

HOT SPOT 1

Teacher's Book

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Introduction

Who is *Hot Spot* for?

Hot Spot is a four-level English course designed for **ten to fourteen-year-olds**. It addresses the needs of this age group and will take students from beginner to low-intermediate level. *Hot Spot* is designed to **bridge the gap** between the **upper primary and lower secondary sectors**. The course is designed with both the student and teacher in mind and gives continual tips and support to help teachers with today's **mixed-ability classes**.

What are the main aims of *Hot Spot*?

- To provide relevant, **stimulating, age-specific materials** that help sustain **students' motivation** and make the focus of the English lessons the students themselves
- To help students **remember the language** learnt in class
- To **encourage students** to take an active part in their English class by **providing opportunities** in every lesson for students to communicate about themselves and their own world
- To provide **culturally-rich content** about the world with a focus on the UK and other English-speaking countries

What are the components of *Hot Spot*?

- Student's Book with CD-ROM
- Activity Book
- Teacher's Book interleaved with Student's Book pages
- Test CD (at the back of the Teacher's Book)
- Photocopiable supplementary materials in the Teacher's Book
- Class Audio CDs
- Teacher's Resource Website

How is the Student's Book organized?

The teaching material is divided into seven theme-based modules.

Each module is sub-divided into six lessons:

- Three core **Language Input** lessons
- A core **Integrated Skills** lesson
- A **Review** lesson
- An optional **Extra Special** lesson which also includes a **Mini-Project**

There is an extra **Welcome Module** in Student's Book 1, for complete beginners.

What are the key features of the Student's Book?

- Traditional and transparent **grammar syllabus** with a gradual progression

- **Personalisation** of the material to help students use new language to describe themselves, classmates, family and friends
- A good balance of all **four skills** in each lesson
- A variety of **pronunciation** activities
- **Check your English** activity at the end of each lesson
- **Integrated skills** lesson with cross-cultural focus
- **Recurrent characters** to help engage students
- **Songs** and **games** in each module
- **Writing** and **Study Tips** in each module
- **Real English** highlights common expressions in dialogues
- **Remember!** reminds students what to watch out for in grammar practice
- **Welcome Module** for real beginners which can also be used as revision for false beginners

How can I decide if my students need to start with the Welcome Module?

The Welcome Module is designed for students who have had little or no previous exposure to English or for less-confident students who would benefit from a quick revision of what was learnt previously.

The Welcome Module is made up of three Language Input lessons and one Review lesson.

The Review lesson can be used as a diagnostic test to see whether your students should go straight on to Module 1 or whether they would benefit from first working through the Welcome Module. You can also use the Welcome Module Test on the Test CD as a more formal diagnostic test.

How many teaching hours are there in the Student's Book?

Hot Spot provides up to **90 hours of teaching per level**. This includes supplementary materials and ideas in the Teacher's Notes, the Activity Book, Photocopiable materials, the CD Rom and Grammar Reference section at the back of the Student's Book, as well as the Teacher's Resource website.

For teachers with fewer teaching hours per week, *Hot Spot* provides four core lessons per module (three language input lessons and an integrated skills lesson), making a total of **42 core teaching hours** in Student's Book 1, excluding the Welcome Module. Each *Hot Spot* lesson provides materials for two 45 minute lessons. These lessons are divided into Part 1 and Part 2 in the Teacher's Notes.

How much revision is in *Hot Spot*?

Each module of *Hot Spot* has a **Review lesson** which comprehensively revises and consolidates all language introduced in the Student's Book. There are ten pages of **further practice material** for each module in the **Activity Book** and the Teacher's Notes also provide additional ideas for revision.

How is Grammar covered?

One of the aims of *Hot Spot* is to make **grammar more accessible** for students. The organisation of the course makes it possible for grammatical areas to be broken up into small, manageable chunks enabling students to master one area before moving on to the next. **Grammar is always fully contextualised** in photos, pictures, dialogues and texts.

Grammar Spot boxes which highlight specific grammar points appear throughout the modules on the lesson pages. Furthermore the back of the Student's Book has a comprehensive illustrated **Grammar Summary**.

How is Vocabulary taught?

Hot Spot places a **strong emphasis on vocabulary**. The course aims to make the acquisition of new language easier for students by providing **illustrations** of most new words within the teaching material. These illustrations can be used by the teacher in Picture Search activities to pre-teach vocabulary or by the students to discover meaning without recourse to translation or explanation.

Vocabulary is **recycled** throughout the course and students are encouraged to use techniques such as word maps, collocation, association, imagery and memory games to help memorise new words.

How is the Teacher's Book organised?

- **Interleaved notes** Next to each Student's Book page there is a page of comprehensive Teacher's Notes providing teachers with step-by-step lesson notes and important additional information and ideas.
- **Photocopiable worksheets** with teaching notes for each lesson
- **Grammar summary** with answers
- **Activity Book** answer key
- **Tests** on a CD at the back of the Teacher's Book. There are tests for each module as well as a middle and end test. There are two versions of each test, **Test A** and **Test B**, which can be edited to suit individual classes.

What are the key features of the Teacher's Book?

- **Lesson Summary** which gives an overview of the grammatical and lexical aims of the lesson and references to additional activities in the Activity Book and in the Photocopiable Resource material
- Closed-book **Warm-up Activities** designed to motivate students at the start of each lesson
- **Teaching Tips** ranging from peer correction to memorisation
- **Mixed ability Activities** to help classes with students who finish quickly and also for those who need more support

- **Dyslexia Tips** with suggestions on how to help dyslexic students
- **Extra Activity Suggestions** to help support the activities in the Student's Book
- **Cultural** information
- **Tapescripts** for the listening material
- **Answers** to the activities in the Student's Book
- **Homework** suggestions
- Comprehensive teaching notes for the **Photocopiable worksheets**

What are the key features of the Activity Book?

- The *Hot Spot* Activity Book plays an important role in **consolidating and recycling the language** presented in the Student's Book.
- The Activity Book has a **Learning Diary** in every module, which can be used by the students independently to check if they have achieved all the learning objectives.
- For every module in the Activity Book there are **Fast finisher** activities designed to be used by students who have finished a task before other students in the class.
- Each module of the Activity Book has **Extra practice** activities designed to be used by students who need additional practice or by students who need to catch up after missing lessons.
- The Activity Book also has a **Story** which exploits the language learnt by placing it in a fun and engaging context.
- The Activity Book has a **Word List** organized in lexical sets, which can be used for further study and vocabulary revision.

How does *Hot Spot* tie into the Common European Framework (CEF)?

Hot Spot has clear links to the CEF with features such as:

- Various **writing tasks** which students can put to the **Language Portfolio**
- A wide-range of **speaking activities** which meet the **speaking skills requirements** (both production and interaction)
- **Mini-projects** in each module helping to develop **student autonomy and responsibility**
- **Specific Cross-Cultural and Interskills** lessons in each module
- **Self-assessment tools** in both the Student's Book and the Activity Book
- **Review Lessons** written using CEF "**Can do**" descriptors.

Upon completion of all 4 levels of *Hot Spot*, students can expect to be at CEF Level A1+.

Essential Hot Spot teaching tips

Starting the lesson

Develop a set of routine activities to allow students to settle and get ready for the new lesson. Start by taking the register. Getting students to confirm their attendance with a word from a given category, e.g. *animals*, different for each lesson, will provide a quick revision activity. After returning and correcting homework, move to a warm-up activity. Each lesson in the *Hot Spot Teacher's Book* begins with a warm-up designed to interest and involve students before opening their books.

Lesson objectives

Tell students the objective of the lesson to help them understand what they are working towards. In the *Hot Spot Student's Book* the objectives for each lesson can be found next to the lesson titles.

Setting up activities

Before each activity, make sure that students have been introduced to the necessary language to complete the activity. After a lead-in, e.g. a discussion, studying visual materials or vocabulary items, organize the students so that they can do the activity. This may involve putting them in pairs or groups or rearranging the seating.

Giving instructions

Keep instructions as short as possible, use examples or demonstrate the task with a student. Split up long instructions to give at different stages of the activity. Get students to tell the instructions back to you to check understanding.

Group and pair work

Students struggle with pair or group activities if they cannot express what they want to say. Before the task revise the phrases you expect students to use and if necessary, put these on the board. It is impossible for you to monitor all groups and pairs at once. Therefore, to encourage students to work effectively, inform them that after the activity you will choose a pair or group to re-do the task in front of the class.

Giving feedback

Monitor students' work as they are doing pair or group work activities and take notes on their performance. After the activity give feedback on the content and the language; do not focus on just the mistakes, praise students for their achievements too. Discuss the mistakes with the whole class without revealing who made each one.

Correcting mistakes

Let students know if the purpose of the activity is accuracy or fluency and correct mistakes accordingly. Concentrate primarily on the target language when correcting. In controlled practice activities correct

mistakes on the spot. Give students a chance to correct themselves: signal the mistake through facial expression and use hand signals to indicate the type of error, e.g. point back over your shoulder for the past tense. In freer tasks take notes so as not to destroy the flow of conversation. After the activity put the mistakes on the board to discuss with the whole class. Encourage peer correction to show students that they can learn from one another.

Mixed-ability classes

Try the following ideas if you have students at different levels in your class:

- For each group or pair work activity decide if it is better to put students of similar levels together or to mix different level students.
- Give fast finishers extra activities, e.g. from the *Fast finisher* section of the *Hot Spot Activity Book*.
- Encourage weaker students to preview what is coming up next in the coursebook at home so that they can be more prepared.
- Assign weaker students extra revision exercises for homework, e.g. from the *Extra practice* section of the *Hot Spot Activity Book*.
- Recognise your students' strengths and weaknesses, and get weaker students to answer questions in areas where they feel more confident.

Discipline

Students tend to behave badly when they are not challenged enough, or the activity is too long or too difficult. Set time limits to keep the pace, give fast finishers extra tasks and be prepared to finish an activity early if it clearly does not work for your class. Keep watching the classroom to anticipate misbehaviour. When you are writing on the board or helping individuals, give disruptive students additional tasks or make them responsible for the discipline in the classroom. If this does not help, have a quiet word with the troublemaker and if necessary ask them to sit out of the next activity. This is less embarrassing for the students than speaking in front of the class, and less disruptive to other students.

Ending the lesson

Review the objective of the lesson and ask students if they feel they have achieved it. Set the homework and finish the lesson with a short fun activity. This can be any language game, or get students to say a 'password' – any new word or a sentence with a new structure they have learnt in the lesson.

Dyslexia tips

Hot Spot Teacher's Book provides additional support for teaching dyslexic students. Helpful tips precede activities which dyslexic students are likely to find difficult. These tips provide teachers with ideas on how they can further encourage their students.

This page provides a summary of strategies that can be used to help dyslexic students in your lessons.

Characteristics of dyslexic students

Dyslexic students may have some or all of these characteristics:

- easily distracted
- short attention span
- poor short term memory
- poor reading skills
- weak reading comprehension skills
- poor spelling
- poor handwriting
- difficulty in remembering sequences, including instructions
- slow to complete tasks
- slow and often inaccurate copying (e.g. from the board)

They may also face repeated failure on a daily basis and can have very low self-esteem and extreme lack of confidence.

How can teachers help?

- Be understanding and sympathetic towards students' difficulties.
- Show that you are willing to help.
- Accept and respect **all** their efforts.
- Bear in mind that dyslexic students are often highly intelligent despite their difficulties.

Main strategies for teaching dyslexic students

- Sit dyslexic students at the front of the class where they can see the board and hear the teacher most easily.
- Give new information more than once and check that it has been understood in a way that does not embarrass the student.
- Teach in short chunks and change activities frequently to keep attention and motivation.
- Keep spoken instructions short, simple and in the correct sequence.
- Give information on a sheet to be stuck into books rather than being copied from the board.
- Give instructions for homework in writing, preferably on a handout.
- Be very cautious about asking dyslexic students to read aloud as this can cause great anxiety. Keep reading activities within small ability groups or pairs.
- Give students sufficient time to complete each task or make the task shorter according to abilities.
- Reward for content and effort. When marking, focus on one or two mistakes for correction rather than marking all errors, as this is very discouraging.

- Revise frequently and in different ways to help transfer information from short to long term memory. One third of each lesson should consist of revision.
- Allow students to demonstrate knowledge orally.
- All teaching should be multi-sensory. That is, students should see, hear and be able to touch or do something with the information being taught.
- Allow students to experience success and avoid tasks that may lead to failure. Don't ask your dyslexic student to do anything you are not sure they will be able to do.

Dyslexia and language learning

Learning a language can be broken down into two elements: comprehension (listening and reading) and production (speaking and writing). Normally, comprehension develops first and students require confidence in order to be able to produce spoken or written language. Dyslexic students find reading and writing particularly difficult. Thus slowing their production.

- Ask questions that only need a nod, simple action or a *yes/no, true/false* response to show understanding.
- Give new information in small chunks followed by plenty of practice.
- Keep written work to a minimum.
- English spelling is exceptionally difficult for dyslexic students. Accept a phonic equivalent of the word in written work and allow students to use wall displays, vocabulary lists and individual word cards for independent writing.
- Use objects and pictures as much as possible to teach vocabulary and grammar. Students will memorise more if they are able to see, touch, hold, wear, smell or even taste as appropriate.
- Use singing, chanting and rapping to practise vocabulary and grammar. These are particularly helpful as an aid to long term memory.
- Help students' listening comprehension by speaking slowly and in short chunks. When using recordings, pause and repeat frequently.
- When doing a listening comprehension, get students to use drawing instead of writing to indicate understanding (this is particularly useful for descriptions and stories).
- Help students' reading comprehension by underlining the main meaning-carrying words in a text. For listening comprehensions, give these words a slight emphasis.
- Students are likely to be most comfortable in pairs or small ability groups for reading and speaking activities.
- Don't expect production from your dyslexic students straight away.

Remember: The most significant factor affecting the learning of dyslexic students is their teacher's attitudes towards them and their difficulties.

Contents

LESSON	OBJECTIVES	GRAMMAR	COMMUNICATION
WELCOME MODULE			
A What's your name? <i>Pages 6–7</i>	<ul style="list-style-type: none"> Introducing yourself Finding out what things are Saying hello and goodbye 	Verb be: <i>is</i> Subject pronouns: <i>it</i> Possessive adjectives: <i>my, your</i> Demonstrative pronouns: <i>this, that</i>	Vocabulary: <i>Classroom objects</i> <i>Numbers 1–10</i>
B How do you spell that? <i>Pages 8–9</i>	<ul style="list-style-type: none"> Giving information about yourself Spelling your name 	Verb be: <i>am, is</i> Subject pronouns: <i>he, she</i>	Vocabulary: <i>The alphabet</i> <i>Numbers 11–20</i> Song: <i>The alphabet song</i>
C Anything else? <i>Pages 10–11</i>	<ul style="list-style-type: none"> Asking for things in a shop Thanking someone 	Indefinite articles: <i>a, an</i> Singular and plural nouns Demonstrative pronouns: <i>these, those</i>	Vocabulary: <i>Food</i> <i>Everyday objects</i> <i>Colours</i> Pronunciation: <i>/z/, /s/, /ɪz/</i>
Module review	<i>Pages 12–13</i>		
MODULE ONE: People and Countries			
1 Where are you from? <i>Pages 14–15</i>	<ul style="list-style-type: none"> Giving information about yourself and other people 	Verb be: <i>is, am, are</i> Question words: <i>where, what, how</i> Subject pronouns: <i>I, you, he/she</i> Possessive adjectives: <i>my, his, her</i>	Vocabulary: <i>Countries</i> Pronunciation: <i>Word stress (countries)</i>
2 What's the matter? <i>Pages 16–17</i>	<ul style="list-style-type: none"> Talking about how you feel 	Verb be: <i>Am I...? Are you...? Is he/she...?</i> Subject pronouns: <i>we, they</i>	Vocabulary: <i>Feeling adjectives</i>
3 All about Rick <i>Pages 18–19</i>	<ul style="list-style-type: none"> Giving information about yourself and other people Talking about your favourite people and things 	Question words: <i>what, who, when, how, where</i>	Vocabulary: <i>Sports, Months</i> Song: <i>You and me</i>
4 Children from round the world <i>Pages 20–21</i>	<ul style="list-style-type: none"> Skills: Cross-cultural 		Reading: <i>Using pictures</i> Listening: <i>Completing a form</i> Speaking: <i>Asking questions</i> Writing: <i>About you</i>
Module review	<i>Pages 22–23</i>		
Extra special <i>Pages 24–25</i>	<ul style="list-style-type: none"> Hot Spot quiz Mini project: <i>Favourite things quiz</i> 		

LESSON

OBJECTIVES

GRAMMAR

COMMUNICATION

MODULE TWO: My world

5 My family Pages 26–27	<ul style="list-style-type: none"> Talking about family relationships 	Possessive adjectives: <i>my, his, her, its, our, their</i> Possessive 's	Vocabulary: <i>Family words</i> <i>Numbers 21–101</i>
6 My desk is a mess! Pages 28–29	<ul style="list-style-type: none"> Saying where things are 	Prepositions of place: <i>in, on, under, next to</i> Definite article: <i>the</i> Singular and plural	Vocabulary: <i>Classroom objects</i> Pronunciation: <i>'s endings</i> Song: <i>My sister Jessie</i>
7 My dream town Pages 30–31	<ul style="list-style-type: none"> Talking about places in a town or city 	<i>There is/are/isn't/aren't any</i>	Vocabulary: <i>Places in a town</i>
8 The place where I live Pages 32–33	<ul style="list-style-type: none"> Skills: Cross-cultural 		Reading: <i>Questionnaire</i> Listening: <i>Choosing correct words</i> Speaking: <i>Asking and answering questions</i> Writing: <i>Where I live</i>
Module review	Pages 34–35		
Extra special Pages 36–37	<ul style="list-style-type: none"> Word games: <i>Picture puzzle, Word soup, Mystery word, Where are the mice?</i> Mini project: <i>My heroes</i> 		

MODULE THREE: All about school

9 A really busy day Pages 38–39	<ul style="list-style-type: none"> Telling the time Talking about a school timetable 	Have got Prepositions of time: <i>at, to, past</i>	Vocabulary: <i>The time, School subjects, Days of the week</i> Pronunciation: <i>Tongue-twister</i>
10 My big school bag Pages 40–41	<ul style="list-style-type: none"> Talking about things you have got Talking about quantity 	Have got: <i>questions</i> <i>a/an, some, any</i>	Vocabulary: <i>Everyday objects</i> Song: <i>It's the weekend</i>
11 My school lunch box Pages 42–43	<ul style="list-style-type: none"> Talking about food you have got Talking about quantity 	Have got <i>affirmative, negative</i> Countable and uncountable nouns	Vocabulary: <i>Food</i>
12 My school Pages 44–45	<ul style="list-style-type: none"> Skills: Cross-cultural 		Reading: <i>Interview</i> Listening: <i>Describing school</i> Speaking: <i>Asking and answering questions</i> Writing: <i>About your school</i>
Module review	Pages 46–47		
Extra special Pages 48–49	<ul style="list-style-type: none"> Spot the difference Mini project: <i>Interview with 'X'</i> 		

MODULE FOUR: Lifestyle

13 The things I like Pages 50–51	<ul style="list-style-type: none"> Talking about likes and dislikes 	Present simple: <i>I, you, we, they</i> affirmative, negative, questions	Vocabulary: <i>Everyday objects</i> Likes Song: <i>Do you like ... ?</i>
14 Fussy Freddy Pages 52–53	<ul style="list-style-type: none"> Talking about likes and dislikes 	Present simple: <i>he/she</i> affirmative, negative, questions Singular and plural nouns	Vocabulary: <i>Everyday objects</i>
15 Free time Pages 54–55	<ul style="list-style-type: none"> Talking about free-time activities 	Present simple: <i>affirmative and negative</i>	Vocabulary: <i>Free-time activities</i> Action verbs Pronunciation: <i>Endings /s/, /z/, /ɪz/</i>
16 Life in Britain Pages 56–57	<ul style="list-style-type: none"> Skills: Cross-cultural 		Reading: <i>Life in Britain</i> Listening: <i>Life in Poland</i> Speaking: <i>Asking and answering questions</i> Writing: <i>Someone you know</i>
Module review	Pages 58–59		
Extra special Pages 60–61	<ul style="list-style-type: none"> Cross-cultural United Kingdom Quiz Mini project: <i>My life after school</i> 		

MODULE FIVE: Work and play

17 A day with the Gloom family Pages 62–63	<ul style="list-style-type: none"> Talking about daily routine 	Present simple: <i>affirmative, negative, questions</i> Prepositions of time: <i>at, in</i>	Vocabulary: <i>Everyday actions</i> <i>Everyday objects</i>
18 Are you a good friend? Pages 64–65	<ul style="list-style-type: none"> Talking about being a good friend 	Adverbs of frequency: <i>always, usually, often, sometimes, never</i> Quality adjectives: <i>good, perfect</i>	Vocabulary: <i>Activities</i> Song: <i>My best friend</i>
19 Classroom rap Pages 66–67	<ul style="list-style-type: none"> Giving instructions 	Imperatives: <i>affirmative, negative</i>	Vocabulary: <i>Classroom objects</i> <i>Classroom activities</i> Pronunciation: <i>/e/ /i:/</i>
20 My journey to school Pages 68–69	<ul style="list-style-type: none"> Skills: Cross-cultural 		Reading: <i>Timed reading</i> Listening: <i>Choosing correct words</i> Speaking: <i>Interviewing</i> Writing: <i>My journey to school</i>
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Extra special Pages 72–73	<ul style="list-style-type: none"> Mini play Mini project: <i>My dream weekend</i> 		

MODULE SIX: Animal World

21 My pet Cando Pages 74–75	<ul style="list-style-type: none"> Talking about ability 	Can (ability): affirmative, negative, questions Plural nouns: irregular	Vocabulary: Verbs of movement and ability Parts of the body Pronunciation: Can/can't
22 My new pet Pages 76–77	<ul style="list-style-type: none"> Talking about animals 	Yes/no questions: be, have got, can, do	Vocabulary: Animals Adjectives
23 Can I hold the hamster, please? Pages 78–79	<ul style="list-style-type: none"> Making requests 	Can (requests)	Vocabulary: Pet equipment Verbs associated with taking care of pets Pronunciation: Intonation in requests Song: Can I, can I
24 Animals around the world Pages 80–81	<ul style="list-style-type: none"> Skills: Cross-cultural 		Reading: Matching pictures to descriptions Listening: Identifying from a description Speaking: Asking and answering questions Writing: My favourite animal
Module review	Pages 82–83		
Extra special Pages 84–85	<ul style="list-style-type: none"> Board game: Jungle race Mini project: My fantasy pet 		

MODULE SEVEN: Right now!

25 Fashion show Pages 86–87	<ul style="list-style-type: none"> Describing what you are wearing now Describing what the weather is like now 	Present continuous: full form, short form	Vocabulary: Clothes The weather The seasons Song: The Hot Spot kids
26 Dinner's ready Pages 88–89	<ul style="list-style-type: none"> Talking about what you are doing now 	Present continuous: negative, questions, short answers	Vocabulary: Rooms in a house Everyday actions
27 Home time Pages 90–91	<ul style="list-style-type: none"> Talking about what you are doing now 	Present continuous Prepositions of place and movement	Vocabulary: Everyday actions Pronunciation: Tongue twister
28 Right clothes for the weather Pages 92–93	<ul style="list-style-type: none"> Skills: Cross-cultural 		Reading: Using pictures to help understand Listening: Answering true or false questions Speaking: Reporting about another person Writing: Description of weather, favourite season and clothes
Module review	Pages 94–95		
Extra special Pages 96–97	<ul style="list-style-type: none"> Hot Spot end of book quiz Mini project: The four seasons poster 		

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