

<p>Friends page 19</p>	
<p>Pre – reading activities</p> <p>Task 1: Write as many adjectives as you can with which you can describe the word FRIEND.</p> <p>If it is needed, your students may use a dictionary.</p> <p>Task 2: Give your students a list of adjectives (see worksheet 1) and ask them to choose those which describe features of a good friend. They can also make a list of features that describe a bad friend. Then they can discuss these words. The best way is to let the students explain the words in English (in a simple way).</p> <p>Task 3: Write some adjectives on the board. The task for your students is to write the opposite of each word. Then your students may make sentences from these words so they fix them and practise in more different ways.</p> <p>For example: friendly polite patient loyal generous tolerant talkative funny reliable clever</p>	<p>Task 2: The main speaker of the group will read the article aloud.</p> <p>Task 3: Each group will prepare a set of three questions which they will ask. So this task is aimed at comprehension of the article.</p> <p>Post – reading activities</p> <p>Task 1: Write the story about how you and your best friend met.</p> <p>Task 2: Homework: Ask your students to find some interesting stories about friendship on the internet. They should write a short description of each story.</p> <p>Task 3: Homework: Ask your students to find different stories of friendship in literature (for instance: Black Beauty, Lassie, Bella and Sebastian...). They should write a short description of these stories.</p>
<p>While - reading activities</p> <p>Divide your students into six groups. Each group will get one part of the article.</p> <p>Task 1: Groups will find the new vocabulary phrases from their part of the article. They will present and explain this new vocabulary (in</p>	

HELLO! 3/ 2019 Methodology Notes

English) to their classmates.

Greta Thunberg page 18

This may be a very hot topic for your students these days and you may agree that every little change counts.

So let's read this article, watch her speech with your students on the internet and do some activities, which will warm your students' hearts.

Activity 1:

Divide your students into four groups. Each group will prepare a presentation and present it to their classmates. The groups will have the following tasks:

Group 1: - to prepare and present a plan of how to recycle the waste in their classroom (classrooms at school). What is the cheapest and the easiest way to help cleaning ladies with the rubbish at school?

Group 2: - to prepare and present a plan of how to make a snack for school without using any plastic. How to eat healthy and how to buy food so we produce the least waste.

Group 3: - to prepare and present a plan of how to make the area around the school clean and healthy. Are there more trash cans needed? What about planting some trees around?

Group 4: - to prepare and present a plan of monitoring how student are commuting to school? Are they being dropped off by their parents every day or are they travelling by bus? Who is going to school by bike?

Activity 2:

Students will work in pairs. One of them will be the reporter who prepares questions for the interview with Greta Thunberg. The other student will be Greta and will be answering these questions.

You can decide whether this activity will be aimed at writing, so the students will write their questions and answers. Or it can be a speaking activity and your students can practise speaking skills.

Some pairs may present their interview in front of their classmates.

Activity 3:

Making posters saying how we can save our planet and environment.

You can let your students prepare slogans for these posters at home so they can look for interesting slogans for their posters on the internet.

Activity 4:

You can watch Greta Thunberg's speech on the internet and prepare a listening task.

For example, your students could fill in words to complete the sentences or to find the numbers she mentions in her speech etc.

4 Idioms you should know page 17	
<p>Let's practise more idioms:</p> <p>Look at the following idioms and ask your students to guess their meaning. Then you can read the sentences and fill them in with these idioms. Don't forget to check your answers.</p> <ul style="list-style-type: none"> • a blessing in disguise • a drop in the ocean • a piece of cake • actions speak louder than words • an arm and a leg • chip on his shoulder • it's a small world • jumping the gun (jumped) • once in a blue moon • over the moon <p>1. Getting my car fixed is going to cost me _____, as the engine has completely blown, but I have no choice. I need it for work.</p> <p>2. The flu I had a few weeks ago which prevented me from going on holiday with my friends was _____. They had a terrible time. Everything went wrong and it cost them a lot of money.</p> <p>3. I was in a café in Italy and amazingly I saw Paul from down the road there. _____</p> <p>4. Jan is finally getting a chance to go on the trip of a lifetime, a holiday to Australia! She was _____ when I spoke to her.</p> <p>5. Three pounds may seem like _____, but if everyone contributed that much we'd have thousands.</p>	<p>6. The government keeps talking about reducing poverty, but what do they ever do about it? Nothing! _____.</p> <p>7. I got a promotion at work, but all John did was make a joke about it. He has a real _____. I think he is just jealous.</p> <p>8. The interview for that new job was _____. They asked me really easy questions.</p> <p>9. The new Martin Scorsese film is out in cinemas. A film that comes out that I really enjoy and want to see happens _____, so I'll definitely go and see it.</p> <p>10. He _____ when he gave up his job to start university. Now he has found out he can't get a grant. (You might be confusing "jump the gun" with "chomping at the bit." Jump the gun cannot be used in continuous form, only past simple. Chomping at the bit means very excited to do something. Jump the gun means you did something prematurely 😊)</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. an arm and a leg 2. a blessing in disguise 3. it's a small world 4. over the moon 5. a drop in the ocean 6. actions speak louder than words 7. chip on his shoulder 8. a piece of cake 9. once in a blue moon 10. jumping the gun

<p>It' s harvest time page 16</p>							
<p>Do your students know how to make pumpkin soup? What about revising some cooking vocabulary? Let your students read the recipe and cooking method and translate it.</p> <p>Ingredients</p> <ul style="list-style-type: none"> ● 1/2 medium sized pumpkin ● 1/2 medium onion, chopped ● 1/4 cup cream ● 1-2 tbsp butter ● salt and pepper to taste ● Coriander leaves to garnish <p>METHOD</p> <ol style="list-style-type: none"> 1. Cut the pumpkin in half, remove the seeds. Peel and chop the pumpkin into small cubes. 2. In a saucepan, melt the butter and start frying the onions. When they soften, add the pumpkin cubes and continue to sauté till they start turning brown. 3. Now add 3 cups of water and season to taste. Let the pumpkin cook till completely soft - it'll start getting mushy. 4. Let the cooked pumpkin cool to room temperature before blending it into a puree. 5. Put the pumpkin puree in a pan and add the fresh cream. Allow it to boil on a low flame and then turn the heat off. Garnish with coriander leaves. 	<p>Activity 1:</p> <p>Ask your students to explain in English the following words:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">peel</td> <td style="width: 50%;">fry</td> </tr> <tr> <td>chop</td> <td>cool</td> </tr> <tr> <td>melt</td> <td>boil</td> </tr> </table> <p>What other words can be used for preparing food? Students can use dictionaries to look up the words which are connected with cooking (for example: grate, pour, etc.)</p> <p>Activity 2:</p> <p>Students will prepare the English version of their favourite recipe at home. They will write the Ingredients and directions in English. They will present their recipes to their classmates.</p> <p>Activity 3:</p> <p>Activate your students' vocabulary by dividing your students into groups. Each group will prepare food vocabulary from a certain category (fruits, vegetables, dairy, meat, pastries...)</p> <p>Activity 4:</p> <p>Students will prepare a whole restaurant menu in English (from starters, soups, main courses, and desserts to drinks)</p>	peel	fry	chop	cool	melt	boil
peel	fry						
chop	cool						
melt	boil						

Places that will scare you pages 14-15	
<p>Pre-reading activity</p> <p>Ask your students to think about why these places are scary? They can say as many ideas as they come up with.</p> <ol style="list-style-type: none"> 1. Nagoro – A doll village 2. The Church of Bones 3. Whitby <p>They can write short stories about these places, in which they explain why these places are scary.</p> <p>Then the students can read the article so they find out the real reasons these places are scary.</p> <p>Post-reading activities</p> <p>Activity 1:</p> <p>Students will make a comic connected with one of the three mentioned places.</p> <p>Activity 2:</p> <p>Students can divide into two groups and discuss each of these places. One group will present positive opinions about the place and the other group will oppose them.</p> <p>Activity 3:</p> <p>Students will write a short article about their own scary place (which doesn't have to exist). They should write:</p> <ul style="list-style-type: none"> - The name of the place - Where this place is - Why it is scary - What you can see there 	<p>Activity 4:</p> <p>The Day of the Dead is a special day celebrated on 1st and 2nd November every year in Mexico.</p> <p>Students can discuss what is special about this day in Mexico and how they celebrate it?</p> <p>Then they can read the following article:</p> <p>The Day of the Dead is celebrated in Mexico and other parts of Latin America. It is known there as Día de los Muertos. People who are from Mexico celebrate the festival in other countries as well. The festival is celebrated to remember loved ones who have died. It also helps people accept and deal with the idea of death. It takes place over two days, on November 1 and 2. On October 31, All Hallows Eve, children make a children's altar to invite the <i>angelitos</i> (spirits of dead children) to come back for a visit. November 1 is All Saints' Day, and the adult spirits come to visit. November 2 is All Souls' Day, when families go to the cemetery to decorate the graves and tombs of their relatives. The three-day fiesta is filled with marigolds, the flowers of the dead; <i>muertos</i> (the bread of the dead); sugar skulls; cardboard skeletons; tissue paper decorations; fruit and nuts; incense, and other traditional foods and decorations.</p> <p>Students can read more about The Day of Dead on the Internet. They can write down new vocabulary and translate it. Then they can discuss the difference between our All Saints' Day and The Day of Dead and express their opinion about which one they like more.</p>

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Worksheet 1 – FRIENDS – adjectives

kind

flexible

friendly

honest

reliable

sensitive

ambitious

pleasant

considerate

sociable

polite

tactful

thoughtful

wise

generous

helpful

sensible

rational

spontaneous

unselfish

witty