

New

# HOTSPOT

Podręcznik dla szkoły podstawowej

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Teaching notes

**Grammar**

- verb *be*
- demonstrative pronouns *this, that, these*
- question words

**Vocabulary**

- personal information
- everyday objects
- ordinal numbers

**Optional materials**

- a soft ball/crumpled newspaper

**Photocopiable activities** ([www.staffroom.pl](http://www.staffroom.pl))

- Module 1 *Summer camp* (TRF)
- Module 1 Fast finisher
- Module 1 Extra practice

**LESSON 1a****Introduction**

Choose four of the following categories: your surname, age, favourite sport, name of your sister/brother, name of your pet. Write your personal information on the board, e.g. *basketball, 27, ice-skating, Mark*. Get the class to guess how these relate to you, e.g. *It's your favourite sport!* Then students write their personal information in four categories of their choice. In pairs they take turns to make guesses about each other's words.

**Vocabulary**

- 1** Focus students' attention on the words in the box and play the CD. Ask students to find the words in the pictures in Activity 2. Encourage them to make guesses about new vocabulary. *Flat, sea* and *Labrador* are new words, the remaining ones come from *New Hot Spot Student's Book 1*.

Students work individually and then compare their answers in pairs. Play the CD again and get students to point to the corresponding parts of the pictures. Make sure everybody understands all the words now and drill the pronunciation.

**Mixed ability classes**

Fast finishers check which other things in the pictures they can name in English.

**Audioscript**

See Student's Book Activity 1 page 6.

**Answer key**

Picture 1: flat, sea, pier

Picture 2: Labrador, bike, football boots

**Presentation**

- 2** Point to the first picture and introduce Wayne to students. Ask them to study the pictures and guess what Wayne is going to talk about. Get them to listen to and read the text to check their predictions, using the pictures to help them understand. Play the CD.

Review the verb *be* and demonstrative pronouns *this, that* and *these* with the class, using examples from the text. Point out the difference between possessive *s* e.g. *Wayne's world* and the short form of *is*. Ask if students can guess what the following words mean: *address, view, hometown, famous, top three, athletics*. If not, explain them, using examples from real life. Point out the date of Wayne's birthday, but explain that students are going to learn dates in the next lesson.

**Teaching tip: Vocabulary in reading texts**

You can use the following strategies to deal with vocabulary queries during silent reading.

- Pre-teach the key vocabulary to the whole class.
- Encourage the student to work out the meaning from context.
- Explain the word quietly to the student.
- Ask the student to ignore the word and continue with the task. At the end of the task, elicit or explain the meanings of any tricky words suggested by the class.

**Cultural information**

Brighton is a fashionable holiday destination on the south-east coast of England, with 8 million tourists visiting per year.

A lot of Londoners go there for a day-trip. The major attraction is the seafront with restaurants, clubs and amusement arcades. The signature landmark is Brighton Pier with a large funfair and other attractions.

**Audioscript**

See Student's Book Activity 2 page 6.



- 3** Play the CD, pausing for students to point to the things Wayne talks about.

Refer students to **Real English** and demonstrate the meaning of the first two phrases by eliciting answers to the following questions: *Is the view from your classroom window fantastic? Which is the best day of the week?* To teach *a bit* pretend to inspect your shoes, say *They are a bit muddy* and wipe a couple of spots with a tissue. Demonstrate *sports-mad* by giving a real example of a sports fan in the class, e.g. *Martin loves football, he watches a lot of basketball games on TV, he goes jogging every morning, he knows the names of a lot of famous tennis players.*

**Extra activity**

Students write true sentences about themselves or people they know with the phrases from *Real English*.

**Comprehension**

- 4** Review the question words: *what, how old, who* and *when*. Then students read the questions in the task and find the answers in the text in Activity 2.
- 5** Play the CD for students to check their answers.

**Audioscript and Answer key**

- 1 Turner
- 2 Twelve years old
- 3 Flat 8, 19 Marina Road, Brighton
- 4 His sister
- 5 15th of September
- 6 His bike and his football boots
- 7 Football, basketball and athletics

- 6 In pairs students take turns to ask and answer the questions about Wayne. Read out the example with a volunteer first.

### Homework suggestions

- 1 Workbook page 4, Activities 1–3.
- 2 Students write four more questions about Wayne to add to Activity 4. They should use the verb *be* and question words, e.g. *What's his sister's name?*

## LESSON 1b

### Introduction

Divide students into five teams and ask them to recall as much as they can about Wayne from Activity 2. They do it quietly so that the other teams cannot hear. After 2 minutes throw a soft ball or a crumpled newspaper to one team and ask them to make a sentence about Wayne. If they do it correctly within 20 seconds, they get a point. Then they throw the ball to another team and so on until no one can add anything.

### Grammar spot

Point out the apostrophe in the short forms of *be* and explain that it is used to replace a letter. Ask students to look at the full forms and to identify the letter that is being replaced ('a' in 'am'; 'i' in 'is' and 'a' in 'are'). Explain that short forms are now much more commonly used than the full forms.

### Grammar practice

- 7 Complete the first sentence with the whole class as an example – write it on the blackboard. Students do the rest of the task individually, using short forms wherever possible. When they have finished, they compare their answers in pairs. Ask different students to read out the complete sentences.

#### Answer key

- 1 'm
- 2 is ... 's
- 3 is ... 's
- 4 are ... 're
- 5 are ... are ... 're

### Vocabulary Ordinal numbers



- 8 Invite a few students to the front of the classroom and ask them to stand in a queue. Demonstrate ordinal numbers by pointing at the students and saying *He's first, she's second*, etc.

Play the CD, pausing for students to repeat the numbers. Point out that the letters next to the digits are the last two letters of the number.

#### Extra activity

Invite ten students to the front of the classroom and make them stand in a queue. Allow the rest of the class to look at them for 30 seconds and then turn round with their backs to the board. In pairs they write from memory who is the first, second, third etc. person in the queue. Allow 2 minutes for this activity. Meanwhile students in the queue can test each other on the names of the

objects in the classroom. Collect students' notes and announce who remembered the order correctly.

### Audioscript

See Student's Book Activity 8 page 7.

- 9 Review the names of the months chorally with the whole class and then go round the class with the first student saying *January*, the second *February* and so on. Explain that we use ordinal numbers to say dates. Ask students to find Wayne's birthday in Activity 2. Explain that we usually write dates *15th September* or *September 15th*, but we say **the 15th of September**.

Go over the example with a volunteer. Put students in pairs or groups of three or four and ask them to take turns to find out each other's birthday and write it down. When they have finished, they show each other the notes to check the answers.

#### Extra activity

From now onwards start each lesson by eliciting the date from students and getting volunteers to write it on the board.

### Writing

Refer students to the **Writing tip** to show them how we write British addresses. Ask students to compare that with the addresses in their country and report the differences to you. Point out the pronunciation of letters in British postcodes. If necessary, review the alphabet.

#### Extra activity

Write the following address on the board. Ask students to put it in the correct order: London; 115 Woods Road; SW6 9PL; Flat 2.

- 10 Refer students to Wayne's text on page 6 and to the example before they begin the task. Monitor their work, helping when necessary. When they have finished, they exchange notebooks in pairs and read each other's texts. Ask individual students to read out their own sentences to the class.

### Check your English

- 11 Students form full questions from the prompts and then ask and answer them in pairs, taking notes. If necessary, refer students back to the questions for Activity 4, on page 6, but remind them to use *you* and *your* in place of *he* and *his*. Ask a couple of students to report what interesting things they have found out about their classmate.

### Photocopiable activity (TRF [www.staffroom.pl](http://www.staffroom.pl))

Module 1 *Summer camp*

- 12 Students play the **Speed Game** as a whole class. Starting in one corner of the classroom students one by one call out consecutive numbers as fast as they can. If they make a mistake, they are out of the game. Students play until there is only one student left in the game or if the time limit of 3 minutes is up.

### Homework suggestions

- 1 Workbook page 5, Activities 4–8.
- 2 Students write five dates which are important to them e.g. *30th January – my sister's birthday*.



**Grammar**

- verbs *be, have got, can*
- present simple

**Vocabulary**

- personal information
- colours
- hairstyles

**Optional materials**

- a magazine photo of a popular film/soap opera character

**Photocopiable activities ([www.staffroom.pl](http://www.staffroom.pl))**

- Module 1 *Jane and Peter* (TRF)
- Module 1 Fast finisher
- Module 1 Extra practice

**LESSON 2a****Introduction**

Prepare four sentences about yourself with the following verbs: *be, have got, can* and *watch*, e.g. *I am tired, I have got a pet hamster, I can swim, I watch horror films*. Make sure one sentence is false. On the board write the sentences with gaps instead of the verbs and write the verbs separately in mixed order: *am, have got, can* and *watch*. Ask students to fill in the gaps with the verbs to find out four things about you. Get volunteers to call out the answers and ask the whole class to guess which sentence is false. Then students write four sentences about themselves with the verbs from the board, making one false. In pairs they take turns to guess the false sentences.

poem a few times with more and more words missing, writing initial letters instead of full words, erasing words which rhyme with another word, etc.

**Teaching tip: Varying the tone of voice**

To make students more enthusiastic about drills or repeating poems, get them to vary their voice, e.g. to whisper, shout, speak as if they were angry, happy, etc. You can also draw faces expressing emotions and point to a different one before each line. Students say the line expressing the emotion represented by the face you point at.

**Audioscript**

See Student's Book Activity 1 page 8.

**Presentation**

- 1 Ask students to describe what they can see in the picture. Then introduce the characters, Mary and Polly, and ask students if they think that the two girls are similar or different. Get students to listen to and read the poem to check their ideas. Play the CD through. Discuss the differences between the girls with the whole class by asking *Who is always late? Who has got short hair?* etc. Elicit the opposite adjectives: *long/short, late/early, straight/curly, tall/short, old/new*. Find out if students can tell you the meaning of *quite, soaps, news, water-ski, still, mate*. Provide explanations if necessary.

All the verbs in the poem have been introduced in *New Hot Spot Student's Book 1*. Refer students to the **Grammar spot** on page 9 to review these verbs. Get students to find more examples of these verbs in the poem.

**Extra activity**

Divide the class into two teams, calling one crosses, and one noughts. Draw a noughts and crosses grid on the board with the following adjectives in the squares: *long, short, tall, late, early, straight, curly, old, new*. Teams take turns to pick an adjective and make a sentence with it. If they do it correctly, they can put their symbol in the square with the adjective. The first team to get their three symbols in a row, vertically or horizontally, wins.

**Audioscript**

See Student's Book Activity 1 page 8.



- 2 Play the CD and ask students to pay attention to the rhythm of the poem. Then ask all students to repeat the poem together.

**Extra activity**

Ask students to try to learn the poem by heart. Teach them different techniques to help them memorise, e.g. copying the

**Comprehension**

- 3 Put students in groups of four to ask and answer questions about Mary and Polly from Activity 1. Three students close their books and the fourth one asks the first question. The first person to answer correctly gets one point. Then it is another student's turn to ask the questions. The winner is the student with most points.

**Answer key**

- |         |         |
|---------|---------|
| 1 Polly | 5 Mary  |
| 2 Polly | 6 Polly |
| 3 Polly | 7 Mary  |
| 4 Polly | 8 Polly |

**Extra activity**

Get a volunteer to ask the same questions to the class. Students raise their hands if the questions are true about them. Ask another volunteer to write the results on the board, e.g. *Question 1 – 14 students*. Then get various students to read out the results in full sentences, e.g. *14 students like sport*.

**Homework suggestions**

- 1 Workbook page 6, Activities 1–3.
- 2 Students find all the similarities between themselves and Mary or Polly and write sentences about them, e.g. *My hair's long*.

**Dyslexia tip: Homework**

Dyslexic students are often easily distracted and have difficulty focusing on homework tasks. You can help them improve their organisation of homework with the following methods:

- provide them with a homework notebook where they can keep all the homework
- hand out typed task instructions
- give them a homework partner, i.e. a friendly classmate who will help them record homework
- break down a long task into a sequence of short activities
- advise them to remove unnecessary objects from their desk at home so they have a clear workspace for homework
- discuss and try to solve any problems they have with completing homework tasks.

## LESSON 2b

## Introduction

Bring to class a cut-out magazine photo of a popular film or soap opera character. Ask students to describe the person, e.g. *He's got short curly hair, he's quite short* and to say what they know about the character's family, possessions, lifestyle, abilities, e.g. *He's got a brother, He can drive*. Encourage students to use the verbs *be, have got, can* and the present simple tense.

## Grammar spot

Read out the example sentences from the Grammar spot. Explain that these are all first person (I) and third person (he/she/it) examples. Ask students to identify the verb that doesn't change in the third person (can).

## Grammar practice

- 4 Students complete the sentences with the correct short forms and verbs from the box. Point out that 's can be short for *is* or for *has*. Draw students' attention to the example sentence and elicit that the 's here is short for *has*. Students can then compare their answers in pairs before you check them with the whole class.

## Answer key

- 2 'm
- 3 can play
- 4 've
- 5 can
- 6 play
- 7 's

## Listening

- 5 Focus students' attention on the chart in Activity 7 and drill the pronunciation of the colours and hairstyles. Introduce *long, medium length* and *short* to describe the length of hair. Pointing to different students, elicit a description of their hair and eye colour from the whole class.

Introduce the boys in the pictures. Students match the descriptions with the names of the boys. Play the CD, pausing after each description to let students write down the name of the boy.

## Audioscript

- 1 He's got blue eyes and brown hair. His hair's medium length and curly.
- 2 He's got brown eyes and black hair. His hair's long and straight.
- 3 He's got green eyes and blonde hair. His hair's short and wavy.
- 4 He's got brown eyes and red hair. His hair's medium length and straight.

## Answer key

- 1 Jake
- 2 Billy
- 3 Sean
- 4 Frank



- 6 Play the CD for students to check their answers to Activity 5.

## Audioscript and Answer key

- 1 Jake's got blue eyes and brown hair. His hair's medium length and curly.
- 2 Billy's got brown eyes and black hair. His hair's long and straight.
- 3 Sean's got green eyes and blonde hair. His hair's short and wavy.
- 4 Frank's got brown eyes and red hair. His hair's medium length and straight.

- 7 In pairs students take turns to describe the boys in the picture. Encourage them to use the chart to help them with vocabulary. Go through the example before they begin the task.

## Answer key

- 1 He's got blue eyes and brown hair. His hair's medium length and curly.
- 2 He's got brown eyes and black hair. His hair's long and straight.
- 3 He's got green eyes and blonde hair. His hair's short and wavy.
- 4 He's got brown eyes and red hair. His hair's medium length and straight.

## Writing

- 8 Ask students to imagine a good friend of theirs and think of the differences between the two of them in looks, lifestyle and abilities. After a minute ask them to write a description of themselves and their friend, using the sentence beginnings given. They need to write at least four sentences, using a variety of verbs. Go through the example first and then let students work individually. Set a time limit of 6 minutes. Monitor their work, providing help.

When students have finished the task, they exchange their notebooks in pairs and read each other's sentences. Ask a few students to report back to the class what they found out about their classmate.

Photocopiable activity (TRF [www.staffroom.pl](http://www.staffroom.pl))

Module 1 *Jane and Peter*

## Pronunciation

- 9 On the board match the first word *early* with *curly* as an example with the whole class. Then ask students to complete the rest of the task individually. Make sure they understand that they need to put together words which rhyme as they hear them, not as they write them.

## Answer key

early – curly  
tall – football  
sport – short  
skate – mate  
shoes – news  
please – cheese  
new – blue

## Mixed ability classes

Encourage less confident students to first read the words aloud before they start matching them.



- 10** Play the CD for students to check their answers.

Then play the recording again, pausing for students to repeat the words.

#### Audioscript

early – curly  
tall – football  
sport – short  
skate – mate  
shoes – news  
please – cheese  
new – blue

### Check your English

- 11** Students complete the sentences about Mary from Activity 1. Then they compare their answers in pairs before you check them with the whole class.

#### Answer key

- 1 Mary plays hip hop.
- 2 She is good at art.
- 3 She can water-ski.
- 4 She has got long straight hair.

- 12** Students do the task about the girl in the photo individually and compare the answers in pairs. Check the answers with the whole class.

#### Answer key

- 1 brown
- 2 light
- 3 long, wavy

#### Extra activity

Students write a similar description of a classmate.

#### Homework suggestions

- 1 Workbook page 7, Activities 4–6.
- 2 Students write a description of their own eye colour, hair colour and hairstyle.

## The other side of the world

#### Grammar

- *like/love/hate + -ing/noun*

#### Vocabulary

- personal information
- likes and dislikes
- everyday objects

#### Optional materials

- one slip of paper for each student

#### Photocopiable activities ([www.staffroom.pl](http://www.staffroom.pl))

- Module 1 *Name three ...* (TRF)
- Module 1 Fast finisher
- Module 1 Extra practice

## LESSON 3a

### Introduction

On the board write in mixed order three things you like and three things you don't like. Make sure you use nouns and *-ing* forms, e.g. *football, swimming, chocolate, singing, sleeping, bananas, horror films*. Get students to guess which things you like and which you don't with full sentences, e.g. *I think you like singing*. You can write a sample sentence on the board. Tell them if they have guessed correctly.

### Vocabulary



- 1** Ask students to look at the words in the box and listen as you play the CD. Then point out the example and encourage students to match the words with the pictures in Activity 3. They should make guesses about new vocabulary.

Students work individually on the task and then compare their answers in pairs.

#### Answer key

|                 |                      |
|-----------------|----------------------|
| Shetland – f    | ears – a             |
| sailing – d     | hanging out – h      |
| meat – j        | purple – k           |
| keyboards – e   | getting up early – l |
| carrots – b     | music – i            |
| New Zealand – g | tests – c            |



- 2** Play the CD for the students to check their answers to Activity 1. Make sure everybody understands all the words now and drill the pronunciation.

#### Audioscript

|                 |                      |
|-----------------|----------------------|
| Shetland – f    | ears – a             |
| sailing – d     | hanging out – h      |
| meat – j        | purple – k           |
| keyboards – e   | getting up early – l |
| carrots – b     | music – i            |
| New Zealand – g | tests – c            |

### Presentation



- 3** Introduce Ian and Nyree. Explain that *e-pals* are friends who may not have met in real life, but they exchange e-mails. Elicit ideas from students on how to find an e-pal, e.g. through interest groups on the Internet or penfriend sites.

Explain that Ian and Nyree have written their first e-mail to each other and they talk about their likes and dislikes. Ask students to guess which things in the photos the characters like and which they do not. Then tell them to listen, look at the photos and check their ideas. Play the CD.

#### Audioscript

See Student's Book Activity 3 page 10.



- 4 Ask students to listen to the recording again and to work out what the missing words are. They should use the words from Activity 1. When they have finished, ask them to compare their answers in pairs and check with the whole class. Ask students if they can tell you where the Shetland Islands and New Zealand are. Elicit why the title of this lesson is *The other side of the world* (**Answer:** because Ian and Nyree live so far away from each other). Check if students know or can guess the following new words: *revising*, *wiggle*, *vegetarian*. You can practise the words by getting students to answer your questions, e.g. *When do you revise for tests? Can you wiggle your ears? Do you know a vegetarian? What don't vegetarians eat?*

### Mixed ability classes

To help less confident students limit the choice of words to fill in the gaps. On the board in one circle write the words which go with Ian's e-mail and in the other circle Nyree's words.

### Extra activity

In pairs students point to the photos in Activity 2 and say if they love, like, don't like or hate these things, e.g. *I don't like meat, I love sailing.*

### Audioscript

Hi, my name is Ian and I live in Shetland. I'm 11 years old and I like sailing and playing the keyboards. I don't like revising for tests and I don't like carrots. The special thing about me is I can wiggle my ears. Can you do that?

Hi, my name is Nyree and I live in New Zealand. I'm 12 years old and I love music and hanging out with my friends. I hate the colour purple and getting up early. The special thing about me is I'm a vegetarian and I don't eat meat.

### Comprehension

- 5 Put students in pairs. In each pair one student takes the role of Ian and the other of Nyree. Go through the example. Students interview each other with the questions and answer about their character. Monitor their work. When everybody has finished, ask two volunteers to demonstrate their dialogue to the whole class.

### Answer key

| Ian:                                | Nyree:                               |
|-------------------------------------|--------------------------------------|
| 1 Ian                               | 1 Nyree                              |
| 2 in Shetland                       | 2 in New Zealand                     |
| 3 11                                | 3 12                                 |
| 4 sailing and playing the keyboards | 4 music and hanging out with friends |
| 5 revising for tests and carrots    | 5 purple and getting up early        |

- 6 In the same pairs students ask each other the questions and answer about themselves. Ask a pair of students to repeat their dialogue to the whole class.

### Homework suggestions

- 1 Workbook page 8, Activities 1–3.
- 2 Students write about what their friend or relative loves, likes, doesn't like and hates.

## LESSON 3b

### Introduction

On a slip of paper students write a true sentence about themselves with one of these verbs: *love*, *like*, *don't like*,

*hate*, e.g. *I like cooking*. Collect the slips of paper, mix them in a bag and distribute at random. Students turn the sentence they have received into a question, e.g. *Do you like cooking?* and interview all their classmates to find out for how many people the sentence is true. After 3 minutes ask students to report their findings to the whole class, e.g. *Six students like cooking.*

### Grammar spot

Draw students' attention to the **Grammar spot**. Explain that after *love/like/don't like/hate* we use nouns and the *-ing* form. Ask students to find all examples of the *-ing* form in the texts on page 10.

### Speaking

- 7 Students copy the survey form into their notebooks and complete it with information about themselves. Go through the example first.
- 8 Demonstrate the task with a confident student making two sentences about their own likes and dislikes. Divide students into groups of four and ask them to take turns to tell their classmates about their likes and dislikes, using their completed surveys.

### Extra activity

Instead of telling their group members about their likes and dislikes, students take it in turns to guess their classmate's survey results, i.e. three students guess how the fourth one answered the survey, e.g. *I think that you hate tidying your room*. They get a point for each correct guess. The winner is the student with most points at the end.

### Photocopiable activity (TRF [www.staffroom.pl](http://www.staffroom.pl))

Module 1 Name three ...

### Writing

Look at the **Writing tip** with students. Explain that emails are informal written communications and therefore *Hi* and *Hello* are acceptable ways to begin them.

- 9 Explain that students are going to write their first e-pal letter. Elicit what information Ian and Nyree included about themselves in their own letters in Activity 3: *name*, *country where they live*, *age*, *likes*, *dislikes* and *a special thing about them*.

Go over the example project and get students to write their own letters, using Ian's and Nyree's emails as models. Monitor their work, providing help if necessary. When they have finished, they exchange their texts with a classmate and read each other's letters.

### Extra activity

Students give a presentation about themselves to the whole class or group, using their text from *My English file* as a basis.

### Teaching tip: Giving presentations

When students have to learn a speech by heart to give a presentation, they might find it useful to prepare a 'crib', e.g. on a post-it note, in which they include the key words. Instead of reading out the whole text while memorising, they should be able to recall the sentences just with the help of the key words. Allow them to use the crib during the presentation to give them more confidence.



### Memory challenge

- 10 Students decide if the sentences are true or false about themselves. Read out the sentences and get students to raise their hands to find out how many students these are true for.
- 11 Students write five sentences about their special qualities or unique skills.
- 12 Divide the class into groups of three. Ask them to sit in such a way that they form a triangle. Each student should read the sentences written by the person on their left. Then they tell the person on their right what they have found out about the student whose sentences they read before. Within their groups students should listen to each other and correct any factual mistakes they hear. Encourage volunteers to report any surprising facts they found out to the whole class.

### Extra activity

Students include one false but probable fact on their list. Their classmates try to guess which fact is false.

### Song



- 13 Refer students to page 104. Play the CD through and ask students to copy and complete the task below the lyrics. When they have compared the answers in pairs, check these with the whole class.

Explain any words students do not understand. Play the song again, encouraging students to join in singing.

### Audioscript

See Student's Book page 104.

### Answer key

- a false
- b true
- c true
- d false
- e false

### Check your English

- 14 Students write four sentences about themselves, using the sentence beginnings given. Then they read out the sentences to each other in pairs. Ask a couple of students to read their sentences to the whole class.
- 15 Put students in pairs and ask them to complete the questions to ask each other. They should ask things they do not know about their classmate.
- 16 Go through the example first. Then in the same pairs students ask and answer the questions. Ask a pair of students to repeat their dialogue to the class.

### Homework suggestions

- 1 Workbook page 9, Activities 4–5.
- 2 Students write down their interview with a classmate from Activity 16.

### Photocopiable activity

- Module 1 *New Zealand and China* (available online)

## LESSON 4a

### Introduction

Write *Shanghai* on the board and elicit what students know about this city. In pairs, students discuss what they would like to know about life in China, e.g. *What do people eat in China?* After 2 minutes, elicit up to six of their questions onto the board and keep these on the board throughout the lesson. Explain that today's lesson is about Shanghai, in China, and students should let you know each time they find out an answer to their questions in the lesson activities. If any questions remain unanswered at the end of the lesson, encourage students to do some research on the Internet or in a library.

### Reading



- 1 Focus attention on the pictures. Ask students to find Hu and guess where she is from. Then tell students to read and listen to Hu talking about her city, her likes and her dislikes. Play the CD and elicit that Hu lives in Shanghai, and that she likes noodles, jelly, watching cartoons on TV, chatting with her friends and playing with Sun (her rabbit).

### Audioscript

See Student's Book Activity 1 page 12.

### Answer key

Hu is from Shanghai, China.  
She likes watching cartoons on TV, chatting with her friends and playing with Sun.

- 2 Ask students to read the text in Activity 1 again and to try to guess what the words in blue mean. Then explain that the pictures in Activity 2 illustrate the meaning of the words in blue. Ask students to match the pictures with the words. Set a time limit of 3 minutes. Then get students to compare their words in pairs and check with the whole class.

### Answer key

- 2 chopsticks
- 3 noodles
- 4 Mandarin
- 5 lanterns

### Cultural information

Explain to students that Chinese New Year is not on January 1<sup>st</sup> as in many countries but is at the end of January or the beginning of February depending on the Chinese calendar. Explain that *jelly* is a popular dessert in China and that we use the word *pudding* to mean dessert.



### Mixed ability classes

Fast finishers read the text in Activity 1 again to find the two most surprising facts they have learnt about Shanghai.

### Extra activity

Ask students to write their own sentences with the words in blue from the text in Activity 1.

### Teaching tip: Getting feedback

Getting feedback gives you a chance to see how students coped with the exercise. First check the answers, using various techniques, e.g. ask volunteers, groups or individual students to provide them or get the whole class to call them out. Give the answers yourself only if nobody knows them. Then you can check pronunciation, deal with queries, ask students how many answers they got right, which was the most surprising piece of information, if they liked the type of exercise, how useful it was and how they could improve it. Such a feedback session makes students more aware of the value of the activities they do in class and their own learning process.

### Audioscript

- 1**  
Ok, let's see ... I love tennis, I think that's my favourite sport. And next skiing. I love skiing. And the third ... umm, that's difficult because I like so many sports ... I know, swimming. Swimming is great.
- 2**  
**BOY** I really don't like where I live.  
**GIRL** But your flat's really nice.  
**BOY** Yes, I know it is, but it's too small.  
**GIRL** Oh, I see. How many people live there?  
**BOY** There's my parents, me, my two brothers, my grandmother and now there's my little sister.  
**GIRL** That's a lot.  
**BOY** Yes, the flat hasn't got enough rooms and they are all very small.
- 3**  
I hate eating noodles. They're so long and difficult to eat. I don't know how to use chopsticks so I have to use a knife and fork to eat them and everyone laughs at me.

### Answer key

- 1** Tak  
**2** Nie  
**3** Nie

**Photocopiable activity (TRF [www.staffroom.pl](http://www.staffroom.pl))**  
Module 1 *New Zealand and China*

### Writing

- 6** Students use the text about Hu as a model and write a short text about themselves. They should try to include answers to the questions given, but can also include extra information if they want.

Students write draft texts 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.

### Mixed ability classes

Let fast finishers add more topics to the text about themselves.

### Fun spot

- 1** Elicit a basic description of the picture from the class. Then ask students to listen to a description of a mystery man, Mr X, and to find him in the picture. Play the CD once. Students who know the answer keep quiet and raise their hands. Play the recording once or twice more until most students have raised their hands.

### Audioscript

Mr X is tall and thin. He's 32 years old. He's got short dark brown hair. He's wearing sunglasses, blue jeans and a light blue shirt. He's wearing black shoes and carrying a blue bag.

- 2** Play the CD again for students to check if they were right.

### Homework suggestions

- 1** Workbook page 10, Activity 4.  
**2** Students write a description of a person in a busy scene in a cut-out magazine photo. In the next lesson they can exchange their work in pairs and guess each other's mystery person.

### Speaking



- 3** Students listen to the questions about the text in Activity 1. Play the CD, pausing for students to repeat. Encourage them to think of the answers.

### Audioscript

See Student's Book Activity 3 page 13.

### Answer key

- 1** Hu lives in Shanghai in China.  
**2** She lives with her mum and dad and her grandparents.  
**3** She likes noodles with chicken and jelly for pudding.  
**4** No, she doesn't.  
**5** She likes watching cartoons on TV, chatting with her friends and playing with Sun.
- 4** In pairs students take turns to ask and answer the questions. Encourage them to answer from memory. Go through the example first.

### Homework suggestions

- 1** Workbook page 10, Activities 1–3.  
**2** Students write about at least four differences between their own country and China, e.g. *We don't use chopsticks in my country.*

## LESSON 4b

### Introduction

To prepare students for the listening activity, write the following words on the board: *brother, noodles, tennis, chopsticks, grandmother, swimming*. Then ask students, as quickly as possible, to put the words under the correct headings: **Family**: *brother, grandmother*; **Food**: *noodles, chopsticks*; **Sport**: *tennis, swimming*. Finally, challenge students to add at least one more word to each heading.

### Testing spot



- 5** Before playing the CD, tell students to read the three questions and think about what information they should listen for. Play the CD once for students to listen and choose *Yes* or *No*. Then play the CD again for students to check their answers. Ask a stronger student to give the correct answers for 2 and 3.



- 1** Elicit a basic description of the picture from the class. Then ask students to listen to a description of a mystery man, Mr X, and to find him in the picture. Play the CD once. Students who know the answer keep quiet and raise their hands. Play the recording once or twice more until most students have raised their hands.

### Audioscript

Mr X is tall and thin. He's 32 years old. He's got short dark brown hair. He's wearing sunglasses, blue jeans and a light blue shirt. He's wearing black shoes and carrying a blue bag.



- 2** Play the CD again for students to check if they were right.

### Homework suggestions

- 1** Workbook page 10, Activity 4.  
**2** Students write a description of a person in a busy scene in a cut-out magazine photo. In the next lesson they can exchange their work in pairs and guess each other's mystery person.



### Optional materials

- two slips of paper for each student

### Optional revision

Before your students start this Review, you may want to direct them to the **Grammar Summary** on page 17 and to the Wordlist at the back of their Student's Books. This will remind them of the main grammar and vocabulary in the module. Give them ten minutes to read through them in small groups and ask you any questions they may have.

- Workbook: Refer your students to the *Appearance* section on page 86.

### Completing the activities

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

### Checking answers

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

### Self-evaluation

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

### Feedback

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

- 1 Students complete the text with 's or are.

#### Answer key

- 1 What's your surname?
  - 2 How old are you?
  - 3 What's your address?
  - 4 What's the date today?
  - 5 What are your top three sports?
  - 6 When's your birthday?
- 2 Students answer the questions in Activity 2 in full sentences to give information about themselves.
  - 3 Students make three sentences about their best friend, choosing from the topic ideas in Activity 1.
  - 4 Students complete the text and substitute the pictures with the correct words. They should pay attention to rhymes, initial letters and the opposite words.

#### Answer key

music  
short  
late  
curly  
maths  
short  
football  
trainers  
news  
brown  
salad  
please  
skate  
different

- 5 Students make true sentences about themselves in the present simple, using the eight sentence beginnings given.
- 6 Students make true sentences about a friend in the present simple, using the verbs from Activity 5.
- 7 Pupils describe the way the children on the pictures look.

#### Answer key

*Suggested answers:*

- 1 She's got blue eyes. Her hair is long, dark brown and straight.
  - 2 He's got blue eyes. His hair is short, blonde and straight.
  - 3 She's got blue eyes. Her hair is long, blonde and wavy.
- 8 In pairs students ask each other questions about the activities and answer truthfully.
  - 9 Students make sentences about themselves and the activities.

#### Extra activity

Students play a questions game. On slips of paper they write two true sentences about personal information, likes and dislikes, revealing secrets they think nobody knows about them, e.g. *I've got 27 cousins, I love sailing*. Monitor their work, helping with new vocabulary. Make sure they do not use grammar structures they do not know yet. Collect the sentences, mix them and put them on your desk. Students pick one slip of paper each and try to find the person who wrote the sentence. They ask their classmates about the fact in the sentence, e.g. *Have you got 27 cousins? Do you love sailing?* If they find the person who wrote the sentence, they must ask a follow-up question, e.g. *Who's your favourite cousin? Where do you go sailing?* Then they pick another sentence from your desk. Finish when the sentences run out. Ask students to report what they have found out about their classmates.

### Testing practice

- 1 Students look at the blue words in the text and categorise them under the three headings: *family, animals, appearance*. Explain that key words in a text can help us to understand the general topic. Encourage students to make word webs with new vocabulary and to record new words under topic headings, as this will help them with this type of exam task.



### Answer key

family: dad, brother  
animals: cat, dog  
appearance: curly hair, blue eyes

- 2 Students now look at the text again and decide on the main topic. They will already know that there are words in the text related to all three suggested topics, but their task is to identify the main topic. You could help them by telling them that the first sentence in a paragraph is sometimes referred to as a 'topic sentence' and often summarises the main theme of the paragraph.

### Answer key

a

### Testing spot

- 3 Students now use the skills they have practised in Activities 1 and 2 to identify correctly the topics of three new texts. Tell them to read each text quickly first and to underline the key vocabulary. Remind them that they don't have to understand every word in order to identify the topic.

### Answer key

1 D  
2 A  
3 C

### Dyslexia tip: Tests

You can make special arrangements so that tests will show dyslexic students what they really know without being held back by spelling problems or lack of time:

- make students aware of the purpose of the test, i.e. what you are evaluating
- allow additional time as it should be a measure of knowledge, not their speed of reading or writing; display start and stop times and remind students of the time remaining
- read out the instructions to save students time and allow them to concentrate on the task
- use coloured paper: white paper produces a glare, which affects dyslexic students' ability to read
- provide model answers so that students are not confused as to what is expected of them
- wherever possible accept answers given in note form
- allow spelling errors and grade the content.

For Module 1 tests, go to [www.staffroom.pl](http://www.staffroom.pl)

### Learning diary

You can refer students to page 11 of the Workbook for further review, more study tips and self-assessment activities.

## Vocabulary Spot



### Vocabulary

- different text types

### Functions

- talking about likes and dislikes

### Optional material

- Examples of some of the different text types: a postcard, an envelope, a letter, a greetings card.
- DVD Module 1

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

Ask students, in L1, to brainstorm different ways in which they communicate with each other and with friends and family in more distant places. Students may suggest letters, emails, postcards, text messages, Skype calls, etc. Write all their suggestions on the board, in L1. Then tell them to look at the small pictures in the text for Activity 1 and to try to find any of their suggestions. Explain that they will be learning this new vocabulary in today's lesson, but don't teach it yet.

- 1 Tell students to read the four questions carefully and then try to find the answers in the text. Explain that they don't need to understand every word of the text in order to answer the questions – they should look for the key words, e.g. *fifteen, birthday, Hong Kong and letters*.

### Answer key

a Geri  
b Yusef  
c Mara  
d Jamie

- 2 Students now match the words with the pictures in the text. They can work in pairs to check their answers. If you have brought in actual examples of a postcard, a letter, an envelope and a greetings card, show these to the class now and ask students to name the different things.

### Answer key

2 postcard      5 text message  
3 greetings card      6 letterbox  
4 parcel      7 envelope





- 3 Play the CD for students to check their answers. Tell students to repeat the new vocabulary. Explain that greetings card is a general term and can be used for a birthday card, a get well card, a good luck card, etc.

### Cultural information

People in the UK send greetings cards for many different occasions, including birthdays, retirement, anniversaries, and exams (taking them and passing them). There are specific cards for different occasions for sale in card shops, but home-made cards are becoming increasingly popular.

- 4 This is a fun memory activity which will help students to learn the new vocabulary. Students cover the text and work individually, trying to match the phrases with the names from memory.

### Answer key

Geri – sends emails  
Yusef – sends postcards  
Mara – sends text messages  
Jamie – writes letters

- 5 Students now uncover the texts and work in pairs to ask and answer questions about the phrases from Activity 4. Go round the class, monitoring the activity, and checking that they are using the question and short answer forms of the present simple correctly.

### Extra activity

Ask students to ask and answer these questions in pairs:  
How often do you send text messages?  
Do you send postcards when you go on holiday?  
Do you get greetings cards on your birthday?  
Do you write letters?

### Extra activity

If you have the DVD for *New Hot Spot klasa 5*, you can watch the Module 1A film *Sending cards in the United Kingdom*, and do the exercises from the worksheet for the lesson.

## Language spot



### Talking about likes and dislikes

- 6 This activity recycles grammar, vocabulary and functional language from Module 1. Encourage students to read the text carefully and to look at the table. They should identify the key words in the text and use them to complete the table.

### Answer key

|                |                         |
|----------------|-------------------------|
| hair           | long, brown             |
| eyes           | blue                    |
| likes          | swimming & volleyball   |
| doesn't like   | cycling                 |
| favourite food | spaghetti and ice cream |
| hates          | pizza                   |
| can            | speak three languages   |
| can't          | ride a bike             |

### Extra activity

Fast finishers can complete a similar table about themselves. They can then swap the table with another student and write a short paragraph about that student, based on the information in the table.

### Testing spot

- 7 Students read the situations and then choose the correct response for each one. Draw their attention to the fact that there is one extra, redundant response. Warn them that they will have to read the responses carefully to identify the correct one for each situation. Tell them to look for the key words in each response. If students find this activity very challenging, you can help them by asking them first to look at the responses and find one sentence about food (E); one sentence about appearance (B), one sentence about languages (D) and one sentence about places (A).

### Answer key

- 1 E  
2 B  
3 D  
4 A

### Extra activity

If you have the DVD for *New Hot Spot klasa 5*, you can watch Module 1B film *Fifi and Bonehead*, and do the exercises from the worksheet for the lesson.

### Homework suggestions

- 1 Workbook page 12, Activities 1–4.

## Grammar Summary



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

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



## Check your grammar

- Students choose the correct word to complete the sentences. Tell them to look carefully at the subject of each sentence/question and think about whether it is in the singular or the plural as this will help them to identify the correct verb form. Check answers with the class.

### Answer key

- |            |           |
|------------|-----------|
| 2 isn't    | 6 Has     |
| 3 've      | 7 has     |
| 4 wear     | 8 doesn't |
| 5 Do, like | 9 haven't |

- This exercise practises *can* and *can't*. Go through the example sentence with students. Point out that they should write a positive sentence when they see a tick [✓], a negative sentence when they see a cross [X] and a question when they see a question mark [?]. Ask different students to read out their completed sentences and questions.

### Answer key

- My friend can't swim.
- We can't speak Japanese.

- Can you play the violin?

- Students write true sentences about their likes and dislikes. Draw their attention to the grammar explanation at the top of the page and remind them that we can use a verb + *-ing* or a noun after *like/love/hate*. Demonstrate the activity first, giving some example sentences about yourself. Students then write their sentences and read them out in pairs or around the class.

## Testing spot

- Explain that this Testing Spot tests the grammar from this Module. Students should read the whole text carefully first and then choose the correct words to fill the gaps. Check answers with the whole class.

### Answer key

- E
- G
- C
- A

## USA Quiz

Divide the class into groups of three or four students. Explain that they are going to do a quiz about the USA. Tell them that it is a guessing game and they should not worry if they are not sure of the answers. They will learn more through the process of guessing.

Students work in groups, agreeing on the same answers and writing them down. Set a time limit of 10 minutes for the activity. Elicit the answers from different groups. If you have computers in class, encourage students to use the Internet to find the answers or allow them to check the answers in an encyclopaedia. Alternatively, treat the quiz as a guessing game.

### Answer key

- |     |                          |
|-----|--------------------------|
| 1 B | 5 C                      |
| 2 B | 6 B, D, G                |
| 3 A | 7 1c, 2e, 3a, 4b, 5f, 6d |
| 4 B | 8 A                      |

## Extra activity

In the same groups students write one more question about the USA, e.g. about pop culture, cinema, sport. Make sure they know the answer. Then get them to ask their question to the other groups. They should provide three answers to choose from, one of which should be correct.

## Extra activity

This is an optional activity and it will work best if in preparation students do some research on the Internet or in the library. Divide students into groups of four and ask them to prepare a quiz about their own country. Suggest some ideas for topics, e.g. famous monuments, tourist attractions, celebrity profiles, etc. You can ask them to prepare either a simple general knowledge quiz for foreigners or a more challenging quiz for the other groups of classmates to solve. Give plenty of time for students to write the quiz. You can ask them to illustrate the quiz with their own drawings and cut-out magazine photos. Monitor their work, providing help.

Ask each group to exchange their quiz with another group and try to solve it.

## Extra Special



## My loves and hates

- Explain to students that a girl called Liz has prepared a poster about five things she loves and five things she hates. Ask them to read the poster. Clarify any vocabulary if necessary. Then read out each sentence and ask students to raise their hands if it is true about them as well.
- Students work individually and make a poster about their own loves and hates. They should write at least ten sentences. Encourage them to make a draft copy first. Let students illustrate their project. Monitor their work and provide help where necessary.

- In pairs students exchange and read each other's posters. They check how many of their loves and hates are the same as their classmate's. Ask students to report to the class anything interesting they have found out.

## Mixed ability classes

Put fast finishers together in pairs and ask them to guess their classmate's sentences before exchanging the projects. They can make twice as many guesses as there are sentences. They get one point for each correct guess.

## Mini project





### Extra activity

Bring to class about 15 cut-out magazine photos of objects and activities which students know in English. Students place their chairs in a large circle. There should be one seat less than there are students in class. Invite a volunteer to stand in the middle. Ask them to pick one of the photos and make a sentence

with *I love/like/don't like/hate* about the thing/activity in the photo, e.g. *I love skiing*. All the students for whom the sentence is true have to change seats. The person in the middle tries to take one of the vacated chairs. Whoever is left without a chair picks another photo and makes a sentence. Play until students have used all the photos.


## Communication Cards



Remember about Communication Cards – module 1A and B.

Module 1
Communication Card Student A


- 1 Przetłumacz fragmenty pytań na język angielski. Następnie zadaj pytania koledze/koleżance. Ty zaczynasz.
  - 1 What's your **nazwisko**?
  - 2 What's **twój adres**?
  - 3 **Jakie są** your top three sports?
  - 4 **Czy masz** blue eyes?
  - 5 Can you **grać w piłkę nożną**?
- 2 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń B.
  - 1 I'm ...
  - 2 My birthday is ...
  - 3 My favourite ...
  - 4 Yes, I .../No, I ...
  - 5 Yes, I .../No, I ...
- 3 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką. Ty zaczynasz.
  - 1 Powiedz, że Wayne i Tina nie są kuzynami.
  - 2 Powiedz, że Tina ma szesnaście lat.
  - 3 Zapytaj, kto ogląda opery mydlane?
  - 4 Powiedz, że ona ma krótkie, kręcone włosy.
  - 5 Powiedz, że on jest dość wysoki.
  - 6 Zapytaj, kto ma nowy rower?
  - 7 Zapytaj kolegę/koleżankę, czy lubi grać w gry komputerowe?
  - 8 Powiedz, że nie znosisz zakupów.
- 4 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.
  - 1 Brighton isn't big.
  - 2 Bobby is a very friendly dog.
  - 3 Who likes sport?
  - 4 She's got long, wavy hair.
  - 5 He's quite short.
  - 6 Who can ride a bike?
  - 7 Do you like reading?
  - 8 I hate tidying my room.



He's quite short.

Module 1
Communication Card Student B

- 1 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.
  - 1 My surname's ...
  - 2 My address is ...
  - 3 My top three sports are ...
  - 4 Yes, I .../No, I ...
  - 5 Yes, I .../No, I ...
- 2 Przetłumacz fragmenty pytań na język angielski. Następnie zadaj pytania koledze/koleżance. Ty zaczynasz.
  - 1 **Ile** old are you?
  - 2 When's your **urodziny**?
  - 3 What are your **ulubione rzeczy**?
  - 4 **Czy jesteś** good at maths?
  - 5 **Czy ty umiesz** skate?
- 3 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.
  - 1 Wayne and Tina aren't cousins.
  - 2 Tina is sixteen (years old).
  - 3 Who watches soap operas?
  - 4 She's got short, curly hair.
  - 5 He's quite tall.
  - 6 Who's got a new bike?
  - 7 Do you like playing computer games?
  - 8 I hate shopping.
- 4 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką. Ty zaczynasz.
  - 1 Powiedz, że Brighton nie jest duże.
  - 2 Powiedz, że Bobby jest bardzo przyjacielskim psem.
  - 3 Zapytaj, kto lubi sport?
  - 4 Powiedz, że ona ma długie, pofalowane włosy.
  - 5 Powiedz, że on jest dość niski.
  - 6 Zapytaj, kto potrafi jeździć na rowerze?
  - 7 Zapytaj kolegę/koleżankę, czy lubi czytać?
  - 8 Powiedz, że nie znosisz sprzątanego swojego pokoju.



She's got short, curly hair.