

**Grammar**

- present continuous
- question word *what*

**Vocabulary**

- chores
- everyday objects and activities

**Optional materials**

- nine slips of paper with present continuous sentences
- sticky tape
- a few dictionaries
- a DVD player and a film with a busy street scene

**Photocopiable activities (www.staffroom.pl)**

- Module 2 *What are you doing?* (TRF)
- Module 2 Fast finisher
- Module 2 Extra practice

**LESSON 5a****Introduction**

Write *chores* on the board and explain that these are jobs around the house. Tell students that this is the topic of today's lesson and ask them to predict which chores will appear in their book. Elicit their ideas onto the board, providing English translation if necessary. Stop writing after 3 minutes and tell students to compare the list on the board with the chores in the picture in Activity 1. Cross out each chore on the board that appears in the picture as well.

**Vocabulary**

- 1 Point to the picture and ask if students remember anything about the Grooms from *New Hot Spot Student's Book 1*. Review the names of the pets – the dog Bonehead and the cat Cactus. Explain that it is Saturday morning and the Grooms are doing their chores from the to-do list. Read out the chores from the to-do list and ask students to find which member of the Gloom family is doing them in the picture. Encourage students to make guesses about the vocabulary they are not familiar with.

Students work individually on the task and then compare their answers in pairs. Ask individual students to provide the answers, e.g. 1 Mandy. Make sure everybody understands the phrases now and drill the pronunciation.

**Answer key**

- 2 Sam and Pam
- 3 Rudolph
- 4 Cynthia
- 5 Vincent
- 6 Martha
- 7 Gordon and Vera
- 8 Bernard
- 9 Helga

**Dyslexia tip: Eliciting answers**

Dyslexic students experience a huge amount of failure every day at school. They need to work very hard to achieve what their peers can do easily. Try to stress their strengths and avoid exposing weaknesses. When you are asking individual students for answers, you can communicate privately with a dyslexic student. They can lift their hand discreetly with their palm open to show you that they know the answer so you can ask them about it.

**Mixed ability classes**

Fast finishers name the parts of the Grooms' house, e.g. *bedroom, hall*, etc.



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

**Audioscript and Answer key**

- 1 take Bonehead for a walk – Mandy
- 2 tidy the room – Sam and Pam
- 3 do the washing-up – Rudolph
- 4 vacuum the carpet – Cynthia
- 5 go shopping – Vincent
- 6 empty the bin – Martha
- 7 make the bed – Gordon and Vera
- 8 wash the car – Bernard
- 9 feed Cactus – Helga



- 3 Play the CD and ask students if they do similar chores at home. You can ask them to write their own list of chores modelled on Activity 1. They should choose from the Grooms' chores. Put students in pairs to show each other the lists. Ask a few students to read out their chores.

**Audioscript**

- 1 take the dog for a walk
- 2 tidy the room
- 3 do the washing-up
- 4 vacuum the carpet
- 5 go shopping
- 6 empty the bin
- 7 make the bed
- 8 wash the car
- 9 feed the cat

**Extra activity**

Put students in teams of six. Each student writes a list of their chores on a sheet of paper. They should not sign the list. Then each team collects the individual lists, mixes them and exchanges them with another team. The task is to guess which member of the other team wrote which list. Set a time limit of 2 minutes. Each correct guess is worth one point. The winner is the team with more points than the other one.

**Grammar spot**

Focus students' attention on the **Grammar spot** to review the present continuous tense. Elicit from students that we use the tense to talk about present moment activities or to describe what is happening in a picture. Elicit that we use the verb *be* plus the verb with the *-ing* ending to form the tense. Review the forms of *be* for all persons.

**Grammar practice**

- 4 Before students begin the task, put *tidy* and *take* on the board. Can they make a sentence about what anyone in

the Gloom family is doing, using these verbs? Check their ideas and then ask students to complete the sentences in the task, using the verbs in the box. Remind them to drop the final -e in take and make before adding -ing. Point out that the sentences in the Grammar spot all use the full form of the present continuous, but the example answer 2 uses the short form ('s). When they have finished, they compare their answers in pairs. Ask different students to read out the complete sentences.

### Answer key

- |               |                |
|---------------|----------------|
| 1 are tidying | 6 's going     |
| 2 's taking   | 7 's vacuuming |
| 3 's emptying | 8 's doing     |
| 4 's washing  | 9 's feeding   |
| 5 are making  |                |

### Homework suggestions

- Workbook page 14, Activities 1–3.
- Students choose a photo of their family or friends and describe what they're doing, using the present continuous.

## LESSON 5b

### Introduction

Before the lesson, using sticky tape, stick slips of paper with the following sentences under nine chairs: *You are taking a dog for a walk, You are tidying your room, You are doing the washing-up, You are vacuuming the carpet, You are going shopping, You are emptying the bin, You are making your bed, You are washing the car, You are feeding the cat.* At the beginning of the lesson ask students to look under their chair. If they find a sentence there, they should read it and mime the chore for the whole class to guess. Ensure students use present continuous when making guesses.

### Speaking

- Drill the pronunciation of the words. Ask students to find the objects in the picture in Activity 1.
- Students read and listen to the questions about the Glooms in Activity 1. Explain how we make *Wh-* questions in the present continuous tense. As they are listening they should think about the answers. Play the CD through.

### Audioscript

See Student's Book Activity 6 page 21.

- In pairs students take turns to ask and answer the questions. Go through the example first. When everybody has finished, ask a pair to demonstrate the dialogue to the whole class.

### Answer key

- |               |                  |
|---------------|------------------|
| 1 His car.    | 4 Rubber gloves. |
| 2 Their toys. | 5 A raincoat.    |
| 3 A fish.     | 6 Roller skates. |

### Teaching tip: Lack of participation in activities

Students can misbehave when your attention is divided during pair or group work activities. To make them work effectively write their names on the board. If during the task you see that someone is not participating, erase one letter

of their name. If their whole name is gone, they cannot take part in the next game or fun task. They are usually unhappy to see their names misspelt and quickly correct their behaviour. Give them a chance to earn the letters back.

### Listening



- Students listen to the phrases and match them with the pictures. All the vocabulary comes from *New Hot Spot Student's Book 1*. Play the CD. Students compare their answers in pairs before you check with the whole class.

### Answer key

- |     |
|-----|
| 2 d |
| 3 f |
| 4 c |
| 5 a |
| 6 b |

### Audioscript

See Student's Book Activity 8 page 21.

- In groups of four students take turns to ask questions to any group member about the people in the pictures in Activity 8. Go through the sample questions first. Make sure students know they need to respond with full sentences in the present continuous. Demonstrate the task with a volunteer by reading out the example.

### Extra activity

If you can see a busy street from the classroom windows, encourage students to make sentences about what the people on the street are doing. Alternatively, if you have a DVD player, freeze a street scene from a film for students to describe.

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

Module 2 *What are you doing?*

- Students work in groups and say what they are doing at the moment, using the examples given.

### Check your English

- Students complete the dialogues individually, using short forms of *be* where possible. Ask two students to read out the complete dialogues.

### Answer key

- |              |            |
|--------------|------------|
| 1 are        | 4 is       |
| 2 doing      | 5 going    |
| 3 'm tidying | 6 's going |

- Students write three present continuous questions with *What's ...* about the activities of the people in the picture in Activity 1. Then divide the class into groups of four. Three students close their books and the fourth one asks them questions. The group members try to answer the questions from memory. Then they change roles and continue the procedure until all students have asked their questions.

### Homework suggestions

- Workbook page 15, Activities 4–6.
- Students write a short dialogue between two people in a cut-out magazine photo. The dialogue should be in the present continuous and should include *What's* questions.

**Grammar**

- present simple
- adverbs and expressions of frequency

**Vocabulary**

- chores
- free time activities

**Optional materials**

- colourful boxes or Cuisenaire™ rods

**Photocopiable activities (www.staffroom.pl)**

- Module 2 Ask your classmates (TRF)
- Module 2 Fast finisher
- Module 2 Extra practice

**LESSON 6a**

**Introduction**

Divide students into five groups and give them 2 minutes to make a list of activities they often do, e.g. *watch TV, do homework*. When the time is up, groups put away their pens and count the activities on their list. On the board draw two columns with headings *WORK* and *PLAY*. The group with the longest list dictates the activities for you to write on the board, adding which column you should put them in. Then other groups dictate any remaining activities from their lists. Ask the class to compare how many activities from the board appear in the survey in their books. Keep the notes on the board for the extra activity in Activity 3.

**Presentation**



- 1 Point to the survey on *Work and play* and review the question *How often do you ...?*, which students know from *New Hot Spot Student's Book 1*. Then students read and listen to the questions, thinking about their own answers. Play the CD through. Tell students not to worry if they are not able to express the answers in English yet.

**Audioscript**

- How often do you tidy your room?
- How often do you do the washing-up?
- How often do you go food shopping?
- How often do you lay the table?
- How often do you go swimming?
- How often do you play computer games?
- How often do you surf the Internet?
- How often do you hang out with friends?



- 2 Focus attention on the photo and elicit everything students remember about Ian from Lesson 3. Then explain that Ian is going to answer the survey from Activity 1. Point to the box and tell students that he is going to use these words in his answers. Introduce the new words: *once* and *twice* and review the remaining ones by eliciting examples from students, e.g. *Weekend? It's Saturday and Sunday*.

Ask students to read the sentences about Ian. Then play the CD and get students to complete the sentences with the words in the box.

**Audioscript**

- INTERVIEWER** How often do you tidy your room?  
**IAN** Oh, I tidy my room once or twice a week.  
**INTERVIEWER** And how often do you do the washing-up?  
**IAN** I do the washing-up three or four times a month.  
**INTERVIEWER** And how often do you go food shopping?

- IAN** I never go food shopping. My mum and sister do that.  
**INTERVIEWER** And how often do you lay the table?  
**IAN** I lay the table for dinner every Sunday.  
**INTERVIEWER** How often do you go swimming?  
**IAN** I go swimming every Saturday morning.  
**INTERVIEWER** How often do you play computer games?  
**IAN** I play computer games every weekend.  
**INTERVIEWER** How often do you surf the Internet?  
**IAN** I surf the Internet every day.  
**INTERVIEWER** How often do you hang out with friends?  
**IAN** I hang out with friends every day after school.  
**INTERVIEWER** Thank you, Ian.

**Answer key**

- He tidies his room once or twice a week.
- He does the washing-up three or four times a month.
- He never goes food shopping.
- He lays the table for dinner every Sunday.
- He goes swimming every Saturday morning.
- He plays computer games every weekend.
- He surfs the Internet every day.
- He hangs out with his friends every day after school.



- 3 Play the CD again for students to check their answers to Activity 2. Refer students to the **Grammar spot** to demonstrate how we form expressions of frequency and where they appear in a sentence.

**Dyslexia tip: One sentence at a time**

Dyslexic students are easily distracted and get confused when the activity is too long. Help students break the task down into smaller steps, e.g. they can use a blank piece of paper to cover the sentences and reveal only one at a time to complete.

**Extra activity**

Draw the following table on the board:

once twice three, four, ... times	a	day week month year
every	morning/afternoon/evening day/weekend/week/month/year Monday/Tuesday...	
never		

Ask various students how often they do different activities. If you have kept the notes from the Introduction on the board, ask about these, e.g. *How often do you do your homework?* Encourage students to answer with the expressions from the table.

## Grammar spot

Go through the sentences in the **Grammar spot**. Remind students that *never* goes between the subject and the verb and we do not use *not* with it. You can ask students to compare that with their own language.

## Grammar practice

- 4 Demonstrate the activity by writing true sentences about yourself on the board, using the adverbs and expressions of frequency. If you have kept notes from the Introduction on the board, students could use these when writing about themselves.
- 5 This activity focuses on the correct word order for adverbs and expressions of frequency. Refer students back to the **Grammar spot** on page 22 if necessary, reminding them that adverbs usually come before the main verb, but expressions of frequency usually come at the end of a sentence.

### Answer key

- 1 I often hang out with my friends after school.
- 2 I surf the Internet three or four times a week.

### Homework suggestions

- 1 Workbook page 16, Activities 1–2.
- 2 Students write their own *Work and play* survey with eight new questions. They can use it to interview their classmate at the beginning of the next lesson.

## LESSON 6b

### Introduction

On the board write the following adverbs of frequency: *sometimes, usually, never, always, often*. Ask students to put them in the correct order depending on the frequency. Before the lesson, for each adverb prepare a sentence about something you do after work, e.g. *I sometimes read a magazine after work*. When students have reordered the adverbs, write your sentences on the board in mixed order, leaving gaps instead of the adverbs. Students guess which adverbs to fill the gaps with so that the sentences are true about you.

- 6 Go through the example and ask students to answer the survey questions from Activity 1 individually in writing. Make sure that students understand they shouldn't show their answers to anyone else.
- 7 Read out the example with a volunteer. In pairs students ask each other the survey questions and answer, using their notes from Activity 6. Encourage them to note down their classmate's answers.
- 8 Students write three sentences about their classmate, using their notes. Ask a few students to read out their sentences to the whole class.
- 9 If you have not done the Introduction activity, review the adverbs of frequency, which students know from *New Hot Spot Student's Book 1*. Elicit the position of the adverbs in the sentence. Students choose five of the activities in the table and write how often they do them after school.

### Mixed ability classes

For less confident students demonstrate the position of adverbs of frequency with colourful boxes or Cuisenaire™ rods, using a different colour for the subject, the adverb and the verb.

### Teaching tip: Using Cuisenaire™ rods

Cuisenaire™ rods are blocks of varying length and colour. They are especially effective for visual and tactile types of learners. You can use them to visually represent tenses, sentence order, grammar structures or phrasal verbs. In storytelling the rods can represent places, people and events, helping with comprehension and memorisation.

- 10 In pairs students tell each other how often they do the activities they wrote about in Activity 9. Ask a volunteer to tell their sentences to the whole class.

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

Module 2 Ask your classmates

## Writing

- 11 Hold up the picture and introduce *Tidy Ted*. Go over the sentences describing Ted's activities. Students write three more sentences about the boy, showing his character. Monitor students' work, providing help.

In pairs students exchange their notebooks and read each other's sentences. Ask volunteers to read out their sentences to the whole class.

### Extra activity

Get students to write sentences about different characters with suggestive names, e.g. *Lazy Lucy, Happy Harry*, etc.

## Song



- 12 Refer students to page 104. 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 join in singing.

### Audioscript

See Student's Book page 104.

### Answer key

- |                    |                    |
|--------------------|--------------------|
| a Monday to Friday | d weekend          |
| b Monday to Friday | e weekend          |
| c weekend          | f Monday to Friday |



- 13 Students listen and find out one activity Nyree does for each adverb or expression in the box. Play the CD twice for students to note down the answers and check with the whole class.

### Audioscript

- A:** How often do you do chores, Nyree?  
**B:** Well, I often tidy my room and I sometimes look after my little sister. And I do the washing up once or twice a week.  
**A:** And what do you do for fun?  
**B:** Well, my favourite sport's swimming and I go swimming at least three or four times a week. I also go surfing every weekend. I like films very much and I go to the cinema with my friends every Saturday afternoon. I always hang out with my friends after school.

**Answer key:**

- once or twice a week – does the washing-up
- always – hangs out with her friends after school
- sometimes – looks after her little sister
- often – tidies her room
- every Saturday afternoon – goes to the cinema
- three or four times a week – goes swimming



**14** Explain that all the sentences are false. Play the CD again and ask students to correct them. Check the answers with the whole class.

**Answer key**

- 1 Nyree often tidies her room.
- 2 She sometimes looks after her little sister.
- 3 She does the washing-up once or twice a week.
- 4 She goes swimming three or four times a week.
- 5 She goes to the cinema every Saturday afternoon.
- 6 She always hangs out with her friends after school.

**Homework suggestions**

- 1 Workbook page 17, Activities 5–7.
- 2 Students write true sentences about what they do after school, using the frequency expressions from Activity 13.

**Grammar**

- present simple vs present continuous
- passive voice *It's/They're made of*
- object pronouns *it, them*

**Vocabulary**

- materials
- containers
- vocabulary associated with protecting the environment

**Optional materials**

- a bag of small objects made of paper/glass/metal/plastic/cardboard
- a collection of rubbish, e.g. a plastic bottle, a metal can, a glass jar, paper tickets
- teacher's bag with personal possessions

**Photocopiable activities (www.staffroom.pl)**

- Module 2 *How green are you?* (TRF)
- Module 2 Fast finisher
- Module 2 Extra practice

**LESSON 7a**

**Introduction**

Write the title of the lesson *Saving the world* on the board. Explain the word *save* and ask the class to guess what the lesson is going to be about. Then students open their books and check their ideas by looking at the pictures in Activity 2.

**Vocabulary**



**1** Ask students to look at the words in the box and play the CD. Pre-teach the materials, using objects in the classroom. Then encourage the class to find the objects from the box in the pictures in Activity 2, making guesses about the new vocabulary.

When students have finished, they compare their answers in pairs. Play the CD again, pausing after each word for students to point to the corresponding picture. Make sure everybody understands all the words now and drill the pronunciation.

**Audioscript**

See Student's Book Activity 1 page 24.

**Answer key**

- |                            |                       |
|----------------------------|-----------------------|
| Picture 2: plastic bottles | Picture 5: glass jars |
| Picture 3: metal cans      | Picture 6: lorry      |
| Picture 5: cardboard boxes | Picture 1: rubbish    |
| Picture 4: paper           |                       |

**Mixed ability classes**

Fast finishers look for any other materials in the classroom, e.g. *cotton*, and check which they can name in English.



**2** Explain that students are going to learn how people in one school try to save the environment. Focus attention on the pictures and ask students to guess silently what the people in pictures 1–5 are doing. Then ask them to listen and read to check their ideas. Play the CD.

**Extra activity**

Put students in groups of five. Call out different materials, one at a time: *plastic, metal, cardboard, paper, glass* and ask students to find an object made of that material in class as quickly as they can and send a team representative to touch it. Students take turns to be team representatives.

**Presentation**

**Dyslexia tip: Using pointers in reading**

Pointers, such as a pencil or a bookmark, help dyslexic students visually track written words on a page. Ask students to move the pointer along the line as they are reading and listening to the recorded reading text. They should move the pointer steadily, without hesitating, and make their eyes follow. They should not worry about words they do not understand and should not go back to re-read them; they can later ask about them or look them up.

Ask students if they know/can guess what the following words mean: *throw away, recycle, recycling box*. Provide explanation if necessary and drill the pronunciation. Explain/elicite the meaning of *is/are made of*. Ask different students to say what the people in pictures 1–5 are doing.

**Audioscript**

See Student's Book Activity 2 page 24.

**Answer key**

They're all recycling rubbish.



- 3 Students listen to the recording again and prepare to answer if they recycle at school or home and how they do it. Play the CD.

In pairs students talk about their recycling habits. Make sure they use the present simple. Ask volunteers to share their answers with the whole class.

#### Extra activity

Ask your students *Is rubbish a problem in our country?* Then elicit other ways than recycling in which students can help protect the environment.

### Comprehension

- 4 Pre-teach the word *hold* and ask students to work individually. They should read and answer the questions about the pictures in Activity 2. Set a time limit of 5 minutes. Then put students in pairs to compare their answers. Finally ask the questions to a few students to check the answers with the whole class.

#### Answer key

- 1 Rubbish.
- 2 Plastic.
- 3 No, she isn't. She's recycling them.
- 4 Into the green recycling box.
- 5 Yes, he is.
- 6 Every Friday.

#### Teaching tip: *Checking the answers together*

When students have completed a task on their own, get them to check the answers together with another classmate or in a small group. If their answers differ, they need to justify their answer to their classmate/s or they can change it. This way they get a chance to spot any significant mistakes and avoid any embarrassment in front of the whole class. It is also a form of peer teaching. Students see that their classmates make mistakes too, which helps them understand that mistakes are part of the learning process for everyone.

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

Module 2 *How green are you?*

#### Homework suggestions

- 1 Workbook page 18, Activities 1–3.
- 2 Students write a diary of all the things they throw away in one day, using a dictionary to look up new words.

## LESSON 7b

### Introduction

Bring a bag into class of small objects made of paper/glass/metal/plastic/cardboard. Place a chair in the front of the classroom facing the board. Invite a volunteer to sit on the chair and put their hands behind their back. Place one of the objects from the bag in the student's hands for them to feel and say what material the object is made of, e.g. *It's made of plastic*. They can try to guess what the object is. Repeat the procedure several times with different students. Students can continue the task in pairs, using their own objects.

### Speaking

- 5 Introduce the words for different containers, using the pictures. Drill the pronunciation. Then go over the example questions and answers with the whole class. Divide students into pairs. They take turns to ask and answer the questions about the objects in the pictures.

#### Answer key

- 1 What's the bottle made of? It's made of glass.
- 2 What are the wrappers made of? They're made of plastic.
- 3 What's the can made of? It's made of metal.
- 4 What's the sweet packet made of? It's made of cardboard.
- 5 What are the yoghurt pots made of? They're made of plastic.
- 6 What's the jar made of? It's made of glass.



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

#### Audioscript and Answer key

- 1 What's the bottle made of? It's made of glass.
- 2 What are the wrappers made of? They're made of plastic.
- 3 What's the can made of? It's made of metal.
- 4 What's the sweet packet made of? It's made of cardboard.
- 5 What are the yoghurt pots made of? They're made of plastic.
- 6 What's the jar made of? It's made of glass.

- 7 Ask students to decide quietly which recycling box each of the objects in Activity 5 goes in. Then go over the model questions and answers with the whole class. Ask students to work in pairs and take turns to ask and answer questions about all the objects from Activity 5 and the recycling boxes they go in. When students have finished, ask different pairs to demonstrate their dialogues to the whole class.

#### Answer key

- |                |                |
|----------------|----------------|
| 1 – green box  | 4 – yellow box |
| 2 – purple box | 5 – purple box |
| 3 – blue box   | 6 – green box  |

#### Extra activity

Bring a collection of rubbish to the classroom, e.g. a plastic bottle, a metal can, a glass jar, paper tickets, etc. Volunteers come up to your desk, pick up an object and say what it is made of. If recycling boxes/bins are popular in your country, ask students which colour box they should put each object into. You can also get students to search their bags and pockets for their own rubbish. They should show it to the class and describe it, e.g. *It's a box, it's made of plastic*.

#### Cultural information

A lot of schools in the UK are registered in the Eco-Schools programme. It is an international programme of environmental education for schools. Eco-Schools follow a special process regarding various environmental issues, from litter and waste to healthy living. Students lead the eco-committee and they assess the environmental performance of their school. If you want to use some Eco-Schools educational activities in your lesson, go to <http://www.eco-schools.org/schools/greentips.htm>

#### Grammar spot

Ask students to read the sentences quietly and elicit which tense shows that we are doing the activity now and which tense shows that we do it regularly.

Practise the use of both tenses more with the class, e.g. by choosing a confident student and eliciting from the class first what activities the student often does, e.g. *He plays basketball*, and then what they are doing now, e.g. *He is looking at his book*, etc.

#### Grammar practice

- 8 Focus attention on the picture and ask students what they can learn about the girl by looking at her room. Then ask them to read the sentences and circle the correct answer. They should compare their answers in pairs before you check with the whole class.

**Extra activity**

Show students the contents of your bag, e.g. an iPod, a bus pass, to elicit present simple sentences about you, e.g. *You listen to an iPod, You travel by bus.* Next you can ask students to show the contents of their bags in small groups and make sentences about their classmates' habits on the basis of their possessions.

- 9 Students look at the picture again and choose three sentences which are correct about what the girl is doing now. When they have compared their answers in pairs, check with the whole class.

**Answer key**

true sentences: 2, 4 and 5

**Check your English**

- 10 Students decide if the sentences are true or false about them. Get a volunteer to read out each sentence and ask all students who think it is true about them to raise their hands.
- 11 Students find and note down one object in the classroom for each of the materials. Then read the materials one by one and get students to point to the corresponding objects they used in their answers.

**Homework suggestions**

- 1 Workbook page 19, Activities 4–7.
- 2 Students choose two people they know well, e.g. family members and write at least four sentences about what these people often do and what they are doing at that moment.

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

- Module 2 *How do they help at home?*

**LESSON 8a****Introduction**

Write the title of the lesson *A helping hand* on the board. Explain that *to give or lend a helping hand* is a colloquial phrase which means to help someone. Ask students to note down secretly three things they do at home to help their family members, e.g. *I look after my brother, I vacuum the carpet*, etc. Then put them in pairs to guess which three chores their classmate has chosen. They can make six guesses and for each correct one they get a point. Find out who scored the most points.

**Reading**

- 1 Focus attention on the photo of Ben and explain that the text is an interview with him. Then point to the B&B sign. Explain that we can see it in a lot of towns and villages in Britain, and ask students to guess what the sign means. Ask them to read the interview to check their ideas. Play the CD through and elicit that B&B stands for *Bed and Breakfast*, a type of accommodation where people who travel can stay overnight and have breakfast the next morning. Explain the structure *help somebody do something* by drawing a stick girl with a frying pan and a bigger stick man next to her and saying *Ben's sister helps her dad cook the breakfast.* Use the picture of the cooked breakfast to explain the meaning of the words: *eggs, sausage, tomatoes, mushrooms, bacon and beans.*

**Answer key**

- 1 A B&B is not a hotel, you stay there with a family in their home.

**Extra activity**

Ask students if there are equivalents of B&Bs in their country. If yes, ask them to describe a typical guest house of this type and the breakfast served there.

**Audioscript**

See Student's Book Activity 1 page 26.

- 2 Ask students to read the text in Activity 1 again and then read the sentences. Ensure that students understand that all the sentences are false and that they have to provide the correct version of each sentence. Go through the example before students start working individually on the task. Set a time limit of 6 minutes. Then students should compare their answers in pairs. Ask a few students to read out their answers for the whole class to check.

**Answer key**

- 1 No, he lives in a B&B.
- 2 No, it's closed in the winter.
- 3 No, most of the guests have a full English breakfast with eggs, bacon, sausage, tomatoes, mushrooms and beans.
- 4 No, he usually has cereal, toast and jam for breakfast.
- 5 No, they help only in the school holidays.
- 6 No, Ben doesn't like the smell of bacon.

**Mixed ability classes**

Ask less confident students to find the relevant information for each sentence in the text in Activity 1 and to underline it in pencil. This will encourage them to look for the key words and identify the important information in a text. Point out that they will need to make some changes, e.g. from the first to the third person when writing the correct sentences

**Teaching tip: Helping students with reading comprehension**

Give students these tips to help with reading comprehension:

- read the sentences before reading the text because then you will focus on the information you need
- make sure your answer is correct after reading the whole text, because relevant information can appear anywhere
- study any pictures with the text because they often help you understand it more easily.

## Listening

### Testing spot



- 3 For this exam activity, students have to listen to three short texts and then choose the correct picture answer to one question for each text. Tell students to read the questions carefully and then to look at the pictures. They should think about what kind of vocabulary or information to listen out for before they begin the task. To demonstrate this, focus students' attention on the first set of three pictures and ask them to name the different pieces of furniture in each room. Then play the CD and ask them which furniture words they heard. Students then do questions 2 and 3 working individually.

#### Audioscript

1

**BEN** So this is one of our guest bedrooms. It's really nice. There's a big bed, a small desk and an armchair. There's a small radio on the desk, but there isn't a TV. And look out of the window. The view's fantastic!

2

**A:** Can I help you?

**B:** Yes, I want to find a good B&B near here.

**A:** Oh, there's a very nice place not far from here. It takes about 10 minutes to walk there.

**B:** Is it in the main square, next to the church?

**A:** No, not really. It's a bit closer, it's next to the cinema. Walk past the park and it's on the right.

**B:** That's great. Thank you.

**A:** That's all right. Enjoy your stay!

3

**A:** What do they want for breakfast?

**B:** Mrs Davis just wants an egg and some mushrooms. And Mr Davis wants some sausages with beans.

**A:** Any tomatoes?

**B:** No, they don't want any.

**A:** Ok, thanks.

#### Answer key

1 B

2 C

3 B

#### Homework suggestions

1 Workbook page 20, Activities 1–3.

2 Students write four sentences about how they help their friends, e.g. *I help Nina look after her little sister.*

## LESSON 8b

### Introduction

Play a memory game to revise chores. One student makes a sentence about how they help at home, e.g. *I sweep the floor.* The next student repeats the first sentence and adds another one, e.g. *I sweep the floor and I help my mum cook dinner.* The sentences do not have to be true. Students repeat the sentences and add new ones round the class. If someone cannot remember the sequence, they miss their turn. The game ends when no one can repeat all the sentences.

### Speaking



- 4 Play the CD recording of the questions and let students think about their answers individually, trying to remember the details from the interview without reading the text again. Don't check answers with the class yet.

#### Audioscript

See Student's Book Activity 4 page 27.

- 5 In groups of three or four, students take it in turns to ask the questions to different group members, who try to answer from memory and the whole group confirms if they are right. When everybody has finished, check the answers with the whole class.

#### Answer key

1 They live in a B&B in Cornwall.

2 You stay there with a family in their home.

3 Because it's really clean and comfortable and Ben's dad is a very good cook.

4 It's eggs, bacon, sausage, tomatoes, mushrooms and beans.

5 Ben helps with making the beds and cleaning, and his sister helps cook the breakfasts.

6 They talk to guests and answer their questions.

#### Mixed ability classes

For less confident students play the recordings to Activity 1 prior to the task. In the meantime, get stronger students to write more questions about the texts. They will read these once everybody has completed the task in the book.

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

Module 2 *How do they help at home?*

### Writing

- 6 Students write a list of at least four things they do and help do at home. Encourage them to use adverbs and expressions of frequency and the structure *help somebody do something* whenever possible. Refer them to Activity 1 as a model. Go through the example before students begin the task.

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 sentences in pairs. If they notice any mistakes in their classmate's text, they should point these out orally.

#### Extra activity

In groups of six, students try to find a person with two or more sentences the same as theirs.

### 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. All the words necessary to complete this word mountain are in the cloud opposite.

- 1 Students complete the word mountain individually and then compare in pairs.

#### Answer key

1 Musical instrument: keyboards

2 Containers: bottle; box

3 Types of hair: curly; straight; wavy

4 Sports: skiing; surfing; skating; sailing

5 Materials: metal; cardboard; plastic; glass; paper

6 Chores: do the washing-up; make the bed; lay the table; tidy the room; vacuum the carpet; empty the bin



- 2 Play the CD for students to check the answers.

#### Audioscript

1 Musical instrument: keyboards

2 Containers: bottle; box



- 3 Types of hair: curly; straight; wavy
- 4 Sports: skiing; surfing; skating; sailing
- 5 Materials: metal; cardboard; plastic; glass; paper
- 6 Chores: do the washing-up; make the bed; lay the table; tidy the room; vacuum the carpet; empty the bin

### Homework suggestions

- 1 Workbook page 20, Activity 4.
- 2 Students add one more word to each category in the Fun spot. They can use a dictionary to look up new words.

## Review

The purpose of this section is revision and consolidation of the material studied in Module 2.

### Optional materials

- two scraps 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 31 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 *Everyday activities*, *Time expressions* on page 88, *Recycling* on page 91.

#### Teaching tip: *Reviewing*

Before doing the Review in the book, you can discuss with students what they studied in each lesson of the Module and if they found it easy or difficult. You can then divide the class into two teams and ask them to prepare ten questions regarding the material covered by the Module. Teams take it in turns to ask each other their questions. The other team has 30 seconds to come up with the correct answer. They get one point for each correct answer. This game will warm students up before they start doing the revision activities individually.

### 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 Encourage students to use short forms of the verb *be* wherever possible.

#### Answer key

- A Hi, Kim. What are you doing?
- B I'm watching TV.
- A What are you watching?
- B A quiz show. Are you doing your homework?
- A No, I'm not. I'm reading a book.
- B What's your brother doing?
- A He's playing computer games.
- B Is he playing Magic Mountain?
- A I don't know.

- 2 Students describe which chores the children are doing in the pictures.

#### Answer key

- 1 She's laying the table.
- 2 He's tidying his room.
- 3 They're doing the washing-up.
- 4 He's making his bed.
- 5 He's vacuuming the carpet.
- 6 They're going shopping.
- 7 He's emptying the bin.
- 8 They're washing the car.

- 3 Students make four true sentences about themselves with the expressions of frequency provided.
- 4 Students make four true sentences about themselves by putting adverbs in the right position in the sentences.
- 5 Students complete the text message by choosing the correct tense. Point out that they should pay attention to adverbs and expressions of frequency as these will help them with the choice of the correct tense.

#### Answer key

- 1 'm writing
- 2 'm listening
- 3 come
- 4 play
- 5 go
- 6 doesn't like
- 7 's sitting



- 6 Students identify objects in the classroom made out of the different materials. You could ask them to make labels with *It's / They're made of ...* and then stick them onto the objects or place them next to the objects.

### Testing practice

- 1 Students prepare for the exam question by identifying some of the key vocabulary in the picture. Explain that this type of exam question, featuring a large picture, often focuses on nouns, prepositions (describing where things are) and sometimes actions (the present continuous). It's useful for students to practise identifying the important elements in the picture and to think about where they are. Students work in pairs, reading out each word and then pointing to where it is in the picture.
- 2 Students choose the correct option for each question. Check answers with the whole class.

#### Answer key

- 1 C  
2 C  
3 A

### Mixed ability classes

Fast finishers write questions about some of the other details in the picture (e.g.: *Where is the bird? What are the girls on the bench doing? How many trees are there?*) and then ask and answer them in pairs.

### Extra activity

On scraps of paper each student writes two words from the categories they have studied in Module 2, e.g. *chores, materials, free time activities, containers*. Put all the words in a bag and ask students to work in pairs. One player from the first pair picks a word and describes it for the other to guess, e.g. *This book is made of this material*. They can also answer yes/no questions. Students try to explain and guess the word as quickly as possible and then pick another word and so on until the time limit of one minute is up. They get one point for each correctly guessed word. If they do not guess the word within one minute, the scrap of paper goes back into the bag. Then it is another pair's turn and so on round the class. The pair with the most points at the end wins.

For Module 2 tests, go to [www.staffroom.pl](http://www.staffroom.pl)

### Learning diary

You can refer students to page 21 of the Workbook for further review, more study tips and self-assessment activities.

## Vocabulary Spot



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.

#### Vocabulary

- events

#### Functions

- talking about frequency and things happening now

#### Optional material

- DVD Module 2

### Introduction

Write the word *charity* on the board and explain that a charity is an organisation which tries to help other people or animals. Ask students to think of some examples of local, national and international charities. Then tell students to imagine that they want to raise some money for one of these charities. Working in pairs or small groups, students should think of different ways they could raise money. Set a time limit of 3 minutes and then go round the class, asking different pairs/groups for their suggestions. Finally, ask students to open their books and look at the words in the box at the top of the page. Are any of their ideas included?

- 1 Students work individually to match the words to the correct poster. Remind them to look for key vocabulary in each poster to help them with the matching activity. For example, with the word *food sale*, they should look for a poster which mentions types of food. Don't check answers yet, but be prepared to help with some of the trickier vocabulary items: *delicious, runners, home-made, character, hit album*.

### Answer key

- 1 raffle  
2 fun run  
3 food sale  
4 jumble sale  
5 fancy dress day  
6 charity concert

### Cultural information

Fund-raising events are very popular in the UK. Schools and local charities often organise events to raise money for specific facilities (e.g. a minibus or playground equipment) and there are jumble sales and sponsored events in most small towns and villages every weekend. Fun competitive events, particularly bike rides, races and triathlons are also frequently held.



- 2 Students now compare their ideas in pairs before listening to the CD to check their answers. Then ask students to vote on which of the six events they would most like to organise or attend.



**Audioscript**

See Student's Book Activity 1 page 30.

- 3 Students read the posters again more carefully to find the answers to the questions. Remind them to focus on the question words: *How much*, *When*, *Where*, and think about what type of information is required for each question – a price, a time, a place. Check answers with the whole class.

**Answer key**

- a £5
- b at 12.00
- c at 10 am

- d at school
- e Blue River
- f £1

**Extra activity**

Ask students, in groups, to choose one of the events from Activity 1 and to design their own poster for the event. They should include details about where the event is, how much it costs and when it starts. You can then display the posters around the classroom.

**Extra activity**

If you have the DVD for *New Hot Spot klasa 5*, you can watch the Module 2A film *Charity* and do the exercises from the worksheet for the lesson.



- 4 This activity focuses on questions about frequency and activities happening now. You could point out to students that questions 1, 2, and 4 are *Wh-* questions, which require a factual answer. Questions 3 and 5 are Yes/No questions, which always require the answer Yes or No. Ask students to identify two questions which ask about frequency (1 and 5) and establish that they both use the present simple tense. Then ask students which tense is used for questions 2, 3 and 4 (present continuous). Being able to identify the question types and the tenses will enable students to do the matching activity.

**Answer key**

- 1 c
- 2 e
- 3 a
- 4 d
- 5 b

**Testing spot**

- 5 In this activity, students have to choose the correct answer for each question. Tell them to read the question carefully and think about the tense used and whether it is a *Wh-* question or a Yes/No question. Check answers with the class.

**Answer key**

- 1 A
- 2 A
- 3 C
- 4 B

**Mixed ability classes**

Fast finishers can try to write questions for the other answers from Activity 5. For example, for question 1, they could write: *What do you like doing?* as the question for the answer *I love watching films!* and *Where is the cinema?* for the answer *It's next to the café.* Ask students to write their questions in a random order on a piece of paper and then work in pairs, trying to match their partner's questions to the answers.

**Extra activity**

If you have the DVD for *New Hot Spot klasa 5*, you can watch the Module 2B film *Our room is tidy!*, and do the exercises from the worksheet for the lesson.

**Homework suggestions**

- 1 Workbook page 22, Activities 1–4.



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 This activity practises the formation of present continuous questions and answers. Draw students' attention to the present continuous table in the left-hand column of this page and remind them that we begin present

continuous questions with *Are / Is / Am*. Read out the example question, pointing out that the question begins with *Are* because the subject is you, but the reply is in the first person. Students then write out the other questions in full. They can ask and answer the questions in pairs, giving true answers about themselves.



### Answer key

- 2 Is your friend wearing jeans? Yes, he/she is./No, he/she isn't.
- 3 Are you sitting near the window? Yes, I am./No, I'm not.
- 4 Is it raining? Yes, it is./No, it isn't.

- 2 Look at the example question with students and ask which tense is being used (present simple). Check that they understand that the present simple is used here because the questions are about daily routine rather than actions happening now. Students have to form the questions and then give their own answers. Remind them that adverbs of frequency usually come before the main verb, but after the verb *be*, and expressions of frequency usually come at the end of the sentence. Check the activity by asking students to ask and answer their questions across the class and tell the rest of the class to listen and put their hands up if they hear any mistakes. This encourages students to listen to their peers and to identify errors.

### Answer key

- 2 Are you usually tired in the morning?
- 3 Do you go shopping every weekend?
- 4 Are you usually at home?
- 5 Do you meet your friends every day?

### Testing spot

- 3 Explain that this Testing spot focuses on the present simple and the present continuous and on adverbs of frequency. Students should read the whole text carefully first and then choose the correct words to fill the gaps. They will need to think about the meaning and the subject of the gapped sentence in order to choose the correct form.

### Answer key

- 1 A
- 2 C
- 3 B
- 4 C
- 5 C

## Extra Special



### Guess the object

- 1 Elicit the names of the objects in the photos. Then put students in groups of four. They should read and listen to the descriptions and match these to the objects in the photos as quickly as they can. Play the CD.

The group that finishes first calls out *Stop!* and everybody puts their pens down. The group shows their answers to you. If the answers are correct, they win the game. If not, the other groups continue writing the answers until the first one gets them right.

#### Audioscript

See Student's Book Activity 1 page 32.

#### Answer key

- |     |     |
|-----|-----|
| 1 f | 6 g |
| 2 i | 7 b |
| 3 d | 8 a |
| 4 h | 9 c |
| 5 e |     |

- 2 Ask each student to think of an object, different to the ones in Activity 1. They should not tell anyone what they have chosen.

- 3 In the same groups as in Activity 1 students try to guess their classmates' secret objects by asking questions about the size, shape, material, colour, etc. They have to form the questions in such a way that the replies can be short Yes/No answers. Go through the sample questions first, paying attention to the singular and plural form.

One student begins the game by saying if their object is singular or plural. Their group members try to guess what the object is. If they cannot guess what it is when they have asked twenty questions, their classmate reveals the answer and then it is another student's turn to answer about their secret object. Monitor their work, providing help if necessary.

#### Extra activity

Play the *Guess the object* game with your students. Think of an object and get them to ask you Yes/No questions about it. Do not make it too difficult. If they guess the object within twenty questions, they win the game. If they do not, you win the game.

#### Teaching tip: Students monitoring each other

One of the problems of monitoring the class during group work activities is that the teacher cannot hear all the students at once. To solve the problem you can ask one student in each group to monitor the group work and keep it on track. After the activity ask for their feedback on the language used and the general problems the group encountered.

## Mini project



### My Useful Robot

- 1 Explain to students that a girl called Jasmine has invented a robot and written a description of it. Ask students to read Jasmine's project. Elicit/explain what *useful* means and ask if students can think of more things the useful robot can do. Elicit their ideas onto the board.

- 2 Students invent a robot and write a description of it. They can write about a sporty/intelligent/funny robot or they can use their own ideas. They should decide which gender their robot should be. Encourage them to make a draft copy first. Let students illustrate their project. Monitor their work and provide help if necessary.



- 3 In groups of six students present their posters, e.g. by passing them round. Encourage them to comment on their classmates' robots and decide whose robot is the most useful.

**Extra activity**

Hand each student a post-it note. Display the projects around the classroom. Ask students to walk around and read the

projects. They should vote for the best robot by sticking their note under the chosen project. They cannot vote for their own project. Count the votes and announce the winner.

Communication Cards



Remember about Communication Cards – module 2A and B.

**Module 2**

**Communication Card Student A**

1 Przetłumacz fragmenty pytań na język angielski. Następnie zadaj pytania koleźce/koleżance. Ty zaczynasz.

- 1 What's our teacher **robi**?
- 2 **Co twoja mama** doing now?
- 3 How often do you **sprzątasz swój pokój**?
- 4 How often do you **chodzisz ptywać**?
- 5 What's **ta książka** made of?

This jar is made of glass.



2 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń B.

- 1 She's .../He's ...
- 2 He's ...
- 3 I hang out with my friends ...
- 4 I have a snack ...
- 5 It's made of ...

3 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką. Ty zaczynasz.

- 1 Powiedz, że Cynthia teraz odkurza dywan.
- 2 Zapytaj, czy Bernard teraz myje samochód?
- 3 Powiedz, że oni teraz myją zęby.
- 4 Zapytaj kolegę/koleżankę, jak często ogląda telewizję?
- 5 Powiedz, że Nyree czasami chodzi do kina z przyjaciółmi.
- 6 Zapytaj, gdzie wrzucić tekturę?
- 7 Powiedz, że zazwyczaj nosisz dżinsy.
- 8 Powiedz, że ta puszka jest zrobiona z aluminium.

4 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.

- 1 Mandy is taking Bonehead for a walk (now).
- 2 Is Vincent feeding Cactus (now)?
- 3 They are brushing their hair (now).
- 4 How often do you do the washing-up?
- 5 Ted always does his homework.
- 6 Where does the plastic go?
- 7 I never eat chocolate.
- 8 This jar is made of glass.

**Module 2**

**Communication Card Student B**

1 Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.

- 1 She's .../He's ...
- 2 She's ...
- 3 I tidy my room ...
- 4 I go swimming ...
- 5 It's made of ...


2 Przetłumacz fragmenty pytań na język angielski. Następnie zadaj pytania koleźce/koleżance. Ty zaczynasz.

- 1 What's our teacher **jest ubrany**?
- 2 What's your dad **robi teraz**?
- 3 How often do you **spędzasz czas** with friends?
- 4 How often do you **jesz przekąskę**?
- 5 What's **to krzesło** made of?

3 Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.

- 1 Cynthia is vacuuming the carpet (now).
- 2 Is Bernard washing the car (now)?
- 3 They are cleaning their teeth (now).
- 4 How often do you watch TV?
- 5 Nyree sometimes goes to the cinema with friends.
- 6 Where does the cardboard go?
- 7 I usually wear jeans.
- 8 This can is made of aluminium.

This can is made of aluminium.



4 Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką. Ty zaczynasz.

- 1 Powiedz, że Mandy teraz wyprowadza Bonheada na spacer.
- 2 Zapytaj, czy Vincent teraz karmi Cactus?
- 3 Powiedz, że oni teraz szczotkują włosy.
- 4 Zapytaj kolegę/koleżankę, jak często zmywa naczynia?
- 5 Powiedz, że Ted zawsze odrabia pracę domową.
- 6 Zapytaj, gdzie wyrzucić plastik?
- 7 Powiedz, że nigdy nie jesz czekolady.
- 8 Powiedz, że ten stół jest zrobiony ze szkła.