/three buildings at the same time.
- To give the children some extra practice you may mime the activities characteristic of those places (e.g. pretend to be sick for hospital or pretend to be licking a stamp and sending a letter for post office) and ask the children to write them down or raise their hand when they know the answer.
- Ask the children to tick the places they go to. They work in pairs and take it in turns to tell each other where they go and how often. Model the activity (yourself or ask a volunteer), e.g. *I go to the cinema every Saturday. I go to school every day*, etc.
- Focus attention on the photographs of the means of transport. Point to each one in turn and introduce the name. Model and drill the pronunciation. Elicit the Polish equivalent.
- Ask the children to tick the ones they use and compare in pairs. Ask: (*Kasia*), **what do you and (*Kamila*) use?** Elicit the answer.
- Play *Hangman* with the children. You may also ask them to present the means of transport through mime, using movement, sound, or both, for other children to guess.
- Say: **We want to get from our school to the (hospital). What can we use to get there?** Elicit all possible ideas. Ask similar questions about various destinations.

1. He travels to work by train

Please note that each two-page unit of *SuperKids 1* provides enough material for two **45-minute lessons**.

objectives	<ul style="list-style-type: none"> • to ask about and describe location of buildings in towns/cities • to ask about and say how we travel 	
target language	<p style="text-align: center;">grammar / structures</p> <p>active</p> <ul style="list-style-type: none"> • Present Simple (affirmative and negative sentences, questions and short answers) • <i>How do you get to school?</i> 	<p style="text-align: center;">vocabulary</p> <ul style="list-style-type: none"> • names of places/buildings: <i>school, hospital, supermarket, bus stop, post office, restaurant, bank, garden</i> • prepositions of place: <i>behind, on the left of, on the right of, in front of, opposite, next to, between</i> • means of transport: (<i>by</i>) <i>bus, car, ferry, plane, train, underground, tram</i> • <i>rented, crossed, coast, sailed, adventures</i>
	<p>passive</p>	
	<p>materials</p> <p>compulsory</p> <ul style="list-style-type: none"> • cassette/CD <p>optional</p> <ul style="list-style-type: none"> • Post-it notes • some classroom objects (books, erasers, pencils, etc.) • strips of paper with names of places • photocopyable activity 13: My Kind of Town p. 148 (2 copies per student) 	
ścieżki edukacyjne	<ul style="list-style-type: none"> • wychowanie do życia w społeczeństwie: edukacja regionalna – dziedzictwo kulturowe w regionie (najbliższe otoczenie domu rodzinnego, sąsiedztwa, szkoły) 	

LESSON 1

GETTING STARTED

- Revise the names of places. You may **(a)** ask the children to unscramble letters to find the name of a place, e.g. *NAMCEI (cinema)*; **(b)** play *Hangman!*; **(c)** (*quite difficult!*) write the names of places on Post-it notes and pin those on the children's backs without telling them what place they've got. The children must ask each other questions, e.g. *Do people use money there? Do people eat there? Do people see planes there?*, etc. but they can only ask one child one question. When they think they know what place they've got, they should come to you and say: *I think I'm in ...* If they are right, they can go back to their seats, if not, they must go on asking.
- Revise the prepositions of place (see the student's book, page 78). Arrange some classroom objects in various combinations and ask the children to describe them. You may also give the children some commands to carry out, e.g. *Put your book under the chair*, etc.

MOVING ON

1 Look at the picture and read the sentences.

- Mime and say: **Open your books at page 78.** Focus attention on the drawing. Elicit the names of the buildings. Ask a few children to say what people do in these buildings. You may also ask: **Do we have a restaurant in (name of your town)? What's it called? Do we have a hospital? What's the address of the hospital?**, etc.
- Ask the children to look at the picture, read the sentences and try to guess what the words in bold mean. Allow **3 – 4 minutes** for the activity. Ask the children to compare their answers in pairs. Check with the whole group. Model and drill the pronunciation.
- Say a few sentences with the prepositions of place, asking the children to give the name you are talking about, e.g. *It's opposite the bank (hospital); It's between the supermarket and the garden (restaurant)*, etc.



EXTRA IDEA

- Divide the children into even groups, ideally groups of 7. If there are fewer children or the class cannot be divided into 7s, use fewer place names.
- Give each child a name of a place. You may write the names on sheets of paper or (better) draw the following symbols instead (you can find them among the Webdings symbols in Word): 🏫 - school, 🏥 - hospital, 🏬 - supermarket, 🚏 - bus stop, 📮 - post office, 🍷 - restaurant, 🏦 - bank, 🌳 - garden.
- Ask the children in each group to form a line. Each group should put a sheet of paper on the floor to stand for the street. Give out some commands, e.g. *The school is opposite the supermarket.* In each group, the children should arrange

themselves accordingly. The group which does it first get a point. If they do it simultaneously, they all get points.

- You may then ask the children to arrange themselves as they like within their group and the other groups should describe the arrangement.

2 Listen, find and write down.

- Focus attention on the exercise. Explain.
- Play the example to make sure the children know what to do.
- You may play the recording right through or stop after every sentence and elicit the answers.

RECORDING SCRIPT

- One** It's behind the restaurant.
- Two** It's on the right of the school.
- Three** It's between the restaurant and the bank.
- Four** It's opposite the hospital.
- Five** It's on the left of the school.
- Six** It's in front of the post office.

ANSWER KEY

- | | | |
|----------------|----------------|-------------|
| 1. garden | 3. post office | 5. hospital |
| 2. supermarket | 4. bank | 6. bus stop |

3 Talk to your friend.

- The children work in pairs.
- They take it in turns to ask and answer questions about the location of the places on the map.
- Monitor the activity. Make a note of any problems with vocabulary/pronunciation the children have to work on them after the activity.



EXTRA IDEA

If there's still some time left, ask the children to work in pairs and draw a simple map of their town/city/district/neighbourhood. They should mark some buildings on their maps and label them but leave two or three unlabelled. They then take it in turns to ask each other what the unlabelled buildings are, e.g. *What's opposite the cinema? What's next to the bank?*, etc. The children may also describe their drawings to each other and then compare in pairs, e.g. *In my town there is a street. On the left of the street, there is a post office. Next to it, there is a bank*, etc.



Homework suggestions

- Workbook: **ex. 1, p. 62** (marking places on the map), **ex. 2, p. 62** (prepositions), **ex. 3, p. 62** (describing location of places).
- The children draw a plan of their own city and write a few sentences about it or prepare a guessing game for their friends (see the *Extra Idea* box above).

LESSON 2

GETTING STARTED

- Revise the names of buildings and prepositions of place. You may use any of the activities suggested for Lesson 1 above.
- Revise the means of transport. Mime and say: **Open your books at page 77.** Focus attention on the photographs of various means of transport and ask the children to cover the list with a sheet of paper. The children take it in turns to test each other's knowledge of vocabulary: one child points to a photograph, the other gives the word. You may also get the children to present the means of transport through mime, using movement, sound or both.

MOVING ON

4 Read the sentences, listen and write the correct name under each picture.

- Focus attention on the pictures. Explain the exercise.
- Ask the children to read the sentences in the speech bubbles. Do not explain the use of *by* with the means of transport at this stage.
- Play the tape/CD right through. The children fill in the names. Ask them to compare their answers in pairs.
- Play the recording again. Ask the children to compare their answers in pairs again. Check with the whole class.
- You may wish the children to write their answers in full sentences after completing the exercise, e.g. *Chris' uncle travels to work by plane.*
- Focus attention on the speech bubbles. Ask: **Jak po angielsku powiemy, że jedziemy 'samochodem' albo 'pociągiem'?** (By car/train) **Czy pomiędzy 'by' a środkiem lokomocji jest przedimek 'a'?** (nie) **Jedno wyrażenie jest inne od pozostałych. Znajdźcie je.** (I walk to school – you may wish to introduce *on foot* at this stage)
- Say: **Posłuchajcie jeszcze raz nagrania i postarajcie się zanotować, jak po angielsku brzmi pytanie o to, jak ktoś gdzieś podróżuje.** Play the recording once again. Ask the children to compare their answer in pairs. Elicit the answer. Write it on the board: **How do you/does he get to (school)?**
- Ask a few children how they get to school. You may also ask them whether they like it or not, or how their parents/grandparents get to work.

ANSWER KEY

- | | | | |
|---------|-----------|---------|----------|
| 1. Jane | 3. Monica | 5. Mary | 7. Molly |
| 2. Nick | 4. Chris | 6. Bill | 8. Steve |

RECORDING SCRIPT

Reporter: Jane, how do you normally get to school?

Jane: Well, I normally take a bus.

Reporter: Mmm, a bus. And what about you, Mary? Do you go to school by bus?

Mary: No, I always walk. I like walking, and my school is opposite my house.

Reporter: Mmm, Steve, do you live near your school too?

Steve: Oh, no, I always go to school by tram. It takes me half an hour.

Reporter: By tram. I see. Molly, how do you get to school?

Molly: My brother Bill and I take the underground. The underground is cool, isn't it, Bill?

Bill: Yeah, the underground is fine. My friend Phil goes to school by train. Imagine! By train!

Reporter: And your parents? How do they get to work, Nick?

Nick: My dad goes to work by car. The car is fast and it isn't crowded.

Reporter: And how about your brother, Monica?

Monica: My brother travels to work by ferry.

Chris: Ferry? Well, my uncle travels to work by plane! He's a... film star!

5 Answer the questions.

- Go through the example.
- Allow the children **2 – 3 minutes** to complete the activity. Ask them to compare their answers in pairs.
- Check with the whole class. Draw the children's attention to the verbs *go to work*, *get to (school)*, *travel (somewhere)*.

ANSWER KEY

1. She goes to work by underground. 2. He travels to work by car. 3. He travels to work by plane. 4. She walks to school. 5. He gets to school by tram.

6 Read the text and guess the transport words.

- Ask the children if they know who a *globetrotter* is in Polish (*globetrotter*, *obieźyświat*, *podróżnik*). Find out if they know anybody who could be called that.
- Ask: **What's the best way to travel around the world?** Elicit some answers. You may organise a class vote for the most popular means of transport.
- Tell the children that they are going to read about Mr Globetrotter, someone who travels a lot. Explain that their task is to read the text and unscramble the words which are all means of transport.
- Give the children **4 – 6 minutes** for the activity. Ask them to compare their answers in pairs. Check with the whole class.
- Ask: **Is Mr Globetrotter's life exciting? Do you think it's a good idea to take a taxi to visit someone who lives in the next street? How do we get there?**
- Ask the children to underline all the verbs in the Past Simple tense in the text. Make sure the children have underlined all past forms of regular verbs. Read the text out to the children paying special attention to the appropriate pronunciation of the past forms of verbs.
- Then ask the children to write the verbs in the appropriate column of the grid below, depending on how the regular *-ed* ending is pronounced. Allow **4 – 5 minutes** for the activity. Ask the children to compare their answers in pairs. Check with the whole group.

/d/	/t/	/ɪd/
travelled	helped	rented
sailed	crossed	
discovered		
used		

- Ask a few volunteers to read the text out loud, fragment by fragment. Focus on the pronunciation of the regular Past Simple ending. Model and drill as appropriate.

7 Listen and check your answers.

- Tell the children to listen carefully and check their answers.
- Play the tape/CD, twice if necessary.
- Deal with any problems.

RECORDING SCRIPT

Mr Globetrotter likes travelling. When he was young, he travelled around the world. First he went by **bus** from Pimpleton to London, then he travelled by **plane** to New York. In New York he rented a **car** and crossed America to the Pacific coast. In Los Angeles his friends helped him to get on a **ship**, and he sailed to Tokyo, and then to Hong Kong. From Hong Kong he went by ferry to China. In China nearly everyone travels by **bike**, so Mr Globetrotter had one for many weeks, until he got to India. In Calcutta he discovered that there weren't any **trains** back to

London, so he used an elephant, then a yak, and finally a horse. After two years of adventures he was back home. He still likes travelling, but he doesn't like walking. He always takes a **tram** to the post office and goes by **underground** to the supermarket. He even takes a **taxi** to visit his grandson, who lives in the next street.

PHOTOCOPIABLE 13: MY KIND OF TOWN

You may now wish to do an additional activity with your class. The activity practises the names of buildings, prepositions of place and the names of the means of transport with *by*.
For the additional activity go to pp. 135 and 148.

Homework suggestions

- Workbook: **ex. 4, p. 63** (means of transport), **ex. 5, p. 63** (answering questions about means of transport), **ex. 6, p. 63** (means of transport and public places).
- The children write 3 sentences about how the members of their family go to school/work and illustrate them.
- The children write a Haiku poem about a means of transport to add to the *Class Haiku Cosmos Poetry Book* (see, p. 91).
- The children write about their holiday last year: where they went and how they got there.

2. I am flying to LA

Please note that each two-page unit of *SuperKids 1* provides enough material for two **45-minute lessons**.

objectives	<ul style="list-style-type: none"> to talk about activities done at the moment of speaking to describe pictures to describe what people are doing 	<ul style="list-style-type: none"> to identify and read different types of messages to contrast habitual activities with temporary activities (e-mails, text messages, postcards) 	
target language	active	grammar / structures <ul style="list-style-type: none"> Present Continuous: affirmative sentences (<i>I am flying</i>) Present Simple for habitual actions vs. Present Continuous 	vocabulary <ul style="list-style-type: none"> verbs (revision and extension): <i>run, wait, go, buy, ride, drink, swim, play, cook, dance, sleep, read, talk on the phone, eat, ski, fly, rain, watch, write, shine, sit, snow, clean, drive, visit, sail, catch, learn, open, jump on</i>
	passive		<ul style="list-style-type: none"> reports, swimming pool, tropical cocktails, birthday cake
materials	compulsory	<ul style="list-style-type: none"> cassette/CD 	
	optional	<ul style="list-style-type: none"> sheet of paper, pencils, coffee cup a set of <i>Cuisenaire rods</i> or coloured chalk strips of paper with the children's names on them a photo/photos of your family/friends 	
ścieżki edukacyjne	<ul style="list-style-type: none"> edukacja czytelnicza i medialna (proces porozumiewania się, jego składniki i kontekst społeczny; podstawowe elementy języka poszczególnych rodzajów mediów; wydarzenia z życia osobistego i społecznego jako inspiracja do samodzielnych rejestracji i twórczości medialnej) 		

LESSON 1

GETTING STARTED

- Revise some verbs which have appeared in the coursebook so far (see *Target Language: Vocabulary* above). You may **(a)** play *Hangman!*; **(b)** play *Simon says*; **(c)** ask the children to mime the activities through movement, sound, or both for other children to guess.

To make the activity more challenging, you may ask the children to mime whole phrases, e.g. *eat a hamburger* instead of just eat.

- You may also play an association game. Tell the children that you will start saying some words and they should

think of a verb associated with all of them. Play a trial round to demonstrate the activity. Say: **What verb am I thinking about? Post office. Envelope. Letter. Pen. A, B, C.** Stop for a short while after each word and elicit some ideas. The first child to guess correctly, wins.

MOVING ON

1 Look at the pictures, listen and repeat.

- Mime and say: **Open your books at page 80.** Focus attention on the film. Ask the children to suggest a few verbs for each still. For example, the children could suggest the following verbs for the first still: *run, catch, drive, walk*, etc. Accept any verbs which make sense. You may wish to introduce the verbs which appear in exercise 1, though, but merely as alternatives to the verbs the children have suggested.
- Focus attention on exercise 1. Play the tape/CD. Pause after each scene to give the children time to repeat the sentences. Model and drill the pronunciation of the *-ing* ending: make sure the children use the sound /ɪ/ and not /n/.
- Read the sentences from exercise 1 in random order. The children should point to the corresponding illustrations. Ask them to compare their answers in pairs.

RECORDING SCRIPT

One

Man: Wait, wait, wait!

Voice: He is running after a bus.

Man: Oh, no, it's gone!

Two

Man: Where's that bus? I'm late again!

Voice: He is waiting at a bus stop.

Three

Man: Coldester Road, no, I mean Colchester Road, next to the Kingview Cinema, and please, hurry up!

Voice: He is going by taxi.

Four

Man: I'd like that red bike on the right, please.

Voice: He is buying a bicycle.

Five

Man: I'm moving at last...

Voice: He is riding a bicycle.

Six

Man: There's nothing like a good cup of coffee after a hard day.

Voice: He is drinking coffee.

2 Listen and number the sentences.

- Ask the children to close their eyes. Say: **Listen very carefully! Guess what I'm doing.**
- Put a sheet of paper on your desk and start writing/doodling. Make sure you make enough noise for the children to recognise what you're doing. Elicit the answer. If someone says *You write*, don't correct, only say *Yes, right, I am writing. I'm writing.*
- Repeat the procedure with another activity which the

children may see you imitating (e.g. drinking coffee, eating chocolate, listening to the radio).

- Focus attention on exercise 2. Ask the children to listen and number the sentences.
- Play the recording right through, twice if necessary. Ask the children to compare their answers in pairs. Check with the whole group.

RECORDING SCRIPT/ANSWER KEY

1. (*cooking sounds*) What's uncle Ben doing?
 2. (*snoring*) Wake up, Susie!
 3. (*sound of jumping into water, splashing*) What's Mike doing?
 4. (*tap-dancing*) What are you doing, Fred?
 5. (*sound of a football match*) What are those boys doing?
 6. (*rock guitar*) What's Maggie doing?
- 3 - 5 - 6 - 1 - 4 - 2

LANGUAGE DISCOVERIES: PRESENT CONTINUOUS

- Focus attention on the *Language Discoveries* box. Ask the children to work in pairs and fill in the blanks. Point it out to them that they should look for hints in exercises 1 and 2.
- Allow **2 – 3 minutes** for the activity. Ask the children to compare their answers in pairs. Check with the whole group.
- Say: **Popatrzcie na zdania w ćwiczeniach 1 i 2. Czy opisują one czynności, które dzieją się codziennie, czy takie, które dzieją się w chwili, w której o nich mówimy?** Elicit the answers. If the children are confused, play the recording for exercise 2 again and focus the children's attention on the sounds. Make sure the children understand that the sentences describe actions which are happening at the moment of speaking.
- Say: **Wszystkie te zdania mówią nam, co ktoś robi w danej chwili.** Tell the children that in English a special tense is used to do this. Introduce the name of the tense and write it on the board.
- Focus attention on the *Language Discoveries* box. Ask the children to work in pairs and try to figure out how to form that tense. Explain that they should take a good look at the shaded boxes. You may help them by saying that the tense consists of two elements.
- Allow **2 – 3 minutes** for the activity. Ask the children to compare their ideas with another pair. Elicit some answers. Make sure you praise the children's efforts, even if they haven't arrived at the right conclusions.
- Say: **Zacznijmy od drugiego elementu czasu Present Continuous. Jak nazywamy taką część mowy jak 'read, do, learn'? Elicit the word *czasownik*. Czyli drugim elementem tego czasu jest *czasownik*. Ale sam, czy trzeba do niego coś dodać? Co? Czy ta końcówka jest taka sama dla wszystkich osób, czy inna?** Make sure the children understand that the second element of the Present Continuous tense is a verb with the *-ing* ending.
- Ask: **A jaki jest pierwszy element? Popatrzcie: am, are, is. Jaki to czasownik?** Elicit the answer (*to be*). Write: (*to be*) + *verb-ING* on the board. Sum up the presentation. Use a set of *Cuisenaire rods*, colour-coding or shape-coding to illustrate the concept graphically.
- Ask the children to underline the verbs in the sentences

in exercise 2 and circle the forms of the verb to be. Check with the whole class. Make sure the children understand that the first element of that tense depends on who we're talking about and the second element is the same for all persons.

- ☛ You may wish to write a paradigm on the board or refer the children to the *Grammar summary* at page 121.

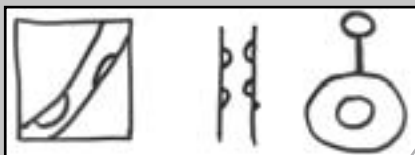
3 Look at the pictures below and guess.



EXTRA IDEA

To introduce some humour and challenge to the lesson, you may draw the following pictures on the board and ask the children to figure out what they show. Depending on how challenging you would like the exercise to be, choose one of the following options:

- ☛ (most challenging) Simply copy the drawings onto the board and ask the children to work in pairs and figure out what's happening.
- ☛ (medium challenge) Copy the drawings onto the board together with the word clues: *a man from Mexico, a giraffe, dinner, a koala, a window, a tree*. The children need to figure out what the pictures show by combining the words into sentences (2 for each sentence).
- ☛ (low challenge) Copy the drawings and ask the children to match the sentences to them: 1. *A man from Mexico is making dinner over a fire.* 2. *A giraffe is walking past my window.* 3. *A koala is climbing a tree.*



- ☛ Ask the children to cover the pictures with a sheet of paper and uncover them one by one.
- ☛ Read the example. Explain that the children must write a sentence about what the people in the picture are doing. If they guess correctly, they get one point. If their sentence is grammatically correct, they get one point extra.
- ☛ Ask the children to uncover the second picture. Give them 30 seconds to write their sentence. Repeat the procedure for pictures 3 – 7. Time the activity.
- ☛ Check with the whole class. Correct any mistakes in the form of the Present Continuous.
- ☛ Ask the children to add their scores. The child with the highest score is the winner.
- ☛ Write *He is reading a book* on the board. Point to *he is* in the sentence and illustrate how the form can be contracted on your fingers (see page 8). Write *He's reading a book* below.
- ☛ Ask the children to use contractions in sentences 1 – 6. Check with the whole group.

ANSWER KEY

- | | |
|--------------------------------|----------------------------|
| 1. He is drinking water. | 4. He is riding a bike. |
| 2. He is running. | 5. He is eating ice-cream. |
| 3. He is talking on the phone. | 6. He is skiing. |

4 Make a logical sentence.

Mime it to your class.

- ☛ Ask the children to work in pairs and join the words to form logical phrases. Focus attention on the example.
- ☛ Allow **2 – 3 minutes** for the activity. Check with the whole class.
- ☛ Ask the children to turn the phrases into sentences starting with *you*, just like in the example. Check with the whole class. Make sure the children are using the Present Continuous correctly.
- ☛ If you've got a large class, it may be better to divide it into smaller groups. The children should choose one or two activities and mime it to the group / class, using movement, sound or both.
- ☛ Ask a volunteer to model the activity at the front of the class.
- ☛ You may complicate the activity by asking the children to choose from all the expressions in this lesson.

ANSWER KEY

ride a new bike / ride an old bike / ride a slow bike / ride a fast bike / ride a fast horse / ride a slow horse; open a new book / open an old book / open a heavy book; jump on a fast horse / jump on a slow horse / jump on a new bike / jump on an old bike; run with a fast friend / run with a slow friend; drive a fast car / drive a slow car / drive an old car / drive a new car

5 Talk to your partner and find six differences between your pictures.

- ☛ Ask the children to work in pairs of Child A and B. Ask them to open their books at relevant pages.
- ☛ Explain that they've got a similar picture but there are six differences between them.
- ☛ Go through the example.
- ☛ Allow **4 - 6 minutes** for the activity. Monitor the activity, making a note of any problems with the Present Continuous. If necessary, explain the form and use of the tense after the activity during the feedback session.

ANSWER KEY

1. a boy is rollerskating/two girls are rollerskating
2. a woman is riding a bicycle/a man is riding a bicycle
3. three boys are talking/three boys are playing football
4. a woman is driving a car/ a man is driving a car
5. a woman is buying flowers/a man is buying fruit and vegetables
6. a woman is selling flowers/a woman is selling fruit and vegetables
7. a policeman is chasing a thief/a policeman is talking to a thief
8. one person is waiting at a bus stop/four people are waiting at a bus stop



EXTRA IDEA

You may wish to revise the spelling rules for the *-ing* ending at this point or refer the children to the appropriate section in the *Grammar summary* at page 119.

Homework suggestions

- Workbook: **ex. 1, p. 64** (Present Continuous - matching sentences with pictures), **ex. 2, p. 64** (Present Continuous - writing verbs in the right form), **ex. 3, p. 64** (Present Continuous - making sentences).
- The children draw a 'film', capturing what their family are doing at one particular moment and describe the drawings.
- The children cut out a photograph from a newspaper/magazine and write 3 – 5 sentences about what the people are doing.

LESSON 2

GETTING STARTED

- Revise the Present Continuous tense. Mime some activities through movement, sound, or both for the children to guess. Ask: **What am I doing?** The children may take over. You may ask them to mime only the activities mentioned at page 80, you may, however, extend the scope to any activities they want.
- Write one of the sentences on the board and revise the form of the Present Continuous. Remind the children of the verb *to be* and the *-ing* form of the main verb.

6 Match the messages to the pictures.

- Mime and say: **Open your books at page 81.** Focus attention on the three texts. Elicit the names of texts (e-mail, postcard, short text message). Ask: **When do we write postcards/e-mails/text messages? Are they long texts? How many letters can there be in one text message?** (depending on the phone, 140 – 163) **Do you like getting postcards/e-mails/text messages? Who do you get them from?**
- You may wish to explain to the children that in English SMS (short messaging system or short message service) refers only to the service, not the message itself. The message is called text message and when you send it to someone, you *text someone* or *text message someone*, e.g. *She texted me today./She always text messages her friends* (pol. *Przysłała mi dziś smsa./Ona zawsze wysyła smsy do przyjaciół*).
- Ask the children to match the texts to the pictures. Check with the whole class.
- Ask the children to underline all the verbs in the Present Continuous in the texts.
- Allow **2 – 3 minutes** for the activity.
- Ask the children to compare their answers in pairs. Check with the whole class.
- Elicit why the authors of the messages used the Present Continuous tense. Make sure the children have grasped the difference between activities done regularly/habits and activities done now/temporarily.

- Focus attention on the text message (B). Ask: **Look, the message says 'Going by train to Grenoble' and not 'I am going by train to Grenoble'. Why?** (to save space) Elicit some ideas. You may wish to write both sentences on the board. Explain that we mustn't use this space-saving trick in letters or tests but it is allowed in short, informal messages, such as e-mails or text messages.
- Ask the children if they can see any other space-saving devices in the text message. Prompt that they will be easier for them to find if they read the message aloud (*2 instead of to, C instead of see, and U instead of you*).



EXTRA IDEA

If you've got time, you may ask the children to read the following text messages: C U L8R! (See you later!) C U 2MORO. (See you tomorrow!) R U OK? (Are you OK?) THNX 4 A GR8 PARTY! (Thanks for a great party!)

ANSWER KEY

A – a man on the plane C – a couple on holiday
B – a woman on the train

7 Complete the text message from 6B to get full sentences.

- Ask the children to count the signs (letters, commas and spaces) in the message in 6B (*there are 95*). Ask: **Is it one text message or two text messages? How much does it cost to send a text message in Poland?** (*approximately 20 groszys, depending on the provider*).
- Explain the task. Remind the children to use contractions. Do the first sentence as an example: *I'm going by train to Grenoble.*
- Give the children **3 – 5 minutes** for the activity. Monitor and provide help if necessary.
- Ask the children to compare their answers in pairs. Check with the whole group.
- Ask the children to count how many signs (letters, commas, apostrophes, exclamation marks, full stops and spaces) there are in the complete version (*there are 142*). Ask how many text messages it would be (*1 or 2 depending on the phone*). Make sure the children understand that they mustn't use such forms in their tests and exercises.

ANSWER KEY

I'm going by train to Grenoble. The weather is good – it's snowing, but it isn't very cold. I'm reading my coursebook on skiing. See you soon!

8 Imagine what they are doing now. Don't forget *is* or *are*.

- If possible, bring a photograph showing some members of your family/friends to the lesson. Hold it up and say: **This is my family. This is my** (*mother/father/brother*). **He/She is watching TV now and he/she is walking in the park.**

- Ask a child: (*Pawel*), **what do you think, what is your (mum/dad) doing now?** Elicit the answer. You may prompt the child by asking **Is she (working)? Or is she (cooking)?**
- Focus attention on the box in exercise 8. Go through the expressions and make sure the children understand them.
- Give the children **4 – 5 minutes** to complete the sentences individually. Ask them to compare their answers in pairs. Ask a few volunteers to read their sentences aloud. Make sure the children use the verb *to be* in their sentences.
- For some extra fun, you may ask the children to come to the front of the classroom and mime the activities they have chosen for the characters in the sentences. The other children should guess and form a question in 3rd person singular.

ANSWER KEY

students' own ideas

9 Complete the sentences. Use the pictures to help you.

- If you have a photograph of your family/friends, hold it up and say: **This is my (mother). She is (watching TV) now because she's on holiday. Usually she works in hospital because she's a doctor.**
- Repeat the procedure with one or two more people.
- Write on the board: *What does she do? What is she doing? and She's a doctor. She's watching TV.* Ask the children to match the question to the answer (do not explain how to form questions in the Present Continuous at this point). Ask the children to translate the sentences into Polish. Make sure they understand the difference between them.

- Focus attention on the illustrations in exercise 9. Explain that the illustration on the left shows what someone does usually and the one on the right, what they're doing today/this weekend, and that what they are doing is different from what they do generally.
- Go through the example. Make sure the children understand why there are two different verb forms.
- Allow **3 – 5 minutes** for the activity. Ask the children to compare their answers in pairs. Check with the whole group.
- Revise the spelling rules if necessary.

ANSWER KEY

- | | | |
|---------------|---------------|----------------|
| 1. is playing | 3. are eating | 5. is visiting |
| 2. are riding | 4. am going | |



EXTRA IDEA

- Write a few professions on the board, e.g. *doctor, teacher, fire fighter, builder*, etc., and a corresponding number of leisure activities, e.g. *watch TV, read a book, walk in the park*, etc.
- Ask the children to write a sentence about what the people do every day and another one saying what they are doing now.
- You may ask the children to illustrate their sentences.



Homework suggestions

- Workbook: **ex. 4, p. 65** (Present Continuous - true/false sentences about a picture), **ex. 5, p. 65** (Present Continuous - vs. Present Simple), **ex. 6, p. 65** (putting verbs in the right form and tense), **ex. 7, p. 65** (answering questions in Present Continuous).
- *Extra Idea* for exercise 9 above.
- The children write a postcard from their winter break holiday. They may draw the front picture as well or find a photograph in a magazine/newspaper.

3. Are you waiting for me?

Please note that each two-page unit of *SuperKids 1* provides enough material for two **45-minute lessons**.

objectives	<ul style="list-style-type: none"> • to ask and talk about what we/other people are doing • to read and act out a story 	
target language	grammar / structures	
	active	<ul style="list-style-type: none"> • Present Continuous: negative sentences, questions and short answers
	passive	<ul style="list-style-type: none"> • <i>pack, Have a good day!</i>
materials	compulsory	<ul style="list-style-type: none"> • cassette/CD
	optional	<ul style="list-style-type: none"> • 2 pieces of paper (7 cm x 10 cm) and a pencil for each child • a set of <i>Cuisenaire rods</i> or coloured chalk • photocopiable activity 14: Spin It! p. 149 (one copy per student) • props to act out the story
	ścieżki edukacyjne	<ul style="list-style-type: none"> • edukacja czytelnicza i medialna (rodzaje i gatunki przekazów medialnych.; odróżnianie fikcji od rzeczywistości i w przekazach medialnych)

LESSON 1

GETTING STARTED

- Revise the Present Continuous. You may (a) ask the children to mime some activities for other children to guess (the children choose the activities or you may write a few on separate strips of paper/the board); (b) ask the children to talk to each other about the photographs they've brought; (c) cut out some photographs from newspapers/magazines and ask the children to describe them in pairs.

MOVING ON

1 Listen and read the dialogue.

- Mime and say: **Open your books at page 82.** Focus attention on the illustrations. Ask: **What are the people doing?** (*They're talking on the phone.*)
- You may say that the people are spies and they have to carry out a secret mission. Ask the children to read and listen to the dialogue and find out whether their mission will be successful.
- Play the tape/CD. Elicit the children's ideas. You may wish them to discuss their ideas in pairs briefly. (*The mission is not successful because they are in different places. George is on the beach in Las Palmas, a town on the island of Gran Canaria in the Canary Islands, and Miss Flynych is going to Grenoble, a city in the south-east of France*)
- You may ask: **What is George doing? What is Miss Flynych doing?**

LANGUAGE DISCOVERIES: PRESENT CONTINUOUS

- Ask the children to read the dialogue again and underline all the affirmative sentences in the Present Continuous. Check with the whole group. Write on the board: *I'm waiting for you.*
- Ask the children to circle in the dialogue all negative sentences, but not short answers. Check with the whole group. Write on the board: *It isn't raining today.*
- Repeat the procedure with interrogative sentences, asking the children to double-underline them. Write on the board: *Are you waiting for me at the station?*
- Underline *isn't raining* and *Are you waiting* in the sentences on the board.
- Focus attention on the *Language Discoveries* box. Ask the children to work in pairs and complete the missing words. Remind them to use the dialogue and the sentences on the board.
- Allow **3 – 4 minutes** for the activity. Ask the children to compare their ideas with another pair. Check with the whole class.
- Use a set of *Cuisenaire rods*, colour-coding or shape-coding to revise what inversion is. Draw the children's attention to the fact that no extra words are needed to form negative sentences/questions in the Present Continuous.
- Draw their attention to the fact that in short answers we mustn't repeat the main verb, *to be* in the appropriate

form is enough.

- Ask some children a few easy questions, e.g. **Are you sailing? Are you swimming? Is he swimming?**, etc.
- To practise the form of negative sentences and questions, you may play a memory chain game with the children. The first child should say a positive sentence, e.g. *We are learning.* The next child should repeat the sentence, and say a negative sentence, e.g. *We are learning. We aren't swimming.* The next child should repeat the previous two sentences and add a positive sentence of his/her own, e.g. *We are reading.* A child is out of the game if he/she fails to repeat all the sentences correctly, doesn't give his/her sentences in 20 seconds or repeats the verb which has already been used. If the chain breaks, the next child starts a new one.
- You may wish to refer the children to the *Grammar summary* at page 122.

RECORDING SCRIPT

Miss Flynych: Hello, George. What are you doing?

George: I'm waiting for you.

Miss Flynych: Are you waiting for me at the station?

George: No, I'm not. I'm waiting for you at the hotel.

Miss Flynych: What's the weather like?

George: It's perfect. The sun is shining and it isn't raining today.

Miss Flynych: Raining? You mean it isn't snowing.

George: What are you talking about? It never snows here!

Miss Flynych: George, where are you?

George: I'm sitting on the beach near the Ritz hotel in Las Palmas. And you?

Miss Flynych: I'm on the train to Grenoble.

2 Listen and chant.

- Say: **We're going to do a chant!** Get the children to say the words with you before you chant them. This will help them to pick up the rhythm and stress.
- Play the tape/CD. The first time, ask the children to listen only. They may mime the activities mentioned (flying, sailing, walking, going) as they are listening to the chant.
- Play the tape/CD again. Start chanting with the tape/CD and encourage the children to join in.
- After the whole group has chanted the piece once together, divide the children into two groups. One group ask the questions, the other answer them. The children may change the activities in the chant.
- If there is still some time left, you may ask pairs of children to act the chant out at the front of the class.

RECORDING SCRIPT

A Grip on Grammar

Children: Listen, listen! What are they doing? Are they flying to Toronto?

Boy: No, they aren't.

Children: Are you sailing to New York?

Boy: No, I'm not.

Children: Is she walking to the park?

Boy: No, she isn't.

Children: Where are you all going, Yule?

Boy: We are going to school.

3 Look at the dialogue in 1. Correct the sentences. Be careful – one sentence is correct.

- Explain the task. Go through the example with the children. Make sure they understand that one sentence does not need to be corrected.
- Allow **3 – 4 minutes** to complete the activity. Ask the children to compare their answers in pairs.
- Check with the whole class.

ANSWER KEY

1. Miss Flynn isn't going to Las Palmas. She's going to Grenoble.
2. It isn't raining in Las Palmas.
3. The sun is shining in Las Palmas.
4. George isn't sitting by the swimming pool. He's sitting on the beach.
5. Miss Flynn is talking on the phone.
6. True.

4 Look at the pictures for one minute. Cover the pictures and answer the questions.

- Focus attention on the illustrations. Draw the children's attention to the fact that the people have their names on their clothes.
- After one minute, ask the children to close their books and take out a sheet of paper.
- Explain that you will test their memory. You will read five questions and they should write their answers in full sentences. Make sure the children don't look into other people's answers.
- Read the five questions, giving the children enough time to write their answers.
- Check with the whole group. Ask the children to exchange their answers with a partner.
- The children get 1 point for every correct answer plus 1 point extra if the answer is grammatically correct (e.g. full answers in 2 and 5, not only yes or no).
- The children with the highest scores are winners.
- If the children used verbs in their full forms, you may ask them to use contractions.

ANSWER KEY

1. George / He is (He's) running.
2. No, he isn't. (He's riding a bike.)
3. No, they aren't. (They are playing basketball.)
4. The dog is eating.
5. No, he isn't. (He's fishing.)

PHOTOCOPIABLE 14: SPIN IT!

You may now wish to do an additional activity with your class. The activity focuses on the difference between the Present Simple/the Present Continuous and revises the names of jobs. For the additional activity go to pp. 135 and 149.

Homework suggestions

- Workbook: **ex. 1, p. 66** (Present Continuous - positive and negative sentences), **ex. 2, p. 66** (Present Continuous - questions), **ex. 3, p. 66** (translation), **ex. 4, p. 66**

(Present Continuous - writing questions to answers)

- The children write a telephone conversation between two spies, similar to the one in exercise 1.

LESSON 2: Time for a story

GETTING STARTED

- Revise the Present Continuous tense and the means of transport using one of the activities described in the Extra Idea boxes for Units 1 – 3 above.



EXTRA IDEA

- Mime and say: Open your books at page 77. Focus attention on the means of transport. Ask the children to group them in the graph below:



MOVING ON

- Tell the children that the story they're going to listen to is called *Is it a good idea?* Ask the children to translate the title into Polish. Check if they remember what happened to McMaxie in the previous episode (*he talked to his grandchildren about the time when he met ants on earth*).
- Tell the children that in this episode McMaxie wants to visit some friends around the world.
- You may wish to ask the children if they've got friends/family abroad and how they travel there.



1 Listen and read.

- Tell the children to use a sheet of paper to cover the comic strip on page 83. Demonstrate what you mean.
- Mime and say: **Listen to the story and read.** Explain to the children that they should uncover the pictures one by one as they are listening to the story.
- Pre-teach *huge* (mime it), *suitcase* (draw it), *cobra snake*, *fakir* /'feɪkɪə/ or /'fækiə/, *coat*.
- Play the tape/CD. After the children have listened to the whole story, ask: **Is McMaxie a clever traveller?** (No) **Did he know how to pack?** (No)
- Ask the children to find the English equivalents of the following expressions: *Nie mogę się spóźnić!* (I can't be late.) *Miłego dnia!* (Have a nice day!)
- Play the tape/CD again. Ask the children to read and listen and try to remember as much as they can.
- Ask the children to close their books. Explain that you are going to test whether they remember how McMaxie wanted to travel. Ask: **McMaxie wanted to visit a friend in New York by ...?** Elicit the answer. Repeat the procedure for: **(a)** his friend Pierre, **(b)** the fakir Mahatma, **(c)** his old friend Odarpi, **(d)** his friend Peter.
- Write on the board: **Do you think it's a bad idea?** Explain that you are going to play the tape/CD

and when you stop it, the children should read the sentence. Additionally, stop the tape/CD after each picture and elicit from the children why McMaxie's ideas are not very good, e.g. **Can you go to America by car? How can we travel to America? Can we travel by bike with three huge suitcases? Why not? If we have three suitcases, how do we travel?**, etc.

- Ask two volunteers to read the story aloud for everyone. Drill the pronunciation of any problematic words, chorally and individually.

RECORDING SCRIPT

Is it a good idea?

- Q:** Hello, McMaxie. Where are you going?
McMaxie: I'm driving to New York to see my old friend Sam.
Q: To America, by car?
McMaxie: Do you think it's a bad idea?
- Q:** Oh, McMaxie. What are you doing?
McMaxie: I'm packing.
Q: Three huge suitcases! Are you going by train?
McMaxie: No, I'm not. Actually, I want to go by bike to Paris to visit my old friend Pierre. Do you think it's a bad idea?
- Q:** Wait, McMaxie. Where are you flying to?
McMaxie: I'm flying to India. I'm taking a beautiful cobra snake for my old friend the fakir Mahatma.
Q: Where is it?
McMaxie: It's in my suitcase. Do you think it's a bad idea?
- Q:** Are you OK, McMaxie? Are you sailing to Hawaii?
McMaxie: Oh, no! I'm planning to see my old friend Odarpi at the North Pole.
Q: But you need warm clothes!
McMaxie: I can always take your coat. Do you think it's a bad idea?
- Q:** It's you again. Where do you want to go?
McMaxie: I'm going to a birthday party. My friend Peter is 25 today. I can't be late.
Q: Where does your friend live?
McMaxie: On the other side of the street, just opposite this house.

- Q:** And you are taking a taxi to get there?
McMaxie: Do you think it's a bad idea?
6. Q: Well, McMaxie, what are you doing this time?
McMaxie: I'm taking my dog for a walk. We are going to the park. Do you think it's a bad idea?
Q: No, McMaxie. I don't think it's a bad idea. I think it's a very good idea. Have a good day!

2 Act out the story.

- Ask the children to work in pairs. The children should decide who plays whom in each group (McMaxie, the man who asks questions).
- If you've got a large class/group and there would be too many pairs, you may ask the children to work in groups of 7 (McMaxie and 6 different children, one for each picture).
- Ask each pair/group to prepare a dramatisation of the story.
- Encourage the children to use their imagination when thinking about props: suitcases, clothes, cobra snake, etc.
- You may first wish to ask the children to act out the story with the tape/CD narration, but do encourage them to do everything by themselves. You can write the key words in the story on the blackboard.
- Once the pairs/groups are ready, they take it in turns to act the story out for the rest of the class.



EXTRA IDEA

Remember about the Class Oscars (see *Time for a story*, p. 17).



Homework suggestions

- Workbook: **ex. 5, p. 67** (*Time for a story* - correcting sentences).
- Ask the children to practise reading the comic strip.

4. From the bookshelf & Time for a game

Please note that each two-page unit of *SuperKids 1* provides enough material for two **45-minute lessons**.

objectives	<ul style="list-style-type: none"> • to read and talk about Paddington Bear • to sing a song 	<ul style="list-style-type: none"> • to play a game / quiz about Great Britain 	
target language	active	grammar / structures <ul style="list-style-type: none"> • Past Simple: revision • Present Continuous: revision 	vocabulary <ul style="list-style-type: none"> • <i>arrived, adventures, invite home</i> • <i>sleep, sing,</i>
	passive		<ul style="list-style-type: none"> • lifeboat, noticed, label, look after • weep, leap, swing
materials	compulsory	<ul style="list-style-type: none"> • cassette/CD • Bonus Cards from the cut-outs section in the workbook • a counter, a dice and a pair of scissors for each child 	
	optional	<ul style="list-style-type: none"> • pictures of Paddington Bear 	
ścieżki edukacyjne	<ul style="list-style-type: none"> • edukacja czytelnicza i medialna (rozwijanie i utrwalanie zainteresowań, potrzeb i nawyków czytelniczych z uwzględnieniem indywidualnych uzdolnień uczniów) 		

LESSON 1

GETTING STARTED

- Mime and say: **Open your books at page 84.** Focus attention on the title. Ask the children if they know who Paddington bear is and what he looks like (you may find a very good picture of Paddington on the official Paddington Bear website: www.paddingtonbear.com).
- Do not ask for or give the children any details about Paddington as they will read about him in exercise 1.
- Say: **There are many famous bears in stories. Can you give me any names? Polish or English.** Elicit some ideas and give your own (e.g. *Yogi, Miś Uszatek, Winnie-the-Pooh, Miś Puchatek, Miś Kolargol*).
- Ask the children what the bears are usually like in the stories. You may help by asking, e.g. **Are bears very quick? Are they dangerous? Are they lazy?**, etc.

MOVING ON

1 Read the text and number the pictures.

- Focus attention on the pictures. Go through them one by one, asking the children what Paddington is doing. (He's walking with his family.; He's sitting on a suitcase.; He's sailing in a boat.; He's hugging the children.; He's riding a llama.)
- Pre-teach *to arrive, to travel, to notice, a label, to look after, an adventure*.
- Ask the children to read the text and number the pictures in the correct order. Allow **3 – 5 minutes** for the activity.
- Ask the children to compare their answers in pairs. Check with the whole class.
- Ask the children if anybody has read the book. You may ask a volunteer to relate one of Paddington's adventures.
- **Note:** The first book about Paddington bear by Michael Bond was published in 1958. Since then many other books have appeared, the books have been translated into many languages and turned into films, musicals and cartoon series. Paddington is a bear who usually wears a duffle coat, a rather shapeless hat and, on occasion, Wellington boots. His favourite food is marmalade and he comes from Darkest Peru. He now lives in England, with the Brown family, at 32 Windsor Gardens.

ANSWER KEY

1. Paddington riding a llama
2. Paddington in a boat
3. Paddington on a platform
4. Paddington with the family
5. Paddington with the children
6. The book

2 Answer the questions.

- Ask the children to work in pairs. Give them **3 – 5 minutes** to prepare their answers.
- Check with the whole group.


ANSWER KEY

1. He arrived from Peru.
2. They noticed him at Paddington railway station in London.
3. Because the name of the railway station was Paddington.
4. The children's names were Judy and Jonathan.
5. The title of the book is *A Bear Called Paddington*.



EXTRA IDEA

To prepare the children to tell the story, it might be a good idea to organise a dictation.

- Draw the following symbols on the board and label them: *Play, Stop, Rewind, Fast Forward*. Model and drill the pronunciation.

- Tell the children that you will dictate a text to them but you are like a tape recorder. You will do what they ask you to. If they say **PLAY**, you'll read the text, if they say **REWIND** you will start 'rewinding' until they say **STOP**, etc.
- Start to read the text about Paddington (without the last sentence) at a normal speaking pace and keep going until someone says **STOP**. Remember that as a cassette player you have got no mind of your own and you can only do what the children ask of you.
- Despite the initial chaos, carry on reading until the children have written the whole text.
- Then ask them to compare their answers in pairs, and finally to check their versions against the original. By now the children should have remembered the text quite well.

3 Tell the story of Paddington Bear. Use the words from the box.

- The activity may be done in class or set as homework.
- Give the children some time to prepare their stories. Monitor the activity. Offer help if necessary.
- The children can tell the stories in groups or as a whole class. They can say the whole story to each other, or you may ask them to tell the story in their groups sentence by sentence.
- Ask the children whether they think the book is interesting and if anybody would like to read it. You may give them the website address (see above).



4 Listen and sing the song.

- Focus attention on the picture.
- Pre-teach *sleep, weep, leap up, look, sing, swing*.
- Ask: **Where are the children? (In the park/garden). What are the girls doing? What are the boys doing?**
- Play the tape/CD once for the children to absorb the tune and the rhythm.
- Play the tape/CD again. Start singing with the tape/CD and encourage the children to join in.
- After the whole group has sung the song together once or twice, divide the children into two groups: one group

sings the first line in each verse, the other group finishes. You may also ask all the girls to sing *All the girls are weeping/All the girls are singing*, and all the boys to sing *All the boys are leaping/All the boys are swinging*, and everybody to sing the first and last lines in each stanza.

RECORDING SCRIPT

Are you sleeping, are you sleeping, Mr Lee, Mr Lee?
All the girls are weeping, all the boys are leaping
up the tree, up the tree.
Are you looking, are you looking, Mr Lee, Mr Lee?
All the girls are singing, all the boys are swinging
from the tree, from the tree.

Homework suggestions

- ASK THE CHILDREN TO CUT OUT THE CARDS FROM THE WORKBOOK FOR THE FOLLOWING LESSON (game p. 85) AND BRING THEM TOGETHER WITH A DICE AND A COUNTER.
- Workbook: **ex. 1, p. 68** (reading the story of Thumbelina).
- Encourage the children to visit the Paddington Bear website (if they can) or read the book/see the film.
- The children learn to tell the story of Paddington Bear.

LESSON 2: Time for a game

GETTING STARTED

- If possible, bring a wall map of the United Kingdom to the class. If not, use the map on page 85 in the student's book.
- Focus attention on the map. Ask: **What country is this?** If a child answers *England*, say that it's almost correct and explain that this name is very often used but in fact England is only one part of this country whose full name is the United Kingdom of Great Britain and Northern Ireland.
- Introduce the other parts of the UK. Point to: England, Wales, Scotland, Northern Ireland (not marked on the map in the book). Write the names on the board. Model and drill the pronunciation.
- Ask: **The capital city of Poland is Warsaw. What is the capital city of the United Kingdom?** Elicit the

answer (London).

- You may ask if anybody has ever been to Britain. Find out where and when. Ask whether the trip/stay was enjoyable and what the child liked/disliked the most.

MOVING ON

- Pre-teach *other, be famous for, traditional costume, monster*.



TEACHING TIP

Personalisation: Personalisation is a very useful technique when teaching vocabulary/grammar, as it allows the child to see that a given word/structure is something he/she can use to talk about himself/herself, his/her own experiences. The word/structure seems 'less alien' then. For example, you may ask the children: *What is (Katowice) famous for? What is the most famous monster in Poland?* Questions like these link the new material with the knowledge the child already possesses.

- Ask the children to cut out the Bonus Cards from the cut-outs section in the workbook if they haven't already done it at home. Explain how to play the game. Make sure everybody has got a dice and a counter.
- Monitor the game. If you see that a pair have finished, ask them to play again or do a workbook exercise.
- Ask the children if they have enjoyed the game.
- You may wish to go through the questions and tell the children a few facts about some of the places.
- As homework encourage the children to do ex. 2, p. 69 from the workbook.

ANSWER KEY

3. a 4. a 5. b 6. c 7. b 11. b 12. b
13. c 14. 1-c, 2-a, 3-b 16. b 17. c
18. c 19. a 22. b 27. c 28. c 33. a



EXTRA IDEA

If there's any time left, play one of the games described in the teaching notes for Chapter 7, or get the children to read the next episode of the Big Story in the workbook.

5. Revision

The children should first work on the exercises individually and then compare their answers in pairs. Only then should you check the answers with the whole group. If the children have problems with some exercises, refer them to the appropriate section in the student's book (including the *Grammar summary*) and the workbook. Encourage the children to do *Language check 7* from the workbook at home.

1 Look at the picture and complete the sentences.

- Revise the names of buildings and prepositions of place. You may (a) use Photocopiable Activity 13 if you haven't used it before; (b) ask the children to write the names of some buildings on strips of paper and put

them on their desks face down. They should arrange the buildings as if on a street, not seeing what is where. They uncover the names for 30 seconds and then put the word cards face down again. They take it in turns to say a sentence, e.g. *The supermarket is on the left of the cinema* and uncover two cards. If they are correct, they

write their name on the cards but put them back. The game continues until all the buildings are 'named.'

- Ask the children to do the exercise. Check with the class.

ANSWER KEY

1. The school is on the left of the swimming pool/next to the swimming pool/opposite the supermarket. 2. The bus stop is in front of the swimming pool/opposite the bank. 3. The hospital is opposite the post office/supermarket/bank; is between the post office and the supermarket. 4. The cinema is on the right of the post office/opposite the bank/opposite the swimming pool. 5. The railway station is next to the park on the left of the park/opposite the supermarket.

2 Guess the missing letters. Name the means of transport.

- Ask the children what letters are missing (vowels). Write the vowels on the board and revise the pronunciation: A, E, I, O, U.
- Ask the children to spell the words. You may turn the activity into a game, where the children compete against each other in each pair, getting 1 point for each correct letter.

ANSWER KEY

1. train 3. underground 5. plane 7. bus
2. taxi 4. boat 6. car

3 Answer the questions.

- The children can answer the questions individually or they may work in pairs and then report on what they have found out from their partner.

ANSWER KEY

children's own answers

4 Read and put the verbs in the Present Continuous.

- Focus attention on the drawing. Ask the children to describe what and who they can see.
- You may wish to revise the spelling rules concerning adding the *-ing* ending to the verbs.

ANSWER KEY

1. is walking 7. are running
2. is he doing 8. is the woman doing
3. is taking 9. is running
4. is the woman doing 10. are sitting
5. is crying 11. is attacking
6. is running

5 Read the dialogue in 4 again. Answer the questions.

- The children can answer the questions individually or they may take it in turns to ask each other alternate questions.
- You may also ask the children to close their books.

Read the questions yourself and ask the children to write their answers in their notebooks. Ask the children to give their answers to their partner to check. They get 1 point for each correct answer plus 1 extra point if the sentence is grammatically correct.

ANSWER KEY

1. Yes, she is. 2. No, he isn't. 3. He is taking her bag.
4. No, she isn't. 5. She's crying: 'Help! Stop that man!'
6. The dogs are running after the man. 7. Yes, she is.
8. They are sitting on the man. 9. No, she isn't. 10. She is attacking him with an umbrella.

6 Label the pictures with names and match the people to the buildings.

ANSWER KEY

1. An actor - the theatre
2. A postman - the post office.
3. A teacher - the school
4. A policeman - the police station.

7 Go to page 77 and mime the means of transport.

- The game may be played in small groups or as a whole class.
- To make it more challenging, the children can mime the activities very slowly, or very quickly, or from the point of view of the house pets, etc.

Say after me

- This section revises the pronunciation of the sounds /e/, /eɪ/, /aɪ/ and /ɔ:/ and practises the pronunciation of the sounds /u:/ and /ɜ:/.
- Read the verse once or play the tape/CD. Ask the children to repeat the verse chorally and individually, all of it and line by line.
- Divide the class into two groups. The first group should read the first half of each line (e.g. *I'm flying by plane*) and the second group should read the second half (e.g. *to Spain*).
- Ask the children to find the words with the sounds: /e/, /eɪ/, /aɪ/ and /ɔ:/ and write them in rhyming pairs where possible. Check with the whole group. (/e/ - *Jerry/ferry*, /eɪ/ - *plane/Spain* and *sailing*, /aɪ/ - *flying/driving* and /ɔ:/ - *walking*).
- Ask the children to refer to their sound pictures which they created in the previous chapters.
- Write the words *work* and *school* on the board. Underline the vowels o and oo in them. Ask the children to listen carefully and decide whether the sounds are short or long. Say the words. You may exaggerate slightly when pronouncing the long vowels.
- Elicit what symbol we use to mark that a sound is long (:). Write /u:/ below *school*. Ask the children to find a word which rhymes with the word *school* (*Yule*). Model and drill the pronunciation.
- Then write /ɜ:/ below *work*. Ask the children to

find a word which rhymes with the word *work* (*Kirk*). Model and drill the pronunciation.

- You may remind the children that when there is 'r' after a vowel in English, it is not pronounced. You may say that the symbol /r/ has 'eaten' it.
- Ask the children to open their dictionaries and find any other words in which the symbols /u:/ and /ɜ:/ appear. Check.
- As homework, you may ask the children to draw pictures that would represent the sounds. For a real challenge, you may ask them to make the symbols part of those pictures. See the drawings below.
- You may wish to teach the children one of the following tongue twisters: *A bird heard a worm turn in the dirty earth./A fool spooning soup from a boot by the pool in June.*



EXTRA IDEA

You may want to mouth some words with the sounds you've just worked on with the class (see page 21).

RECORDING SCRIPT

I'm flying by plane to Spain.
I'm walking to school with Yule.
I'm driving to work with Kirk.
I'm sailing to Jerry by ferry.

6. Other places

ścieżki edukacyjne	• edukacja czytelnicza i medialna (czytanie dla zdobycia wiadomości i zaspokajania potrzeb poznawczych; umiejętność poszukiwania i wykorzystywania informacji z encyklopedii, słowników, innych wydawnictw i dokumentów pozaksiążkowych medialnych; posługiwanie się podstawowymi urządzeniami medialnymi)
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GETTING STARTED

- Ask: **What's the capital city of Poland? And Russia? And Italy?** Elicit the answers. Ask how big each city is and order the capitals from the smallest to the biggest (*Warsaw – Rome – Moscow*).
- Ask what the capitals of UK, the USA and Australia are. Find out if the children remember the names of some of the big cities in the three countries (the USA and Australia have appeared in the previous *Other places* units and British cities appeared in the game).
- Ask the children if they know any famous buildings in London.

MOVING ON

1 Listen and read the text. Then match the pictures with the text.

- Mime and say: **Open your books at page 88.** Focus attention on the title and the photographs. Tell the children that they are going to learn about London today.
- Pre-teach *take pictures* (mime), *panorama* (translation + explanation).
- Ask the children to listen to the recording and read the text. Play the tape/CD twice. During the second listening ask the children to match the pictures with the text.
- Ask the children to compare their answers in pairs. Check with the whole group.
- You may ask the children if they have ever been to London and visited the attractions and/or if they would like to, and what they would be most interested to see.

ANSWER KEY

(clockwise from the top): 1 – red buses 6 – the London Eye
5 – Big Ben 7 – the London underground 3 – Buckingham Palace
4 – the Houses of Parliament 2 – black taxis

- **Note:** 1: *red buses* – they are the famous double-deckers; 5: *Big Ben* - the large bell in the tower of the Houses of Parliament in London, which rings regularly to tell the time; 6: *the London Eye* - a Ferris wheel in London that is 450 feet tall and which gives people who ride in it very good views of the city.

RECORDING SCRIPT

This is London, the capital of the UK. It is a big city. Seven million people live here. You can travel around London using red buses or black taxis. This is Buckingham Palace. The Queen lives here with her husband and her pet dogs. Look at the Houses of Parliament and Big Ben! Millions of tourists come here every year. They take pictures and buy souvenirs at souvenir shops. See a panorama of London from the London Eye. Get on the London underground. It's the fastest way to travel around London.

2 Complete the questions about London.

- The children work in pairs to reconstruct the questions.
- Check with the whole group.

ANSWER KEY

1. What colour are London buses and taxis? 2. Where does the Queen live? 3. What do tourists do in the Houses of Parliament? 4. How can you see a panorama of London? 5. What is the fastest way to move around London?

3 Choose (a), (b) or (c) and do it.

- You may choose for the whole class or let the children/groups choose individually.
- If the children decide to make a poster about London or mark the places from the text on the map, set the activity as homework.
- Encourage the children to browse the Internet, read a guide book or visit a local British Council library to look for some information.
- If the children prepare posters, collect them and organise a class display.

4 How far are London, New York and Sydney from the place you live in? Mark it on the axis (use 1000 km as the measure unit).

- Draw an axis on the board and mark the city you live in and the nearest biggest city.
- Ask: **How far is it from (Lublin) to (Warsaw)?** Elicit answers. Write the distance on the axis.
- Ask the children to find out how far it is from their city to the three cities in the instruction. Explain what to do.
- Ask the children to report on their findings.

5 Choose (a), (b) or (c) and do it.

- Ask the children to draw a map/sketch/plan of the street they have decided to write about.
- Give them **5 – 10 minutes** to write a few sentences about it. Refer them to the picture dictionary at page 77.
- Monitor the activity and offer help if necessary.
- Ask the children to work in pairs and describe their streets to each other.
- Organise a wall display of the children's works. Organise a vote for the nicest street.

EVALUATION BOX

- At the end of the lesson, draw the children's attention to the evaluation box at the bottom of the page.

THE BIG STORY

- Remind the children about the next episode of the *Big Story* in their workbook (at page 84 in the student's book is the last word of the password).