


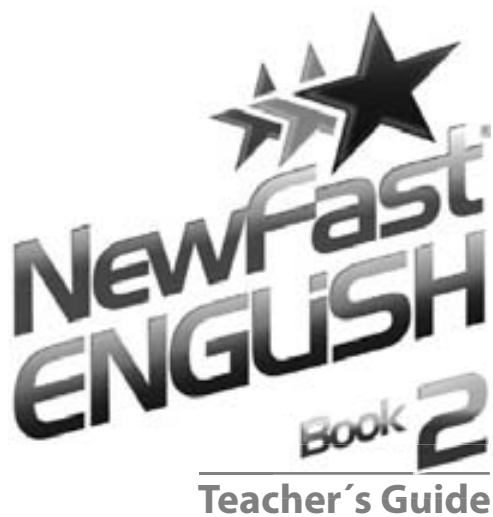
Elton da Silva Vargas
Wellington da Silva Rehder



Newfast[®]
ENGLISH
Book **2**

Teacher's Guide





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ENGLISH**
Book 2
Teacher's Guide

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EXTRA MATERIAL

Objects you can use to demonstrate the difference between thick and thin, heavy and light, small and big, wide and narrow, soft and hard, short and long. Cut the basic forms to show to the students. You can use cards, sheet of paper, pages from old magazines or old newspapers. Show them the basic forms such as the triangle, square, circle, and others.

—> Pictures of famous people and places.

ORAL AND WRITTEN ACTIVITIES

DESCRIBING PEOPLE

- > Show to the students pictures of famous people and describe them, introducing your students some adjectives that are used to describe people.
- > Emphasize body building, the color of the eyes, height, hair, and other details you can remember.
- > Ask for the students to write the adjectives in the correct column, according to its meaning and reference.
If the teacher wishes, students may use the dictionary to look for other adjectives to complete the exercise.



UNIT 1

JIM'S BIRTHDAY



1. Play the CD and ask the students to follow the listening with their books open. After reading, the students may read if they wish. Sometimes, they feel shy. It is important to make them self-confident.

EXERCISES



1. Complete the sentences with the correct word from the list.

→ There are two forms to work this exercise. First, you ask the students to listen to and then complete the blanks. The other way is to ask them to complete and after the teacher plays the CD.

Another possible suggestion:

ask for the students to read their answers and then play the CD to them.

2. Match the opposites.

→ It would be great if the students remember the opposites. It is important to make sure you have explained and introduced to the students as many adjectives as you could.



Ask a student to close his/her eyes and open the hand. Put an object on his/her hand and ask the student to describe it using the learned vocabulary. Take turns with other students.

GAME

Review the vocabulary (top/bottom/on the right/on the left/ in the middle of).

In pairs, sit back to back. Give a sheet of paper to each student. They have to draw some basic shapes and lines on one side. Student A has to make a description of his/her drawing while student B has to draw what his/her partner is describing.

EXAMPLE

- There is a small circle on the left.
- There is a big circle in the middle of the paper.
- There are four small triangles on the top right.
- There is a line on the top of the page.



EXERCISES

- Put some objects in a bag. Ask the students to close their eyes. They are supposed to pick an object inside the bag and make a description of it.

For example: it is big/small-hard/soft...





4. Play the CD once or twice. Read the dialog, so students will feel more self-confident. After reading, ask them to work in pairs, help them with their pronunciation.

IMPORTANT POINT – page 8

→ Previously, bring to your class some pictures of famous places. Make comparisons like: more beautiful, more exciting, more interesting, more curious... Try to use vocabulary related to the text as well. While you are explaining, divide the board in two.

SHORT ADJECTIVES

.....

LONG ADJECTIVES

.....

→ Provide students some long and short adjectives and ask them to divide those into groups on the board. Ask them with WHY they think they are different. Pronounce carefully each one of them. Give enough examples until they reach the correct answer.

→ Introduce to the students the grammar point according to this unit. The teacher is supposed to explain comparisons after students have reached a conclusion.

– EQUALITY.

– SUPERIORITY – Short adjectives.

– SUPERIORITY – Long adjectives.

– IRREGULAR ADJECTIVES – For this case, the teacher must remember all the possible rules.

– WELL = better than/MUCH = more than/LITTLE = less than.





→ Finally, emphasize the important point, playing the CD.
Ask them to repeat as you play the rules.

→ **DEDUCE THE RULES:**

Ask the students to deduce the rules, after they have listened to the CD.

EXERCISES – page 14



1. Use the adjectives in parenthesis. Ask the students to work by themselves or in pairs. After they have finished the exercises, correct all of them aloud. Ask your students to take turns while correcting. ... to take turns while correcting.
2. Write 5 sentences comparing two places you know – If the teacher wishes, he/ she may ask students to bring pictures of a place they have already visited. Tell your students to show the pictures and build sentences to exemplify things they liked the most. After working orally, ask them to write down their examples.



3. **Competition:** how many things can you name in a minute?

4. **Group work:** for this activity to have a good result, it is essential that all students participate. Tell them that they are going to compete against you and they have to give more than 10 answers to each of your questions. Here are your questions:

→ How many things can you think of which are:
... smaller than you?
... bigger than your house?
... higher than you?



... more useful than a computer?
 ... more expensive than a car?
 ... more interesting than you imagine?
 ... cheaper than you expect?



EXPLAIN YOUR STUDENTS:

Centimeter = 0,01m
 Meter=100cm/39,37
 Liter= 61,025w.in
 Mile= 1.600meters

Inch = 2,75cm
 Foot= 33cm
 Kilometer= 0,62137mi

EXERCISE 4 – page 15

Compare the two places below. There are two pictures of different places – The Amazon Forest and Niagara Falls. Students are supposed to write down as many adjectives as they are able to remember, comparing both places according to their opinion. Ask them to use comparative forms, superlative forms and irregular adjectives, as they wish.

AMAZON FOREST

.....



NIAGARA FALLS

.....





WORD LIST – page 15



Play the CD – As you do this step, ask students to repeat just after they are able to listen to the words. Help your students with their pronunciation.

VERB FORMS – page 16

Do exactly the same thing you did for the word list.

Unit 2

UNIT 2

GOING SHOPPING

ORAL AND WRITTEN ACTIVITIES

STOP

It is a popular game among children in Brazil. It is a game to obtain vocabulary. Ask students to bring dictionaries previously, they are going to compete. The activity can be practiced in pairs, in groups or the student alone. The idea is to look for different words in the dictionary and learn a few synonyms.



EXTRA MATERIAL

CLOTHES AND JEWELRY

Before you start your class, prepare the classroom. Put some clothes on your desk.

On pieces of paper write: socks - \$1,00 / belt - \$7,00 / earrings - \$5,00.

Give some "money" to your students.

On the board, write some sentences to help your students (for example: **CAN I HELP YOU?/HOW MUCH IS THIS/MY SIZE IS.../**) Pretend you are a salesperson. Help them to buy things.

Invert roles.



MEMORY

Prepare pairs of memory cards (5cm x 7cm). For example: on one you glue a picture of a **SOCK**, on the other you write the word **SOCK**. Take another card and glue a picture of a **SHIRT**. On another card, write the word **SHIRT**. Prepare about 20 cards to practice the names of clothes with the students.



GOING SHOPPING – page 19

LISTEN AND PRACTICE



- Play the CD and ask the students to pay attention. After reading, if they feel comfortable, ask one of them to read, or divide the text in paragraphs and have one student reading it. Sometimes students feel shy, read the text to them, if they wish.

TEXT COMPREHENSION

For this exercise, ask students to write down their answers and afterwards tell them



to discuss about their answers.

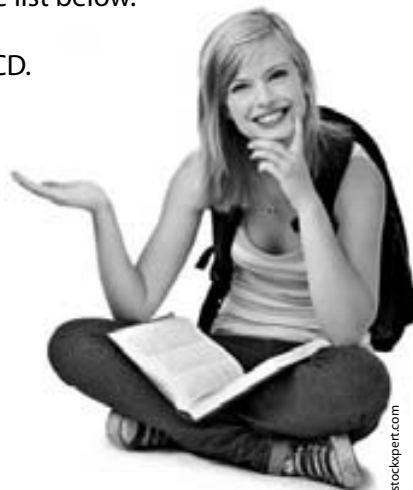
EXERCISES – page 20

1. Complete the sentences with a word from the list below.

- Read the words. They will be not played on the CD. Make students repeat after you.



- For the second step, ask students to do the exercise, filling in the blanks as they listen to the CD.
- After they have finished completing the exercise, play once again and correct all the sentences.



Teacher's
Guide

Unit 2





EXERCISES 2 – page 21



Find 8 names of clothes. Just a minute to relax. Puzzle.

GOING SHOPPING



→ Listen and Practice the dialog. Use the CD as a resource.
Ask the students to pay attention to it.



→ **Next step:** Ask students to act out the dialog.

EXERCISE – page 22

1. Match the columns.

→ Students practice their vocabulary.



IMPORTANT POINT 1

NEGATIVE SENTENCES



→ Use the CD to introduce to the students the negative sentences or negative forms. Emphasize the negative forms as you read.

EXERCISES – page 23



1. Change the following sentences into negative form.

→ Ask students to have the negative sentences done. Then, play them the CD. If the teacher wishes, play the CD first or, correct the sentences aloud with the students. It is not necessary to obey an order, as long the students listen to the CD, listen to each other and listen to the teacher's pronunciation as well.

EXERCISES 2 – page 24

2. Put the sentences together in order to make a complete dialog.

→ Tell your students to prepare this exercise in pair or in groups.



Then, correct the exercise, making them to role play the dialog.

CURIOSITY

A short passage to practice reading. Teach the students a few reading skills, such as key words, important ideas, transparent words, and others.

Ask a volunteer to read the passage.



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EXERCISES – page 25

1. What kind of Shopper Are You?

A and B

→ An exercise to help students to write down ideas and to connect grammar points already learned.

ORAL ACTIVITY

→ Divide the class in pairs and ask them to take turns asking and answering the sentences on this page.
The teacher must walk around and observe students' pronunciation.

WORD LIST – page 27



→ Use the CD – Ask the students to repeat after it.



VERB FORMS



→ Use the CD – Ask the students to repeat after it.

EXTRA READING

Read the text or have students reading it for you. Ask them to take turns.



Unit 3

UNIT 3

ORAL ACTIVITY – page 30

Explain to the students some directions. Try to make them understand directions by looking in their books.

- > Make students to pretend they are traveler agents and explain their clients about some tourist attractions.

EXTRA MATERIAL

Take to your class a city map, which can be used with the text – giving directions. You live in a beautiful coast city and work for a tourist information center. Help people to find interesting places. At the end, give a personal suggestion of a good place to be visited.



Tampa is a city located in Hillsborough County on the west coast of Florida. It is the largest city.

Clearwater metropolitan area which is composed of roughly 2,5 million residents. It is the county seat of Hillsborough County.



Miami is a city located in southeast Florida in Miami-Dade County on the Miami River, between the Florida Everglades and the Atlantic Ocean, in the United States.



—> Teacher can print or photocopy the maps above.

Ask students to give directions suggesting their own places to visit.

- Shopping Centers
- Supermarket
- Stadium
- Marina
- Beach
- Boulevard
- Movie Theater
- Art Decoration
- The Hotel
- Pubs
- Restaurants

USEFUL WORDS AND EXPRESSIONS

Turn right or left

Go straight ahead for blocks

Go as far as

It is on your (left or right).

Between, across from, in front of, near, next to, on the corner of.

—> One student asks for directions. The other one answers.
They are supposed to change roles.

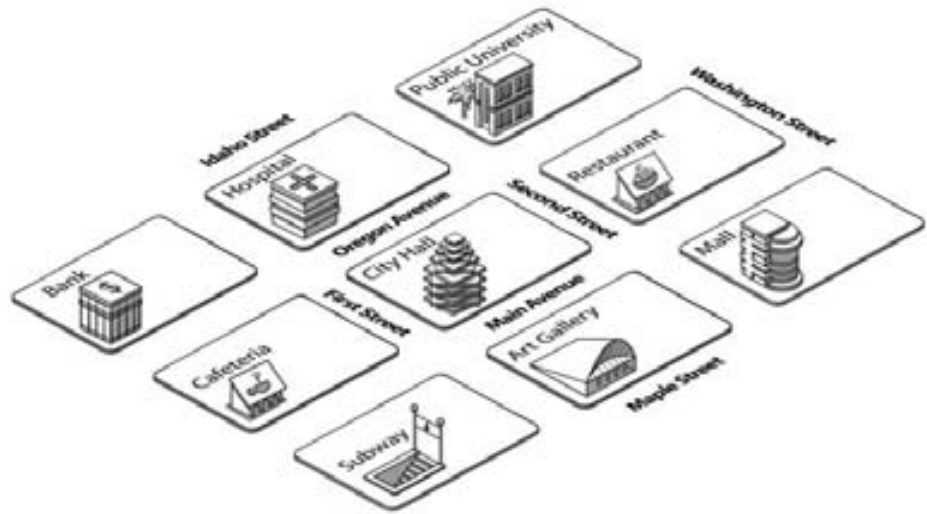




LISTEN AND PRACTICE – Page 31



- Use the CD for this activity. After doing the audio exercise, teacher may read or ask a student to read the text.
After reading the text, the exercise on page 32 simulates some directions requests. Ask students to observe the map on this page and name the places that are described.



- Have the students to work in pairs or groups. One of them asks for some directions and the other one is supposed to answer using the ideas already presented on page 30 (oral activity).

IMPORTANT POINT 1 - page 33



- Play the CD and comment about the questions presented. Persuade your students to notice the difference asking directly or indirectly.

DIRECT REQUESTS AND INDIRECT REQUESTS

- Explain to your students how the indirect questions work. Usually, the question words are used in the middle of the sentence and the verb appears right in the end of it.



- When we use the indirect questions, we begin the sentence more formally.
- Write some sentences on the board and show the differences between direct and indirect questions.

EXERCISES – page 34



- Use the CD for this exercise and ask students to pay attention to the sentences carefully while they listen. They listen to it.
- Have your students to work in pairs. One asks direct questions and the other one change the question.

EXERCISE 2 – page 35

2. Complete the conversation with:

- Students must fill in the blanks with the missing words that are in the grey box. After completing the exercise, ask them to act out the dialog.

3. Organize the dialog.

- The sentences must be organized in order to build a clear dialog.

EXERCISE 4 – page 36

4. You are at your English school and meet a tourist who needs help. Give him/her real information about the questions.

- To have a good result, ask your students to work in pair or groups. One will play the tourist and the other will be the citizen or resident. The student who plays the citizen is supposed to give real information about what he/she is going to be asked.



EXERCISE 5 – page 37

5. What are the questions?
- Actually, making questions is one the most difficult exercises that students have to face. They always complain about. However, it must be practiced.
 - Make sure they understood the idea of the answer, then it will be easier to prepare questions.

WORD LIST AND VERB FORMS



- Play the CD and ask students to repeat the words and verb forms.
- Some students need translation sometimes. If necessary, translate the words or verbs.

COMPLEMENTARY ACTIVITY

COMPASS: False friend - Bússola
North – South – East – West...



- North (N): $0^\circ = 360^\circ$
- East (E): 90°
- South (S): 180°
- West (W): 270°
- Northeast (NE), 45° , halfway between north and east, is the opposite of southwest.
- Southeast (SE), 135° , halfway between south and east, is the opposite of northwest.
- Southwest (SW), 225° , halfway between south and west, is the opposite of northeast.
- Northwest (NW), 315°

UNIT 4

WHAT ARE YOU DOING?



Teacher's Guide

Unit 4

To practice **"GOING TO"**, It is suggested a **CHAIN GAME – GOING TO A PICNIC**.

The teacher says: I'm going to a picnic and I'm going to take an apple. The next person has to repeat this sentence and add another word or words.

Teacher: "I'm going to take an apple."

Student 1: "I'm going to take an apple and an orange."

Student 2: I'm going to take an apple, an orange and bread."

Students 3: I'm going to take an apple, an orange, bread and juice."

- > Do it until each student gives two or three suggestions (according to the number of students you have in class).
- > To practice **WILL**, give each student a piece of paper with different pictures of a person who is about to do something and give also the sentence:
- > **I THINK THIS PERSON WILL PROBABLY...** Each student has to write his/her opinion. Do the same until the paper goes back to the person who wrote the first sentence. Read all the sentences and discuss their opinions.

ORAL ACTIVITY

THE IMMEDIATE FUTURE

INTRODUCTION

To introduce these new verb tenses give sentences to your students such as:

- I'm going home and I'm going to take some vegetables.
- I'm going to my English school and I'm going to take my...
- I'm going to the beach...
- I'm going to the supermarket...
- I'm going to the gas station...



THE SIMPLE FUTURE

- In the future we will have...
- In the future will eat...
- In the future we will travel...

WHAT ARE YOU GOING TO DO?

LISTEN AND PRACTICE



→ Play the CD and ask students to pay attention to the dialog. Suggest them to act out after listening to the CD.

IMPORTANT POINT 1



- Use the CD, this will make simpler the teacher's work.
- Ask the students to pay attention to this structure. Affirmative, Interrogative and Negative forms.

EXERCISE – page 43

1. Complete the sentences below using the Simple Future.



→ Students listen to the CD and complete the sentences carefully. After finishing the exercise, ask the students to read their exercise in order to correct them.



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IMPORTANT POINT 2

→ Use the CD to introduce this verb tense once more.

→ Ask students to pay attention to the following structures:
Affirmative, Interrogative and Negative forms.



EXERCISES – page 44

1. Complete the exercises below using the immediate future.

→ Students listen to the CD and complete the exercises according to it.

After finishing the activity, ask them to read their answers.

READING PRACTICE – page 45

THE FUTURE OF OUR PLANET

Read the text to your students or ask one or more students to read it.

Debate about the tools. Surrounding the future: technology, means of transportation, communication, people, clothing...

EXERCISE – page 46

→ Complete the dialog using WILL or GOING TO

→ Have the students reading the dialog after correcting this activity.

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