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step by step

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step by step

приручник за наставнике



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READY, STEADY, GO

Pages: 7

Objectives:

- > to motivate pupils for the beginning of school
- > to introduce the course materials
- > to acquire classroom language
- > to revise and expand vocabulary (objects related to school)

Suggested teaching time: 2 lessons

FIRST CLASS

Step I PUPIL'S BOOK

- 1 Introduce your pupils to the course materials they will be using this school year – the Pupil's Book and the Workbook.
- 2 To get the pupils acquainted with the Pupil's Book, prepare a number of questions they can answer by going through the Pupil's Book.

For example: *How many people can you see on page 30?* (four)

What colour is the girl's T-shirt on page 50? (white)

How many candles are there on the birthday cake on page 102? (12)

Where is the apple on page 13? (on the book)

On what page can you see Santa Claus? (p. 31)

Etc.

You can turn this activity into a game by giving points to the fastest pupils/groups.

Step II A SONG

- 1 Ask the pupils what they have brought to school today. As they name the objects, ask them to show them to you. In this way you will recycle the vocabulary related to the things pupils normally bring to school (pencils, pens, slippers....), but you will also introduce vocabulary from the song.

- 2 Introduce more vocabulary from the song by asking:

Has anybody got scissors/some glue/a backpack/rollerblades....?

If necessary, explain the meaning of these words.

- 3 Play the recording of the song. While listening, pupils should raise any object they have with them that they hear mentioned in the song.

- 4 Listen again and do task 1 in the Pupil's Book.

Key: recipe, red, pencil box, scissors, slippers

- 5 Do task 2 in the Pupil's Book.

Step III OBJECTS RELATED TO SCHOOL

- 1 Pupils name all the objects they can see in task 1 in the Workbook.
- 2 Pupils individually do tasks 1 and 2 in the Workbook.

SECOND CLASS

Step IV CLASSROOM LANGUAGE

- 1 It is essential that at this level you try to minimise the use of the mother tongue in class. This is why your pupils need to start actively using classroom language, too.

Start off by miming some instructions you normally give in your class and ask your pupils to guess what you are trying to say. For example, make a movement with your hands as if telling the pupils to sit down.

Use simple instructions like SIT DOWN! STAND UP! BE QUIET! DON'T TALK!

Introduce the concept of classroom language and set some rules about its use. For example, if somebody uses their mother tongue instead of English, s/he must sing a song.

- 2 Read out loud the sentences in task 3 in the Pupil's Book and ask the pupils what they mean.

Then pupils do task 3 individually.

- 3 Pupils can now listen to the dialogues between a teacher and his pupils and then they can do task 4.

Tapescript: See *Pupil's Book*, p.129.

- 7 Task 3 from the Workbook can be done for homework.

WORKBOOK ANSWER KEY

- 1 B2, C1, C2, A2, B2, C3, B1, C1, A1
- 2 Individual answers
- 3 1 may I go out? 2 Sorry I'm late.
3 What does "dangerous" mean?
4 How do you say "mišolovka" in English?
5 I've finished!

LESSON 1

ALL ABOUT ME

Pages: 9-14

Objectives:

- > to introduce the main characters
- > to talk and write about ourselves and the people around us
- > to revise and expand the Present Tense of the verbs *to be* and *have got*
- > (affirmative and negative forms)
- > to introduce and practise new vocabulary (crazy about, interested in, good at, bad at, free time and interests)

Suggested teaching time: 2-3 lessons

FIRST CLASS

Step 1 LISTENING

- 1 Start off by asking your pupils to have a look at the girl and the boy on pages 10, 11 in the Pupil's Book. Explain to your pupils that these are the main characters in the book. As your pupils look at the two children, try to elicit as much information about them as possible. Help by asking questions like:

How old are they?

Where do they live?

Have they got any hobbies?

What do they like doing? Etc.

- 2 Read the sentences from task 1 in the Pupil's Book. Explain the words or phrases your pupils may not be familiar with.
- 3 Ask your pupils to try and predict who says each of the sentences from task 1: Jessica or Tom?
- 4 **First listening.** Pupils listen to the recording, check their predictions and do task 1 in the Pupil's Book.

Tapescript: See *Pupil's Book*, p. 131.

- 5 **Second listening.** Pupils work in pairs. Each pupil chooses a group of questions from task 2

LESSON PLANS

in the Pupil's Book and while they listen to the recording they look for the answers.

Even though this is a pure listening activity intended for the development of your pupils' listening skills, if you have weaker pupils do not hesitate to help them. Let them listen once again and look at the tapescript.

- 6 After listening, pupils ask each other the questions from task 2 in order to check how much their friend has remembered. For example, the pupil who was concentrating on questions A while listening will now ask his/her partner questions B to check how much his/her partner can remember about the two characters, and vice versa.
- 7 Pupils write down in their notebooks at least 5 sentences about each character. They can use the answers to the questions in task 2 and the sentences from task 1.
- 8 Task 1 in the Workbook can be done for homework.

Step II VOCABULARY

- 1 Task 3 in the Pupil's Book practises the use of some prepositions. As it relies on some background information on the main characters, the pupils can do this task individually.
- 2 To further practise the use of prepositions, do task 4. But first prepare your pupils by asking them:
What are girls usually crazy about/interested in/good at/bad at?
What are boys usually crazy about/interested in/good at/bad at?

In this way you will elicit a lot of words and expressions. Write them down on the blackboard.

- 3 Pupils do task 4 in their notebooks. Volunteers can read their sentences aloud.
- 4 You can do task 2 from the Workbook now or you can assign it for homework.
- 5 Workbook, task 2 – this vocabulary exercise can be done individually since these are collocations they have heard at least twice so far.
- 6 To help your pupils memorise these collocations, ask them to shut their books. You say the first part of the collocation, and they should provide the second part. After that, you say the collocation in their mother tongue and they will give you the English translation.

SECOND CLASS

Step III LANGUAGE FOCUS

The aim of this language focus is to revise the use of the affirmative and negative form of the verbs *to be* and *have got*. Your pupils are already familiar with the Present Tense form of these two verbs. But for the first time they are explicitly being taught the form and its use. Therefore, explain what "*to be*" means and what the purpose of the paradigm is in the form of a table.

- 1 Pupils can do task 5 – **Language corner** individually or in pairs. In this way, they will revise the form of the verbs *to be* and *have got*. At this point, explain the form and its use.
- 2 If you feel there is a need to practise the form further, you can now do tasks 7 and 8 from the Workbook.
- 3 Tasks 6 and 7 in the Pupil's Book will provide revision of the use of the verbs *to be* and *have got*.

Task 6 is a **listening** activity. Prepare your pupils by telling them that they will now meet two more characters from the book – Alice and Joe. Say that these two children are going to talk about themselves. Before listening, read what they are going to talk about so that your pupils get ready for listening. Only then let the pupils listen to the recording and tick the correct box.

Check after listening.

Since they have already heard the contents of the two texts while doing task 6, they can do task 7 individually.

- 4 To check their work, ask the pupils to read aloud the correct version.
- 5 In task 8, there are two sets of questions, so pupils can work in pairs. Each pupil chooses one set of questions. They then take turns to ask and answer.
- 6 Pupils write the answers to the other set of questions in their notebooks.
- 7 You can do tasks 4 and 5 in the Workbook now or you can assign them for homework.

Step IV WRITING AND SPEAKING

- 1 Start off by revising everything about the characters the pupils have learnt so far. Therefore, do task 10 – speaking.
- 2 Personalising the topic is what we should aim for, because it is only when pupils start talking about themselves, related to a certain topic, that they actively use the target structures and vocabulary. It is then that we can say that they have actually mastered particular structures and vocabulary.

Ask volunteers to read aloud all the sentences in task 9 to make it clear that all the pupils understand everything.

- 3 Pupils do tasks 9 individually. Volunteers can read what they have written about themselves and their family and friends.
- 4 Do tasks 11 and 12 as speaking activity. This task will give you a good insight into how much language your pupils are actually able to produce without guidance.
- 5 Assign task 6 from the Workbook for homework.

WORKBOOK ANSWER KEY

- 1 Tom: name, baby, form, family, sister, uncle, parrot, friend, computer, games, sports
Jessica: surname, birthday, child, flat, cuddly, names, best, hobby, albums, club, activity
- 2 only child, karate club, free-time activity, cuddly animals, computer games, fifth form 3 about, at, at, about, in, at 4 2 Her birthday isn't in October. It's in May.
- 3 Her surname isn't McDonald. It's McMurphy.
- 4 Linda hasn't got two good friends in America. She's got two friends in England.
- 5 Linda's favourite free-time activity isn't dancing. It's swimming.
- 6 Linda hasn't got 3 sisters. She's got 3 brothers.
- 5 This is Bob. His surname is Jackson. He is 11 years old. He is from Canada. Bob's birthday is in February. Bob's favourite free-time activity is watching TV. His hobby is collecting comics. Bob has got a small family. He has got only one sister.
- 6 Individual answers.
- 7 A 2 My sister is...3 We are from... 4 He is my ...
5 They are not in... My birthday is not in ...
B 1 We have not got... 2 She has got a ...
3 I have got a lot...4 My uncle has got a black... 5 He has got a ...6 They have got an interesting....
- 8 A 1 We aren't lazy. 2 Sally isn't my sister.
3 Jack and Pat aren't my neighbours.
4 I am not friendly. 5 It isn't hot. 6 You aren't late for school.
B 1 He hasn't got a guitar. 2 We haven't got an aunt in NY. 3 I haven't got a new bike. 4 Jessica hasn't got a big family. 5 You haven't got your homework. 6 My dog hasn't got long ears.

LESSON PLANS

LESSON 2

TIME FOR SCHOOL

Pages: 15-21

Objectives:

- > to talk about school subjects in the fifth grade
- > to express personal opinions about teachers and school subjects
- > to write a short report about school experience
- > to expand and practise vocabulary related to school subjects
- > to master the use of numbers (ordinals and cardinals)
- > to introduce expressions for mathematical calculations
- > to revise and practise Personal Pronouns and Possessive Adjectives

Suggested teaching time: 3-4 lessons

Step I SCHOOL SUBJECTS - LISTENING

- 1 To start this lesson, prepare cards on which you write the school subjects your pupils can already name in English, since they were introduced to them in the fourth grade. But leave out some letters: SC_E_CE, MU _ _ C, etc. Supply the missing letters when they guess.

Ask:

Can you guess what school subject this is?

What do you do/learn in your Science/Art/... class?

In this way, you will recycle the words they have already been taught, but you can also introduce some new vocabulary related to different subjects (eg. nature, draw, map....). But be careful not to overburden your pupils with too many new words at this point.

- 2 Introduce the "new" school subjects (see task 1 in the Pupil's Book) and ask your pupils to repeat the words after you. Pupils will tick the subject they have.
- 3 Your pupils are now ready to listen to five short texts about different school subjects and do task

2 in the Pupil's Book - guess the name of the subject described. Let your pupils listen to the recording as many times as you see is needed.

Step II SPEAKING

- 1 To personalise the topic, do task 3 from the Pupil's Book. Pupils are always eager to express their opinion about school, so do not limit the time for this activity. If they are unable to do so in English, let them use their mother tongue.
- 2 Do task 1 from the Workbook now or assign it for homework.
- 3 Proceed to task 2 in the Workbook. This is a group work activity. You can expect a lot of commotion in the classroom, but conducting a survey on a topic that directly concerns them is always enjoyable for pupils. Divide your pupils into groups of equal numbers (6-8). Each of them should interview all the other pupils in his/her group. In the end, a representative of each group will inform the class about the results obtained in their group survey. In this way, you will find out what the most/least popular subject for your pupils is. It will be useful for you to know this when you plan your interdisciplinary lesson or when you plan a special project.

Step III DAYS OF THE WEEK

- 1 Ask your pupils how many times a week they have different school subjects. Ask them if they think this is too many or not enough times a week. Which subjects would they like to have more often and why?
- 2 Do task 4 in the Pupil's Book. Let your pupils look at Tom's timetable and answer the questions.
- 3 You can now revise the days of the week by doing task 3 in the Workbook.
- 4 Do tasks 4 and 5 in the Workbook as well, or assign them for homework. These require an individual approach and a bit of imagination as well.

Step IV THE FIRST WEEK AT SCHOOL

- 1 Prepare your pupils for the listening activity. Ask them to look at the illustration on page 15 and ask a few questions. For example:
Where are Jessica and Tom?
What are the children doing?

Are they naughty or nice?

What are Tom and Jessica doing?

What are they talking about?

- 2 Explain that Tom and Jessica are at school now and it is their first week of school. They are talking about their new teachers and subjects. Also explain to your pupils that while listening they must look at task 5 and tick the correct box. Tell your pupils to cover the text for now. Play the recording.
- 3 Check by asking: *Who is Tom's form/Maths/PE/History teacher?*
- 4 Pupils do task 6 in the Pupil's Book individually. Check by asking individual pupils to read the sentences aloud.
- 5 Pupils can practise reading in roles.
Explain all the words and phrases your pupils may still not understand. Pay more attention to phrases like: *Keep your fingers crossed! Let me see. Good luck!* These are common phrases used in spoken language and by acquiring them your pupils will sound more natural.
- 6 Do task 6 in the Workbook or assign it for homework.

Step V SPEAKING AND WRITING

- 1 Give your pupils limited time to read through the conversation between Jessica and Tom.
- 2 Turn to task 7 in the Pupil's Book. Pupils answer the questions.
This task can be turned into a game-like activity. Divide your class into two groups. A game master asks the questions and you give points only for the correct answers. Competition always brings out the best in our pupils.
- 3 Pupils are now ready to talk about Tom's first week at school on their own
- 4 Task 8 is personalisation of the topic dealt with so far. First go through all the questions with your pupils to check their understanding. After that, pupils can work in pairs and ask and answer the questions. Ask a few pupils to report what they have learnt from their friend.
- 5 Pupils are now ready to move on to writing – task 9. Writing a report is not at all easy at this age and level of language knowledge. That's why this writing activity is wholly guided. The basic skeleton and the answers to the questions from

the previous task should enable your pupils to do it quite successfully. While they write, circulate and monitor your pupils' spelling.

Let them read aloud what they have written.

Step VI LANGUAGE CORNER

- 1 Study the table with your pupils and explain the use of Personal Pronouns, Possessive Adjectives and Possessive Pronouns.
- 2 Pupils can do task 10 individually.
- 3 To check their work, ask individual pupils to read the sentences aloud.
- 4 Tasks 7 and 8 from the Workbook can be assigned for homework.

Step VII CARDINAL NUMBERS

- 1 Play a drop-out game with your pupils. Since they were taught CARDINAL NUMBERS up to 1000 in the fourth grade, this game will serve as a revision.

Procedure: Pupils take turns at counting. But they must say the word BANG instead of every fifth number. For example: one-two-three-four-bang-six-seven-eight-nine-bang..... The pupil who forgets to say "bang" and says the number instead, drops out. You can make it more difficult if you ask the pupils to say "bang" instead of every third number.

- 2 To revise the spelling of the ordinal numbers, do task 11 in the Pupil's Book. Stress the difference between numbers ending in **teen** and **ty**, because this difference is sometimes confusing for pupils.
- 3 Introduce the concept of **even** and **odd** numbers and do task 12 in the Pupil's Book.
- 4 Study the "Look" box with your pupils and explain how we say and write numbers bigger than 1000.
- 5 To practise this new area of language, do task 13 in the Pupil's Book. Task 13 operates at recognition level. It is a listening activity where pupils need to cross out the numbers they hear.
Answers: A -27, 210, 49, 70; B – 316, 4000, 6.360, 421, 17
- 6 At this point, you can introduce some games to reinforce the use of numbers, such as BINGO, THE CROSS-OUT GAME, RUNNING DICTATION, etc. But when you play any of the games, try to withdraw as much as possible – assign the teacher's role to a pupil.

LESSON PLANS

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

1 Tell your pupils that they get marks in Maths, but now they can give Maths their mark. What mark would it be? Ask why many kids do not like Maths? Ask for their opinion.

2 Tell your pupils that you are going to check how good they are at Maths.

Write on the blackboard the following equations:

$$897+692=?$$

Ask: Who can quickly *add* these two numbers?

When you get the correct answer, say:

Yes, 897 *plus* 692 is 1,589.

$$2,427-869=?$$

Ask: Who can quickly *subtract* these two numbers?

When you get the correct answer, say:

Yes, 2,427 *minus* 869 is 1,558.

$$324 \times 17=?$$

Ask: Who can quickly *multiply* these two numbers?

When you get the correct answer, say:

Yes, 324 *times* 17 is 5,508.

$$3,384:8=?$$

Ask: Who can quickly *divide* these two numbers?

When you get the correct answer, say:

Yes, 3,384 *divided by* 8 is 423.

In this way you will recycle the expressions we use when we verbalise mathematical expressions, which they have already been exposed to.

3 Pupils can now do task A in the "I want to know more" section of the Pupil's Book individually.

4 Do task B in the "I want to know more" section of the Pupil's Book with the whole class so that you make sure they can pronounce these expressions correctly.

5 Tasks 9 and 10 from the Workbook can be done now or for homework.

Step VIII ORDINAL NUMBERS.

1 Ask your pupils to translate the words: *the first, the second, the third*.

Explain what ordinal numbers are and how they are formed.

2 On the blackboard write a lot of different cardinal numbers at random and ask your pupils to come to the blackboard and turn them into ordinal numbers by writing the shorter form and saying it. Pupils can work in pairs and prepare a similar task for their friend.

3 Do task 11 in the Workbook individually.

4 You can use the riddle in task 14 in the Pupil's Book as a follow up or to keep the early finishers busy.

Answer to the riddle: You are in 2nd place now.

Step IX A SONG

1 This is a traditional song which you can use as a lead in to the next topic – numbers, or as a follow up, after you have dealt with numbers.

Write the lyrics of the first verse on the blackboard and play the recording for your pupils to listen to.

2 Help your pupils memorise the song in the following way. Let them read aloud the whole text after you. Then wipe off some words and let them read the text again as if all the words were still written down. Proceed by erasing more words. Pupils read the text which now looks more like a skeleton. Keep on doing it until your pupils "read" the text which is no longer there.

3 Pupils can now join in singing. If they like the song you can introduce the longer version.

Longer version:

Ten green bottles standing on the wall,

Ten green bottles standing on the wall.

And if one green bottle accidentally falls

There are nine green bottles standing on the wall

Nine green bottles standing on the wall,

Nine green bottles standing on the wall.

And if one green bottle accidentally falls

There are eight green bottles standing on the wall.

Eight green bottles standing on the wall,

Eight green bottles standing on the wall.

And if one green bottle accidentally falls

There are seven green bottles standing on the wall.

Seven green bottles standing on the wall,
 Seven green bottles standing on the wall.
 And if one green bottle accidentally falls
 There are six green bottles standing on the wall.
 Six green bottles standing on the wall,
 Six green bottles standing on the wall.
 And if one green bottle accidentally falls
 There are five green bottles standing on the wall.
 Five green bottles standing on the wall,
 Five green bottles standing on the wall.
 And if one green bottle accidentally falls
 There are four green bottles standing on the wall.
 Four green bottles standing on the wall,
 Four green bottles standing on the wall.
 And if one green bottle accidentally falls
 There are three green bottles standing on the wall.
 Three green bottles standing on the wall,
 Three green bottles standing on the wall.
 And if one green bottle accidentally falls
 There are two green bottles standing on the wall.
 Two green bottles standing on the wall,
 Two green bottles standing on the wall.
 And if one green bottle accidentally falls
 There is one green bottles standing on the wall.
 One green bottles standing on the wall,
 One green bottles standing on the wall.
 And if one green bottle accidentally falls
 There are no green bottles standing on the wall.

WORKBOOK ANSWER KEY

- 1 English: words, grammar
 History: past, years
 IT: Internet, computers
 Geography: continents, globe
 Science: animals, experiments
 Maths: multiply, add
 PE: gym, sneakers
- 2 Individual answers.
- 3 Wednesday, Monday, Saturday, Thursday,
 Friday, Sunday, Tuesday
- 4, 5 Individual answers.
- 6 1 Tom's first week at school is fine. 2 His
 timetable is horrible. 3 Maths is the first lesson
 almost every day. 4 Mr Finch, the Maths
 teacher, is strict. 5 Tom's form teacher is young
 and pretty. 6 Mrs Pitt is Tom's History teacher.
- 7 My, our, his, your, They, our, he, Its, her, She
- 8 1 1 It's mine. 2 Yes, it's theirs. 3 NO, ours live in
 America. 4 No, it isn't hers. 5 It's yours now. 6 Is
 it really his?
- 9 1,827; 474; 6,090; 872; 742; 19
- 10 $267-14=253$, $1,000:25=40$, $389+18=402$,
 $7 \times 9=63$, $79+144=223$, $38 \times 2=76$,
 $85-16=69$, $185:5=37$, $1,000-290=910$
- 11 11^{th} , 53^{rd} , 1^{st} , 24^{th} , 62^{nd}

LESSON 3

ARE YOU IN LOVE?

Pages: 22-26

Objectives:

- > to ask and answer personal questions
- > to talk about where something is in the school building
- > to draw a plan of the school
- > to revise, expand and practise the Present Tense of the verbs *to be* and *have got* (questions and short answers)
- > to introduce and practise new vocabulary (rooms in a school building,
- > opposite, next to, between)

Suggested teaching time: 2-3 lessons

Step 1 LISTENING

- 1 Pupils always want to know more about their teachers. And if you let them peek into your private life a bit, they will be more motivated to talk about themselves and you will be able to establish an atmosphere of mutual respect and understanding.

Therefore, I suggest you start this lesson by writing on the blackboard a few words and numbers that somehow relate to you (e.g., your age, your favourite colour, the colour of your car, the number of children you have, your favourite food/drink, your hobby, your favourite sport, the name of your best friend, the name of your English teacher when you were their age, etc.)

blue three tennis
Mia one red

Tell your pupils that these words will tell them more about you, but they must guess what their connection to you is by asking questions to which the answer is only YES or NO.

For example:

Pupils: <i>Is blue your favourite colour?</i>	You: <i>No, it isn't.</i>
<i>Have you got 3 children?</i>	<i>Yes, I have.</i>

This will inspire your pupils to ask questions. They will probably make a lot of mistakes, but do not bother about the mistakes at this stage since this is just an introduction to the topic.

- 2 Let your pupils look at the illustration on page 20 of the Pupil's Book and explain that this is Tom's class and the teacher in the illustration is his new form teacher.

Give your pupils time to read the questions in task 1 and try to predict which of these questions the pupils from Tom's class will ask their new form teacher. Your pupils can do this individually unless you have a very weak class.

- 3 Pupils are now ready for **the first listening**. While listening, they have to tick the questions they hear.

Check the answers by asking individuals which questions they have ticked while listening.

- 4 You can either let your pupils listen for the second time or just read the text and do task 3 in the Pupil's Book.
- 5 Ask volunteers to read aloud. Stop the readers from time to time to check if everybody understands, for there may still be some new words (*recipe, coach, entrance...*)
- 6 Pupils complete the sentences in task 1 in the Workbook by working individually.
- 7 After having done the previous tasks, the pupils are now ready to talk about the first lesson with Ms Jones. Retelling is a very demanding activity at this level. However, if you provide good input (in the form of a writing task, like the previous one) your pupils will be able to say a few sentences and thus retell the story.

I WANT TO KNOW MORE

- This section is intended for pupils who you think can do more language work.
- 1 To prepare your pupils for the new vocabulary set, ask them what rooms in the school they can name.
- 2 Study the school plan on page 22 in the Pupil's Book with your pupils and explain all the new words. Simply translate these words.
- 3 Ask your pupils to shut their books and tell you all the rooms they remember from the plan of the school. As they name the rooms, write them down on the blackboard. Help if necessary.
- Play a cross-out game. You say the word in their mother tongue. Two pupils compete to cross out the

- English word first.
- 4 Say the word in their mother tongue and all your pupils must copy the English equivalent in their notebooks.
- 5 Do task A in the Pupil's Book with the whole class.
- 6 Revise the prepositions BETWEEN, OPPOSITE, NEXT TO.
- To make sure that pupils understand the meaning of these prepositions, do the following activity. Call one pupil to the blackboard. Tell another pupil to stand next to pupil A. Tell pupil C to stand between pupils A and B. Tell pupil D to stand next to pupil A. Tell pupil E to stand opposite pupil B. Go on like this with a few more pupils. Help if they do not know where to stand. In this way, everybody will see what the meaning of these prepositions is.
- Write the three prepositions on the blackboard.
- Tell the rest of the class to look at the group of pupils in front of the blackboard and ask: *Where is Marko?*
- You can even turn this activity into a game. Ask two pupils to turn their backs on the pupils in front of the blackboard and ask: *Where is X?*
- 6 Task B in the Pupil's Book (p. 23) reinforces the new vocabulary, but it also revises the use of prepositions (between, next to, opposite). Pupils do the exercise, working individually. Check by asking individuals to read aloud their sentences.
- Tasks 2,3 and 4 in the Workbook can be done for homework.

At this point you can encourage your pupils to do a **project**. In this way, you motivate your pupils to put into practice everything they have learned by letting them use their imagination and by using other skills (e.g., drawing). They can do the project individually, in pairs or in groups. The final product should be the plan of your school. Do not merely display their work. Ask volunteers to present their work to the class as well.

Step II LANGUAGE CORNER

- 1 As the lead in, ask your pupils to underline all the questions in the text. In this way you will draw their attention to the language structure you are going to deal with.
- 2 The aim of this language focus is to recall the form and the use of the question form and short answers of the verbs *to be* and *have got*. This is

nothing new for your pupils, but it is presented in a more systematic way in the form of a paradigm. Your pupils are slowly being introduced to the world of grammar. Therefore, explain to them what a paradigm is and how it can be useful to them, but do not insist too much on it.

Pupils can do task 4 in the Pupil's Book individually, but check their answers with the whole class.

- 3 Tasks 5 and 6 in the Workbook provide further practice of the question form and short answers of the verbs *to be* and *have got*. They can either be done now or they can be assigned for homework.

Step III SPEAKING

- 1 This step is aimed at practising the question form and short answers orally. Task 5 in the Pupil's Book is a pair work activity. This task can consist of two parts. First, pupils read the questions and try to predict what their friend's answers will be. After that they interview their friend and check their predictions. Monitor the class and if your pupils only answer with yes or no, remind them to use short-form answers.
- 2 Tasks 6 and 7 are optional. At the beginning of this lesson, pupils interviewed you, but the range of questions asked was rather restricted. Now let your pupils use their imagination. They can work in groups as they write down questions for you. You can even turn it into a competition and say that you will only answer the questions of the group with the biggest number of questions prepared.

WORKBOOK ANSWER KEY

- 1 form, questions, plan, groups, coach, cooking, recipes

3

CANTEEN	HEADMASTER'S OFFICE	STAFF ROOM	CHANGING ROOMS	GYM	JANITOR'S ROOM
LOCKERS	x	COMPUTER ROOM	LIBRARY	SCIENCE LAB	TOILETS

The Music classroom is between the lockers and the computer room.

- 4 1 between 2 next to 3 opposite 4 next to 5 between 6 opposite

- 5 A 2 Is Jessica at home? 3 Are the children at the cinema? 4 Is Tom good at football? 5 Is it hot and sunny? 6 Am I late?

B 2 Have they got a big parrot? 3 Have I got a new computer? 4 Have you got a plan of our school? 5 Has Pete got a lot of friends? 6 Have we got a cute pet?

6 A 1 Are you a good pupil? 2 Is your mother afraid of snakes? 3 Are your parents sometimes angry at you? 4 Are you good at English? 5 Have you got a lot of secrets? 6 Is your father a teacher? 7 Has your best friend got problems with Maths? 8 Is PE your favourite subject? 9 Are you in love? 10 Have you got your own computer?

.....

LESSON 4

MY FAMILY

Pages: 27-32

Objectives:

- > to ask and answer wh- questions
- > to talk about one's family
- > to describe people's appearance and personality
- > to revise and practise the Present Tense of the verbs *to be* and *have got* (wh- questions)
- > to introduce and practise the Possessive Case
- > expand and practise vocabulary (family words, adjectives describing
- > appearance, adjectives describing personality)

Suggested teaching time: 2-3 lessons

Step 1 FAMILY WORDS

- 1 Read aloud the words in task 1 in the Pupil's Book. Tell your pupils to cross out all the words they hear and see that are not connected with the family.
- 2 Check by asking volunteers to read the words they have crossed out.
- 3 Write all the family words from tasks 1 and 2 on cards and put them on the blackboard. Join the words *mother* and *father* with a line. Ask volunteers to come to the blackboard and connect the other pairs of words. Translate the meaning if necessary. Draw pupils' attention to the translation of the words *uncle*, *aunt* and *cousin*. Also check that your pupils pronounce the words *niece* and *nephew* well.
- 4 Pupils can do task 2 in the Pupil's Book individually.
- 5 Play a **memory game** with the family word cards – find the matching pairs.
- 6 Introduce the shorter forms of some family words, like *mum*, *dad*, *granny*, *grandpa*, etc.
- 7 Pupils can do task 1 in the Workbook now or for homework.



Explain that *family name* is a synonym for *surname*.

Step II READING

- 1 Ask your pupils to look at the photographs of Tom's family members. Ask some questions to prepare the pupils for reading:
How many family members are there in Tom's family?
- 2 **First reading.** Task 3 - pupils read the text about Tom's family and say the names of the people in the photographs. Limit the time for this activity.
- 3 **Second reading.** Pupils do task 4 in the Pupil's Book individually. Check by asking volunteers to read the sentences aloud.
- 4 Ask individual pupils to read the text aloud. The other pupils listen and underline the words or phrases they do not understand. Explain the meaning of such words.
- 5 Pupils do task 5 in the Pupil's Book individually. Check by asking individual pupils to read the correct version of the sentences. This correction of the incorrect sentences can be done orally or as a writing activity.
- 6 You can do task 2 in the Workbook now or assign it for homework.
- 7 To revise everything about Tom's family and to motivate your pupils to speak, divide them into 2 to 3 groups. They compete to see who can remember more facts about Tom's family. Members of each group take turns to say one sentence about Tom's family. For each correct sentence, give one point.

Step III POSSESSIVE CASE

- 1 Write on the blackboard the following:

 The **boy's** name is Tom.  The **boys'** names are Bob and Bill.

Ask your pupils if they can explain in their mother tongue what the difference between BOY'S and BOYS' is. If they can't figure it out, help by asking:
How many boys are there in the first/second sentence?

- 2 Study with your pupils the table (Possessive) in the Pupil's Book. Explain to your pupils when we use **'s** and when we use only **'** for the possessive case.
- 3 Pupils do task 6 individually. Pupils exchange their books and check if their friend has done this task correctly. Circulate and monitor the correcting.

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

WHAT PEOPLE LOOK LIKE

- 1 Ask your pupils about their family. Use the questions in task A in the Pupil's Book (p. 28). Pupils have already been exposed to most of the vocabulary that appears in these questions. However, you may still need to explain the meaning of some words (braids, moustache...). In this way, you will recycle the vocabulary we use to describe people's appearance with the whole class.

Eg. *Who's bald in your family?*
Whose hair is long in your family?

- 2 Tell your pupils to have a look at the four characters on page 28 in the Pupil's Book.
Do task A as a pair work activity. Pupils take turns to ask each other questions about the four characters.
- 4 Pupils do task 3 in the Workbook individually. Circulate and monitor their work. Help individual pupils if necessary.

WHAT PEOPLE ARE LIKE

- 1 To introduce adjectives used to say what people are like, do the following activity:

Play a **drop out game**. Tell your pupils to stand up. Explain that you will call out words in English that we use to say what people are like. If they understand the meaning of the word called out, they remain standing. If they do not understand the word, they sit down. Call out, one at a time, the words from task B in the Pupil's Book but also the words your pupils are supposed to have already mastered. Say one adjective and ask one of the pupils who remain standing to translate the word in order to check that they really understand it. Each time you may expect a few pupils to drop out. By playing this drop out game, you will introduce all the target vocabulary.

- 2 Pupils are now ready to do task B from the Pupil's Book. Let your pupils do this task in pairs because this is still an early stage in your work on vocabulary and pupils will feel more confident. This sorting out should be done in their notebooks.

Check their answers by asking pupils to read aloud. There will probably be some disagreement about the sorting, so discuss it with your pupils. For instance, some pupils will claim the word *shy* is a positive word while others will disagree.

LESSON PLANS

- 3 Ask your pupils to shut their book. Write on the blackboard only the first letter of all the adjectives from the previous task. Ask volunteers to come to the blackboard one at a time and write the entire adjective. You can turn this into a competition. The game is over when the last word is written out.
- 4 Task 4 in the Workbook can be done for homework.
- 5 Do task C in the Pupil's Book with the whole class. Your pupils can even add some other popular characters to the list in task 5 and they can discuss what these characters are like.
- 6 Pupils do task 5 in the Workbook individually. Invite them to justify their choice of the odd one out.

Step IV A SONG

- 1 Ask your pupils if they remember why Tom thinks his brother is boring. When they come up with the answer (He always asks questions), tell your pupils they are going to listen to a song about Fred – Pupil's Book (p. 31).
- 2 Ask your pupils to try to predict the correct order of the lines in this song.
- 3 Play the recording of the song. Pupils check their work or order the lines (task 7).

Key:

NOSY FRED

I've got a little brother,

His name is Fred.

His hobby's asking questions,

He makes me really mad.

Why are the stars in the sky?

Why is the Sun so hot?

Why are lions so fast

and snails are not?

What is the name of this street?

Why are the clouds white?

How old is that tree?

Where is the Sun at night?

I've got a little brother,

His name is Ted.

His hobby's asking questions,

He makes me really mad.

- 4 Let the pupils join in and sing the song.

Step V WH- QUESTIONS

- 1 Pupils tell you all the questions from the song *Nosy Fred*.
- 2 Study the table (Wh- questions) in the Pupil's Book with the whole class and explain the use of question words.
- 3 Do task 8 in the Pupil's Book orally with the whole class.
- 4 Pupils do task 6 in the Workbook individually. Check by asking individual pupils to read aloud their questions.
- 5 Pupils can do task 7 in the Workbook now or for homework. But make sure you go through the questions with your pupils once they have done it.
- 6 Draw your pupils' attention to the WATCH OUT! box and the three ways used to start your questions: WHO'S, WHO'S GOT and WHOSE. Since these may be confusing for pupils, explain the difference and ask your pupils to translate them into their mother tongue.
- 5 Pupils do task 8 in the Workbook individually. Circulate and monitor their work. Help individual pupils if necessary.

Step VI SPEAKING

Having acquired a lot of expressions used to describe appearance and character, pupils can talk about their own family.

- 1 Task 10 in the Pupil's Book should be done as a pair work activity. Do not forget to ask your pupils to bring their family photos in advance. Explain the procedure well in both languages. Monitor, but do not interrupt the pupils' flow.

WORKBOOK ANSWER KEY

- 1 → nephew, sister, mum, cousin, niece, dad
↑ husband, aunt
→ granny, uncle, grandpa, brother, son
↓ daughter, wife

Question: What is your family name?

- 2 mother, father, sister, brother, uncle, aunt, cousin, cousin
- 3 tall, thin, straight, blond, braids, fat, moustache, big, slim, pretty, red, wavy, freckles, tall, thin, beard, long, strong
- 4 boring, brave, calm, clever, clumsy, curious, friendly, hard-working, helpful, kind, lazy, naïve,

naughty, patient, polite, romantic, rude, selfish, serious, shy, stupid, worried

5 shy (personality adjective), brave (personality adjective), weak (personality adjective), selfish (negative), curious (personality adjective), bald (no hair), fat (nothing to do with hair), polite (positive)

6 Where is your best friend? Where are your parents? Where is my bag? Who is your best friend? Who is at home? When is your birthday? What is the time? What are you interested in? What is your surname? How is your best friend? How are you today? How are your parents? Why is Tom tired? Why is the sea blue? How old is your best friend? How old is my bag? How old are your parents?

7 1 Where is your dad? 2 Who is that girl? 3 Why are you happy? 4 How old is your brother? 5 When is your piano lesson? 6 What have you got in your bag? 7 What is this? 8 Where is Jessica?

8 1 Who's 2 Whose 3 Who's 4 Whose 5 Who's 6 Who's

LESSON 5

AN UNFORGETTABLE DAY

Pages: 33-39

Objectives:

- > to listen for specific information
- > to revise and practise the Imperative (Put on...! Don't feed....!)
- > to describe a place orally and in writing
- > to write a postcard
- > to practise and expand the use of the structure There is/are (affirmative, negative, questions and short answers)
- > to introduce and practise theme park vocabulary

Suggested teaching time: 3-4 lessons

Step 1 READING

- 1 Start off by analysing the illustration on page 31 in the Pupil's Book. Do task 1 with the whole class. Explain what a theme park is.
- 2 Do task 2 in the Pupil's Book . Explain to your pupils that they are going to read the Topsyland theme park brochure. First comment with your pupils what they can see in the pictures. Pupils do the matching activity individually.

Since the language of this brochure is authentic brochure language, your pupils may find more than a few new phrases and expressions. However, at this point let them do the task without any help to see how well they can cope with this type of text. The illustrations will help pupils to understand.

- 3 Check their work and ask for their impressions.
Would you like to go to such a theme park?
Which attraction do you like best?
Which attraction would you not go to?
- 4 At this point you can go through the brochure step by step in order to explain new words and expressions. Write the new vocabulary on the blackboard.

LESSON PLANS

- 5 Do task 3 in the Pupil's Book orally with the whole class.
- 6 Pupils do task 1 in the Workbook individually. Explain the task well to your pupils. They can do this task with their Pupil's Book open. To challenge more confident pupils, tell them to do this task without the help of their Pupil's Book.

Check by asking individual pupils to read the corrected version.

- 7 To practise some vocabulary from the brochure, do tasks 2, 3 and 4 in the Workbook. Or, better still, assign them for homework.

Step II THE IMPERATIVE

- 1 Study the LOOK! box with your pupils and give necessary explanations.
- 2 Pupils do task 4 in the Pupil's Book in pairs. Since this task calls for imagination, they may have restricted language resources. Therefore, help with the needed vocabulary.

Volunteers read the theme park rules aloud..

- 3 Pupils do task 5 in the Workbook now or for homework.
- 4 To challenge your pupils to do more creative work, do a project with them. See **Project idea** in the Workbook, task 6. Prepare some big pieces of paper and felt pens, divide your class into groups and let them come up with their own ideas for classroom rules (serious and silly). Monitor their work and help if necessary.

This activity is optional. If you are short of time, it needn't be done in class. You can simply ask volunteers to do it as extra work.

Step III THERE IS... / THERE ARE...

This language structure is not new to your pupils. However, since this structure doesn't have an equivalent in our language, it needs to be practised over and over again.

- 1 Start off by playing a memory game with your pupils. Tell your pupils to have a good look around the classroom. Ask two volunteers to come to the blackboard and shut their eyes. Talk about some details in the classroom and ask the pupils if these sentences are true or not. For example:

There are 15 girls in the classroom.

There is a pink pencil case on Marta's desk.

There isn't a flower pot on the cupboard. Etc.

Give a point for every correct guess.

- 2 Now turn to the plan of the theme park in task 5. Ask your pupils to decide which sentences are true and which are false.. In this way your pupils will be exposed to the target structure again.
- 3 Ask your pupils to complete the Language Corner table in task 6 in the Pupil's Book. They can do it individually because they have already been exposed to this structure.

Challenge them to translate these sentences into their mother tongue.

- 4 Do task 7 in the Pupil's Book.
- 5 Task 7 from the Workbook can be done for homework.

Step IV SOME/ANY/A(AN)

- 1 Have a number of objects on your desk and make a short presentation using SOME and ANY. In this way you will visualise the use of these.
*For example. On my desk there are some books.
But there aren't any flowers.*
- 2 Analyse the LOOK! table in the Pupil's Book. Explain in a very simple way when we use SOME and when ANY.
- 3 Pupils do task 8 in the Pupil's Book individually. Check by asking individual pupils to read the sentences aloud.
- 4 Pupils can do task 8 in the Workbook now or for homework.

Step V SPEAKING AND WRITING

- 1 To round off the whole topic of theme parks and to move on to the production stage, do task 9 in the Pupil's Book. This should be done as a pair work activity. First, each pupil reads all the questions individually and thinks of the answers or looks for them in the brochure. Next, one pupil asks any five questions at random and the other pupil answers them without looking at the book.
- 2 Task 10 offers material for discussion.
Introduce some real theme parks and guess the answer to the question. Ask if anyone has been to

any of these theme parks. They can perhaps talk about their experience.

Note: Gardaland is in Italy. Thomas land is in the UK. There are Legoland theme parks in the UK, the USA, Germany and Denmark. But the biggest and the most famous of them all are the Disneyland theme parks (in the USA in Florida and California, and in France, Japan and Hong Kong).

I WANT TO KNOW MORE

- This section is intended for pupils who you think can do more language work.

POSTCARDS

- The writing task in the Pupil's Book (p. 37) practises the skill of **writing postcards**. Your pupils should pick a theme park they would like to visit and imagine they are there now.
As this writing task is guided, pupils can do it individually. The adjectives in the box are there just as a reminder of what words they can use to complete the postcard. Of course, your pupils can use any other words they like.
- EVERYDAY LANGUAGE introduces some useful phrases for everyday use – language used when doing the shopping.
Task A – First ask your pupils to predict the correct words and only afterwards play the recording for them to check or choose the correct words.
Task B – do this task as a pair work activity.

WORKBOOK ANSWER KEY

- food- adventure, future-past, dragon-kings, millimetres-metres, grass-jungle, fishing-pirate, ice-sea, shoes-glasses, bed-chair, waterfalls-rapids, castle-maze, nights-days, helicopter-train, monsters-pets, sandwich-souvenir
- A theme park, food and drink, ticket office, bus stop, picnic tables
B pirate ship, dense jungle, 4D glasses, water rapids, opening times
- 1 dragons and kings 2 jungle 3 maze 4 rapids 5 souvenir 6 ticket 7 trip 8 adult
- 2 on foot, by bus, by tram, by bus, by bike 3 by bus, by bike, by car, on foot 4 by ship, by helicopter, by ferry 7 by plane, by ship
- 1 Don't eat. 2 Listen carefully. 3 Don't feed the animals. 4 Don't talk. 5 Take you're your shoes. 6 Don't cry. 7 Clean the mess. 8 Don't eat sweets.
- A There is. There isn't. There aren't. There are. There is. There isn't. There is. There Are.
B 1 Yes, there is. 2 Yes, there are. 3 No, there aren't. 4 No, there isn't. 5 No, there isn't.
- Yes, there are. 7 No, there isn't. 8 No, there aren't.
- 1 Some 2 any 3 any 4 a 5 any 6 any 7 a 8 any

LESSON PLANS

SKILLS FOCUS

LESSONS 1-5

Pages: 40-41

Objectives:

- > to reinforce the basic language skills (reading, listening, speaking and writing)
- > self-evaluation

Suggested teaching time: 1-2 lessons

READING

Let your pupils take as much time as they need because they will need to do intensive reading.

Key: Calculation: $524 + 14 - 18 + (10 : 2) = 525$

Answer: Cathy has now got 525 stickers in her album.

LISTENING

Before listening, explain the task to your pupils and give them a few minutes to read the contents of the task. Play the recording twice. The first time your pupils do the matching. The second time they listen and check.

Tapescript:

My name is Earl. I like singing. I play the violin and I would like to play in a big orchestra.

I'm Carla. I'm interested in plants and animals. I'd like to be a scientist and I would like to work in a lab.

I'm Anna. I'm very good at drawing and painting. I also like making things out of paper. I'm proud because the teacher always puts my drawings on the pinboard.

My name is Jerry. I would like to go to all the countries in the world. But first I must learn something about them. That's why I've got a big map and a globe in my room.

I'm Eddy. I like reading, especially about things from the past. It's really interesting to learn how people lived a long time ago without cars, computers and everything we have today.

SPEAKING

Pupils should be able to make sentences on their own using this fact file.

You can turn this into a writing activity as well.

WRITING

Ask your pupils to write at least 6 sentences.

NOW I CAN

This is a self-evaluation corner. Go through the sentences with the whole class and make sure they understand everything. Only then ask your pupils to work individually and analyse their work and their achievements.

SELF CHECK 1

Workbook, p. 29-33

ANSWER KEY:

Workbook

Objectives:

- > to revise the vocabulary and language structures dealt with in unit 1
- > to reinforce the basic language skills (reading, listening, speaking and writing)
- > self-evaluation

Suggested teaching time: 1-2 lessons

ANSWER KEY

Task 1: is, am, am, am not, are, are, am, have got, am, am not, is, is, are, have got, are, aren't, is, is, isn't, is, has got, isn't, are

Task 2:

- 1 Are you strict? No, I'm not.
- 2 Are some pupils afraid of you? Yes, they are.
- 3 Is Inspector J your favourite comic book? Yes, it is.
- 4 Have you got a lot of friends? Yes I have.
- 5 Is your friend Peter a teacher? No, he isn't.
- 6 Has Mark got a little zoo at home? No, he hasn't.
- 7 Is your favourite hobby rollerblading? Yes, it is.
- 8 Are teachers ordinary people? Yes, they are.

Task 3: 2 Our house... 3 Their dogs... 4 Her best friend ... 5 Your history teacher.... 6 His new form teacher ...

Task 4: 1 are 2 any 3 a 4 Is 5 Some 6 aren't

Task 5: Days of the week: Monday, Thursday, Saturday, Friday
Numbers: zero, hundred, twenty-six, thousand
School subjects: Maths, English, History, PE
Family: grandson, niece, cousin, daughter
Rooms at school: canteen, library, gym, lab

Task 6:

The aim of this task is to practise spelling.
forty, hobby, Science, Geography, Tuesday, fifteen, library, stickers, curious, ticket, souvenir

LESSON PLANS

LESSON 6

DEAR DIARY...

Pages: 42-46

Objectives:

- > to tell the time
- > to read and understand a page from a diary
- > to talk about usual activities
- > to express frequency
- > to expand and practice the use of Present Simple (affirmative)
- > to expand the use of the preposition IN (parts of a day)
- > to expand the use of the preposition AT (parts of a day, exact point in time)

Suggested teaching time: 2-3 lessons

Step I A RHYME

- 1 Pupils listen to the recording of the rhyme on page 40 in the Pupil's Book and try to memorise all the words they can hear mentioned.
Afterwards, as they say these words, write them on the board.
- 2 Pupils listen to the rhyme for the second time and underline the words that rhyme.
- 3 Ask several pupils to read the rhyme aloud.
- 4 To help them memorise, say the rhyme but leave out some words. Most of them are on the board anyway.

Step II TELLING THE TIME

- 1 Write the following on the board:
----'--- ----?
Tell to your pupils that this is an invisible question which they can make visible if they supply the correct letters. So, as they call out different letters, complete the question. Turn it into a competition.
Key: WHAT'S THE TIME?
- 2 Do task 1 in the Pupil's Book as a listening task so that your pupils call back into their mind the ways to tell the time.

- 3 Draw your pupils' attention to the LOOK box and explain the use of **am** and **pm**. Stress the difference between their mother tongue and English.
- 4 Pupils do task 1 A in the Workbook individually. In groups they can compare their answers to check their work.
- 6 To expand the use of the preposition AT for expressing the exact point in time, do task 2 in the Pupil's Book. Pupils can do it individually.
Check their answers by asking individual pupils to read aloud.

Also do task 3 in the Pupil's Book as an oral activity where your pupils will talk about their habits.

Tasks 1B and 2 in the Workbook can be done for homework.

Step III READING

- 1 To prepare your pupils for reading, ask your pupils what a diary is and what people usually write in it.
- 2 Pupils read the extract from Cathy's diary and answer the questions in task 4 in the Pupil's Book. Check by asking individual pupils to answer the questions.
- 3 After the second reading pupils can do task 5 in the Pupil's Book.
To check their work, pupils read aloud the completed sentences.
- 4 You say a word from the text (in English) and your pupils compete who will first find the sentence with this word to read it aloud and translate it. Target at those sentences which may contain the words that your pupils may not be familiar with. That will open an opportunity to explain the meaning.
- 5 Pupils practice reading aloud.
- 6 Do task 6 in the Pupil's Book in the form of a discussion with the whole class.
- 7 Pupils do task 3 in the Workbook individually. Task 3 in the Workbook can be done for homework.

Step IV LANGUAGE CORNER

In this language corner you will work on Present Simple affirmative. Your pupils have already been in contact with this grammatical tense, but for the first time they are explicitly being taught the form and the use.

- 1 Start off by asking your pupils to use the elements from the table on page 42, task 7 in the Pupil's Book and make meaningful sentences. Make it a whole-class activity. In this way they will see the pattern for the formation of the Present Simple.

Explain the use of the Present Simple as well. Refer to the time expressions from the table.

- 2 Pupils do tasks 8 and 9 in the Pupil's Book individually.

Check by asking individual pupils to read the sentences.

- 3 Point to the WATCH OUT box and ask individual pupils to read aloud. That way you will focus their attention to the 3rd person singular of the Present Simple. Ask them if they can figure out by themselves why sometimes the ending is -s and sometimes -es. Provide an explanation again.

Pupils can do task 10 in the Pupil's Book individually.

- 3 Pre-teach or check the meaning of the time expressions: *once a month, twice a week, three times a week, every day of the week.*

Ask your pupils to translate into English the following: *jednom godišnje, dvaput dnevno, tri puta mjesečno,*

Tell your pupils to look at the table from task 11 in the Pupil's Book and answer the question using the offered expressions of time. Do it as a whole-class activity.

Finally pupils talk about their own habits answering the personal questions in the same task.

Tasks 5, 6, 7 and 8 in the Workbook offer different types of exercises to reinforce the use of the Present Simple. You can do them in class or assign for homework.

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

MY TYPICAL DAY

- 1 Go through the contents of the table in task a in the Pupil's Book and explain the meaning of some words if necessary.
- 2 Pupils work in pairs and describe to each other their typical day.
- 3 Pupils decide which writing assignment they want to do among the two options offered in task b in the Pupil's Book. Advise them to use the phrases from the table in the previous task and to follow the model in the book.

WORKBOOK ANSWER KEY

- 1 A 7:15, 21:52, 16:30, 6:00, 2:45, 20:00

B It's half past eleven pm. / It's half past eleven am. / It's a quarter to two am. / It's a quarter to two pm. / It's twenty-two minutes to six in the afternoon. / It's twenty minutes past five in the morning. / It's six pm. / It's a quarter to eight am.

- 2 on: Wednesday, 4th February / in: the morning, winter, the evening, the afternoon / at: 11.30, night

- 3 the same, highest scores, a lot of noise, I daydream, my homework, the mirror, her marks, On weekdays, your teeth, different, travel around, I would like to, dreams

- 4 go, do, get, have

- 5 1 My parents go to work early every morning. 2 I have dinner at five o'clock every day. 3 We go to the mountains every summer. 4 Mary plays computer games in the afternoon. 5 Pupils paint and draw at school once a week. 6 My dad watches TV news every evening.

- 6 1 sing 2 sings 3 watches 4 watch 5 eats 6 eat 7 open 8 opens 9 has 10 have

- 7 come, live, works, study, help, likes, helps, go, like

- 8 Alice is very tired because she is very busy. Every day she has piano lessons. She does her homework for school, but she also plays the piano at least two hours every day. She goes out only at the weekend. On other days she only talks with her friends on the phone. She tries to go to bed early because she gets up at 6 o'clock, but sometimes she stays up late because she comes home from music school after 9 pm. It is hard, but she thinks it's OK.

LESSON 7

A REAL NUISANCE

Pages: 47-50

Objectives:

- > to expand and practice the Present Simple negative
- > to listen for specific information
- > to talk about the relationship between brothers/sisters
- > to talk about your duties at home
- > to revise and expand vocabulary (chores)

Suggested teaching time: 2-3 lessons

Step I LISTENING AND READING

1 Start off by conducting a discussion which will be based on the questions from task 1 in the Pupil's Book.

2 To introduce some new vocabulary they will encounter in the text, ask more questions:

Does your brother/sister take your things?

What do you do then?

Does he/she do any *chores*? What chores?

Do you share a room with your brother/sister?

Does he/she *make a mess* in your room?

Is your brother/ sister a *nuisance*?

3 Explain to your pupils what they need to do in task 2 thoroughly. They will listen to Tom reading his homework about his brother and at the same time they will look at his homework in the Pupil's Book (p.46). While reading, Tom will make several mistakes. So, your pupils must spot the mistakes and tell you how many Tom has made.

Ask your pupils to name Tom's mistakes. If they can't, play the recording once again.

Tapescript: See Pupil's Book, p. 132

Key: sings to, a noise, chairs, ice cream, umbrella, dinosaur

4 Pupils do task 3 in the Pupil's Book individually. Check by asking individual pupils to read the correct sentences.

5 Pupils practice reading aloud. Check if there is still some vocabulary your pupils do not understand and explain it.

6 Do task 4 in the Pupil's Book. Let your pupils discuss.

Task 1 from the Workbook can be done for homework.

Step II LANGUAGE CORNER

1 Play a game – CHINESE WHISPER. Divide your class in 2-3 teams. Each team should stand in a line. Choose a sentence from the text "A Real Nuisance" and whisper it to the first pupils in each line. Each pupil passes on the same sentence by whispering it to the pupil standing next to him/her and so on until the sentence comes to the last pupil in the line who says the sentence aloud. What is important here is speed, but also accuracy. If it is correct his/her group wins a point. They may even translate it to get another point.

When playing this game choose the sentences that contain the language structure you are about to teach (the Present Simple negative).

2 Pupils complete the table in task 5 in the Pupil's Book.

Analyse the table with the class and explain the use and the form of the Present Simple negative.

Draw their attention to WATCH OUT box in particular because it stresses a frequent mistake.

3 Pupils do tasks 6 and 7 in the Pupil's Book.

Check by asking individual pupils to read the sentences aloud.

4 Do task 4 in the Workbook.

First they read all the sentences about Richard. Ask your pupils to imagine what Richard is like. Motivate them to use as many adjectives to describe him.

Then ask them to imagine a girl who is a complete opposite. Invite your pupils to think of adjectives to describe such a girl.

Now pupils write sentences about Helen following the model in the Workbook.

Finally, in groups your pupils should write at least two more sentences about each of these characters.

Tasks 2 and 3 in the Workbook can be done for homework.

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work. CHORES1 Write on the blackboard the word

CHORES.

Mime some activities that are related to some chores and ask your pupils to guess.

Say: *Every day/Saturday/Once a month... I ...* (miming)

Your pupils most probably do not know all the words, so accept the answers in their mother tongue but translate immediately and write the new word on the board.

Use the ideas from task A in the Pupil's Book.

2 Pupils do task A in the Pupil's Book individually and then volunteers report back to the class.

3 To reinforce the collocations, do task 7 in the Workbook

4 In task 8 in the Workbook pupils will express how they feel about doing chores.

Pupils share their opinions by reading aloud the sentences, which can lead to a discussion.

5 To reinforce the use of frequency adverbs do tasks 5 and 6 in the Workbook in the class or assign it for homework.

WORKBOOK ANSWER KEY

1 1 Fred follows Tom all the time 2 He plays in Tom's room. 3 He doesn't do any chores because he is just a kid. 4 Tom takes out the garbage and washes dad's car. 5 Fred Takes Tom's things without asking. 6 When Tom is on the phone Fred repeats everything Tom says. 7 Fred eats sweets before dinner. 8 They say Fred is too small.

2 1 doesn't 2 don't 3 doesn't 4 don't 5 don't 6 doesn't

3 1 I don't go to school on Saturday. 2 My mum doesn't work from 9 to 5. 3 My cousins don't live in a skyscraper. 4 You don't learn 3 hours a day. 5 Nick doesn't brush his teeth after every meal. 6 We don't need longer holidays.

4 She doesn't help her friends. / She doesn't write her homework regularly. / She doesn't return the books to the library on time. / She doesn't get good marks. / She doesn't say "Thank you". / She doesn't visit his granny every week.

5 individual answers

6 1 Monica sometimes goes to school by bus. 2 Jack never plays computer games late at night. 3 I usually have a sandwich for breakfast. 4 Tom always talks during maths classes.

7 You wash the dishes. / You feed your pet. / You set the table. / You take out the garbage. / You mow the grass. / You do the shopping. / You cook meals. / You iron the clothes. / You vacuum the carpets. / You make the beds.

LESSON 8

WORK OUT MORE

Pages: 51-55

Objectives:

- > to understand and do a personality test
- > to listen to and understand a radio show
- > to expand and practice vocabulary (sports)
- > to introduce new vocabulary (children's games)
- > to write a short description of a sport
- > to expand and practice the Present Simple interrogative(yes/no questions, wh-questions)
- > to expand and practice the Present Simple (short answers)
- > to sing a song

Suggested teaching time: 2-3 lessons

Step I SPORTS

- 1 Do the ACROSTIC to introduce the new topic and to warm your pupils up for the lesson.

You should paraphrase some words and your pupils will only write the first letter of each word in their notebooks. The word they will have in their notebooks is SPORT.

Paraphrase:

- the sea animal people are really afraid of (**SHARK**)
 - the money in the United Kingdom is called... (**POUND**)
 - the opposite of sometimes (**OFTEN**)
 - a waiter works there (**RESTAURANT**)
 - the day between Wednesday and Friday (**THURSDAY**)
- 2 Do task 1 in the Pupil's Book. Read slowly and clearly while your pupils tick.
 - 3 To check how many sports they have recognized say the name of a sport in your mother tongue and ask volunteers to say the English equivalent. If there are any words left, explain.
 - 4 Tell your pupils to shut their books and note-

books. Ask volunteers to come and write down on the blackboard any sports they know.

Prepare the pictures of these sports and ask individual pupils to stick the pictures next to the matching words.

- 5 Do task 1 in the Workbook to practice spelling now or assign it for homework.
- 6 Ask a few questions to introduce some new vocabulary.:
Which of these sports is a TEAM sport?
Which of these sports is an INDIVIDUAL sport?
Which of these sports is an INDOOR sport?
Which of these sports is an OUTDOOR sport?
Which of these sports is a FAST sport?
Which of these sports is sometimes a DANGEROUS sport?
- 7 Pupils do task 2 in the Workbook in small groups. They can compete who will come up with the biggest number of sports in each category.

Step II VOCABULARY EXPANSION

- 1 To introduce more words related to sport (equipment, places, etc.)ask :

What do you need to play football?

Write their ideas on the blackboard.

Ask the same question for different sports in order to elicit as many words as possible which will help you introduce target vocabulary (see task 2 in the Pupil's Book).

Once all these words are on the blackboard, play BINGO. Each pupil chooses six words, writes them down in the notebook. You call out the word in thie mother tongue and they cross out the English equivalent.

- 2 Do task 2 in the Pupil's Book with the whole class.
- 3 Pupils do task 3 in the Workbook individually. Check by asking individual pupils to explain their choice of the odd one out.
- 4 Play a guessing game: BEAT THE TEACHER. Tell your pupils to think of one sport. Leave the classroom for a minute to give them time to agree upon the sport. When you return to the classroom start guessing.

Ask: *Is it and individual /team /indoor / outdoor / winter ...sport?*

Do you need a ball / a puck / table....?

Are there five players in a team?

For every NO draw a sad face.

After you have guessed, you think of one sport and your pupils guess. Again draw a sad face for every NO.

See if they can beat you – have fewer sad faces!

- 5 Pupils in pairs play the same guessing game. Circulate and monitor, but do not interrupt their fluency.

Step III WRITING

- 1 To get prepared for writing a description of a sport pupils do task 4 in the Workbook.

To check their work ask individual pupils to read aloud.

Explain how we write a description, starting from general to specific.

- 2 In pair or small groups pupils write a description of two sports. Working in pairs or small groups gives them more confidence.

Homework suggestion: Pupils write a description of their favourite sport or some other sport of their choice.

Step IV A RADIO SHOW

- 3 Do task 3 (listening) in the Pupil's Book.

What your pupils will listen to is a radio show. Like the listeners, they too have to guess what sport the guest of the show plays. Therefore they must tick the correct boxes (what kind of sport it is) and supply the name of the sport.

Check by asking:

What sport does the guest play?

What kind of sport is it?

Tapescript: See Pupil's Book, page 132.

Key: tennis

- 4 Before the second listening read the questions in task 4 in the Pupil's Book aloud. Your pupil's task is to listen and put these questions in order they hear them in the radio show.

Step V A SONG

Play the recording. Your pupils will probably immediately recognise the music. The song is based on repeating each line after a lead singer. Let them listen and join in singing

Step VI TEST YOURSELF

- 1 Do the test in task 5 in the Pupil's Book.

First ask your pupils what sports they play.

To introduce some new words from the test ask:

Do you sometimes play DODGE BALL / HOPSCOTCH / TAG with your friends?

Explain to your pupils they will do the test which will tell them how important sport is in their lives.

Pupils do the test individually. But if you have a weaker class I suggest you read one question and the corresponding answers at a time aloud and check that your pupils understand the questions and the offered answers.

Pupils check their points and you can comment their scores.

Step III LANGUAGE CORNER

- 1 Since your pupils have been exposed to the question form of the Present Simple in the previous steps considerably, plus the fact that this language structure has been taught in previous classes, you can immediately ask them to do task 6 in the Pupil's Book individually.

- 2 Study and analyse the table and explain the formation of yes/no questions and short answers. Particularly draw your pupils' attention to the third person singular.

- 3 Prepare the cards with questions and answers similar to the ones in the table. Each pupil gets a card. A pupil with a question card reads the question, and the pupils who have the matching answers (Yes/No) read their matching answers.

- 4 Do task 7 in the Pupil's Book with the whole class.

- 5 Use a few questions from the WH-questions table on page 53 in the Pupils' Book to prepare bigger word cards. On each card write a different word (eg. **WHEN DOES SHE GO TO SCHOOL?**)

Ask as many pupils as there are word cards to come to the blackboard and hold their card so that the rest of the class can see it. The other pupils in the class must "put" them in the correct order. Therefore instruct your pupils to use commands like: Ivo, stand between Mia and Zoran! Tea, stand next to Josip!

- 6 Study and analyse the WH-questions table on page 53 in the Pupil's Book and give all the necessary explanations.

- 7 Do task 8 in the Pupil's Book with the whole class.
- 8 Task 9 is a pair work activity in which pupils first try to guess their partner's answers and then they interview their partner to check their guesses.
- 9 To practice further and reinforce the Present Simple interrogative, do tasks 5, 6 and 7 in the Workbook in class or assign them for homework..

WORKBOOK ANSWER KEY

- 1 handball, gymnastics, rowing, karate, skiing, swimming, cycling, volleyball, skating, athletics
- 2 indoor: basketball, volleyball / outdoor: athletics, rowing / dangerous: karate, skiing / fast: cycling, ice hockey / team: football, handball / individual: golf, tennis / winter: skating, snowboarding / water: waterpolo, swimming
- 3 1 skis 2 volleyball 3 helmet 4 gymnastics 5 golf 6 athletics
- 4 outdoor, eleven, goal, goalkeeper, boots, individual, racket, net, white
- 5 1 Do/Yes, they do. 2 Does/Yes, he does. 3 Do/Yes, I do. 4 Do/Yes, I do/No, I don't 5 Does/No, it doesn't. 6 Does/Yes, she does./No, she doesn't. 7 Does/No, it doesn't. 8 Do/ Yes, they do.
- 7 1 Does your dad play the guitar? 2 Do Martians live on Mars? 3 Do you go to school in the afternoon? 4 Does your best friend speak German? 5 Where do you live? 6 How do you go to school?
- 8 A 1 Does Tom go to the village every weekend? 2 Do we often play in the park? 3 Does it sometimes rain in summer? 4 Does Cathy's sister dance every day? 5 Do my neighbours always stay up late? 6 Do you do your homework every day?
B 1 Where do the Smiths live? 2 When do you brush your teeth? 3 Why does his mother often get angry? 4 What does Nigel drink every morning?

LESSON 9

MY AUSTRALIAN ADVENTURE

Pages: 56-60

Objectives:

- > read and understand the description of a photo
- > to expand knowledge of Australia
- > to talk about what people are doing now
- > to describe a holiday photograph orally and in writing
- > to revise and expand the Present Continuous

Suggested teaching time: 3-4 lessons

Step I LEAD INTO READING

- 1 Bring a holiday photo to class. Don't show the photo to your pupils. Just tell them what it is and ask them to guess what there is in the photo. Motivate them to guess all the details from the photo. Help by asking:
Where am I in this photo?
Who am I with?
What am I wearing? Etc.
Finally show the photo to your pupils.
- 2 Draw your pupils' attention to the illustrations on page 54 in the Pupil's Book. They represent the photographs taken by Tom during his stay in Australia. Invite your pupils to describe what they can see in each "photograph". This is a good moment to pre-teach some of the vocabulary that will appear in the reading text.

A common mistake pupils make is: ON this picture I can see. To avoid the mistake write on the board
IN this picture I can see....

Step II READING

- 1 After having described what they can see in the "photos" pupils are now ready to read Tom's description of his holiday photos. They read the text on page 55 in the Pupil's Book and do task 2.

2 Pupils do task 3 in the Pupil's Book individually. Give them time to find the answers in the text. Then check by asking individual pupils to give the answers.

3 Pupils read paragraph by paragraph aloud. Check if there is still something they do not understand. Explain.

Task 1 in the Workbook can be assigned for homework

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

AUSTRALIA

1 So far your pupils have learnt a great deal about Australia. (It is advisable to do the reading text at the end of the book - English Everywhere before you do this lesson. Therefore you may prepare a little quiz on Australia for them to check how much they remember. Naturally help by translating some questions you think they may have difficulty with..

What is another way people call Australia?

What is another name from a person from Australia?

What season is it in Australia now?

Where do people in Australia celebrate Christmas?

What do they wear then?

What is the capital of Australia?

What other big cities in Australia can you name?

Name the most famous building in Sydney!

What sports are popular in Australia?

What do you need to play cricket?

Are there goals in cricket?

Name three typical Australian animals!

Where does a mother kangaroo keep her baby?

Where can you ride a horse?

What do you call a sheep farm in Australia?

What do you call the object which comes back to you when you throw it away? What is it used for?

Who are aborigines?

2 Do task 2 in the Workbook and expand this topic by bringing some pictures of Australia.

Step III LANGUAGE CORNER

Your pupils have been using the **Present Continuous** tense since their first year of learning English. However, the approach is now a little different because you teach it in a systematic way by explicitly explaining both the form and the use. In other words they become aware of certain regularities and rules when it comes to the formation and the use.

1 Pupils individually complete the table in task 4 in the Pupil's Book.

2 Study and analyse the table with your pupils. Explain what the Present Continuous is and explain the use. Be simple and brief. Do not go into details. Your pupils just need to understand the use. They do not need to know any rules.

3 Draw their attention to WATCH OUT box and in the Pupil's Book (p.56). Explain that they will notice certain changes when you add -ing to a verb. Do not give any rules, just point to the change.

Do task 3 in the Workbook Ask volunteers to write the answers on the board so that everybody can check.

4 Pupils can do task 4 in the Workbook now or for homework.

5 To introduce the question form and the short answers in the Present Continuous do task 6 in the Pupil's Book.

Again, pupils can individually supply the missing words in the table. Afterwards, while checking their work, analyse the table with your pupils.

6 Do tasks 7 and 8 in the Pupil's Book as suggested in the book to practice the structure.

Check by asking individual pupils to read the answers.

7 If you feel there is a need for further practice, do tasks 5, 6 in the Workbook or assign them for homework.

10 Do task 7 in the Workbook.

Check by asking pupils to read in roles.

11 The translation in task 8 in the Workbook shows the difference between English and the pupils' mother tongue. The usual mistake is that pupils forget the auxiliary verb. Pupils translate the sentences individually.

Check by asking individual pupils to read. Stress the difference between the two languages.

LESSON PLANS

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

SPEAKING AND WRITING

1 Ask your pupils to bring their own holiday photos to class. Do task A in the Pupil's Book. Pupils work in groups of 4 to 6 pupils and they show their holiday photographs to their friends. They also explain what is happening in each photo. Other pupils are welcome to ask questions.

Circulate and monitor the pupils' work but do not interrupt their fluency.

2 In task B in the Pupil's Book pupils work in pairs. Explain well the procedure. One pupil imagines he/she is in one of the places listed. The other pupil tries to guess where his/her friend is by asking questions as shown in the example. Pupils repeat the activity but reverse their roles. Circulate and monitor the pupils' work but do not interrupt their fluency unless someone really makes too many mistakes.

3 Having done the speaking task, you have prepared your pupils for the writing task. They basically have the idea how you describe a photo. Pupils describe their own photo in writing.

3 watching, swimming, sitting, eating, washing, working, writing, playing, driving, running

4 1 are making 2 is making 3 is reading 4 is shining 5 are repairing 6 am watching 7 is playing 8 are washing

5 2 I am not wearing a blue dress. 3 My schoolmates aren't studying for a history test. 4 It isn't snowing in Washington. 5 We aren't making a cake.

6 A 1 Is Ted playing in Mike's room again? 2 Is my cousins in Australia sleeping now?

3 Is that clock working properly? 4 Are you tidying up the house?

B 1 What is Stella writing? 2 Why are you crying? 3 Where are they hiding? 4 Who is screaming?

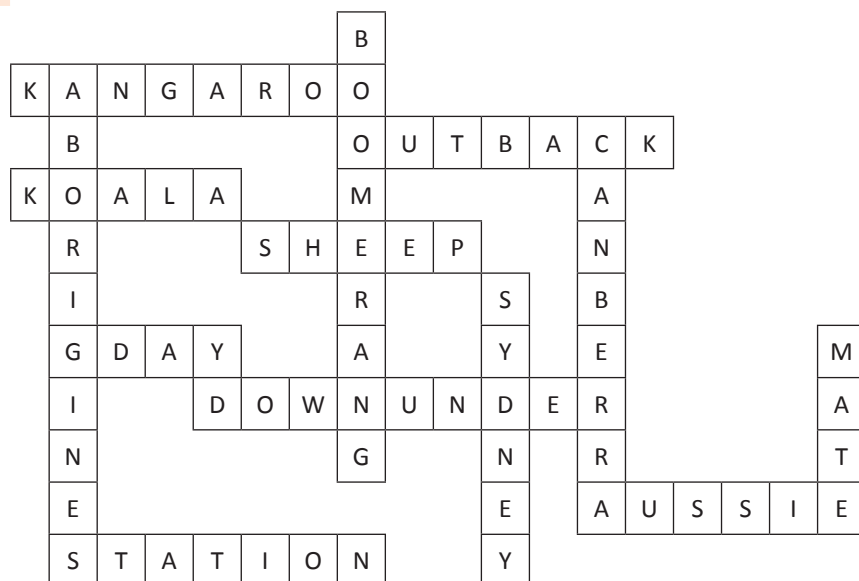
7 are you doing, am watching, are you watching, Is he winning?, he is, is giving, am going, Is your brother going, is having, are dancing.

8 I am learning in my room. 2 My brother isn't playing in his room. 3 Are you playing the piano? 4 What are Mike and Pete doing?

WORKBOOK ANSWER KEY

1 boomerang-neighbour, House-photo, December-Christmas, goals-players, sheep-vet, baby-mother

2



LESSON 10

SOMEBODY IS ROBBING OUR NEIGHBOURS

Pages: 60-65

Objectives:

- > to listen and understand a dialogue
- > to understand the difference in meaning between a sentence in the Present Simple and the Present Continuous
- > to talk about usual events and events happening at the present moment
- > to use adverbial phrases and frequency adverbs appropriately
- > to revise and expand vocabulary (house, furniture)
- > to describe a room orally and in writing
- > to revise and expand the use of prepositions (in, on, under, behind, in front of, in the middle of)

Suggested teaching time: 3-4 lessons

Step I LISTENING AND READING

- 1 Ask your pupils to look out of the window and try to memorise everything they can see. Tell them to put themselves in the shoes of a detective or a spy who is on a surveillance mission. Let them approach the window and give them a minute or two.

When they are back in their chairs ask them to give you the report.

- 2 Tell your pupils that Tom and Jessica did a similar thing, but they were at home, not at school. Introduce the word NEIGHBOURHOOD.
Read aloud questions from task 1 in the Pupil's Book), or better yet, write them on the board so that you make sure they do not look at the text while listening.
Play the recording once.

Check the general understanding by asking your pupils to give you the answers to the questions from task 1.

- 3 Pupils read the text and do task 2 in the Pupil's Book

Check by asking individual pupils to read the answers. Ask the pupils to explain why some statements are not true.

- 4 Pupils read aloud in roles. Stop them from time to time to check if everybody understands.

Stress some words and expression worth remembering: something is GOING ON..., there is NO SIGN OF..., take a dog FOR A WALK..., What are you UP TO..., MOVE OUT.

- 5 Explain to your pupils that the story doesn't end here, but they have to guess how the story really ends. In task 3 in the Pupil's Book there are four different endings. Ask your pupils to choose one and explain why they think that is the right ending.

Pupils listen to the recording and check if they were right or wrong.

Suggestion for homework: task 1 in the Workbook.

Step II LANGUAGE CORNER 1

- 1 Write the following sentence on the board:
Mr Wilson always drives his car to work, but today he is not driving his car.

Prepare the following cards:

Present Simple and Present Continuous

Ask a pupil to stick the cards under the correct underlined words.

Prepare more cards. On each card write the frequency adverb/adverbial phrase you can see in the table on page 60 of the Pupil's Book. Distribute these cards and invite your pupils to stick the cards under the correct tense.

Explain to your pupils as simply as possible why in English there are two present tenses as opposed to one in their mother tongue. Give some examples from the text.

- 2 Pupils do task 5 in the Pupil's Book.
- 3 It is advisable that you do task 6 in the Pupil's Book orally first and only then can they do the task in writing.
- 4 Assign tasks 2 and 3 in the Workbook for homework for further practice.

LESSON PLANS

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

HOUSE AND FURNITURE

In this step you will expand your pupils' knowledge of the words related to houses and households.

1 Make a simple drawing of a house on the board. Ask your pupils to name all the rooms in the house. As they name the rooms (which they learned before), invite a volunteer to write the word somewhere in the drawing. Your pupils will probably be able to name almost all the rooms. Introduce those rooms and parts of the house they do not mention by pointing to your drawing (for instance, attic, cellar, garage...) and writing the new word in the drawing.

2 Do task A in the Pupil's Book. Make sure they do not forget to use the definite article: in the kitchen...

3 Ask the pupils to have a look at the pictures of furniture on page 62. Name pieces of furniture and tell your pupils to give you the matching number from the pictures

4 Play MATCH-MISMATCH with two sets of word cards on which you will write these pieces of furniture in English and their mother tongue. Put all the cards face down on the blackboard. Divide the class in 2- 3 groups. Each group opens two cards. If they refer to the same piece of furniture they say MATCH. And win a point.

5 Pupils now do task B in the Pupil's Book. Check by asking pupils to read.

6 Pupils do task 4 in the Workbook. The crossword puzzle comprises a lot of paraphrases, so help.

Task C from the Pupil's Book can be done for homework.

Step III PREPOSITIONS

1 Pre-teach or revise the prepositions IN, ON, UNDER, BEHIND, IN FRONT OF, IN THE MIDDLE OF.

Demonstrate by placing an object in different positions. Write the prepositions on the board.

Ask a volunteer to come to the board and to face the board (so he/she can see the written prepositions). Put the object from the previous step in one of the positions and ask "Where is the now? The pupil in front of the blackboard guesses and his/her

classmates say YES or NO. Do not interfere unless they make a mistake.

2 Pupils do task 8 in the Pupil's Book.

Check by asking individual pupils to read the sentences aloud.

Task 5 in the Workbook can be done for homework.

Step IV WRITING

1 Pupils describe a room where they spend most of their time at home in writing by following the model provided in the Pupil's Book.

WORKBOOK ANSWER KEY

1 Tom and Jessica think there is something strange going on in their neighbourhood.

Mrs Wilson usually takes her dog for a walk in the morning, but today there is no sign of her.

Mr Wilson goes to work by car every morning but today the car is in front of the garage.

A man is carrying out their microwave, so Jessica and Tom are sure that somebody is robbing the Wilsons.

But it is all a mistake because the Wilsons are moving out today.

2 1 every day/now 2 this morning/every morning 3 sometimes/today 4 every Saturday/this Saturday

3 Steve usually brings letters on Wednesday, but today he is swimming in the lake. / Monica usually helps sick people on Wednesday, but today she is sleeping. / Rob usually serves drink on Wednesday, but today he is drinking coffee. / Larry usually drives a bus on Wednesday, but today he is watching a film.

4 Down: 2 attic 3 closet 4 fridge 6 dishwasher 7 cellar 8 cot 9 lamp 11 study

Across: 1 curtain 5 bath 10 chest of drawers 12 pantry 13 sofa 14 bunk bed

5 on the teacher's desk, in the bin, under the cupboard, behind the flower pot, in front of the headmaster, in the middle of the cake

SKILLS FOCUS

LESSONS 6-10

Pages: 66-67

Objectives:

- > to reinforce the basic language skills (reading, listening, speaking and writing)
- > self-evaluation

Suggested teaching time: 1-2 lessons

READING

Let your pupils take as much time as they need because they will need to do intensive reading.

Key: 1 false 2 false 3 true 4 false 5 true 6 false

LISTENING

Before listening explain the task to your pupils and give them a few minutes to read the words in the box. Play the recording twice. First time your pupils tick the words from the box they hear mentioned. The second time they listen and check.

Tapescript: Cathy's birthday party is over. All her friends have gone home. Only Linda is still here. The party was great, but the house is in a terrible mess. The chairs in the dining room are upside down. There is a piece of cake on the sofa and there is popcorn all over the carpet. Some glasses are under the coffee table and there is even a piece of pizza on the armchair. The kitchen is no better. There is a shoe in the microwave and there are some CDs in the fridge. Who knows what's in the closet in the parents' bedroom?

Wait! Somebody is calling for help. It's Pete. Somebody has locked him in the pantry and he can't get out.

What a mess! Cathy and Linda have a lot of work to do before Cathy's parents come back home.

Key: carpet, closet, armchair, pantry, chairs, kitchen, sofa, fridge, coffee table, microwave

SPEAKING

Practice speaking skill by suggested in the Workbook. This speaking activity should be done as a pair work activity in a form of an interview.

WRITING

This writing task practice should take a form of a report.. Before your pupils get down to writing, brainstorm some ideas and vocabulary that may be helpful.

NOW I CAN

This is a self-evaluation corner. Go through the sentences with the whole class and make sure they understand everything. Only then ask your pupils to work individually and to analyse their work and their achievements.

LESSON PLANS

SELF CHECK 2

Workbook, p. 53-57

ANSWER KEY:

Task 1

Key: 1 Ted always tidies his room. 2 We play dodge ball in the gym twice a week. 3 Do you go to school on Saturday? 4 They don't eat sweets before dinner. 5 Linda doesn't play the guitar. 6 Why does your brother repeat everything you say?

Task 2

Key: 1 The sun rises in the east every morning. /Every morning the sun rises in the east. 2 I sometimes go to bed at midnight. 3 The Clarks never take their dog for a walk. 4 We vacuum the carpets in our house twice a week. 5 Inspector J works undercover in the afternoon. 6 My English teacher always gives us good marks.

Task 3

Key: 1 watches 2 makes 3 Do 4 doesn't 5 visit 6 Does 7 don't 8 help 9 Does 10 doesn't

Task 4

Key: 1 I am hiding behind a big tree. 2 What are you doing under the wardrobe? 3 They are not having roast chicken for lunch. 4 Is Monica showing you the photos of her family from Scotland? 5 My clumsy neighbour is fixing the roof of his house alone. 6 The old ladies are playing hopscotch in the middle of the street.

Task 5

Key: 1 She is writing a love letter, too. 2 We are making Christmas pudding, too. 3 Ted is cleaning the cellar, too. 4 Are you listening to music, too? 5 I am not celebrating my birthday at home, either. 6 Bob and Nick are studying History for the test, too.

Task 6

Key: 1 go 2 are having 3 Do you go 4 spend 5 are you crying 6 are visiting 7 doesn't play 8 aren't playing

Task 7

Key: Australia: aborigine, boomerang, cricket, sheep station, kangaroo
Sports: cricket, skiing, cycling, rowing, athletics, water polo
Furniture: curtain, closet, armchair, bath, cot
Chores: washing the dishes, ironing, cooking, vacuuming, doing the shopping

Task 8

The aim of this task is to practise spelling.

Key: quarter, swimming, nuisance, shelves, neighbourhood, gymnastics, dodge ball, dangerous, burglar, dishwasher, dangerous

LESSON 11

PLANS FOR THE TRIP

Pages: 68-72

Objectives:

- > to listen for specific information
- > to talk about future events
- > to introduce and practise future tenses: Simple Future and "Going to" Future
- > to expand and practise the vocabulary related to weather
- > to expand and practise the vocabulary related to clothes items

Suggested teaching time: 2-3 lessons

Step I READING AND LISTENING

- 1 Write on the blackboard the following: SCHOOL TRIP and brainstorm all the words your pupils can associate with it. Write these words on the blackboard as well.
- 2 Proceed to task 1 in the Pupil's Book to introduce the topic. Your pupils discuss the questions.
- 3 Ask your pupils to listen to the conversation and look at the blackboard. Their task is to listen for the words you have on the blackboard.
- 4 Let your pupils listen to the dialogue again with their books open so they follow the dialogue in the book as they listen.
Afterwards they do task 2 individually. Ask volunteers to read the correct version of each sentence.
- 5 Pupils do task 3 in a written form in their notebooks.

Suggested homework: task 1 in the Workbook.

Step II CLOTHES

- 1 Ask your pupils to work in groups and think of all the things (clothes included) they would bring along if they went on a 5-day school trip. Limit the time.

Each group reads the list and they compare them.

- 2 Ask individual pupils to come to the blackboard and write down all the clothes items they can think of. Once the blackboard is full, play bingo with these words.
- 3 Pupils do task 4 in the Pupil's Book individually. Check by asking pupils to read.

I WANT TO KNOW MORE

- This section is intended for pupils who you think can do more language work.

CLOTHES

- 1 Ask the pupils to look at the four characters on p. 68. Read the written words aloud and invite your pupils to match the word you say with the correct clothes item.
- 2 Let your pupils listen to the tape and figure out what the names of the characters are. Let your pupils listen to the tape twice.
Tapescript: See Pupil's Book, p. 132.
- 3 Pupils do tasks 2 and 3 in the Workbook individually. Check.
- 4 Do task 4 in the Workbook with the whole class. Read each sentence aloud to check the understanding. Your pupils try to put the dialogue in the correct order. They read in roles.
Perform a role play activity. Ask your pupils to try to memorise this dialogue. They work in pairs. They should change some words (price, clothes item..)

Step III LANGUAGE CORNER

- 1 Choose a couple of sentences from the dialogue on p. 71/72 in the Pupil's Book and translate them into your mother tongue. Choose the sentences that contain a verb in "Going to" Future form. Say them aloud and ask your pupils to find their English equivalent in the text. Turn it into a competition.
- 2 Go through the table on p. 71 in the Pupil's Book and explain the form and the use of "Going to" Future.
- 3 Do task 5 in the Pupil's Book with the whole class.
- 4 Pupils do task 5 in the Workbook individually. Ask volunteers to read their answers.
- 5 Repeat the procedure from 1, but choose sentences in Simple Future.
- 6 Go through the table on p. 72 in the Pupil's Book

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and explain the form and the use of Simple Future.

- 3 Do task 6 in the Pupil's Book with the whole class.
- 4 Pupils do tasks 6 and 7 in the Workbook individually. Ask volunteers to read their answers.

Step IV THE WEATHER

- 1 Start off by miming different weather conditions. For instance, pretend you are holding your umbrella but the wind is strong and you are trying to keep the umbrella in your hands. Comment: It's raining and it is windy. In this way exploit the words from task 7 in the Pupil's Book.
- 2 Now you say what the weather is like and tell your pupils to act accordingly – to do the miming.
- 3 Pupils are now ready to do task 7 in the Pupil's Book.
- 4 Task 8 in the Pupil's Book is a listening activity in which your pupils must complete the missing information by listening to the weather forecast. Pupils must match the town with the correct pictogram, plus they must note down the temperature.

However, before listening introduce the concept of a WEATHER FORECAST and explain how the temperature is written and read.

Tapescript: See Pupil's Book, p. 132.

- 6 Do task 8 in the Workbook either now or assign it for homework.

WORKBOOK ANSWER KEY

- 1 plans, wait, laptop, clothes, last, fancy, princess, weather, forecast
- 2 individual answers
- 3 cook, eat, play; happy, sad, delicious, fast, honest, tall
- 4 6, 4, 1, 7, 10, 3, 8, 9, 2, 5
- 5 1 are going to plant 2 are going to visit
3 is going to become 4 is going to eat
5 am going to fall 6 is going to rain
7 is not going to 8 Are you going to give
- 6 will help 2 will eat 3 will open 4 will punish
5 will be
- 7 won't go 2 won't have 3 won't come 4 won't forget 5 won't be
- 8 1 rainy and wet 2 sunny and hot 3 windy
4 cloudy 5 foggy 6 snowing

LESSON 12

SCHOOL TRIP

Pages: 73-79

Objectives:

- > to introduce and practise vocabulary related to outdoor activities and equipment
- > to read and understand an e-mail in a form of letter
- > to listen to and understand a dialogue
- > to introduce and practise the Past Tense form of the verb **to be**
- > to introduce and practise the use of adverbial phrases for past
- > to write a report on your last holiday
- > to expand and practise preposition *in* and *at* with and without the article

Suggested teaching time: 3-4 lessons

Step I BEFORE YOU START

- 1 Write on the blackboard the following: OUTDOOR SCHOOL and offer several explanations. Your pupils choose the correct one.
 - a) *It is a part of the school where you have PE when the weather is nice.*
 - b) *It is school for bad kids, after regular school hours.*
 - c) *It is school where pupils learn about nature and about different useful things we need to know in nature.*

When they guess, tell your pupils that the closest translation would be škola u prirodi.

- 2 Help your pupils predict what children do at outdoor school. They may have some experiences of their own to share.
- 3 Study the activities in task 1 in the Pupil's Book. You give the explanation in English and they tell you which of the activities on the list this explanation refers to.

Say:

- *you are in a boat on a river or lake and you row the boat*

- you collect branches and pieces of wood and you light a big fire
- you make a little hut in the wood to protect you from rain
- you learn how to help people who are hurt or in pain
- you look for different flowers, trees and you learn about them
- you learn how to find your way through the forest and how not to get
- you put on a pair of comfortable boots and you climb

Pupils say which of the activities they would like to do in an outdoor school.

4 Do task 1 in the Pupil's Book.

Explain that the words in the right column are the things that are very useful in nature. Read aloud the words, pupils repeat after you. Explain the meaning.

Pupils can do task 1 on their own now. Check.

5 To practise the vocabulary further, do task 2 in the Workbook.

Step II THE BEST DAY OF MY LIFE

1 To prepare your pupils for reading explain that Jessica is on a five-day school trip to outdoor school. This is her e-mail to her parents. Pupils read the text on page 74 in the Pupil's Book and do task 2.

Check by asking your pupils to name all the activities Jessica mentions in her letter.

2 Pupils read the e-mail once again and complete the time line in task 3 in the Pupil's Book.

Key:

bus	first	shelter	forest	lights
station	cabin	aid	break	building
			lunch	plants
			supper	bed
			out	

←-----|-----|-----|-----|-----|-----|-----|-----|-----|----->

7 am 9am 9.30 11am 11.15 1pm 2pm 6.30 8pm 8.45

Check by asking individual pupils to read the timetable with times.

Ask: *When were they at the bus station / in their cabins....?*

3 Pupils read aloud the e-mail. There still might be some new vocabulary, so explain it.

Suggestion for homework: Task 1 in the Workbook.

Step III LANGUAGE FOCUS - WAS/WERE

1 Write on the blackboard the following:

now	this time yesterday
-----	---------------------

Say: I am at school now. But at this time yesterday I was at home. I wasn't at school.

Ask them what was/ wasn't means.

Ask a few pupils: *What about you?* Using your model from the board pupils will talk about themselves and at the same time they will use the new structure. Rephrase their answers in the third person: *Ivo was in the park. He wasn't at home.*

In the similar way expose them to *were* and *weren't*. Always check the understanding.

2 Ask your pupils to read Jessica's e-mail again and to circle all the examples of *was/wasn't/were/weren't*. This way they will become more aware of the new structure.

3 Pupils individually complete the table in task 4 in the Pupil's Book.

Check by asking your pupils to read aloud. Analyse the table with your pupils and explain that *wasn't* and *weren't* are the short forms of *was not* and *were not*. Do task 5 as well to help them understand better the difference between the two languages.

4 Do task 6 in the Pupil's Book. Check by asking individual pupils to read aloud. This task practises the use of the Simple Past Tense of *to be* at recognition level.

5 For further practise do tasks 3 and 4 in the Workbook. These two tasks practise the use of the Simple Past tense of *to be* at production level.

Suggestion for homework: Task 5 in the Workbook.

Step IV ADVERBIAL PHRASES FOR THE PAST

1 Introduce the time adverbials we commonly use when we refer to the past: YESTERDAY, LAST....,AGO

2 Explain the difference between **last** and **ago**.

Prepare the cards with the following words: *week, two weeks, month, four months, five minutes, six days, year, two years*

Write on the blackboard *last* and *ago* and ask you pupils to stick the cards under the word they go with to make up a meaningful whole.

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- 2 Do task 7 in the Pupil's Book.

Key: 1 last month, 2 two days ago, 3 yesterday morning, 4 last night, 5 three hours ago, 6 20 minutes ago

- 3 For further practise do task 7 in the Workbook.

Step V BACK HOME

- 1 Start by revising briefly. Ask questions like:

What is outdoor school?

What activities can you do there?

What do you need for these activities?

Where do you sleep?

When do you go to bed?

- 2 Introduce the second part of this story by explaining the situation: Jessica is back and her parents have got a lot of questions about her outdoor school experience.

Before listening, go through the questions with your pupils.

Do task 8 in the Pupil's Book. Pupils listen and put the questions in order as they appear in the recording.

Key: 8, 5, 7, 9, 3, 4, 1, 6, 10, 2

Tapescript: Pupil's Book, p. 133

Check by asking pupils to read the questions in the order they have heard them.

- 3 Pupils listen to the dialogue once again and do task 9 in the Pupil's Book.

Step II LANGUAGE CORNER

- 1 Since your pupils are already acquainted with the meaning of *was* and *were*, plus they have been exposed to the question form of these verbs in the previous step, ask them to complete the table in task 10 in the Pupil's Book.
- 2 Analyse the table and explain the question form and the short answers of the verb *to be* in the Past Tense.
- 3 Do tasks 11 and 12 in the Pupil's Book with the whole class.
- 5 To reinforce the new language structure, do the SPEAKING task 13 in the Pupil's Book.

Your pupils work in pairs and ask and answer questions. Monitor your pupils' work and pay particular attention to their answers.

Assign tasks 6 and 7 in the Workbook for homework.

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

MY LAST HOLIDAY

To personalise the topic dealt with in this lesson pupils will do the writing task in the Pupil's Book. This is a guided writing activity. Pupils write a report on their last holiday following the questions in the Pupil's Book. First go through the questions with your pupils. Only after you have prepared your pupils can you move on to writing. The questions will serve as guidance.

Step VI IN /IN THE/ AT / AT THE

- 1 Draw your pupils' attention to the LOOK box in the Pupil's Book (p. 79). Explain that IN and AT sometimes appear in front of another word alone, but sometimes are accompanied by THE. Read aloud these situations. Do not give any rules. The use of definite article should be dealt with at lexical level.

- 2 Pupils do task 14 in the Pupil's Book

To check, ask individual pupils to read the sentences aloud.

Pupils do tasks 9 in the Workbook for homework.

WORKBOOK ANSWER KEY

- 1 outdoor, activities, bus, cabins, cosy, course, shelter, delicious, instructor, lights
- 2 1 hammer 2 bandage 3 helmet 4 compass 5 matches 6 shelter
- 3 was, were, was, was, were, was, was, was, was, were, were, was, was
- 4 1 Sarah wasn't angry yesterday. 2 My brother and I weren't grounded last weekend.
- 3 You weren't at Nick's birthday party last Saturday. 4 My parents weren't at school yesterday. 5 My uncle wasn't on a business trip in Sydney. 6 We weren't tired after the match two days ago.
- 4 Answers are individual.
- 5 1 Linda was at music school last Saturday. She wasn't in the park. 2 Cathy was happy after the test. She wasn't unhappy. 3 Mike and Pete were good at school yesterday. They weren't naughty. 4 The school trip was interesting last month. It wasn't boring. 5 We were in the

mountains two weeks ago. We weren't at the seaside.

- 6 A** 1 Were you at a wedding last Saturday?
2 Was my mother at school yesterday?
3 Were his neighbours at home last night?
4 Was last summer cold?

B 1 Where were you born? 2 Why were Mike and Pete late for school yesterday? 3 What was there on our breakfast table at Easter? 4 Who was Cathy's climbing instructor?

- 7** 3 1 Were 2 Was 3 Was 4 Were 5 Was 6 Were

- 8** last November, last Sunday, last Christmas, last month, six days ago, a week ago, five minutes ago, three years ago

- 9** in: New York, bed, Australia / in the: garden, restaurant, mountains, kitchen / at: home, work, school / at the: cinema, seaside

LESSON 13

LIGHTS OUT

Pages: 80-83

Objectives:

- > to introduce and practise new vocabulary (TV programmes)
- > to expand the use of plural form nouns
- > to read and understand the story about past events
- > to introduce and practise the Past Tense of regular verbs (affirmative)
- > to describe orally and in writing your day yesterday

Suggested teaching time: 2-3 lessons

Step 1 TELEVISION PROGRAMMES

- 1 Start off by playing a guessing game. Prepare a picture of a person watching TV but do not show it to your pupils. Ask them to guess what the person in the picture is doing.
- 2 Introduce programmes one can see on TV. Bring several TV guides to school (one per 4 pupils). Introduce programmes one by one.

Ask questions like:

Can you name some *quiz shows/ cartoons / talk shows / sitcoms/* from the TV guide you have?

What day is it on?

At what time can we watch *the news* on HTV channel?

- 3 To personalise the topic do tasks 1, 2 and 3 in the Pupil's Book.

First pupils talk about their TV habits by answering the questions in task 1.

Before your pupils do task 2 individually, read aloud all the words.

- 4 You can do task 1 in the Workbook now or assign it for homework.

- 5 Draw your pupils' attention to the LANGUAGE

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CORNER box to remind them of spelling changes in plural for nouns ending in -y.

Step II LIGHTS OUT

- 1 To prepare your pupils for the listening activity explain that people in Tom's family have different tastes when it comes to watching TV.

Pupils listen to the recording and while listening they complete the sentences in task 4 in the Pupil's Book. Not to make spelling mistakes advise them to look at the words in task 2 on the previous page because these are the words they will need.

To make it a true listening activity, ask your pupils to cover the text.

Check by asking individual pupils to read the sentences after listening.

- 2 Pupils listen to or read the story of yesterday's evening events and answer the questions from task 5 in the Pupil's Book either orally or in writing.
- 3 Pupils practise reading aloud. Make short pauses between paragraphs to check the understanding. Explain the new vocabulary. Draw your pupils' attention to the names of the games for children. Introduce more board and card games (Dominoes, Checkers, Battleship, Snakes and Ladders....).
- 4 Discuss with your pupils the way they spend their evenings at home.

Suggested homework: Workbook, task 2.

Step III LANGUAGE CORNER

- 1 Play CHINESE WHISPER using the sentences from the story "Lights Out" which contain regular verbs in their Past Tense form.
- 2 Do task 6 in the Pupil's Book orally. Pupils make as many meaningful sentences as they can by combining the elements from the table.
- 3 Ask your pupils what all the words in the first column have in common. The answer is the ending -ed. Explain what that ending means. Furthermore ask your pupils to try and translate these sentences.

Explain the Simple Past Tense. Start with its use and draw your pupils' attention to the adverbial phrases (in the third column of task 6) commonly used when we talk about past events. Explain further the form. Work on regular verbs more thoroughly. Leave irregular verbs aside for now

because they will be dealt with separately in the next lesson

- 4 Do the following matching activity: Prepare a set of cards with regular words in their base form, each on a separate card (white). Also prepare another set of cards with the same regular verbs in their Past Tense form (some other paper colour). Give each pupil a card and ask them to find their partner and sit down. The pair who sit down last lose. Each pair reads both forms aloud.
- 5 Draw your pupils' attention to the spelling changes in the WATCH OUT box.
- 5 Do tasks 8 and 9 in the Pupil's Book to practise the Simple Past Tense of regular verbs further.

Do task 8 both orally and in writing. Draw your pupils' attention to the way the ending -ed is pronounced. Also point out the changes in writing that occur when the ending -ed is added to the base form of a verb.

In task 9, first ask your pupils to quickly read the short story and to tell you in their mother tongue what happened to Joe yesterday morning. Then tell your pupils to put the words in brackets in their correct form.

Check by asking individual pupils to read aloud the story.

Ask volunteers to retell the story.

- 6 To reinforce and practise more the Past Tense of regular verbs do tasks 3, 4, 5 and 6 in the Workbook in class or assign them for homework. As you can see the tasks are graded from the easiest (at recognition level) to more demanding (at production level), so try to follow the order as presented in the Workbook.

Step IV MY TURN TO SPEAK AND WRITE

- 1 Using the table in the Pupil's Book (task 10) pupils talk about their and their family's day yesterday. Pupils work in pair and talk to each other. Circulate and monitor their work. Do not interrupt their fluency unless you notice someone doesn't use the verbs in their correct form.
- 2 Individual pupils orally report their friend's day yesterday.
- 3 In their notebooks pupils write the report about their own day yesterday or last Sunday or some other past day. (t 11)

WORKBOOK ANSWER KEY

- 1 1 quiz show 2 news 3 reality show 4 cartoon
5 sports programme 6 documentary 7 film
8 sitcom
- 2 news, match, important, guide, documentary,
kitchen, sandwiches, opera, lights, sweets,
plate, matches, candles, electricity, bedtime,
minute
- 3 1 Linda watched an interesting film last night.
2 Four days ago my little brother painted my
sneakers red. 3 It snowed a lot last year. 4 Mike
and Pete smashed the neighbour's window
with a ball yesterday. 5 You visited your aunt
and uncle last Saturday. 6 We tidied up the
house a week ago. 7 I studied for the test the
whole weekend. 8 He stopped watching the
film because there was no electricity.
- 4 1 climbed 2 dropped 3 emptied 4 squirted
5 turned 6 shouted 7 kicked 8 pulled
- 5 watched, stopped, listened, played, knocked,
looked, opened, whispered, started, laughed
- 6 1 I visited my.... 2 my neighbour washed....
3 she cried.... 4 they worked... 5 it snowed ...
6 we prepared...

LESSON 14

AN UNUSUAL DREAM

Pages: 84-90

Objectives:

- > to read and understand a description of a dream
- > to revise and introduce vocabulary related to places in town
- > to revise and broaden vocabulary related to different illnesses and jobs
- > to introduce and practise the Past Tense of irregular verbs (affirmative)
- > to write about an imaginary past event

Suggested teaching time: 3-4 lessons

Step 1 READING

- 1 Write on the blackboard the word DREAM. Ask your pupils to think about an unusual dream they've had. It's OK if you pupils use their mother tongue at this stage because at this stage you are just motivating them to get into the topic.
- 2 Ask your pupils to have a look at the illustration on p. 84 in the Pupil's Book and explain that Jessica had a very unusual dream yesterday. Invite them to guess what the dream was about. (task 1)
- 3 Pupils read the text on page in the Pupil's Book and check their guesses.
- 4 Pupils read for the second time and do task 3 in the Pupil's Book.
Check by asking individual pupils to read the sentences. Ask them to explain why some sentences are false.
- 5 Pupils read aloud. Make short stops between paragraphs to explain new words.
- 6 Pupils do task 4 in the Pupil's Book individually.
Check by asking individual pupils to read the sentences aloud.
- 7 Ask volunteers to retell Cathy's dream in a few sentences. Pupils tend to complicate things

LESSON PLANS

when they start retelling. Therefore instruct them to make short sentences. The sentences from the previous task can help.

Suggested homework: Workbook, task 1.

Step II LANGUAGE CORNER

In this language corner step you will introduce irregular verbs in the Past Tense. Be aware that this concept is new to your pupils. Therefore do not introduce too many verbs at a time. Play games and expose your pupils to these verbs through context rather than a list, which is too abstract for them to grasp.

- 1 Write on the board the sentences from Cathy's dream which contain the irregular verbs, but leave out the verbs. Ask your pupils to supply the missing words. They will probably be able to supply these verbs because they have already acquired them at lexical level. If they can't, tell them to look at the book.

Ask your pupils to translate these sentences.

- 2 Explain the Past Tense of irregular verbs. Analyse the table on page 83 in the Pupil's Book.
- 3 Play **match-miss match** with the verbs from the table on page 83 in the Pupil's Book. Write each word on a separate card and put these cards face down on the board in two columns. On the back of the cards from the first column write the numbers and on the cards in the second column write letters. Divide your class in two teams. Play the game. Pupils call out one card from each column. If the two cards match, they call out MATCH. If they do not go together, pupils say MISSMATCH. The winner is the group with more matched pairs of words
- 4 Pupils do task 6 in the Pupil's Book individually. Check by asking individual pupils to read the sentences aloud.
- 5 Do task 7 in the Pupil's Book to introduce more irregular verbs. As pupils read aloud the correct words, ask them to translate them as well. Provide all necessary explanation.
- 6 Play a **memory game** with the verbs from task 7.
- 7 Pupils do the crossword in task 4 in the Workbook to practice spelling of some irregular verb forms in the Simple Past.
- 8 Tasks 2, 3 and 5 in the Workbook practice further the use and the form of the Past Simple. Actually, in these tasks both regular and irregular verbs are mixed together for practise. At your

own choice, do some of them in class and assign some for homework.

Step III MY TIME TO WRITE

- 1 Write the three places listed in task 3 in the Pupil's Book on the board and elicit as many words as possible associated with these places. Write the words down (in a form of a spider web). This will serve as vocabulary preparation for writing.

Ask your pupils to pick out one of these places and to imagine they spent one day in that place. Tell them to describe that day in writing.

Before they get down to writing go through the skeleton provided in the book. Particularly draw your pupils' attention to the adverbs of sequence: FIRST, THEN, AFTER THAT, IN THE END.

Also remind your pupils this is something that happened before, so advise them to be careful with the verbs. Let them use their books.

- 2 Collect their work, correct and motivate your pupils to share their stories with other pupils.

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

PLACES IN TOWN

- 1 Ask your pupils to go quickly through the text on page 87 and to circle all the words that represent places in town. Write these words down on the board.
Introduce more words (bakery, mall, hotel....).
- 2 Prepare some pictures/ magazine cut outs that are related to these places (for instance: a loaf of bread, four stars, a statue/painting....) and ask volunteers to come and stick these next to the words on the board. Ask: *Where can you see this?*
- 3 Do task A in the Pupil's Book with the whole class.
- 4 Pupils do task 6 in the Workbook individually.

Step V JOBS

- 1 Pupils look at the pictures on page 86 in the Pupil's Book (task 9) and answer your questions. For every picture ask the question in the same style:

Is this a musician or a hairdresser?

The pairs of words are such that your pupils will have no problem giving the correct answer.

Ask them to tell you the meaning of both words.

- 2 Bring the pictures that show jobs from the previous task and use them to reinforce the new vocabulary.

Put these pictures on the blackboard and play WHAT'S MISSING?

Play memory game with the pictures and word cards. Put face down the pictures and the matching word cards on the blackboard. Pupils come to the blackboard one at a time and turn face up two cards in order to find the matching pair.

- 3 Write on the blackboard the first letter of all the jobs in task 1. Ask volunteers to come to the blackboard and write down the rest.

Example: m..... h..... c..... c.....
n..... j..... w..... etc.

If somebody makes a mistake while writing, correct immediately.

Task 7 from the Workbook can be done for homework.

- 4 In task 10 pupils listen for specific information. During listening they complete the table in the Pupil's Book.

Play the recording twice.

- 5 After listening ask:

What wouldn't Mike/Pete like to be?
Why wouldn't Mike/Pete like to be a..?
What would Mike/Pete like to be?
Why would Mike/Pete like to be...?

Tapescript: See Pupil's Book, page 133.

Key:

	Wouldn't like to be...	Why	Would like to be ...	Why
Mike	pilot teacher	dangerous boring	computer programmer	cold play computer games
Pete	doctor journalist	yucky and you work at night bad at writing	detective	has all the right qualities

- 6 Go through the questions in task 11 in the Pupil's Book orally.

Step VI LANGUAGE CORNER

- 1 Study the Indefinite article box on page 87 in the Pupil's Book with your pupils. Explain what **a/an**

is and what is its function. Point to the difference between their mother tongue and English.

- 2 Pupils do task 12 in the Pupil's Book individually. Check by asking individual pupils to read the sentences.

Do task 8 from the Workbook either in class or assign it for homework.

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

- 1 Ask your pupils to have a look at the PICTURES on page 90 in the Pupil's Book and ask : *How are all these people feeling?*
Comment each picture and in this way introduce illnesses.
- 2 Pupils do tasks A in the Pupil's Book individually.
- 3 Do task 9 in the Workbook now or assign it for homework.

WORKBOOK ANSWER KEY

- 1 neighbourhood-morning, bread-clock, temperature-cough, mail-trip, sandwiches-policemen, hospital-work, spots-teachers, house-keys, kids-school, parents-kids
- 2 regular: watched, worked, knocked, helped, laughed, started, lived, smiled, tried, cried, stopped, pulled, opened, cleaned, wanted
irregular: made, lost, ate, went, got, drank, took, broke, came, had, fell, gave, wrote, read, saw, forgot, was, were
- 3 A Princess and the pea

B In a far away kingdom there **lived** the queen, the king and their son, the prince. He **wanted** to marry a real princess and he **tried** to find one, but no luck.

But one day a beautiful princess **got** lost in the woods. The storm **started** and she has nowhere to hide. She **saw** the light and **came** to a castle. She **knocked** at the door. The servants **opened** the door. The queen **gave** the girl a bed with twenty mattresses to sleep on. Under the mattresses there **was** a pea because the queen **wanted** to see if the girl is a real princess. In the morning the princess **looked** tired. The queen smiles: "You really are a princess!" So the prince and the princess **got** married and **lived** happily ever after.

- 4 1 fell 2 broke 3 made 4 gave 5 saw 6 took 7 ate
8 read 9 came 10 lost 11 drank 12 went 13 had
14 wrote
- 5 got, had, ate, drank, watched, read, went,
played, listened, laughed, came, saw, wanted,
took, read, decided, gave, drank, started, forgot
- 6 1 bakery 2 hotel 3 library 4 garage 5 museum
7 hospital
- 7 hairdresser, doctor, actor, clerk, cook, farmer,
journalist, waiter, driver, teacher, postman
- 8 A doctor, A cook, A driver, A clerk, An actor,
A hairdresser, A journalist, A teacher,
A postman, A farmer, A waiter
- 9 1 runny nose 2 broken arm 3 headache
4 sore throat 5 measles

LESSON 15

WHEN I WAS YOUR AGE

Pages: 91-95

Objectives:

- > to enhance listening skill (listening for specific information)
- > to ask and answer questions about past events
- > to introduce and practise the negative form of the Simple Past Tense
- > to introduce and practise question form and short answers of the Simple Past Tense
- > to expand the vocabulary related to types of stories

Suggested teaching time: 3-4 lessons

Step 1 LISTENING

- 1 Start off by asking your pupils to comment the illustration on page 89 in the Pupil's Book. Ask them if they can guess who the young man in the picture is.
Answer: Tom's dad when he was 12.
- 2 Prepare your pupils for the listening task by giving them the background information: Tom's Dad was at Tom's school and now he is talking to Tom. Also give your pupils time before listening to read through the statements in task 1 in the Pupil's Book.
- 3 **First listening:** play the recording. Your pupils listen and simultaneously do task 1.
Check by asking individual pupils to read aloud. Ask your pupils to explain why some statements are false.
- 4 Play the recording for the **second listening**. Pupils do task 2 in the Pupil's Book
Check by asking individual pupils to read aloud.
- 5 Pupils read in roles. Explain new vocabulary if necessary.
- 6 Volunteers can retell the story.

- 7 Do task 3 in the Pupil's Book.
Suggested homework: Workbook, tasks 1 and 2

Step II LANGUAGE CORNER

- 1 Start off by asking your pupils to translate the sentences from task 3 in the Pupil's Book..
- 2 Ask your pupils to tell you in their mother tongue how we make negative sentences about the past events. Do not explain things immediately. Give your pupils a chance to draw their own conclusions. Only after that, to make sure everybody understands, explain the negative form of the Simple Past Tense of both regular and irregular verbs.
- 3 To practise the new language structure, do task 4 in the Pupil's Book orally by asking your pupils to make transformations and do task 5 in writing. To make the task more motivating, tell your pupils to write four sentences that are true and one which is not true. When they read aloud the sentences their classmates try to guess which sentence is a lie. This way you will attract the attention of the whole class. You can even turn it into a competition.
- 4 Do task 3 in the Workbook. After they have copied the sentences that are true for them, ask them to write down at least two more sentences of their own.
- 5 Tell your pupils to look at the table on page 93 (Past Tense – questions) and ask them to explain to you how we make questions about past events. Give them time to draw their own conclusions and to explain them to the class in their mother tongue. Finally, to systematise this new language structure, give a simple explanation. Avoid meta language at any cost.
- 6 Do task 6 in the Pupil's Book orally.
- 7 Pupils do tasks 4 and 5 in the Workbook individually.
Check by asking individual pupils to read the questions aloud.
- 8 Prepare a few sentences in your mother tongue in negative and question form and ask your pupils to translate them in English.
- 9 Prepare the short answers cards: *Yes, I did; No, I didn't.....* and distribute them to your pupils. Explain that these are short answers and your pupils will use them to answer your questions. When they want to give the answer, they stand up and read the answer loudly and clearly.

Prepare a question for each answer in advance. For example, ask:

*Did Jessica have good time at outdoor school?
(Yes, she did.)*
Did Tom solve the mystery of the broken window? (No, he didn't)
Did it rain yesterday?(Yes it did./ No, it didn't)
*Did Jessica's parents ask her a lot of questions?
(Yes, ...)*
Did you eat ice cream last Sunday?
Etc.

- 10 Explain to your pupils how we form short answers when asked about something that happened in the past.
- 11 Do task 7 in the Pupil's Book as a pair work activity.

First pupils go through the questions individually and give short answers.

Next they ask their friend these questions and mark the friend's answers.

Circulate and monitor your pupils' work. Interrupt when you spot that someone is making mistakes.

- 12 Pupils do task 6 in the Workbook individually.
Check by asking your pupils to read in roles.

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

- 1 To introduce this vocabulary set, go through the story types listed in task A in the Pupil's Book.
Comment with your pupils which types of stories they like. Ask for explanation.
- 2 Divide your class into nine groups. Prepare nine pieces of A4 paper and in the middle of each paper write down one type of a story and circle it. Give each group one paper and tell them to write around the circle with the story type as many typical words they can find in that kind of story. Limit the time to two minutes. After two minutes say: SWAP! At that sign pupils pass their paper to the group on their right and take a new paper from the group on their left. Tell them to add more words to the list they have just taken from the other group. Repeat the procedure several times. In the end ask the representatives of each group to read aloud all the words around the circle. The other groups guess what the word in the circle is.
Put their word lists on the pinboard because they may need them later.

LESSON PLANS

3 Do task B in the Pupil's Book.

Key: 1 SF s. 2 love s. 3 fable s. 4 fairytale
5 crime 6 bedtime s. 7 historical s. 8 adventure
s. 9 horror s.

4 Pupils read the story extracts on page in the Pupil's Book and do task 7. Limit the time.

Key: A a horror story; B a love story, a fairy tale; D a fable

5 For the second reading allow more time and ask your pupils to do task 8 in the Workbook.

Before reading go through the questions with the whole class to make sure they understand them.

Check by asking individual pupils to read the answers aloud.

6 Pupils read aloud the story extracts. Explain all the new words.

7 Discuss each extract. Ask:
What happened later? (extracts A, C and D)
What happened before? (extract B)

5 Pupils use their imagination to write a story extract. Advise them to decide first what kind it is going to be. Also advise them to look at the word lists displayed on the pinboard for help or inspiration. Finally they do the writing. If some pupils are insecure, pair them up with someone. This is a guided writing activity, which means that pupils follow the questions in task C in the Pupil's Book.

Circulate and help your pupils with vocabulary. Also point to their mistakes.

In the end individual pupils read their extracts and their classmates say what kind of story it is.

WORKBOOK ANSWER KEY

1 O = 11, * = story, ♣ = didn't, ☆ = dad, □ = and

3 Answers are individual

4 A 1 Did you invite Jessica to your party? 2 Did Tom clean the blackboard after the break? 3 Did it rain last week? 4 Did you answer the phone?

B 1 Did Mike fall asleep during History class? 2 Did Pete write a love note to Liz? 3 Did you drink six glasses of coke? 4 Did they lose the car keys?

5 1 When did you have breakfast this morning? 2 What did you give your mum for her birthday? 3 When did you cry last time? 4 What did you watch on TV yesterday?

6 Yes, they did. / Yes, they did. / No, they didn't. / No, they didn't. / Yes, I did. / Yes, I did. / Yes, I did. / Yes, they did. 7 Yes, I did. / Yes I did.

SKILLS FOCUS

LESSON 11-15

Pages: 96-97

Objectives:

- > to reinforce the basic language skills (reading, listening, speaking and writing)
- > self-evaluation

Suggested teaching time: 1-2 lessons

READING

After having completed this task you can challenge your pupils to invent an amazing but true story of their own.

Key: 1 Jessica's grandmother lived in America. 2 Jessica didn't pay \$785 because her grandmother took out the book from the library. 3 Mr Eliot received two letters. 4 In the end he got nothing. 5 Pamela talked 736 minutes non-stop. 6 Pamela's favourite food is pizza.

LISTENING

Write the title of the story on the blackboard and ask your pupils if they know this story. Somebody can quickly retell it in Croatian. Before listening explain the task to your pupils and give them a few minutes to read all the sentences. Play the recording twice. First time your pupils put the sentences in the correct order by writing numbers in the boxes. The second time they listen and check.

Tapescript: The Fox and the Stork

At one time the Fox and the Stork were very good friends. So the Fox invited the Stork to dinner, and for a joke put nothing before her but some soup in a very shallow dish. This the Fox could easily lap up, but the Stork

could only wet the end of her long bill in it, and left the meal as hungry as when she began. "I am sorry," said the Fox, "the soup is not to your liking." "Do not apologise," said the Stork. "I hope you will return this visit, and come and dine with me soon." "Of course, I will. It will be a pleasure," said the Fox. So after a few days the Fox visited the Stork. But when they sat at the table, their dinner was in a very long-necked jar with a narrow mouth. The Fox could not put his snout in it. All he could do was to lick the outside of the jar.

"I will not apologise for the dinner," said the Stork: "One bad turn deserves another."

Key: 6, 2, 5, 8, 1, 3, 4, 7

SPEAKING

This task should be organised as a pair work activity.

WRITING

This writing task practice should take a form of a report.. Before your pupils get down to writing, brainstorm some ideas and vocabulary that may be helpful.

NOW I CAN

This is a self-evaluation corner. Go through the sentences with the whole class and make sure they understand everything. Only then ask your pupils to work individually and to analyse their work and their achievements.

LESSON PLANS

SELF CHECK 3

Workbook, p. 80-85

ANSWER KEY

Task 1

Key: 1 Will you come to my birthday party next Saturday? 2 She won't have enough time for this Math exercise. 3 Next year they will move to another house. 4 When will you be at the mall tomorrow?

Task 2

Key: 1 Are Tom and Joe going to help...; they are; is going to bring; is going to organise; is going to buy; am going to make; are going to sing

Task 3

Key: 1 was 2 were 3 wasn't 4 was 5 Were 6 wasn't 7 was 8 wasn't

Task 4

Key:

present	past
work	worked
enjoy	enjoyed
break	broke
eat	ate
make	made
try	tried
cry	cried
see	saw
watch	watched
stop	stopped
give	gave
write	wrote
take	took
fall	fell
play	played
prepare	prepared

Task 5

Key: A 1 visited 2 invited 3 laughed 4 wanted
B 1 ate 2 went 3 read 4 lost

Task 6

Key: 1 My sister didn't go to school on Monday. 2 Why did Belinda come home so late last night? 3 We didn't repair our car after the accident. 4 Did you buy a present for your friend yesterday?

Task 7

Ask a volunteer to read aloud all the words before your pupils start doing this task.

Key: people: instructor, explorer, soldier, painter, composer,
TV programmes: the news, soap opera, sitcom, documentary, cartoon,
places in town: bakery, mall, garage, theatre, surgery
illness: measles, sore throat, runny nose, cough, toothache
weather: foggy, snow storm, windy, cloudy, rainy

Task 8

The aim of this task is to practise spelling.

Key: cried, tracksuit, bandage, headache, activities, sandwiches, hammer, village, matches, sweater, emergency, poisonous

LESSON 16

SOLAR SYSTEM

Pages: 98-102

Objectives:

- > to talk about our planet
- > to raise awareness of the state our planet is in now
- > to compare things and places (orally and in writing)
- > to write and say the date
- > to write a birthday invitation
- > to introduce and practice Comparative of adjectives (long and short)
- > to expand and practice the use of prepositions (in+month, on+date, before, after)
- > to expand and practice vocabulary (planets in the solar system, months of the year)

Suggested teaching time: 4-5 lessons

Step I BEFORE YOU START

- 1 To introduce the topic, bring in the class the picture of a solar system and ask your pupils if they know what is in the picture. Introduce the concept of SOLAR SYSTEM and write it on the blackboard. Next, ask the pupils if they can name any of the planets. Point to the planet they mention in the picture, or ask a volunteer to point it for you. They will probably have some problems pronouncing correctly some of the planets. Therefore, read them aloud and ask your pupils to repeat after you.

A note to the teacher: Is Pluto a Planet or Not?

The criteria that the IAU (the International Astronomical Union) wanted every celestial body to meet were:

- The body must have its orbit around the Sun.
- It should be spherical by the merit of its own gravitational force. Meaning, its gravity should be able to pull itself into a shape which is spherical.
- It should be the biggest, most gravitationally

dominant planet in its own orbit.

The IAU ruled that Pluto doesn't qualify the third criterion and it does not qualify as a planet. So unfortunately for Pluto and its founder, Clyde W. Tombaugh, **Pluto is NOT a planet. It is now officially a 'dwarf planet'.**

- 2 Ask the questions in task 1 in the Pupil's Book. In this way you will not only revise the pronunciation of the planets, but also ordinal numbers.
- 3 Do tasks 1 and 2 in the Workbook. Ask your pupils to try to do this task without looking at the Pupil's Book. After having done the exercise, pupils can check their answers in their Pupil's Books.

Step II I'M SAD AND WORRIED

- 1 Read aloud the questions from task 2 in the Pupil's Book. Play the recording and ask the pupils to listen for the answers to the questions. At this point pupils should not look at the tape script, so ask them to cover it.

Check the answers by asking individual pupils.

- 2 Task 3 in the Pupil's Book is actually a short summary of the whole interview. Pupils read the text and supply the missing words individually.

Check the answers by asking individuals to read aloud the sentences.

- 3 Work on the text and explain the vocabulary you think your pupils do not understand (celebrate, orbit ...)
- 4 Pupils read aloud the interview in roles.
- 5 Divide your class in two groups. A volunteer from group A picks a sentence from the interview and translates it into their mother tongue. A volunteer from group B finds the English sentence in the text and reads it aloud. The two groups take turns translating and finding the sentences. Turn this activity into a competition.
- 6 Do task 3 in the Pupil's Book (p.56) as a pair work activity. Each pupil chooses three questions at random and they ask each other these questions. But before they get down to work, go through the questions with the whole class to check if they understand all the questions.
- 7 Ask your pupils to think of all the things they would ask planet Earth if they could interview it. Do it as a brain storming activity. Accept all their

LESSON PLANS

questions, even the funny ones. Write all their questions on the blackboard.

Pupils can now work in pairs and make up their own interview with the Earth. One pupil asks the questions (using the ideas from the blackboard) and the other pupil answers.

Volunteers can act it out in front of the class.

For homework, pupils can choose 5 questions from this task 3 in the Pupil's Book (p. 99),

- 8 To raise their consciousness of the need to protect our planet, ask:

Are you a friend of the Earth?

What do people do to hurt the Earth?

How can we protect our planet?

Using the knowledge they have acquired so far, pupils will probably want to say a lot, but they will be restricted by the language. Therefore, help.

Through this short discussion you can introduce some of the vocabulary you will need in the next task: *plastic bottles, recycle paper, paper tissue, handkerchief*.

- 9 Do task 3 in the Workbook. Go through all the questions with the whole class to make sure they understand them all. Only then can pupils do the task individually.

Comment their score.

Step III LANGUAGE CORNER

Comparative is the language structure which is a novelty for your pupils. Therefore, deal with it slowly. Try to elicit as much from your pupils, let it be their deduction rather than your teaching.

- 1 Write on the blackboard the word **adjectives** and ask them what this word means. Then tell your pupils to tell you all the adjectives they can think of. Write them down on the blackboard, but in such a way that you separate short adjectives, long adjectives and adjectives ending in -y. At this point leave out *good* and *bad*.

Explain to your pupils why you have separated the adjectives in these groups. Only explain how we know an adjective is short or long. Do not introduce comparative form.

- 2 Pupils do task 4 in the Workbook individually. Make sure they understand the meaning of these adjectives. Say the adjective in their mother tongue and pupils will tell you the English equivalent from the list.
- 3 To introduce the concept of comparative choose two pupils from your class and ask them to

come to the blackboard. Start comparing them using the comparative form of some common adjectives. Write a few sentences on the blackboard and point your pupils attention to the form of the adjectives.

- 4 Study the table COMPARATIVES in the Pupil's Book (p. 100) with your pupils. Explain what comparative is so they can understand the concept. Ask the volunteers to translate the sentences and point to the difference in meaning between the pairs of sentences. (eg. *Saturn is fast but I am faster*.) Ask if they can figure out what happens with short/long adjectives – if there is a pattern. Point out how we form the comparative.

- 5 Do tasks 5, 6 and 7 in the Pupil's Book as suggested in the book. Always check by asking individual pupils to read aloud the answers.

Tasks 5 and 6 from the Workbook can be done for homework.

Step IV MONTHS AND DATES

- 1 Do the listening task 8 in the Pupil's Book to refresh the months of the year (which your pupils have already met before).
- 2 Play a **drop out game**. At random say a month of the year in their mother tongue. The pupil who doesn't give you the correct English word drops out.
- 3 Pupils individually do task 9 in the Pupil's Book. Check by asking individuals to read the sentences aloud. Point your pupils' attention to the REMEMBER box and the use of the preposition IN with months.

Ask several pupils: *When is your birthday?*

- 4 Write on the blackboard today's date and elicit from them the pattern for writing the date (ordinal number+month+year).

Write down a few dates and ask volunteers to come to the blackboard and write them down.

For example: *3/11/2008* "3rd November 2008"

Use the dates on the blackboard to teach your pupils how to read dates correctly.

- 5 Pupils do task 10 in the Pupil's Book individually. Circulate and check their work. Ask individuals to read aloud these dates.
- 6 Task 11 in the Pupil's Book is a brain teaser. Therefore, pupils should do it individually and compare their answers.

Key: Mike's birthday is on 25th March.
Cathy's birthday is on 22nd December.
Pete's birthday is on 15th January.
Linda's birthday is on 6th November.

- 7 Point your pupils' attention to the REMEMBER box and the use of the preposition ON with a date.

Ask a few pupils: *When is your mother's/father's/sister's brother's birthday?*

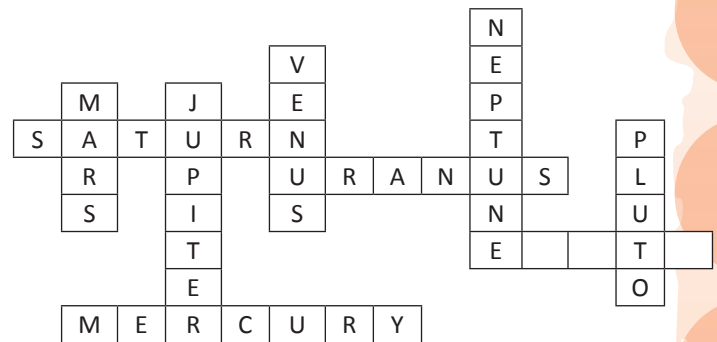
Tasks 7 and 8 in the Workbook can be assigned for homework

I WANT TO KNOW MORE

- This section is intended for pupils who you think can do more language work.
- 1 Ask your pupils how they usually invite their friends to their birthday party.
- Ask: *Do you give your friend a birthday invitation?*
Do you call your friend on the phone?
Do you send a text message?
Do you send an e-mail?
- 2 Task 9 in the Workbook provides a model for writing a birthday invitation. Pupils can do the task individually.
- 3 Do task 10 in the Workbook. Tell your pupils to imagine they are having a big birthday party this weekend. Tell them to write their own party invitation.

WORKBOOK ANSWER KEY

1



- 2 4th, 5th, 8th, 6th, 3rd, 9th, 2nd, 1st, 7th

- 3 Individual answers.

- 4 SHORT: naughty, pretty, tidy, bossy, kind, funny, lazy, clever, aggressive, shy, rude, boring, sporty, selfish, quiet, brave, weak, strong
LONG: intelligent, curious, polite, helpful, patient, dangerous

- 5 The answers depend on personal opinion.

- 6 1 tastier 2 bigger 3 longer 4 more dangerous
5 colder 6 deeper 7 more expensive

- 8 heavier

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

- 8 25th December, 31st October, 1st April, 21st March, 23rd September

- 9 name, birthday party, 22nd April, 6 p.m., 3 Solar System Road, CDs, 2270 4330

LESSON PLANS

LESSON 17

OUR PLANET

Pages: 103-107

Objectives:

- > to listen to and understand a quiz show
- > to read and understand a text about amazing facts
- > to expand and practice vocabulary related to geographical features
- > to introduce and practice Superlative of adjectives (long and short)
- > to talk about classmates
- > to expand and practice vocabulary related to countries and languages

Suggested teaching time: 3-4 lessons

Step I BEFORE YOU START

- 1 To reinforce the vocabulary related to geographical features do task 1 in the Pupil's Book.

Read the words aloud and ask your pupils to do the task individually.

Next play a memory game with these words.

- 2 Do the following group work activity: For each geographical feature each group needs to come up with as many actual places on Earth. Limit the time. Naturally they will know how to say these only in their mother tongue. Therefore, when you check the work of all the groups, as they name the places in their mother tongue, you say them in English. Of course, you cannot expect them to memorise these names in English, but this exposure to the names of geographical locations in English will most certainly be useful.

Step II IT'S QUIZ TIME

- 2 Write on the blackboard the names of some quiz shows that your pupils can currently watch on TV ("Millionaire" "The Weakest Link"...). Translate if necessary. Ask them what these are and introduce the word QUIZ SHOW.

- 3 Ask your pupils about their opinion about quiz shows.

Introduce the words: CONTESTANT, QUIZ SHOW HOST, CAMERAS, AUDIENCE, STUDIO, WINNER.

- 4 Prepare your pupils for the listening task by reading the introduction to the listening.

Also, go through the sentences in task 1 in the Pupil's Book to check if all the pupils understand them.

- 5 Play the recording once or twice. Meanwhile your pupils will do task 2 in the Pupil's Book individually.

Check their answers by asking individual pupils to read.

Tapescript: See *Pupil's Book* p. 134

Key: 1 T 2 T 3 F 4 F

- 3 Play the recording again. Pupils do task 3 in the Pupil's Book individually. Before playing the recording, give them time to go through the sentences. Explain any words that may need explaining.

Key: 1 a 2 b 3 b 4 a 5 a 6 b

Pupils can do task 1 in the Workbook in smaller groups in class or for homework.

Step III AMAZING FACTS

The reading text in task 5 in the Pupil's Book has a number of words that your pupils may not understand (*almost, sink, bottom, spots, hasn't rained...*) Do not burden your pupils with these words as long as they understand the overall meaning. This is just an informative text the purpose of which is to expose pupils to the new structure.

- 1 Tell your pupils to read the text in the Pupil's Book and do task 5. Limit the time for the **first reading**. Advise your pupils to ignore the fact that there is a choice of two words in each paragraph for now.

Check by asking individual pupils to read aloud the answers.

- 2 For the **second reading** allow more time. Pupils must circle the correct words to get a meaningful paragraph.

Before the second reading call out the adjectives in bold (in their neutral form) and ask pupils to say their meaning. Write these words on the blackboard (in neutral form in their mother tongue) and check if they can name them in English.

Check by asking pupils to read aloud paragraph by paragraph. Explain some vocabulary if necessary.

Key: the deepest, the most popular, the most poisonous, the driest, the laziest

- 3 Ask your pupils not to look at the book and ask a few questions about the text they have just read.

Where is the deepest water in the world?

How long does it take for the ships to sink there?
etc.

- 4 Do task 2 in the Workbook.

Step IV LANGUAGE CORNER

Superlative is the language structure which is a novelty for your pupils. Once again, try to elicit as much from your pupils, let it be their deduction rather than your teaching.

- 1 Write on the cards all the superlatives from the text on page 105 in the Pupil's Book (the lowest....).

Put them on the blackboard and group them:

<i>the deepest</i>	<i>the driest</i>	<i>the most popular</i>
<i>the wettest</i>	<i>the laziest</i>	<i>the most interesting</i>
<i>the driest</i>	<i>the funniest</i>	<i>the most aggressive</i>

Ask your pupils what each group of adjectives has in common (the...-er/ the...ier/ the most ...) and explain why.

- 2 Study the table SUPERLATIVES in the Pupil's Book (p. 106) with your pupils. Explain what superlative is so they can understand the concept. Ask the volunteers to translate the sentences. Once again point out how we form the superlative.
- 3 Do tasks 7 and 8 in the Pupil's Book as suggested in the book. Always check by asking individual pupils to read aloud the answers.

Assign tasks 3, 4 and 5 in the Workbook for homework.

Step V MY TIME TO SPEAK

- 1 First, pupils individually complete the table in task the Pupil's Book expressing their own opinion.

Next, divide the class into groups of 6-8 pupils. One pupil starts the discussion by expressing his/her opinion. The others express their agreement or disagreement (using the model suggested in the book). They should explain why they agree or disagree.

Circulate and monitor, but do not interrupt pupils' fluency.

I WANT TO KNOW MORE

- This section is intended for pupils who you think can do more language work.

- 1 To revise the names of the countries in English, play a game. Invite two pupils to play a dual. They name the countries until one of them can't think of any more.

At this point you can introduce some more countries, particularly the ones from task A in the Pupil's Book (p. 107) that haven't been mentioned so far.

- 2 Do task B in the Pupil's Book. Play the recording and pupils must match the country with the language spoken there.

- Check their pronunciation by asking them to read the pairs of words aloud.

WORKBOOK ANSWER KEY

- 1 continents: Europe, Antarctica, Africa
countries: Croatia, Russia, China,
cities: London, the Vatican City, New York
oceans: the Atlantic, the Pacific, the Indian
rivers: the Mississippi, the Amazon, the Nile
deserts: the Sahara, the Atacama
animals: chimpanzee, cheetah, frog, snake
- 2 high mountain, tall tree, deep ocean, long river,
low temperature, popular sight, intelligent
animal
- 3 the tastiest, the most difficult, the shortest, the
most expensive, the dirtiest, the most helpful,
the biggest
- 4 1 the most boring 2 the most interesting 3 the
fastest, the clumsiest 4 the most popular
5 the wettest 6 the happiest 7 the shortest
8 the longest
- 5 Pete is the fastest. Josh is the slowest. Nigel is
the most hard-working. Mike is the laziest.

LESSON 18

THE WINNER IS BACK

Pages: 108-111

Objectives:

- > to practice listening and reading for specific information
- > to introduce and practice comparative and superlative of the adjectives *Good, bad, much and many*
- > to revise and expand vocabulary: animals
- > to practice plurals with emphasis on spelling
- > to introduce irregular plurals
- > to understand the difference between adjectives ending in -ing and -ed
- > to learn a traditional song

Suggested teaching time: 2-3 lessons

Step I LISTENING AND READING

- 1 Write on the blackboard the word PARTY. Ask your pupils to tell you all the things you need for a party (balloons, music...). Write these words on the blackboard, too.

Introduce the word BANNER.

- 2 Also introduce the types of parties. Pupils look at the list in task 1 in the Workbook And translate. They do this task individually.
- 3 Refer back to the quiz in Lesson 17.

Ask: *Who is the winner of the quiz "What a wonderful world!?" (Nigel)*
How old is he? (11)
Whose classmate is he? (Tom's)

- 4 To prepare your pupils for listening, point your pupils' attention to the illustration on page 106 in the Pupil's Book. They describe the picture and translate the banner.
- 5 Read the questions in task 1 in the Pupil's Book and check if everyone understands them. Then

play the recording. Pupils listen and find the answers to these questions. At this point ask them to cover the text .

Check by asking individual pupils to answer the questions.

- 6 Do task 2 in the Pupil's Book as a reading task. If you have a stronger class do it as a listening task.

Check the answers by asking individual pupils to read the correct version of the sentences.

- 7 Let the pupils listen to the recording once again with their books open. Tell them to raise their hand if there is something they do not understand. In that case, stop the recording and explain.

- 8 Pupils read aloud in roles.

- 9 Explain when the song "For he's a jolly good fellow" is usually sung and practice singing it with the whole class.

A note to the teacher:

.....
 "For He's A Jolly Good Fellow" is a song which is sung to congratulate a person on a significant event, such as a retirement, a promotion, a birthday, the birth of a child, or the winning of a championship or a sporting event.

Task 2 from the Workbook (p. 50) can be done for homework.

Step III LANGUAGE CORNER

- 1 Study the table on page 107 in the Pupil's Book with the whole class. Say that GOOD, BAD, MANY AND MUCH are different from other adjectives and explain why.
- 2 Ask your pupils to underline all the examples of the words from the table (comparative and superlative of good and bad) in the text on page 106. Check if they understand the meaning.
- 3 Pupils do tasks 3 and 4 in the Pupil's Book individually. Check their answers by asking individual pupils to read.

Task 3 and 4 in the Workbook can be done for homework.

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

- 1 Divide your class in several groups. Give each group a big piece of paper. The groups will compete which of them will write down more animals correctly. Limit the time to 5 minutes.

After 5 minutes, take the papers and redistribute them so that the other groups may check with your help. They give 1 point for every word and another point for every correctly spelt word.

- 2 Pupils look at the list of animals in task A in the Pupil's Book (p. 110) and underline the animals they recognise. Explain the words they do not know.

- 3 Play **bingo** to reinforce the new vocabulary. Pupils choose 8 animals and write them down in their notebooks. You call out the animals in their mother tongue and they must cross out the English equivalent if they have it.

- 4 Do tasks B in the Pupil's Book suggested in the book.

- 5 To practice further the use of comparative and superlative of all adjectives as well as the new vocabulary, do task 7 in the Workbook. There are many possible answers. Therefore, your pupils should do this task individually.

When you check your pupils' work elicit all the possible answers.

Tasks 5 and 6 in the Workbook can be done for homework.

- 3 Do task 7 in the Pupil's Book with the whole class.

- 4 Pupils do task 8 in the Workbook individually. Ask volunteers to read aloud so that everyone can check.

WORKBOOK ANSWER KEY

- 1 a fancy dress party, a New Year's Eve party, a surprise party, a birthday party, a tea party

- 2 surprise, banners, proud, quiz, fellow, cameras, blackboard, answer, present, amazing,

- 3 1 the best 2 the worst 3 better 4 worse 5 the worst 6 best

- 4 1 more 2 the best 3 many 4 worse

- 5 ant, bee, cheetah, dog, elephant, fish, giraffe, horse, iguana, jaguar, koala, lion, monkey, nightingale, octopus, quail, rabbit, snake, tiger, u-, wolf, yak, zebra

- 6 1 koala 2 pig 3 cow 4 elephant 5 dog 6 rabbit 7 bee 8 zebra 9 mosquito 10 whale 11 giraffe 12 gorilla 13 cheetah 14 butterfly

- 7 1 the biggest 2 more hard-working 3 more poisonous 4 faster 5 uglier 6 the nicest 7 slower 8 the wisest 9 the best 10 the strongest

- 8 1 exciting 2 excited 3 tired 4 tiring 5 embarrassed 6 embarrassing

Step IV PLURAL OF NOUNS

- 1 Study the LOOK box on page 109 in the Pupil's Book. Explain the plural form and explain the irregularities.

- 2 Do task 5 in the Pupil's Book with the whole class.

Step V BORING OR BORED

- 1 To introduce the difference in meaning between adjectives ending in -ing and -ed, ask your pupils to read and translate the short dialogue in task 6.

- 2 Explain the context in which you use these adjectives. Give some examples which you can preferably illustrate with pictures.

LESSON 19

MUSIC PROJECT

Pages: 112-116

Objectives:

- > to write text messages
- > to talk and ask about one's abilities
- > to ask for permission
- > to read for specific information
- > to practise and expand use of the modal verb **can**
- > to introduce and practice the use of adverbs of manner
- > to introduce and practise new vocabulary (musical instruments)

Suggested teaching time: 2-3 lessons

Step I TEXT MESSAGES

- 1 In a magazine, find a picture of the latest model of a mobile phone. Do not show it to your pupils, but ask them to guess what is in the picture. Tell them that you will only answer with YES and NO.

Pupils' questions should aim at guessing what is in the picture:

Is it something big?

Is it an animal?

Is it a thing? Etc.

When they guess, display several magazine cut-outs of mobile phones and ask them to pick the one they like best. They must explain why. Ask if they have a mobile phone and how often they use it. Also ask if they send txt messages to their friends.

- 2 Pupils do task 2 in the Pupil's Book individually. Check by asking individual pupils to read the text messages in the logical order.
- 3 Comment on the way people write text messages (short, simple...).

Do task 1 in the Workbook. First, elicit all the possible answers and then ask the pupils to write answers to the messages. Circulate and monitor to see if they spell the words correctly.

Step II LISTENING AND READING

- 1 To set the atmosphere for the next step, ask the pupils why the girls are going to get together today at five.
Explain to your pupils that they are going to find out what happens next.
- 2 First, pupils read the questions in task 2 in the Pupil's Book and thus get ready for listening.
- 3 Play the recording. Pupils just listen for the answers and don't look at the text.
- 4 Check by asking individual pupils to answer the questions from task 2.
- 5 Pupils read the text in the Pupil's Book and do task 3.
- 6 Pupils read the text aloud in roles. Explain all the new words and expressions (wheelchair, choir, dodge ball, get down to work...).
- 7 Do task 2 in the Workbook now or assign it for homework.

Step III LANGUAGE CORNER

- 1 To prepare your pupils for the new structure, do task 4 in the Pupil's Book. This task is at the same time revision of the previous material and an introduction to the study of the new target structure – the modal verb CAN to express ability.

To introduce an element of fun and to foster the TPR approach, do the following: Play some music. While the music is playing, an object circulates from pupil to pupil. When the music stops, the pupil who is holding the object must make a true sentence about Mia, looking at the table in task 4.

- 2 Pupils do task 5 in the Pupil's Book individually. Check by asking the pupils to read aloud. Analyse the table with your pupils and explain the form (affirmative, negative, questions and short answers) and the use of the modal verb can.
- 3 Pupils do task 6 in the Pupil's Book individually. Check by asking individuals to read aloud.
- 4 Task 4 introduces another function of the modal verb CAN – asking for permission.

Pupils do the matching individually. Ask pairs of pupils to take turns and read aloud these four dialogues.

Explain the meaning of CAN in these dialogues.

- 5 Pupils do task 5 in the Workbook in small groups. In this way, they will probably brainstorm more ideas.
- 8 Do task 8 in the Pupil's Book with the whole class. Make sure they understand the difference between can as *mogu* and can as *smijem li*.

Assign tasks 3 and 4 in the Workbook for homework. Go through these two tasks with your pupils, particularly task 4 because your pupils can only guess the answers and they will surely want to know what the right answers are.

Step IV HOW DO WE DO THINGS?

- 1 Write on the blackboard the following words: BEAUTIFULLY, ANGRILY, HAPPILY, SLOWLY.
Mime an activity in the manner of one of the adverbs on the blackboard. However do not say the adverb. Ask your pupils to finish your sentence with one of the words from the blackboard.
For example: *I am walking (SLOWLY)*
Continue as long as there are adverbs you haven't used up.
 - 2 Point to the words on the blackboard and explain to your pupils that this is the way we say how we do something. Provide an explanation in your mother tongue as well. Ask them how they call these words in their mother tongue.
 - 3 Study the LLk box on p.113 with your pupils and point to the words :fast and well.
 - 4 Do task 9 with the whole class.
- Suggested homework: Workbook, tasks 6 and 7

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

MUSICAL INSTRUMENTS

- 1 Stick the pictures of musical instruments on the blackboard and ask your pupils if they can name any. Introduce those they can't name.
- 2 Play the recording and ask you pupils to point to the instruments they hear mentioned.
- 3 Play the game What's missing? with these words. Pupils shut their eyes and you remove one or two pictures. They say what is missing.
- 4 Remove all the pictures from the blackboard and ask your pupils to name all the instruments

they can remember. Write down these words, but leave out the vowels.

For example: TR _ _ NGL _

Ask your pupils to copy the words into their notebooks, but with all the letters. When they finish, they can do the self-check.

- 5 Do task10 in the Pupil's Book as suggested in the book.
- Task 3 answers: 1 the piano 2 the accordion 3 the guitar 4 the violin 5 the banjo 6 the flute 7 the trumpet 8 the drums
- The crossword puzzle in task 8 in the Workbook can be done for homework or as a follow-up.

WORKBOOK ANSWER KEY

- 1 Possible answers: Nothing. /Task 3 in the workbook.
I'm happy for you. / Lucky you.
Of course. / Sorry, I have volleyball training.
Thanks.
- 2 friend, different, wheelchair, basketball, team, alone, school, choir, stories, magazine
- 3 Individual answers.
- 4 1Yes, they can. 2 No, it can't. 3 No, it can't.
4 Yes, it can. 5 Yes, we can. 6 Yes, they can.
7 Yes, it can. 8 No, they can't. 9 Yes, they can.
10 Yes, they can.
- 5 1 Can I go out? 2 Can I go to the cinema? 3 Can I play the guitar?
- 6 1 careful-carefully 2 angry-angrily 3 beautiful-beautifully 4 fast-fast 5 slow-slowly 6 good-well
- 7 1 good 2slowly 3 happily 4 polite 5 well 6 easily
- 8 1 drum 2 triangle 3 synthesizer 4 accordion
5 piano 6 violin 7 guitar 8 flute 9 trumpet

LESSON 20

THE BEST CAKE EVER

Pages: 117-123

Objectives:

- > to expand and introduce new vocabulary related to food
- > to listen and understand a recipe
- > to write a simple recipe
- > to practice expressing obligation and prohibition by using the modal verbs must/mustn't
- > to talk about table manners
- > to understand the way result is expressed
- > to talk about eating habits

Suggested teaching time: 3-4 lessons

Step I BEFORE YOU START

- 1 Bring to the class some pictures of food and drinks and stick them on the board. Put a letter next to each picture.

Ask your pupils if they are hungry/thirsty and which of the things on the board they would like to eat/drink. They can say the letter which is next to the picture if they lack sufficient vocabulary. Comment the picture. Say: *Let's see what we've got here. A pizza with cheese, salami...* In that way you will expose your pupils to a lot of vocabulary related to food.

Invite volunteers to the blackboard, call out the food/drink words from the pictures and ask them to point to the right picture.

- 2 Do task 1 in the Pupil's Book.
Read aloud all the words and pupils will do the matching.
To check, call out the numbers and pupils will say what it is.
- 3 Pupils express their preferences by doing task 2 in the Pupil's Book.

Step II CHEL LE PIERRE'S MUFFINS

- 1 To prepare your pupils for the listening task, ask them if they like eating cakes. Stress that the word CAKE can mean both kolač and torta.

Then ask: *What ingredients does your mother usually need to make a cake?*

To answer your question pupils can go back to the pictures on p. 117.

Continue introducing vocabulary they will need for the listening task by asking more questions.

Elicit vocabulary like: A CUP OF..., MIX, BAKE, ADD, DEGREES C.

- 2 Pupils listen to the recording. It is an extract from the TV show in which chef Le Pierre is giving instructions to kids how to make muffins.

Explain that muffin is a typical American chocolate cake.

Your pupils' task is to listen and complete the recipe in task 3 in the Pupil's Book with the missing words. They can find all the words in task 1.

Tapescript: See Pupil's Book, p. 134.

Key: butter, flour, chocolate, eggs, sugar, 30-40 min.

Check by asking individual pupils to read the entire recipe.

- 3 Do task 4 in the Pupil's Book (p. 108). Pupils will share their "culinary" experiences.

Help by asking questions and introduce some sequence adverbs:

Do you have a special recipe?

What ingredients do you need?

What do you do FIRST / THEN / AFTER THAT / FINALLY?

Suggested homework: Tasks 1 and 2 in the Workbook.

Step III A SURPRISE

- 1 Write the questions from task 4 in the Pupil's Book on the board and read them aloud. Tell your pupils to listen to the recording and answer these questions.
- 2 Pupils read the dialogue on page 117 and do task 5 in the Pupil's Book.
- 3 Pupils read the dialogue aloud in roles. Make sure all the vocabulary is clear to your pupils. The sentences from this task are guidance to a successful oral report.
- 4 Pupils do task 3 in the Workbook individually.

Step III PRESENT PERFECT

You can notice that this section contains the Present Perfect tense. However, this section of language focus should be taught at lexical level only.

- 1 Pick several sentences containing Present Perfect from the dialogu on p. 119. Translate sentence by sentence into your mother tongue and ask your pupils to find the matching English sentence. This way you will make it clear what the meaning of the new structure is.
- 2 Study the LOOK box on p. 120 to explain the form.2 Do task 6 in the Pupil's Book. Pupils first study the table and then complete the sentences below the table with the missing subject, which they can find in the table.
- 3 Ask your pupils to translate sentences from task 6 to make sure they understand what this new structure means.
- 4 To personalise the use of the new structure, do task 7 in the Pupil's Book as suggested in the book.

Tasks 4 and 5 in the Workbook can be done for homework.

I WANT TO KNOW MORE

This section is intended for pupils who you think can do more language work.

WHAT WE EAT AND DRINK

- 1 Ask your pupils what the main meals of a day are. Ask the volunteers to write these words on the blackboard.
Analyse the list in task A in the Pupil's Book and check if your pupils understand all the words. If not explain all the necessary vocabulary. To reinforce the vocabulary play some vocabulary games.
- 2 Pupils to sort out the words in task A.
- 3 Pupils write one more list for supper using their own ideas.
- 4 Do task B with the whole class orally. After that pupils can write a report into their notebooks.

4 PROJECT IDEA:

Ask pupils to bring to the class magazine cut outs or pictures of different food and drinks. Prepare large pieces of paper. Divide you class in groups and give them the following task: they draw their own mind map of food or drinks and illustrate them by sticking the pictures and cut outs next to the words. Circulate

and help since they will ask for some new words to put in their mind maps. You can display their work.

Step IV LANGUAGE CORNER

- 1 To introduce modal verbs MUST / MUSTN'T pick the sentences which contain them from the dialogue on page 119 in the Pupil's Book. Write these sentences on the board but leave out the modal.

We _____ do something to surprise her.

We _____ put any salt.

Ask your pupils to supply the missing words.

Pupils translate the two sentences.

- 2 Study the MUST/MUSTN'T table in the Pupil's Book on page 120 with your pupils.
- 3 Do task 12 in the Pupil's Book orally. Pupils need to complete some common rules for table manners with must or mustn't.

This task is much more than a mere practice of the modal verbs. It opens a door to a discussion on table manners but also polite manners in general. Pupils comment each sentence and add some more rules they can think of.

To broaden this topic you may invite your pupils to write some rules for the following: theatre manners, school manners, etc. Do it as a group work activity. On a bigger piece of paper pupils write their ideas and then present them to the rest of the class.

Suggested homework: Workbook, task 6.

WORKBOOK ANSWER KEY

- 1 salt, sugar, bread, flour, eggs, cheese, meat, vegetables, fruit, butter, chocolate, jam, honey, yoghurt, ham, sandwich, rice, salad, dessert, chicken, spaghetti, cake, steak, fish
- 2 4, 6, 2, 1, 5, 3
- 3 birthday, cake, Muffins, butter, sugar, chocolate, flour, minutes, shoe, surprise, kitchen, guests
- 4 1 has found 2 has written 3 have made 4 have met 5 have opened 6 has built
- 5 1 My parents have never been to America.
2 Jack has just received a letter from Jill. 3 We have just finished our breakfast. 4 Tom hasn't invited the whole class to his birthday party.
5 Have you read the book? 6 We haven't eaten anything. 7 Has Jessica told you the truth?
8 The Smiths have never visited us.
- 5 1 must 2 mustn't 3 must 4 mustn't 5 mustn't
6 must 7 must 8 must

LESSON PLANS

SKILLS FOCUS

LESSON 11-15

Pages: 124-125

Objectives:

- > to reinforce the basic language skills (reading, listening, speaking and writing)
- > self-evaluation

Suggested teaching time: 1-2 lessons

READING

Before reading, ask your pupils if they know anything about cheetahs. Then pupils read the text and do the task: true or false.

Pupils compare the fact from the blackboard and the text.

Key: 1 true 2 false 3 true 5 false

LISTENING

Before listening explain the task to your pupils and give them a few minutes to read the contents of the task. Play the recording twice. First time your pupils try to figure out the girls' names. The second time they listen and check.

Tapescript:

Look at these four girls. They are all 11 years old. Carol is the oldest. Her birthday is in January. She is also taller than Betty and Jessica but she is not the tallest. Stephanie is. All the girls are good at dancing but the best dancer is the thinnest girl. Her name is Jessica. Carol is tidier than Betty but Betty has got longer hair than Carol.

Key: Stephanie, Betty, Carol, Jessica

SPEAKING

This task should be organised as a class discussion.

WRITING

Pupils write the translation. Into their notebook.

NOW I CAN

This is a self-evaluation corner. Go through the sentences with the whole class and make sure they understand everything. Only then ask your pupils to work individually and to analyse their work and their achievements.

SELF CHECK 4

Workbook, p. 102–107

ANSWER KEY:

Task 1

Key:

	COMPARATIVE	SUPERLATIVE
old	older	the oldest
slow	slower	the slowest
hot	hotter	the hottest
happy	happier	the happiest
funny	funnier	the funniest
important	more important	the most important
friendly	more friendly	the most friendly
good	better	the best
bad	worse	the worst

Task 2

Key: A 1 shorter 2 funnier 4 more difficult
5 better 6 worse
B 1 the tallest 3 the happiest 4 the most
comfortable 5 the best 6 the worst

Task 3

Key: 1 the strongest 2 better 3 hungrier
4 more comfortable 5 the biggest 6 the worst

Task 4

Key: 1 the strongest 2 more interesting 3 the
laziest 4 the longest

Task 5

Key: 2 birds 3 flies 4 sheep 5 foxes 6 mouse
7 monkeys 8 policemen

Task 6

Individual answers

Task 7

Key: 1 can't, can 2 can, can't 3 can, can't
4 can, can't

Task 8

Key: 1 mustn't 2 must 3 must 4 must
5 mustn't

Task 9

Key: 1 has 2 have 3 have 4 Have 5 has 6 has
7 have 8 Have

Task 10

Key: Languages – English, German, Chinese,
Spanish
Months – September, January, June, March
Animals – fly, mosquito, wolf, grasshopper
Musical instruments – accordion, trumpet,
drums, flute
Food – steak, yoghurt, cereals, bread

Task 11

The aim of this task is to practise spelling.

Key: January, mountain, aggressive, dirtier,
bigger, garbage, February, butterflies,
beautifully, vegetables, wolves

HALLOWEEN – A HOLIDAY FOR CHILDREN

Pages: 126

Objectives:

- > to learn about customs and traditions in the English speaking countries
- > to expand vocabulary

Suggested teaching time: 1 lesson

- 1 Draw on the board nine empty lines.
Play hangman with your pupils. The word they have to guess is HALLOWEEN.
- 2 Go through the questions in task 1 in the Pupil's Book. See if they can give you any answers without having read the article.
- 3 Pupils read the article on page 124 in the Pupil's Book and supply the answers to the questions in task 1.
- 4 Pupils read aloud the article. Make short pauses between paragraphs to check if they understand all the vocabulary.
- 5 Pupils do task 2 in the Pupil's Book individually to check the vocabulary related to Halloween. Check by asking individual pupils to read their answers.
- 6 Invite your pupils to talk about Halloween. You say a word and they must make a relevant sentence about Halloween using that word. For example, you say CANDY and a volunteer says: Adults put candy in the children's basket.

CHRISTMAS

Pages: 127

Objectives:

- > to learn about customs and traditions in the English speaking countries
- > to expand vocabulary

Suggested teaching time: 1 lesson

- 1 Write on the board the word CHRISTMAS and ask your pupils to tell you all the words they associate with Christmas. Write down all their suggestions.
- 2 Introduce some more Christmas words, particularly the ones your pupils will find in the next task (the quiz). To do that, prepare some pictures.
- 3 Pupils do the quiz in task in the Pupil's Book individually. Go through all the questions once they have finished so they can check their answers.
Key: 1 T 2 T 3 F 4 F 5 T 6 T 7 F 8 T 9 F 10 T
- 4 Ask your pupils what they would like to get for Christmas.

Go through the letter in task 2 in the Pupil's Book. Elicit all the possible words to put in the letter.

Prepare as many pieces of paper in different colours in the shape of a Christmas stocking and give one to each of your pupils. Pupils write their letter to Santa using the model in the Pupil's Book. Display their work to brighten up your classroom.

VALENTINE'S DAY

Pages: 128

Objectives:

- > to learn about customs and traditions in the English speaking countries
- > to expand vocabulary

Suggested teaching time: 1 lesson

- 1 Write on the board the best known Valentine message, but leave out some words for your pupils to complete.

*Roses are ____, violets are ____,
honey is _____ and so are ____!*

If they find it hard to guess, supply some letters.

- 2 Elicit from your pupils what Valentine's Day is.
- 3 Pupils read the article about Valentine's Day on page 126 in the Pupil's Book and do task 1.
Check by asking individual pupils to read the answers aloud.
- 4 Talk with your pupils about how they feel about this day. Ask them if they are in love!

ENGLISH EVERYWHERE

Pages: 129

Objectives:

- > to encourage pupils to read
- > to develop and strengthen reading skills
- > to expand their knowledge of some English speaking countries
- > to recognise differences within the English language

Suggested teaching time: 2 lessons

- 1 Bring the map of the world or a globe to your class. Start off by asking your pupils if they can name the countries where people speak English. They will certainly know some. Invite the volunteers to show them on the map/globe.
- 2 Pupils read the short text about the English language, check their guesses and answer the questions.
- 3 In task 2 you can find a text about three countries where English is an official language. The aim is to prepare pupils to deal with texts which abound with information and to learn some basic facts about each of the countries.
Go quickly through all three web sites and ask:
What country is the first/second/third web site about?
Do you recognize any pictures on this web site?
- 4 Pupils read all three web sites at once and do task 2 in the Pupil's Book – tick the correct sentences.
Check by asking individual pupils to read the correct sentences only.
You can go through the incorrect sentences with the whole class and invite your pupils to correct them.
- 5 Pupils do task 3 in the Pupil's Book individually while reading the three texts for the second time.
Check by asking individual pupils to read the sentences aloud.
- 4 Pupils read the three texts aloud. Explain the new vocabulary.

LESSON PLANS

- 5 Write some key vocabulary from the previous texts on the blackboard at random:

Europe time zones Washington DC
Down Under cricket 4 countries soccer
\$ 50 Stars and Stripes
dingoes Aussie London
Canberra tea with milk £ uniforms
Cardiff continent winter

Tell your pupils they must get rid of all the words from the blackboard. They must make a true sentence using one of the words from the blackboard at a time. Each time they use up a word you wipe it off. Proceed until there are no more words on the blackboard.

- 6 Invite your pupils to make a short oral presentation of one of the three countries to their friends.

STEP BY STEP 5

приручник за наставнике енглеског језика за пети разред основне школе

ИЗДАВАЧ

БИГЗ школство д.о.о.

Београд, Булевар војводе Мишића 17/III

ЗА ИЗДАВАЧА

Мирјана Милорадовић

ЛЕКТУРА И КОРЕКТУРА

Валентин Томас

ЛИКОВНО-ГРАФИЧКО ОБЛИКОВАЊЕ

Ликовно-графичка редакција БИГЗ школства

ИЛУСТРАЦИЈЕ

Архива БИГЗ школства

ФОТОГРАФИЈЕ

Архива БИГЗ школства