

New HOTSPOT

podręcznik dla szkoły podstawowej

**Magdalena Kondro
Katherine Stannett**

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Teaching notes

Grammar

- verb *be*
- subject pronouns *I, you, he, she*
- possessive adjectives *my, your, his, her*
- question words *what, how old, where*

Vocabulary

- countries

Optional materials

- a soft ball or a crumpled sheet of paper

Photocopiable activities (www.staffroom.pl)

- Module 1 Fast finisher
- Module 1 Extra practice
- Module 1 *World friends* (TRF)

LESSON 1a**Introduction**

Draw an outline shape of your own country on the board and ask *What's this?* If necessary, provide some clues, eg *It's a map*. Next, introduce students to the phrase *I'm from ... (name of country)* by pointing at yourself and the shape on the board. Ask the question *Where are you from?* and practise asking and answering with the whole class and then with individual students.

Vocabulary

- 1 Point to the photo in Activity 2. Go through the example to demonstrate how to complete the task. Tell students to find clues from the flags and names. If they cannot find the answers, encourage them to make guesses.

Answer key

Flavio – Brazil Rosie – England Iza – Poland Boris – Russia
Zola – South Africa

- 2 Students work individually on the task and then compare their answers in pairs. Play the CD for students to check their guesses.

Audioscript and Answer key

Tom's from Canada. Flavio's from Brazil. Rosie's from England. Iza's from Poland. Boris is from Russia. Zola's from South Africa.

Extra activity

In L1 discuss what your students associate with these countries, eg celebrities, food, sports, sights, etc.

Teaching tip: Guessing in the classroom

Guessing activities are a highly effective way of helping students remember new language and motivating mixed ability classes. Get students to guess in pairs or groups and then let students find out the answers by looking at their books or listening to recordings. Praise all guesses whether they are 'right' or 'wrong'.

- 3 Play the CD twice. Explain that in English stress falls on different syllables. You can mispronounce a word in L1 by shifting stress to a wrong syllable, demonstrating how it makes the word difficult or impossible to understand. Then write the country names on the board, saying them and asking students which syllable is stressed. Students repeat the words and tap their desks with their hands while saying the stressed syllable, eg *Bra-* (tap) *zil*.

Audioscript

Ca-na-da, Bra-zil, Eng-land, Po-land, Rus-sia,
South Af-ri-ca

Presentation

- 4 Focus attention on the photo. Ask students what they think *World Friends Club* means. Point to Iza and Tom, say that this is their first meeting and tell students to guess which three things they are asking each other about. Students read and listen to the dialogue to check their predictions.

Refer students to **Real English** and demonstrate the meaning of the phrase by asking a strong student questions about things you have in common, eg *Where are you from?* (if they are from the same country as you) and when they answer *I'm from ...*, say *Me too*.

Go over the **Grammar spot** to explain that we use short forms in speaking and informal writing to save time and space, and an apostrophe replaces omitted letters. Focus on the use of *am / 'm* for the first person, *are / 're* for the second person and *is / 's* for the third person. You can show the transformation from the full to the short form on your fingers (see *Welcome Module, Teaching tip: Finger-coding*, page 2).

Audioscript

See Student's Book Activity 4 page 14.

Extra activity

Say various sentences/questions including full and short forms of *I am, You are, My name is*. Ask students to say *Full!* and *Short!* depending on which form they hear.

- 5 Play the CD, pausing for students to repeat. Students read the dialogue in pairs twice, changing roles.

Comprehension

- 6 Read out the first sentence with doubt in your voice. When students say *No!*, correct the sentence as in the example. Then tell them to continue the activity individually and compare their answers in pairs. Ask individual students to read out their sentences.

Answer key

- 2 Tom is from Canada.
- 3 Iza is eleven.
- 4 Tom is eleven.

Homework suggestions

- 1 Workbook page 10, Activities 1–5.
- 2 Students write a dialogue based on Activity 4 in their Student's Books between themselves and their favourite celebrity.

LESSON 1b

Introduction

Students play *Hot Potato*: in a circle they throw a soft ball or a crumpled sheet of paper to one another, asking questions about name, age or country of origin. When they catch the ball, they must reply, ask another question and throw the ball within 15 seconds or they are out of the game. Set a time limit of five minutes.

Grammar practice

- 7 Remind students how we use short and full forms (see **Grammar spot** on page 14). Tell them to write out the full forms.

Answer key

1 is 2 am 3 are 4 is

Speaking

- 8 Two volunteers make a dialogue based on the model in the book, taking roles of any two characters from Activity 3. Ask the class to repeat the task in pairs. Monitor students' work, providing help. Then invite volunteers to act out their dialogue to the class.

Listening

- 9 Ask students to guess why Boris is giving Zola a present in the photo in Activity 3. Then students read and listen to the dialogue to check their guesses. Play the CD. Explain the word *cool*, using synonyms like *fantastic*, but point out it is very informal. Ask about similar words in students' L1.

Students complete the dialogue with the words from the box. Play the CD for students to check their answers.

Cultural information

Birthday traditions in Britain include a party where guests clap the same number of times as the age of the child plus one extra for good luck.

Audioscript and Answer key

FLAVIO What's his name?
ROSIE His name's ¹Boris.
FLAVIO How old is he?
ROSIE He's ²twelve.
FLAVIO And what's her name?
ROSIE Her name's ³Zola.
FLAVIO Is it her birthday?
ROSIE Yes, it is.
FLAVIO Cool. How old is she?
ROSIE She's ⁴ten.
FLAVIO And where's she from?
ROSIE She's from ⁵South Africa.

- 10 Play the CD for students to repeat. In pairs students read the dialogue twice, changing roles.

Extra activity

Write the following sentences about Zola on the board for students to complete: *Her name's ... It is her ... She is ... She is from ...*

Photocopiable activity

World friends

Grammar spot

Focus students' attention on the **Grammar spot** and point out the change in the words, depending on whether we are talking about a boy or a girl. Practise the possessive adjectives by saying the pronoun: *he/she* and eliciting the correct possessive adjective: *his/her*.

Speaking

- 11 Write a dialogue on the board based on the three exchanges from the SB. Decide with the students who is the dialogue going to be about. Divide the class in half. One half of the students is going to be reading the questions all together, and the other half the answers. After the first exchange rub out 4 words from the board and ask the students to read the dialogue again. Repeat this procedure until nothing is left on the board and ask the students to 'read' the dialogue again. Ask students to do Activity 11 in the SB in pairs.

Writing

- 12 Go over the example before students complete the task individually.
- 13 Students complete the task on the basis of the model sentences and then exchange notebooks in pairs and read each other's texts for Activity 12 and 13. Ask individual students to read out their own sentences to the class.

Check your English

- 14 Students look at the photos and complete the task individually, then check their answers in pairs and with the whole class.

Answer key

1 My... 2 I'm... 3 I'm
4 His ... 5 He's... 6 He's
7 Her ... 8 She's ... 9 She's

Homework suggestions

- 1 Workbook page 11, Activities 6–8.
- 2 Students write questions to the following answers:
His name's Tom.
She's eleven.
She's from South Africa.
He's ten.

Grammar

- verb be (questions)
- subject pronouns: *I, you, he, she, we, they*

Vocabulary

- feeling adjectives

Optional materials

- one photo of a smiling person
- one photo of a sad person

- a mobile phone; an empty wallet
- one slip of paper for each student
- four cards with words and a question mark: *are / we / happy / ?*

Photocopiable activities (www.staffroom.pl)

- Module 1 Fast finisher
- Module 1 Extra practice
- Module 1 *Are you happy?* (TRF)

LESSON 2a**Introduction**

Hold up a photo of a smiling person and say *He/She is happy*. Next, point to the photo of a sad person and say *He/She is sad*. Smile widely, looking at your mobile phone and pretending that you have received an SMS with good news and elicit *happy* from the class. Then show the class your empty wallet and make a sad face to elicit *sad*. Encourage students to say *happy* or *sad* to a partner, who makes happy/sad faces.

Extra activity:

Students ask questions about the names, age and the country of origin of the two people in the photos. You can say that these are your friends or relatives. Make up interesting answers.

Vocabulary

- 1 Ask students to listen and read the words. Play the CD. Students match the words with the pictures, making guesses about the words they do not know. They should compare their ideas in pairs. Check the answers with the whole class.

Play the recording again, pausing for students to repeat the words.

Extra activity:

Teach students the question *How are you?* and the polite answer *I'm fine, thank you*. Practise asking and answering with the whole class and then with individual students. Explain that this is how people usually greet each other in English. You can ask the class about typical greetings in their L1.

Audioscript

sad, hungry, thirsty, tired, happy, angry

Answer key

2 sad 3 angry 4 happy 5 hungry 6 tired

Dyslexia tip

Students with dyslexia find it hard to link words' spelling with their pronunciation. To make it easier for them, write the words on the board and underline parts of the words that are spelled differently than pronounced, and ask the students to look and repeat after you.

hungry, tired, thirsty;
sad, angry and **happy** share the same sound /æ/.

**Presentation**

- 2 Focus attention on the picture story and introduce the characters: Arthur's dad, Arthur and his friend. Ask students to look at the pictures and decide how the characters are feeling in each one. Play the CD for students to check their ideas.

Students read the dialogue and complete the missing words. Refer them to Activity 1 in case of spelling problems. Ask them to compare their answers in pairs, then play the recording again. Check the task by asking two volunteers to read out the complete dialogue.

Refer students to **Real English** and pretend that you are not feeling well to get a strong student to ask you *What's the matter?* Answer, using one of the negative feelings from Activity 1, eg *I'm tired*. You can further practise the phrase by asking the class questions about the pictures: *What's the matter with Arthur in picture 1/2/3?*, *What's the matter with Dad in picture 4?* Encourage students to answer in full sentences, eg *He's hungry*.

Answer key

1 hungry 2 thirsty 3 sad 4 tired



- 3 Play the CD, pausing for students to repeat. Students read the dialogue in pairs twice, changing roles.

Extra activity

Students memorise and act out one scene from the story in pairs or in groups. Invite volunteers to perform for the whole class.

Comprehension

- 4 Point to picture 1 in Activity 2 and say with doubt in your voice *Arthur and his friend are angry*. When students protest, ask them to choose the correct option and then complete the remaining sentences. Ask volunteers to read out their answers.

Answer key

Picture 1 hungry
Picture 2 thirsty
Picture 3 sad
Picture 4 tired

Homework suggestions

- 1 Workbook page 12, Activities 1–2 and page 13, Activities 3–4.
- 2 Students keep a diary of their feelings for one day, updating it every hour, eg 8:00 – *I'm hungry*.

LESSON 2b

Introduction

Mime the feeling adjectives introduced in Activity 1 and elicit the words onto the board. Ask students to guess how most of the class are feeling now. Then ask everybody to write on a slip of paper how they are feeling, eg *I'm happy*. Collect the slips, count the adjectives and write the results on the board. Find out who guessed correctly.

Vocabulary

- 5 Ask students to listen and read the words. In pairs students match the words with the children in the picture. Check the answers with the CD and drill the pronunciation of the new words: *bored, excited, worried, relaxed, ill*.

Audioscript

bored, excited, worried, relaxed, cold, hot, ill

Answer key

| | |
|--------------------------|----------------------|
| Arthur – bored | Ken and Grace – cold |
| Molly and Dina – excited | Lily – hot |
| Craig and Ben – worried | Nandita – ill |
| Alex – relaxed | |

Dyslexia tip

Students with dyslexia often fail to recognise visually many long words. Dividing them into easily read syllables can enable students to read, write, or spell accurately words of any length. Therefore, help your students divide long words into syllable, eg *bored* – 1 syllable. You can use this website to help you <http://www.howmanysyllables.com/>.

- 6 Go through the example. Hold up the book and point to all the possible answers students should choose from, depending which person the question is about. Play the CD and ask students to look at the picture, answer the questions and make true sentences where there are negative answers.

Explain in L1 that in English we do not answer *Yes/No* questions with just *Yes* or *No* as it sounds rude.

Audioscript

- 1 Is Arthur bored?
- 2 Are Dina and Molly bored?
- 3 Are Craig and Ben worried?
- 4 Is Alex worried?
- 5 Are Ken and Grace hot?
- 6 Is Lily cold?
- 7 Is Nandita ill?

Answer key

- 1 Yes, he is.
- 2 No, they aren't. They're excited.
- 3 Yes, they are.
- 4 No, he isn't. He is relaxed.
- 5 No, they aren't. They're cold.
- 6 No, she isn't. She's hot.
- 7 Yes, she is.



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

Audioscript and Answer key

- 1 Is Arthur bored? Yes, he is.
- 2 Are Dina and Molly bored? No, they aren't. They're excited.
- 3 Are Craig and Ben worried? Yes, they are.
- 4 Is Alex worried? No, he isn't. He's relaxed.
- 5 Are Ken and Grace hot? No, they aren't. They're cold.
- 6 Is Lily cold? No, she's not. She's hot.
- 7 Is Nandita ill? Yes, she is.

Photocopiable activity

Are you happy?

Grammar spot

Focus on the **Grammar spot** with students. Point out the inversion of verb and subject in questions. Drill the questions and short answers with students. Ask a question, eg: *Is he bored?* and then make a thumbs up or a thumbs down sign to elicit a *yes* or a *no* short answer.

Extra activity

Write words: *WE, ARE, HAPPY* and a question mark on large cards. Ask three volunteers to stand in a row, holding the word cards, to show a positive sentence. Put another student with the question mark card at the end of the row. Students holding the *WE* and *ARE* cards exchange places.

Grammar practice

- 8 Point to the example and elicit from the class how we make negative sentences with the verb *be*. Then ask students to complete the task with true information about themselves, one of their classmates and the whole class. Ask individual students to read out their sentences.
- 9 Look at the **Grammar spot** again with students. Explain that the *be* forms in questions are always full, eg *You're happy*. – *Are you happy?*

Students make questions individually and compare them with a classmate. Check the answers with the whole class.

Answer key

- | | |
|------------------|--------------------|
| 2 Are you cold? | 5 Is she worried? |
| 3 Is he worried? | 6 Are they twelve? |
| 4 Are we bored? | |

- 10 Read out the example question and ask a volunteer to read out the reply. Point out the pronoun change for question 1: *Am I ... No/Yes, you* and question 2: *Are you ... No/Yes, I*.

Students then ask and answer their questions in pairs. Ask one or two pairs of students to ask and answer their questions in front of the rest of the class.

Game

- 11 Act out the example with a volunteer. Tell students to play the game in pairs. Make sure they use correct questions and short answers.

Check your English

- 12** Students do the task individually, then compare their answers in pairs before you check them with the whole class.

When students have finished, ask individual students to read out their sentences.

Answer key

1 Are ... 'm 2 Are ... am 3 Is ... is... 's

Homework suggestions

- 1 Workbook page 13, Activities 5–8.
- 2 Students cut out a magazine photo showing a few people and write positive and negative sentences about how they are feeling.

All about Rick

Grammar

- verb be
- question words: what, who, when, where, how old

Vocabulary

- sports
- months
- cities

Optional materials

- one slip of paper for each student

Photocopiable activities (www.staffroom.pl)

- Module 1 Fast finisher
- Module 1 Extra practice
- Module 1 Sports (TRF)

LESSON 3a

Introduction

Tell students to work in small groups and make a list of all the sports they know in English. Set a time limit of two minutes. Students then open their books at page 18 and check if there are any sports they mentioned.

Vocabulary



- 1** Ask students to read and listen to the words in the box and see if they can match them to the sports in the pictures. Read the words aloud. Encourage students to make guesses even if they do not know the words (see *Welcome module, Teaching tip: Making guesses about new vocabulary*, page 5). Allow them to work in pairs.

Play the CD for students to check their ideas. Make sure everybody understands all the words and play the recording again, pausing for students to repeat.

Extra activity

Do a class poll on a favourite sport. Students vote by writing their favourite sport on a slip of paper. Collect and count the votes. Write the results on the board.

Teaching tip: Voting

Voting is a simple but highly motivating activity which encourages the whole class to get actively involved. It also gives students an opportunity to express their feelings and opinions.

Audioscript and Answer key

- 1 cycling
- 2 horse-riding
- 3 skiing
- 4 ice-skating
- 5 basketball
- 6 table tennis
- 7 volleyball
- 8 skateboarding

Dyslexia tip: Learning spelling

Get students to write 3 names of sports on a separate card, in a different colour. Then get them to look closely at the word for a few seconds, read the word aloud several times, and finally cover the word and try to write the word from memory. They then check the spelling against the original card. Encourage students to repeat this activity as often as possible at home.

Presentation



- 2** Explain that the photos show important things in Rick's life. Ask students to listen and read the questions. Tell them to try to work out the meaning of the questions from the answers. Play the CD. Ask if students can now tell you what *home*, *eyes*, *favourite*, *film star*, *food* mean. Provide explanation if necessary.

Students listen and read the questions again and in pairs choose the correct answers. Tell them to look for clues in the photos (see *Module one, Teaching tip: Looking for clues*, page 15).

Audioscript

- 1 How old is Rick?
- 2 When's his birthday?
- 3 Where's he from?
- 4 Where's his home?
- 5 What colour are his eyes?
- 6 Who's his favourite film star?
- 7 What's his favourite food?
- 8 What's his favourite sport?



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

Audioscript

- INTERVIEWER** How old are you, Rick?
RICK I'm twelve.
INTERVIEWER When's your birthday?
RICK It's in August.
INTERVIEWER Where are you from?
RICK I'm from the USA.
INTERVIEWER Where's your home?
RICK It's in New York.
INTERVIEWER What colour are your eyes?
RICK They're brown.
INTERVIEWER Who's your favourite film star?
RICK My favourite filmstar's Robert Pattinson.
INTERVIEWER And what's your favourite food?
RICK My favourite food's pizza.
INTERVIEWER And finally, what's your favourite sport?
RICK My favourite sport's skateboarding.

Answer key

- 1 twelve 2 August 3 the USA 4 New York 5 brown
 6 Robert Pattinson 7 pizza 8 skateboarding

Photocopiable activity

Sports

Practice

- 4 Read out the example with a volunteer. In pairs students ask about Rick and answer from memory. They should make full sentences, eg *He's twelve*. Monitor their work.

Grammar practice

- 5 Students complete the task individually. Ask volunteers to read out the questions and the corresponding answers. Make sure everybody understands the question words.

Answer key

- 2 d, 3 e, 4 b, 5 a

**Vocabulary**

- 6 Play the CD twice, pausing for students to repeat. Ask them to tap the desks with their hands to mark the stressed syllable, eg *Sep-(tap) tem-ber*.

Audioscript

| | | | |
|-----------|----------|----------|----------|
| January | February | March | April |
| May | June | July | August |
| September | October | November | December |

- 7 Ask the question to several students. Make sure they answer with *It's in ...*. Next, students ask and answer the question round the class and make a birthday line-up from the oldest to the youngest.

Extra activity

Ask students to sit down in a circle. Prepare a hat with 18 blank pieces of paper, and 6 with a red dot on them. Explain that you're going to play a game with the months of the year. The hat is going to go round the circle and students will draw one piece of paper. If they get a blank piece of paper then they have to say their month of the year. Remind them that the months of the year should go in order from January to December but also back from December to January. But if they draw a piece of paper with a red dot on it then they do not say anything and the group shouts out the name of the month.

Dyslexia tip: Remembering sequences

Help students to learn a sequence of words by categorising, for example, grouping months by season and giving them a colour: white – winter (December, January, February), green – spring (March, April, May) etc.

Use A4 paper and write each month name on one page. Display the months of the year in your room, encourage students to look and read the months' names. Cover one of the months, read all of them with children again. They should remember what the missing one was.

Homework suggestions

- 1 Workbook page 14, Activities 1–4.
- 2 Students write a questionnaire for their friend or relative.

LESSON 3b**Introduction**

Divide students into pairs and ask one of the pair to sit with their back to the board where you will write four sports. The second student in each pair mimes the sports for their classmate to guess. Then they change roles and you write four different sports on the board.

Speaking

- 8 Complete the first question with the whole class. Then students complete the rest of the task individually and compare their answers in pairs. Ask individual students to read out the completed questions.

Answer key

- 1 How 2 When 3 Where 4 Where 5 What 6 Who
 7 What 8 What

- 9 Model the activity with a volunteer asking you the questions. Give them true answers. If you do not want to give your true age, smile and say *Top secret!* In pairs, students interview each other.

- 10 Students should note each other's answers.

Teaching tip: Note taking

Make sure that students take notes of their classmate's answers and get them to use these in follow up activities. Students will listen to each other carefully and remember the answers if they know they need to take notes.

Writing

- 11** Go through the example and refer students to the **Grammar spot** on page 15 to remind them to use *he/his* and *she/her* correctly. Then go over the **Writing tip** to point out that in English we write the names of the months with capital letters. Ask students to compare it with their L1.

Students write eight sentences, using their notes from Activity 10. When they have finished, they exchange their texts with a classmate.

Mixed ability classes

For less confident students write the sentence beginnings on the board. Fast finishers can add more information about their classmate, eg their favourite colour, number, month etc.

Song



- 12** Refer students to page 112. Play the CD through and ask students to complete the task below the lyrics. When they have compared the answers in pairs, check these with the whole class.

Explain any words students do not understand. Play the song again, encouraging students to sing.

Audioscript

See Student's Book page 112.

Answer key

| | |
|------------------|----------------------|
| Name: | Polly |
| Birthday: | December |
| Age: | Eleven |
| Home: | London |
| Favourite sport: | Basketball |
| Favourite food: | Hamburgers and chips |

Check your English

- 13** Make sure students know they need to make the questions with *you/your*. When they have finished, let them compare their answers in pairs. Ask individual students to read out their questions.

Answer key

- 1 What colour are your eyes?
- 2 What's your favourite sport?
- 3 Who's your favourite film star?
- 4 Where's your home?
- 5 How old are you?
- 6 When's your birthday?
- 7 Where are you from?

Homework suggestions

- 1 Workbook page 14, Activity 5 and page 15, Activities 6–8.
- 2 Students write an interview with a friend or a relative, using Activity 8 in their Student's Books as a model.

Optional materials

- a photo of the teacher's best friend
- eight scraps of paper per student

Photocopiable activity (www.staffroom.pl)

- Module 1 *William's project* (TRF)

LESSON 4a

Introduction

On the board write halves of the names of the following countries in random order: *In / dia*, *Cu / ba*, *Ja / pan* and encourage students to try to match these to make full words. When you have checked the answers, tell students that in today's lesson they are going to read about children from these three countries.

Reading

- 1** Focus students' attention on the four questions and explain that they have to find out if the information to answer the questions is in the text. Read out the first question and tell students to put their hands up if the answer is in Text A. Ask a volunteer to read out the sentence which gives the answer (*I'm eleven years old*). Remind students that they are not looking for the answer to the question, they are checking to see if the information is there.

The reading skill practised here is scanning. Tell students not to worry if they do not understand some words, their task is only to find the information for each question.

Teaching tip: Looking for clues

Always focus students' attention on the illustrations accompanying the text before starting reading as these may provide clues to help them understand the text. Students can also get a 'head start' to understanding the content of a text by scanning for key words, what they are already likely to do in their own language when reading magazine articles or texts on the Internet.

Students complete the task individually. Set a time limit depending on how strong your students are. Then tell students to compare their answers in pairs and check with the whole class.

Point out that all the children live in the capital city of their country. Ask students if they know/can guess the following words: *Bollywood*, *beautiful*, *favourite word*, *best friend*, *favourite toy*, *real dog*, *robot*. If necessary, provide explanation. Ask several students *What's your favourite word/toy? What's the name of your best friend?*

Answer key

1 Yes 2 No 3 Yes 4 No

Mixed ability classes:

Fast finishers close their books and recall everything they remember about the children in the texts. They can give themselves points for each piece of information they remembered. Ask how many points they collected.

Cultural information

Bollywood is an informal name for Indian cinema. It is a blend of two words: *Bombay* (the centre of the Indian film industry) and *Hollywood*. Bollywood films are usually melodramatic musicals.

Testing spot

- 2 Go through the questions with the class. Ask them to work out which questions refer to which texts and remind them to look for the key words in each text. Check answers with the whole class. Read out each question and ask the class to raise their hands if they think the answer is 'Yes'. In this way, you can get a good idea of how well your class has understood the texts.

Refer students to the **Reading tip** and ask them to write corrected sentences for numbers 3 and 5.

Answer key

1 Tak 2 Tak 3 Nie 4 Tak 5 Nie 6 Tak

Listening

- 3 Focus attention on the photo. Ask the following questions and encourage students to make guesses: *Where's he from? How old is he? What's his favourite food?*

Point to the form and make sure students understand all the headings. Explain *nickname*, using an example from their school/class.

The listening skill practised here is listening for specific information. Tell students to concentrate only on the information connected with the words on the form. Play the CD.

Teaching tip: Listening for specific information

When students need to find specific information, they often try very hard to understand the whole text. It may be helpful to compare the text to the announcements we listen to when we are waiting for our train at the railway station. What we are interested in is which platform our train arrives at and we ignore other information like the greetings of the speaker etc.

Audioscript

My name's Fernando and my nickname's Nando. I'm 10 and my birthday's in February. I'm from Portugal and my home's in Lisbon. I'm a student at Magellan School. That's M-A-G-E-double L-A-N school. My favourite food's ice cream. It's delicious.



- 4 Point to the box and ask students to work in pairs to try to match the words to the appropriate headings on the form. Do not let them write yet.

Play the CD for students to check their ideas. Then ask them to write the answers. Ask individual students to read out the answers.

Ask several students about their birthday month, nicknames and other personal information in the form.

Answer key

1 Fernando 2 Nando 3 10 4 February 5 Portugal 6 Lisbon
7 Magellan School 8 ice cream

Extra activity

Students work in pairs with books closed. They copy the headings from the form onto scraps of paper, fold these and mix. They take it in turns to pick a heading and give the answer about Fernando from memory. If they remember correctly, they can keep the scrap of paper, if not, they fold it and put it back on the table. The winner is the person with most headings collected.

Photocopiable activity

William's project

Homework suggestions

- 1 Workbook page 16, Activities 1–2.
- 2 Students write Fernando's text about himself in their own words based on the information on the form and modelled on texts in Activity 1 in their Student's Books.

LESSON 4b

Introduction

Dictate the following words: *Rob*, *April*, *England*, *Robert*, *London*, *Park School*, *eleven*, *apples*, spelling the more difficult ones. One by one say the following categories: *Name*, *Nickname*, *Age*, *Birthday month*, *Country*, *City*, *Name of school*, *Favourite food*. Students should choose and call out the word matching each category, eg *Birthday month* – *April*!

Dyslexia tip

Elicit the questions from your students and write them down on the board. Leave some space for writing answers later.

Speaking



- 5 Focus attention on the form and explain *singer* by giving examples. Ask students to listen to the questions they would need to ask if they wanted to complete the form about somebody's friend. Play the CD through.

Audioscript

- 1 What's the name of your best friend?
- 2 What's his/her nickname?
- 3 How old is he/she?
- 4 When's his/her birthday?
- 5 What's his/her favourite sport?
- 6 Who's his/her favourite singer?



- 6 Play the recording again, pausing for students to practise the questions.

- 7 When you are sure students can ask all the questions, put them in pairs to interview each other about their best friend and fill in the form. Ask two volunteers to read out

the example first. Make sure students use *he/his* or *she/her* correctly. They will be able to establish the gender after the first question.

Ask a few pairs to act out their conversation to the whole class.

Extra activity

To give more practice, ask students to interview you about your best friend. You can bring a photo of that person. Give true answers.

Writing

- 8 Go over the categories, eliciting and giving examples to make sure students understand them. Encourage students to write short notes about themselves, using the categories, as in the example. They can add other personal information.
- 9 Tell students to write a text about themselves, using the notes they made in Activity 8 and treating the texts in Activity 1 as models. Write the sentence *I'm a student at ...* for students to use with the *name of school* category. Before they start, refer them to the **Writing tip** to remind them to use capital letters, full-stops and apostrophes correctly. Using the example, encourage them to use *and* to join ideas as a series of short sentences sounds boring. You can demonstrate that by turning the text into short sentences only and reading it fast and mechanically.

Students write draft texts first and then make copies. Monitor their work, providing help. When they have finished, they exchange and read each other's texts in pairs. If they notice any mistakes in their friend's text, they should point these out orally.

Teaching tip: Peer correction

Asking students to correct each other's written work promotes learner autonomy. While the teacher is always right, peer correction encourages students to discuss, analyse mistakes and find solutions, keeping them motivated and interested in the task. Do not allow any negative criticism. Be the ultimate referee.

Fun spot

Explain that a *word mountain* groups words in a pyramid shape, with one word at the top and increasing the number of words by one as you go down. There are seven categories in this one. Each missing word has the first letter given to help, so students can find it in the cloud opposite and make sure it is in the correct category.

Before they start, remind students that months, countries and cities have capital letters.

Students complete the word mountain individually and then compare in pairs. Ask individual students to read out their answers.

Answer key

2 Lisbon, Tokyo 3 ice cream, spaghetti, pizza 4 August, June, September, March 5 India, South Africa, Canada, Portugal, Japan 6 table tennis, basketball, volleyball, skiing/skateboarding, cycling, skateboarding/skiing 7 bored, angry, tired/thirsty, hungry, thirsty/tired, worried, hot

Extra activity

Divide students into groups of four. They copy the categories from the word mountain into their notebooks. When you say *Start*, they have exactly 90 seconds to write one word in each category. When you say *Stop*, they compare their answers together within their group. For each correctly spelt word, they get one point, but if no one else in the group chose the same word, they also get two extra points for originality. The winner is the person with most points.

Homework suggestions

- 1 Workbook page 16, Activity 3.
- 2 Students write a text about their best friend, using the categories in Activity 5 in their Student's Books.

Review

The purpose of this section is revision and consolidation of the material studied in Module 1.

Optional revision

Before your students start this Review, you may want to direct them to the Grammar Summary on page 25 and to the module/lesson Wordlist at the end of the Student's Book. (There is also a category Wordlist at the end of the Workbook.) This will remind them of the main grammar and vocabulary in the module. Give them ten minutes to read through them in small groups and ask you any questions they may have.

Dyslexia tip: Giving instructions

Help students who have a short concentration span by explaining instructions simply and clearly, and before they start each activity, always check they know what the first thing they need to do is. Monitor the students' work, explaining and helping.



Completing the activities

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

Checking answers

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

1 Answer key

1 When is your birthday? 2 Where are you from? 3 Who is your favourite film star? 4 How old are you? 5 What is your name?

3 Answer key

2 I'm worried. 3 I'm bored. 4 I'm hot. 5 I'm thirsty.
6 I'm ill. 7 I'm angry. 8 I'm excited. 9 I'm hungry.
10 I'm relaxed. 11 I'm sad. 12 I'm happy. 13 I'm tired.

4 Answer key

1 she 2 We 3 they 4 you 5 He 6 you

5 Answer key

1 Are 2 I'm not 3 I'm 4 Are 5 I'm not 6 am

6 Answer key

1 his 2 he 3 his 4 he 5 his 6 her 7 her 8 she 9 her 10 her

7 Answer key

Students provide the answers orally:

- 1 His name's Tom.
- 2 He's from Canada.
- 3 His favourite sport is skiing.
- 4 He's eleven.
- 5 It's in July.
- 6 Her name's Rosie.
- 7 It's in London.
- 8 She's eleven.
- 9 Her favourite film star is Angelina Jolie.
- 10 It's in September.

10 Answer key

India Brazil Canada Japan Russia South Africa Cuba Poland
England USA

11 Answer key

1 horse-riding 2 skiing 3 basketball 4 ice-skating
5 table tennis 6 skateboarding 7 cycling 8 volleyball

Self-evaluation

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

Feedback

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

Teaching tip: *Checking long lists of activities*

To maintain the students' attention, turn the task into an active challenge using one of the following suggestions:

Instead of asking volunteers or nominating students to provide the answers, write the names of all students on scraps of paper and draw them from a plastic bag.

Use a soft ball or a crumpled sheet of paper and throw it to a random student who provides the answers for the first activity and throws it to another student who proceeds to the second activity.

Provide three answers orally, one of which is correct. Students choose the correct one.

Divide the class into groups, hand in a photocopy of the answer key to one student in each group who becomes 'the teacher' and checks other children's answers.

Extra activity

Students play *Mime* or *Draw* in two teams. Give a secret word on a scrap of paper to the representative of one team. The student has 90 seconds to mime or draw the word to his team. If they guess the word in the allotted time, they get 2 points, if they do not, the other team may make guesses for 1 point. Then it is the other team's turn for presenting and guessing the word. Each time teams send different representatives. Secret words must be known to students, eg *classroom objects, sports, feelings* etc. and should be easy to mime or draw.

Learning diary

You can refer students to page 17 of the Workbook for further review, more study tips and self-assessment activities.

Dyslexia tip

Before the test, inform students very precisely about the test format. Tell them what to expect in the test to reduce the stress level.

For Module 1 tests go to www.staffroom.pl.



Vocabulary

- maths words

Language

- giving and asking for information

Optional material

- a piece of paper divided into eighteen small pieces to represent 18 bars of chocolate.
- DVD Module 1

Optional Workbook activities

- pages 18–19

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

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

Introduction

Play a quick game of Bingo to revise numbers. Ask students to write five numbers between one and twenty. Call out numbers randomly, for example: *three, fifteen, eight, one*, etc. If a student has written down the number you call out, they can cross that number out. When a student has crossed out all their numbers, they should shout out BINGO! The first student to say BINGO! is the winner.

- 1 Focus students' attention on the 'Easy' question. Hold up three pens in one hand and four pens in another hand. Then put all the pens together on the desk, to show that we are adding the two numbers together. Write the gapped sum on the board and ask a volunteer student to complete it. Point to the smiley face next to the words *Easy Question* to help students understand the word *easy*.

Ask students to look at the two sandwiches in the 'Medium' question. In L1, ask students how much each sandwich costs. Then tell them to complete the gapped sum and check their answers in pairs.

For the final question, you could use small pieces of paper to represent eighteen bars of chocolate. Then invite three students to the front of the class. Say: *You are hungry students*. Then ask the class to work out how many 'bars of chocolate' each student can have. Divide the eighteen pieces of paper into three piles so that the class can clearly see the calculation.

Answer key

$$3 + 4 = 7$$

$$£20 - £2 = £18$$

$$18 : 3 = 6$$

Teaching tip

Some students are predominantly kinaesthetic learners and they will find it much easier to understand something if they have the chance physically to interact with it. They will benefit from games which involve handling objects while they use English. Try to incorporate these games into your English classes whenever possible.

- 2 This is a good opportunity to encourage students who may want to demonstrate their maths expertise. Students can work in pairs to write sums and then exchange their sums with other pairs. You could invite one or two pairs to write their sums on the board and then challenge the whole class to race to complete them.

Extra activity

Divide the class into two teams. Ask each team to prepare six maths questions – two easy, two medium and two difficult. The teams then take it in turns to ask and answer their questions. The team with the highest score is the winner.

- 3 Explain to students that the **Language spot** is an opportunity for them to revise the functions they have learnt in this Module. Ask two volunteer students to read out the dialogue between Gemma and Mike. Then give the class a time limit of two minutes to answer the questions. Remind them that they don't need to understand every word in order to answer the questions. They should identify the key words in the questions and then look for these in the dialogue. Check answers with the class.

Answer key

1 G 2 G 3 G 4 M 5 M

Testing spot

- 4 Tell students to read the responses A–E first and to think about what kind of questions they might answer. Give students a minute to prepare themselves before you play the recording. Play the recording once and let students

check their answers together in pairs. Then play the recording again and check answers with the whole class.

Audioscript

- 1 How old are you?
- 2 Where are you from?
- 3 When's your birthday?
- 4 What's your favourite food?

Answer key

1 E 2 B 3 C 4 A

Extra activity

In pairs, students can write a question for the extra answer (*It's in London*). Accept any reasonable suggestion, eg: *Where is Trafalgar Square? Where is your house?*, etc.





- 5 Demonstrate the activity by building up a very simple model dialogue on the board. Ask students to help you complete the dialogue using words from the categories in Activity 5.

A: *Hello, my name's ... What's your name?*
 B: *My name's ... What's your favourite food?*
 A: *... I'm from ... Where are you from?*
 B: *I'm from ... How old are you?*
 A: *I'm ... Are you ...?*
 B: *No, I'm not. I'm ...*

Students can then either use the very simple model on the board, or the more complex dialogue from Activity 3 to write their own dialogues.

- 6 Invite one or two pairs of students to perform their dialogues in front of the rest of the class. Make a note of any errors and correct students after their performance, but don't interrupt them while they are reading out their dialogues.

Grammar Summary



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

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

Check your grammar

- 1 Draw students' attention to the picture and read out the first sentence: *Hi, my name's Arthur*. Ask students to point to Arthur (the boy with the blond hair). Then explain that Arthur is talking about his friends. Students have to complete Arthur's text with the correct pronoun. Remind them to think about whether the person is a girl or a boy, and whether Arthur is talking about one person or more than one person.

Answer key

1 I 2 She 3 They 4 They 5 He

- 2 Demonstrate the activity by completing the first two sentences about yourself. Say: *I'm not eleven years old*. Then rub your stomach and say: *I'm hungry*. Students then write true sentences about themselves. Remind them to use short forms. They can compare their answers in pairs.

Testing spot

- 3 Point out that two of the forms in the box will not be needed. Remind students to use the tables for *be* in the left hand column of the page. Check answers with the whole class.

Answer key


1 A 2 E 3 B

Remember about Communication Cards – module 1A and B.

Module 1
Communication Card Student A


- Przetłumacz fragmenty pytań na język angielski. Następnie zadaj pytania koleźce/koleżance. Ty zaczynasz.
 - What's your *imię*?
 - Skąd* are you from?
 - Ile* old are you?
 - What's *twój ulubiony* sport?
 - Kim jest* your favourite actor?
- Odpowiedz na pytania kolegi/koleżanki, opisując wybranego kolegę z klasy. Zaczyna uczeń B.

His name's Boris.


 - His name's ...
 - He's ...
 - His birthday is in ...
 - No, he ...
 - Yes, he ...
- Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką. Ty zaczynasz.
 - Powiedz, że ona jest z Kanady.
 - Powiedz, że ona ma 12 lat.
 - Zapytaj, co się stało.
 - Powiedz, że nie jesteś spragniony.
 - Zapytaj, czy ona jest chora?
 - Powiedz, że oni nie są głodni, oni są smutni.
 - Zapytaj kolegę/koleżankę, gdzie jest jego dom.
 - Powiedz, że twój dom jest w Warszawie.
- Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> I'm not from Canada. Where's she from? Is he happy? He isn't happy, he's bored. | <ol style="list-style-type: none"> Are they excited? Yes, they are. What colour are your eyes? My eyes are brown. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

Module 1
Communication Card Student B

- Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.
 - My name's ...
 - I'm from ...
 - I'm ...
 - My favourite sport is ...
 - My favourite actor is ...
- Przetłumacz fragmenty pytań na język angielski. Następnie zadaj pytania na temat wybranego kolegi z klasy koleźce/koleżance. Ty zaczynasz.
 - What's *jego* imię?
 - How old is *on*?
 - When's his *urodziny*?
 - Is he *smutny*?
 - Is he *zmęczony*?
- Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.
 
 - She's from Canada.
 - She's twelve years old.
 - What's the matter?
 - I'm not thirsty.
 - Is she ill?
 - They aren't hungry, they are sad.
 - Where's your home?
 - My home is in Warsaw.
- Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką. Ty zaczynasz.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> Powiedz, że nie jesteś z Kanady. Zapytaj, skąd ona jest. Zapytaj, czy on jest szczęśliwy. Powiedz, że on nie jest szczęśliwy, on jest zmęczony. | <ol style="list-style-type: none"> Zapytaj, czy oni są podekscytowani. Odpowiedz, że tak. Zapytaj kolegę/koleżankę, jakiego koloru są jego/jej oczy. Odpowiedz, że twoje oczy są brązowe. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Hot Spot quiz

Optional materials

- Five copies of teacher's quiz about his/her own favourite people and things. See mini project.

Dyslexia tip: Quiz questions

Pair a dyslexic student with a non-dyslexic student who is happy to read the questions out loud. If you have several students with reading difficulties, read all the questions out loud before students get into teams.

Divide the class into teams of three or four students and ask them to choose a team secretary to write answers. Go through the instructions with the whole class and make sure everybody understands the rules.

Ask team secretaries to write numbers 1–20 in a vertical row on a sheet of paper. When you say *Start*, teams begin reading questions and looking for the answers. Tell secretaries to write down only the missing words next to the numbers of the corresponding questions.

When one team have finished, they hand you their answers. Go over these as quickly as you can. If you notice wrong answers, hand the sheet of paper back for

the team to correct these. The winner is the first team with 20 correct answers.

Teaching tip: Dividing the class into small groups

Students are sometimes disappointed when the teacher divides the class into small groups as they only want to work with their friends. Make it more random: put pieces of coloured paper into a bag and ask students to draw one and form a group with other classmates who picked the same colour; instead of colours you can use slips of paper with words from different vocabulary categories, eg sports.

Answer key

1 12 2 South Africa 3 Flavio 4 Canada 5 Brazil 6 angry
7 cold 8 brown 9 Robert Pattinson 10 pizza 11 August
12 New York 13 ice-skating 14 horse-riding 15 football
16 cool 17 Japan 18 Tomo 19 Nando 20 Lisbon



Favourite things quiz

- 1 Explain to students that Robert is the same age as they are and lives in England. Before they read the quiz, make sure they understand that only one of the three answers is true for Robert. Students can do the task individually or in pairs.



- 2 Play the CD for students to check their guesses.

Audioscript and Answer key

- 1 My favourite colour is green.
- 2 My favourite cartoon character is Superman.
- 3 My favourite English word is rainbow.
- 4 My favourite band is The Black Eyed Peas.
- 5 My favourite sport is basketball.

- 3 Tell students to work individually and write a quiz about their favourites with one true and two false answers. They can write names of TV programmes in their own language. Point out some other categories they can write about, eg *Who's your favourite sportsman/sportswoman/film star?*, *What's your favourite food/kind of music/number/month/city?* Encourage students to illustrate their quiz. Monitor students' work and provide help where necessary.

Extra activity

Before the class prepare five copies of a short quiz about your own favourite people and things, choosing from Robert's questions. Divide the class into five teams, give them your quiz and ask them to check how much they know about you. When they have finished, give them true answers. Ask which team had the most correct answers.

- 4 Students exchange their quizzes and try to guess their classmate's answers. Ask students to report to the class anything interesting they have found out.

Mixed ability classes

Fast finishers exchange their quizzes with another fast finisher they have not worked with before, and make guesses about the correct answers.