

3. Music

FRONT PAGE

- Tell the students that you have a secret word for them. You are going to read five sentences, about this secret word one by one, very slowly. If they think they know what the word is, they should not say it, but write it down in their notebooks and raise their hands. Read the following: **1. Everybody likes it. 2. People listen to different types of it. 3. You can hear it at concerts. 4. You can play it on different instruments. 5. Madonna, Eminem, Kayah play it.** (Music)
- When you have read the five sentences and there are still some students who have not raised their hands, you can ask other students to produce more clues about the topic.
- When everybody's hand is up, tell the class that you are going to count to three and then they should say the secret word loud and clear.
- Tell them that this is the topic of the new file they are going to study.

1. Match the instruments to the words.

- Ask the students to open their books on page 33.
- Instruct the children to cover the words and to look at the picture only. Ask: **What is this place?**
- Ask them to work in pairs and tell each other if they know the English names of any of the instruments in the pictures. When they have finished talking, they should uncover the words and check if they were right about any of them.
- Tell the children to work individually now and to match the instruments to the words by writing the appropriate number in the boxes provided, like in the example. Allow **2 minutes** for the activity.
- Ask the students to compare their answers in pairs and then check with the whole class.
- Drill the pronunciation of the words.

ANSWER KEY

- a. piano – 4 b. keyboard – 5 c. violin – 6
d. guitar – 7 e. drums – 8 f. saxophone – 2
g. flute – 3 h. turntable – 1



TEACHING TIP

False friends: The students may be surprised when they find out that the right match to instrument 6 is violin, as they would be likely to believe violin to mean *wiolanczela*. It is worth pointing out to that these above are called 'false friends', i.e. words in two languages which look and/or sound the same but have a different meaning. Explain to the students that most words which look or sound similar in Polish and English will indeed mean the same in both languages, but there are some words, which are different, so the students should always be careful and look them up in a dictionary if they are not sure.



2. Listen and say which instrument you hear.

- Tell the students to work in pairs and to listen to the sounds of the instruments in 1. They should tell each other which instrument they hear.
- Play the tape/CD. Pause after each instrument.
- Play the tape/CD again and elicit answers.

RECORDING SCRIPT & ANSWER KEY

music excerpts: 1. piano 2. flute 3. saxophone
4. keyboard 5. violin 6. guitar 7. turntable 8. drums

3. Label the musicians in the pictures with the words in the box.

- Draw the students' attention to the pictures. Explain that they all show musicians.
- Tell the children to work individually and write the words under the pictures. Allow **2 minutes** for the task.
- Ask the students to compare their answers in pairs and check with the whole class.
- Drill the pronunciation of the words.



EXTRA IDEA

Bring several photos of bands or musicians cut out from a music magazine. Show them to the students and ask what musicians they can see in the photos.

ANSWER KEY

1. DJ 2. singer 3. guitarist 4. pianist 5. drummer
6. violinist

4. Answer the questions.

- Tell the class that they are going to interview you about your favourite band and instruments.
- Ask two volunteers to leave the classroom and wait behind the door but they should try not to eavesdrop what is happening inside.
- Get five students to ask you the questions from ex.4. Warn the class that you are going to answer quietly so they need to concentrate so as to hear you and they must remember your answers.
- When you have finished answering, ask the two volunteers to come back to the classroom. Get the class to report your answers to them.
- Instruct the students to ask and answer the questions in ex.4 in pairs. Tell them to remember their friend's answers, they are allowed to make notes. Set a time limit of **3 minutes** for the task.
- Ask the students to work in different pairs and to report their friend's answers to the new partner.

1. We've just broken a new CD!

Please note that each two-page unit of *SuperKids 3* provides enough material for **two 45-minute lessons**.

| | | | |
|---------------------------|--|---|---|
| objectives | <ul style="list-style-type: none"> to talk and read about different types of music to talk about feelings that music provokes to talk about things people have already/just done and haven't done yet | | |
| target language | | grammar / structures | vocabulary |
| | active | <ul style="list-style-type: none"> present perfect (already, just, yet) | <ul style="list-style-type: none"> types of music: <i>hip hop, techno, heavy metal, pop, folk music, classical music</i> adjectives to describe music: <i>electronic, catchy, traditional, scary, fast, energetic, instrumental</i> adjectives to describe feelings: <i>happy, worried, nervous, sad, relaxed, bored</i> |
| | passive | <ul style="list-style-type: none"> present simple | <ul style="list-style-type: none"> <i>rhymes, concert halls, symphonies, concertos, sonatas, shout, hits</i> |
| materials | compulsory | <ul style="list-style-type: none"> cassette/CD | |
| | optional | <ul style="list-style-type: none"> six drawings of faces and blu-tack or magnets (lesson 2) copies of photocopyable activity p. 162 (one per eight students) (lesson 2) | |
| ścieżki edukacyjne | <ul style="list-style-type: none"> wychowanie do życia w społeczeństwie: wyrażanie uczuć | | |

LESSON 1

GETTING STARTED

- Have a class brainstorm on all possible types of music. Write the students' ideas on the board in one column.
- Ask the students to work in pairs and tell each other which types they like and dislike. Ask several students to report their friend's answers to the class.
- Elicit from the students the names of musicians or bands for each type of music. Write the names in another column.
- Wipe the first column off the board and ask the students to work in pairs and reconstruct all types of music that were in the first column on the basis of the list of bands and musicians.

MOVING ON

1 Are you a music expert? Decide if these sentences are true [T] or false [F].

- Tell the students to open their books on page 34 and underline types of music in the sentences in ex. 1 (*hip hop, techno, heavy metal, pop, folk music, classical music*).
- Check if they mentioned all these types in the Getting Started activity. If not, ask the students to name musicians or bands playing the types of music which were not discussed before.
- Ask the students to work individually and decide if the sentences are true or false.

ANSWER KEY

1. F 2. T 3. F 4. T 5. F 6. F

2 Read the texts and check your answers to 1.

- Tell the students that they are going to read some texts to check their answers to ex.1 and find out more about the six types of music.
- Pre-teach: *rhymes, concert halls, symphonies, concertos, sonatas, shout, hits*.
- Allow **4 minutes** for the activity.
- Tell the students to consult their answers to ex.1 in pairs and then check with the whole class.

3 Listen and say which type of music from 2 it is.

- Explain that now the students are going to hear six short pieces of music. Their task is to identify and write down which type of music from ex. 2 it is.
- Play the tape/CD twice, pausing after each excerpt to give students time to write down the answers in their notebooks.

RECORDING SCRIPT & ANSWER KEY

music excerpts: 1. folk music 2. heavy metal 3. techno 4. pop 5. classical music 6. hip hop

4 Listen to 3 again and describe each type of music with the adjectives in the box. You can use some words more than once.

- Draw the students' attention to the highlighted words in ex. 2. Ask them to read the text again and elicit the explanation of the meaning of these words. You may have to explain *catchy* yourself (*a catchy melody catches your interest, it stays in your mind and is easy to sing*).

- ▷ Tell the children to look at the adjectives in the box in ex. 4, explain that these are the same words which were highlighted in ex. 2.
- ▷ Instruct the students to listen to a piece of music. Play the first music excerpt from the recording in ex. 3. Ask the children which adjectives from the box they can use to describe this piece of music.
- ▷ Tell them to listen to five more pieces and describe them with the adjectives in the box.
- ▷ Check the answers with the whole class; accept all reasonable answers.

5 Label the faces.

- ▷ Tell the students that different types of music can make us experience different feelings.
- ▷ Draw the students attention to the faces and ask them to match the feelings to the faces and write the words under the pictures.
- ▷ Set a time limit of **3 minutes**.
- ▷ Ask the students to compare their answers in pairs and then check with the whole class.
- ▷ Drill the pronunciation of the words.
- ▷ Ask the students to discuss in pairs what types of music they think the faces are listening to.

ANSWER KEY

from left to right: 1. bored 2. worried 3. nervous
4. relaxed 5. happy 6. sad

6 Listen to the music in 3 again.

How do you feel when you listen to these types of music? Why? Tell your friend. Use the words from 4 and 5.

- ▷ Ask the students to work in pairs.
- ▷ Tell them that they are going to discuss how they feel when they listen to the music you are going to play to them and why they feel like that.
- ▷ Draw their attention to the example. Explain that they should use the words from ex. 5 to describe their feelings and the words from ex. 4 to say why they feel in a certain way.
- ▷ Play the first music excerpt from the recording in ex. 3. The students should discuss it for **1 minute** before you play another piece. Repeat the procedure with all excerpts.
- ▷ Ask a few students to share their feelings about the music they heard with the whole class.

7 Look at the pictures. How are these people feeling? Ask your friend.

- ▷ Go through the situations in the pictures with the whole class. Ask: **Where are these people? What are they doing?**
- ▷ Instruct the children to work in pairs and to take turns in asking and answering questions about the feelings of the people in the pictures. Refer the students to the example as a model for their conversation.
- ▷ When they have finished talking, check the answers with the whole class.

ANSWER KEY

2. relaxed 3. happy 4. worried 5. bored 6. sad

Homework Suggestions

- ▷ Workbook: ex. 1, 2, 3 p. 22 (instruments, musicians and vocabulary connected with music), ex. 4 p. 23 (describing feelings).
- ▷ The students choose six types of music, not necessarily the same ones as studied in the lesson, and write six sentences about how they feel when they listen to these types of music and why. They should treat the example in ex. 6 as a model for writing their sentences.

LESSON 2

GETTING STARTED

- ▷ Before class: Prepare large drawings of faces similar to the ones in ex. 5 on A4 sheets of paper. These faces must show the six feelings from ex. 5.
- ▷ In class: Show the children the faces one by one and elicit the feelings they represent. Ask the children to work in pairs and tell each other how they are feeling today and why.



EXTRA IDEA

You will need the drawings of faces from the Getting Started activity. They should be drawn on identical sheets of paper. Mix the sheets and stick them face down on the board with magnets or blu-tack. Number them from one to six. Divide the class into two teams, they should nominate a captain each. The teams take turns in guessing which feeling is hidden under which number. Every time they make a guess you lift the card slightly, so that they can't see the picture, and you either say *Wrong answer* or you confirm their guess, take the picture off the board and award a point to the team. The team who guessed correctly, have another turn. Both teams get 40 seconds to make each decision and then the captain has the final say. The activity finishes when all the pictures have been guessed correctly.

MOVING ON

8 Why are the people in 7 feeling like that? Listen, read and match the conversations to the pictures from 7.

- ▷ Ask the students to open their books on page 34. Tell the children that they will find out more about the situations in the pictures in ex. 7.
- ▷ Ask them to cover the text in ex. 8 on page 35 and to listen to six conversations that are taking place in the pictures in ex. 7. Tell them to write the numbers of the pictures in the notebooks if they think they know which conversation is related to which picture.
- ▷ Play the tape/CD.
- ▷ Instruct the children to uncover the text, read the conversations and write the numbers of the corresponding pictures beside, like in the example.

Explain that they can use their notes from the notebook too while solving the exercise.

- ▷ Allow **3 minutes** for this activity.

RECORDING SCRIPT

1.

Reporter: Why are you sad?

Girl: It's my birthday and my boyfriend hasn't phoned me yet.

2.

Reporter: Why are you worried?

Boys: We've just broken a new CD.

3.

Reporter: Why are you relaxed?

Boy: I've already done my homework.

4.

Reporter: Why are you bored?

Man: I've already read the newspapers.

5.

Reporter: Why are you happy?

Girl: My grandma has just bought me a new bike!

6.

Reporter: Why are you nervous?

Mother: My son hasn't come back from school yet.

- ▷ The children consult their answers in pairs before you check with the whole class.

ANSWER KEY

1. Picture 6 2. Picture 4 3. Picture 2 4. Picture 5
5. Picture 3 6. Picture 1

9 Complete Language Discoveries with *already, just and yet.*

- ▷ Ask the students to look at ex. 8. Draw their attention to fact that there is a new tense – the present perfect – used there. Tell them that they studied it in *SuperKids 2*.
- ▷ Explain to the students that we use the present perfect when we talk about actions that happened a short time ago, but we don't know exactly when, and we can still see their results. Ask what result is visible in the case of conversation 2. (*the broken CD on the floor*)
- ▷ Go over the structure of the tense. Write on the board: *We've just broken a new CD.* Underline 've and broken. Ask: **Od jakiego wyrazu 've jest skrótem?** (*have*), **Co się stanie, jeśli zmienimy „We“ na „She“?** (*'ve zmieni się na has's*), **Od jakiego czasownika pochodzi „broken“?** (*break*), **Jaka jest druga forma/past simple od 'break'?** (*broke*), **Którą formą jest zatem „broken“?** (*trzecią*). **Jaką końcówkę dodamy do czasownika regularnego, np. phone?** (*-d, phoned*). Discuss the structure of negations using examples from ex. 8.
- ▷ Draw the students' attention to the highlighted words in the Language Discoveries box. Elicit in which type of sentences (positive or negative) they can see these words.
- ▷ Ask the students to work individually. They should study the sentences in the box and complete the rules. If they need extra help, they can also look at other sentences with these words in ex. 8.

- ▷ Check the questions and the rules with the whole class.
- ▷ Refer the children to the Grammar Summary on page 134 for further information on this aspect of the present perfect tense and page 145 for the list of irregular verbs.

ANSWER KEY

already in positive sentences, *yet* in negative sentences, *just* in positive sentences

10 Put the words in the correct order. Are these sentences true for you? Write the true sentences, too.

- ▷ Tell the students to look at the sentences in the Language Discoveries box in ex. 9 and discuss the position of the highlighted words in a sentence.
- ▷ Ask the children to put the words in ex. 10 in the correct order to make sentences. Give them **4 minutes** for the activity.
- ▷ Tell them to compare their answers in pairs and then check with the whole class.
- ▷ Ask the children to look back at the sentences and tick the ones which are true for them. Ask them to rewrite in their notebooks all the sentences which are false so that they become true. Remind them to use the present perfect tense and *yet, already or just*.
- ▷ When they have finished, they should exchange their notebooks in pairs and check each other's sentences.
- ▷ Ask several students to read their transformed sentences.

ANSWER KEY

2. I've just written two e-mails. 3. My good friend hasn't talked to me yet. 4. I've already had 3 lessons.
5. I haven't watched TV yet. 6. My teacher has just given me a good mark.

11 Listen and write what has happened. Use the words in the box in the past participle form.

- ▷ Ask the students to look at the phrases in the box. Tell them to listen to six situations and match them to the phrases by writing the number beside.
- ▷ Play the tape/CD.
- ▷ Check the answers with the whole class, you may have to play the recording again if the class are having problems identifying the situations.
- ▷ Ask the students to make sentences in the present perfect about the situations in the order as they appeared on the recording. Remind them that they have to use *have/has*, the past participle form of the verbs in the box and the words in brackets in the correct position. Refer them to the example.
- ▷ Set a time limit of **4 minutes**.
- ▷ Ask several students to read out the sentences.

RECORDING SCRIPT

1. **Woman:** Oh, no!
2. **Man:** We must cook dinner.
Woman: No, it's ready on the table.

- 3. Mother:** Your room is such a mess!
Son: Okay, okay, I'll clean it now.
4. Friends: Oh, no, we're late!
5. Ticket seller: Here's your ticket. That's £30.99, please.
Man: Here you are
Ticket seller: Thank you. Have a nice journey.
6. Teacher: That's the end of the test.
Students: No, we need two more minutes, please!

ANSWER KEY

2. She has already cooked dinner. **3.** He hasn't cleaned his room yet. **4.** The film has already started. **5.** He has just bought a ticket. **6.** They haven't finished the test yet.



SuperKids Sound Player

Listen and say which sentence you hear.

- ▷ Tell the children that sometimes it is hard to hear 've (have) in the present perfect sentence and it seems identical to the past simple sentence.
- ▷ Draw their attention to the pairs of sentences in the box. Ask volunteers to read out the pairs in such a way that 've is audible.
- ▷ Inform the children that you are going to play a recording and they have to decide if they hear a sentence from column A (the present perfect) or from column B (the past simple). They should choose the correct answer in the column on the left.
- ▷ Play the tape/CD.
- ▷ Instruct them to compare their answers in pairs.
- ▷ Check the answers with the whole class.
- ▷ Play the recording again and ask the children to repeat the sentences.

RECORDING SCRIPT

1. I've had breakfast.
2. We bought tickets.
3. You've read the newspapers.
4. I cooked dinner.

ANSWER KEY

1. A **2.** B **3.** A **4.** B

12 Work in pairs.

- ▷ Ask the students to work in pairs. Assign the roles of student A and student B in each pair. Tell all students A to open their books on page 120 and students B on page 125.
- ▷ Explain in Polish that each student A has got four pictures of faces showing different feelings. Each student B has four pictures showing reasons for the feelings.
- ▷ Say to all students A: **Find out why these people are feeling like that. Ask questions to student B.**
- ▷ Explain to students B that they have to give answers using the present perfect.
- ▷ Draw attention to the example as a model conversation.
- ▷ When they have finished discussing the first four pictures, they change roles, now students B find out about the reasons for the feelings of the faces in their pictures.
- ▷ Ask eight pairs of students to repeat their questions and answers about the eight pictures to the whole class.

ANSWER KEY

1. Why is she worried? She has just broken her camera.
2. Why is he tired? He has just cleaned his room.
3. Why are they nervous? They haven't written their Maths test yet.
4. Why are they bored? They have already played all games on their computer.
5. Why are they relaxed? They have just come back from their holidays.
6. Why is he hungry? He hasn't eaten breakfast yet.
7. Why are they sad? They have just watched a love story.
8. Why is she happy? She has already written an article for her English lesson.

PHOTOCOPIABLE 5: What's Happened?

You may wish to do an additional activity with your class. The activity revises the present perfect + *already/just/yet*.
For the Extra Activity go to pp 155 and 162.



Homework Suggestions

- ▷ Workbook: ex. 5, 6, 7 p. 23 (present perfect: positive sentences, negations, questions; *yet, just* and *already*).
- ▷ Ask the students to copy the list of feelings: *worried, tired, nervous, bored, relaxed, hungry, sad, happy*. Tell them to write the names of four people they know very well. At home they should think how these people are feeling at the moment and why. They should use the feelings from the list you dictated and write the explanations in the present perfect and with *already, just* or *yet*. You may wish to provide an example: *My aunt Irena is worried because she has just broken her camera.*

2. I've lived in New York since 2002

Please note that each two-page unit of *SuperKids 3* provides enough material for **two 45-minute lessons**.

| | | | |
|---------------------------|---|---|---|
| objectives | <ul style="list-style-type: none"> • to read about musicians • to talk and write about a music band • to talk about situations that started in the past and continue up to the present | | |
| target language | | grammar / structures | vocabulary |
| | active | <ul style="list-style-type: none"> • present perfect (for, since) • play basketball vs play <i>the</i> guitar | |
| | passive | <ul style="list-style-type: none"> • present simple | <ul style="list-style-type: none"> • instruments • types of music • <i>elements of hip hop, recorded, an album</i> |
| materials | compulsory | <ul style="list-style-type: none"> • cassette/CD | |
| | optional | <ul style="list-style-type: none"> • copies of photocopiable activity p. 165 (one per pair) (lesson 1) | |
| ścieżki edukacyjne | <ul style="list-style-type: none"> • edukacja czytelnicza i medialna (muzyka) | | |

LESSON 1

GETTING STARTED

- ▷ Play a version of HANGMAN. On the board draw twelve steps leading to the water where a shark is waiting. Elicit the name of the animal. At the top of the stairs draw a stick man. Tell the students that this man is their representative and he has three lives. Through the game you are going to revise the names of 8 instruments – one at a time – (*piano, keyboard, violin, guitar, drums, saxophone, flute, turntable*). Draw dashes corresponding to the number of letters in the instrument and the children guess the letters. For each incorrect guess the stick man goes one step down. The shark can eat him three times before the game is over.
- ▷ If somebody thinks they know the word, they have to raise their hand, say it and spell it correctly. Write the names of the instruments they guessed in some free space on the board.
- ▷ When the game is finished and all eight instruments written on the board, ask the students to work in pairs and decide in which type/s of music these instruments are often played.
- ▷ Check the answers with the whole class.

MOVING ON

1 Answer the questions.

- ▷ Instruct the students to open their books on page 36. Tell them to work in pairs to ask and answer the questions.
- ▷ Allow **2 minutes** for the activity.
- ▷ Have several students report their friend's answers to the whole class.

2 Complete the interview with the questions. Listen and check your answers.

- ▷ Focus attention on the photo. Explain that this boy, Steve, goes to music school where he plays two instruments, and he also plays in a band.

- ▷ Ask the students to guess which instruments he plays and what kind of music his band plays.
- ▷ Tell the students to scan the interview to check their guesses.
- ▷ Ask the children to read the three questions. Elicit who asks them in the interview: Steve or the reporter.
- ▷ Tell the students to complete the interview by putting the reporter's questions in the correct places.
- ▷ Play the tape/CD for the students to check their answers.

RECORDING SCRIPT & ANSWER KEY

Reporter: You're English but you live in the USA. **How long have you lived in New York?**

Steve: I've lived in New York since 2002. My father is a violinist in the Philharmonic Orchestra here.

Reporter: And you want to be a musician too. **How long have you had lessons at the School of Music?**

Steve: I've had piano and saxophone lessons for 4 years.

Reporter: Do you want to play classical music in the orchestra with your father?

Steve: No, I prefer pop music. I'm in a band with Carl and Gaby. We sometimes play small pop concerts for our families and friends.

Reporter: **How long have you known Carl and Gaby?**

Steve: I've known Carl for 10 months, and I've known Gaby since last summer. We are very good friends and we want to be a very famous band in the future!

3 Complete Language Discoveries with *for* and *since*.

- ▷ Tell the students to look at the sentences with highlighted words in ex. 2. Ask which grammatical tense appears in these sentences. (*the present perfect*)
- ▷ Instruct the students to look at the sentence: *I've lived in New York since 2002*. Ask: **Does Steve live in New York now?** When you hear a confirmation draw one big circle on the right side of the board and write *Now* underneath. Write *Steve lives in New York* inside this circle. Then ask:

In which year did he start living in New York? When the students have answered, draw a circle on the left side of the board and label it *Past*. Write *He started living in New York in 2002.* inside that circle. Then draw a third circle in the middle, partially overlapping both the *Now* and the *Past* circles. Label it *present perfect* and write *Steve has lived in New York since 2002* inside.

- ▷ Explain to the students: **Czasu present perfect używamy, kiedy mówimy o sytuacjach, które rozpoczęły się w danym czasie w przeszłości i trwają do teraz.**
- ▷ Go over the remaining examples of the present perfect in the interview getting the students to make *Now/Past/present perfect* sentences.
- ▷ Draw attention to the Language Discoveries box and the two graphs. Ask the children: **Które z tych słów: for czy since jest używane z wyrażeniami oznaczającymi jakiś moment lub czas w przeszłości? (since), Które z tych słów jest używane z wyrażeniami określającymi pewien okres czasu, który się jeszcze nie zakończył? (for)**
- ▷ Tell the children to complete the sentences and the rules in the Language Discoveries box.
- ▷ Check the answers with the whole class.
- ▷ Refer the students to the Grammar Summary on page 135 for further information on this aspect of the present perfect.

ANSWER KEY

... for 4 years. ... since last summer. a) for b) since



EXTRA IDEA

Dictate the following to the students: *last Sunday, five weeks, three days, February, 2004, March, last year, 4 months, one hour, five minutes*. Tell them to work individually and decide if these expressions are used with *for* or with *since*. **After 2 minutes**, give them a clue: five expressions are used with *for* and five with *since*. Allow them to make changes after they have heard the clue and instruct them to compare their lists in pairs. Ask one pair to report their answers to the whole class.

4 Work in pairs.

- ▷ Tell the students that they are going to act out the interview from ex. 2.
- ▷ Put the children in pairs and assign the roles of student A and student B.
- ▷ Tell students B to close their books and imagine that they are Steve. They are going to answer their friend's questions using the present perfect.
- ▷ Instruct students A to take the part of the reporter and ask the questions from ex. 2 to students B.
- ▷ When the students have finished the interview, they change roles.
- ▷ Ask one pair to present their interview to the class.

5 Complete the questions and the answers in the interview with Gaby.

- ▷ Draw attention to the photo. Tell the students that they have 30 seconds to find in the interview in ex. 2 who this

girl is. (*She is Gaby, Steve's friend, she plays in a band with him*)

- ▷ Ask the students to work individually and to complete the interview with Gaby. Explain that they need to use the present perfect tense and *for* or *since*. Give them **2 minutes** for the task.
- ▷ Tell the children to compare their answers in pairs and then ask one pair to read out the complete interview to the whole class.
- ▷ Ask the class to close their books and test their memory by asking questions about the interview, e.g. **How long has Gaby known Steve? How long has she lived in New York? How long has she had guitar lessons?**

ANSWER KEY

... have you lived for, ... have you had
... since ...

6 Complete questions 1 – 3. Write your own questions 4 and 5. Ask your friend all the questions.

- ▷ Write on the board *I live in* + the name of your town and *I started living here in* + the year. Get the students to join these sentences into one using the present perfect. If they need help, refer them to the Language Discoveries box.
- ▷ Ask the students to think quietly how they would ask the question in the present perfect to which your answer would be *I've lived in* (+ the name of your town) *since* (+ the year). Tell them to look at the example sentence to check their ideas.
- ▷ Instruct the students to make questions 2 and 3 in the present perfect. Tell them to use the example as a model structure.
- ▷ After you have checked the answers, inform the students that they have to write two more questions about something that started in the past and continues up to now. Allow them to use the same verbs as in questions 1–3, if they are having problems coming up with ideas. Make sure they change the nouns though. Allow **2 minutes** for the task.
- ▷ Ask several students to read their sample questions to you.
- ▷ Instruct the children to work in pairs to ask and answer the questions. They should use the present perfect with *for* or *since* in their responses. Demonstrate the activity with a good student.

ANSWER KEY

2. How long have you known your best friend?
3. How long have you had this book? 4./5. students' own answers

PHOTOCOPIABLE 6: Why Are You Tired?

You may wish to do an additional activity with your class. The activity revises the present perfect (*for* and *since*).

For the Extra Activity go to pp 155 and 165.

Homework Suggestions

- ▷ Workbook: ex. 1 p. 24, ex. 5 p. 25 (present perfect with *for* and *since*), ex. 2 p. 24 (completing an interview with a pop star).
- ▷ The students write five sentences in the present perfect about their friend, based on the answers they received in ex. 6.

LESSON 2

GETTING STARTED

- ▷ Ask the students to draw in their notebooks a *triangle*, a *circle* and a *square*. Tell them to write four types of music in the triangle, four bands or musicians in the circle and four instruments in the square.
- ▷ Instruct them to work in pairs and guess what their friend has written in each of the categories. One person makes guesses about the three topics. He/she has four guesses per category, each time they say something that is on the friend's list they get a point. When they have finished guessing they change roles.
- ▷ Find out who got the highest number of points in the class and congratulate them.

MOVING ON

7 Interview your friend.

- ▷ Tell the students to open their books on page 37. Get three students to ask you the questions.
- ▷ Instruct them to ask and answer the same questions in pairs.
- ▷ Ask a few students to report their friend's answers to the whole class.

8 Read the text about a school band.

- ▷ Focus attention on the picture. Explain to the students that Melissa is pointing at her favourite band's CD. Ask the children to guess what music her favourite band plays. (*pop with elements of hip hop*)
- ▷ Tell them to read the text and check their ideas.
- ▷ Pre-teach: *elements of hip hop, recorded, an album*.
- ▷ Set a time limit of **3 minutes** for the reading task.
- ▷ Ask the class: **Which musician in the band is interesting in your opinion? Why?**

9 Write *Chez, Ghost, Fire or Bella* next to the sentences.

- ▷ Ask the children to work individually and write the nicknames of the musicians next to the sentences. Refer the students to the text in ex. 8.
- ▷ Allow **3 minutes** for the activity.
- ▷ Tell the students to compare their answers in pairs and then check with the whole class.

ANSWER KEY

1. Bella
2. Ghost
3. Fire
4. Bella
5. Chez
6. Fire
7. Fire

HAVE A LOOK!

- ▷ Draw the students attention to the Have a Look! box.
- ▷ Go through the examples with the students.



EXTRA IDEA

Conduct a class survey on which sports, games and instruments your students play. Ask two volunteers to write the results on the board: one writes sentences which require *the*, e.g. *1 student plays the keyboard*, and the other one those which don't, e.g. *10 students play volleyball*.

10 Memory game. Cover the text in 8 and 9. How much do you remember about NEXT? Tell your friend.

- ▷ Ask the children to work in pairs. Tell them to cover the text in ex. 8 and 9 and try to reconstruct the description of Next.
- ▷ Tell them to take turns in making sentences about the band.
- ▷ After **3 minutes** elicit the description from the whole class. Don't correct the students' ideas.
- ▷ Finally, allow the students to compare what they remembered with the text in ex. 8 and 9.
- ▷ Sum up which facts they remembered correctly.



TEACHING TIP

Positive reinforcement: If the students are taught to focus on and appreciate what they can do in a given exercise rather than investigate their mistakes, they become encouraged to make guesses, experiment with the language and speak up their minds more openly. With very difficult tasks you may encourage students by promising them a treat, like a game or a song.

Write now!

Write a description of your favourite band. It can be a real band or you can imagine it.

- ▷ Tell the children that they are going to write a description of their favourite band: either real or fictional.
- ▷ Refer them to the Writing Tip on page 130. Discuss all the elements of the description with your students and address any questions they might have.
- ▷ Ask the children to prepare the first draft of their description in class. Suggest using some of the phrases from ex.10 on page 37.
- ▷ Allow **10 minutes** for this activity.
- ▷ Walk around the classroom and monitor their work, providing help where necessary.
- ▷ Tell the students to take the drafts home to make a clear copy of the description and to illustrate it.
- ▷ When you have assessed their complete descriptions, encourage the children to keep them in their Language Dossier.



Homework Suggestions

- ▷ Workbook: ex. 3 p. 24, ex. 4 p. 25 (writing and completing texts related to music), ex. 6 p. 25 (play + instruments & sports), ex. 7 p. 25 (writing about music preferences).
- ▷ The students finish their band descriptions from the Write now! activity.

3. Have you ever met a famous musician?

Please note that each two-page unit of *SuperKids 3* provides enough material for **two 45-minute lessons**.

| | | | |
|---------------------------|--|--|---|
| objectives | <ul style="list-style-type: none"> • to listen and talk about life experiences • to play a board game and answer the questions in it • to write about adventures in the game | | |
| target language | grammar / structures | | vocabulary |
| | active | • present perfect (ever, never) | • general revision of vocabulary from files 1-3 |
| | passive | | • <i>live concert</i> |
| materials | compulsory | <ul style="list-style-type: none"> • cassette/CD • photocopies of the instructions for the Game Master for each group of four students p. 176 (lesson 2) | |
| | optional | | |
| ścieżki edukacyjne | <ul style="list-style-type: none"> • edukacja prozdrowotna (sporty) • edukacja czytelnicza i medialna (muzyka) • wychowanie do życia w społeczeństwie: wychowanie patriotyczne i obywatelskie – państwo | | |

LESSON I

GETTING STARTED

- ▷ On the board draw a line and a few stick figures along it, gradually from a baby to a grown up person. Say that this figure represents you, you may label the smallest baby the diminutive version of your name, e.g. *Anetka*.
- ▷ Explain that this is your life so far. At the top of the board write *In my life ...* and four sentences randomly along the line, two should be true and two false (but don't tell it to your students yet), e.g. ***I've made pizza at home, I've been on TV, I've climbed a mountain, I've talked to a German person.***
- ▷ Tell the students that these are things you have done in your life. Ask one student: ***Have you ever made pizza at home?*** Give him or her two options for an answer: ***Yes, I have*** or ***No, I haven't. I've never made pizza at home.*** Write the question and the two possible answers on the board. Ask the children to work in pairs and interview each other about the four experiences on the board, using the written dialogue as a model.
- ▷ Ask a few pairs to demonstrate their dialogues to the class.
- ▷ Finally, say: ***Only two sentences on the board are true for me. I've never done the other two things. Can you guess which are false?*** Elicit responses in the structure: *You have never ...*

MOVING ON

1 Match the answers to the questions.

- ▷ Tell your students to open their books on page 38 and study the questions. Explain that these are the reporter's questions.
- ▷ Pre-teach: *live concert*.
- ▷ Ask: Who answered these questions? (*Lisa*)
- ▷ Instruct the students to work individually and match Lisa's answers to the questions.
- ▷ Allow **2 minutes** for the activity and then ask the children to compare their answers in pairs.

- ▷ You may either wish to check the answers with the whole class or play the first dialogue from the recording in ex. 2 where students can listen to the whole interview with Lisa.

ANSWER KEY

2. a 3. b 4. c

Remember?

- ▷ Focus attention on the Remember? box. Remind the students that they studied this structure in *SuperKids 2* for the first time.
- ▷ Ask: ***Jak wygląda pytanie o czyjeś życiowe doświadczenia? W jakim czasie jest ono zadane? Jakie słówko pojawia się w tym pytaniu, a w języku polskim brzmi ono „kiedykolwiek”?*** Elicit two more questions in this structure.
- ▷ Ask: ***Czy w ramce Remember? możecie odnaleźć zdanie, w którym mówimy, że czegoś nigdy nie robiliśmy w naszym życiu? W jakim czasie jest to zdanie? Czy znajduje się w nim słówko „not”? Jakie inne słowo występuje w tym zdaniu, które sprawia, że to zdanie jest przeczące?***
- ▷ Refer the children to the Grammar Summary on page 135 for further information on this aspect of the present perfect.



2 A reporter asked the questions from 1 to three school children. Listen and complete the chart.

- ▷ Tell the students to look at the chart. Tell them that three children in the photos answered four questions about their music experiences.
- ▷ Inform the students that they are going to listen to what the children said and complete the chart with their answers.
- ▷ Draw their attention to the first column and Lisa's answers. Explain that if a child answered yes, they must write additional information suggested by the words in brackets in the first column.

- ▷ Play the tape/CD twice.
- ▷ When the students have compared their answers in pairs, check with the whole class.

RECORDING SCRIPT

1. Lisa

Reporter: Have you ever met a famous musician?

Lisa: Yes, I have – Robbie Williams!

Reporter: Have you ever played a musical instrument?

Lisa: Yes, I have. I've played the guitar for 3 years but I don't play very well.

Reporter: Have you ever bought a CD?

Lisa: No, I haven't. I've never bought a CD. They are too expensive for me.

Reporter: Have you ever seen a live concert?

Lisa: Yes, I have. I've seen many live concerts, but only of students at my school.

2. Marek

Reporter: Have you ever met a famous musician?

Marek: Yes, I've met Kazik.

Reporter: Have you ever played a musical instrument?

Marek: No, I haven't. I've never played any instrument.

Reporter: Have you ever bought a CD?

Marek: Yes, I have. I've bought a CD with classical music for my grandmother.

Reporter: Have you ever seen a live concert?

Marek: I've seen a live concert of Natalia Kukulska.

3. Charlotte

Reporter: Have you ever met a famous musician?

Charlotte: No, I haven't. I've never met any famous people.

Reporter: Have you ever played a musical instrument?

Charlotte: Yes, I've played the flute and the piano.

Reporter: Have you ever bought a CD?

Charlotte: Yes, I've bought a lot of folk music CDs.

Reporter: Have you ever seen a live concert?

Charlotte: No, I haven't. I've never seen any live concerts. My mum says I'm too young!

ANSWER KEY

Lisa: Robbie Williams, the guitar, no, students at school;

Marek: Kazik, no, with classical music, Natalia Kukulska;

Charlotte: no, the flute & piano, with folk music, no

3 Work in pairs.

- ▷ Ask your students to work in pairs. Assign the roles of student A and B.
- ▷ Explain that students A are reporters. Ask them to read the questions from ex. 1 to their friend.
- ▷ Tell students B to close their books, listen and answer their friend's questions.
- ▷ When the children have finished the interview, they change roles.
- ▷ Ask a few students to report their friend's answers to the class.

4 Complete the questions.

- ▷ Tell the children to work individually and complete the questions. Draw their attention to the examples. Remind them to use *has* with the third person singular.

- ▷ Allow **3 minutes** to complete the task.
- ▷ Tell the children to check the answers in pairs and then ask a few students to read their questions to the whole class.

ANSWER KEY

3. Have you ever seen a Chinese film? 4. Have you ever broken your leg? 5. Has your friend ever played the saxophone? 6. Has your teacher ever lived abroad? 7. Have you ever met a famous person?

5 Write the answers to the questions in 4. If the answer is *no*, make a sentence with *never*.

- ▷ Ask the students to write the answers to the questions in ex. 4 in their notebook.
- ▷ If they don't know the answer to question 6, they should ask you the appropriate question in English.
- ▷ Remind them to make sentences with *never*, when the answer is *no*.
- ▷ Set a time limit of **4 minutes**. Walk around the classroom and monitor the work.
- ▷ Tell individual students to ask the questions from ex. 4 to anyone they wish in class. The person asked should read out their answers.

Homework Suggestions

- ▷ Workbook: ex. 1, 3 p. 26, ex. 4 p. 27 (present perfect: questions, short answers, negations; *ever* and *never*), ex. 2 p. 26 (completing the Internet chat), ex. 5 p. 27 (completing a dialogue about a music star).
- ▷ Students write five sentences with *never* about the things they have never done in their life but would like to do in the future, e.g. *I've never been to Brazil, I've never seen AC Milan match live.*

LESSON 2

GETTING STARTED

- ▷ Elicit from the students the topics of the three files they have studied so far in the Student's Book. (*the European Union, sports, music*)
- ▷ Write *The European Union* on the board. Ask the students to stand up. Tell them that they are going to name the European Union countries, each person has 5 seconds to come up with a EU country, different to the ones mentioned before. If they can't do it or if they repeat the word said before, they sit down. Students form a chain, start the activity from one side of the classroom. Finish when all students have sat down or when they have named all the 25 EU countries.
- ▷ Play the second round with the whole class asking them to name all the words they associate with sports (equipment, places, particular sports, but not names of sportspeople) and the third round with all the words connected with music (types of music, instruments, but not proper names of bands or musicians).

MOVING ON

6 Play the space game.

Read the instructions.

(see photocopiable material p. 176)

- ▷ Tell the students to open their books on page 39.
- ▷ Inform them that they are going to play the space game. Draw their attention to the elements of the board: comets, rockets, planets and aliens. Ask the class to read the instructions and tell you what each symbol above means in the game.
- ▷ Ask the students to work in groups of four and within the group to choose the Game Master.
- ▷ Photocopy the instructions on p. 176 for each Game Master. Ask all Game Masters to read the worksheet and deal with any questions they might have.
- ▷ Tell the students to play the game.
- ▷ Walk around the classroom and monitor the work, but do not interrupt the game, you may wish to note down any mistakes you hear and discuss them with the class when the game is finished.
- ▷ If one group finish much earlier than the others, another person can take the Game Master's question sheet and direct questions at the people in the group.

7 Write about your adventures in space.

Use the present perfect and the words in the box. Together with your friends from the group compare your experiences.

- ▷ Ask the students to write about the adventures they have just had in the game. They should choose appropriate experiences from the box and make sentences in the present perfect with them. Tell them to cover the sentences in the game in ex. 6.
- ▷ As to the remaining phrases in the box, tell the students to make sentences about the adventures they have never had. They should use *never* and the present perfect tense.
- ▷ Go through the examples together with the class and set them as models for the students' sentences.
- ▷ Allow **5 minutes** for the activity. Walk around the classroom and monitor the work.
- ▷ Tell the children to work in the same groups as in ex. 6 and to read their sentences to compare their experiences.
- ▷ Ask a few volunteers to read their sentences.

Homework Suggestions

- ▷ Workbook: ex. 6 p. 27 (revision of vocabulary from Files 1-3).



TEACHING TIP

Noting down mistakes: When the students are deeply involved in an activity or they are speaking fluently about a topic, it works to their disadvantage to interrupt and correct them. The best way for the teacher is to note down the mistakes heard and discuss them after the activity is finished. It is useful for the teacher to use a ready form for noting down mistakes, such as the one on the right, with example mistakes.

| GRAMMAR | VOCABULARY | PRONUNCIATION | L1 |
|----------------------|----------------------|-------------------------------------|--------|
| They playing tennis. | He trains the drums. | Ireland – said the way it's written | płatwy |

Extreme Game! & Time for a Chat!

Please note that each two-page Extreme Game! provides enough material for **one 45-minute lesson** and each one-page Time for a Chat! should be covered within **one 45-minute lesson**.

| | | | |
|---------------------------|---|---|--|
| objectives | <ul style="list-style-type: none"> • to read and act out a story • to offer food • to accept and reject offers of food | | |
| target language | active | grammar / structures | vocabulary |
| | passive | <ul style="list-style-type: none"> • present perfect | <ul style="list-style-type: none"> • phrases for offering food: <i>Would you like something to eat?, Please have some ..., Please have some more ...</i> • phrases for accepting offers of food: <i>Yes, please., I'm very hungry., I haven't eaten lunch yet., It's delicious.</i> • phrases for rejecting offers of food: <i>No, thank you., I'm fine., I've just had dinner., I've already eaten too much.</i> • <i>goddess, palm trees, owns, palace, creatures, join, poison, delicious, soup</i> |
| materials | compulsory | <ul style="list-style-type: none"> • cassette/CD | |
| | optional | <ul style="list-style-type: none"> • magazine cut outs of dishes for Extra Idea (lesson 2) | |
| ścieżki edukacyjne | <ul style="list-style-type: none"> • wychowanie do życia w społeczeństwie: prawidłowe komunikowanie, asertywność | | |

LESSON 1: Extreme Game!

GETTING STARTED

- ▷ To revise the names of instruments write on the board the following scrambled words: IUARTG, RDUSM, NOLIVI, OPANI, TUELF, HXANOOPES, YEKOBADR. (*guitar, drums, violin, piano, flute, saxophone, keyboard*)
- ▷ Tell the students to work individually. They should put the letters in order to find the names of instruments.
- ▷ Allow **2 minutes** for the activity.
- ▷ Ask individual students to come to the board and write the names of the instruments. Make sure all words are spelt correctly.

MOVING ON

- ▷ Tell the students to open their books on pp 40 and 41 and look at the pictures but not read the text yet. Elicit the summary of the previous episode of the Extreme Game! by asking the following questions to the students:
How many SuperKids are there? What are their names? Which place did they visit in the last episode of the game?

1 Listen and read.

- ▷ Ask the children questions about the new episode:
Where are the SuperKids now? What does this planet look like? Who lives there?
- ▷ Tell the students to listen to and read the Extreme Game! to find out more about the planet and the children's adventures there.
- ▷ Pre-teach: *goddess, palm trees, owns, palace, creatures, join, poison, delicious, soup.*
- ▷ Play the tape/CD.
- ▷ Focus the students' attention on the last picture. Tell them to help the characters in the story find out where they must go now. They should read the sentences describing this place and put the letters in order to find the name of the planet.
- ▷ Set a time limit of **1 minute** for this task.
- ▷ Check the answer with the whole class.
- ▷ Ask the students if they like this planet and if they think that the SuperKids should stay there and teach the girls how to play the instruments.

RECORDING SCRIPT

1.

Alice: It's so amazing here on Venus, it's an ideal place!

Jacob: In mythology Venus was the goddess of love and beauty, so the planet must be wonderful.

Daniel: It's like a dream. Look at the palm trees, the sea and this palace!

Alice: Do you want to go for a swim or visit the palace?

Jacob: Let's see who lives here. I'm hungry. I hope the creatures on this great planet can give us something to eat.

2.

Daniel: The person who owns this palace must be very rich.

Jacob: Look at these beautiful girls!

Alice: They're not that pretty, their ears are strange!

Daniel: Hello! We've just landed on this planet.

Donatella: What a surprise! We love guests. My name is Donatella. Come here, join us at the table, please.

Alice: There are no boys or men here.

Daniel: I don't care, it's a fantastic place.

3.

Donatella: Is this your first visit to Venus?

Jacob: Yes, we've already been to Neptune and the Moon, but this place is perfect!

Donatella: Would you like something to eat?

Daniel: Yes, please. We haven't had lunch yet.

Alice: This may be poisonous, don't eat it.

Jacob: Stop it! They're being very nice to us.

Daniel: Mmm, it's delicious!

Donatella: Alice, please have some chocolate ice cream!

Alice: No, thank you, I'm fine.

4.

Donatella: Jacob, please have some more soup.

Jacob: No, thank you, I've already eaten too much.

Daniel: You've got a lot of instruments here.

Donatella: We can play our music for you.

Jacob: I'm sure you are fantastic musicians.

Alice: Oh, no! This is really awful. Have you ever played these instruments before or is this your first time?

Donatella: We've played them for many years, why don't you like our music?

Daniel: Please, don't be sad. I can teach you to play these instruments really well.

5.

Jacob: I have an idea. Let's stay here for a few months, play music and rest from school!

Alice: No, we can't. Do you want to spend your life sitting here and doing nothing? It's so boring here.

Daniel: You're right, Alice. We must go.

Donatella: NO! You must stay here and teach us to play music beautifully. We hate it when we are not perfect! And we can be dangerous, too!

Alice: Watch out!

Jacob: Run away! I can stop them.

Daniel: Wait, there's our screen here, under the piano!

Alice: Okay, I can read it, just give me a minute.

Can you read the message?

Where must the SuperKids go now?

ANSWER KEY

Go to **Jupiter**.

2 Decide if the sentences about the Extreme Game! are true or false. Go to your workbook, p. 28, ex. 2.

- ▷ Tell the students to open their workbooks on page 28.
- ▷ Explain that they should work individually and decide if the sentences are true or false. They should try to do the activity first without looking back at the Student's Book.
- ▷ When they have compared their answers in pairs, ask them to check these in the pictures and the text in the Extreme Game! in the Student's Book.
- ▷ For the sentences they marked *false*, tell them to write the correct versions in their notebooks.
- ▷ Ask a few students to read their answers to the class, for every false statement they should read the correct answer, too.

3 Choose one scene. Act it out.

- ▷ Tell the students that they are going to act out the chosen scene from the Extreme Game!
- ▷ Ask them to work in groups of three or four. If they choose scene 1, their group must consist of three people, in scenes 2-5 there are four speaking roles, so these must be taken by groups of four students.
- ▷ Allow about **5 minutes** for practising acting out the scene.
- ▷ Ask a few groups to perform the scene in front of the whole class.
- ▷ Encourage an applause from the whole class after each performance.

Homework Suggestions

- ▷ Workbook: ex.1, 3 p. 28 (vocabulary), ex. 4 p. 28 (answering questions about music and hobbies).
- ▷ Ask the students to write their own puzzle, similar to the one in the last picture of the Extreme Game! Tell the children to choose six words they have learnt in this file and to write them in such a way that the letters are mixed.

LESSON 2: Time for a Chat!

GETTING STARTED

- ▷ If you set the second homework activity in the previous lesson, begin with the students exchanging their scrambled words and trying to put the letters in order.
- ▷ Tell the students that they are going to learn how to politely say *yes* and *no* to offers of food.
- ▷ With the books closed, ask the students what they would say in the following situations: **Co powiecie, jeśli ktoś zaproponuje wam coś do jedzenia, a jesteście głodni? Jak zareagujecie, jeśli ktoś wam proponuje dokładkę, a danie wam bardzo smakuje? Jak grzecznie odmówicie, jeśli ktoś proponuje wam coś do jedzenia, a wy jesteście po obiedzie? Jak grzecznie już najedzeni?**
- ▷ Write their ideas on the board.

MOVING ON

1 Read and listen.

- ▷ Tell the children to open their books on page 42 and listen and read what else they can say when they want to say *yes* or *no* to offers of food. Play the tape/CD.
- ▷ Go through all the expressions explaining the phrases that the students find unclear.
- ▷ Remind the students that it is not polite to say *I don't like it*, when somebody offers them food, teach them that phrases like *No, thank you, I'm fine/I've just had dinner*. are better.

RECORDING SCRIPT

- A: Would you like something to eat?
B: Yes, please. I'm very hungry. I haven't eaten lunch yet.
A: Would you like something to eat?
B: No, thank you. I'm fine. I've just had dinner.
A: Please have some chocolate ice cream.
B: Thank you.

- B: Thank you.
A: Please have some chocolate ice cream.
B: No, thank you. I'm fine.
A: Please have some more soup.
B: Thank you. It's delicious.
A: Please have some more soup.
B: No, thank you. I've already eaten too much.

Intonation practice. Listen and repeat.

- ▷ Inform the students that they are now going to practise the intonation of the phrases in the exercise above.
- ▷ Tell the students to listen to the recording again and to repeat each phrase. Remind them that all the phrases are written in the box in the exercise above, so they may look at them while they are listening and repeating.
- ▷ Play the tape/CD and pause it after every phrase to give the students time to repeat after the speaker.



EXTRA IDEA

Before class: Cut out photos of various dishes and types of food from magazines. There should be enough photos for half the students in your class.

In class: Divide the class into two groups. Tell one group that they are having a party and they are hosts. Inform the students in the second group that they are guests at a party. Distribute the magazine cut outs to the hosts in groups. Tell them that they have to offer the food in their photo to the guests, using an appropriate offering phrase. Ask the guests to accept or reject the offers of food, depending if they like this dish at all or if they would like to eat it at the moment. They should use appropriate phrases studied during the lesson. The students mingle offering food and responding for **3 minutes**. After this time, the hosts give their photos to the guests and they change roles. Continue the activity for **3 more minutes**.

Work in pairs. Complete the dialogues for pictures 1 and 2. Write your own dialogues for pictures 3 and 4. Act out the dialogues with your friend.

- ▷ Focus attention on the illustrations to the dialogues. Discuss the pictures with the whole class. Elicit from the students if they think the pictures show someone accepting or rejecting an offer of food.
- ▷ Ask your students to work in pairs to complete the dialogues for pictures 1 and 2 and write their own for pictures 3 and 4. Tell them to use the phrases from the box at the top of the page. Set a time limit of **4 minutes** for the task.
- ▷ Go around the classroom and monitor the work.
- ▷ When they have finished writing, ask them to act out the dialogues. Allow **4 minutes** for this activity.
- ▷ Ask a few pairs to act out the dialogues to the whole class.

Homework Suggestions

- ▷ Workbook: Time for a Chat! p. 29 (matching pictures & phrases).

Culture File

Please note that each one-page Culture File provides enough material for **one 45-minute lesson**.

| | | | |
|---------------------------|--|---|---|
| objectives | <ul style="list-style-type: none"> to read an article about music festivals in Europe to listen to a folk song from Scotland | | |
| target language | grammar / structures | | vocabulary |
| | active | | <ul style="list-style-type: none"> stage, free, open-air, playground, discount |
| | passive | <ul style="list-style-type: none"> present simple present perfect | <ul style="list-style-type: none"> circus, thank vocabulary from the song: <i>lassie, where's your troosers, kilt, slippery, I was feared, I had nay on my troosers, delight, islanders</i> |
| materials | compulsory | <ul style="list-style-type: none"> cassette/CD | |
| | optional | <ul style="list-style-type: none"> copies of a self-prepared worksheet with comprehension questions (one per each pair of students) for Extra Idea | |
| ścieżki edukacyjne | <ul style="list-style-type: none"> edukacja czytelnicza i medialna (festiwale muzyczne) wychowanie do życia w społeczeństwie: wychowanie patriotyczne i obywatelskie (dialekty języka) | | |

GETTING STARTED

- ▷ Elicit from the students as many types of music as possible and write them on the board.
- ▷ Tell the students to think if they know of any music festivals in Poland and abroad where they can hear these types of music.
- ▷ If they are having troubles, you can prompt them with some names, like *Sopot, Eurovision, Metalmania, San Remo, Opole, Wratislavia Cantans* and ask what types of music are played at those festivals.
- ▷ Ask the children to work in pairs and tell their friend which of these festivals they would like to see live and why.

MOVING ON

1 Answer the questions.

- ▷ Tell the students to open their books on page 43.
- ▷ Ask them to answer the questions in pairs.
- ▷ Elicit the students' ideas for questions 1 and 2.
- ▷ Ask whether anybody has been to a music festival and if anyone confirms, tell the person to share their experiences with the class. Accept the answers in Polish if students lack linguistic means to express their ideas.

2 Read the texts.

- ▷ Tell the students to check their ideas about the photos by reading the texts accompanying them.
- ▷ Pre-teach: *circus, thank*.
- ▷ Set a time limit of **4 minutes**.
- ▷ Discuss with the class which festival they find really interesting and why.

3 Complete the crossword with the highlighted words from 2 and find out what music fans think about these festivals.

- ▷ Focus the children's attention on the highlighted words in ex. 2. Tell them that they have to complete the puzzle with these words, whose meaning they need to find out.
- ▷ Ask the students to read the whole sentences with the highlighted words and try to guess from the context what the latter mean. Then they should read the clues in the puzzle to check if they guessed correctly. Finally they should complete the crossword.
- ▷ Tell the students that once they have completed the crossword, they will find out the password, which expresses what music fans think about the three festivals.
- ▷ Before you check the answers with the whole class, ask the children to compare their solved crosswords in pairs.
- ▷ Drill the pronunciation of the words.
- ▷ Focus attention on the illustrations to the dialogues. Discuss the pictures with the whole class. Elicit from the students if they think the pictures show someone accepting or rejecting an offer of food.
- ▷ Ask your students to work in pairs to complete the dialogues for pictures 1 and 2 and write their own for pictures 3 and 4. Tell them to use the phrases from the box at the top of the page. Set a time limit of **4 minutes** for the task.
- ▷ Go around the classroom and monitor the work.
- ▷ When they have finished writing, ask them to act out the dialogues. Allow **4 minutes** for this activity.
- ▷ Ask a few pairs to act out the dialogues.

ANSWER KEY

1. stage 2. free 3. open-air 4. playground 5. discount
Password: great



EXTRA IDEA

To check comprehension of the texts you may wish to prepare a worksheet (one copy per each pair of students) with the following sentences: 1. Glastonbury festival is *three/nine* days long. 2. Parents can bring their children to the festival because *300 bands play concerts/there are special attractions for them*. 3. During Przystanek Woodstock folk musicians play on a *small/big* stage. 4. Music bands who play at Przystanek Woodstock are *only from Poland/from many countries*. 5. Kaustinen Folk Music Festival has been in Finland *only for nine years/for many years*. 6. Tickets for the festival in Finland are *expensive/cheap* for adults. Tell the students to circle the correct answers. Before they compare their answers with the text in the book, they should consult with another pair.



4 Listen to a folk song from Scotland. Check the highlighted words in the Help Box on page 147.

- ▷ Tell the students to close their eyes for a moment and think about Scotland. In Polish, ask what images come to their mind.
- ▷ Inform the children that they are going to listen to a folk song from Scotland.
- ▷ Play the first 20 seconds of the song and ask the children to describe the melody they heard. (e.g. *energetic, catchy*)
- ▷ Ask them to predict if the song is going to be funny or very sad. Refer the students to the pictures to help them decide on the answer.
- ▷ Tell the children to predict what the song is about by studying the accompanying pictures.
- ▷ Ask the children to read the song and check the highlighted words in the Help Box.
- ▷ Explain what Scottish English is. (*It is the English language, too but the way people speak – the accent – and some words that are different to what the students are used to*)
- ▷ Play the tape/CD.
- ▷ Elicit the summary of the plot from the students. Ask them if they liked the song.



TEACHING TIP

Variations of the English language: Your students may have already noticed differences between Received Pronunciation usually appearing on the cassettes to their English books and American English, which predominates in the media. It is recommended to make them aware of other dialects of the English language and regional accents of English speakers, as they are likely to get in touch with them when travelling or meeting foreigners. Scottish English, which appears in this lesson, is different to RP mainly in terms of vocabulary and pronunciation.

RECORDING SCRIPT

I've just come down from the Isle of Skye.
I'm not very big and I'm awfully shy.
All the lassies shout when I go by,
'Donald, where's your trousers?'

Let the wind blow high and the wind blow low.
Through the streets in my kilt I go.
All the lassies say 'Hello!,
Donald, where's your trousers?'

A lassie took me to a ball,
And it was slippery in the hall,
I was feared that I would fall,
Because I had nay on my troosers.

Let the wind blow high and the wind blow low,
Through the streets in my kilt I go.
All the lassies say, 'Hello!
Donald, where's your trousers?'

To wear the kilt is my delight.
It isn't wrong and I know it's right.
The islanders would be afraid
If they saw me in the troosers.



EXTRA IDEA

Write the following sentences on the board to check if students understood the song: 1. *Donald comes from the Isle of Skye.* T/F 2. *He is very big.* T/F 3. *He walks through the streets in his kilt.* T/F 4. *All girls (lassies) are shocked that he doesn't wear trousers.* T/F 5. *He went to a ball in his trousers.* T/F 6. *He likes wearing his kilt.* T/F Ask the children to work in pairs and to decide whether the sentences are true or false. Each time they make a choice, they should find a corresponding fragment in the song and underline it so that they have a proof that their answer is correct. Allow **4 minutes** for the activity and check the answers with the whole class, eliciting relevant fragments of the song.



Homework Suggestions

- ▷ Workbook: reading about Woodstock Music and Art Festival, p. 89.
- ▷ The students write a short dialogue between Donald (from the song) and the girls who see him on the street in his kilt.

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. The students should work on the exercises individually unless stated otherwise. Refer them to the Grammar Summary, Language Discoveries and appropriate sections of the Student's Book for extra help. When they have finished, tell them to compare the answers in pairs and then check with the whole class.

1 Write sentences in the present perfect.

- ⊃ **Before class:** Find out which lesson the students had before your English class and which one they are going to have afterwards, e.g. *Maths* and *Polish*.
- ⊃ **In class:** Revise the present perfect with *just/already/yet*. Write *just* on the board. Go to the window and open it. Ask the students: **Jak opiszeć po angielsku, używając słów z tablicy, to co właśnie zrobiłem/łam?** (*You have just opened the window*). Write on the board *already*. Ask: **Kiedy będziecie mieć lekcję matematyki dzisiaj?** The students will tell you in Polish: *Już mieliśmy matematykę*. Tell them to translate what they said into English using the word from the board. (*We have already had a Maths lesson*) Finally, write *yet* and ask (provided your lesson is in the morning, if it's later, use *kolacja*): **Co zjedliście dziś na obiad?** Point to the word on the board to elicit *We haven't eaten lunch/dinner yet*.
- ⊃ Tell the students to open their books on page 44. Inform them that they are going to make sentences in the present perfect, using the three words: *just, yet, already* and the prompts given.
- ⊃ Set a time limit of **4 minutes** for the activity.

ANSWER KEY

2. I have already read this book. 3. We haven't seen the new comedy yet. 4. My parents have just bought a new car. 5. He has already eaten lunch. 6. I haven't done my Maths homework yet.

2 Complete the sentences with *for* or *since*.

- ⊃ Write on the board *I've worked today since* + the time when you started, e.g. *8 a.m.* Ask the students: **Ile godzin upłynęło od ósmej rano?**
- ⊃ Erase *8 a.m.* from the sentence on the board and write the number of hours that have passed since then, e.g. *four hours*. Tell the students that now there is a mistake in the sentence they can see, because with changing a specific time into the number of hours, another change should follow.
- ⊃ If they are having troubles correcting the mistake, underline *since* and tell them that this word must be changed. When they come up with *for*, recall the rules for using *for* and *since*.
- ⊃ Tell the children to complete the sentences with *for* or *since*. Allow **2 minutes** for the task.

ANSWER KEY

2. She has known her boyfriend for seven weeks. 3. My brother has played in a basketball team since 2005. 4. They've had their computer since last January. 5. She has been a model for five months.

3 Put the words in order to make sentences.

- ⊃ Write on the board **Have you been to America?** Ask the class where they would insert *ever* in this question. Don't correct them at this stage. Then write **My sister has got 6 on a test.** Tell the children to think where they would put *never* in this sentence.

- ⊃ Tell the children to check if they were right by looking at the first two sentences in ex. 3.
- ⊃ Explain that the children need to put the words in order to make questions or negative sentences.
- ⊃ Allow **3 minutes** for the task.

ANSWER KEY

3. Have you ever lived with your grandparents? 4. You have never been to Paris. 5. I have never eaten seafood. 6. Has she ever met her uncle from Australia?

4 Read the interview with a famous singer. Write the questions. Start with *Have you ever ...?* or *'How long have you ...?'*

- ⊃ Focus attention on the picture. Ask the students: **What can you see in the picture? Who is the man? What type of music does he play? Do you think he is famous? Who is the woman?**
- ⊃ Tell the students that the woman is interviewing the musician in the picture and they have to write her questions starting either with *Have you ever ...?* or with *How long have you ...?*
- ⊃ Explain that the children need to study Frank's answers carefully in order to know which question to choose.
- ⊃ Go through the example questions with the whole class.
- ⊃ Allow **4 minutes** for the activity.

ANSWER KEY

How long have you lived in Los Angeles? How long have you played hip hop? Have you ever been abroad? How long have you had this car? Have you ever seen Polish hip hop bands?

5 What are these types of music? Put the letters in order.

- ⊃ Tell the students to write down any six types of music in their notebooks.
- ⊃ Then ask them to look at ex. 5 and put the letters in order to find six types of music.
- ⊃ Allow **3 minutes** for the activity.
- ⊃ When they have finished, tell them to compare the list in their notebook with the list in their book. Ask a few students how many identical types of music they have.

ANSWER KEY

2. heavy metal 3. classical 4. pop 5. folk 6. techno

6 Look at the picture. What instruments can you see? Label them.

- ⊃ Focus the students' attention on the picture.
- ⊃ Inform the students that they need to label all the instruments in the picture.
- ⊃ Set a time limit of **3 minutes**.
- ⊃ After the answers have been checked in pairs and then with the whole class, ask the students to tell you what type of music they think the band is playing now.
- ⊃ Tell the students to discuss the last question in the exercise in pairs.

ANSWER KEY

from left to right: piano, keyboard, saxophone, flute, guitar, violin, drums

7 Look at the picture in 6. Write the names of the musicians.

- ▷ Tell the students to look at the picture in ex. 6 again. Ask them how many musicians they can see.
- ▷ Elicit from the children the name of the musician a. (*guitarist*)
- ▷ Explain that the students have to complete the names of the remaining four musicians.
- ▷ Point out that the number of dashes corresponds to the number of letters in the words and some letters are already given.
- ▷ Allow **2 minutes** for the task.

ANSWER KEY

b. drummer **c.** violinist **d.** singer **e.** pianist

8 Look at the picture in 6. How are these people feeling? Write the sentences. Use the words from the box. Be careful! You don't need to use all the words.

- ▷ Draw the students' attention to the musicians in the picture in ex. 6. Explain that only one of them is having a good day today. Ask which one. (*the violinist*)
- ▷ Tell the students to write sentences describing how the musicians are feeling.
- ▷ Instruct the children to choose the words from the box. Make sure they understand that not all words are necessary.

ANSWER KEY

b. The drummer is sad. **c.** The violinist is happy. **d.** The singer is bored/tired. **e.** The pianist is nervous/angry.



EXTRA IDEA

Ask the students to work individually and to choose four classmates present in class. They should write these children's names in a column in their notebooks. Tell the class to predict how the people they have chosen are feeling today. They should use the words from the box in ex. 8 and write sentences. After **3 minutes**, ask all the students to approach the people from their list and ask: *How are you feeling today?* to check their answers. If they haven't guessed correctly, they need to correct their sentences. Check who had the biggest number of correct guesses and ask several students to read out their sentences.

COMMUNICATION GAME

(see photocopiable material p. 159)

Play the Communication Game. Follow your teacher's instructions.

- ▷ Photocopy one worksheet for every three students and cut up as indicated. Students put the slips with questions face down in one pile in front of them, and the True/False cards face down in the second pile. Student A is interviewed first and also keeps the score, students B and C take turns to ask questions. Student A reaches for a True or False card, students B and C can't see the card drawn. Student B reaches for a slip of paper, e.g. *Have you ever/be/ to a circus?*, makes a question from the prompts and asks it to student A, who gives a true or false answer depending on what the card drawn indicated. Students B and C try to guess if it's a true or false answer. When they have made their decisions (they don't have to agree), student A tells them which card he/she had, so whether the answer was true or false. Students A and B get 1 point for each correct guess. Student C draws another slip of paper with the second question and follows the procedure. When all questions have been asked and the score worked out, students can begin the second and third round, this time with first student B, then student C answering the questions.

✂ Time for a project!

Together with your friends design a page for a music magazine. Go to your workbook, p. 93.

- ▷ Tell the students that they are going to design a page from a music magazine. The page will be about their favourite type of music.
- ▷ Divide the class into pairs.
- ▷ Refer them to page 93 of their workbooks and go through the instructions with the whole class.
- ▷ Explain that if they do not have one favourite type of music in common, they should simply choose a type that both of them like or tolerate.
- ▷ If you feel that making the project in the classroom is too time-consuming, 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.

SUPERKIDS PORTFOLIO BUILDER

- ▷ Ask the students to recall what grammar and topics they have studied in File 3. Ask if they remember any particular activities or exercises.
- ▷ Focus their attention on the self-assessment chart. Recall the meaning of the symbols.
- ▷ Ask the students to complete the chart for themselves. Make sure they understand that this is for their private use and they don't need to show it to anybody and neither will their mark depend on their self-evaluation.



Homework Suggestions

- ▷ Workbook: Self-Check ex. 1-6 pp 30-31. File 3, Extra Activities 1, 2 pp 83-84.

Quiz File

The Quiz File together with Extra Idea(s) offer material which could be used during a **45-minute lesson**. It is also possible to do these exercises separately in the successive lessons of the File.



EXTRA IDEA

Divide the class into groups of four. Ask each group to draw a list of five very famous musicians (dead or alive) or bands from Poland or abroad. When they have finished, ask each group to choose one person in their group who will be an expert on music. The groups exchange their lists but only the expert can see the list. The expert tries to describe the musicians or bands while other members of the group try to guess the names, e.g. *She is American, she is a singer, she is 50 years old, she has got blond hair, she has two children, she lives in the UK, she was an actress in a James Bond film, her name starts with M.* (Madonna)

- ▷ The students work in pairs and tell their results to their friend.
- ▷ Ask several children if they agree with the results of the test.
- ▷ Have a class discussion on which adventures they would and would not like to experience.

ANSWER KEY

You get **1 point** for each **YES** answer. **Score 6 – 8** – You love adventures! You want to try everything in your life. Be careful!; **Score 3 – 5** – You like adventures, but you always think before you try something new. It's very good!; **Score 0 – 2** – You are sometimes afraid of new adventures. You shouldn't worry so much about new experiences.

QUIZ

Look at the quiz and choose the correct answer.

- ▷ Tell the students that now they are going to check if they are real music experts by completing a quiz. Instruct them to work individually and decide which answer is correct. Give them **4 minutes** for the activity.
- ▷ Tell them to check the answers on page 146 and read their own score.
- ▷ Praise the students with the highest score.
- ▷ Afterwards you may find it useful to have a class discussion about the facts which surprised your students and provide additional explanation to them.

ANSWER KEY

1. a 2. b 3. a 4. c 5. c 6. b 7. a 8. b

PSYCHOLOGY TEST

Do you like adventures? Do the psychology test and find out.

- ▷ Explain to the students that they are going to do a test, which will check if they like adventures.
- ▷ Ask them to work individually and complete the answers for themselves.
- ▷ Then ask them go to page 146 to calculate their score to be able to read the results.



EXTRA IDEA

After completing the psychology test, read the questions in the test slowly and ask the class to raise their hands if their answer is yes. Pick one or two students for each adventure and ask additional questions, e.g. to question 1: **Which sea was it? When was the last time you swam in the sea?**

PUZZLE

- ▷ Tell the students that they are going to solve a puzzle. Draw their attention to the picture. Ask: **How many sisters do you see? What are their names? Which instruments do you see? Which types of music are the CDs with?**
- ▷ Ask the children to work individually and to read the sentences in order to match the girls to the instruments which they play and to their favourite types of music.
- ▷ Give them **4 minutes** to find and write the answers in their notebooks. Inform them that they should study the sentences carefully as only then will they be able to find the answers.
- ▷ Tell the children to consult their answers in pairs and then to go to page 146 to check if they were right.
- ▷ Ask the class which girl they would like to be friends with.

ANSWER KEY

Amy: the guitar, pop; **Laura:** the violin, classical; **Hannah:** the keyboard, techno