

Issue 2: FRIENDS

FRONT PAGE

- Tell the children that in *Issue 2* they will learn to describe people.



EXTRA IDEA

Find some photos of different people, for example in glossy magazines. Cut them out and bring them to the classroom. Stick the pictures on the board. Describe one person yourself. Say: ***She/He's got black hair and blue eyes. She/He is tall/short.*** Include any language used to describe people your students already know. Tell the students to look for a while at the rest of the photos and encourage them to describe them together in pairs. Walk around the class and monitor their work. The time limit in this task will depend on the number of photos you've prepared. Ask a few students to describe the selected pictures to the class.

1. Complete the word web with the words from the box.

- Ask your students to open their books on page 17 and look at the centre of the word web (the question: ***What does she/he look like?***). Read the question aloud and write it on the board.
- Explain to the students what the question means and that it is used only to talk about physical appearance, not about character.
- Go through the subheadings with the children (*looks, body, face, hair*). Make sure they understand them.

- Go through the words from the box with the students.
- Ask the children to work in pairs and complete the word web with the words from the box.
- Set a time limit of **2 minutes**.
- Check the answers with the whole class.

ANSWER KEY

body: slim, plump, sporty
looks: handsome, attractive, pretty
face: glasses, freckles, braces
hair: straight, curly, wavy



EXTRA IDEA

If you decided to do the activity with the magazine cutouts, you may wish to continue it. Ask the children to use the language from the word web to describe the pictures on the board.

2. Describe the children in the picture.

- Tell the children to work in groups of three and describe the children in the pictures to each other. Remind them to use the vocabulary from ex. 1.
- Give the children **4 minutes** for the task.
- Monitor the children's discussion, but don't interrupt to correct the mistakes. You can correct them globally after the task is completed.
- Ask some students to describe the children aloud.

1. Is he taller than me?

Please note that each two-page unit of *SuperKids 2* provides enough material for **two 45-minute lessons**.

objectives	<ul style="list-style-type: none"> • to describe people's appearance • to say that something is bigger, better, nicer, etc. than something else • to compare two people or things • to talk about and compare famous sports people 		
target language	grammar / structures		vocabulary
	active	<ul style="list-style-type: none"> • questions: <i>What does he like?/What does he look like?</i> • the comparative (-er/more ...) 	
materials	compulsory	<ul style="list-style-type: none"> • cassette/CD 	
	optional	<ul style="list-style-type: none"> • puppets/soft toys 	
ścieżki edukacyjne	<ul style="list-style-type: none"> • wychowanie do życia w społeczeństwie: tolerancja wobec różnie wyglądających osób • edukacja regionalna: sylwetki osób zasłużonych dla kraju 		

LESSON 1

GETTING STARTED

- ▷ Think of possible ways of showing/expressing with gesture the elements of appearance presented on the Front Page. For example, *sporty*: mime doing physical exercise, *hair*: show 'straight' with a smooth movement of your hand along your hair, 'curly' with your forefinger spinning round, and 'wavy' with your hand moving gently and showing 'waves' in the air, etc.
- ▷ Teach your students to show the body features. When they are confident in using the gestures, organize a race – choose a pair to come to the front of the classroom, say a feature and the children react to it as quickly as they can. The child who is quicker is the winner. Repeat the game with other pairs.

MOVING ON

1 What does he/she look like? Match the descriptions to the pictures.

- ▷ Ask your students to open their books on page 18.
- ▷ Tell the children to look at the pictures of the four children. Ask: **What are the children's names?** Get the students to answer your question.
- ▷ Ask the children to work in pairs, read the descriptions in the boxes and match them with the appropriate pictures of children.
- ▷ Set a time limit of **3 minutes** for the students to complete the task.
- ▷ Check the answers with the whole class.



EXTRA IDEA

The following short activities will help your learners consolidate the knowledge of vocabulary. Tell your learners to cover the language from the boxes for the activities and ask: **Who is it?** Call out short phrases about the children in the pictures, for example: *long straight hair* or *plump*. Ask the children: **Who is it?** They should quickly put their hands up if they want to answer. You can also make true/false statements about the children from the pictures, for example: *Colin has got short curly red hair*. Children put their hands up if they wish to answer: true or false.

- ▷ Focus the students' attention on the Watch Out! bubble.
- ▷ Ask one student to read out the questions: *What does he look like?* And *What does he look like?*
- ▷ Ask the students how the questions differ from each other. Elicit the answers in Polish.
- ▷ Refer the students to the Grammar Summary on page 114.

ANSWER KEY

slim, blond long straight hair, long legs, glasses – **Pamela (4)**; short black hair, medium height, braces – **Colin (1)**; brown wavy hair, tall, well built – **Antonio (3)**; short curly red hair, short, plump – **Sheryl (2)**

2 Work in pairs.

- ▷ Tell the children that they are going to work in pairs and describe the children in the pictures in ex. 1.
- ▷ Divide the group into A's and B's in each pair.
- ▷ Ask A's to choose one child in the pictures in ex. 1 but not to tell their partner who they have chosen. Tell B's that they have to find out who the person is using the phrases from the box.
- ▷ Give the children about **3 minutes** to complete the task. Then ask them to swap their roles.
- ▷ Walk around the classroom and monitor the children's work. Correct any mistakes only after the task is completed.

3 Work in pairs.

- ▷ Tell the children that they are going to work in pairs (student A and student B) and describe some people to each other.
- ▷ Tell A's to look on page 102 and B's to look on page 104.
- ▷ Go through the instructions with the students.
- ▷ Set a time limit of **8-10 minutes** for the activity.
- ▷ After finishing, ask them to compare their pictures.

4 Read the text and decide who is who.

- ▷ Tell the children to look at the pictures of two men. Ask them if they can recognize them. If not, ask the children to read the first sentence from the text to find out.
- ▷ Ask the students to tell you who Stan Laurel and Oliver Hardy were.
- ▷ Tell the students that they are going to read the text in which Flip and Flap are compared.
- ▷ Ask the students to read the rest of the text and look at the pictures of Flip and Flap. Ask them to decide who is who on the basis of the sentences from the text and write the men's names in the spaces provided.
- ▷ Ask the children to compare their answers in pairs. Then check the ideas with the class.



Homework Suggestions

- ▷ Workbook: ex. 1 p. 12 (describing people), ex. 3 p. 12 (finding opposites).
- ▷ The students write a short note (around 5-6 sentences) about what their friend/parents/siblings look like.

LESSON 2

GETTING STARTED

- ▷ Say: **I'm going to describe one person from the class. Guess who that is. She's got ... (blond hair, etc.)** When a child guesses who was described, he/she takes over and describes another person to the class.



EXTRA IDEA

You may bring different soft toys or puppets to the class (or tell the students to do so) and ask the children to describe them in pairs.

MOVING ON

5 Write the correct forms of the adjectives from the text.

- ▷ Go through the adjectives from ex. 1 again. Ask your students to look at the words in bold. Make sure they understand what the adjectives mean.
- ▷ Ask the children: **Jak przymiotniki z tekstu różnią się od przymiotników, które już znacie?** (elicit the difference in form and meaning between some pairs, e.g. *young* – *younger*, *slim* – *slimmer*).
- ▷ Ask the children to look at the pairs of adjectives in ex. 5. Ask them to work in pairs and complete the graph with the missing adjectives from ex. 1.
- ▷ Set a time limit of **3 minutes**.
- ▷ Don't give the children any rules at that point. Let them figure out the rules for themselves.
- ▷ Check the answers with the whole class.
- ▷ Elicit the rules for the comparatives at this point. Tell the children that when they want to compare two people or things they use *the comparative* (stopień wyższy przymiotnika). Ask the following questions: **Kiedy do przymiotnika dodajemy końcówkę –er?** (gdy przymiotnik kończy się na podwójną spółgłoskę) **Kiedy wystarczy dodać tylko –r?** **Co się dzieje, gdy przymiotnik kończy się na pojedynczą samogłoskę i pojedynczą spółgłoskę? Co się dzieje, gdy przymiotnik kończy się na spółgłoskę i –y?** **Jak tworzymy stopień wyższy od przymiotników dłuższych niż dwie sylaby?**

6 Language Discoveries: adjectives – the comparative.

- ▷ Ask the students to look at the Language Discoveries box. Tell them that in the box they will find information on the comparative which was discussed before.
- ▷ Tell the children to work individually and add one more example to the rules in the Language Discoveries box. They can either choose the adjectives from that lesson or think about other adjectives that they know.
- ▷ Give the children **2-3 minutes** to complete the box.
- ▷ Check the ideas with the whole group.
- ▷ Refer the students to the Watch Out! bubble. Point out to the irregularity of 'good' and 'bad'.

7 Complete the sentences.

Use a comparative.

- ▷ Tell the children to work individually and complete the sentences using a comparative.
- ▷ Give the children about **4 minutes** to complete the sentences.
- ▷ Ask them to compare their answers in pairs.
- ▷ Finally, check the answers with the whole class.

ANSWER KEY

1. taller
2. faster
3. more interesting
4. better
5. fatter
6. worse
7. dirtier

8 Compare these famous sports people.

Choose the adjectives from the box.

Can you think of any other adjectives?

- ▷ Ask the children to work in pairs.
- ▷ Ask the students to look at the photos of famous sports people. Ask: **Who are they? Do you know what sports they do?**
- ▷ Refer the children to the example sentence and the adjectives from the box. Tell the students to talk about other sports people in a similar way.
- ▷ Walk around the class and listen to the children speaking. Pay attention to the use of comparatives.
- ▷ Ask a few students to say aloud the sentences they have formed.

9 Write six sentences about the sports people from 8.

- ▷ Tell the children to work in the same pairs again and write in their notebooks the sentences they have formed while talking about the sports people.
- ▷ Ask the pairs to exchange their notebooks with another pair and check their work.
- ▷ Ask some students to read aloud their sentences.

Homework Suggestions

- ▷ Ask the children to choose two pop stars and compare them in 5-6 sentences.
- ▷ Workbook: ex. 2, p. 12 and ex. 4 p. 13 (the comparative practice), ex. 5 p. 13 (forming questions).

2. Best friends

Please note that each two-page unit of *SuperKids 2* provides enough material for **two 45-minute lessons**.

objectives	<ul style="list-style-type: none"> • to describe people's character • to compare two people or things • to talk about favourite book and film characters • to talk about friendship and the qualities of a good friend 		
target language	grammar / structures		vocabulary
	active	<ul style="list-style-type: none"> • the comparative (-er/more ...) • the comparative construction 'as ... as' 	<ul style="list-style-type: none"> • adjectives: <i>brave, strong, different, shy, confident, kind, polite, smart, lonely, interesting</i>
	passive	<ul style="list-style-type: none"> • past simple and present simple in stories 	<ul style="list-style-type: none"> • <i>magic potion, a great warrior, to fight, quite different, to live in a swamp</i>
materials	compulsory	<ul style="list-style-type: none"> • cassette/CD • English-Polish dictionaries 	
	optional	<ul style="list-style-type: none"> • pictures of famous people cut out from glossy magazines • blu-tack • large sheets of paper, coloured pencils and other materials for poster decoration 	
ścieżki edukacyjne	<ul style="list-style-type: none"> • wychowanie do życia w społeczeństwie (wartość przyjaźni, cechy dobrego przyjaciela, przykłady par przyjaciół w książkach i filmach) 		

LESSON 1

GETTING STARTED

- ▷ Quickly revise the comparative forms. Write the adjectives from the previous lesson on the board and ask individual children to write the comparative for each of them.

MOVING ON

1 Who is your favourite book or film character? Why?

- ▷ Ask the children to think for about **1 minute** about their favourite book/film character and why they like them.
- ▷ Ask a few students to tell the class about their favourite characters. Elicit: *My favourite book/film character is She/He is (friendly, nice, slim, well-built, etc.)*
- ▷ Accept other ideas in Polish if children lack linguistic means to talk about their favourite characters in English.

2 Look at the text. Find the meaning of the highlighted words in a dictionary. What do these words describe?

- ▷ Ask your students to work in groups.
- ▷ Tell the students that they are going to work with English-Polish dictionaries to find out the meaning of some adjectives from the text in ex. 3.
- ▷ Distribute the dictionaries. Tell the children that they have **8-9 minutes** to find the words. Ask the children to make notes about the words.
- ▷ Check the outcome of the task with the whole class.

3 Listen and read. Fill in the blanks with the names from the box.

- ▷ Ask the children whether they have ever seen a film or read a book which told the story of some friendship. At that point accept the children's answers in Polish.

- ▷ Tell the students that they are going to read a text about best friends in films and books.
- ▷ Pre-teach: *magic potion, a great warrior, to fight, quite different, to live in a swamp.*
- ▷ Ask the children to read the text about friends and complete it with the names of characters from the box.
- ▷ After finishing, ask the children to compare their answers in pairs.
- ▷ Tell the children to listen to the text and check their answers.
- ▷ Finally, check the answers with the whole class.

RECORDING SCRIPT

Best friends in film and fiction.

A long time ago, in a small village in Gaul there lived two friends: Asterix and Obelix. Both were very brave and very strong, especially when they drank their magic potion, but they didn't look the same. Asterix was short and slim. He had white hair and a moustache. His best friend had long red hair and was much, much bigger than Asterix.

Michał Wołodyjowski and Onufry Zagłoba, the heroes of Sienkiewicz novels, looked quite different. Their characters were quite different, too. Wołodyjowski was a great warrior but he was rather shy. His friend wasn't as good at fighting but he was very confident. He always shouted "We won the battle!", even if he didn't fight...

Do you remember the two robots from „Star Wars” - R2D2 and C3PO? Both were very kind and polite but R2D2 wasn't as smart as his robot friend.

Sometimes we find a friend when we are very lonely. Both Harry Potter and Ron Weasley felt quite lonely when they got on the train to their new school, Hogwarts. They became friends at once. Shrek lived alone in his swamp. One day Donkey came to live with him. He was as lonely as Shrek. Soon they became best friends.

Do you remember any other best friends from books and films?

ANSWER KEY

1. Obelix
2. Onufry Zagłoba
3. C3PO
4. Ron Weasley
5. Donkey

4 Think of other film and book characters. Name one more pair of best friends. Are they the same or different? Say what they look like and what they are like.

- ▷ Tell the children to think for a moment about other pairs of characters or friends that they remember from books or films.
- ▷ Ask the children to work in pairs and tell their friend about the film or book characters that they have chosen.
- ▷ Set a time limit of **4 minutes** for the discussion.
- ▷ Remind the children to talk both about what the characters look like and what they are like.
- ▷ Make sure they understand the question *What are they like?*
- ▷ Walk around the classroom and monitor the children's work.
- ▷ Finally, ask some students to describe their pairs of characters.

5 Write their description.

- ▷ Tell the children that they are going to write down the description of the characters that they have discussed.
- ▷ Refer the students to the skeleton text on which they should base their description. Make sure they know how to use the skeleton.
- ▷ Give the students about **4-5 minutes** to write the descriptions in their notebooks.
- ▷ Ask the children to exchange their notebooks with another student so that he/she can proofread the text.
- ▷ Ask a few students to read out their descriptions.

Homework Suggestions

- ▷ Workbook: ex. 1, 2, 3 p. 14, ex. 4, 5 p. 15 (sentence transformations and sentence building).
- ▷ Working with a dictionary: assign the students to find five adjectives that describe a good friend.

LESSON 2

GETTING STARTED

- ▷ Prepare cut-outs of famous people from glossy magazines. Make sure that the children can easily recognise the celebrities.
- ▷ Give each group of four a few photos to prompt them to write down as many sentences with the comparative as they can.
- ▷ Set a time limit of **3 minutes**.
- ▷ Ask the groups to read out their sentences to the class who is to listen carefully and correct mistakes.

MOVING ON

HAVE A LOOK

- ▷ Ask the children to focus their attention on the Have a

Look box. Ask them to read the sentences.

- ▷ Concentrate on the comparative construction 'as ... as'. Ask the children if they can translate the sentences with that construction into Polish.

TEACHING TIP

Native language in the foreign language classroom: Although the native language should not be overused in the context of foreign language learning/teaching, there are situations in which the use of the native language is fully justified. It can be used with children to explain grammar and introduce new structures, especially if they have almost exact equivalents in the learners' mother tongue (like in the case of 'as ... as').

6 Transform the sentences as in the example.

- ▷ Tell the children that in this exercise they are going to compare different people using the 'as ... as' construction.
- ▷ Ask the students to look at the example to make sure they know what to do.
- ▷ Ask the children to work individually and transform the six sentences. Allow **5 minutes** for the task.
- ▷ After they have completed the task, ask the students to compare their sentences in pairs.
- ▷ Check the sentences with the whole class.
- ▷ Organise a feedback session after the task if you see that your students have problems with the construction.

ANSWER KEY

1. ... as strong as Staś Tarkowski.
2. as green as Fiona.
3. ... as fast as Speedy Gonzalez.
4. ... as short as Lolek.
5. ... as scary as Morticia.
6. ... as good at magic as Harry.

Tongue Gym. Listen and repeat.

- ▷ Tell the students that they are going to read and listen to (and then perhaps learn by heart) a Tongue Gym rhyme.
- ▷ Ask the students to read the Tongue Gym and listen to it simultaneously.
- ▷ Play the tape/CD twice.
- ▷ Ask the children if they understand the rhyme.
- ▷ Ask the children to repeat the rhyme lines after you.
- ▷ Play the tape/CD again and ask tell the students to repeat the whole Tongue Gym.

RECORDING SCRIPT

Shorty is taller than Toby.
Toby is older than Jim.
Jim is as handsome as Harry.
Both Harry and Shorty are slim.

TEACHING TIP

Memorizing short poems and rhymes: It is quite useful for children to learn short simple poems by heart in a foreign language, especially if the poems are built around a specific grammar construction. With time, as the rhyme is repeated, the children will probably start recalling and using the construction in quite an automatic way.



EXTRA IDEA

You could organize group learning of short poems in your classroom. Ask the students to work in groups of four, each child in a group says one line of a rhyme and then they swap the lines clockwise. After a few minutes the group will surely learn all the four-line rhyme by heart!

7 Compare the two robots. Use the adjectives from the box.

- ▷ Tell the students that in the boxes there are parameters of two robots. Tell the children that they will have to compare them using the adjectives from the box.
- ▷ Go through the adjectives with the students.
- ▷ Ask the children to work in pairs and write six sentences comparing the robots.
- ▷ Tell the children to compare their texts with another pair.
- ▷ Check the sentences with the whole class.

ANSWER KEY

sample answers: 1. T5BC is as old as GA2P. 2. T5BC is as strong as GA2P. 3. GA2P is faster than T5BC. 4. T5BC is as intelligent as GA2P. 5. GA2P is heavier than T5BC. 6. T5BC is bigger than GA2P.

8 Task Time. Drawing pictures for a class portrait gallery.

- ▷ Ask the students to take a sheet of paper (or distribute sheets of paper yourself) and draw two people who are completely different. Set a time limit of **4 minutes** for the drawing. Tell the children that it's enough if they sketch the people.
- ▷ Tell the students to exchange their drawings in pairs and listen to the friend comparing the pictures orally. Then ask the students to swap roles.
- ▷ Display the drawings on the classroom walls. If the children would like to take the drawings home to improve them, collect and display them during the next lesson.

Homework Suggestions

- ▷ Ask the students to learn the Tongue Gym rhyme.
- ▷ Ask the children to think of two characters from the book they have read or the film they have seen recently. Assign them to write five sentences using 'as ... as' to compare the two characters.
- ▷ Workbook: ex. 6 p. 15 (answering questions), ex. 8 p. 15 (error correction).

3. What is he like?

Please note that each two-page unit of *SuperKids 2* provides enough material for **two 45-minute lessons**.

objectives	<ul style="list-style-type: none"> • to talk about friendship and the qualities of a good friend • to read and write a letter to a magazine • to give advice 		
target language	active	grammar / structures	vocabulary
	passive	<ul style="list-style-type: none"> • modal verb <i>should</i> (to give advice: <i>You should/shouldn't ...</i>) • present simple (to describe what someone always/never does as a friend) 	<ul style="list-style-type: none"> • <i>never/always</i>
materials	compulsory	<ul style="list-style-type: none"> • cassette/CD 	
	optional	<ul style="list-style-type: none"> • paper, crayons and markers for poster decoration 	
ścieżki edukacyjne	<ul style="list-style-type: none"> • wychowanie do życia w społeczeństwie: wartość przyjaźni, cechy dobrego przyjaciela • edukacja medialna: list do czasopisma dla nastolatków 		

GETTING STARTED

- ▷ Revise the adjectives from lesson 2 (*brave, strong, different, shy, confident, kind, polite, smart, lonely*). Ask: **Czy pamiętacie tekst o przyjaciółach z filmów i książek?** Ask the children to look at the text quickly for a moment.
- ▷ Ask the students if they remember the adjectives which described the characters from the text. Give the name of a character (Obelix, Donkey, etc.) and ask the children to supply the appropriate adjective(s).

MOVING ON

1 Do the questionnaire. Tick (✓) your answers in the blue boxes.

- ▷ Ask the children if they know what a questionnaire is. If the children know or are able to guess the meaning, drill the pronunciation of 'questionnaire'.



TEACHING TIP

Cognates: Words like 'questionnaire' are called cognates (words in different languages which have a common origin, or are borrowings). Because they look and sound similar, they are easy to understand for learners. Yet, always draw the children's attention to the differences in spelling and pronunciation.

- ▷ Tell the children that they are going to do a questionnaire about friendship for themselves. Ask them to open their books on page 22.
- ▷ Go through the first question with the students. Read the question aloud. Stress 'should'.
- ▷ Ask the children to suggest possible meanings for 'should'. Make sure they arrive at the right one. Don't go into details about the usage of 'should' yet.
- ▷ Let the children work for about **4 minutes** on the questionnaire and choose the answers which are true for them (a, b, c).
- ▷ Tell the children to look at the key to count the points for their answers. Then ask them to read the comments on what kind of friends they are.
- ▷ Ask a few students to share the results with the class. Ask: **What should you do? What shouldn't you do?**

2 Listen to the dialogue and mark the answers for Billy Bighead in the green boxes.

- ▷ Ask the children if they remember Billy Bighead from *Issue 1*. Accept everything they say about the boy.
- ▷ Tell the children that they are going to listen to Billy Bighead answering the questions from the questionnaire that they did a moment before.
- ▷ Pre-teach: *to congratulate somebody*.
- ▷ Tell the children that they are going to listen to Billy twice in order to mark his answers in the green boxes.
- ▷ When they have listened, allow the students to compare their answers in pairs.
- ▷ Check the answers with the whole class.
- ▷ Ask the children to compare their own answers with Billy's answer. Ask a few students to report about it to the class.

RECORDING SCRIPT

Girl: ... Now it's your turn, Billy. Question one. Your friend must write an essay, but he hasn't got any ideas. Do you: a. help him with the writing? b. write it for him? c. say: "Sorry, I should go home now" and leave?

Boy: Well, I always help my friends with their homework, if they ask me, but I never do it for them.

Girl: OK. Question two. Your friend gets an invitation to a birthday party. You aren't invited. What's your reaction? a. You help your friend buy a present. b. You ignore this situation. c. You tell your friend: "You shouldn't go!"

Boy: I think it's answer b. I ignore the whole situation.

Girl: I see. Now question three. Your friend has got a broken leg and can't come to school. Do you: a. visit him or her every day? b. phone him or her from time to time? c. make friends with someone else?

Boy: What a question. Of course I visit them, and I give them my notes to copy.

Girl: Do you? That's very kind of you. And how about this? Question four. Your friend gets a better mark on a test than you.

Do you: a. congratulate him or her? b. decide: "I must get a better mark next time"? c. say: "The teacher wasn't fair"?

Boy: Oh well, this never happens ... But OK, erm ... I think I congratulate my friend.

Girl: OK ... Now, question five. Your friend shows you her new bike. What do you say? a. "It's great! You should go for a long ride." b. "Can I try it out?" c. "It's not as good as mine, but it's OK."

Boy: I can't ride a bike and I haven't got one, so it's surely answer a. She should go for a long ride.

Girl: And the last question. Your friend is wearing a horrible orange T-shirt today. What do you say? a. Nothing. Clothes aren't important. b. "This new T-shirt is cool, but you look better in blue". c. "You shouldn't wear orange. You look like a carrot."

Boy: Well, I think I would tell her that she looks better in blue. Clothes are not very important, but they matter.

Girl: Right. That's all. Now let's see the results ...

ANSWER KEY

1. a 2. b 3. a 4. a 5. a 6. b

3 Look at Billy's results. What kind of friend is he? Talk to your partner.

- ▷ Tell the students to look at Billy's answers again and count his points. Then, ask the students to read Billy's results.
- ▷ Ask the students to work in pairs and talk about what kind of friend Billy is. Point to the example for the children to follow.
- ▷ Walk around the classroom, monitor the children speaking and provide help when necessary.
- ▷ Ask one or two pairs to repeat aloud what they have been discussing together before.

ANSWER KEY

Billy has got 16 points.

4 Language Discoveries: *should/shouldn't*

- ▷ Write SHOULD on the board. Ask the children to look back at the questionnaire and find the sentences with 'should/shouldn't'. Write the sentences on the board.
- ▷ Tell the children to translate the sentences into Polish and make sure they understand the meaning of 'should'.
- ▷ In pairs, ask the students to look at the Language Discoveries box and match the sentences with their explanations. Give them about **1 minute** to do the matching. Then ask one student to read the answers to the class.
- ▷ Refer the children to the Grammar Summary at p. 114 for further information concerning the modal verb 'should'.

5 Complete the sentences with *should* or *shouldn't*.

- ▷ Ask the children to work individually and complete the sentences with 'should' and 'shouldn't'. Allow them to work on the exercise for about **3 minutes**.
- ▷ When they have finished, ask the children to compare their sentences in pairs. Then check the completed sentences with the whole class.

ANSWER KEY

1. should 2. should 3. shouldn't 4. should
5. should 6. shouldn't

Homework Suggestions

- Workbook: ex 1 p.16 (practice of *should/shouldn't*), ex. 4 p. 17 (revision of basic questions and answers).
- Write five sentences about what you should/shouldn't do to be a good student.

LESSON 2

GETTING STARTED

- Ask the children: **What should you always do to make your parents happy?** Write the children's answers on the board. Then ask the children: **Do you remember what kind of friend Billy Bighead is? Is he a good friend? Why?** Listen to the children's answers and accept all reasonable ideas.

MOVING ON

6 Work in pairs. Think of 3 things a good friend should and shouldn't do.

- Tell the children to think for a few seconds about what perfect friends should always do and what they should never do.
- Ask the children to work in pairs again and tell their colleague about their ideas.
- Allow the students to discuss the question for about **2-3 minutes**.
- Collect the students' ideas on the board under two headings: *What a good friend SHOULD do* and *What a good friend SHOULDN'T do*.



EXTRA IDEA

If you wish, you may ask your students to collect all their ideas about a good friend on a big poster made by the whole class. The poster could be entitled: 'A perfect friend' and displayed in the classroom in a visible place.

If you have a lot of students in the class, you could organise making posters in smaller groups. Such tasks help to develop the sense of cooperation within pupils.

7 Answer these questions.

- Ask the students to read the questions silently. Make sure they understand the questions.
- The children will probably not know who an agony aunt is. Yet, try to make them infer the meaning from the questions asked. If the students find it difficult to guess, explain it this way: **An agony aunt is a person who works for a newspaper, but is not a journalist. This person helps people who write to the newspaper about their problems.**
- Ask the children the remaining two questions. Provoke a class discussion.
- If the children find it difficult to speak English all the time, accept what they say in Polish, but try to render their ideas in English yourself.

8 Amber is an agony aunt in a teenage magazine. Read the letters to her. Match the letters with their answers.

- Tell the children that they are going to read three letters to Amber who is an agony aunt. Tell them that they have to match the letters with their answers and complete the 'Dear ...' phrases with the right name.
- Pre-teach: *smart, to change into somebody, to throw food at somebody, to quarrel about something, to copy homework.*
- Set a time limit of **7 minutes** for the reading and matching activity.
- After the students have completed the task, ask them to compare their answers in pairs.
- Finally, check the answers with the whole class.
- Ask individual students: **What problem has Billy/Heather/Jenny got? What advice does Amber give him/her? Jaka radę Ty dałbyś/dała byś dzieciom?**

ANSWER KEY

1. C 2. A 3. B

9 Task time. Writing a letter to an agony aunt.

- Ask the children to think about and put down on a piece of paper possible problems which people send to agony columns. Set a time limit of about **1-2 minutes**.
- Tell the students that they are to choose one idea and write a short letter to an agony aunt in a teenage magazine.
- Allow the students to write the letter for **4-5 minutes**.
- Remind them about the right organisation of the letter (starting the letter with Dear... and signing the name at the end of the letter).
- After finishing, ask the children to put all their letters into the class letter-box (prepare the box in advance).

10 Task time. Replaying to a letter to an agony aunt.

- Inform the children that each of them will draw one letter from the box and write a reply. Make sure that the children don't draw their own letters.
- Once again, remind the students to organise their letter properly (see ex. 9).
- Set a time limit of **5 minutes** for the task.
- Ask the children to work on both letters for 3 more minutes correcting the mistakes.
- Finally, ask some pupils to read out both letters to the class.
- Encourage the children to put their work in a special dossier which would hold all their projects written in English.

Homework Suggestions

- If you decided not to do ex. 10 in the classroom, you can assign it as homework (you can also assign the proofreading the letters at home only).
- Workbook: ex. 2, 3 p. 16 (writing letters to a magazine), ex. 5, 6 p. 17 (revision of *like/love/don't like/hate + -ing*).

4. Photo Story & English in Action

Please note that each two-page unit of *SuperKids 2* provides enough material for **two 45-minute lessons**.

objectives	<ul style="list-style-type: none"> • to read and act out a story • to express concern 		
target language	active	grammar / structures	vocabulary
	passive	<ul style="list-style-type: none"> • <i>What's the matter with ...?</i> • present simple in a story – <i>What's going on with ...?/What's the matter with ...?/Why are you ...?</i> (used to express concern) 	<ul style="list-style-type: none"> • <i>to be in a good/bad mood, to be crazy about somebody, What a mess!</i> • <i>moods: to be upset, to be angry, to be happy</i>
materials	compulsory	<ul style="list-style-type: none"> • cassette/CD 	
	optional	<ul style="list-style-type: none"> • list of qualities of a good and bad friend • photocopiable Extra Activity 2: one per student pp. 120, 128 	
ścieżki edukacyjne	<ul style="list-style-type: none"> • wychowanie do życia w społeczeństwie: wartość przyjaźni i koleżeństwa • wychowanie do życia w społeczeństwie: rozwiązywanie konfliktów, empatia 		

LESSON 1: Photo Story

GETTING STARTED

- ▷ Prepare a set of qualities of a good friend and a bad friend on slips of paper, for example: *goes shopping with you, always tells the truth, tells the truth even if it makes you sad, borrows your things without asking, goes to parties without you, goes out with your boyfriend/girlfriend, etc.* (you should make the list longer).
- ▷ Cut the list of qualities so that each of them is situated on a separate piece of paper.
- ▷ Distribute the sets, one per pair.
- ▷ Allow the pairs to work on the qualities for **2-5 minutes** (depending on how long your list is) and sort them according to which qualities describe good friends and which describe bad friends.
- ▷ Check the results with all the pairs. (in case of doubts let the children explain why they have chosen a particular quality, e.g. 'always tells the truth' can be considered a feature of both a good and a bad friend).

MOVING ON

- ▷ Ask the pupils to open their books on page 24 and look at the pictures in the Photo Story, but not to read it.
- ▷ Ask the children if they can recognize the girls in the picture. Point to each of them and ask: **Who is it?**
- ▷ Tell the children the following story: **There are two girls: Kim and Aga. Kim is angry with Aga. Aga doesn't understand why and she's sad. Can you guess why Kim is angry with Aga?** Ask the children to predict the possible reasons why Kim is angry. Accept any reasonable answers.
- ▷ Ask the students: **Are you often angry with your friends? Why?**

Listen and read.

- ▷ Pre-teach: *What's the matter with you/Kim?, (not) to be in a good mood, to be crazy about somebody, What a mess!*
- ▷ Ask the students to read the story and listen to it at the same time.

- ▷ After listening, check comprehension by asking simple yes/no questions: **Are Aga and Mark going to the cinema?** (yes), **Does Kim like Mark Jenkins?** (no), **Kim says Mark Philips is more handsome than Mark Jenkins.** (yes), **The girls are crazy about the same boy.** (no). Then ask the children if they liked this part of the Photo Story and why.

RECORDING SCRIPT

- Judy:** Why are you so sad, Kim?
Kim: I'm not sad, I'm angry with Aga.
Judy: Why?
Kim: Why?! Don't you know? She's going to the cinema with Mark today.
- Judy:** Oh, look! Here she comes. Hi, Aga!
Kim: I don't want to talk to her. You shouldn't tell her anything.
Aga: What's the matter with Kim?
Judy: She's not in a good mood today.
- Aga:** What's going on with Kim? Why doesn't she want to talk to me?
Judy: She's very upset. I don't think you should go out with Mark. You know Kim's crazy about him...
Aga: What are you talking about? She hates Mark Jenkins!
Judy: Mark Jenkins? So you're going to the cinema with Mark Jenkins? Not Mark Phillips?
Aga: Oh, no! Two Marks! What a mess! I must see Kim...
- Kim:** I'm sorry, Aga. It was so stupid. We should never fight about boys again.
Aga: You're right. I think both Marks are nice and friendly.
Kim: But Mark Jenkins isn't as handsome as Mark Phillips.
Aga: Please, Kim! Don't start again...

Workbook.

- ▷ Ask the children to open their workbooks on page 18 and look at ex. 1. In this exercise the students will find true/false statements which they will have to verify according to what they have read in the Photo Story.

- Ask the children to work on the sentences individually and then check their answers in pairs.

Choose one scene. Act it out.

- Ask the children to work in groups of three. Allow the children to form the groups as they wish.
- Tell the children that they are going to act out one of the scenes from the Photo Story. Give the groups the chance to choose the scene for themselves, but assign the roles of Kim, Aga and Judy within each group (that will help to avoid quarrels and chaos).



TEACHING TIP

Acting out: In this Photo Story there are only girl characters. If you have a group of boys to act the scene out, tell them that they can imitate the girls' voices and make it a comedy scene! In that form, acting out the girls' roles will definitely not be humiliating for the boys!

- Give the groups about **5 minutes** to rehearse the scenes.
- Finally get two or three groups to act out their scene for the rest of the group.

Workbook.

- If you have some time left you may do ex. 3 p. 18 (completing the dialogue) and ex. 4. p. 18 (the children answer the questions about their friends and what they do when they have problems and fight with each other) with your class.



EXTRA IDEA

Ask the students to work in groups of three again. Give them the following task: *Imagine you are Kim, Judy and Aga. Think what else the girls could fight about (marks at school, going shopping, etc.). Write a scene like in the Photo Story, but with a different problem. Give the groups about **8-10 minutes** to write the short scenes and rehearse them. Circulate around the classroom and provide help. Ask some groups to act out their scenes in front of the class.*

Homework Suggestions

- If you haven't asked your students to do ex. 3 and 4 p. 18 (workbook), assign them as homework.
- Ask the children to write a short scene – another ending of the Photo Story, in which there are no two Marks, but one boy only.

LESSON 2: English in Action

GETTING STARTED

- Don't ask your students to open their books yet.
- Introduce the children to the following situation and ask them to react. Say: **Imagine. You and your friend go riding a bike. Suddenly your friend falls off the bike and breaks her leg. She goes to the hospital. One day later you call her parents because you are worried. What do you tell them?**
- In the way described above you will be able to elicit some language for expressing concern. You are likely to

receive answers like this: *How is he/she? Is he/she ok? Is he/she in hospital/at home? Is he/she very sad/upset?* etc. Accept all correct answers and write them on the board.



EXTRA IDEA

Ask the children to work in pairs and act out the conversation between the friend of the girl/boy who has broken his/her leg and his/her mother or father.

Give the students about **3-4 minutes** to role-play the dialogues. Remind the children to use the expressions that you've put on the board. Ask two or three pairs to act out their dialogues aloud for the class.

- Ask the students to open their books on page 25 and look at the box with language used for expressing concern.
- Go through the expressions with the students to make sure they understand them.

MOVING ON



Intonation practice. Listen and repeat.

- Ask the students if they remember what intonation is (the melody of a sentence).
- Tell the children that they are going to listen to the sentences from the 'expressing concern' box and they should imitate the intonation of the speaker.
- Play the recording twice (the first time they only listen, the second they repeat).
- Drill the intonation of the phrases without the tape/CD. Read the sentences aloud as if you were very worried/sad/angry. Ask the children to imitate you as closely as the can.
- Tell the students to work in pairs and role-play the mini-dialogues from the Intonation Practice section, remembering about appropriate intonation.
- Walk around the classroom and monitor the activity.

RECORDING SCRIPT

Woman: What's going on with Kim?

Girl 1: She's very upset.

Woman: What's the matter with Kim?

Girl 1: She's not in a good mood today.

Woman: Why are you so sad, Kim?

Girl 2: I'm not sad, I'm angry.

Role Play. Work in pairs. Act out the dialogues with your friends. Write your own dialogue for picture 4.

- Tell the students to look at the four pictures. Discuss what the children can see. Talk about the characters and the situations.
- Ask the students to form pairs by turning to a friend sitting behind them.
- Ask the children to role-play the dialogues for the four pictures. Remind them to use the prompts given next to the pictures.
- Monitor the activity and provide help if necessary.
- Ask four pairs to act out one of the dialogues each.

PHOTOCOPIABLE 2: Find the Twins

You may wish to do an Extra Activity with your class. The activity practises questions with *have got* and adjectives to describe appearance.

For the Extra Activity go to pp. 120, 128.

Homework Suggestions

- ▷ Workbook: English in Action p. 19 (matching the comments with the pictures).
- ▷ Ask the students to write down the role-play dialogues from the Student's Book (p. 25).

5. Revision

The revision section allows both the teacher and the students to establish what has already been taught/learned successfully and which areas of language still require further practice. Refer them to the Grammar Summary and Language Discoveries sections if they have problems with the Revision exercises.

GETTING STARTED



EXTRA IDEA

Write two headings on the board: LOOKS and PERSONALITY. Tell the children to work in groups of 3-4 and think of as many adjectives used to describe people as they can. Remind them to keep their books and notebooks closed. Set a time limit of **2 minutes** for the brainstorming activity. Elicit the ideas from the class. Ask individual students to write the words on the board under the right heading. Then ask the children to open their books and check whether all the words used to describe people are on the board. Add any words that the children have found.

Ask your students: **Jakie pytanie zadajemy, gdy pytamy o to, jak ktoś wygląda?** (What does he/she look like?) **Jak pytamy o to, co ktoś lubi?** (What does he/she like?)

MOVING ON

1 Look at the picture and describe the people.

- ▷ Ask the children to work on the task individually.
- ▷ Tell them to complete the descriptions of children (a and b) with the appropriate words, according to what the people look like in the picture.
- ▷ Give the students about **3 minutes** to complete the descriptions, then ask them to compare the descriptions in pairs.
- ▷ Finally, check the answers with the whole class.

ANSWER KEY

sample answer: Jim is slim and short. He's got long blond wavy hair. Lisa is plump and tall. She's got short black hair and glasses.

2 Complete the text with the correct form of the adjectives.

- ▷ Ask the children to look at the rules to form the comparative (Grammar Summary pp. 113, 114).
- ▷ Ask: **Jak tworzymy stopień wyższy od krótkich przymiotników?** (-er) **Co dzieje się, gdy stopniujemy przymiotniki dłuższe niż dwusylabowe?** (stopniowanie opisowe) **Co robimy z przymiotnikami, które kończą się na spółgłoskę i 'y'?** (-ier).

- ▷ Tell the children to read the text and complete it with the comparative of the adjectives in brackets.
- ▷ Ask the children to exchange their books in pairs and correct their friend's mistakes.

ANSWER KEY

1. younger
2. taller
3. darker
4. longer
5. slimmer
6. better
7. good
8. more intelligent
9. nicer
10. friendlier
11. more beautiful

3 Compare these characters. Use the adjectives from the box. Think of other adjectives too.

- ▷ Tell the children that they are going to work in pairs. Ask the children to look at the pictures of the two characters and discuss how they are different.
- ▷ Remind the children to think about some more adjectives to describe the people and write them in the box.
- ▷ Give them **3 minutes** to describe and compare the people in the pictures. Monitor their work.
- ▷ After they finish, ask one pair to give the description of the two characters to the class.



EXTRA IDEA

Your students will definitely learn faster how to describe people in a child-centered context, namely by describing their favourite cartoon characters.

Before the lesson: Prepare the activity in advance by asking your students to collect information about different cartoon characters. You can assign each group one cartoon, e.g.

Group 1 – Shrek (www.shrek.com, www.shrek2.com).

Group 2 – Shark Tale (www.sharktale.com).

Group 3 – Ice Age (www.iceagemovie.com).

Group 4 – Madagascar (www.madagascar-themovie.com).

If you wish, you can form more groups and offer them different cartoons to explore. You may ask the children to search the above mentioned websites for information and pictures of the characters. **It is vital that the students bring some pictures of the characters to the classroom.**

In class: Ask the children to work in the groups formed before. Tell them to look at the pictures of their characters and write descriptions of at least three characters. An example description may be as follows:

'He is very tall and slim. He has a very long neck. He always says he's ill but he is very kind and friendly' (Melman the Giraffe from Madagascar). Set a time limit of **8-10 minutes** for the activity. After the children have finished with the descriptions, ask one member of each group to stick all the pictures they found on the board. Have the groups read their descriptions to the class. Their task is to guess which character is being described. As a follow up you can ask the children, regardless of their groups, to write a short note in their notebooks entitled: 'My favourite cartoon character'.

4 Give advice. Use *should* or *shouldn't*.

- ▷ Ask the students if they remember which modal verb is used to give advice (*should/shouldn't*).
- ▷ Tell the children to work individually and write the sentences using *should/shouldn't* in which they give advice to different people.
- ▷ After finishing, ask the children to give their book to a friend sitting next to them to check their work.
- ▷ As different students may have given different pieces of advice to the same situation, ask several of them to read their sentences.

5 Transform the sentences as in the example.

- ▷ Tell the students that they are going to transform the sentences using the 'as ... as' construction. Make sure they remember how to use it. In case of doubts, refer the children to the Grammar Summary on page 114.
- ▷ Ask the students to work on the transformations individually, but allow them to check the sentences in pairs when they have finished.
- ▷ Check the sentences with the whole class.

ANSWER KEY

1. as dangerous as 2. as big as 3. as good at sports as Mike 4. as difficult as 5. as tall as 6. as delicious as chocolate ice cream

COMMUNICATION GAME

(see photocopiable materials on p. 121)

- ▷ You will need the photocopies of one card with the description of a person and one chart per student.
- ▷ Tell the children that they are going to work in big groups now (12 children in a group). If you can't divide the class into such groups, one group may be smaller and you will distribute fewer photocopiable cards with the characteristics of different people.
- ▷ Inform the children that their task is to talk to every person within the same group and collect all the information about him/her in the chart.

- ▷ Go through the questions that the students will ask: **What are you like? What are you good at? What do you like doing? What do you look like?** Make sure the children know what they mean and how to answer them. You may encourage the children to ask an additional question about appearance: **What do you look like?**
- ▷ Set a time limit of about **10 minutes** for the children to collect the information and put it in the chart.
- ▷ When the time is up, ask questions to check whether the students obtained the right information about the characters (e.g. *What is Betty Collins good at? Who is smart but lazy?*)

✂ Magazine Project I.

- ▷ Tell the children that they are going to work on a project in small groups (3-4 children).
- ▷ Ask the children to imagine that they are magazine reporters and that they are asked to make a project on one of the three topics offered: *A map: Polish legends, An interview: How did you spend your holidays this year?, An article: The ideal friend.* In groups, ask the children to choose one of the topics and read the instructions for the task carefully.
- ▷ If you feel that making the project in the classroom would be too time-consuming, you may ask the students to prepare the materials for the next lesson and split the work on the project into two parts.
- ▷ Display the finished projects in the classroom and encourage the children to add them to the collection of projects in their Language Dossier.

SUPERKIDS PORTFOLIO BUILDER

- ▷ Ask the children to work in silence for a moment and think carefully about what they have learned in *Issue 2*.
- ▷ Tell the students to look at the can-do statements in the Superkids Portfolio Builder and mark honestly what they can already do in English and what they still need to work on.

🏠 Homework Suggestions

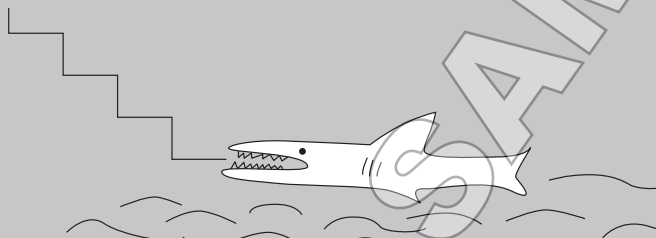
- ▷ If you decide not to do the project in the classroom, ask the students to either finish it at home or prepare the materials for the project for the next lesson.
- ▷ Volunteers may be asked to prepare small A4 projects about their favourite cartoon characters to put in their Language Dossier.
- ▷ Workbook: ex. 1, 2 p. 20 (revision of adjectives), ex. 3 p. 20 (practice of *should/shouldn't*)

BACK PAGE



EXTRA IDEA

Shark is a game that helps to practise the spelling of words. Draw the following picture on the board. Tell the children to think about words that belong to the category: friendship. Ask one child to come to the board and draw as many short lines as letters in the word. The other children have to guess which letters of the alphabet there are in the word. If they guess the letter correctly, the student at the board writes the letter above the appropriate short line. If not, he/she writes the letter on the first step to the sea. If the children don't guess the word before all the steps are 'full' of letters, the shark 'eats' them.



Find ten words describing a person in the word snake.

- ▷ Ask the children to open their books on page 28 and look at the word snake.
- ▷ Tell the children that in the snake there are ten hidden words that are used to describe people.
- ▷ Organise a race in groups: divide the students into 4-5 groups. Tell them that they have to find the ten words as quickly as they can. The person in each group who finds the words first is the winner.
- ▷ Ask individual students to write the words on the board.

ANSWER KEY

helpful, friendly, brave, polite, kind, nice, smart, shy, confident, intelligent

My Songbook. Listen and sing.

- ▷ Tell the students that they are going to learn and sing a song about friendship.
- ▷ Pre-teach: *to do things on your own, to worry, to let somebody down, to stick by each other forever.*
- ▷ Go through the text of the song before you play it.
- ▷ Ask the group to repeat the lyrics line by line after you.
- ▷ Play the song for the children once and ask if they like it.
- ▷ Tell the students to work in pairs and find all features of good friends that are mentioned in the song. Ask: **Czego o przyjaźni uczy nas ta piosenka?**
- ▷ Play the song again, encouraging the children to join in.

RECORDING SCRIPT

*There were three best friends,
Sam, Tommy and Rocky
who never did things on their own.
They worried together
and they hurried together
But they never stayed all alone.*

*Because friends are there to be with you
Friends never let you down.
Good friends stay close when you need them.
Good friends – the best plural noun!*

*There were three best friends,
Sam, Tommy and Rocky
who always did things, always together.*

*Sam was faster than Rocky
Tommy was better at hockey, but
They stuck by each other forever.*

*Because friends are there to be with you
Friends never let you down.
Good friends stay close when you need them.
Good friends – the best plural noun!*

Tongue Twister. Listen and say.

- ▷ Like in the previous Issue, the Tongue Twister in *Issue 2* features *alliteration*. In this case it is the /f/ sound which appears in each word.
- ▷ Pay special attention to such clusters as: /fɔ:/ /fjuə/ /fr/ /fjəʊ/.
- ▷ Drill the pronunciation of individual words from the Tongue Twister which include the clusters mentioned.
- ▷ Play the Tongue Twister twice to get the students familiar with the pronunciation, stress and rhythm.
- ▷ Ask the students to say the Twister without the tape/CD. If there are volunteers, tell them to say the Twister without the book.

RECORDING SCRIPT

Four furious friends fought for the phone.

Who is Who? Read and label the characters.

- ▷ Tell the children that they are going to solve a riddle in pairs.
- ▷ To make it challenging, set a time limit for the task – not more than **3 minutes**.
- ▷ Ask the students to compare their ideas with other pairs.
- ▷ Finally, check the answers with the whole class.

ANSWER KEY

1. Zbych 2. Stach 3. Roch 4. Lech

Limerick. Listen to the limerick. Learn it by heart.

- ▷ The content of this amusing limerick refers to friendship.
- ▷ Play the recording of the limerick to the students while they are reading it silently from their books. Ask if they understand it.

- ▷ Ask the children to read the limerick silently again. After that ask volunteers to read it out with/without your help.
- ▷ Ask more confident students to try to say the limerick without the book.
- ▷ For further ideas about how to use limericks in the classroom see p. 21. (Issue 1 in TB)

RECORDING SCRIPT

Once there were two friends from Ome
Who loved spending their weekends in Rome.
Sue was younger but taller,
Pam was older but smaller,
And their hobby was singing "Sweet Home".



EXTRA IDEA

Ask the children to write word snakes for their friends to solve. Give them a category, e.g. food or animals and specify the word limit, e.g. ten words to find.



Homework Suggestions

- ▷ Ask the volunteers to write a limerick about friendship. If you get nicely constructed limericks, you may wish to print them and pin up on classroom walls.
- ▷ Workbook: ex. 4 p. 21 (writing questions to the answers given), ex. 5 p. 21 (error correction), ex. 6 p. 21 (revision of prepositions).