

Grammar

- present simple; question words

Vocabulary

- everyday activities; lifestyles; countries

Optional materials

- bilingual dictionaries; timer or stopwatch

Photocopiable activity (www.staffroom.pl)

- Module 1 *Getting to know you* (TRF)
- Module 1 *Fast finishers*
- Module 1 *Extra practice*

LESSON 1a**Teaching tip: The first lesson**

The first lesson is very important as the foundation of the whole course. You may consider the following suggestions for first lesson activities and procedures:

- If you are teaching a new class, introduce yourself and say a few things about your hobbies, family and pets in English. Encourage students to do the same. Allow two minutes for each introduction, using an egg timer or stopwatch if necessary.
- Inform students about the rules and procedures in the classroom, e.g. taking attendance, collecting homework, tests, discipline etc.
- Introduce students to the Student's Book and summarise the material they are going to be studying in the school year.
- Play a few whole class games, e.g. *Find somebody who ...* Choose activities that students of all abilities are able to complete successfully, so that they develop a positive attitude.

Introduction

Ask students to stand in a circle. Name a country, e.g. *Australia*. The first student names one thing they associate with this country, e.g. *a kangaroo* and says the name of another country, e.g. *The USA* for the second student to make their association. The second student then adds another country and so on round the circle. Students are not allowed to repeat any countries.

Presentation

- 1 Point to the first picture and introduce Sun to students. Ask them to guess where she lives on the basis of the large photo. Then introduce Sun's friend, Lucas, and ask students to guess where he lives. Do not reveal the answers yet. Play the CD and ask students to follow the text in their books to check their predictions and find out what is special about the places where the teenagers live. Elicit the answers, allowing students to select the facts they find the most special.

Audioscript

See Student's Book, Activity 1, page 6.

- 2 Ask students to read the text again and try to guess the meaning of the words in blue from the context. Elicit the students' ideas and provide explanation if necessary. Explain any other words students do not understand, using the photos, mime or giving definitions. Elicit or explain, using L1 if necessary, that *hibernation* is a deep sleep that helps animals save energy and survive the

winter when food is difficult to find. During hibernation the body temperature drops and breathing slows down to save energy coming from body fat.

Comprehension

- 3 Students read the questions. Then they read the text in Activity 1 again to find the answers. Students compare their answers in pairs. Check the answers with the whole class.

Answer key

- 1 In Dongguan County (in China).
- 2 The home of swimming.
- 3 Because it's quicker (than walking to the nearest bridge).
- 4 In the Yukon (in Canada).
- 5 Bears.
- 6 In the winter. / From October to April.

Mixed ability classes

Fast finishers check how many things they can name in the photos in Activity 1.

Extra activity

Ask the class the following questions: *What is the name of the region where you live? What is the region famous for?* Elicit students' ideas. Teach students the English name of their region if there is one.

- 4 In pairs, students close their books, pick one character each and tell each other what they remember about the person.

Grammar spot

Ask students to read the example sentences and questions. Then review the use and form of the present simple, which was introduced in *New Hot Spot klasa 4 and klasa 5 Student's Book*.

Ask students to find more examples of the present simple in Activity 1 and Activity 3. Point out the position of adverbs of frequency *always*, *usually* and *sometimes* within a sentence in the present simple. Refer students to the **Grammar summary** on page 17 for more information on the present simple.

Cultural information

Dongguan is located in the Zhu (Pearl) River Delta in the south of China. Criss-crossed with water canals and reservoirs, it was originally a farming area producing rice, lychees, bananas and seafood. In the last few decades, Dongguan's industry has been expanding rapidly, making Dongguan a rich and populous city and county.

The Yukon is a territory in the north-west of Canada. Its climate is arctic with long cold winters. The main attractions are Aurora Borealis/the Northern Lights, dog sledding, kayaking and viewing the wildlife, including bears and moose.

Grammar practice

- 5 Refer students to the **Remember!** box to review the different form for the third person singular. Complete the first question with the whole class as an example. Students complete the remaining questions individually.

Answer key

- 1 does
- 2 do
- 3 do
- 4 do
- 5 does

- 6 Read out the example dialogue with a confident student. Then students ask and answer the questions in pairs. Ask a pair of students to repeat their dialogue to the whole class.

Dyslexia tip: *Ending the lesson*

Dyslexic students are often distracted, especially towards the end of the lesson. It is useful to devote the last few minutes to review the key issues students have studied in the lesson. If you decide to assign homework, do it orally and get the whole class to repeat it chorally. Then ask three different students, including dyslexic students, to repeat the assignment before you write it on the board for students to copy.

Homework suggestions

- 1 Workbook pages 4–5, Activities 1–3.
- 2 Students write three questions to ask their classmates about the house where they live, their street and their neighbours. They can ask and answer the questions in pairs at the beginning of the next lesson.

LESSON 1b

Introduction

Divide students into groups of five. Write the following topics on the board: *food, meals, houses, work, school, sports, transport*. Ask students to come up with at least three things which surprise them about foreign countries they visit or see on TV. Students can use the topics on the board or their own ideas, e.g. *In Thailand people eat rice soup for breakfast* or *In Ireland people drive on the left*. Elicit the groups' ideas and ask students what they think foreigners find surprising about their own country.

Class poll

- 7 Divide the class into groups of four. They should write down what is special about their town or region. Go through the example before they begin writing. Distribute dictionaries to look up new words. Set a time limit of five minutes.
- 8 Elicit different groups' ideas onto the board. Read them out and get students to vote for the best three ideas by raising their hands. Each student can vote for three ideas only. Count the votes and announce the winners.

Extra activity

In pairs, students imagine that a foreign exchange student is going to visit them for a weekend. They write an itinerary for his/her visit, including any special local customs or attractions.

Pronunciation

- 9 Ask students: *What's the difference between a house and a home?* If necessary, explain that a *house* is a building, whereas a *home* is a place where someone lives permanently with their family. Explain that in some languages we do not pronounce the initial sound /h/, but in English we nearly always pronounce it when it is the first sound of the word. Exceptions include *hour* and *honest*. Play the CD and ask students to follow the tongue twister in their books.

Audioscript

See Student's Book, Activity 9, page 7.

- 10 Play the CD again and ask students to repeat the tongue twister. Then encourage them to practise saying the tongue twister as fast as they can.

Audioscript

See Student's Book, Activity 9, page 7.

Listening

- 11 Introduce Rachel. Explain that the larger photo shows how people in her community live. Ask the class to make guesses about their lives. Play the CD for students to check their guesses.
- 12 Then ask them to write the answers to the questions, using the words in the box. Point to the photo to explain *horse-drawn buggies*. Students compare their answers in pairs before you check them with the whole class.

Audioscript

My name's Rachel and I'm Amish. I live in the USA but I'm different to many American children. Amish people like to live a simple, traditional life and we haven't got things like TVs, computers and mobile phones. We also haven't got cars. We travel in horse-drawn buggies! Many Amish people are farmers and I spend a lot of time helping my parents on the farm. We also like to help our neighbours. Our neighbours come to our farm to help us and we go to their farms to help them.

Answer key

- 1 Rachel lives in the USA.
- 2 Amish people like a simple, traditional life.
- 3 They haven't got TVs, computers and mobile phones.
- 4 They travel in horse-drawn buggies.
- 5 They help their neighbours on their farms.

Check your English

- 13 Students make present simple sentences about the places and people from the lesson and compare their answers in pairs. Check the answers with the whole class.

Answer key

- 1 Sun lives in Dongguan County in China.
- 2 People call Dongguan the home of swimming.
- 3 Lucas lives in the Yukon in Canada.
- 4 Lucas does not have to worry about the bears in winter (because they hibernate).
- 5 Amish people live in the USA.
- 6 Amish people travel in horse-drawn buggies.

- 14 Students read the instructions and complete the task. Individual students demonstrate their answers to the whole class.

Photocopiable activity (www.staffroom.pl)

Module 1 *Getting to know you* (TRF)

Homework suggestions

- 1 Workbook page 5, Activities 4–6.
- 2 Students write the top five things they miss about their home and hometown when they go on holiday.

Charlie's busy week

Grammar

- present continuous for future arrangements; possessive pronouns; demonstrative pronouns *this, these*

Vocabulary

- days of the week; everyday activities

Optional materials

- one Post-it™ note per student

Photocopiable activity (www.staffroom.pl)

- Module 1 *Plans*
- Module 1 *Fast finishers*
- Module 1 *Extra practice*

LESSON 2a

Introduction

Review the days of the week. Then ask students to work in pairs and test each other on how many times they can say the days of the week backwards, i.e. *Sunday, Saturday, Friday*, etc. within two minutes.

Dyslexia tip: Seating plan

A lot of dyslexic students have problems concentrating if there is a lot of noise and visual clutter. It is best to seat them away from windows and the door. Seats in rows with the focus on the teacher often work better for dyslexic students than other arrangements with students facing their classmates. Some students will benefit from sitting right in front of the teacher's desk, but others are distracted by classmates behind them, so you need to seat them at the back of the classroom.

Presentation

- 1.05 **1** Introduce the characters in the picture: Charlie, Mel and Sophie. Explain that they are classmates and they have to perform a sketch together. Elicit or explain that a *sketch* is a short, humorous play. Point out that it is Monday in the story. Ask students to listen to the dialogue and find out when the three friends are practising the sketch. Play the CD through.

Elicit that the characters are practising the sketch right now. Find out if students can guess the meaning of the following words: *netball, free, until, in class, right now*. Provide explanation if necessary.

Refer students to the **Grammar spot** at the top of the next page and elicit or explain the present continuous for future arrangements. Go over the examples and point out the time expressions referring to the future.

Remind students that we can also use *to be going to* to talk about future plans, but the present continuous describes arrangements which have already been fixed. Then tell the class one of your personal future arrangements, e.g. *I'm meeting a friend this evening*, and encourage them to ask questions about it, e.g. *Which friend are you meeting?*

Refer students to the **Grammar summary** on page 17 for more information on the present continuous for future arrangements.

Point to **Real English**. Demonstrate the meaning of the phrases by asking students to do different tasks and getting them to choose a phrase to respond with, e.g. *Can you clean the classroom windows tomorrow? (I'm afraid not/ Let's see); There's a fire in the building, you need to leave now (We haven't got a moment to lose)*. To practise *How about (tomorrow)?* explain that you are very busy and you cannot find the time to exercise next week. Get individual students to suggest different times when you could do sports, e.g. *How about tomorrow/Saturday morning?* Give true or false excuses, using the present continuous.

Audioscript

See Student's Book, Activity 1, page 8.

- 1.05 **2** Play the CD again. Divide students into groups of three and ask them to read the dialogue aloud, each student taking one role. Students then read the dialogue again, changing roles.

Extra activity

Ask students if they perform plays or sketches in class or as part of their extracurricular activities. If any students answer yes, ask them to share their experiences with the whole class, e.g. how long it takes them to learn the text, how often they practise with other members of the cast, if they are afraid to perform, etc.

Comprehension

- 3** Students match Charlie's future arrangements in box **A** with the times in box **B**. Allow them to look at the dialogue in Activity 1 to help them with the task. Check the answers with the whole class.

Mixed ability classes

Fast finishers rank the plans in box A 1–7 from the most to the least exciting ones, in their opinion.

Answer key

- 1 seeing the dentist – g Tuesday
- 2 going to the cinema – b Wednesday
- 3 watching netball – f Thursday
- 4 going away – c Friday
- 5 coming back – a Sunday night
- 6 performing the sketch – e next Monday
- 7 practising the sketch – d right now

Grammar practice

- 4 Go through the example. Ask students to write questions in the present continuous, using the prompts. Students compare their answers in pairs. Ask individual students to read out the questions.

Answer key

- When is Charlie seeing the dentist?
- When are Charlie and his family going to the cinema?
- When is Charlie's sister playing netball?
- When are Charlie and his family going away for the weekend?
- When are they coming back?
- When are Mel, Charlie and Sophie practising their sketch?

- 5 Read out the example dialogue with a confident student. In pairs, students ask and answer questions from Activity 4 about the characters from the dialogue in Activity 1. Encourage them to respond in full sentences.

Answer key

- When is Charlie seeing the dentist?
He's seeing the dentist on Tuesday.
- When are Charlie and his family going to the cinema?
They're going to the cinema on Wednesday.
- When is Charlie's sister playing netball?
She's playing netball on Thursday.
- When are Charlie and his family going away for the weekend?
They're going away on Friday.
- When are they coming back?
They're coming back on Sunday night.
- When are Mel, Charlie and Sophie practising their sketch?
They're practising their sketch right now.

Homework suggestions

- Workbook page 6, Activities 1–3.
- Students imagine what Sophie from Activity 1 is doing this week and write seven sentences about her arrangements, using the present continuous.

LESSON 2b

Introduction

Give each student a Post-it™ note. They should draw pictures of two activities they are doing after school today, e.g. a computer screen to represent *surfing the Internet* and a little child with blocks to show *playing with my little brother*. Students stick the Post-it™ notes to their fronts, get up and mingle. They look at their classmates' drawings and try to identify the activities by asking, e.g. *Are you writing emails after school today?* Set a time limit of five minutes. Then students should form groups with people who have similar plans.

Teaching tip: Mingling

Mingling is a way of organising pairwork in which students stand up and walk around, interacting with other students in turn, one at a time, usually to ask and answer questions. If you have a large class, you can do a mingling activity in groups, with students remaining seated. Another way is to have students mingle with students in their row, if they are sitting in rows. Set a time limit for mingling activities so that students keep their conversations short and try to speak to as many different students as possible.

Speaking

- 6 Students invent different plans for themselves for the week and leave one day without a plan. They should not show their plans to their classmates. Go through the example first.
- 7 Divide the class into pairs. They ask each other questions about the plans from Activity 6 to find when their classmate is free. The student who finds out the answer using fewer questions than their partner wins the game. Demonstrate the task by reading out the example with a confident student.

Photocopiable activity (www.staffroom.pl)

Module 1 *Plans* (TRF)

Grammar spot

Ask students to read the example sentences. Then review the use and form of the possessive pronouns, which was introduced in *New Hot Spot klasa 4 and klasa 5 Student's Book*.

Refer students to the **Grammar summary** on page 17 for more information on the possessive pronouns.

Grammar practice

- 8 Ask students to read the sentences and choose the correct word. Students write the answers down in their notebooks.

Answer key

- yours
- Mine
- theirs

Writing

- 9 Students write at least five sentences in the present continuous about their true plans for the rest of the week. Go through *My English file*. Set a time limit of six minutes. Monitor students' work, providing help.

When students have finished the task, they exchange their notebooks in pairs and read each other's sentences.

Extra activity

Students copy their sentences from **My English file** and add two false sentences to the list of plans. In different pairs, students exchange their sentences and try to guess which two are false.

Check your English

- 10 Students match the verbs to the gaps and write them in the present continuous form, adding the correct form of the verb *be*. They compare their answers in pairs before you check them with the whole class.

Answer key

- | | | |
|-------------------|---------------|---------------|
| 1 are (you) doing | 2 'm having | 3 I'm washing |
| 4 are watching | 5 hanging out | 6 is going |
| 7 'm helping | | |

- 11 A volunteer collects small objects from classmates and puts them on your desk. Individual students take turns to come to the desk, choose five objects and identify who they belong to, using possessive pronouns. Go through the example first.

Homework suggestions

- 1 Workbook page 7, Activities 4–6.
- 2 Students imagine that they are journalists and want to interview their favourite celebrity who is very busy. They write a phone conversation in which they try to arrange a meeting with the celebrity. They should use the dialogue in Activity 7 as a model.

The cheapest shirts in town**Grammar**

- comparative and superlative adjectives; adverb *much* with comparative adjectives; demonstrative pronouns *this, that, these, those*

Vocabulary

- shopping; clothes; colours; adjectives

Photocopiable activity (www.staffroom.pl)

- Module 1 *Clothes* (TRF)
- Module 1 *Fast finishers*
- Module 1 *Extra practice*

LESSON 3a**Introduction**

Ask students to imagine that an English family is moving to their town/district/area and they want to know the best places to shop for the following products: fruit and vegetables, groceries, clothes and cosmetics. In groups of four, students discuss which places in their town or their area they can recommend, including reasons. Set a time limit of four minutes. Elicit suggestions from all the groups.

Guessing

- 1 Ask students to study the pictures in Activity 2 and make guesses about what is happening in them. Then students read the sentences and choose the correct phrase to describe the situation in the pictures. Check the answers with the whole class.

Answer key

- 1 The boy wants to buy a shirt. 2 He wants to buy a cheap shirt.

Presentation

- 2 Introduce Oscar and Phoebe, using the pictures. Elicit that they are shopping for clothes. Ask students to listen and read the dialogue to find out which shirt Oscar buys. Play the CD.

Elicit that Oscar buys a shirt which is the same as he is wearing. Check if students know or can guess the meaning of the following words and phrases: *pattern, in the sale, too big, the same as, the shirt you've got on*. If necessary, provide explanation. Elicit or explain that prices in the shop are in British pounds.

Make sure students understand what Phoebe and Oscar mean when they use *this, that, these, those*, e.g. *What about these?* = the blue shirts (under picture 2). Explain that the characters do not say the nouns because they know which shirts the other person is talking about.

Point out that *this/that* and *these/those* refer to singular and plural nouns respectively. Elicit or explain that we use *this/these* when we stand close to the object/objects and *that/those* when we are further away from the object/objects.

Refer students to the **Grammar spot** and the **Remember!** box on the next page to review the comparative and the superlative of adjectives, which students practised in *New Hot Spot klasa 5 Student's Book*, and point out that we can use *much* to make comparatives stronger. Go through the examples and elicit the rules for comparatives and superlatives of one syllable or two syllable adjectives ending in *-y* and two syllable or longer adjectives. Refer students to the **Grammar summary** on page 17 for more information on comparatives and superlatives.

Extra activity

Elicit onto the board the different sizes that appear on T-shirt labels: XS, S, M, L, XL. Explain that they stand for *extra small, small, medium, large and extra large*.

Audioscript

See Student's Book, Activity 2, page 10.

Answer key

The same as the shirt he's got on.

- 3 Play the CD again. Students read the dialogue in pairs twice, changing roles.

Mixed ability classes

Fast finishers cover the text and invent their own version of the dialogue between Phoebe and Oscar using their own ideas.

Dyslexia tip: Alternatives to reading aloud

Dyslexic students may display various erratic behaviours when reading aloud, e.g. omission of words, reading one word at a time, substituting words or inappropriate sounds for letters, reversing sounds within a syllable, reading in a flat way without understanding the text, repeating the same sentences, etc. It can be frustrating and embarrassing for them to read aloud in front of their classmates. Instead, you can put a dyslexic student with a pair/group of non dyslexic students reading a dialogue aloud and ask him/her to perform one of the following alternative tasks:

- take the role of a narrator and introduce each scene before the other classmates read their parts
- listen and then summarise orally the text that has been read
- present his/her opinion on the text having listened to it

Cultural information

The British currency is the pound sterling = GBP (Great British Pound). Its symbol is £. The pound is divided into 100 pence. The singular of *pence* is *penny*. The symbol for the penny is *p* and an amount of 60p is pronounced *sixty* /pi:/ rather than *sixty pence*. English banknotes are accepted throughout the UK. Scotland and Northern Ireland issue their own banknotes which can be used within these countries respectively, but only Bank of England notes are accepted as legal tender in other countries of the UK.

Audioscript

See Student's Book, Activity 2, page 10.

Comprehension

- 4 Students answer the questions about the dialogue in Activity 2. Then they compare their answers in pairs. Check the answers with the whole class.

Extra activity

In pairs, students discuss which shirt in the pictures they think is the best and explain their reasons.

Answer key

- 1 (She thinks) it looks horrible.
- 2 Because it is much more expensive than the shirt in the sale.
- 3 It is too big.
- 4 It is the right size and the right price/the same as the shirt he has got on.

Homework suggestions

- 1 Workbook pages 8–9, Activities 1–4.
- 2 Students imagine they are shopping for clothes with their friend and write their dialogue, using Activity 2 as a model. They can illustrate the dialogue with drawings or pictures of clothes cut out from magazines.

LESSON 3b**Introduction**

Write the following sentences on the board and ask students to complete them so that two are true and one is false for them:

The oldest object in my house is ...
The most unusual object in my house is ...
The largest object in my house is ...

In groups of four, students take turns to read out their sentences for their classmates to guess which one is false. Then they themselves correct the false sentence. Groups share the most interesting answers with the whole class.

Grammar practice

- 5 Students look at the picture and make comparative sentences about the balls and the vases, using the prompts. Go through the example first. If necessary, refer students to the **Grammar spot**. Encourage students to use *much* to make comparatives stronger. Refer students to the **Remember!** box to explain the spelling changes of one syllable adjectives with a consonant-vowel-consonant pattern and two syllable adjectives ending in *-y* in the comparative and the superlative. Go through the example before students

begin writing. Students compare their answers in pairs. Individual students read out their sentences.

Extra activity

Divide students into groups of four and ask them to write down the names of two countries. Students take turns to make sentences comparing the two countries, e.g. their size, weather, people. Each student makes at least one sentence.

Answer key

- 1 The yellow ball is bigger than the white ball.
 - 2 The yellow ball is smaller than the brown ball.
 - 3 The brown vase is cheaper than the green vase.
 - 4 The green vase is more expensive than the orange vase.
- 6 Students make superlative sentences about the objects in Activity 5. When students have compared their answers in pairs, ask individual students to read out their sentences.

Answer key

- 1 The white ball is the smallest.
- 2 The brown ball is the biggest.
- 3 The brown vase is the cheapest.
- 4 The green vase is the most expensive.

Speaking

- 7 In groups of three, students make true comparative and superlative sentences about different objects in the classroom, using the adjectives provided. Make sure students understand all the adjectives. Monitor their work. Elicit sentences for each adjective from different groups.

Mixed ability classes

For less confident students write on the board the objects they can talk about using each adjective, e.g. *messier/messiest – desk, nicer/nicest – poster*.

Extra activity

Think of an object in the classroom. Students try to guess which object you have on your mind by asking up to ten *Yes/No* questions with comparative adjectives, e.g. *Is it bigger than the blackboard? Is it heavier than the chair?* If they cannot guess, reveal the object. Students repeat the game in groups of four, taking turns to think of an object.

Teaching tip: Turn taking

In group activities students often interrupt each other or they lose track of whose turn it is to speak. You can help students wait patiently and remember or decide whose turn it is by using a visual and tactile reminder, e.g. a rubber ball. Only the person holding the object can talk and when they have finished, they pass the ball to the person sitting next to them or roll the ball to a group member of their choice. Students should make sure that everyone has a chance to speak in their group so they can raise their hand if they have already spoken. If you see someone is talking for too long, make eye contact with them and place your finger over your mouth to signal it is someone else's turn to speak.

Check your English

- 8 Students complete the sentences about the picture with the adjectives in brackets in the comparative or the superlative. Students compare their answers in pairs. Individual students read their sentences to the whole class.

Answer key

- 1 more expensive
- 2 cheaper
- 3 biggest
- 4 smallest
- 5 most expensive

Photocopiable activity (www.staffroom.pl)Module 1 *Clothes* (TRF)**Homework suggestions**

- 1 Workbook page 9, Activities 5–7.
- 2 Students write sentences in which they compare three different cars, TV programmes or celebrities of their choice, using comparative and superlative adjectives.

Looking after your pet

Photocopiable activity (www.staffroom.pl)

- Module 1 *What's my word?* (TRF)

LESSON 4a**Reading**

- 1 Focus students' attention on the pictures next to the text. Elicit the names of the pets and ask students if they know how to look after these pets. Explain that they should now read the texts (1–6) and match them to the pictures of animals (a–f).

Students compare their ideas in pairs. Check the answers with the whole class and drill the pronunciation of the words.

Audioscript

See Student's Book, Activity 1, page 12.

Answer key

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

Mixed ability classes

Put fast finishers in groups to discuss why they have chosen their answers, e.g. 6A – because it's a big animal and you can ride it.

- 2 Divide the class into pairs. Ask students to find the words in the texts. Students guess what the words mean. Check answers with the whole class.

Testing spot

- 3 Ask students to look at the pictures. Tell them they're going to listen to a recording twice. Students listen and match the names (1–4) to the cats in pictures (A–E). Remind students that there is one picture that does not fit any name.

Audioscript

- Boy** Would you like to see a photo of our new kittens?
Girl Oh, yes, please. Oh, they're lovely. How old are they?
Boy They're just six weeks old.
Girl Oh, look! One is asleep.
Boy Yes, that's Gina. She's the smallest and sleeps more than the others.

Girl Which one is your favourite?**Boy** Oh, I like them all, but I think I like Sunny best.**Girl** Which one is Sunny?**Boy** He's the brown and white one playing with the wool.**Girl** Oh, yes. He's cute. And what's the name of the one chasing the other kitten?**Boy** What ... the black one?**Girl** Yes.**Boy** That's Felix. He loves playing with Sam. Sam's the biggest kitten, but Felix is not afraid of him.**Girl** And what's the name ...**Answer key**

- 1 D
- 2 B
- 3 E
- 4 A

Teaching tip: Key words

Have a short discussion with students about what 'key words' are and how they help us understand texts. Ask students to go back to the texts and underline the key words that helped them understand and match the texts to the pictures. Explain that it does not matter if we read or listen, in any case we need to search for key words that will help us do the task more effectively.

Homework suggestions

- 1 Workbook page 10, Activities 1–2.
- 2 Students write a quiz question and three answers about another pet. Only one answer should be correct. At the beginning of the next lesson students can exchange their questions in pairs and choose the correct answers.

LESSON 4b**Introduction**

Draw a simple picture of a hungry shark in the waves, ten steps leading down to the water and a stick figure over the first step. Think of a pet students know, preferably an unusual one and draw a dash for each letter of its name, e.g. _ _ _ _ _ (gerbil). Students guess and call out the letters one at a time. If the letter is part of the name, write it over the correct dash, and if it is not, erase

the stick figure and draw it on the next step, moving closer towards the shark. Keep a record of all the letters suggested on the board. Students try to guess the word before the stick figure reaches the water. Students cannot say full words. If they think they know which pet it is, they should call out the correct letters of its name.

Speaking

- Students each think of a pet animal and write its name on a piece of paper without showing their classmates.
- Divide students into groups of five. They take turns to answer up to ten *Yes/No* questions from their classmates to guess the animal. Go over the example questions and the dialogue first. If their classmates do not manage to guess the pet, they reveal the answer. Then it is another student's turn to answer questions about their pet. If students have come up with the same names of pets, ask them not to reveal this fact and still get their classmates to make guesses. Find out which pets different students chose and if their classmates managed to guess them.

Writing

- Students read the text and try to guess what animal it refers to. Elicit or explain the meaning of the words *cage*, *pieces of*, *seeds*. Elicit ideas for the mystery animal, e.g. *gerbil*, *hamster*, *rat*, *mouse*.

Cultural information

In English, pets are often referred to as *he/she* and *it* is generally used in reference to wild animals.

Answer key

hamster

- Students choose a pet and write at least three sentences about how they look after it. Go through the example first. Students write draft texts and then make copies. Monitor their work, providing help.

Divide students into groups of five. Students take turns to read out their texts and make guesses about their classmates' animals. Finally, 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

Fast finishers write texts about looking after two different pets.

Photocopiable activity (www.staffroom.pl)

Module 1 *What's my word?* (TRF)

Fun spot

Students think of a famous person each and write that person's name on a piece of paper. Make sure they choose someone all their classmates know. They should not show the name to anyone.

Divide the class into four groups. Within their groups students imagine they are the famous person whose name they have written down. Their group members can ask up to 20 questions to guess the name of the person. Go through the example questions first.

Homework suggestions

- Workbook page 10, Activity 3.
- Students imagine they are their own pet or a pet of someone they know well and they describe how they look after their owners, e.g. *I warn him when somebody is at the door, I help him eat his meals*, etc.

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

Optional revision

Before your students start this Review, you may want to direct them to the **Grammar Summary** on page 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 those in small groups and ask you any questions they may have.

- Workbook: Refer your students to *Possession* on page 85; *Friends* on page 86; *Goods* on page 87; *Buying and selling* on page 87; *Animals* on page 89.

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.



Answer key

- 1 1 lives
2 swim
3 leaves ... claps
4 hibernate
5 travel
- 2 1 Why does Lucas clap his hands? Because bears usually walk away when they hear humans.
2 Where is the Zhu River? In Dongguan County in China.
3 Why do farmers swim to their fields? Because it's quicker than walking to the nearest bridge.
4 What do bears do in the winter? They hibernate.
5 How do Amish people travel? In horse-drawn buggies.
- 3 1 'm playing
2 'm meeting
3 're going
- 4 1 mine
2 his
3 hers
4 yours
5 theirs
6 ours
- 5 1 is more expensive ... is the most expensive
2 bigger ... the biggest

For Module 1 tests, go to 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.

Testing practice

- 1 Students read the texts and match two pictures (1–6) to each text. Students write their answers in their notebooks.

Answer key

- 1 text 2
2 text 1
3 text 2
4 text 3
5 text 3
6 text 1

Testing spot

- 2 Students read the texts (1–3). Then they decide which summary (A–D) fits them best. Remind the students that there is one summary that does not match any of the texts. Students compare their answers in pairs. Check answers with the whole class.

Answer key

- 1 D
2 B
3 C

- 3 Students read the dialogues. Then they choose the correct option in bold. Students write their answers in their notebooks.

Answer key

- 1 cheaper
2 I'm having
3 What
4 Why

Testing spot



- 4 Tell students to read the responses (1–4) first and to think about what kind of questions they might answer. Give students a minute to prepare themselves before you play the recording. Play the recording once and let students check their answers together in pairs. Then play the recording again and check answers with the whole class.

Audioscript

- 1 Are you taller than your father?
2 What are you doing on Tuesday afternoon?
3 What do you usually have for breakfast?
4 Why do you get up at 5.30 in the morning?

Answer key

- 1 B
2 B
3 C
4 A

Extra activity

In pairs, students can write a question for the extra answer (About 7.30). Accept any reasonable suggestions, e.g.: *What time do you get up?*, *What time do you get to school?* etc.

Vocabulary Spot



- 1 Ask students to read the quiz. Then ask them to complete the table with words from the box. Students compare their answers. Check the answers with the whole class.

Answer key

tell: the truth, a joke, a lie, a secret
make: friends, an excuse, a promise
say: hello, nothing

- 2 Divide students into pairs. Students do the quiz together. When they finish they read their score at the top of the page. Ask them if they agree with their score.

- 3 In pairs, students copy and complete the questions. Then they ask and answer them in pairs. Monitor their work.

Answer key

- 1 tell
2 make
3 make
4 tell



- 4 Students read the text and answer the questions. Then they write their answers in their notebooks. Students compare their answers in pairs. Check the answers with the whole class.

Answer key

- 1 He lives on a cattle farm in Queensland, Australia.
- 2 Because he helps his father with the cows before school.
- 3 He goes by motorbike with his mum.
- 4 Ruby is better at running.
- 5 Because he's working with his dad.

Testing spot

- 5 Students read the short conversations. Then they choose the response A–C to best complete the dialogue. Check the answers with the whole class.

Answer key

- 1 B
- 2 A
- 3 C

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

- 1 Students read the prompts 1–4 and make questions. Then students write answers true for them in their notebooks. Students compare their answers in pairs. Individual students read out their sentences.

Answer key

- 1 Do you read a lot of books?
Yes, I read a lot of books./No, I don't read a lot of books.
- 2 Do your friends live near you?
Yes, they live near me./No, they don't live near me.
- 3 Does it snow a lot in your country?
Yes, it snows a lot in my country./No, it doesn't snow a lot in my country.
- 4 Does your teacher give you a lot of homework?
Yes, our teacher gives us a lot of homework./No, our teacher doesn't give us a lot of homework.

- 2 Students read the prompts 1–4 and write down sentences which are true for them in their notebooks. Students compare their answers in pairs. Individual students read out their sentences.

Answer key

- 1 I'm (not) going out this evening.
- 2 I'm (not) visiting my relatives this weekend.
- 3 I'm (not) meeting my friends tomorrow.
- 4 I'm (not) staying at home on Friday night.

- 3 Students use the prompts 1–6 to write sentences. They use the comparative or superlative forms. Students compare their answers in pairs. Monitor the activity. Check the answers with the whole class.

Answer key

- 1 I am older than my friend.
- 2 I am the oldest.
- 3 A chocolate bar is more expensive than a sweet.
- 4 A chocolate bar is the most expensive.
- 5 English is more interesting than geography.
- 6 English is the most interesting.

Extra Special



Mystery European adventure

- 1 Divide the class into groups of three or four students.
- 2 Point to the map in the book and explain that they are going to follow a journey around Europe. Refer students

to the key to explain the coloured lines denoting the mode of transport used. Ask students to read the instructions **a–c**. Point out that the aim of the game is to write the names of the fourteen cities which students visit in the correct order.



Answer key

1 Amsterdam	8 Vienna
2 Oslo	9 Barcelona
3 Helsinki	10 Naples
4 Gdansk	11 Geneva
5 Moscow	12 Paris
6 Istanbul	13 Lisbon
7 Athens	14 Dublin

- 3 Teams read the text, follow the route on the map and write the names of the cities. The first team to finish calls out *Stop*. Other teams must stop writing. Ask the first team to read out their list of cities. If the cities are correct, the team wins the game. If they are not, let other teams continue working until one team makes a correct list.



- 4 Play the recording for teams to check their answers.

Audioscript

We're starting in London and then taking the train to Amsterdam. Next, we're taking the ferry to Oslo. After that we're taking the

plane to Helsinki. Then we're taking the ferry to Gdansk. After that we're taking the train to Moscow. Next, we're taking the coach to Istanbul. Then we're taking the ferry to Athens. Then we're taking the train to Vienna. After that we're taking the plane to Barcelona. Next, we're taking the ferry to Naples. Then we're taking the coach to Geneva. After that we're taking the train to Paris. Then we're taking the plane to Lisbon. And finally we're taking the ferry to Dublin.

Extra activity

Divide students into groups of four. Ask them to make a list of the countries where the cities on the map are. Set a time limit of five minutes. The group with the complete or the longest correct list wins the game. Additionally, you can ask students which cities on the map are not capital cities.

Cultural information

There are over 50 countries and territories in Europe. The total number differs depending on various categorisations. As of 2007 The Council of Europe has 47 members and from 2013 the European Union consists of 28 states. A few countries including Russia and Turkey are transcontinental, i.e. their territory lies on more than one continent, in this case Europe and Asia.

Mini project



- 1 Explain to students that a boy called Sam has made a project about his world. Focus attention on the headings and elicit the topics he writes about. Ask students to read Sam's project. Clarify any vocabulary if necessary.
- 2 Students work individually and make a poster about their own world. They can choose the same topics as in the example or add their own ideas, e.g. their pets, favourite clothes, school subjects, etc. Students should write about at least five topics. Encourage them to make a draft copy first. Let students illustrate their project. Monitor their work.
- 3 In groups of three or four, students exchange and read each other's posters. Ask students to report to the class anything interesting they have found out about their group members.

Mixed ability classes

Fast finishers work in pairs or small groups. They take turns to name the topics of their project for their classmates to guess what they have written on these topics. Finally, they exchange and read each other's projects to check if they guessed correctly.

Extra activity

Put students into pairs. On the board write: *1 person, 1 CD with music, 1 film or video game, 1 book, equipment for 1 sport*. Say: *Imagine you are going to a desert island for one year. You can take with you only what is on the board*. Students choose what they would take in each category. Then they present and explain their choices in pairs. Ask students to report to the class their classmate's most surprising choices.

Teaching tip: Approach to personalisation

Personalisation is crucial in the classroom as it allows students to bond better if they know more about each other and prepares them for authentic situations when they are going to talk about themselves and their experiences. However, students should be allowed to skip any topics they find too personal or sensitive. It is also vital to respond to the content of students' personalisations and not just concentrate on the form or the errors.



Remember about Communication Cards – module 1A and B.

Module 1
Communication Card Student A

1 Zadaj pytania koledze/koleżance. Ty zaczynasz.

- Where do you come from?
- Where do you live?
- Where does your grandma live?
- Does she like her place of living?
- Does she have to worry about travelling to a big city?

Does she like her place of living?

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


- She ...
- I ...
- He ...
- Yes, he .../No, he ...
- Yes, he .../No, he ...

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

- Powiedz, że amisy nie mają komputerów i telefonów komórkowych.
- Powiedz, że amisy podróżują wózkami ciągniętymi przez konie.
- Zapytaj kolegę/koleżankę, czy jest wolny/wolna (ma czas) w niedzielę.
- Zapytaj kolegę/koleżankę, czy gra jutro w koszykówkę.
- Powiedz, że nie możesz się spotkać w środę, bo odwiedzasz dziadków.
- Zapytaj, na kiedy Charlie jest umówiony z dentystą
- Powiedz, że Kraków jest starszy niż Warszawa.
- Powiedz, że zielona koszula jest najmniejsza.

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

- Amish people live on farms.
- Lucas always claps his hands when he leaves the house.
- What are you doing on Monday?
- Are you and your family going to the cinema on Friday?
- I'm going away for the weekend.
- When is Susie practising the sketch?
- Cars are faster than bikes.
- The blue pen is the most expensive.



Module 1
Communication Card Student B

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

- I ...
- I ...
- She ...
- Yes, she .../No, she ...
- Yes, she .../No, she ...

Does he like his place of living?

2 Zadaj pytania koledze/koleżance. Ty zaczynasz.


- Where does your mother come from?
- Where do you live?
- Where does your grandad live?
- Does he like his place of living?
- Does he have to worry about travelling alone?

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

- Amish people don't have computers and mobile phones.
- Amish people travel in horse-drawn buggies.
- Are you free on Sunday?
- Are you playing basketball tomorrow?
- I can't meet on Wednesday, because I'm visiting my grandparents.
- When is Charlie seeing the dentist?
- Kraków is older than Warsaw.
- The green shirt is the smallest.

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

- Powiedz, że amisy mieszkają na farmach.
- Powiedz, że Łukasz zawsze klaszcze w dłonie, gdy wychodzi z domu.
- Zapytaj kolegę/koleżankę, co robi w poniedziałek.
- Zapytaj kolegę/koleżankę, czy w piątek idzie z rodziną do kina.
- Powiedz, że wyjeżdżasz na weekend.
- Zapytaj, kiedy Susie planuje poćwiczyć skecz.
- Powiedz, że samochody są szybsze niż rowery.
- Powiedz, że niebieski długopis jest najdroższy.



FREE SAMPLE

Grammar

- past simple

Vocabulary

- sports; distances; everyday activities

Optional materials

- a soft ball/crumpled newspaper

Photocopiable activity (www.staffroom.pl)

- Module 2 *Last week* (TRF)
- Module 2 *Fast finishers*
- Module 2 *Extra practice*

LESSON 5a**Introduction**

Ask students to stand in a circle to play a game of *hot potato*. Name a category: *Sports* and throw a soft ball or a crumpled newspaper to a random student. The student has ten seconds to name any sport, e.g. *volleyball* and then throws the ball/newspaper to another student who names a different sport and so on. If someone cannot name a sport within the allotted time or they repeat the sport already mentioned, they are out of the game. Set a time limit of three minutes. You can repeat the game for another category, e.g. *sports equipment*.

Vocabulary

- 1 Ask students to look at the words in the box and listen as you play the CD. Then they try to match the words with the pictures in Activity 2. They should make guesses about new vocabulary.

Students work individually on the task and then compare their answers in pairs. Play the CD again and get students to call out the letter of the corresponding picture. Make sure everybody understands all the words now and drill the pronunciation.

Mixed ability classes

Fast finishers check if they can name the sports equipment necessary for the sports in Activity 1. Elicit their ideas when everyone has finished working on Activity 1.

Extra activity

Put students into groups of four to brainstorm all the sports disciplines they practise during PE lessons or as extracurricular activities. Elicit the lists from different groups onto the board. Ask students about example results in each sport/discipline on the board, e.g. football – 2:0 (two–nil), and teach them how to read out the results in English.

Audioscript

See Student's Book, Activity 1, page 20.

Answer key

swimming race – b
the javelin – c
100-metre race – a
obstacle course – e
the long jump – d

Presentation

- 2 Explain that students are going to listen to a dialogue between Charlie and Mel. Find out if students remember from Module 1 that these characters are classmates. Ask

them to listen and read the dialogue to find out why Charlie is unhappy. Play the CD and elicit the answer.

The past simple was introduced in *New Hot Spot klasa 5 Student's Book*. Refer students to the **Grammar spot** at the top of the next page to review the use and form of the past simple. Ask students to find more examples of the past simple in the dialogue. Refer students to the **Grammar summary** on page 31 for more information on the past simple. Review the verb *be* in the past.

Check if students know or can guess the meaning of the following words and phrases: *not so good, disaster, brilliant, medal, school record, rope, fell over, twisted, ankle, no more, oops*. If necessary, provide explanation.

Audioscript

See Student's Book, Activity 2, page 20.

Answer key

Because during the last race he didn't see the rope and he fell over.

Cultural information

A Sports Day is an event organised by most primary schools in Britain in warmer months of the academic year. Students take part in different sports competitions and winners get medals or prizes. Typical Sports Day activities in primary schools include sack races, relay races and obstacle races. In secondary schools, students compete in traditional track, field and aquatic sports.

Comprehension

- 3 Students listen and read the dialogue in Activity 2 again to find the answers to the questions. Play the CD. Students compare their answers in pairs. Check the answers with the whole class. You can then ask students to read the dialogue in pairs twice, changing roles.

Mixed ability classes

Fast finishers should rewrite the answers in full sentences.

Extra activity

Divide students into groups of four and ask them to tell their classmates briefly about any of their own sports accidents, revealing what happened, where and when. Monitor the activity, providing help. Ask volunteers to share their stories with the whole class.

Audioscript

See Student's Book, Activity 2, page 20.

Answer key

- 1 The swimming race.
- 2 28 metres.
- 3 4.8 metres.
- 4 The obstacle course.
- 5 He twisted his ankle and broke his arm.

Grammar spot

Ask students to read the example sentences and questions. Then review the use and form of the past simple.

Ask students to find more examples for the past simple in Activity 2 on page 20. Refer students to the **Grammar summary** on page 31 for more information on the past simple.

Study tip

Elicit from students that there are regular and irregular verbs in the past simple and that regular verbs take the *-ed* ending in positive sentences. Ask students to find irregular verbs in Activity 2 and note them down. Encourage them to add irregular verbs to their list as they come across them.

Homework suggestions

- 1 Workbook page 14, Activities 1–3.
- 2 Students write positive or negative sentences with the irregular verbs from the **Study tip** in the past simple.

LESSON 5b

Introduction

Divide students into groups of three. Two students in each group keep their books closed. The third student looks at Activity 2 and says the infinitive of the regular and irregular verbs in the dialogue at random. The first student to say the past simple of the named verb gets a point. Students should finish the game after ten verbs have been mentioned. The person with the most points wins.

Grammar practice

- 4 Explain that Charlie's friends, Ryan and Sophie, also took part in the Sports Day events. Ask students to look at the chart and make sentences about what Ryan and Sophie did and did not do. Go through the example first. Elicit the sentences from different students.

Answer key

Ryan didn't swim in the swimming race. He ran in the 800-metre race. He didn't throw the javelin. He jumped in the long jump. He ran the obstacle course. He won a medal.

Sophie didn't swim in the swimming race. She ran in the 800-metre race. She threw the javelin. She jumped in the long jump. She didn't run the obstacle course. She didn't win a medal.

- 5 Review questions and short answers in the past simple. Divide students into pairs. One student in each pair closes the book and answers the other person's questions about Ryan from memory. Then students change their roles and ask and answer questions about Sophie. They can award each other points for correct answers. Demonstrate the task first by reading out the example with a confident student.

Listening

- 6 Students listen to Charlie talking to Mel and find out what he did last weekend. Play the CD. Then students read the phrases and put the events in the correct order. Play the CD again for students to check the answers. Ask a volunteer to read out the events in the correct order.

Audioscript

- Mel** So, what did you do last weekend, Charlie? No sport, eh?
- Charlie** No, I didn't do any sport! I stayed at home on Friday night and watched TV.
- Mel** What did you watch?
- Charlie** Football. On Saturday morning I did my homework and then I read a book about swimming.
- Mel** What about in the afternoon?
- Charlie** On Saturday afternoon I went to my uncle's. We talked about cycling and we looked at his bike. It's amazing!
- Mel** And on Sunday?
- Charlie** On Sunday morning I bought a new tennis racket. After lunch, I went to our local museum with my sister.
- Mel** Museum! You at a museum! No way!
- Charlie** It was great! We visited an exhibition about the Ancient Greek Olympics!
- Mel** So last weekend, you watched football on TV, read a book about swimming, talked about cycling, looked at a bike, bought a tennis racket, and went to an exhibition about the Olympics. Hmm. No sport at all!

Answer key

- 1 watched TV
- 2 did his homework
- 3 read a book
- 4 went to his uncle's
- 5 talked about cycling
- 6 looked at a bike
- 7 bought a tennis racket
- 8 visited an exhibition

Photocopiable activity (www.staffroom.pl)

Module 2 *Last week* (TRF)

- 7 In pairs, students close their books, and take turns to tell each other what they remember about Charlie.

Speaking

- 8 Students read the questions and write true answers in note form about their last weekend. Set a time limit of four minutes.
- 9 In pairs, students ask and answer the questions from Activity 8 to find out about each other's weekends. Encourage them to take notes.
- 10 Students work in different pairs. Using their notes, they tell each other about the last weekend of the friend they interviewed in Activity 9. Go through the example first.

Extra activity

Tell students about your last weekend. Ask them to interrupt you with as many questions as possible, e.g. *T: I went to the cinema. SS: Which film did you see?* If students manage to ask you ten questions before you finish, they win the game.

Pronunciation

- 11 Point out the English pronunciation of *v* and *w* and ask students to compare that with their L1. Play the CD and ask students to read the tongue twister in their books.

Audioscript

See Student's Book, Activity 11, page 21.



- 12 Play the CD again and ask students to repeat it. Then encourage students to practise saying the tongue twister as fast as they can.

Audioscript

See Student's Book, Activity 11, page 21.

Check your English

- 13 Students complete the text with the verbs in brackets in the past simple. Students compare their answers in pairs. Check the answers with the whole class.

Answer key

- 1 visited
- 2 went
- 3 bought
- 4 got
- 5 went
- 6 watched

Homework suggestions

- 1 Workbook page 15, Activities 4–8.
- 2 Students imagine that last weekend was their dream weekend. They write at least six sentences about what they did, using Activity 13 as a model.

What were you doing?**Grammar**

- past continuous

Vocabulary

- objects in the garden; routine and garden actions; time

Optional materials

- a selection of magazine photos showing busy scenes with people doing a variety of activities; a DVD of a well-known film or TV series

Photocopiable activity (www.staffroom.pl)

- Module 2 *Find out the truth* (TRF)
- Module 2 *Fast finishers*
- Module 2 *Extra practice*

LESSON 6a**Introduction**

Ask the class to brainstorm all activities people can do in the garden. Write their ideas on the board. Then ask students to look at the picture in Activity 2 and check if they thought of any activities the characters are doing.

Teaching tip: Starting the lesson

To help students focus on the lesson from the very beginning allow a minute for them to sit down and prepare their books and other materials. Then signal the start of the lesson using an egg timer or playing a CD with students' favourite music for a few seconds. Establish eye contact with students who are still fidgeting or not paying attention.

Vocabulary

- 1 Focus students' attention on the words in the box and play the CD. Ask students to find the objects in the large picture in Activity 2. Encourage them to make guesses about new words.

Students compare their answers in pairs. Check the answers with the whole class. Make sure everybody understands all the words now and drill the pronunciation.

Audioscript

See Student's Book, Activity 1, page 22.

Answer key

hammock – a	bone – b
clothes line – d	flowerpot – c
flowerbed – e	

**Presentation**

- 2 Point to the pictures and ask students: *Do you remember the Gloom family from New Hot Spot klasa 4 and klasa 5 Student's Book?* Elicit that the Glooms are an unusual family and find out if students remember any details about them. Then point to Martha and ask students to guess why she is angry. Encourage them to study the pictures to find the answer.

Students listen and read Martha's words to check their guesses. Play the CD and elicit that she is angry because there is a hole in the garden. Explain that to find out who made the hole she needs to find out what everybody was doing this morning in the garden.

Audioscript

See Student's Book, Activity 2, page 22.

Comprehension

- 3 Students study the picture in Activity 2 again and complete the sentences with the correct names to show what everyone was doing in the garden in the morning. Clarify any vocabulary, using the picture. Check the answers with the whole class.
- 4 Play the CD for students to check their answers and then refer them to the **Grammar spot** to elicit or explain the form and use of the past continuous. Go over the examples and point out, using the picture in Activity 2, that these actions were unfinished, in progress at a specific time in the past. Point out the form of the verb **be** for different persons. Refer students to the **Grammar summary** on page 31 for more information on the past continuous.

Audioscript and Answer key

- 1 Helga was reading a magazine.
- 2 Rudolph was listening to music.
- 3 Sam and Pam were climbing a tree.
- 4 Vincent was sleeping in a hammock.
- 5 Mandy was skipping.
- 6 Bonehead was burying a bone.

Extra activity

Bring to class a selection of magazine photos showing busy scenes with people doing a variety of activities. Divide the class into groups of three and give each group one picture to study for one minute. When the time is up, ask one student in each group to take the picture and position it in such a way that their group members cannot see it, e.g. hide it behind a book. The remaining group members take turns to make past continuous sentences from memory about what the people in the picture were doing. The student looking at the picture checks the answers and awards a point for each grammatically and factually correct statement. Set a time limit of three minutes. The winner is the student with the most points.

Dyslexia tip: Disruptive behaviour

Some dyslexic students are inattentive and/or hyperactive, which results in disruptive classroom behaviour. It is best to discuss the behaviour in private, and in class to use non-verbal warning signals to make students focus on the assigned task, e.g. wave your hand, tap them gently on their shoulder or put a post-it note on their desk.

Grammar spot

Ask students to read the example sentences. Then introduce the use and form of the positive sentences in past continuous.

Ask students to find more examples of the past continuous in Activity 2.

Refer students to the **Grammar summary** on page 31 for more information on the past continuous.

Grammar practice

- 5 Point to Vincent in the picture in Activity 2 and elicit that he was sleeping in his hammock this morning. Ask students to listen to Vincent telling Martha about the morning. Play the CD and elicit that Vincent made mistakes and that students need to correct him.

Refer students to the **Grammar spot** to introduce negative sentences in the past continuous. Then ask students to look at the pictures illustrating Vincent's words and compare them with the picture in Activity 2 which shows what was really happening.

Students correct Vincent by making negative and positive sentences as in the example. Then they compare their answers in pairs.

Audioscript

- Martha** Vincent, were you looking after the children this morning?
Vincent Yes, of course I was!
Martha What were they doing?
Vincent Well ... um ... Helga was, um, mowing the lawn. And, er, er ... Rudolph was watering the plants. Mandy was, um ... she was helping me. We were hanging up the washing. Sam and Pam, they were playing with their toys. And Bonehead was sleeping.



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

Audioscript and Answer key

- 1 Helga wasn't mowing the lawn. She was reading a magazine.
- 2 Rudolph wasn't watering the plants. He was listening to music.
- 3 Mandy wasn't hanging up the washing. She was skipping.
- 4 Sam and Pam weren't playing with their toys. They were climbing a tree.
- 5 Bonehead wasn't sleeping. He was burying a bone.

Homework suggestions

- 1 Workbook page 16, Activities 1–5.
- 2 Students choose four family members or friends and write past continuous sentences about what they think these people were doing at 7 p.m. the previous day.

LESSON 6b

Introduction

Review telling the time in English by drawing a clock on the board with its hands in different positions. Then ask students to choose and write down three times which are important to them. In pairs, they show each other the times and explain the meaning, e.g. *My favourite TV show starts at 6.30 p.m.*

Speaking

- 7 Go over the everyday activities in the box and make sure students remember all of them. Ask students to complete the chart about what they were doing yesterday at these times. They should write true sentences in the past continuous. They can use the phrases in the box if these are relevant and/or their own ideas.

Mixed ability classes

For less confident students demonstrate the task by completing the chart about you on the board as an example. Fast finishers can think of their favourite activity of the previous day and add another time when they were doing that, e.g. 6.00 – I was surfing the Internet.

- 8 Go over the **Grammar spot** to introduce questions and short answers in the past continuous. Refer students to the **Grammar summary** on page 31 for more information on the past continuous.

Divide the class into pairs. Students make guesses about what their friend was doing yesterday and ask questions to check their ideas. Demonstrate the task by reading out the example with a confident student.

Extra activity

In pairs, students choose a celebrity and imagine what this person was doing yesterday at the times in the chart in Activity 7. Then ask students to report their ideas to the whole class.

Photocopiable activity (www.staffroom.pl)

Module 2 *Find out the truth* (TRF)

Pronunciation



- 9 Explain that some words in English have two different pronunciations, according to whether they are stressed or not. Demonstrate the strong and the weak form of **was** and **were**. Explain that within a sentence in the past continuous we normally use the weak form.

Play the CD, pausing after each sentence for students to repeat. Then ask students to practise saying the sentences individually.

Audioscript

See Student's Book, Activity 9, page 23.

Game

- 10** Divide students into pairs. Student A looks at the picture in Activity 2 for one minute. Student A closes the book. Student B asks questions about the picture and says if Student A's answers are correct or incorrect. After four questions students change roles and repeat the game with Student B answering the questions. Demonstrate the task first by reading out the example with a confident student.

Extra activity

Play a DVD with a short scene from a well-known film or TV series. Turn the film off and ask students to write four past continuous

questions about what different characters were doing. In pairs, students exchange and answer the questions from memory. Play the DVD again for students to check the answers.

Check your English

- 11** Students choose the correct words to make past continuous sentences. They compare their answers in pairs before you check them with the whole class.

Answer key

- 1 was 3 weren't ... were
2 Were 4 sitting ... eating

Homework suggestions

- 1 Workbook page 17, Activities 6–8
2 Students choose a special photo of their family or friends. They write a short description of where the people were and what they were doing at the moment of taking the photo.

Grammar

- past continuous and past simple with *when*

Vocabulary

- sports, kitchen and shopping words

Photocopiable activity (www.staffroom.pl)

- Module 2 *The missing bag* (TRF)
- Module 2 *Fast finishers*
- Module 2 *Extra practice*

LESSON 7a

Introduction

Elicit from students what teenage magazines and websites they read. Ask them to name different sections and features the magazines and websites have. Find out if readers send their emails and what they usually write about. Explain that in this lesson students are going to read some unusual emails sent by readers of a magazine *Teen Dreams*.

Presentation

- 1** Focus attention on the photos and ask students to make guesses about what the stories they illustrate are going to be about. Ask students to listen and read the stories and match them to the correct photos. Play the CD. Then check the answers with the whole class.

Audioscript

See Student's Book, Activity 1, page 24.

Answer key

- 1 b 2 c 3 a

Extra activity

Ask students to guess which story most of their classmates like best. They should note down their guess. Then ask the class to vote for the best story by raising their hands. Students can only vote once and they do not have to vote for the same story they

have marked as their classmates' favourite. Count the votes. Find out how many students predicted the correct result.

Comprehension

- 2** Ask students to read the questions and to try to answer them from memory, using the names in the box. Let students read the texts in Activity 1 again and check their answers. Elicit the answers.

Answer key

- 1 Sally
2 Freya
3 Freya
4 Tony
5 Bobo

Check if students know or can guess the following new words and phrases: *came off, air, goal, blew, barking, loudly, smoke, put out, saved, sounded, realised, embarrassing*. If necessary, provide explanation.

- 3** In pairs, each student assumes the role of one of the people in Activity 2 and tell each other their story.

Extra activity

Divide students into pairs and ask them to write five more comprehension questions about the texts in Activity 1. They can ask about various details, not necessarily just the names of the characters. Set a time limit of four minutes. When students have finished, ask them to exchange their questions with another pair and write the answers from memory.

Grammar spot

Go through the examples and elicit or explain the use of the past continuous and the past simple with *when*. Explain that each sentence contains two actions. Elicit that the past continuous phrase describes a longer, incomplete action and the past simple phrase describes a shorter, complete action that interrupted the other one.

Ask students to find more examples of this grammar point in Activity 1. You can write the examples on the board, using different colours for each tense (see *Teaching tip: Colour coding* below). Refer students to the **Grammar summary** on page 31 for more information on the two tenses joined within one sentence by *when*.

Teaching tip: Colour coding

To help students learn tenses you can colour code them. Assign one colour to each tense they are learning and stick to it throughout the year when writing examples on the board. This way students learn to associate a particular colour with one tense. Encourage students to use the same colours in their notes. Develop your own colour codes for tenses, making sure you choose colours students are likely to have in their pencil cases and using contrasting colours for tenses that students confuse, e.g. blue for the past simple and orange for the past continuous.

Grammar practice

- 4 Students in their notebooks copy and complete the story with the past continuous or the past simple of the verbs in brackets and compare their answers in pairs. Individual students read out the story, one sentence each.

Answer key

- 1 was watching
- 2 heard
- 3 went
- 4 was looking
- 5 ran
- 6 was running
- 7 rang
- 8 was
- 9 was looking
- 10 was talking
- 11 ran

1.23

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

Extra activity

Before students begin Activity 4, write a few key words from the story on the board, e.g. *noise, garden, cat, doorbell, neighbour*. In groups of four, students predict what the story is about on the basis of these words. They check their ideas by completing Activity 4.

Audioscript

I was watching TV when I heard a strange noise outside. I went into the garden. I was looking around the garden when a cat ran into my house. I was running after the cat when the doorbell rang. It was my neighbour, Fred. He was looking for his cat. I was talking to Fred when the cat ran out of my house and into Fred's garden.

1.24

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

Mixed ability classes

To help less confident students, reveal that the past simple appears six times in the story and the past continuous five times. Fast finishers can continue the story of the missing cat by adding one or two more events.

Homework suggestions

- 1 Workbook page 18, Activities 1–3.
- 2 Students choose one email from Activity 1 and write four questions to its author. The questions should relate to the stories, e.g. *What did you do next? What was your friend doing?*

LESSON 7b

Introduction

Write the following questions on the board: *What was happening when you arrived at school today? What was happening when you came into the classroom?* Divide students into pairs. They should take turns to ask and answer the questions on the board. Encourage students to make full sentences with the past continuous, the past simple and *when*, e.g. *Two students were playing with a yoyo and the Maths teacher was talking on the phone when I arrived at school this morning.*

Vocabulary

- 6 Students find words in the emails in Activity 1 to label the pictures. Elicit the words and drill their pronunciation.

Answer key

- 1 whistle
- 2 referee
- 3 on fire
- 4 saucepan
- 5 alarm
- 6 score

Extra activity

Students write their own sentences with the words from Activity 6.

Writing

- 7 Explain that the text under the pictures is an email from Ted to *Teen Dreams* describing an embarrassing story. Students look at the pictures to guess what happened to Ted.

Students complete Ted's story with the phrases in the past simple or the past continuous. They should insert the verb *be* in the past where necessary. The phrases are in the same order as in the text. When students have finished writing, they compare the answers in pairs.

Mixed ability classes

Fast finishers imagine what Ted did next after noticing he was wearing his slippers. When everybody has completed Activity 5a, fast finishers share their ideas with the whole class.

Audioscript and Answer key

Hello Teen Dreams,
 This is my true story. I was at home in the morning and I was getting ready for school. I was very late and my mum was really angry with me. I got into the car very quickly. I was walking into the classroom when my friend started to laugh. He pointed at my feet. I was wearing my slippers! How embarrassing!
 Ted

- 9 Students imagine and write down their own amazing story. They can also write a true story if they want to. Go through the questions and the example in *My English file* first. Students write at least six sentences, using the past simple and the past continuous. Set a time limit of ten minutes. Monitor students' work, providing help.

When students have finished the task, they exchange their notebooks in pairs and read each other's stories. Individual students report their classmate's stories to the whole class.

Extra activity

Ask students to think of a true funny or unusual incident that happened to them or somebody they know. Give students three minutes to prepare to tell the story. Help with key vocabulary. Then students choose a classmate, tell them their story and listen to theirs. Next they change partners and retell each other the last story they heard. Repeat twice, with students each time telling the last story they have heard. Then each student repeats the last story they heard to the whole class. The person whose story it was says what changes have been made to the original story.

Teaching tip: Students' lives as a resource

Personal experiences of students are a useful resource in the classroom, stimulating the class to listen attentively and respond. Students are genuinely interested in each other's lives and they will develop their fluency if given opportunities to share their own stories and discuss their classmates' experiences. Organise activities in which students tell their stories to the whole class and allow their classmates to ask questions. You could have a few minutes every week for students to share their recent adventures with the class in English.

Photocopiable activity (www.staffroom.pl)

Module 2 *The missing bag* (TRF)

Check your English

- 10 Students use the prompts to make sentences with the past continuous, the past simple and *when*. Students compare their answers in pairs. Individual students read their sentences to the whole class.

Answer key

- 1 I was walking the dog when I found a purse.
- 2 I was eating a sandwich when I broke my tooth.
- 3 I was riding my bike when I fell off.
- 4 I was doing my homework when I fell asleep.

Homework suggestions

- 1 Workbook page 19, Activities 4–6.
- 2 Students describe two surprising moments in their favourite films or TV series, using the past continuous, the past simple and *when*, e.g. *Alex was sleeping when Marty escaped from the zoo.*

Photocopiable activity (www.staffroom.pl)

- Module 2 *Famous people* (TRF)

LESSON 8a

Introduction

Divide the class into groups of four. Ask them to make a list of popular teenage idols, e.g. film stars, musicians, athletes and discuss why people admire them. Set a time limit of four minutes. Groups read out their lists and say why these people are teenage idols.

Reading

- 1 Focus students' attention on the pictures next to the text. Elicit the name of the footballer in the picture. Explain that they should now read the text and put the events in the correct order.
 Students compare their ideas in pairs. Check the answers with the whole class.

Answer key

- 1 He joined Grandoli.
- 2 He joined Newell's Old Boys.

- 3 He moved to Spain.
- 4 He started the Leo Messi Foundation.
- 5 He gave 600,000 euros to a children's hospital.

Mixed ability classes

Put fast finishers in groups to discuss what else they know about Lionel Messi, or what information surprised them about this footballer.

Testing spot

- 2 Ask students to look at the pictures. Tell them they're going to read the text again. Students read and answer the questions (1–3).

Answer key

- 1 B 2 A 3 B

Teaching tip: Key words

To improve students comprehension skills, ask them to reread the text and develop their own questions (pretending to prepare a test for their partner). Students compare their ideas in pairs. Check the answers with the whole class.

Speaking

- 3 Ask if students know the people in the photos. Divide students into pairs. They should choose one celebrity from the photos each. Explain that they are going to read some information about this person's life and then retell it to their classmate in their own words. Pre-teach the following words: *dyslexic, drama, recover, trilogy, bite/ bit, competition, championships*. Explain that the NSSA (National Scholastic Surfing Association) is the most important surfing association for amateurs in the USA. Set a time limit of twelve minutes for reading, preparation and speaking. Ask students to listen attentively and remember as much as possible. When they have finished the task, they repeat to each other everything they remember from the biography their partner has told them about.

Teaching tip: Signalling the end of a time limit

To get students' attention when the time limit for a given task is up, establish an easily recognisable signal. Here are some ideas:

- turn off the lights for two seconds
- clap your hands
- Put your hands in the air and ask each student who notices to copy your gesture to make the signal more visible for others
- call out: *Freeze!* and in the same second everyone should freeze like a statue. When everyone is 'frozen', say: *Melt!* and move to the next stage of the lesson.

Mixed ability classes

In pairs, fast finishers say why they admire the famous people in the task.

Homework suggestions

- 1 Workbook page 20, Activities 1–2.
- 2 Students find information about a famous person they admire and they write it in note form as in Activity 3.

LESSON 8b

Introduction

Write *Hero* on the board. Elicit what makes someone a hero. Write students' ideas on the board, e.g. *A hero is brave, does not give up, helps people*. Ask students to give some examples of heroes from real life or fiction.

Listening

- 4 Elicit from students everything they remember about Bethany Hamilton. Then ask them to listen to Adam talk about her. Explain that he makes three mistakes. Ask students to try to find the mistakes. They can look at Activity 3. Play the CD.

Audioscript

Bethany Hamilton was born in 1990 in Hawaii. She loved swimming and surfing and she won her first swimming competition at the age of 8. However, in October 2003, a shark attacked her and bit off her left leg. Bethany went surfing again just three months after the shark attack, and she won the NSSA surfing championships in 2005.



- 5 In pairs, students discuss the answers. Elicit students' ideas in full sentences, but do not reveal the answers yet. Play the CD for students to check their answers.

Audioscript and Answer key

- 1 Bethany didn't win a swimming competition. She won a surfing competition.
- 2 A shark didn't bite off her left leg. It bit off her left arm.
- 3 Bethany didn't go surfing three months after the attack. She went surfing again three weeks after the attack.

Extra activity

In pairs, students write down a short biography of Orlando Bloom on the basis of the information in Activity 2 and make three factual mistakes. Pairs exchange their texts with another pair and try to find and circle the mistakes as quickly as possible. The winner is the pair who finds the mistakes first.

Writing

- 6 Ask students to think of their own hero: a famous person, a friend or a relative.
- 7 Students read the prompts and make notes about their hero, using Activity 3 as a model. If you assigned the second homework activity in the previous lesson, ask students to use their notes to write the answers.
- 8 Students write a text about their hero based on their notes and using Activity 3 as a model. Before they begin writing, refer them to the **Writing tip** to introduce words that link sentences together. Explain, using L1 if necessary, that we use *however* and *but* to introduce information contrasting with the information in the previous sentence or phrase, *as well* means the same as *too* and *in addition*, and *because* gives the reason for something. Point out the position of the words in the sentence and explain the punctuation rules. Encourage students to use the words in their texts.

Encourage students to make a draft copy first and rewrite it after editing. Monitor their work, providing help. Then they should exchange their texts in pairs. If they notice any mistakes in their classmate's text, they should point these out orally.

Photocopiable activity (www.staffroom.pl)

Module 2 *Famous people* (TRF)

Fun spot

- 9 Students complete the grid with the past simple form of six verbs chosen from the box.
- 10 Read out the verbs in the box slowly in random order. Tick the words you have read to keep track. If students hear a verb which is in its past form in their grid, they cross it out. When they have crossed out all the six verbs, they shout: *Bingo!* Check that you have indeed read all their words. The first person to shout: *Bingo!* is the winner.

Homework suggestions

- 1 Workbook page 20, Activity 3.
- 2 Students write a few sentences about their own life with the words from Activity 7 and the **Writing tip**.



Optional materials:

- four slips of paper per group of four students

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 those in small groups and ask you any questions they may have.

- **Workbook:** Refer your students to *Description of the house and its equipment* on page 85; *Everyday activities* on page 86; *Popular sports* on page 88; *Space* on page 89.

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

Answer key

- 100-metre race
 - swimming
 - the javelin
 - obstacle course
 - the long jump
- | | |
|---------|-----------|
| 1 ran | 6 got |
| 2 won | 7 fell |
| 3 swam | 8 did |
| 4 threw | 9 read |
| 5 broke | 10 bought |
- didn't do
 - watched
 - read
 - did

- visited
- bought
- went

- Students write three past simple sentences about what they did the previous day.
- Ask students to look at the picture on page 22 for one minute and try to remember it in details. Tell students to use the prompts 1–5 and ask and answer the questions about the picture in pairs. Monitor the activity.

Answer key

- Was Helga mowing the lawn?
No, she wasn't. She was reading a magazine.
- Was Rudolph watering the plants?
No, he wasn't. He was listening to music.
- Was Mandy hanging up the washing?
No, she wasn't. She was skipping.
- Was Bonehead sleeping?
No, he wasn't. He was burying a bone.
- Were Sam and Pam playing with toys?
No, they weren't. They were climbing a tree.
- was watching
 - heard
 - switched
 - ran
 - was listening
 - was singing

Extra activity

Divide students into groups of four. They should write on slips of paper four past continuous sentences in the second person describing unusual activities and a specific time, e.g. *You were dancing outside your house at 5 o'clock in the morning*. Groups exchange their sentences with another group. One person picks a sentence and tells the group that they were doing this activity at the specific time yesterday. Group members ask three questions to find out more details about the activity, e.g. *Why were you dancing outside your house?* The student makes up the answers. Then it is the next student's turn to pick a sentence and so on until there are no sentences left.

Dyslexia tip: Oral tests

If possible, test dyslexic students in the way they perform best, i.e. with an oral test instead of writing. Read out the instructions to them and make it clear what the purpose of each activity is. Allow students some time to prepare and then listen to and evaluate their oral answers.

Homework suggestions

You may suggest students visiting the www.macmillanreaders.com for some extensive reading.

For Module 2 tests, go to 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.



Testing practice

- 1 Ask students to read the questions (1–5) and match them to their answers (a–e). Tell them to write their answers in their notebooks. Check answers with the whole class.

Answer key

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

Testing spot

- 2 Go over the exam task with a class, explaining what to do. Students read the questions (1–4). Then they decide on the most appropriate answer (A–F). Remind the students that there is one summary that does not match any of the texts. Students compare their answers in pairs. Check answers with the whole class.

You can set the exercise as homework and ask students to translate the questions (1–4) into English and then decide on the most appropriate answer (A–F).

Answer key

- | | |
|-----|-----|
| 1 D | 3 F |
| 2 A | 4 E |

- 3 Tell students to look at the picture. Then ask them to find the things in the table. Students compare what they have found with their partner.

Testing spot

- 4 Ask students to read the sentences (1–5). Students decide if the sentences are true or false. They make a note of the answers in their notebooks. Check answers with the whole class.

Answer key

- 1 Nie
- 2 Nie
- 3 Tak
- 4 Tak
- 5 Nie

Extra activity

In pairs, students look back at Module 2. Each one finds a sentence in any of the reading texts, e.g. *She was born in 1990 in Hawaii.* (p27) and the other student must make a question, e.g. *Where and when was she born?* or *Who was born in 1990 in Hawaii?*

Vocabulary Spot



- 1 Ask students to read the text and then to label the pictures (1–7). Students write their answers in their notebooks and compare their answers in pairs. Check the answers with the whole class.

Answer key

- | | |
|-------------|----------------|
| 1 sun | 5 telescope |
| 2 comet | 6 solar system |
| 3 satellite | 7 moon |
| 4 planet | |

- 2 Divide students into pairs. They should read the text again to decide if the sentences are true or false. Check the answers with the whole class.

Answer key

- | | |
|---------|---------|
| 1 true | 4 true |
| 2 false | 5 true |
| 3 false | 6 false |

- 3 In pairs, student A covers the text, chooses one word and asks student B to tell a fact about it. Once students B finished speaking, they swap and continue. Monitor their work.

Language Spot



- 4 Go over the exam task with a class, explaining what to do. Students read the text and answer the questions. Students write their answers in their notebooks. Students compare their answers in pairs. Check the answers with the whole class.

Answer key

- 1 wasn't
- 2 did, was
- 3 ate
- 4 eating

Testing spot

- 5 Students read the short conversations. Then they choose the response A–C to best complete the dialogue. Check the answers with the whole class.

Answer key

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

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 Students read the prompts 1–5 and make questions. Then students write answers true for them in their notebooks. Students compare their answers in pairs. Individual students read out their sentences.

Answer key

- 1 Did you meet your friends last weekend? Yes, I did./No, I didn't.
- 2 Did you watch TV last night? Yes, I did./No, I didn't.
- 3 Did you swim in the sea last year? Yes, I did./No, I didn't.
- 4 Did you go to bed early yesterday? Yes, I did./No, I didn't.
- 5 Did you make your bed this morning? Yes, I did./No, I didn't.

- 2 Students read the prompts 1–5 and write sentences true for them in their notebooks. Students compare their answers in pairs. Individual students read out their sentences.

Answer key

- 1 He was skateboarding when he fell over.
- 2 We were having a picnic when it started to rain.
- 3 They were swimming when they saw a shark.
- 4 I was looking out of the window when it began to snow.
- 5 She was telling a joke when the teacher came into the room.

Homework suggestions

- 1 Workbook page 23, Activities 1–3.

Extra Special



Optional materials

- a selection of items connected with camping, such as a torch, matches, a blanket or a sleeping bag, a camping mat

Mini play

- 1 Focus students' attention on the picture. Elicit that the characters are camping.

Extra activity

In pairs, students make a list of all the things in the picture they can name in English. Set a time limit of three minutes. Ask the pair with the longest list to read it out to the whole class. Other students listen and cross out the words which repeat on their own lists, and then read out any words which have not been mentioned.



- 2 Students listen and read the first part of the play about a camping adventure. Encourage them to make guesses about what happens at the end. Play the CD through.

Ask comprehension questions, e.g. *How many tents are there? Who are they for? Why are Sandra and Ben late? Who is Lucy and where is she? What are the characters cooking? Where are they? What did they hear? What do they think made the sound? Where is the sound coming from again?* Explain any vocabulary students do not understand. Elicit different endings to the story.

Audioscript

See Student's Book, Activity 2, pages 32–33.



- 3 Play the CD for students to check their guesses. Find out who guessed the real ending to the story.

Divide students into groups of four and ask them to choose the parts from the play. Play the CD for students to listen carefully to their lines. Get students to read out the play in their groups. Then go over the **Memory challenge** and encourage students to learn their lines by heart. Give them five minutes to practise and memorise their lines. Then ask groups to act out the play to the rest of the class, saying as many lines from memory as possible. Get the class to vote for the best performance.

Extra activity

Students talk about their own camping experiences with the whole class.

Audioscript

Sophie That sound's coming from your tent, boys!

Ben Right! That's it! Come on, Danny. We're going in!

Danny and Ben Look what we've found.

Everyone Lucy!



- 4 The whole story is recorded for you to play to students or use as you wish.



- 1 Explain to students that a boy called Jack has written a fact sheet about sports at his school. Ask students to read his project and answer if their school has similar after-school sports clubs. Clarify any vocabulary if necessary.
- 2 Students work individually and make a project about sports at their school. They should write at least four sentences. Encourage them to make a draft copy first.

Ask students to illustrate their fact sheet. Monitor their work and provide help where necessary.

In pairs, students exchange and read each other's fact sheets and offer feedback to each other.

Extra activity

Students write names of two school sports they like and two they dislike in mixed order. In pairs, they try to guess which activities their classmate likes and which he/she does not.

Communication Cards




Remember about Communication Cards – module 2A and B.

Module 2
Communication Card Student A

- 1 **Zadaj pytania koledze/koleżance. Ty zaczynasz.**
 - 1 How was your day yesterday?
 - 2 Did you go swimming on Monday?
 - 3 Did you do your homework at the weekend?
 - 4 What were you doing on Sunday morning?
 - 5 What were you doing on Sunday evening?
- 2 **Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń B.**
 - 1 It ...
 - 2 Yes, I .../No, I ...
 - 3 Yes, I .../No, I ...
 - 4 I was ...
 - 5 I was ...
- 3 **Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką. Ty zaczynasz.**
 - 1 Powiedz, że Cynthia podlewała kwiaty o siódmej.
 - 2 Zapytaj, czy Rudolph słuchał wczoraj muzyki.
 - 3 Powiedz, że ona siedziała na plaży i jadła lody.
 - 4 Zapytaj kolegę/koleżankę, czy wygrał/wygrała mecz.
 - 5 Powiedz, że widziałeś/widziałaś bardzo dobry film wczoraj.
 - 6 Powiedz, że biegales/biegałaś po parku, gdy zobaczyłeś/zobaczyłaś wypadek.
 - 7 Powiedz, że zasnąłeś/zasnęłaś, gdy odrabiałeś/odrabiałaś wczoraj lekcje.
 - 8 Powiedz, że czytałeś/czytałaś książkę, gdy usłyszałeś/usłyszałaś dziwny dźwięk.
- 4 **Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń B.**
 - 1 Sam and Pam were playing in the garden in the afternoon.
 - 2 Was Helga listening to music yesterday?
 - 3 Bob wasn't eating breakfast at 7.00.
 - 4 Did you hear the noise at night?
 - 5 I found a dog a week ago.
 - 6 I was playing football when I fell.
 - 7 I was watching TV when I saw smoke.
 - 8 I was sleeping when the alarm clock rang.

Was Helga listening to music yesterday?



Module 2
Communication Card Student B

- 1 **Odpowiedz na pytania kolegi/koleżanki. Zaczyna uczeń A.**
 - 1 It ...
 - 2 Yes, I .../No, I ...
 - 3 Yes, I .../No, I ...
 - 4 I was ...
 - 5 I was ...
- 2 **Zadaj pytania koledze/koleżance. Ty zaczynasz.**
 - 1 How was your weekend?
 - 2 Did you go to the cinema on Saturday?
 - 3 Did you visit your friend yesterday?
 - 4 What were you doing on Friday morning?
 - 5 What were you doing on Friday evening?
- 3 **Postuchaj kolegi/koleżanki i sprawdź jego/jej wypowiedzi. Zaczyna uczeń A.**
 - 1 Cynthia was watering the flowers at 7.
 - 2 Was Rudolph listening to music yesterday?
 - 3 She was sitting on the beach and she was eating ice cream.
 - 4 Did you win a match?
 - 5 I saw a very good film yesterday.
 - 6 I was running in the park when I saw an accident.
 - 7 I fell asleep when I was doing my homework yesterday.
 - 8 I was reading a book when I heard a strange noise.
- 4 **Powiedz zdania po angielsku. Sprawdź swoje zdania z kolegą/koleżanką. Ty zaczynasz.**
 - 1 Powiedz, że Sam i Pam bawili się w ogrodzie po południu.
 - 2 Zapytaj, czy Helga słuchała wczoraj muzyki.
 - 3 Powiedz, że Bob nie jadł śniadania o siódmej.
 - 4 Zapytaj kolegę/koleżankę, czy usłyszał/usłyszała hałas w nocy.
 - 5 Powiedz, że znalazłeś/znalazłaś psa tydzień temu.
 - 6 Powiedz, że grates/grataś w piłkę, gdy upadłeś/upadłaś.
 - 7 Powiedz, że oglądałeś/oglądałaś telewizję, gdy zobaczyłeś/zobaczyłaś dym.
 - 8 Powiedz, że spałeś/spałaś gdy zadzwonił budzik.

Was Rudolph listening to music yesterday?

