

Say it Dan review games - Units 1, 5, 9, 13, 16 and 20.

Unit 1 : Snakes and ladders game

- Thoroughly choral drill the sounds and the words. Get the students to link the sounds to the pictures.
- Students should complete the words using the sounds that they have just practised.
- Using one board and a dice, students should move around the snakes and ladders board as they would in the traditional game, going up the ladders and down the snakes. When they land on a square, they should say the sound and the word in the picture. Remodel and correct as necessary, then choral drill the whole class in the pronunciation of the word. Play until you have a champion or need to move on due to time pressure.

Unit 5: Blockbusters game

- Demonstrate how to play the game on the board. You could draw the grid on the board if you choose.
- Team A should move across the grid and Team B should go down. Teams take turns to choose a square and make a word with the sound. If the word is correct they choose another square. The first team to reach the opposite side wins the game. The teams can try to block each other. Set a time limit, but if there is no winner in this time, the team that has progressed the furthest are the winners.

Unit 9 : Columns game

- Chorally drill the three sounds and words with the students.
- Prepare a list of words in advance that contain one of these three sounds. Draw the three columns on the board. Play a run and write team game in which students should run and write the words in the correct column at your prompt. Chorally drill the words at the end of the game.

Unit 13 : Crossword

- Students should look at the picture prompts. Elicit the words from the students. Chorally drill them.
- The students should now write the words into the crossword. Monitor and help them with spelling if needed. Feedback as a class, checking where each of the words should go and what they are.

Unit 16 : Columns game

- a. Chorally drill the two sounds and words with the students.
- b. Prepare a list of words in advance that contain one of these two sounds. Draw the two columns on the board. Play a run and write team game in which students should run and write the words in the correct column at your prompt. Chorally drill the words

Unit 20 : Board game

- Chorally drill the sounds. Divide your students into two teams. Students can start anywhere on the board and work their way around the board, throwing a dice to move the number of circles.
- When the teams land on a circle, they should look back in their books and try to find a word that matches the sound as quickly as they can. If they can do it without looking back, all the better. Award points for each correct word and add them up at the end to find a champion team.

Unit 1. Hello. Nice to meet you.

Target Language:

[Name]. This is my friend, [name].
Hello [name]. Nice to meet you.
Hello [name]. Nice to meet you too.
What's the matter?
I'm [adjective].

Vocabulary Review:

sad, hot, cold.

New Vocabulary:

angry, thirsty, hungry, tired, ill.

Say it Dan (Pronunciation):

Review of sounds: oo, sh, qu, ng, ch, ee, th.

Snakes and Ladders.

Suggested Split:

Week 1 exercises 1-4, week 2 exercises 5-9. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials:

Photocopiable flashcards for adjectives in the Teacher's Book. Photocopiable worksheet for exercise 9 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Writing

- Review the whole alphabet (the letter names rather than their phonic value). Try playing **Coin race** in teams.
- Do the same for the written alphabet. Play the **Memory game**. Write five or six letters on the board. After a few seconds, rub off one of them, and invite a student to step forward and rewrite and say the erased letter.
- Review also the written form of some of the vocabulary taught in Lift Off 1 (e.g. actions, clothes, numbers, food). Play **Categories relay** or **Dictation**. The latter is important because exercise 1 is a dictation exercise.

Bookwork

- a. Ss listen to the teacher who spells out the three words, which they write in the boxes.

Teacher's Script:

a g, l, a, s, s, e, s.

b s, i, x, t, e, e, n.

c b, a, n, a, n, a, s.

- b. Ss connect the words to the correct pictures.

2 Review

- Ss should be very familiar with bingo games and, as such, exercise two should not require much setting up. If in doubt, you could try a quick version in their notebooks.

Bookwork

- a. Ss choose any ten letters of the alphabet and write them into the squares of **game 1**. Explain that they must listen carefully to the teacher and put a cross through any letter which they have written on their bingo card.

- b. Ss listen to the teacher and cross off any letters on their card. Don't forget to shout out *Bingo* for a full house!
- c. Put Ss into pairs or groups of three. Using **game 2** they play a second time, taking it in turns to call out a letter.

3 Study Point

- Review the characters who were introduced in Lift Off Book 1: Linda, Jack, Dave, Tim, Gary, Ann and Mandy. There is also a new character Emma who you will introduce in a moment. You can find them all together on a page in the front of the Teacher's Book. Point to each in turn asking: *What's his/her name?*
- The Ss will be familiar with *this* and *that*, as it was used in Book 1 to refer to objects near to and far from the speaker. Show how we can introduce people by using *this*. Demonstrate with the Lift Off characters. Introduce all of them to the class by holding up the book and pointing to each in turn and saying: *This is (Jack) etc.*
- Get the students to repeat the new structure after you, chorally and individually.
- Next model the language we use when meeting someone for the first time. You might want to draw on the board two 'talking heads' with speech bubbles attached, one saying: *Nice to meet you* and the other replying: *Nice to meet you too*. Drill chorally and individually. A nice touch would be to then go around the class, shaking everyone's hand in turn and saying *Nice to meet you* and eliciting the appropriate response.
- If you have enough Ss, try a greetings **Line up**. Have Ss in single file facing you. Shake hands with the first student and say the greeting, after the correct response, the student turns to the student behind and greets him or her in the same way. They continue down the line and the student at the back runs up to greet the teacher.
- Now you need to put the 'meet and greet' dialogues together. Three 'talking heads' on the board (as they appear in the Study Point) might be the best way to convey the routine:

Person B: (A). *This is my friend, (C).*

Person A: *Hello (C). Nice to meet you.*

Person C: *Hello (A). Nice to meet you too.*

- Drill thoroughly. Of course it's better to use real names from the start so make sure you know the students' names!
- While remaining in controlled practice mode, demonstrate the above exchange to the class with two of the students, prompting them their lines and a handshake if necessary. Continue until all students have had a go, and make sure you rotate the drill so all get to be character A, B and C.
- Extend to freer practice by putting the Ss into threes - if you don't have enough students improvise with character flashcards or pictures from magazines!

Bookwork

- a. Ss listen and repeat from the compact disc. Emma is a new character for Lift Off 2.

Tapescript

Unit 1 Tapescript 1. a. Listen and repeat.

Gary: *Ann. This is my friend, Emma.*

Ann: *Hello Emma. Nice to meet you.*

Emma: *Hello Ann. Nice to meet you too.*

- b. If Ss are struggling at all, you can do the following. Gather together two Ss and introduce them in the following style:

Teacher: [Junko]. *This is my friend, [Kazuya].*

Junko: *Hello [Kazuya]. Nice to meet you.*

Kazuya: *Hello [Junko]. Nice to meet you too.*

The teacher then circulates to introduce other Ss to each other.

- c. Ss practise introducing each other in groups of three.

4 Writing

- Play **Run and write**. Divide the board into two. Draw three 'talking heads' on each side of the board similar to the ones in Study Point exercise 3. Have some parts of the dialogues blanked out (if the Ss don't seem to be very confident at spelling you could write the 'missing words' elsewhere on the board for reference.) Organise two teams. Give each a marker pen. Upon your prompt (if you had blanked out the talking heads' names, it could be: *Toshi. This is my friend, Yuka*) the first Ss in line run to the board and fill in the blanks on the first speech bubble.
- Playing **Cut up sentences** with the target language above would be a great way to teach the activity for exercise 4. You could photocopy the words from exercise 4.

Bookwork

Ss write the words in the correct spaces to form the conversation between Ann, Dave and Emma. Check by having Ss read the completed speech bubbles to you.

5 Say it Dan - Workbook

Review of sounds: oo, sh, qu, ng, ch, ee, th.

Snakes and Ladders game.

- Thoroughly choral drill the sounds and words. Get the students to link the sounds to the pictures. Ss should complete the words using the sounds that they have just practised.
- Play snakes and ladders using one board and a dice. Ss should move around the board in the traditional way, going up the ladders and down the snakes. When they land on a square they should say the sound and the word in the picture. Remodel and correct as necessary, then choral drill the whole class. Play until someone reaches the end or you run out of time.

6 Vocabulary

- Review the adjectives *sad, hot* and *cold* which were taught in Book 1 through actions and/or board drawings.
- Elicit/Introduce the new vocabulary (*angry, thirsty, hungry, tired* and *ill*) using mimes, board drawings or the photocopyable flashcards in the back of the Teacher's Book. Drill chorally and individually, with Ss performing the gestures as they say the words.
- Play **Mime game**.
- Play **Anagrams**. On pieces of paper, write all the adjectives in anagram form, enough for each team. When you say go, the first player in each team will grab one of the anagrams, decipher it and run to the board to write it properly. If possible, they could then make a sentence using the adjective and appropriate gesture (e.g. *I'm hungry*). The next student in the team takes a new anagram until all have been deciphered.

Bookwork

- a. Ss listen and touch the adjectives.

Teacher's Script:

sad, hot, cold, angry, thirsty, hungry, tired, ill.

You may want to repeat the activity reading the adjectives in a different order.

- b. Ss listen and repeat. Use the same order as a) above.
- c. Ss listen and letter the boxes.

Teacher's Script:

a. hot b. ill c. sad d. cold e. hungry

f. thirsty g. angry h. tired.

7 Study Point

- Model the new structure: *What's the matter? I'm (thirsty)*. Use an appropriate gesture as you ask the question so Ss can infer the meaning. Go through all the adjectives, using gestures. Use two 'talking heads' on the board or a glove puppet to ask the question if you want.
- Drill the target structures thoroughly both chorally and individually.
- With the adjective flashcards play **Double line-up**.

Bookwork

- a. Ss listen and repeat.

Tapescript

Tapescript 2. a. Listen and repeat.

Linda: *What's the matter?*

Emma: *I'm thirsty.*

Linda: *What's the matter?*

Emma: *I'm tired.*

Linda: *What's the matter?*

Emma: *I'm hot.*

Linda: *What's the matter?*

Emma: *I'm ill.*

Linda: *What's the matter?*

Emma: *I'm angry.*

Linda: *What's the matter?*

Emma: *I'm cold.*

Linda: *What's the matter?*

Emma: *I'm sad.*

Linda: *What's the matter?*

Emma: *I'm hungry.*

- b. Tell Ss to take out their coloured pencils. Looking at the big picture, Ss listen and connect each character to their written problem and picture using different coloured pencils.

Unit 1 Tapescript 2. b. Look at the pictures. Listen. Connect the faces to the words, and the words to the pictures.

Narrator: *One.*

Linda: *What's the matter, Emma?*

Emma: *Brr...I'm cold.*

Narrator: *Two.*

Linda: *What's the matter, Gary?*

Gary: *Grr...I'm angry.*

Narrator: *Three.*

Linda: *What's the matter, Ann?*

Ann: *Phew... I'm hot.*

Narrator: *Four.*

Linda: *What's the matter, Mandy?*

Mandy: *Gurgh...I'm ill.*

Narrator: *Five.*

Linda: *What's the matter, Tim?*

Tim: *Yawn...I'm tired.*

Narrator: *Six.*

Linda: *What's the matter, Dave?*

Dave: *Oooh...I'm hungry.*

- c. Practise in pairs. Using the just completed exercise, Ss take on one of the characters in turn and answer questions about their problems!

Narrator: *Emma, what's the matter?*

Emma: *Oooh...I'm hungry.*

8 Writing

- Play **Cut up sentences** or **Guess the sentence** to further word recognition and sentence building skills. Avoid using contractions as they generally are not used in writing tasks : i.e. *What is* rather than *What's*.

Bookwork

For this exercise, Ss have to trace the question and answer and complete the sentence. They then write freehand on the line below. The picture gives a hint for which problem is to be written.

If you have time a **Spelling race** would give useful writing practice.

9 Speaking – Photocopiable Worksheet

- Ss have had a lot of practice of the target structure and vocabulary, so you can now move on to the speaking exercise. Ss will do an information gap activity using the worksheets that you should have cut up before the lesson.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. The As have half the information on their sheets and the Bs have the other half. In their pairs, Ss should ask and answer questions to exchange information about the characters' problems and write the missing words onto their sheets.

Demonstrate this by doing the example with a good student from the As and then a good student from the Bs. Then monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

Extension

You could play a team game where one student says: *What's the matter, [character name]?* The fastest team to look at their worksheets and answer the question wins the point.

Exit

- Quickly line the Ss up in front of the door. In order to leave, first they have to answer a question based on the language taught during the lesson.

Workbook-Homework

1 Writing

- Ss write the jumbled dialogues in the correct order.

2 Writing

- Ss complete the sentences by looking at the pictures.

3 Listening

- Ss listen to the compact disc and connect the characters to their problems. Check Ss know the characters when setting the homework by pointing to the heads and asking *Who's this?*

Unit 1 Tapescript 3. Listen. Connect the heads to the words.

Narrator: *Jack, what's the matter?*

Jack: *Brrrr..I'm cold.*

Narrator: *Ann, what's the matter?*

Ann: *Guuuuurghhh....I'm ill.*

Narrator: *Tim, what's the matter?*

Tim: *(sniffle, sniffle)....I'm sad.*

Unit 2. Do you want a sandwich?

Target Language:

What do you want?

I want [a food item] / [some food or drink items], please.

Here you are.

Thank you.

I'm [hungry] / [thirsty].

Do you want [a food item] / [some food or drink items]?

Yes, please / No, thank you.

Vocabulary Review:

pizza, orange, strawberry, sandwich, cake, hamburger.

New Vocabulary:

cola, milk, soup, fruit juice, biscuit, steak, onion, hot dog.

Say it Dan (Pronunciation):

Sound: / eɪ / : **game, nail, play.**

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-4, week 2 exercises 5-9. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials:

Food and drink flashcards in the Teacher's Book.

Photocopiable worksheet for exercise 9 in the Teacher's Book. Plastic food.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Review the adjectives taught in Unit 1. Review also the structure: *What's the matter? I'm [tired].* You will need to present their use in the third person (*He's hungry, she's tired* etc). Thoroughly drill both question and answer in the third person. Try playing **Run and draw** using flashcards from Unit 1 as prompts if necessary.

Bookwork

Ss have to ask the teacher about each of the circles in turn using the language below:

Students: *One. What's the matter?*

Teacher: *He's angry.*

The Ss draw the correct face in the appropriate circle.

Teacher's Script:

- He's angry.*
- She's cold.*
- He's thirsty.*
- She's tired.*
- She's hungry.*
- He's ill.*

2 Vocabulary

- The food items (*a pizza, an orange* etc) were all taught in Lift Off Book 1 and, as such, should only require a quick review, especially the written word. Play **Whispers** or **Match up**.
- Elicit or introduce the new beverage and food vocabulary (some cola, some milk etc) using the flashcards from this book or pictures.
- Drill chorally and individually, drawing attention to the fact that these items take *some* as contrasted with the earlier countable items which take the article *a* or *an*. Don't use the words countable and uncountable with

the Ss. Do this instead in a simple way that Ss can understand such as dividing the food and drinks flashcards and stating how 'liquids' are often preceded by *some*. The old TEFL approach could also work. Take the kids into the kitchen, or bring it to them, and show some of the countable and uncountable things to be found there (spoons, cups, glasses of water, liquid coffee and milk!).

Bookwork

- Ss connect the words to the correct pictures.
- Ss listen to the teacher and touch the pictures.

Teacher's Script:

Some cola, some milk, some soup, some fruit juice.

- Ss listen to the teacher and repeat.

Teacher's Script:

Some cola, some milk, some soup, some fruit juice.

3 Study Point

- In Lift Off Book 1, the following structure was taught:
Do you want a (noun)?
Yes, I do/ No, I don't.
- Using the food items just taught, ask and elicit responses based on this pattern:
Do you want [some cola]?
Move onto S-S practice by playing **Double line-up** using the flashcards as prompts.
- Introduce and model the new structure:
What do you want?
I want [a sandwich], please.
Here you are.
Thank you.
- Drill thoroughly, first chorally then individually. Put the food flashcards on the table (as if it were a cafeteria) and ask Ss what they would like. Extend to Ss taking the role of the 'waiter'.

Bookwork

- Ss listen and repeat from the compact disc.

Tapescript

Unit 2 Tapescript 1. a. Listen and repeat.

Waiter: *What do you want?*

Jack: *I want a sandwich, please.*

Waiter: *Here you are.*

Jack: *Thank you.*

Waiter: *What do you want?*

Jack: *I want some milk, please.*

Waiter: *Here you are.*

Jack: *Thank you.*

- Ss listen to the dialogues and tick the correct box.

Tapescript 1. b. Listen. Tick the boxes.

Narrator: *One.*

Waiter: *What do you want?*

Jack: *I want a cake, please.*

Waiter: *Here you are.*

Jack: *Thank you.*

Narrator: *Two.*

Waiter: *What do you want?*

Jack: *I want some milk, please.*

Waiter: *Here you are.*

Jack: *Thank you.*

Narrator: *Three.*

Waiter: *What do you want?*

Jack: *I want a hamburger, please.*

Waiter: *Here you are.*

Jack: *Thank you.*

Narrator: *Four.*

Waiter: *What do you want?*

Jack: *I want a sandwich, please.*

Waiter: *Here you are.*

Jack: *Thank you.*

Narrator: *Five.*

Waiter: *What do you want?*

Jack: *I want some cola, please.*

Waiter: *Here you are.*

Jack: *Thank you.*

c. Practice. Ss look at exercise 3b. They listen to the compact disc (which assumes the role of a waiter) and respond to it.

Unit 2 Tapescript 1. c. Practice.

Look at 1. What do you want?

Here you are.

Look at 2. What do you want?

Here you are.

Look at 3. What do you want?

Here you are.

Look at 4. What do you want?

Here you are.

Look at 5. What do you want?

Here you are.

- d. Ss practise the dialogues in pairs. Monitor while they do so.

4 Writing

- Draw two 'talking heads' on the board with the target structures:

What do you want?

I want (some milk), please.

- If you feel the students need some writing practice prior to the bookwork, after eliciting and writing the above structures you could erase some of the words (perhaps the food and drinks). Then using just a flashcard prompt Ss individually go to the board to fill in the blanks.

Bookwork

Ss refer back to exercise 3b and complete the questions and answers accordingly. Teacher monitors and gives help if required.

5 Say it Dan – Workbook

Sound: / eɪ / : **game, nail, play.**

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

6 Vocabulary

- Elicit/introduce the new vocabulary (*a biscuit, a steak, an onion, and a hot dog*). Using board drawings or flashcards, drill chorally and individually.
- Play *Whispers* or *Team spelling*.

Bookwork

- a. Ss listen and touch the words.

Teacher's Script:

a biscuit, a steak, an onion, a hot dog.

You may want to repeat the activity reading the nouns in a different order.

- b. Ss listen and repeat. Use the same order as a. above.

7 Study Point

- Model the new structures which shouldn't present too much difficulty as they are similar to language taught in Lift Off 1 and earlier in this unit:

I'm hungry / thirsty.

Do you want a sandwich / some cola?

Yes, please / No, thank you.

As before, the easiest way to present the language might be with two 'talking heads' on the board, or use a glove puppet. Drill thoroughly with all combinations of food and drink and yes / no responses.

- When you are satisfied with the Ss' manipulation of the structures, invite one student to the front to take the role of waiter or customer while you act out the other role. Very quickly get one or two of the Ss to perform with you in this way before doing the same with S-S pairwork. Make sure all Ss get to act out both waiter and customer roles.

Bookwork

- a. Ss listen and repeat.

Tapescript

Unit 2 Tapescript 2.a. Listen and repeat.

Emma: *I'm hungry.*

Waiter: *Do you want a sandwich?*

Emma: *Yes, please.*

Tim: *I'm thirsty.*

Waiter: *Do you want some cola?*

Emma: *No, thank you.*

- b. Ss look at the big picture. They listen to Gary and Mandy in the restaurant. Depending on their food and drink orders, Ss put a tick or cross next to the items.

Tapescript

Unit 2. Tapescript 2.b. Look at the big picture. Listen. What do they want? Put a tick or a cross in the boxes.

Narrator: *One.*

Gary: *Hello.*

Waiter: *Hello.*

Gary: *I'm thirsty.*

Waiter: *Do you want some soup?*

Gary: *Err.. No, thank you.*

Waiter: *Do you want some milk?*

Gary: *Yes, please. I'm hungry too.*

Waiter: *Do you want a biscuit?*

Gary: *Err.. No, thank you.*

Waiter: *Do you want a steak?*

Gary: *Oooh.. yes, please.*

Waiter: *Do you want a sandwich?*

Gary: *No, thank you.*

Waiter: *Do you want a cake too?*

Gary: *Oooh.. yes please.*

Waiter: *Here you are. Some milk, a steak and a cake.*

Gary: *Thank you.*

Narrator: *Two.*

Mandy: *Hello.*

Waiter: *Hello.*

Mandy: *I'm hungry*

Waiter: *Do you want a pizza?*

Mandy: *Err.. yes, please.*

Waiter: *Do you want a hot dog?*

Mandy: *Yes, please.*

Waiter: *Do you want a hamburger?*

Mandy: *Oooh.. yes, please..*

Waiter: *Do you want an onion too?*

Mandy: *Ugh! No thank you! But I'm thirsty too.*

Waiter: *Do you want some cola?*

Mandy: *No, thank you.*

Waiter: *Do you want some fruit juice?*

Mandy: *Oooh.. yes, please.*

Waiter: *Here you are. A pizza, a hot dog, a hamburger and some fruit juice.*

Mandy: *Thank you.*

- c. With a partner, Ss look at the big picture and act out the role of waiter and customer. Teacher should monitor and help as necessary.

Feedback

If time, pairs in turn could act out a dialogue for the whole class.

8 Writing

- Re-introduce *jacket* which was taught in Book 1
- Play **Spelling race** using the target vocabulary: *some cola, a biscuit, a steak* and *a jacket* to further word recognition and writing skills.

Bookwork

- Ss connect the sentences to the correct pictures.
- Ss write the nouns next to the pictures.

9 Speaking – Photocopiable Worksheet

Draw a picture of a hamburger and a glass of fruit juice on the board. Say: *I'm hungry* and elicit *Do you want a hamburger?* from the Ss. Now say: *I'm thirsty* and elicit *Do you want some fruit juice?*

Worksheet

Divide the Ss into A-B pairs. Give the As the Student A worksheets and give the Bs the Student B worksheets. Demonstrate the activity by getting the As to say *I'm hungry* and the Bs to look at their sheets and offer one of their food items to the As. The As should respond accordingly. Then do the reverse with the Bs saying *I'm thirsty* this time and the As looking at their sheets and offering a drink. In their pairs, Ss express their hunger or thirst to their partner and offer each other items. They continue like this until they have talked about all the food and drink on both of their worksheets.

Extension

Play **Run and draw**. Get the Ss to be teacher in turn and shout out that they are hungry or thirsty, to which a member from each team should run to the board and draw an appropriate food or drink item saying *Do you want a/ some [item they draw]?*

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Narrator: *Two.*

Person A: *What do you want?*

Person B: *I want a sandwich, please.*

Person A: *Here you are.*

Person B: *Thank you.*

Narrator: *Three.*

Person A: *What do you want?*

Person B: *I want some fruit juice, please.*

Person A: *Here you are.*

Person B: *Thank you.*

Narrator: *Four.*

Person A: *What do you want?*

Person B: *I want an orange, please.*

Person A: *Here you are.*

Person B: *Thank you.*

Narrator: *Five.*

Person A: *What do you want?*

Person B: *I want a pizza, please.*

Person A: *Here you are.*

Person B: *Thank you.*

3 Listening

- Ss listen to the compact disc and put a tick next to the food and drink items Emma wants, and a cross beside the things she doesn't want.

Tapescript

Unit 2 Tapescript 4. Listen. What does Emma want? Put a tick or a cross in the boxes.

Emma: *I'm thirsty.*

Waiter: *Do you want some cola?*

Emma: *No, thank you.*

Waiter: *Do you want some soup?*

Emma: *Umm..no, thank you.*

Waiter: *Do you want some milk?*

Emma: *Yes, please. I'm hungry too*

Waiter: *Do you want a biscuit?*

Emma: *No, thank you.*

Waiter: *Do you want an onion?*

Emma: *Euchhh..no, thank you.*

Waiter: *Do you want a steak?*

Emma: *Yes, please.*

Waiter: *And a hot dog?*

Emma: *Mmmmm...yes, please.*

4 Writing

- Ss connect the sentences to the correct pictures to make a coherent dialogue.

Workbook-Homework

1 Writing

- Ss connect the words to the correct pictures.
- Ss write the food and drink words in the spaces.

2 Listening

- Ss listen to the compact disc and number the correct pictures.

Tapescript

Unit 2 Tapescript 3. Listen and number the pictures.

Narrator: *One.*

Person A: *What do you want?*

Person B: *I want a strawberry, please.*

Person A: *Here you are.*

Person B: *Thank you.*

Unit 3. When is your birthday?

Target Language:

What's the date today?

It's [month/ date].

When's your / his / her / [name's] birthday?

Vocabulary Review:

Doll, bicycle.

New Vocabulary:

All months of the year.

Ordinal numbers from **first** up to **thirty-first**

Abbreviations for ordinals: **1st, 2nd, 3rd, 4th** etc.

Say it Dan (Pronunciation):

Sound / i: / : sleep, tea.

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-4, week 2 exercises 5-9. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Months of the year photocopyable flashcards in Teacher's Book. Calendar. Dice.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Although *birthday* wasn't taught in Lift Off 1, the language to express wishes for presents (*I want a bicycle*) was taught in conjunction with Christmas in Unit 17 of that book. Therefore the idea of birthdays and present lists should be relatively easy to present. Besides, most Japanese seem to know the Happy Birthday song! If you are still having trouble, draw a birthday cake, cards and presents on the board to get the point across.
- Model the exercise along the lines of:
It's my birthday tomorrow. I want a new car. I don't want a bicycle.

You may wish to make this into a game with flashcards or drawings on the board. The Ss will put a tick next to the things you want for your birthday, and a cross next to the things you don't want.

Bookwork

Ss listen to the compact disc and place a tick or a cross in the boxes.

Tapescript

Unit 3. Tapescript 1. It's Mandy's birthday. What does she want? Listen. Put a tick or a cross in the boxes.

Person: Happy Birthday Mandy. Do you want an onion?

Mandy: Ugh.. No, thank you.

Person: Do you want a cake?

Mandy: Yes, please!

Person: Do you want a hot dog?

Mandy: Yes, please.

Person: Do you want a doll?

Mandy: No, thank you.

Person: Do you want a pizza?

Mandy: No, thank you! I'm thirsty!

Person: Do you want a bicycle?

Mandy: No, thank you! I'm thirsty!

Person: Do you want some milk?

Mandy: Ahh....yes, please!

2 Vocabulary

- Introduce/Elicit and drill the months of the year. Use a calendar and the photocopyable flashcards in the Teacher's Book.
- Try a **Dribble drill**, **Guess the word** or **Sequences**.
- If further practice is required, try **Dice game**. Using two dice, Ss say the name of the corresponding month.

Bookwork

- a. Ss listen to the compact disc and touch the months.

Tapescript

Unit 3. Tapescript 2. a. Listen and touch.

1. January 2. February 3. March 4. April 5. May

6. June 7. July 8. August 9. September

10. October 11. November 12. December

- b. Ss listen to the compact disc and repeat.

Unit 3. Tapescript 2.b. Listen and repeat.

1. January 2. February 3. March 4. April 5. May

6. June 7. July 8. August 9. September

10. October 11. November 12. December

- c. Ss connect the first half of the word to the correct second half. They then write the whole word.

3 Numbers

- Review cardinal numbers 1-31. Play **Run and write**.
- Introduce ordinal numbers. You might like to sketch a baseball diamond on the board to illustrate *first* to *third* bases, as many children are familiar with that (the Japanese use the English words). Alternatively, you could use a drawing of a winners' podium at the Olympic Games. Either will get the ordinal number concept across.
- Introduce and drill ordinal numbers from 1st to 31st.
- Write some of the ordinal numbers on the board. Play **Pogo** or **Run and circle**.

Bookwork

- a. Ss listen to the compact disc and touch.

Tapescript

Unit 3 Tapescript 3. a. Listen and touch.

First, second, third, fourth, fifth, sixth, seventh,

eighth, ninth, tenth, twentieth, twenty-first,

twenty-second, twenty-third, thirtieth, thirty-first

- b. Ss listen and repeat.

Unit 3 Tapescript 3. b. Listen and repeat.

First, second, third, fourth, fifth, sixth, seventh,

eighth, ninth, tenth, twentieth, twenty-first,

twenty-second, twenty-third, thirtieth, thirty-first

4 Study Point

- Using a calendar, introduce and model the structure:
What's the date today?
It's (month) the (date).

Drill the question and answer. Try a **Chain drill** for controlled practice. Note that it's important to teach Ss to say *It's (month) the (date)* even though they will learn to write the structure without *the*. In standard British English the spoken form uses *the* yet the written form doesn't. We should teach Ss both of these.

- Write some dates on the board and play **Pogo** if you didn't play it earlier. If further practice is needed (especially with using the question), using the same dates on the board play **Run and rub off**. You organise two teams and each time a student from

each team asks you: *What's the date today?* they race to rub off your answer.

- Ss will also need to practise writing *st*, *nd*, *rd* and *th* for dates. Do this by getting all of the Ss up at the board and dictating some dates to them e.g. *23rd*, *13th*, *31st*, *2nd* etc. Verify that they are doing this correctly.

Bookwork

- a. Ss listen and repeat.

Tapescript

Unit 3 Tapescript 4. a. Listen and repeat.

Dave: *What's the date today?*

Tim: *It's February (the) 15th.*

- b. Ss listen and write in the dates.

Unit 3 Tapescript 4. b. Listen and write the dates.

Narrator: a.

Dave: *What's the date today?*

Tim: *It's January (the) 21st.*

Narrator: b.

Dave: *What's the date today?*

Tim: *It's February (the) 1st.*

Narrator: c.

Dave: *What's the date today?*

Tim: *It's March (the) 19th.*

Narrator: d.

Dave: *What's the date today?*

Tim: *It's April (the) 2nd.*

Narrator: e.

Dave: *What's the date today?*

Tim: *It's May (the) 26th.*

Narrator: f.

Dave: *What's the date today?*

Tim: *It's June (the) 22nd.*

Narrator: g.

Dave: *What's the date today?*

Tim: *It's July (the) 13th.*

Narrator: h.

Dave: *What's the date today?*

Tim: *It's August (the) 30th.*

Narrator: i.

Dave: *What's the date today?*

Tim: *It's September (the) 15th.*

Narrator: j.

Dave: *What's the date today?*

Tim: *It's October (the) 20th.*

Narrator: k.

Dave: *What's the date today?*

Tim: *It's November (the) 3rd.*

Narrator: l.

Dave: *What's the date today?*

Tim: *It's December (the) 13th.*

- c. Practice. Ss look at 4.b. and answer the questions they hear.

Unit 3 Tapescript 4. c. Practice.

Look at a. What's the date today?

Look at b. What's the date today?

Look at c. What's the date today?

Look at d. What's the date today?

Look at e. What's the date today?

Look at f. What's the date today?

Look at g. What's the date today?

Look at h. What's the date today?

Look at i. What's the date today?

Look at j. What's the date today?

Look at k. What's the date today?

Look at l. What's the date today?

- d. Practise in pairs. Ss ask and answer questions about 4.b.

5 Say it Dan - Workbook

Sound / i: / : sleep, tea.

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

6 Writing

- To get Ss looking at the spelling of the months, play *Guess the word, Flashcard reveal* or *Rub and write*.

Bookwork

Ss write the missing letters for each month.

Feedback

You could ask students to chorally spell out some of the months.

7 Study Point

- Review dates quickly. Play *Spelling race* (as it will be difficult for most Ss to write the months in full, you could place some of the months flashcards on the board ledge and when you call out for example *March the second*, the Ss race and just write *2nd* next to the correct flashcard).
- Model the new structure and drill both the question and answer:
When's your birthday?
It's (month) the (date).
Try a *Chain drill* for controlled practice, moving on to open pairwork.
- Using a calendar, ask each student in turn and circle the date of their birthdays in pencil. You will then be able to present the question in the third person:
When's her / his birthday?
Drill the question chorally then individually.

Bookwork

- a. Ss listen and repeat.

Tapescript

Unit 3 Tapescript 5. a. Listen and repeat.

Gary: *When's your birthday?*

Emma: *It's May the 19th.*

- b. Ss look at the calendar. They listen to the compact disc and circle the dates for each of the characters' birthdays. Before playing the compact disc, check that Ss know all the characters by pointing to them in turn and saying: *Who's this?*

Unit 3 Tapescript 5. b. Look at the calendar.

Listen and circle the dates.

Person 1: *When's Emma's birthday?*

Person 2: *It's May (the) 19th.*

Person 1: *When's Tim's birthday?*

Person 2: *It's December (the) 10th.*

Person 1: *When's Jack's birthday?*

Person 2: *It's August (the) 21st.*

Person 1: *When's Gary's birthday?*

Person 2: *It's January (the) 30th.*

Person 1: *When's Dave's birthday?*

Person 2: *It's September (the) 20th.*

Person 1: *When's Ann's birthday?*

Person 2: *It's April (the) 22nd.*

Person 1: *When's Linda's birthday?*

Person 2: *It's March (the) 23rd.*

Person 1: *When's Mandy's birthday?*

Person 2: *It's July (the) 1st.*

- c. Practice. Ss look at the calendar and answer the questions.

Tapescrript

Unit 3 Tapescrript 5. c. Practice.

Look at Gary. When's his birthday?
 Look at Mandy. When's her birthday?
 Look at Jack. When's his birthday?
 Look at Ann. When's her birthday?
 Look at Emma. When's her birthday?
 Look at Tim. When's his birthday?
 Look at Dave. When's his birthday?
 Look at Linda. When's her birthday?

- d. Practise in pairs. Ss ask and answer questions about the characters' birthdays.

Feedback

The teacher can ask individual Ss about the characters' birthdays.

8 Writing

- This is the first class questionnaire and so will need careful setting-up. Elicit the months of the year and write them up on the whiteboard.
- Then on the board draw a simple grid like the one for exercise 8. Write in the first line:

When is Emma's birthday?

See if Ss can read it and elicit the answer. Write the answer on the grid to the right of the question. Do once more, writing *When is the teacher's birthday?* Check Ss can read it and supply the answer yourself. Write the answer in the grid.

- Ask a student: *What's your name?* and ask if they can spell their name out for you. Write their name in the grid (of course it is better if they can come forward and write their own name in the space) but don't ask for their birthday. Continue with each student.

Bookwork

Ss first copy the names of their classmates into the questionnaire from the example on the board. The teacher then elicits the question they will ask each other (and of course the teacher):

When's your birthday?

Show the Ss how they need to mingle and ask each of their classmates and teacher the question in turn, and write down the answer.

The teacher should monitor and assist as necessary.

Feedback

Ask individual students a question about one of their classmates (i.e. *When is [Junko's] birthday?*) and write the answer into your grid on the board. Ss can thus check they have the correct answers.

9 Speaking

- In pairs, and referring to the questionnaire they have just completed, Ss ask and answer questions about their classmates (*When is her / Junko's birthday?* etc).

Exit

- Quickly line the Ss up in front of the door. In order to leave, they have to first answer the question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Listening

- Ss listen to the compact disc and tick the correct dates.

Tapescrript

Unit 3 Tapescrript 6. Listen and tick the dates.

Narrator: a.
 Person 1: *What's the date?*
 Person 2: *It's February (the) 16th*
 Narrator: b.
 Person 1: *What's the date?*
 Person 2: *It's September 3rd*
 Narrator: c.
 Person 1: *What's the date?*
 Person 2: *It's April 7th*
 Narrator: d.
 Person 1: *What's the date?*
 Person 2: *It's October 21st*
 Narrator: e.
 Person 1: *What's the date?*
 Person 2: *It's May 18th*
 Narrator: f.
 Person 1: *What's the date?*
 Person 2: *It's August 5th*

2 Writing

- Ss trace and then complete the sentences for today's date.

3 Listening

- a. Ss listen to the compact disc and circle the dates of the birthdays they hear.

Unit 3 Tapescrript 7. Listen and circle the dates of the birthdays.

Narrator: a.
 Linda: *When's your birthday?*
 Jack: *It's August 21st*
 Narrator: b.
 Linda: *When's your birthday?*
 Mandy: *It's July (the) 1st*
 Narrator: c.
 Linda: *When's your birthday?*
 Emma: *It's May (the) 19th*
 Narrator: d.
 Linda: *When's your birthday?*
 Tim: *It's December (the) 10th*
 Narrator: e.
 Linda: *When's your birthday?*
 Dave: *It's September (the) 20th*
 Narrator: f.
 Linda: *When's your birthday?*
 Ann: *It's April (the) 22nd*

- b. Ss write the dates in the space below the calendar.

4 Writing

- This is a wordsearch activity. Ss look for and circle the twelve months of the year in the grid.

Unit 4. What's the weather like?

Target Language:

It's [season].

What's [he] / [she] / [name] wearing?

[He's] / [She's] / [name's] wearing [items of clothing].

What's the weather like? It's [weather adjective].

Vocabulary Review:

Months and dates, clothing.

New Vocabulary:

The four seasons.

Clothing: a coat, boots, a sweater, sandals, a scarf, gloves, sunglasses, a swimsuit.

Weather: raining, sunny, windy, snowing, cloudy, foggy.

Say it Dan (Pronunciation):

Sound: / aɪ / : kite, tie, night, cry.

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-7, week 2 exercises 8-11. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Clothing, season and weather photocopiable flashcards in the Teacher's Book. Photocopiable worksheet for exercise 7 in the Teacher's Book. Calendar, weather poster.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Review the months. Play **Coin Race**.
- Do the same for ordinal numbers. **Coin race** will also work very well. A beach ball can be thrown amongst the Ss to make turn-taking more random.
- Quickly review the written abbreviations for ordinals (1st 2nd etc).

Write the months on the board in their correct order. Elicit the months from the Ss as you write them. Play **Run and write**. For example, if you call out *March (the) 3rd*, the first two Ss in each team run to write 3rd underneath March.

Bookwork

Ss listen to the compact disc and write the dates in the correct spaces.

Tapescript

Unit 4 Tapescript 1. Listen and complete the dates.

- It's December (the) 17th .*
- It's July (the) 3rd .*
- It's October (the) 28th .*
- It's May (the) 9th.*
- It's September (the) 1st.*
- It's April (the) 13th.*
- It's January (the) 2nd.*
- It's August (the) 8th.*

2 Vocabulary

- Introduce/Elicit and drill the four seasons using the flashcards or the pictures in the book. Write the season words on the board and drill them. Play **Pogo**. Alternatively, you can use the season wordcards in the Teacher's Book to play **Match up** or **Pelmanism**.

Bookwork

- Ss listen and touch the season pictures.

Teacher's Script:

It's spring, it's summer, it's autumn, it's winter.

- Ss listen and repeat the seasons as above.

3 Writing

- Play **Anagrams** to work on word recognition and sentence building skills. Avoid using contractions: i.e. teach: *It is* rather than *It's*.

Bookwork

Ss have to unscramble the season anagrams and write the sentences. Go through the first example *It is winter* in order to demonstrate.

4 Vocabulary

- The clothing items (a T-shirt, shorts etc) were all taught in Lift Off Book 1 and, as such, only require a quick review, especially the written word. Play **Whispers, Match up** or **Run and Draw**.
- Introduce or elicit the new clothing items (a coat, boots etc) using the photocopiable flashcards supplied with this book. Drill chorally and individually.

Bookwork

- Ss connect the articles of clothing in the wardrobe with the written words.
- Ss listen and touch the new clothes.

Teacher's Script:

a coat, a sweater, boots, sandals, gloves, sunglasses, a swimsuit, a scarf.

You might wish to read them a second time in randomly.

- Ss listen and repeat.

Teacher's script is the same as b. above.

5 Study Point

- Review the target language:

What's [he] wearing?

[He's] wearing [a T-shirt and shorts].

This language was taught in Lift Off 1 Unit 19 so should be fresh in their minds!

- Invite a male student to the front of the class (if you don't have any male students use a board drawing). Ask the question:

What's he/ (student name) wearing?

and elicit answers from the other Ss. You may need to model the language first, emphasising:

He's wearing [shorts] and [a T-shirt].

Repeat with a female student. Get Ss to answer chorally and individually. Model the language again if necessary. Give Ss a chance to ask the question too!

- If further practice is needed draw a simple 'pin man' and 'pin woman' on the board. Ss copy these into their notebooks. Encourage Ss to ask:

What's [he] wearing?

You reply along the lines of:

[He's] wearing [a T-shirt, shorts and sandals].

Ss then draw these items on their pin figure. If successful you can extend this to pairwork.

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 4 Tapescript 2. a. Listen and repeat.

Person A: *What's Mandy wearing?*

Person B: *She's wearing sunglasses and a swimsuit.*

- Practice. Ss look at exercise 2. They listen to the compact disc and answer the questions.

Unit 4 Tapescript 2. b. Practice. Look at exercise 2.

It's autumn. What's Emma wearing?

It's spring. What's Ann wearing?

It's summer. What's Mandy wearing?

It's summer. What's Dave wearing?

It's winter. What's Gary wearing?

It's winter. What's Tim wearing?

- c. In pairs, Ss ask and answer questions about the characters.

6 Reading

- Write *winter* and *summer* on the board. Elicit from the Ss clothing which is typically worn during these seasons. You could play **Run and draw** or **Categories relay** in which Ss race to draw clothes or place clothing flashcards in the appropriate part of the board.

Bookwork

- Ss draw a line from each article of clothing connecting it with the season in which it is usually worn.

7 Speaking - Photocopiable Worksheet

Draw on the board a boy's head, a girl's head and a couple of heads to represent *he*, *she* and *they*. Ask the Ss: *What's he wearing?* and invite suggestions. Draw the items of clothing below the boy's head. For the girl, elicit the question: *What's she wearing?* and invite suggestions.

Worksheet

Divide Ss into A-B pairs. Student A has half the information and Student B has the other half. Each student has to ask their partner two questions (What's he/she/ Emma wearing?) in order to draw the clothes on their characters.

Feedback

Check all pairs' pictures are the same.

8 Say it Dan - Workbook

Sound: / aɪ / : kite, tie, night, cry.

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

9 Vocabulary

- Introduce or elicit and drill the weather vocabulary using flashcards, the weather poster or board drawings. Teach the written word too. Play **Please draw, Run and circle or Yes/No Stations**.

Bookwork

- a. Ss listen to the compact disc and touch the corresponding weather pictures.

Tapescript

Unit 4 Tapescript 3. a. Listen and touch.

It's raining, It's sunny, It's windy, It's snowing, It's cloudy, It's foggy.

- b. Ss listen to the compact disc and repeat.

Unit 4 Tapescript 3. b. Listen and repeat.

It's raining, It's sunny, It's windy, It's snowing, It's cloudy, It's foggy.

- c. Ss listen to the compact disc and letter the boxes.

Unit 4 Tapescript 3. c. Listen and letter.

Narrator:

- It's windy*
- It's sunny*
- It's snowing*
- It's foggy*
- It's cloudy*
- It's raining*

10 Study Point

- Draw a simple picture to represent *It's raining* on the board. Elicit the vocabulary structure. Introduce and drill: *What's the weather like?* Elicit the answer. Drill the question and answer. Practise with more examples. When Ss seem to have grasped the use of both question and answer try a **Chain drill** using the picture cards for further practice. Monitor and drill once more if necessary.
- Double line-up** is a great game to try. Time the Ss and try a second round to beat the clock.

Bookwork

- a. Ss listen to the compact disc and repeat.

Tapescript

Unit 4 Tapescript 4. a. Listen and repeat.

Jack: *What's the weather like?*

Linda: *It's sunny.*

- b. Ss look at exercise 9. They listen to the compact disc and answer the questions.

Unit 4 Tapescript 4. b. Look at exercise 9.

Look at a. What's the weather like?

Look at b. What's the weather like?

Look at c. What's the weather like?

Look at d. What's the weather like?

Look at e. What's the weather like?

Look at f. What's the weather like?

- c. In pairs, Ss ask and answer questions about the weather pictures in exercise 9.

11 Reading

- Quickly review clothing words. Play **Slap**.
- Write the weather words on the board. Play **Run and rub off**.
- Ss look at the pictures. In open pairs, Ss practise the two questions: *What's the weather like?* and *What's he / she wearing?* Continue the process in closed pairs.

Bookwork

- a. Ss read the sentences and circle the correct words.
b. With a partner Ss ask and answer questions about the four pictures.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Listening

- a. Ss listen to the compact disc and letter the correct seasonal pictures.

Tapescript

Unit 4 Tapescript 5.a. Listen and letter.

Narrator:

a. *What's she wearing?*

She's wearing a scarf, a coat and boots.

b. *What's she wearing?*

She's wearing a hat and a skirt.

c. *What's he wearing?*

He's wearing a sweater, a scarf and a jacket.

d. *What's he wearing?*

He's wearing shorts, a T-shirt and sunglasses.

2 Writing

- Ss write words in the gaps to make statements about the weather.

3 Writing

- a. Ss write answers to the three questions about themselves asking for the date, today's weather and the clothes the Ss are wearing.

Note.

For this last task, while *What are you wearing?* and the response *I am wearing...* was not taught in this unit, it was covered in Lift Off 1 Unit 19. Therefore you should quickly check that Ss can remember and use the structure before attempting the exercise.

- b. In the box, Ss use colour pencils to draw a picture of today's weather. They should also include themselves and the clothes they are wearing.

Unit 5.

Do you want to go surfing?

Target Language:

She/ he wants to go [gerund].

Does he/ she want to go [gerund]?

Yes, he/ she does. No, he/ she doesn't.

I want to go [gerund].

Do you want to go [gerund]?

Yes, I do. No, I don't.

New Vocabulary:

Activities: rollerblading, fishing, surfing, swimming, canoeing, climbing, snorkelling, shopping.

Say it Dan (Pronunciation):

Review game. **Blockbusters.**

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-10. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Photocopiable leisure activity flashcards in the Teacher's Book. Photocopiable worksheet for exercise 5 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Review weather vocabulary. Play **Please draw**.
- Using the pictures on the board, **Chain drill** *What's the weather like?* for each.

Bookwork

a. Ss listen to the compact disc and number the first four pictures (box 5 is left blank; Ss will draw a picture in this later).

Tapescript

Unit 5 Tapescript 1. a. Listen and number.

Narrator:

1. *What's the weather like?*

It's windy.

2. *What's the weather like?*

It's raining.

3. *What's the weather like?*

It's cloudy.

4. *What's the weather like?*

It's foggy.

- b. Ss ask the teacher about today's weather and draw the appropriate weather picture in box number 5.
- c. In pairs, Ss ask and answer questions about the five pictures.

2 Vocabulary

- Introduce/Elicit and drill the leisure activities. Use the photocopiable flashcards supplied with this book. Demonstrate the actions. Play **Charades**.

Bookwork

- a. Ss listen to the teacher and touch the leisure activities.

Teacher's Script:

rollerblading, fishing, surfing, swimming,

canoeing, climbing, snorkelling, shopping.

If you wish, do again but randomly.

- b. Ss listen and repeat (script as above).

3 Study Point

- Draw a picture of a hot boy on the board. Say to the Ss: *He's hot.*
Draw some thought bubbles above him, with a simple line drawing to represent someone swimming. Introduce and drill:
He wants to go swimming.
Repeat the procedure with a female example. The new structure shouldn't be too hard to teach as the Ss encountered similar language in Unit 2 when talking about food and drink wants.
- Of the eight leisure activities just taught, write six of them on the board. Number them 1-6 and write *he* or *she* next to each. Play **Dice game**.
- Using the same word list on the board, put a tick or cross next to each. Introduce and model the question and answer:
Does he / she want to go [swimming]?
Yes, he / she does.
No, he / she doesn't.
Go through both negative and positive responses. Chorally drill the question and answer thoroughly. Practise in open pairs.

Bookwork

- a. Quickly check that Ss can tell you which characters are female: *she* and which are male: *he*. Ss listen to the compact disc and repeat.

Tapescript

Unit 5 Tapescript 2. a. Listen and repeat.

Tim: *She wants to go swimming.*

Dave: *Does she want to go surfing?*

Gary: *No, she doesn't.*

- b. Ss look at the activity icons. The cassette will tell them which activities Dave and Mandy want to try. The Ss write **D** for **Dave** and **M** for **Mandy** in the boxes.

Unit 5 Tapescript 2. b. Look at the activities.

Write D or M next to the pictures.

He wants to go surfing.

He wants to go canoeing.

She wants to go swimming.

He wants to go climbing.

She wants to go fishing.

He wants to go rollerblading.

She wants to go shopping.

She wants to go snorkelling.

- c. Ss listen to the compact disc and answer the questions.

Unit 5 Tapescript 2. c. Practice.

Does Dave want to go shopping?

Does Mandy want to go snorkelling?

Does Dave want to go swimming?

Does Mandy want to go swimming?

Does Dave want to go surfing?

Does Mandy want to go canoeing?

Does Dave want to go climbing?

Does Mandy want to go climbing?

Does Dave want to go fishing?

Does Dave want to go rollerblading?

- d. In pairs, Ss ask and answer questions about Dave and Mandy.

4 Writing

- Together look at the pictures of Linda and Jack in exercise 4. Elicit the questions and answers. Practise in open pairs.

Bookwork

- Ss complete the sentences, both questions and answers.
- Ss write the sentences, using the uncontracted form of the language (e.g. *No, he does not.*)

5 Speaking – Photocopiable Worksheet

- On a piece of scrap paper, draw a girl's face surrounded by the leisure activity pictures. Without showing the Ss, connect the face to one of the activities.
- Draw the same diagram on the board, but don't connect the face to activity just yet.
- Elicit speculative questions from the class about the girl: *Does she want to go (surfing)?* Answer their questions. When you can answer with a *Yes, she does*, join the face on the board with the leisure activity. Show the class the scrap of paper you earlier drew on which will of course be identical to the board diagram.

Worksheet

- Divide Ss into A-B pairs. Each student completes the diagram by joining their designated face to 2 leisure activities.
- Put Ss back to back in A-B pairs.
- Ss ask and answer questions about each others' character. Teacher should monitor and assist if necessary.

Feedback

Check all pairs' pictures are the same.

6 Say it Dan - Workbook

Review game. Blockbusters.

Demonstrate how to play on the board. You could draw the grid if you choose to. Team A should move across the grid and Team B should go down. Teams take turns to choose a square and make a word with that sound. If the word is correct they choose another square. The teams can try to block each other. The first team to reach the opposite side are the winners. Set a time limit if you want to.

7 Listening

- Quickly review the leisure activity flashcards, and the names of the characters in Lift Off 2. Play **Which card?** Make pieces of paper with the characters' names on them. Ss will first select a piece of paper with a Lift Off character's name written on it. They then ask the teacher (or a student taking the role of teacher) questions about activities the characters want or don't want to do:

Students: *Does [Mandy] want to go [shopping]?*

Teacher: *Yes, she does / No, she doesn't.*

Bookwork

- Ss listen to the compact disc and put a tick or a cross next to activities Emma wants / doesn't want to do.

Tapescript

Unit 5 Tapescript 3. a. Put a tick or a cross in the boxes.

Dave: *Emma wants to go shopping.*

Tim: *Ohh... Does she want to go surfing?*

Dave: *No, she doesn't.*

Tim: *And rollerblading? Does she want to go rollerblading?*

Dave: *Yes, she does. She wants to go rollerblading and she wants to go swimming too.*

Tim: *Does she want to go fishing?*

Dave: *Hmmn.. Yes. She wants to go fishing.*

Tim: *And snorkelling? Does she want to go snorkelling?*

Dave: *Yes, she does.*

Tim: *Aahh. Climbing! Does she want to go climbing?*

Dave: *Oh no, she doesn't. But she wants to go canoeing!*

- In pairs, Ss ask and answer questions about Emma.

8 Study Point

- Introduce and model the question and answer: *Do you want to go [snorkelling]?*
Yes, I do.
No, I don't. I want to go canoeing.
This will be easy to teach as the identical exchange has just been taught for the third person singular. Play **Double line up** using the flashcards for practice.
- Play **Which card?** Choose one of the activity flashcards and hide it from the Ss. Encourage them to ask the target question: *Do you want to go [shopping]?* to find out what you want to do. When they finally get a positive answer, invite a student to come to the front to take your role.

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 5 Tapescript 4. a. Listen and repeat.

Ann: *I want to go snorkelling.*

Gary: *Do you want to go snorkelling?*

Dave: *Yes, I do.*

Mandy: *No, I don't. I want to go canoeing.*

- Ss listen and put a tick in the boxes for activities Mandy wants to do, and a cross for the activities she doesn't want to do.

Unit 5 Tapescript 4. b. Listen and put a tick or a cross in the boxes.

Mandy: *I want to go rollerblading.*

Gary: *Ohh... Do you want to go shopping?*

Mandy: *No, I don't. I want to go swimming.*

Gary: *Do you want to go surfing?*

Mandy: *Yuk! No, I don't! I want to go climbing and I want to go fishing. Do you want to go fishing?*

Gary: *Uh-uh. No, thank you! No, I don't!*

9 Writing

- Try a **Chain drill** around the class for the questions and answers in exercise 9.

Bookwork

Ss read the five questions and write answers about themselves.

10 Speaking

- The speaking activity is in the format of a questionnaire. By now (and especially if they have completed Lift Off 1) the Ss should be familiar with these class survey activities. If, however, you want to make sure, draw a simple grid on the board similar to the one in exercise 9. Ask a few Ss and record their answers with a tick for things they want to do and a cross for activities they don't wish to try.
- Try a **Chain drill** around the class for the questions and answers in exercise 9 in order to give all a chance to practise.

Bookwork

- Ss first complete the column about themselves with a tick or a cross.

- b. The Ss ask you the teacher questions for the activities you want to try and record your answers as above.
- c. Put the Ss into pairs. They ask questions about their partner and the teacher. Monitor to ensure they are using the 2nd and 3rd person appropriately in their questions.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Reading

- Ss connect the pictures to the correct words.

2 Listening

- a. Tell the Ss to read through the exercise first so that they understand it. Ss listen to the compact disc. They will probably have to play it several times. The Ss put a tick or a cross in the boxes.

Tapescript

Unit 5 Tapescript 5. Listen. Put a tick or a cross in the boxes.

Mandy: *I want to go surfing. Errrm..Tim, do you want to go canoeing?*

Tim: *Yes, I do. I want to go canoeing. Do you want to go climbing, Gary?*

Gary: *Ugh.. no , I don't. I want to go rollerblading. Do you want to go rollerblading, Ann?*

Ann: *Ohh..yes, I do! I want to go rollerblading. Do you want to go fishing, Jack?*

Jack: *No, I don't. Do you want to go snorkelling, Dave?*

Dave: *Oh! Yes, I do! I want to go snorkelling. And shopping, Linda? Do you want to go shopping?*

Linda: *Yes, I do! I want to go shopping now!*

- b. Ss write the answers to the questions in the spaces provided.

3 Writing

- Ss unscramble the jumbled sentences and rewrite them in the correct order. If you are aware that your Ss may have difficulty with this then practise it quickly on the board in class using an example.

4 Writing

- a. Ss read the questions and put a tick or a cross next to the pictures depending on their preferences.
- b. Ss write answers about themselves.

Unit 6. Where's Tim?

Target Language:

Where's [name]? Where are [names]?
He's/ she's/ they're/ [name's] in the [household room].
What's he/ she doing?
What are they doing?
He's/ she's/ they're [gerund].

Vocabulary Review:

Common routines: listening to music, playing soccer, riding a bicycle, watching television, having lunch, eating an ice-cream.

New Vocabulary:

More common routines: reading a comic, cooking lunch, playing computer games, washing the car, cleaning the room, having a shower.
Rooms and areas of a house: kitchen, living room, dining room, garden, bedroom, bathroom.

Say it Dan (Pronunciation):

Sound: /əʊ/: note coat snow

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-10. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Common routines and rooms of a house photocopiable flashcards in the Teacher's Book, Photocopiable worksheets for exercises 5 and 10 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Quickly review the activities learnt in the last unit (surfing, fishing etc). Play **Slap** or **Charades**. Review also the question and answer:
Do you want to go (swimming)?
Yes, I do / No, I don't.
Using the activity flashcards, try a **Chain drill** or **Double line up** to practise the question and answer.

Bookwork

Ss listen to the compact disc which lists activities that Mandy, Tim and Jack want or don't want to do. Ss then put a tick or a cross in the boxes.

Tapescript

Unit 6 Tapescript 1. a. Listen. Put a tick or a cross in the boxes.

Voice: *Do you want to go surfing, Mandy?*

Mandy: *Yes, I do.*

Voice: *Do you want to go swimming?*

Mandy: *No, I don't, thank you.*

Voice: *Do you want to go shopping?*

Mandy: *Ummn...No, I don't.*

Voice: *Do you want to go snorkelling?*

Mandy: *Ohh... Yes, I do.*

Voice: *Do you want to go rollerblading, Tim?*

Tim: *No, I don't.*

Voice: *Do you want to go climbing?*

Tim: *Yes, I do.*

Voice: *Do you want to go canoeing?*

Tim: *Ohh... Yes, I do.*

Voice: *Do you want to go fishing, Jack?*

Jack: *Yes, yes I do.*

Voice: *Do you want to go surfing?*

Jack: *No, I don't.*

Voice: *Do you want to go shopping?*

Jack: *Ummn... Yes, I do.*

Voice: *Do you want to go climbing?*

Jack: *Yes, I do. Yes, please!*

2 Vocabulary

- Elicit/Introduce and drill the new vocabulary using the photocopiable flashcards from this book. Try a **Chain drill** to practise.

Bookwork

- Ss listen to the teacher and touch the vocabulary items. Teacher's Script:
kitchen, living room, garden, bedroom, bathroom, dining room.
- Ss listen and repeat (script is the same as above).

3 Study Point

- The target language structures have been introduced in a similar form in Lift Off 1 Unit 16 (*Where's the ball? It's on the box*). Therefore it shouldn't be too difficult for the Ss to be able to manipulate the target language in the study point.
- Quickly review the rooms of the house in exercise 2. Ask the Ss to look at the picture of the house in the Student's Book. Play **Touch** with the rooms.
- Introduce and chorally drill: *Where's [Tim]? Drill the answer. Repeat with other characters.*
- Divide the class into two groups and try a **Substitution drill**. Once again refer Ss to the picture in their books. One group will ask the questions and the other give the answers, e.g:
Teacher: *Jack*
Group 1: *Where's Jack?*
Group 2: *He's in the living room.*

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 6 Tapescript 2. a. Listen and repeat.

Where's Gary?

He's in the bathroom.

- Ss look at the big picture and letter the pictures.
Unit 6 Tapescript 2. b. Look at the big picture. Listen and letter the pictures.

Narrator: *a.*

Jack: *Where's Gary?*

Linda: *He's in the bathroom.*

Narrator: *b.*

Jack: *Where's Mandy?*

Linda: *She's in the bedroom.*

Narrator: *c.*

Jack: *Where are Dave and Tim?*

Linda: *They're in the garden.*

Narrator: *d.*

Jack: *Where's Ann?*

Linda: *She's in the kitchen.*

Narrator: *e.*

Jack: *Where's Emma?*

Linda: *She's in the dining room.*

Narrator: *f.*

Jack: *Where are the cats?*

Linda: *They're in the living room.*

- Practice. Ss look at the big picture and answer the questions.**
Unit 6 Tapescript 2. c. Practice. Look at the big picture.

- a. *Where's Gary?*
- b. *Where's Mandy?*
- c. *Where are Tim and Dave?*
- d. *Where's Ann?*
- e. *Where's Emma?*
- f. *Where are the cats?*

- d. Practise in pairs. With a partner, Ss ask and answer questions about the picture.

4 Writing

- Draw a house outline on the board. Divide it into five rooms. Write *bedroom* and *bathroom* in the upstairs rooms and *kitchen*, *dining room* and *living room* downstairs. Include a garden if you wish! Say: *Linda*. Point to the rooms and elicit from the Ss: *Where's Linda?* Choose a room and answer the Ss. Continue with other characters. Don't forget to include plurals such as: *Where are Dave and Tim?*
- Play **Cut up sentences** to aid word recognition and sentence building skills. Avoid using contractions.
- If you have time a **Spelling Race** would give useful writing practice.

Bookwork

Ss complete the gapped sentences.

5 Speaking - Photocopiable Worksheet

- Play a quick **Run and circle** game on the board to prepare Ss for this speaking exercise. Write the names of the characters and the rooms of the house randomly on the board. Elicit the question: *Where's [name]/ are [names]?* Ss listen for your answer and both run and circle the correct character name and room and link them together by drawing a line.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. The As have half the information on their sheets and the Bs have the other half. In their pairs, Ss should ask and answer questions to exchange information about where the characters are in the house and write the missing names onto their sheets. Demonstrate this by doing the example with a good student from the As and then a good student from the Bs. Monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

6 Say it Dan - Workbook

Sound: /əʊ/ : note coat snow

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

7 Vocabulary

- The activities (*listening to music* etc) were all taught in Lift Off Book 1 and as such only require a quick review, especially of the written word. Play **Charades** or **Match up**.
- Introduce and drill the new routines vocabulary (*cleaning the room* etc) using the flashcards provided with this book. Try a **Chain drill** or play **Charades**.

Bookwork

- a. Ss read the sentences and number the pictures correctly.
- b. Ss listen to the teacher and touch the pictures.
Teacher's Script:

cleaning the room, having a shower, washing the car, reading a comic, playing computer games, cooking lunch.

- c. Ss listen and repeat (script is the same as above).

8 Study Point

- Designate the four corners of the classroom as rooms in a house. Stand a female student in a corner and ask her to perform one of the actions taught in the previous exercise. Model and drill the dialogue:

Where is she/name?

She's in the [bedroom].

What's she/name doing?

She's [reading a comic].

Move the student to other 'rooms' and repeat the process with different actions. You don't really need to concentrate on room locations as these were covered in the study point for exercise 3, the main point is: *What's he/she/are they doing?* Ensure that all Ss get practice with the question and answer. Don't forget to drill for *he* and *they* too.

Bookwork

- a. Ss listen to the compact disc and repeat.

Tapescript

Unit 6 Tapescript 3. a. Listen and repeat.

Jack: *What's Tim doing?*

Linda: *He's playing soccer.*

- b. Ss look at the big picture. They listen to the compact disc and answer the questions.

Unit 6 Tapescript 3. b. Practice. Look at the big picture.

Look at a. What's Gary doing?

Look at b. What's she doing?

Look at c. What are they doing?

Look at d. What's Ann doing?

Look at e. What's she doing?

Look at f. What are the cats doing?

c. In pairs, Ss ask and answer questions about the characters.

9 Reading

- Go through word recognition of the target language from both study points. Play **Cut up sentences**.

Bookwork

Ss connect the sentences to build mini-dialogues.

10 Speaking - Photocopiable Worksheet

This is a similar activity to the one in exercise 5, but this time Ss are asking what the characters are doing in the different places. Play **Match up** using flashcards of the characters to be found in these Teacher's Notes and the activity and place flashcards for this unit. Get Ss to ask the *where* and *what* questions and match the character and activity flashcards according to your answers. Then let the Ss take turns to be teacher.

Worksheet

Divide the Ss into A-B pairs. Give the As the Student A worksheets and give the Bs the Student B worksheet. Demonstrate with a good student that Ss should ask and answer questions to find out where the characters are and what they doing. The Ss have different characters doing different things, so they may disagree with each other. This isn't a problem and should lead to further practice! Encourage them to use English throughout.

Feedback

The As can ask the Bs chorally where their characters are and what they are doing. Then reverse the procedure with the Bs asking the As.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Reading

- This exercise is a wordsearch. Ss have to find and circle the rooms and leisure words.

2 Listening

- Ss listen to the compact disc in order to be able to connect the characters to rooms and activities.

Tapescript

Unit 6 Tapescript 4. Listen. Connect the faces to the rooms and actions.

Narrator: One. Where are Jack and Linda?

Ann: They're in the garden.

Narrator: What are they doing?

Ann: They're washing the car.

Narrator: Two. Where's Mandy?

Ann: She's in the bathroom.

Narrator: What's she doing?

Ann: She's having a shower.

Narrator: Three. Where are Gary and Tim?

Ann: They're in the kitchen.

Narrator: What are they doing?

Ann: They're cooking lunch.

Narrator: Four. Where's Dave?

Ann: He's in the living room

Narrator: What's he doing?

Ann: He's playing computer games.

Narrator: Five. Where's Emma?

Ann: She's in the bedroom.

Narrator: What's she doing?

Ann: She's reading a comic.

3 Reading

- Ss look exercise 2 and match the questions and answers.

Unit 7. Where's the bank?

Target Language:

Where's the [building]?

It's [preposition] the [building].

Where's [he/she/it/ name]?

[He's/ she's/ it's/ they're] [preposition] the [building].

Is [name] [preposition] the tree?

Yes, he is/No, he isn't.

Are they [preposition] the tree?

Yes, they are/No, they aren't.

Vocabulary Review:

Prepositions: in, on, under, next to.

New Vocabulary:

Prepositions: in front of, behind, between.

Post office, restaurant, bank, bus stop, post box, shop, school, park, lake, mountain, tree, flowers.

Say it Dan (Pronunciation):

Sound: /ʊ/: **bull, book**

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-11. **Say it Dan** is found in the Pronunciation and workbook and should be done in the second week.

Extra Materials: Photocopiable town and country and preposition flashcards in the Teacher's Book.

Photocopiable worksheet for exercises 5 and 11 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Using the large picture of the house from Unit 6 and the language in the Study Point exercises 3 and 8, review: *Where's [Tim]? What's [he] doing?*

- Designate each corner of the classroom as a room of a house. Ask Ss to go to the 'rooms'. Give them actions to do. Practise the questions and answers:

Teacher: *Where's [Akiko]?*

Ss: *She's in the [living room].*

Teacher: *What's she doing?*

Ss: *She's [watching television].*

Bookwork

Ss listen to the compact disc and connect the characters to the rooms and to the statements.

Tapescript

Unit 7 Tapescript 1. Listen. Connect the words.

Tim: *Where's Jack?*

Gary: *He's in the living room.*

Tim: *What's he doing?*

Gary: *He's listening to music.*

Tim: *Where's Linda?*

Gary: *She's in the bedroom.*

Tim: *What's she doing?*

Gary: *She's reading a comic.*

Tim: *Where's Dave?*

Gary: *He's in the garden.*

Tim: *What's he doing?*

Gary: *He's riding a bicycle.*

Tim: *Where's Emma?*

Gary: *She's in the bathroom.*

Tim: *What's she doing?*

Gary: *She's having a shower.*

2 Vocabulary

- The prepositions *in, on, under* and *next to* were taught in Lift Off Book 1 and as such only require a quick review. You could play **Hunt the flashcard** to practise.
- Introduce/Elicit and drill the new prepositions *in front of, behind* and *between* using realia or the flashcards supplied with this book. Using these new prepositions and those previously taught play **Fruit basketball**.

Bookwork

- a. Ss listen and number the pictures.

Teacher's Script:

- The ball is under the box.*
- The ball is next to the box.*
- The ball is on the box.*
- The ball is in the box.*

- b. Ss listen to the teacher and touch the prepositions.

Teacher's Script:

in front of, behind, between.

You may wish to try a second time in randomly.

- c. Ss listen and repeat (script is the same as above).

- d. Ss read the sentences and label the correct pictures.

3 Vocabulary

- Using the photocopiable flashcards supplied with this book, introduce and drill the new vocabulary. To practise play **Slap, Lap game** or **Dice game**.

Bookwork

- a. Ss listen to the teacher and touch the pictures.

Teacher's Script:

Post office, restaurant, bank, bus stop, shop, school.

- b. Ss listen to the teacher and repeat (script is the same as above).

4 Study Point

- Invite a male student to the front of the class and stand him behind a chair. Introduce and model the target structure:

Where's [Kazuya]?

He's behind the chair.

Continue your presentation by moving the student around so that all the prepositions are practised. Drill thoroughly until Ss are producing the structures confidently. Include in your presentation inanimate objects:

Where's the [book]?

It's [between] the [chair] and the [table].

- Continue the presentation with a female student and then two students in order to practise *she* and *they*. Practise also with two or more inanimate objects:

Where are the [pencils]?

As always, ensure the Ss can ask as well as answer.

Bookwork

- a. Ss listen to the compact disc and repeat.

Tapescript

Unit 7 Tapescript 2. a. Listen and repeat.

Tim: *Where's the bank?*

Mandy: *It's next to the post office.*

- b. Ss look at the street scene. They listen and letter the boxes.

PLEASE NOTE: In answer to Tim's question *Where's the bank?* Mandy answers *It's next to the post office* on the page of the Student's Book and in Tapescript 2.a. In the example

for Tapescript 2.b. however, she says *It's between the restaurant and the post office.* **Ss should be shown that both of these are correct.**

Unit 7 Tapescript 2. b. Look at the picture.
Listen and letter.

Narrator: a. *Where's the bank?*

Mandy: *It's between the restaurant and the post office.*

Narrator: b. *Where Tim?*

Mandy: *He's in front of the dog.*

Narrator: c. *Where's the bicycle?*

Mandy: *It's in front of the school.*

Narrator: d. *Where's the car?*

Mandy: *It's behind the school.*

Narrator: e. *Where are the balls?*

Mandy: *They're in front of the shop.*

Narrator: f. *Where's the shop?*

Mandy: *It's next to the bus stop.*

Narrator: g. *Where's the bicycle?*

Mandy: *It's between the motorbikes.*

Narrator: h. *Where's the motorbike?*

Mandy: *It's next to the bicycle.*

Narrator: i. *Where's the post office?*

Mandy: *It's next to the bank.*

c. Ss listen to the compact disc and answer the questions.

Unit 7 Tapescript 2. c. Practice. Look at the picture.

a. *Where's the bank?*

b. *Where's Tim?*

c. *Where 's the bicycle?*

d. *Where's the car?*

e. *Where are the balls?*

f. *Where's the shop?*

g. *Where's the bicycle?*

h. *Where's the motorbike?*

i. *Where's the post office?*

d. In pairs, Ss ask and answer questions about the street scene.

5 Speaking – Photocopiable Worksheet

- Play **Run and rub off** to practise reading the prepositions. Write up the prepositions on the board and get Ss to run and erase the one that you shout out, repeating the language as they do. Get the Ss to take your role and be teacher in this activity too.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. The As have half the information on their sheets and the Bs have the other half. In their pairs, Ss should ask and answer questions to exchange information about where Jack is in the pictures. When they learn the missing information, they should circle the correct preposition. Demonstrate this by doing the example with a good student from the As and then a good student from the Bs. Then monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

Extension

Ss could draw their own pictures in their notebooks and repeat the activity with a partner.

6 Say It Dan –Workbook

Sound: /ʊ/: bull, book

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

7 Vocabulary

- Using the photocopiable flashcards supplied with this book, introduce and drill the new vocabulary. To practise play **Slap, Pelmanism** or **Dice game**.

Bookwork

- Ss listen and touch the pictures; in order then randomly. Teacher's Script:
post box, park, lake, mountain, flowers, tree.
- Ss listen to the teacher and repeat (script is the same as above).

8 Study Point

- Draw a picture on the board of a boy next to a tree. Introduce and drill:

Is he behind the tree?

No, he isn't.

Is he next to the tree?

Yes, he is.

Elicit the negative response, then a positive answer.

- Practise by varying the prepositions and using a picture of a girl and an object to elicit *she* and *it*.
- Using the same pictures or inviting two Ss to the front, introduce and drill the plural form *Are they...?* If you wish to work on listening comprehension, play **Please draw**.

Bookwork

- Ss listen and repeat.

Tapescript

Unit 7 Tapescript 3. a. Listen and repeat.

Jack: *Is Emma behind the tree?*

Linda: *No, she isn't.*

Jack: *Are Ann and Mandy in front of the flowers?*

Linda: *Yes, they are.*

- Ss look at the picture which features some of the Take

Off characters in different settings. Ss listen to the compact disc and answer the questions.

Unit 7 Tapescript 3. b. Practice. Look at the pictures.

Is Gary next to the bus stop?

Is Dave in front of the post box?

Are Ann and Mandy behind the flowers?

Is Tim between the post boxes?

Is Emma in the tree?

Is Dave on the post box?

Is Gary under the bus stop?

- Practise in pairs. With a partner Ss take turns to ask and answer questions about the pictures.

9 Listening

- Play a quick round of **Hunt the flashcard** to check the prepositions once more.

Bookwork

- Ss listen to the tapescript and number the boxes where the bird is to be found.

Tapescript

Unit 7 Tapescript 4. Where's the bird? Listen and number the boxes.

1 *The bird is on the bus stop.*

2 *The bird is in front of the tree.*

3 *The bird is behind the flowers.*

4 *The bird is between the trees.*

5 *The bird is in front of the post box.*

10 Reading

Note: In the Student's Book, the instructions read "Look at exercise 8" but should say "Look at exercise 9".

- Check that Ss have marked the bird's positions correctly in the picture by asking questions about exercise 9. For example say:
1. *Is it behind the bus stop?*
and get the Ss to respond chorally with either *Yes, it is* or *No, it isn't*. Ss can take the role of teacher for further practice.

Bookwork

Ss read the questions and look at the picture in exercise 9. They write the answers on the lines. Monitor and aid if necessary.

Feedback Ss could practise asking and answering in pairs.

11 Speaking - Photocopiable Worksheet

- You can now go straight on to do this Speaking exercise.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. Ss should then draw a ball and a bird where they choose in their pictures. Give them a demonstration on the board if necessary. They then ask and answer questions using prepositions to exchange information about where the bird and the ball are in their respective pictures. They then draw their partners' bird and ball. Monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

Extension

You could play a game of *Hide and Seek* for further practice of prepositions. Ensure that Ss are using the target language!

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Listening

- Ss listen to the compact disc and draw lines to the correct stars and places.

Tapescript

Unit 7 Tapescript 5. Connect the pictures to the places.

The post box is between the restaurant and the bank.

The bus stop is between the shops.

The birds are on the shop.

Tim is next to the bank.

The bicycles are in front of the restaurant.

2 Writing

- Ss look at exercise 1 and complete the sentences.

3 Reading

- Ss read the questions, look at the pictures and circle the correct answers.

Unit 8. Whose scarf is this?

Target Language:

It's [name's] [item of clothing/ noun].
They're [name's] [plural items of clothing/ noun].
Is it [name's] [item of clothing/ noun]?
Are they [name's] [plural item of clothing/ noun]?
Yes, it is/No, it isn't.
Yes, they are/No, they aren't.
Whose [item of clothing/ noun] is this?
It's [name's].
Whose [plural item of clothing/ noun] are these?
They're [name's].

Vocabulary:

Review of places, prepositions from Unit 7 and clothes from Unit 4.

Say it Dan (Pronunciation):

Sound: / u: / : June boot glue

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-6, week 2 exercises 7-12. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Photocopiable flashcards for various objects in the Unit in the Teacher's Book. Photocopiable worksheets for exercises 6 and 12 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Review prepositions and the vocabulary taught in Unit 7.
If you wish, try a **Picture dictation**. When the pictures are completed ask *Where is....?* and *Where are....?* questions about the pictures.

Bookwork

Ss listen to the teacher and put a tick if the sentence is correct and a cross if the sentence is incorrect.

Teacher's Script:

- Gary is behind the post box.*
- Mandy and Ann are behind the trees.*
- Tim is in front of the flowers.*
- Emma is between the post boxes.*
- Dave is under the bus stop.*

2 Study Point

- Ask Ss to give you some of their belongings. Introduce and drill: *It's (name's) pen.* Check that Ss are including the possessive 's'.
- Divide Ss into 2 groups. Each student holds in their hand something belonging to them. Group 1 makes **sentences about Ss in group 2. Group 2 Ss do the same about group 1.**
- Introduce and drill statements for the possessive with plural nouns: *They're (name's) books.* As above, make sure Ss are able to confidently make statements.

Bookwork

- a. Ss listen and repeat.

Tapescript

Unit 8 Tapescript 1. a. Listen and repeat.

Jack: *It's Tim's jacket.*

Linda: *They're Mandy's boots.*

- b. Ss listen and connect the characters with their possessions.

Unit 8 Tapescript 1. b. Listen and connect the people to the objects.

Jack: *It's Tim's jacket.*

Linda: *They're Mandy's boots.*

Jack: *They're Tim's shoes.*

Linda: *It's Mandy's scarf.*

3 Study Point

- Introduce, model and drill the question and both positive and negative answers, again using Ss' belongings:
Is it (name's) pencil?
Yes, it is/No, it isn't.
Continue with other Ss' possessions, and make sure Ss can form the question and answer.
- Do the same for two or more items belonging to a student:
Are they (name's) pens?
Yes, they are/No, they aren't.
Once again drill question and answer thoroughly.
- Using Ss' belongings, play **Yes/No stations** practising both singular and plural questions.

Bookwork

- a. Ss listen and repeat.

Tapescript

Unit 8 Tapescript 2. a. Listen and repeat.

Linda: *Is it Tim's book?*

Jack: *Yes, it is.*

Linda: *Are they Mandy's pencils?*

Jack: *No, they aren't.*

- b. Ss look at **Picture 1**. They listen and write the appropriate letters next to the objects; **T** for Tim, **A** for Ann and **D** for Dave.

Unit 8 Tapescript 2. b. Listen. Look at Picture 1. Listen and write the letters in the boxes.

It's Tim's book.

They're Dave's sunglasses.

It's Dave's umbrella.

They're Ann's boots.

They're Ann's sandals.

It's Dave's jacket.

It's Tim's pen.

- c. Practice. Ss look at Picture 1 and answer the questions. Quickly check first that Ss can use all the short answers effectively by asking some questions yourself and eliciting the answers: *Yes, it is, No, it is not, Yes, they are, No, they aren't.*

Unit 8 Tapescript 2. c. Practice. Look at Picture 1.

Is it Tim's book?

Are they Dave's sunglasses?

Is it Ann's book?

Is it Tim's umbrella?

Are they Ann's boots?

Are they Dave's sandals?

Is it Dave's jacket?

Is it Ann's pen?

- d. Ss should ask you who the pencils belong to at this point, as they are omitted from the tapescript to check Ss are paying attention! Get the Ss to ask you instead, as in the example for this exercise: *Are they Dave's pencils?* Answer yes when they ask if they are Ann's pencils. Practise in pairs. With a partner, Ss ask and answer questions about Picture 1.

4 Reading

- Write *Yes, it is, No, it is not, Yes, they are, No, they are not* on pieces of paper. Put the papers on the

table. Show the Ss' Book and ask questions about Picture 1; Ss slap the correct answer.

Bookwork

Ss read the questions and then look at Picture 1. They circle the correct answers. The teacher should circulate and assist if necessary.

5 Writing

- Look at picture 1. Write the names of the characters on pieces of paper. Put the paper around the classroom. Play **Stations**. For example if you call out *book*, the Ss run to the piece of paper with *Tim* written on it.

Bookwork

- Ss look at picture 1 and complete the sentences with the correct name.

6 Speaking - Photocopiable Worksheet

- On the board, draw any six easy-to-draw objects.

Write

up the names *Mandy* and *Gary*. Decide to yourself which objects belong to whom. Invite the Ss to ask questions about the owner of the objects, for example:

Is it Gary's pencil?

If you have decided it is Gary's pencil, answer *Yes, it is* and write the letter *G* for Gary next to the pencil.

Better still, invite the student who asked the question to the board and let him or her write in the letter.

Continue until the ownership of all six items has been established.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. The As have half the information on their sheets and the Bs have the other half. In their pairs, Ss should ask and answer questions to exchange information about the characters' possessions and write the initials onto their sheets. Demonstrate this by doing the example with a good student from the As and then a good student from the Bs. Then monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

7 Say it Dan - Workbook

Sound: / u: / : June boot glue

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

8 Reading

- Using notebooks and the board play **Rub and write** to assist sentence building of such structures as:

It is Tim's T-shirt.

They are Linda's sunglasses.

Obviously if your students are weaker at spelling, after the memorisation period is over only erase a few words rather than the whole sentence.

Bookwork

Ss connect the words to make sentences.

9 Study Point

- Review *this* and *these*. Play **Table/board game** to practise.
- Look at Picture 1. Elicit statements about the belongings (e.g. *They're Dave's sunglasses*). Draw one of the objects on the board. Ask two questions

about the object to elicit a positive and negative response:

Are they Ann's sunglasses?

No, they aren't.

Are they Dave's sunglasses?

Yes, they are.

- Still using Picture 1, introduce and drill:

Whose [umbrella] is this?

It's Dave's.

Continue with other singular items.

- Do the same to introduce the plural questions:

Whose [boots] are these?

They're Ann's.

Ask similar questions about Picture 1. Make sure Ss ask and answer.

- Take some of the Ss' belongings, ask questions about them; for example:

Whose [bag] is this?

It's [Akiko's].

Put the objects on the table. Ss take one or two of the objects and ask a question about it or them, while the other Ss supply the answer.

Bookwork

- Ss listen and repeat.

Tapescript

Unit 8 Tapescript 3. a. Listen and repeat.

Tim: *Whose scarf is this?*

Emma: *It's Ann's.*

Tim: *Whose shoes are these?*

Emma: *They're Gary's.*

- Ss look at **Picture 2**. They write **M** for Mandy, **G** for Gary, **A** for Ann and **D** for Dave next to the objects.

Unit 8 Tapescript 3. b. Listen and write the letters in the boxes.

Tim: *Whose scarf is this?*

Emma: *It's Ann's.*

Tim: *Whose gloves are these?*

Emma: *They're Dave's.*

Tim: *Whose computer game is this?*

Emma: *It's Mandy's.*

Tim: *Whose pens are these?*

Emma: *They're Gary's.*

Tim: *Whose comics are these?*

Emma: *They're Mandy's.*

Tim: *Whose sweater is this?*

Emma: *It's Dave's.*

Tim: *Whose coat is this?*

Emma: *It's Ann's.*

Tim: *Whose shoes are these?*

Emma: *They're Gary's.*

- Practice. Ss look at Picture 2 and answer the questions.

Unit 8 Tapescript 3. c. Practice. Look at Picture 2. Answer the questions.

Whose shoes are these?

Whose scarf is this?

Whose gloves are these?

Whose computer game is this?

Whose pens are these?

Whose comics are these?

Whose sweater is this?

Whose coat is this?

- Practise in pairs. With a partner, Ss ask and answer questions about Picture 2.

10 Writing

- Use flashcards of any objects from the book or objects that belong to Ss and put them on the table.
- Divide the Ss into 2 teams. The teacher says one of the objects and Ss slap the picture. The first team to

slap the card asks the question:

Whose (object) is this?

Whose (objects) are these?

the other team refer to their books or look around the class and answer the question.

Bookwork

Ss look at Picture 2 and complete the questions and answers.

11 Listening

- The idea in this exercise is for the Ss to ask questions about the objects and their owners. The teacher should elicit the question for each of the objects by using a substitution drill along the lines of:

Teacher: *computer game.*

Students: *Whose computer game is this?*

Bookwork

When you answer the question, Ss draw a line from the object to its owner. **Note:** There is no tapescript for this exercise, so you should decide which items belong to which character.

12 Speaking - Photocopiable Worksheet

- On the board write the words *T-shirt* and *sweaters*. Elicit

from Ss' the questions: *Whose T-shirt is this?* and *Whose sweaters are these?* Pretend to look at a worksheet and say *It's Linda's* and *They're Jack's*. Then write the initial beside each one.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. The As have half the information on their sheets and the Bs have the other half. In their pairs, Ss should ask and answer questions to exchange information about the characters' clothes and draw the items onto their sheets. Demonstrate this by doing the example with a good student from the As and then a good student from the Bs. Then monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

Extension

Using Ss' belongings for further practice, you could play **Mystery bag**.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Listening

Ss listen and connect the characters to their possessions.

Unit 8 Tapescript 4. Listen. Connect the people to the objects.

It's Dave's scarf.

They're Tim's sunglasses.

They're Mandy's boots.

They're Ann's sandals.

It's Gary's sweater.

2 Writing

- Ss look at exercise 1 in the Workbook and complete the sentences.

3 Listening

- Ss connect the characters to their possessions.

Unit 8 Tapescript 5. Listen. Connect the people to the objects.

Whose shoes are these?

They're Ann's.

Whose sunglasses are these?

They're Gary's.

Whose jacket is this?

It's Jack's.

Whose skirt is this?

It's Linda's.

Whose pencil is this?

It's Dave's.

Whose T-shirt is this?

It's Tim's.

Unit 9. What's your favourite sport?

Target Language:

Whose [noun] is this?

It's [possessive pronoun].

Whose [nouns] are these?

They're [possessive pronoun]

Is this [possessive pronoun]?

Yes, it is. / No, it isn't.

Are these [possessive pronoun]?

Yes, they are./ No, they aren't.

What's your favourite [category]?

Language Review:

Do you like [category]?

Yes, I do/No, I don't.

New Vocabulary:

Category words: colours, drinks, food, seasons, sports, animals.

Say it Dan (Pronunciation):

Review game. Columns.

Suggested Split:

Week 1 exercises 1-4, week 2 exercises 5-9. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Categories flashcards in the Teacher's Book. Photocopiable worksheet for exercise 9 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Write the names of the characters on the board. Play **Pogo**.
- Put flashcards of the objects from the review exercise (books, hat etc) on the table. Say: *It's Tim's hat*. Ss race to put the flashcard on the board ledge under the character's name and repeat the language.

Bookwork

Ss look at the pictures and link the parts of the sentences together.

Feedback.

Ask questions about the items, for example:

Whose scarf is this?

Elicit the correct answer.

2 Study Point

- Review *his*, *her* and *my*. Play **Stations**.
- Hold up an item belonging to you. Model the question

And answer:

Whose [pen] is this?

It's mine.

Repeat the procedure with items borrowed from male and female students (use pictures on the whiteboard if you have a single-sex class) to demonstrate *It's his/hers*. When the students have grasped the language point, drill thoroughly both question and answer.

- Repeat the above procedure for plural nouns for first and third persons singular:
Whose [pencils] are these?
They're [mine/his/hers].

Divide the board into thirds, and write *his*, *her* and *my* as a 'heading' in each division. Below each heading write in some previously taught singular and plural nouns such as *book*, *books*, *bicycle*, *hat*, *T-shirt*, *T-shirts* etc. Write the same words in each

column. Play **Run and circle**. For example, if you say '*It's his book*' the first two students in each team race to circle the word *book* located in the *his* column, shouting *It's his book!*

- If further practice is needed, you can play a variation of **Kim's game**. Ask all students to put some of their possessions on the table. Pick up an object and ask *Whose [pencil] is this?*

Bookwork

- a. Ss listen and repeat.

Tapescript

Unit 9 Tapescript 1. a. Listen and repeat.

Linda: *Whose bag is this?*

Emma: *It's mine.*

Linda: *Whose books are these?*

Gary: *They're hers.*

Linda: *Whose hat is this?*

Jack: *It's his.*

- b. Ss listen and connect objects to the male and female icons.

Unit 9 Tapescript 1. b. Look at the picture. Listen and connect the people to the objects.

Voice: *Whose bag is this?*

Man: *It's mine.*

Voice: *Whose shorts are these?*

Woman: *They're his.*

Voice: *Whose key is this?*

Woman: *It's hers.*

Voice: *Whose tie is this?*

Man: *It's mine.*

Voice: *Whose sandals are these?*

Woman: *They're mine.*

Voice: *Whose gloves are these?*

Woman: *They're his.*

Voice: *Whose apple is this?*

Woman: *It's hers.*

Voice: *Whose pen is this?*

Man: *It's mine.*

Voice: *Whose socks are these?*

Man: *They're hers.*

- c. Practice. Ss answer the questions.

Unit 9 Tapescript 1. c. Practice.

Whose bag is this?

Whose shorts are these?

Whose key is this?

Whose tie is this?

Whose sandals are these?

Whose gloves are these?

Whose apple is this?

Whose pen is this?

Whose socks are these?

- d. Practise in groups of three. Ss ask and answer about each other's possessions.

3 Writing

Write the target structures for exercise 3 on the board; i.e: *It is hers*, *They are hers*, *It is his*, *They are his*. Play **Run and circle**. For this version of the game, open the text book and point to one of the possessions in the Study Point for exercise 2. If for example you point to the gloves and ask: *Whose gloves are these?* the first two students in each team should race to the board and circle the answer *They are his*.

Bookwork

Ss refer to the picture in exercise 2 and complete the questions and answers.

4 Study Point

- Ask for a number of Ss' own possessions. Introduce, model and drill the question and response below. So as not to overwhelm the students, at first only model and drill positive responses:

Is this yours/his/hers?

Yes, it is.

Are these yours/his/hers?

Yes, they are.

- When the Ss seem reasonably confident in using the above patterns, introduce the negative response:

Is this [yours]?

No, it isn't. It's [his/hers].

Are these [his]?

No, they aren't. They're [hers/mine].

The thing you must bear in mind is that the Study Point in exercise 4 of this unit does not include many exercises to aid the students in their mastery of the new language, so it must be done thoroughly prior to opening the book. After controlled practice of the question and answer, try some freer practice with a round of **Kim's game**.

Bookwork

- Ss listen and repeat.

Tapescript

Unit 9 Tapescript 2. a. Listen and repeat.

Ann: *Is this yours?*

Gary: *No, it isn't. It's his.*

Emma: *Is this his?*

Linda: *Yes, it is.*

Tim: *Are these hers?*

Dave: *No, they aren't.*

- Ss practise in groups of three. They put some of their possessions on the table. They ask and answer questions about the items.

5 Say it Dan - Workbook

Review game for sounds units 6 – 8.

- Chorally drill the 3 sounds and words with the Ss. Prepare a list of words in advance that contain one of these 3 sounds. Draw 3 columns on the board. Play a run and write game in which Ss should run and write words in the correct columns when you say them. Chorally drill the words at the end of the game.

6 Listening

- Review *like* and *don't like*. Write each on a piece of paper and place them in different places around the classroom. Put a selection of flashcards on the table. Play **Slap**. The first student to slap the card has to ask the class:

Do you like [noun/s]?

The other Ss race to the appropriate part of the classroom and say their answer. The questioner wins the card.

Bookwork

- Ss listen to the compact disc and draw simple 'faces' to represent likes and dislikes.

Unit 9 Tapescript 3. a. Listen and repeat.

Gary: Do you like soccer?

Ann: No, I don't.

Gary: Do you like cats?

Ann: Yes, I do.

Gary: Do you like green?

Ann: Yes, I do.

Gary: Do you like pizza?

Ann: No, I don't.

Gary: Do you like dogs?

Ann: No, I don't.

Gary: Do you like milk?

Ann: Yes, I do.

- Practise in pairs. Ss find out their partner's likes and dislikes by asking questions about the items in the pictures or anything else. Correct Ss if they leave out the final **s** by saying *Do you like cat?* with surprised intonation, but don't try to explain why that is so! You can also point to a large **S** on the board to remind them.

7 Vocabulary

- Introduce/Elicit and drill the vocabulary (*sports, food* etc) using the photocopyable flashcards provided with this book.
- Place the category flashcards around the room (or just write the category words on pieces of paper if your students are good at reading). Play **Stations** (i.e. if you call out *monkey*, the Ss race to the *animals* section of the room).

Bookwork

- Ss listen and touch - in order then randomly.

Teacher's Script:

Sports, food, drinks, colours, seasons, animals.

- Ss listen and repeat (use the same script above).

8 Study Point

- Write any three previously taught food types on the board. Elicit the words and then introduce the new structure:

I like steak, spaghetti and pizza.

My favourite food is pizza.

Note that the above is not exactly the target language, but coupled with suitable gestures like rubbing your stomach greedily, is probably the best way (short of explaining in the Ss' own language) of teaching *favourite*. When Ss have got the idea, go on to introduce the target question and answer:

What's your favourite [food]?

[Pizza].

Continue the questions to cover all six categories (sports, food, drinks, colours, seasons, animals). Drill using the category flashcards. Try **Line up** or **Double line up**.

Bookwork

- Ss listen and repeat.

Tapescript

Unit 9 Tapescript 4. a. Listen and repeat.

Mandy: *What's your favourite sport?*

Ann: *Tennis.*

- Ss listen to the conversations. Each character on the compact disc is talking about something they like or don't like. They also mention their favourite thing. Ss put a tick next to the things they like, a cross next to the things they don't like and a star next to their favourite. The teacher should demonstrate this on the board first.

Unit 9 Tapescript 4. b. Listen and complete the table. Put a tick, a cross or a star in the boxes.

Mandy: *What's your favourite sport, Ann?*

Ann: *Tennis.*

Mandy: *Oh! Do you like soccer?*

Ann: *Ugh. No, I don't.*

Mandy: *Mm. Do you like baseball?*

Ann: *Err... Yes, I do.*

Mandy: *Do you like onions?*

Ann: *Ugh. No, I don't.*

Mandy: *Do you like biscuits?*

Ann: *Yes, I do.*

Mandy: *What's your favourite food?*

Ann: *Umm. Pizza.*

Mandy: Do you like tea?
Ann: No, I don't.
Mandy: What's your favourite drink?
Ann: Milk!
Mandy: Do you like cola?
Ann: Erm. No, I don't.
Mandy: What's your favourite colour?
Ann: Orange.
Mandy: Do you like brown?
Ann: Yes, I do.
Mandy: Do you like pink?
Ann: Yes, I do.
Mandy: Do you like winter?
Ann: Brr! No, I don't.
Mandy: Do you like summer?
Ann: Phew! No, I don't.
Mandy: What's your favourite season?
Ann: Autumn.
Mandy: What's your favourite animal?
Ann: Ooh! Snakes!
Mandy: Do you like dogs?
Ann: Yuk! No, I don't.
Mandy: Do you like cats?
Ann: Eurgh! No, I don't.

- c. Ss listen to the compact disc and answer questions about themselves at the same time or individually if you have time.

Unit 9 Tapescript 4. c. Practice.

Do you like onions?
 What's your favourite food?
 What's your favourite sport?
 Do you like surfing?
 Do you like tennis?
 What's your favourite colour?
 Do you like black?
 Do you like winter?
 Do you like spring?
 What's your favourite season?
 Do you like pigs?
 What's your favourite animal?
 Do you like snakes?
 What's your favourite drink?
 Do you like tea?
 Do you like fruit juice?

9 Speaking- Student Book and Photocopiable Worksheet

- The speaking activity is in the format of a questionnaire. By now (and especially if they have completed Lift Off 1) the Ss should be familiar with these class survey activities. If however you want to make sure, draw a simple grid on the board similar to the one in exercise 9. Ask a few Ss and record their answers with a tick for things they like, a cross for things they don't like, and a star next to their favourite things.

Bookwork

- a. Ss ask you, the teacher, and record your answers. Lie a little if you have to, so that there is a spread of ticks, crosses and stars in each category. As there are quite a few questions to ask, get each student to ask one question in turn, and everyone enters your answer in their books.

- b. This activity uses the Photocopiable Worksheet. The Ss first complete the information about themselves putting a tick if they like the things and a cross if they don't. They put a star if the item is their favourite in

the category. They can draw a picture of their favourite item in the category in the next column. They then interview up to 3 classmates asking *Do you like...?* and *What's your favourite...?* Of course, if time is short each student should only ask one other person. There is space for Ss to add their favourite things if these haven't been represented.

Exit

- Line the Ss up in front of the door. In order to leave they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Writing

- Ss look at the pictures and complete the questions and answers.

2 Listening

- a. The Ss listen to Jack and Mandy talking about Jack's favourite things. They put a star next to his favourite things, a tick next to the things he likes and across next to the things he doesn't like.

Tapescript

Unit 9 Tapescript 5. Listen to Mandy and Jack.

Put a tick, a cross or a star in the boxes.

Mandy: What's your favourite sport, Jack?

Jack: Oh...canoeing.

Mandy: Oh! Do you like baseball?

Jack: Ugh. No, I don't.

Mandy: Mm. Do you like climbing?

Jack: Err..Yes, I do.

Mandy: Do you like red?

Jack: Ugh. No, I don't.

Mandy: Do you like yellow?

Jack: Yes, I do.

Mandy: What's your favourite colour?

Jack: Umm. Blue.

Mandy: Do you like salad?

Jack: No, I don't.

Mandy: What's your favourite food?

Jack: Chocolate!

Mandy: Do you like pizza?

Jack: Erm. No, I don't.

Mandy: What's your favourite drink?

Jack: Oh, milk!

Mandy: Do you like orange juice?

Jack: Yes, I do.

Mandy: Do you like tea?

Jack: Yes, I do.

3 Writing

Ss read the questions and complete the answers for themselves.

Unit 10. Where are you from? / Review

Target Language:

Where are you from?
I'm from [country].
Are you [nationality]?
Yes, I am. / No, I'm not.
Where do you live?
I live in [city].

Vocabulary Review:

Sports, seasons, food and drink, rooms in the house.

New Vocabulary:

Countries: America, Australia, Britain, Ireland, Taiwan, Japan. Nationalities: American, Australian, British, Irish, Taiwanese, Japanese.

Cities: Sydney, Perth, Taipei, Taichung, Osaka, Tokyo, London, Glasgow, Dublin, New York, Los Angeles.

Say it Dan (Pronunciation):

Sound: / a:/ : car

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-4, week 2 exercises 5-8. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Photocopiable flashcards for countries and nationalities. Photocopiable worksheet for exercise 4 in Teacher's Book. Board Game 1 in centrefold of students' Pronunciation and Workbook.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Review categories (food, sport etc) and Ss' favourite things. Play **Categories relay** or **Back to back** with the questions and answers from last lesson.

Bookwork

- Ss listen to Gary and Ann talking about sports and food they like and dislike and also their favourite things. The Ss tick the things they like, cross the things they dislike and put a star in the boxes for their favourite things.

Tapescript

Unit 10 Tapescript 1. a. Listen to Gary and Ann. Put a tick, a cross or a star in the boxes.

Ann: Gary, do you like tennis?

Gary: Yes, I do.

Ann: Do you like baseball?

Gary: No, I don't.

Ann: What's your favourite sport?

Gary: Soccer.

Ann: What's your favourite season?

Gary: Autumn.

Ann: Do you like summer?

Gary: No, I don't.

Ann: Do you like winter?

Gary: No, I don't.

Ann: Do you like cola?

Gary: Yes, I do.

Ann: Do you like tea?

Gary: No, I don't.

Ann: Do you like fruit juice?

Gary: Yes, I do. Do you like fishing?

Ann: No, I don't.

Gary: What's your favourite sport?

Ann: Surfing.

Gary: Do you like snorkeling, too?

Ann: Yes, I do.

Gary: And seasons. Do you like winter?

Ann: Yes, I do.

Gary: Do you like spring?

Ann: Yes, I do.

Gary: What's your favourite season?

Ann: Autumn.

Gary: What about drinks? Do you like cola?

Ann: Yes, I do.

Gary: What's your favourite drink?

Ann: Milk.

Gary: And tea? Do you like tea?

Ann: No, I don't.

- Ss work with a partner and take turns to ask and answer questions about Gary and Ann.

2 Vocabulary

- Introduce/Elicit and drill only the countries and nationalities. Do not do the cities for the moment. Use the photocopiable flashcards supplied with this book. Play **Memory game** or **Dice game**.
- If you have a map of the world in your classroom you can use this to play **Slap**. You call out the name of a country or a nationality and Ss race to touch the country/ nationality on the map and shout it out.

Bookwork

- Ss listen to the teacher and touch the countries and nationalities.

Teacher's Script:

America, American, Australia, Australian, Ireland, Irish, Britain, British, Japan, Japanese, Taiwan, Taiwanese.

If you wish, do again but in a different order.

- Introduce/Elicit and drill the cities. These should be done separately so as not to overload the Ss. Nonetheless, with the countries and nationalities above, there is a lot of vocabulary to do, so go slowly and don't be too concerned if Ss show signs of not retaining it. If this is the case, reduce the amount of vocabulary that you are supposed to teach.

Teacher's Script:

Sydney, Perth, Taipei, Taichung, Osaka, Tokyo, London, Glasgow, Dublin, New York, Los Angeles.

- Ss listen and repeat the countries, nationalities and cities.

3 Study Point

Ss will already be familiar with the target structures in this study point, but be sure to drill *Where are you from?* with the Ss' country name in the answer. Encourage them to ask you as well. Also drill *Are you Japanese?* And *Where do you live?* Elicit answers with a city for this.

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 10 Tapescript 2. a. Listen and repeat.

Tim: Where are you from?

Voice: I'm from Japan.

Tim: Are you Japanese?

Voice: Yes, I am.

Tim: Where do you live?

Voice: I live in Tokyo.

- Ss look at the big picture. They listen and complete the sentences. Pause the compact disc to allow them time to do this.

Unit 10 Tapescript 2. b. Look at the map. Listen and complete the sentences.

Narrator: *One.*

Talking Book: *Where are you from?*

Woman 1: *I'm from America.*

Talking Book: *Are you American?*

Woman 1: *Yes, I am.*

Talking Book: *Where do you live?*

Woman 1: *I live in New York.*

Narrator: *Two.*

Talking Book: *Where are you from?*

Man 1: *I'm from Taiwan.*

Talking Book: *Are you Taiwanese?*

Man 1: *Yes, I am.*

Talking Book: *Where do you live?*

Man 1: *I live in Taipei.*

Narrator: *Three.*

Talking Book: *Where are you from?*

Woman 2: *I'm from Britain*

Talking Book: *Are you British?*

Woman 2: *Yes, I am.*

Talking Book: *Where do you live?*

Woman 2: *I live in Glasgow.*

Narrator: *Four*

Talking Book: *Where are you from?*

Man 2: *I'm from Australia.*

Talking Book: *Are you Australian?*

Man 2: *Yes, I am.*

Talking Book: *Where do you live?*

Man 2: *I live in Perth.*

Narrator: *Five.*

Talking Book: *Where are you from?*

Woman 3: *I'm from Japan.*

Talking Book: *Are you Japanese?*

Woman 3: *Yes, I am.*

Talking Book: *Where do you live?*

Woman 3: *I live in Osaka.*

- c. Ss listen to the compact disc and answer the question for themselves.

Unit 10 Tapescript 2. c. Practice.

Where are you from?

- d. Ss practise asking and answering questions in pairs.

4 Speaking - Photocopiable Worksheet

- Quickly review colours and colour words. If the Ss' word recognition skills need polishing play **Rub and write** or **Spelling race**.

Worksheet

Divide Ss into A-B pairs. Student A has a map featuring Europe and America and Student B has a map featuring Asia. Hand out these worksheets.

- a. In pairs, Ss take turns to secretly choose **one** flag (and therefore 'adopt' a new nationality). Ss colour that country's flag according to the colour code.
- b. They then choose a city in that country and write their initial in the box next to that city on the map.**

- c. Ss exchange information about where they come from and where they live.

Feedback

Get Ss to tell the class where their partner is from.

Extension

Ss could swap worksheet, colour the other flags and repeat the exercise.

5 Say it Dan - Workbook

Sound: / a:/ : car

For instructions on how to teach this section, please refer to the notes: 'Developing reading

skills (Say it Dan)' in the Teacher's Book Introduction.

6 Listening

- Review the questions taught through units one to ten. Concentrate on the ones that appear in this listening exercise. Do a chain drill with all the questions and answers in quick succession. You could also try playing **Target Ball** with the questions.

Bookwork

Ss listen to the compact disc and tick the boxes for Jack's answers.

Tapescript

Unit 10 Tapescript 3. Listening.

Linda is in Britain and Jack is in Australia. Listen to Jack's answers and tick the boxes.

Linda: *Hello Jack. How are you?*

Jack: *I'm fine, thank you.*

Linda: *Where are you?*

Jack: *I'm in the garden.*

Linda: *What's the weather like?*

Jack: *It's hot and sunny. It's summer.*

Linda: *What are you doing?*

Jack: *I'm rollerblading.*

Linda: *What are you wearing?*

Jack: *I'm wearing shorts and a T-shirt.*

Linda: *Where's Tim?*

Jack: *He's in the bedroom.*

Linda: *What's he doing?*

Jack: *He's sleeping.*

Linda: *Does he want to go rollerblading?*

Jack: *No. No, he doesn't.*

Linda: *What's the matter?*

Jack: *He's ill.*

Linda: *Oh dear!*

7 Reading

- Play **Cut-up sentences** to practise the questions. **Run and link** for the questions and answers on the whiteboard would also work well.

Bookwork

- Ss read the questions and answers and link them together with different coloured pencils. Monitor and help as necessary while they do this.

Feedback. Get Ss to ask and answer questions in pairs.

8 Speaking – Board Game 1 Around the World

- 10 Tell Ss to turn to the *Around the World* board game in the centre of the **Pronunciation and Workbook**. This game is to review all the language taught in units 1 –10. You can either play as a whole class, or, if you have a fairly large number of students, you could split them up into smaller teams, after clearly demonstrating what they have to do.
- Ss should use a counter or coin each and place them at he start. They can move around the board in any direction. When they land on a space they should then be asked the question by their classmates. If they give the correct answer they gain points. Some squares do not require the asking and answering of questions and Ss are instead required to describe the scene to earn their points. If Ss land on a city, they answer a bonus question about the weather and gain an extra point. See the game itself for the scoring system.
 - Monitor and help while the Ss play the game. If you

are restricted by time, you can stop the game at any point and tell the students to add up their scores and rapidly find a champion.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Listening

- Ss listen to the people and connect them to their country, nationality and city.

Tapescript

Unit 10 Tapescript 4. Listen and connect the people to the countries, cities and nationalities.

Narrator: *One.*

Male voice: *Where are you from?*

Female voice: *I'm from Britain.*

Male voice: *Are you British?*

Female voice: *Yes, I am.*

Male voice: *Where do you live?*

Female voice: *I live in London.*

Narrator: *Two.*

Female voice: *Where are you from?*

Male voice: *I'm from Japan.*

Female voice: *Are you Japanese?*

Male voice: *Yes, I am.*

Female voice: *Where do you live?*

Male voice: *I live in Tokyo.*

Narrator: *Three.*

Male voice: *Where are you from?*

Female voice: *I'm from Taiwan.*

Male voice: *Are you Taiwanese?*

Female voice: *Yes, I am.*

Male voice: *Where do you live?*

Female voice: *I live in Taipei.*

Narrator: *Four.*

Female voice: *Where are you from?*

Male voice: *I'm from Ireland.*

Female voice: *Are you Irish?*

Male voice: *Yes, I am.*

Female voice: *Where do you live?*

Male voice: *I live in Dublin.*

Narrator: *Five.*

Male voice: *Where are you from?*

Female voice: *I'm from Australia.*

Male voice: *Are you Australian?*

Female voice: *Yes, I am.*

Male voice: *Where do you live?*

Female voice: *I live in Perth.*

Narrator: *Six.*

Female voice: *Where are you from?*

Male voice: *I'm from the USA.*

Female voice: *Are you American?*

Male voice: *Yes, I am.*

Female voice: *Where do you live?*

Male voice: *I live in New York.*

2 Reading

- Ss look at the pictures and connect the respective questions to the answers.

3 Writing

- Ss answer the questions for themselves choosing the answers from the box.

Unit 11. Can you swim?

Target Language:

[Name/ he/she/they] can play the[instrument].
Can [name/ he/she/they] play the [instrument]?
Yes, he/ she/ they can.
No, he/ she/ they can't.
I/ you can [verb] [object].
Can you [verb] [object]?
Yes, I can/No, I can't.

Vocabulary Review:

Countries.

New Vocabulary:

Activities: play the piano/ violin/ guitar/ trumpet/ drums, dance, paint, sing, throw a ball, catch a ball, ride a horse.

Say it Dan (Pronunciation):

Sound: / 3 : / : bird surfing

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-10. **Say it Dan** (Workbook Pronunciation exercise) should be done at the beginning of the second week.

Extra Materials: Photocopiable musical and general activity flashcards in the Teacher's Book. Photocopiable worksheet for exercise 5.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Review the sentences from Unit 10:
I am from [country], I am [nationality], I live in [city].
Play **Noughts and crosses**, putting countries and nationalities into the squares and getting teams of Ss to make a sentence with each to win the square.
Play **Cut-up sentences** with the words from the review exercise if you have time.

Bookwork

Ss rearrange the sentences and write them in the correct order. Monitor and feedback by getting them to say the sentences chorally.

2 Vocabulary

- Elicit/Introduce the new vocabulary using the photocopiable flashcards from this book and mime. The verb *play* is familiar to the Ss, so start by introducing the instruments and then add the verb. Having chorally drilled the nouns, you can mime playing the instruments and get the Ss to do the same. Play **Charades**. Please note that in Unit 5 the activities were presented as *go + -ing* but in this unit their infinitive form is used so you need to make sure Ss can grasp the difference:

Unit 5: *I want to go shopping.*

Unit 11: *Can you play the piano?*

Play **Whispers** or **Match up**.

Bookwork

- Ss listen to the teacher and touch the musical activities.

Teacher's Script:

Play the piano, play the violin, play the guitar, play the trumpet, play the drums.

If you wish, do again but in random order.

- Ss listen and repeat (script as above).

3 Study Point

- The easiest way to teach ability or inability is through demonstration. You will have to let go of your inhibitions here. First act as if you are playing the piano well and say: *I can play the piano.* After doing this a few times, act as if you are playing the piano very badly and clap your hands over your ears and say: *I can't play the piano.* This should present the new language in a readily understandable way for the students.
- When the Ss have grasped the concept, move quickly on to the third person because for a number of reasons in this unit the third person singular and plural are taught first.
- Invite a male student to the front of the class. Encourage him to mime playing the piano well and say to the class: *He can play the piano.* Continue with other male students one at a time, each time making the statement and having the rest of the class repeat after you. Do the same with each female student one at a time.
- Now introduce the negative. With a single male student, get him to mime playing the piano really badly and get all the class to clap their hands over their ears. Model the language and get the Ss to repeat: *He can't play the piano.* Continue modelling the negative as before with male and female students.
- Do the same for the third person plural with two students at the front of the class, first modelling: *They can play the piano* and later: *They can't play the piano.*
- Next introduce and model the question and responses:
Can he/she play the piano?
Yes, he/she can.
No, he/she can't.
You can use the same routine as above, asking the question to the class whose answer will reflect the volunteer(s)' musical ability or lack of. You need to do the same for the other instruments. Don't forget that Ss should have practised asking the questions, too!

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 11 Tapescript 1. a. Listen and repeat.

Linda: *She can play the guitar.*

Tim: *He can't play the guitar.*

Gary: *Can she play the guitar?*

Tim: *No, she can't.*

- Ss look at the pictures of people and instruments. They listen and put a tick or a cross in the boxes depending on whether or not the person is able to play instrument.

Unit 11 Tapescript 1. b. Look at the pictures. Listen and put a tick or a cross in the boxes.

Narrator: *a*

Linda: *Can he play the guitar?*

Jack: *No, he can't.*

Narrator: *b*

Linda: *Can she play the trumpet?*

Jack: *Yes, she can.*

Narrator: *c*

Jack: *Can she play the violin?*

Linda: *Yes, she can.*

Narrator: *d*

Jack: *Can they play the piano?*

Linda: *No, they can't.*

Narrator: *e*

Linda: *Can she play the drums?*

Jack: *No, she can't.*

- c. Ss listen to the compact disc and answer the questions.

Unit 11 Tapescript 1. c. Practice.

Look at **a.** *Can he play the guitar?*
Look at **b.** *Can she play the trumpet?*
Look at **c.** *Can she play the violin?*
Look at **d.** *Can they play the piano?*
Look at **e.** *Can she play the drums?*

- d. In pairs, Ss ask and answer questions about the pictures.

4 Writing

- Quickly review the written words *can* and *cannot*. Draw attention to the fact that when we write we normally use *cannot*.

Bookwork

- a. Ss look at exercise 3 and write the sentences. Monitor and check that they are writing them correctly.

- Speaking – Photocopiable Worksheet**
- Go straight on to this speaking activity as Ss have had plenty of language practice by this stage.

Worksheet

The Ss should link the characters to the instruments and then decide if they can or can't play that instrument by putting a tick in the can or can't boxes. Demonstrate this on the board. Now divide your Ss into A-B pairs. Then in their pairs, Ss should ask and answer questions to discuss the differences between their sheets. They will be disagreeing but the aim is language production, so don't worry! Demonstrate this by doing the example with a good student from the As and then a good student from the Bs. Then monitor while the Ss carry out the task.

Feedback

Check that all Ss have been speaking as much as possible.

6 Say it Dan - Workbook

Sound: / 3 : / : bird surfing

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

7 Listening

- This shouldn't be really necessary, but you might quickly want to review negative and positive statements along the lines of:

He can play the guitar. He can't play the trumpet.

This could be done as a **Picture dictation** or **Cut up sentences**.

Bookwork

- a. Ss look at the pictures of Jack and Linda and listen and link them to the instruments and the *can* or *can't* icons.

Tapescript

Unit 1 Tapescript 2.a. Listen and connect the people to the pictures.

Tim: *Can Jack play the trumpet?*
Ann: *No, he can't.*
Tim: *Can Linda play the violin?*
Ann: *Yes, she can.*
Tim: *Can Linda play the piano?*
Ann: *No, she can't.*
Tim: *Can Jack play the guitar?*
Ann: *Yes, he can.*

- b. Practise in pairs. With a partner, Ss ask and answer questions about Jack and Linda.

8 Vocabulary

- c. Elicit/ Introduce the new vocabulary as you did in exercise 2, using mime and the flash cards contained in this book. Model the language using actions and chorally drill it. Play **Charades**.

Bookwork

- a. Ss listen to the teacher and touch the activities.
Teacher's Script:
dance, catch a ball, throw a ball, paint, sing, ride a horse.

If you wish, do again but in randomly.

- b. Ss listen and repeat (script as above).

9 Study Point

- There is nothing really new in this study point other than it introduces ability for the first and second person singular. The students should take this in their stride but if you need to, follow the steps suggested earlier in these notes for the exercise 3 Study Point.

Bookwork

- a. Ss listen to the compact disc and repeat.

Tapescript

Unit 11 Tapescript 3. a. Listen and repeat.

Dave: *I can ride a horse.*

Emma: *Can you ride a horse?*

Gary: *No, I can't.*

- b. Ss listen to Mandy and Ann. In the chart, they tick the boxes for activities Mandy and Ann can do, and put a cross for things they can't do.

Unit 11 Tapescript 3. b. Listen to Ann and Mandy. Put a tick or cross in the boxes.

Ann: *Can you dance, Mandy?*

Mandy: *Yes, I can.*

Ann: *Can you play the trumpet?*

Mandy: *No, I can't.*

Ann: *Can you sing?*

Mandy: *Yes, I can.*

Ann: *Can you play the violin?*

Mandy: *No, I can't.*

Ann: *Can you ride a horse?*

Mandy: *No, I can't.*

Ann: *Can you play the guitar?*

Mandy: *Yes, I can.*

Ann: *Can you paint?*

Mandy: *No. No, I can't.*

Ann: *Can you play the drums?*

Mandy: *Yes, I can.*

Ann: *Can you throw a ball?*

Mandy: *Yes. Yes, I can.*

Ann: *Can you play the piano?*

Mandy: *Yes, I can.*

Ann: *And catch a ball? Can you catch a ball?*

Mandy: *Yes, I can. Can you dance, Ann?*

Ann: *No, I can't.*

Mandy: *Can you play the trumpet?*

Ann: *No, I can't. But I can sing.*

Mandy: *Can you play the violin?*

Ann: *Yes, I can.*

Mandy: *Can you ride a horse?*

Ann: *No, I can't.*

Mandy: *And the guitar. Can you play the guitar?*

Ann: *No. No, I can't.*

Mandy: *And paint? Can you paint?*

Ann: *No, I can't.*

Mandy: *Can you play the drums?*

Ann: *No, I can't.*

Mandy: *Can you throw a ball?*

Ann: *Yes, I can. Yes.*

Mandy: *Can you play the piano?*

Ann: *Yes, I can play the piano.*

Mandy: *Ohh, and can you catch a ball?*

Ann: *Oh, no, I can't.*

- c. Ss listen to the compact disc and answer the questions about their own ability. They also tick or cross the boxes in the table for their answers under the *You* column.

Unit 11 Tapescript 3.c. Practice.

Can you dance?

Can you play the trumpet?

Can you sing?

Can you play the violin?

Can you ride a horse?

Can you play the guitar?

Can you paint?

Can you play the drums?

Can you throw a ball?

Can you play the piano?

Can you catch a ball?

- d. Ss take it in turns to ask the teacher about his or her ability in the different skills. All students record the teacher's answer with a tick or a cross in the *Teacher* column.
- With a partner, Ss take turns to ask and answer and thus complete the *Partner* column.

10 Speaking

- Ss take turns to tell the rest of the class about what their partner can and can't do.

Extension

- If time allows, a fun activity would be to play **Challenge.**

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Listening

- Ss listen to the compact disc which talks about things the man and woman can and can't do. The Ss tick or cross the boxes as appropriate.

Unit 11 Tapescript 4. Listen and put a tick or a cross in the boxes.

Mandy: *Can you play the guitar?*

Talking Book: *Yes, I can. Can you play the guitar?*

Mandy: *No, I can't. Can you play the trumpet?*

Talking Book: *No, I can't. Can you play the trumpet?*

Mandy: *Yes..yes, I can! Can you play the piano?*

Talking Book: *No. I can't. Can you play the piano?*

Mandy: *Yes, I can. Can you play the drums?*

Talking Book: *Oh, yes, I can! Can you play the drums?*

Mandy: *No, I can't. Can you play the violin?*

Talking Book: *Yes, I can. Can you play the violin?*

Mandy: *No, I can't.*

2 Reading

- Ss connect the questions to the silhouettes and answers.

3 Writing

- Ss read the questions and write answers about themselves.

Unit 12. Do you brush your teeth in the morning?

Target Language:

Do you / they [verb] [object] on day?

Do you /they [verb][object] in/at [time of day]?

Yes, I/ they do. No, I/ they don't.

Does he/she [verb] [object] on day?

Does he/she [verb] [object] in/at [time of day]?

Yes, he/she does.

No, he/she doesn't.

Vocabulary Review:

Activities, actions and days of the week from Units 11 and 6.

New Vocabulary:

Drive his/her car, brush his/her teeth, have a bath, telephone his/her friend.

In the morning/ afternoon/ evening/ at night.

Say it Dan (Pronunciation):

Sound / ɔ: / : fork, draw, walk.

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-6, week 2 exercises 7-12. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Photocopiable flashcards for actions and times of day in the Teacher's Book. Photocopiable Worksheet for exercises 6 and 12 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Review can and can't, especially the written word. Play **Stations** or **Challenge**.

Bookwork

Ss listen to the compact disc and circle the correct answer.

Tapescript

Unit 12 Tapescript 1. Listen and circle the answer.

- Ann can catch.
- Gary can't surf.
- I can play the violin.
- They can't climb.
- He can rollerblade.
- She can't play the drums.

2 Vocabulary

- Review the days of the week which were taught in Lift Off 1 Unit 18 and drill thoroughly, including their written form. Play **Chair game**.
- You need to introduce the preposition *on* as it is used in conjunction with days:
on Monday etc.

You could demonstrate this usage with previously taught sporting and leisure activities; write all the days of the week on the board and then add activities to them:

I go shopping on Saturday.

I go surfing on Sunday.

I play computer games on Monday etc.

Teach also *every day*. Teach it in conjunction with a common routine so Ss can understand its meaning. An example might be:

I cook lunch on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. I cook lunch every day.

Bookwork

- Ss listen to the teacher and number the boxes. There isn't a box for every day.

Teacher's Script:

- Monday, 2. Tuesday 3. Wednesday 4. Thursday 5. Friday 6. Saturday 7. Sunday. Every day.

- Ss listen to the teacher and repeat (script is the same as above).**

3 Vocabulary

- Introduce and drill the new daily routines using mimes and the flashcards supplied with this book. Drill chorally and individually, with the Ss performing the actions as you do so.

Bookwork

- Ss listen to the teacher and touch.

Teacher's script:

Drive his car, brush his teeth, have a bath, telephone his friend.

- Ss listen to the teacher and repeat (script is the same as above).

4 Study Point

- You could present the new language in the following way. Write the names of the days of the week across the top of the whiteboard to make 7 columns. Also write the word *every day* and make a eighth column for that. Say *I have a bath on Mondays* and put a tick in the Monday column. Do the same for each day of the week and then say *I have a bath every day* and put a tick in that column. Invite a male student to the front of the class and ask him about his daily routines saying *Do you have a bath on Mondays?* etc. Elicit his answers *Yes, I do* and *No, I don't* and put ticks or crosses for him on the board. Don't forget *every day*. Now do the same with a female student. Draw pictures if you are lacking either boys or girls in your class. Drill these first and second person forms chorally with the class.
- With reference to the information on the board now ask the class *Does he have a bath on [Mondays]?* Model the answers *Yes, he does/No, he doesn't* and get the class to repeat. Do the same with a female student's answers to get the *she* form. Don't forget *every day*. Then bring these two Ss together and drill the third person plural form *Do they have a bath on [Mondays]?* *Yes, they do/No, they don't*.

Bookwork

- Ss listen and repeat.

Tapescript

Unit 12 Tapescript 2. a. Listen and repeat.

Ann: *Do you have a bath on Sundays?*

Tim: *Yes, I do.*

Ann: *Do you have a bath every day?*

Tim: *No, I don't.*

- Ss look at Jack's week. They listen to him answering the questions about what he does and put a tick or a cross in the boxes accordingly.

Unit 12. Tapescript 2. b. Listen to Jack. Put a tick or a cross in the boxes.

Talking Book: *Do you have a bath on Mondays?*

Jack: *Yes, I do.*

Talking Book: *Do you drive your car on Mondays?*

Jack: *No, I don't.*

Talking Book: *Do you telephone your friend on Tuesdays?*

Jack: No, I don't.

Talking Book: Do you brush your teeth on Tuesdays?

Jack: Yes, I do.

Talking Book: Do you brush your teeth on Wednesdays?

Jack: Yes, I do.

Talking Book: Do you have a bath on Thursdays?

Jack: No, I don't.

Talking Book: Do you telephone your friend?

Jack: Yes, I do.

Talking Book: Do you drive your car on Fridays?

Jack: No, I don't.

Talking Book: Do you brush your teeth?

Jack: Yes, I do.

Talking Book: Do you drive your car on Saturdays?

Jack: Yes, I do.

Talking Book: Do you telephone your friend?

Jack: Yes, I do.

Talking Book: Do you have a bath on Sundays?

Jack: Yes, I do.

Talking Book: And do you brush your teeth?

Jack: Oh yes. Yes, I do.

- c. Ss listen to the compact disc and answer the questions about Jack's week.

Unit 12 Tapescript 2.c. Practice.

Does he have a bath on Mondays?

Does he drive his car on Mondays?

Does he telephone his friend on Tuesdays?

Does he brush his teeth on Tuesdays?

Does he brush his teeth on Wednesdays?

Does he drive his car on Wednesdays?

Does he have a bath on Thursdays?

Does he telephone his friend on Thursdays?

Does he drive his car on Fridays?

Does he brush his teeth on Fridays?

Does he drive his car on Saturdays?

Does he telephone his friend?

Does he have a bath on Sundays?

And does he brush his teeth?

- d. In pairs, Ss ask and answer questions about Jack's week.

5 Reading- Workbook

- Review the written form of the target language. To practise you may want to play **Rub and write**, **Memory game** or **Cut up sentences**.

Bookwork

Ss look in their workbooks at exercise 5 and refer to the ticked weekdays on the left-hand side. They read the questions and circle the correct answer. Feedback by checking orally that everyone has the same answers.

6 Speaking - Photocopiable Worksheet

- Draw four circles on the whiteboard. In the four circles write: *telephone his friend*, *brush his teeth*, *have a bath*, *drive his car*. Draw a picture of a boy's head in the middle of the circles. Draw a tick box below each circle and put ticks or crosses in each one. Ask *Does he (one of the circle activities) every day?* and get Ss to answer you with a negative or positive answer by looking at the ticks or crosses.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. The As have half the information on their sheets and the Bs have the other half. The As should put ticks or crosses in the boxes for the boy. The Bs

should put ticks or crosses in the boxes for the girl. In their pairs, Ss should ask and answer questions to exchange information and complete the ticks/ crosses for the boy or girl that they are missing. Demonstrate this by doing the example with a good student from the As and then a good student from the Bs. Then monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

7 Say it Dan – Workbook

Sound / ɔ: / : fork, draw, walk.

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

8 Vocabulary

- 10 Using the flashcards supplied with this book or by drawings pictures on the whiteboard, introduce/ elicit the new vocabulary. It is important to convey to the Ss the idea of parts of the day, so you can also demonstrate this using a real/toy clock e.g. for *in the morning* show that it's from about 5am to 12 noon by moving the clock hands. Drill the new language chorally, paying attention to saying *in the/at* each time. Play **Slap**.

Bookwork

- a. Ss listen to the teacher and touch.
Teacher's Script:
in the morning, in the afternoon, in the evening, at night.
- b. Ss listen to the teacher and repeat (script is the same as above).

9 Study Point

- The language point here is not so different to the Study Point in exercise 4. The only difference here is that the questions ask for what time of day a routine is undertaken as opposed to which day/s of the week. Please refer to Study Point 4 as to how to teach it.
- Having followed the steps from exercise 4, ask individual students a question and help them with the answers. You should drill both question and answer to build confidence. The main problem is not conceptual, but getting the relatively lengthy question structure in the correct order may take time. Play **Back-to-back** if you have enough students.

Bookwork

Tapescript

- a. Ss listen and repeat.
Unit 12 Tapescript 3. a. Listen and repeat.
Mandy: Do you have breakfast in the evening?
Gary: No, I don't.
Mandy: Does Dave have dinner in the evening?
Gary: Yes, he does.
- b. Ss look at what each of the characters do in the morning, in the afternoon, in the evening and at night. They listen to the compact disc and answer the questions.

Unit 12 Tapescript 3. b. Practice.

Does Dave clean his teeth in the afternoon?
Does Dave eat chocolate in the morning?
Does Dave ride his bicycle in the evening?
Does Dave sleep at night?
Does Emma read a comic in the morning?
Does Emma have a shower in the evening?
Does Emma read a comic at night?
Does she play the guitar in the afternoon?
Do Jack and Linda cook in the morning?

*Do they sing in the afternoon?
Do they play computer games in the evening?
Do they play the piano at night?*

- c. In pairs, Ss take it in turns to ask each other questions about the characters from b.

10 Listening – Pronunciation and Workbook

- Having just done a speaking activity, you can go straight on to do exercise 10 in the Pronunciation and Workbook.

Bookwork

Ss listen to the compact disc and link the characters to the verbs, the remainder of the question and short answers.

Tapescript

Unit 12 Tapescript 4. Listen and connect the people to the actions.

Talking Book: *Does Tim ride a bicycle at night?*

Narrator: *No, he doesn't.*

Talking Book: *Do you eat breakfast in the morning, Emma?*

Emma: *Yes, I do.*

Talking Book: *Do you play tennis in the afternoon, Dave?*

Dave: *Yes, I do.*

Talking Book: *Do Linda and Jack sleep in the evening?*

Narrator: *No, they don't.*

11 Writing

- For this exercise, students are simply copying from exercise 10 to get writing practice. If you are short of time, you can omit this exercise.

Bookwork

Ss look at exercise 10 and copy the question and answers. Check the questions and answers as a class for feedback.

12 Speaking

- For this activity, Ss will ask questions about their partner's daily activities. You need to use photocopiable worksheets for this activity.

Worksheet

Give your Ss a worksheet each. This is a questionnaire activity which Ss should be very familiar with by now. Demonstrate on the board if they seem unsure. Ss should read the questions and put a tick or a cross in the boxes for themselves. They then ask and answer questions in pairs and put a tick or a cross for their partner. Show how to do this by doing the example with a good student. Monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

Extension

Ss could tell the class about their partner.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Listening

- Ss listen to Linda and letter the boxes. The pictures with a tick represent positive answers and the pictures with a cross represent negative answers.

Tapescript

Unit 12 Tapescript 5. Listen to Linda and letter the boxes.

Narrator: *a*

Talking Book: *Do you brush your teeth every day?*

Linda: *No, I don't.*

Narrator: *b*

Talking Book: *Do you brush your teeth on Tuesdays?*

Linda: *Yes, I do.*

Narrator: *c*

Talking Book: *Do you drive your car on Sundays?*

Linda: *Yes, I do.*

Narrator: *d*

Talking Book: *Do you drive your car on Thursdays?*

Linda: *No, I don't.*

Narrator: *e*

Talking Book: *Do you telephone your friend on Wednesdays?*

Linda: *No, I don't.*

Narrator: *f*

Talking Book: *Do you telephone your friend on Saturdays?*

Linda: *Yes, I do.*

Narrator: *g*

Talking Book: *Do you have a bath on Tuesdays?*

Linda: *Yes, I do.*

Narrator: *h*

Talking Book: *Do you have a bath every day?*

Linda: *No, I don't.*

2 Writing

- Ss read the questions and answer for themselves.

Unit 13. Are there any books in the cupboard?

Target Language:

There's a noun.

There are some/ [number] [plural noun].

Is there a [noun] in the [place]?

Yes, there is. / No, there isn't.

Are there any [plural noun] in the [place]?

Yes, there are. No, there aren't.

Vocabulary Review:

Actions from Units 11 and 12, numbers 10 - 60.

New Vocabulary:

Numbers 70 - 100, food, clothes and nouns from previous units.

Say it Dan (Pronunciation):

Review game. Crossword.

Suggested Split:

Week 1 exercises 1-6, week 2 exercises 7-10. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Photocopiable flashcards in the Teacher's Book. Photocopiable worksheet for exercises 6 and 10 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Review the activities from last week and the parts of the day in which we do them. Play **Spelling race** for the activities and **Run and write** for parts of the day.

Bookwork

- a. Ss listen and letter the pictures.

Tapescript

Unit 13. Tapescript 1. Listen and letter the pictures.

- He plays the guitar at night.*
- She telephones her friend in the morning.*
- They play soccer in the afternoon.*
- He drives his car in the evening.*

2 Numbers

- In Lift Off 1, numbers from one to sixty were taught. Review these by playing **Bingo**, **Coin race** or **Fizz buzz**.
- Teach the remaining numbers in multiples of ten from seventy to one hundred. After drilling you can if you wish play some of the above games for freer practice.
- Try some minimal pairs work (13/30 etc) as these often give problems. Check with a **Numbers dictation**.

Bookwork

- a. Ss listen and repeat.

Tapescript

Unit 13 Tapescript 2. a. Listen and repeat.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

- b. Ss listen and touch the numbers.

Unit 13 Tapescript 2. b. Listen and touch.

12/20, 13/30, 14/40, 15/50, 16/60, 17/70, 18/80, 19/90, 20/100.

- c. Ss listen and circle the correct number.

Unit 13 Tapescript 2. c. Listen. Circle the correct number.

100, 15, 30, 70, 18, 90, 14.

3 Study Point

- Gather together some familiar classroom realia (such as pencils, books, plastic fruit etc). Place all of them on the table in front of the students.
- Present the target structure by picking up the items in turn and commenting on them like this:

There's a [watch].

There's a [bag].

There are [two books].

There are [three apples].

There are some [pencils].

There are some [oranges].

Basically you are showing how we typically list quantities of countable objects. Ss are also passively learning that when there are too many objects to count or the exact quantity isn't important or can't be verified we use *some*. An old TEFL trick to demonstrate was with a box of matches. The instructor put a match or two on the table and asked how many there were in order to elicit:

There are [three] matches.

The instructor would then place some more matches on the table and repeat the question. Finally, the closed matchbox would be rattled and the same question was asked to demonstrate how the appropriate response was: *There are **some** matches.*

You can adopt this technique by using an undisclosed number of pencils in a bag or drawing pins in their box.

- Make sure you drill the statements thoroughly. A **Chain drill** can be a fun way for controlled practice with students passing the realia among themselves.
- Introduce the written form on the board too. Drill and play **Cut up sentences** or **Run and circle** to work on word recognition and sentence building skills.

Bookwork

- a. Ss listen and repeat.

Tapescript

Unit 13 Tapescript 3. a. Listen and repeat.

There's a banana, there are three melons and there are some eggs.

- b. Ss listen and tick the correct picture.

Unit 13 Tapescript 3. b. Listen and tick the pictures.

- There are some strawberries.*
- There's a lemon.*
- There's a biscuit.*
- There are some oranges.*
- There are four onions.*
- There's an apple.*

- c. In pairs Ss take turns to talk about the pictures.

4 Writing

- Check through Ss' writing ability of the target language:
There is a lemon.
There are some strawberries.
- Write up several statements along the lines of the above sentences. Erase words from each sentence and see if students can re-write the missing word.

Bookwork

Ss look at the pictures in exercise 3b and write the sentences. Monitor and feedback by checking as a class.

5 Listening - Workbook

- For this exercise the teacher will do a picture dictation and the Ss will draw the pictures in their workbook. Do a quick dictation check using the whiteboard. You may need to remind them that *some [oranges]* means three or more, it is up to them how many they draw.

Bookwork - Workbook

Ss listen to the teacher and draw the objects. It is up to you what objects you tell the Ss to draw, but make sure that you use known vocabulary that is relatively easy to draw e.g. fruit, transport, animals, food, household crockery etc. Also ensure that you include at least one example of each of *There's a/an*, *There are [number]* and *There are some*.

6 Speaking - Photocopiable Worksheet

This exercise is similar to the previous one, but this time the students get to exchange information in pairs.

Worksheet

Put Ss into A-B pairs. Student A will dictate the six pictures *a* to *f* to Student B, who will in turn dictate pictures *1* to *6* to Student A.

Feedback

Get Ss to tell what they have drawn in each of the pictures.

Extension

Ss could do their own picture dictations in their notebooks.

7 Say it Dan - Workbook

Review game. Crossword.

Ss should look at the picture prompts. Elicit the words from the Ss. Chorally drill them.

Ss now write the words into the crossword. Monitor and help them as needed. Feedback as a class, checking where each of the words should go.

• Study Point

- The prepositions (in, on and under) were taught in Lift Off 1 and reviewed again in Lift Off 2 Unit 7, so should only require a quick review. If needed, play **Place Race**.
- Gather some realia (you can use the same things as you used for exercise 3) and some containers such as a tissue box or pencil case and place them on the table. Arrange the realia so as to introduce and model the question and answer:

Is there a pencil under the book?

Yes, there is / No, there isn't.

Continue with some more questions and answers and get Ss to repeat after you. Drill thoroughly.

- When the students are ready, do the same for plurals:
Are there any pens in the box?
Yes, there are / No, there aren't.
As before, drill thoroughly.
- For controlled practice ask individual students the above questions. Move on to Ss asking you and then open pairs.

Bookwork

- a. Ss listen to the compact disc and repeat.

Tapescript

Unit 13 Tapescript 4. a. Listen and repeat.

Emma: *Is there a television in the cupboard?*

Gary: *No, there isn't.*

Emma: *Are there any books in the cupboard?*

Gary: *Yes, there are.*

- b. Ss look at the main picture. They listen to the compact disc and put a tick in the yes or no column.

Please note: Gary says that there isn't a scarf in the cupboard, but in fact there *is*. He also says that there aren't any umbrellas in the cupboard and there *are*. See if your Ss can spot the difference! They should put a tick or a cross for what they actually see on the page.

Unit 13 Tapescript 4. b. Look at the big picture.

Listen and put a tick or a cross in the boxes.

Emma: *Is there a video in the cupboard?*

Gary: *No, there isn't.*

Emma: *Are there any umbrellas in the cupboard?*

Gary: *No, there aren't.*

Emma: *Are there any sandals in the cupboard?*

Gary: *Yes, there are.*

Emma: *Are there any pencils in the cupboard?*

Gary: *No, there aren't.*

Emma: *Are there any books in the cupboard?*

Gary: *Yes, there are.*

Emma: *Is there a television in the cupboard?*

Gary: *No, there isn't.*

Emma: *Are there any shoes in the cupboard?*

Gary: *Yes, there are.*

Emma: *Are there any balls in the cupboard?*

Gary: *No, there aren't.*

Emma: *Is there a scarf in the cupboard?*

Gary: *No, there isn't.*

Emma: *Is there a jacket in the cupboard?*

Gary: *Yes, there is.*

- c. Ss listen to the compact disc and answer the questions.

Unit 13 Tapescript 4. c. Practice.

Is there a video in the cupboard?

Are there any umbrellas in the cupboard?

Are there any sandals in the cupboard?

Are there any pencils in the cupboard?

Are there any books in the cupboard?

Is there a television in the cupboard?

Are there any shoes in the cupboard?

Are there any balls in the cupboard?

Is there a scarf in the cupboard?

Is there a jacket in the cupboard?

- d. In pairs, Ss ask and answer questions about the main picture.

9 Writing

- Try some sentence building activities. **Cut up sentences** will provide suitable practice. **Rub and write** is another useful game. Make sure you include work with the uncontracted versions of the short answers.

Bookwork

- Ss look at the main picture in exercise 8. Then, reading the gapped sentences they write in the missing words and answers.

10 Speaking - Photocopiable Worksheet

- For this exercise, Ss are going to look at their own picture and gather information about their partner's picture.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. In their pairs, Ss should ask and answer questions to exchange information about their pictures. The As should look at their pictures and the Bs should look at theirs. Then they use the prompts on the right hand side of their worksheets to ask about their partner's picture, along the lines of: *Are there any sandals in your picture?* Write the start of the questions *Is there a/an...?* And *Are there any...?* to assist them. When they learn the information, they should tick the yes or the no box. Demonstrate this by doing the example with the whole class. Ensure that the Ss use the target language from the unit. Monitor and assist while the Ss carry out the task.

Feedback

Check all Ss tick boxes agree and allow them to look at each other's pictures.

Workbook-Homework

1 Writing

- Ss look at the pictures and complete the sentences.

2 Listening

- This works as a picture dictation. Ss listen to the compact disc and draw the picture in the box.

Tapescript

Unit 13 Tapescript 5. Listen. Draw the picture.

There's a table in the kitchen. There are two chairs. There's a cup on the table. There's a banana, three melons and a pineapple on the table.

3 Reading

- Ss look at the picture that they drew in exercise 2. They connect the questions about that picture to the answers.

Unit 14. There aren't any tables in the classroom

Target Language:

There isn't a [noun] in the [place].

There aren't any [plural noun] in the [place].

Vocabulary review:

Instruments from Unit 11 and classroom objects.

New Vocabulary:

CD player, shelf, desk, classroom, music room, cafeteria, gym, sports field, swimming pool, library.

Say it Dan (Pronunciation):

Sound: / ɔɪ /: boy toilet

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-11. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials:

Photocopiable classroom objects and school room flashcards in the Teacher's Book. Photocopiable worksheets for exercises 5 and 11 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Review the previous unit's target language (*Is there a book on the table? / Are there any books in the cupboard?*). Play **Kim's game**.

Bookwork

Ss look at the picture and circle the correct words.

2 Vocabulary

- Introduce/Elicit and drill the new vocabulary. Use the photocopiable flashcards supplied with this book.

Bookwork

- Ss listen to the teacher and touch.

Teacher's Script:

classroom, music room, desk, shelf, CD player.

If you wish, do again but in random order.

- Ss listen and repeat (script as above).

3 Study Point

- The Ss practised the positive form *There is a / There are [number] / some* in Unit 13. Now you need to introduce them to the negative form. You can do this in the same way as you did in Unit 13, but this time you are focusing on what's missing as opposed to what there actually is.
- Gather together some classroom realia and place it on the table in front of the Ss. Revise the positive forms by checking Ss can say *There is a / There are [number] / some* using the objects on the table. Now take away one of the singular objects and say *There isn't a [object] on the table*. Drill chorally and repeat with some of the other objects, taking them away each time. Drill individually when you think that the Ss are confident with the structure.
- Next introduce the plural form *There aren't any [objects] on the table*. Do this as you did above, but this time using plural objects, for example: *There aren't any pencils on the table*. Repeat several times, each time taking the objects away. Drill thoroughly.

- Finally mix singular and plural negative forms and get the Ss to take away the objects and be the teacher. Play **Kim's game** if you have time.

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 14 Tapescript 1. a. Listen and repeat.

There isn't a CD player in the classroom.

There aren't any students in the music room.

- Ss listen and look at the classroom and the music room. They put a tick or a cross in the boxes according to whether or not the objects are in the rooms.

Unit 14 Tapescript 1. b. Listen and put a tick or a cross in the boxes.

Gary: *There isn't a CD player in the classroom.*

Emma: *There aren't any students in the music room.*

Gary: *There are some students in the classroom.*

Emma: *There's a CD player in the music room.*

Gary: *There isn't a shelf and there aren't any chairs in the classroom.*

Emma: *But there is a shelf and there are some chairs in the music room.*

Gary: *There is a desk but there aren't any tables in the classroom.*

Emma: *There are some tables in the music room but there isn't a desk.*

Gary: *There are some bags in the classroom.*

Emma: *There aren't any bags in the music room but there are some trumpets.*

Gary: *There aren't any trumpets in the classroom.*

- Ss listen to the compact disc and make sentences from the Talking Book's prompts.

Unit 14 Tapescript 1. c. Practice.

students, classroom

students, music room

CD player, classroom

CD player, music room

shelf, classroom

shelf, music room

chairs, classroom

chairs, music room

desk, classroom

desk, music room

tables, classroom

tables, music room

trumpets, classroom

trumpets, music room

bags, classroom

bags, music room

- In pairs, Ss take turns to make prompts for their partner, who should then make a statement about the classroom or the music room.

4 Writing

- Play **Run and Write** or **Cut-up sentences** to practise the written forms of the target language. Avoid using the contractions *isn't* and *aren't* in the written forms. Use instead the full forms *is not a* and *are not any*.

Bookwork

Ss should refer to exercise 3 and read and complete the sentences. Feedback by checking as a class.

5 Speaking – Photocopiable Worksheet

- In this speaking exercise, Ss are required to do something that could be conceptually difficult if it's not set up well. To introduce Ss to the idea you could play **Kim's game**.

Worksheet

Give the Ss the worksheets. Divide the Ss into two teams. Allow them 2 minutes to look at the picture of the packed classroom. Then get them to cover it up. As a team, they should then try and remember everything that was in the classroom. Allow them 2 minutes to do this. Play a team game. The Ss have to remember and tell you what things are **not** in the empty classroom. They should use *There isn't a/ there aren't any [objects] in the classroom*. Award points and the team with the most at the end are the champions.

Feedback

Go through the items that are missing in the empty classroom.

Extension

Get Ss to tell you what **is** in the packed classroom using the positive form of the target language *There is a/ there are some* etc.

6 Say It Dan – Workbook

Sound: / ɔɪ /: **boy toilet**

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

7 Vocabulary

- Introduce/Elicit and drill the new vocabulary. Use the photocopiable flashcards supplied with this book. Play *Whispers* or *Memory game*.

Bookwork

- a. Ss listen to the teacher and touch the pictures.

Teacher's Script:

cafeteria, gym, sports field, swimming pool, library

If you wish, do again but in random order.

- b. Ss listen and repeat (script as above).

8 Listening

- Quickly revise the negative forms *There isn't a/ There aren't any* from the last lesson. Play *Truth* using objects around the classroom.

Bookwork

- a. Ss listen to the compact disc and put ticks for the things/people that can be found in the places around the school and crosses for the things that can't.

Tapescript

Unit 14 Tapescript 2. Listen and put a tick or a cross in the boxes.

*There isn't a piano in the cafeteria.
There are some forks in the cafeteria.
There's a CD player in the cafeteria.
There aren't any balls in the gym.
There's a teacher in the gym.
There are some students in the gym.
There aren't any students on the sports field.
There are some trees on the sports field.
There isn't a table on the sports field.
There aren't any teachers in the swimming pool.
There are some students in the swimming pool.
There aren't any balls in the swimming pool.
There are some books in the library.
There is a desk in the library.
There isn't a CD player in the library.*

- b. Ss make sentences in pairs about the school in exercise a.

9 Reading

- Play *Slap* for reading practice with the target language written on pieces of paper. Ensure that the Ss say the sentences when they win the paper.

Bookwork

Ss link the questions and answers together based on the information in exercise 8a. The first link is intentionally incorrect to test Ss' understanding, so Ss need to correct this first. Do it as an example. One answer *No, there is not* is not used at all and *No, there are not* is used twice, so be aware of this. Feedback by checking as a class.

10 Reading

Play *Run and circle* with the words *true* and *false* written on the whiteboard. Make statements about objects around you in the classroom using both the negative and the positive target language. Ss should run and circle *true* or *false* according to whether or not your statement was correct. Get the Ss to take the role of teacher if at all possible.

Bookwork

Ss read the sentences and circle true or false. Feedback by checking as a class.

11 Speaking

- This speaking activity involves the Ss answering a *true/false* questionnaire in teams.

Worksheet

Give the Ss the worksheets. Divide the Ss into two teams. They should read the questions and answer them according to what they see in the classroom around them. Allow them 5 minutes to answer the questions as a team, putting ticks in the *true* or *false* boxes. Play a team game. The Ss have to put their hands up when you read out the question and shout out *true* or *false*. If the sentence was true, the Ss should then read out the sentence. If the sentence was false, they should tell you the corrected sentence, i.e. change it from negative to positive or vice versa. Award points for each correct answer. The team with the most at the end are the champions. If your Ss are good at reading, they can take it in turns to be teacher and read out the sentence prompts instead of you.

Feedback

Talk about the things that are in your classroom. You could do this as a team game, awarding a point for each grammatically correct observation.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Reading

- Ss read the statements and circle the correct words.

2 Listening

- Ss listen to what is to be found in the swimming pool and in the gym. They put a tick for the things that are in these places and a cross for the things that aren't.

Tapescript

Unit 14. Tapescript 3. Listen and put a tick or a cross in the boxes.

*There are some balls in the swimming pool.
There isn't a teacher next to the swimming pool.
There aren't any books in the swimming pool.
There aren't any chairs in the swimming pool.
There isn't a CD player in the gym.
There isn't a piano in the gym.*

There are some students in the gym.

There isn't a table in the gym.

3 Writing

- Ss look at exercise 2 and complete the sentences using the sentences in the box.

Unit 15. Do you like hiking?

Target Language:

Who's [gerund][object]?

[Name] is. [Name] and [Name] are.

I/ you/ they like [gerund].

I/ you/ they don't like [gerund].

He/ she likes [gerund].

He/ she doesn't like [gerund].

Do you/ they like [gerund]?

Yes, I/ they do. No, I/ they don't.

Does he/ she like [gerund]?

Yes, he/ she does. No, he/ she doesn't.

Vocabulary Review:

Classroom objects from Unit 14, singing, dancing, playing soccer and various activities.

New Vocabulary:

Camping, hiking, studying English, doing his/ her homework, writing a letter.

Say it Dan (Pronunciation):

Sound: / aʊ /: house cow

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-10. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Photocopiable flashcards for activities in the Teacher's Book. Photocopiable worksheet for exercise 5 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Quickly check through the previous unit's Study Points: *There are some pens in the glass.*
There are not any bags on the table.
Using realia or flashcards from this book to play **Kim's game** or **Line game**.

Bookwork

Ss read the sentences and letter the correct pictures. Feedback as a class to check.

2 Vocabulary

- Introduce/Elicit and drill the new activities. Use the photocopiable flashcards in the Teacher's Book.
- Try a **Dribble drill**, or **Guess the word**.

Bookwork

- Ss listen to the teacher and touch (**not** number as it says on the page).

Teacher's Script:

camping, studying English, hiking, doing her homework, writing a letter.

- Ss listen and repeat (script is the same as above).

3 Study Point

- In Lift Off 1 Ss learned in Unit 9:
Who's this?
It's my friend.

For students who have previously learnt this structure, the Study Point in exercise 3:

Who's studying English?

Emma is.

Who's camping?

Dave and Tim are.

should not present any conceptual difficulties.

- Invite two students to the front of the class. Ask each to perform a different action such as jumping or drawing something. As they carry out your commands, introduce and model the target language to the class:

Who's jumping? [Kazuki] is.

Who's drawing? [Ayano] is.

After modelling several times, drill the question and answer thoroughly. Continue with other students coming to the front and performing other actions. Do also with two Ss performing the same action to teach:

Who's catching? [Miyuki and Jun] are.

When everyone can produce the question and answer to your satisfaction, play **Charades**.

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 15 Tapescript 1. a. Listen and repeat.

Gary: *Who's studying English?*

Ann: *Emma is.*

Gary: *Who's camping?*

Ann: *Dave and Tim are.*

- Ss look at the pictures on the pinboard which show characters enjoying various activities. The Ss listen and letter.

Unit 15 Tapescript 1. b. Look at the big picture.

Listen and letter.

Narrator: *a*

Gary: *Who's studying English?*

Ann: *Emma is.*

Narrator: *b*

Gary: *Who's hiking?*

Ann: *Jack and Linda are.*

Narrator: *c*

Gary: *Who's camping?*

Ann: *Dave and Tim are.*

Narrator: *d*

Gary: *Who's doing her homework?*

Ann: *Mandy is.*

Narrator: *e*

Gary: *Who's writing a letter?*

Ann: *Gary is.*

- Ss listen to the compact disc and answer the questions about the pictures on the pinboard.

Unit 15 Tapescript 1. c. Practice.

Who's studying English?

Who's hiking?

Who's camping?

Who's doing her homework?

Who's writing a letter?

- In pairs, Ss ask and answer questions about the pictures.

4 Writing

- Show the Ss how when we write we tend to use *Who is* rather than the abbreviated *Who's*.

Bookwork

Ss look at the main picture and complete the questions and answers.

5 Speaking - Photocopiable Worksheet

- Ss have had a lot of practice of the target structure and vocabulary, so now you can move on to the speaking exercise. Ss will do an information gap activity using the worksheets that you should have cut up before the lesson.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. The As have half the information on their sheets and the Bs have the other half. In their pairs,

Ss should ask and answer questions to exchange information about what the characters are doing and draw the missing lines onto their sheets.

Demonstrate this by doing the example with a good student from the As and then a good student from the Bs. Then monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

6 Say it Dan - Workbook

Sound: / au /: house cow

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

7 Study Point

Review the activities quickly, all of which were covered earlier in this unit. Do a **Chain drill**. If further practice is needed, play **Charades** or **Musical statues**. The students should be very familiar with the concept of *like/s* and *don't like/ doesn't like*, and if they studied Lift Off 1 they will have covered the structure *like [noun]* in units 13 and 14 of that book. Now they will learn it with the gerund. As such, the language shouldn't present a problem. On the board, draw faces denoting *like* and *don't like*. Using the activities, drill *I like camping* and follow with *you, they, he* and *she*. Then do the same for the negative form using the *don't like* face and drilling all the forms. Play **Truth** if there's time.

Bookwork

- a. Ss listen to the compact disc and repeat.

Tapescript

Unit 15. Tapescript 2.a. Listen and repeat.

Mandy: *They like camping.
She doesn't like camping.
He likes camping.*

- b. Ss listen and letter the pictures.

Unit 15. Tapescript 2. b. Listen and letter the pictures.

Narrator: a

Mandy: *They like hiking.*

Narrator: b

Mandy: *She likes reading.*

Narrator: c

Mandy: *He doesn't like writing letters.*

Narrator: d

Mandy: *She doesn't like doing her homework.*

- c. Ss talk about the pictures from exercise b in pairs.

8 Writing - Workbook

Play **Yes/ No Stations** with the Ss to revise their general likes and dislikes of activities. Shout out an activity e.g. *swimming* and get the Ss to run to either station and shout out *I like/ I don't like swimming* depending on which station they are at. Get Ss to play the role of teacher.

Bookwork

- a. Ss should write an activity that they like and an activity that they don't like to complete the sentences. These can be from the new activities learned in this unit or others already known. Monitor and help with spelling by writing words on the whiteboard as necessary.
- b. Ss tell the class what they like doing and what they don't like doing. This also serves as feedback.

9 Study Point

Ss should be familiar with the question forms and short answers with *like* as they studied them in units

13 and 14 of Lift Off 1. They therefore only need quick revision. Chorally drill the question *Do you like hiking?* and the short answers. Follow the same procedure for the *they, he* and *she* forms. Then ask Ss questions about the activities in the unit. Get the Ss to be teacher if possible. Play **Dice Game**. Use the five new activities from this unit and one extra one, getting Ss to ask and answer questions about the activities each time they roll the dice.

Bookwork

- a. Ss listen to the compact disc and repeat.

Tapescript

Unit 15. Tapescript 3. a. Listen and repeat.

Mandy: *Do you like hiking?*

Dave: *No, I don't.*

Mandy: *Does Jack like hiking?*

Dave: *Yes, he does.*

- b. Point Ss to the questionnaire and read through the questions as a class. Ss look at the column for Ann's likes and dislikes and put ticks or crosses in the boxes as they listen to the compact disc.

Unit 15. Tapescript 3. b. Listen to Ann and put a tick or a cross in the boxes.

Dave: *Do you like hiking, Ann?*

Ann: *No, I don't like hiking. But I like doing homework and I like studying English. I like writing letters, too. Umm, I don't like camping. I like singing but I don't like dancing. Er, I don't like playing soccer very much either.*

- c. Ss listen and answer the questions about Ann, looking at the ticks and crosses on their chart. They should answer in the third person singular: *Yes, she does/ No, she doesn't.*

Unit 15. Tapescript 3. c. Practice

Does Ann like hiking?

Does Ann like doing homework?

Does Ann like studying English?

Does Ann like writing letters?

Does Ann like camping?

Does Ann like singing?

Does Ann like dancing?

Does Ann like playing soccer?

10 Speaking

For this activity Ss continue to use the questionnaire chart that they filled in for Ann.

- Ss take it in turns, or chorally if you feel it would be more effective, to ask you the likes and dislikes questions down the left-hand side of the questionnaire:

Do you like hiking? Do you like doing homework? etc.

Give your answers using *Yes, I do* and *No, I don't*. Make sure that you have a balance of yes and no - lie a bit if you need to. Get the Ss to think up two more questions to ask you.

- b. Ss complete the answers for themselves for each of the questions.
- c. In pairs, Ss ask each other the questions and record the answers with a tick or a cross. Ensure that Ss are using the question and the short answer forms correctly.
- d. As feedback, Ss tell the class in turn what they discovered about their partner's likes and dislikes. Make sure that they are using the third person forms as taught in study point 7.

Exit

- Line the Ss up in front of the door. In order to

leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Writing

- Ss complete the sentences by looking at the pictures and using the words in the boxes.

2 Reading

- Ss connect the questions to the pictures and the pictures to the answers by drawing lines.

3 Listening

- Ss look at the heads of Dave, Emma, Jack and Linda. They listen to Gary and Ann and draw the expressions on the character's faces according to whether Ann says that they like the activity or not. They then complete the sentences.

Tapescript

Unit 15. Tapescript 4. Listen to Ann's answers and draw the faces. Complete the sentences.

Gary: *Does Dave like doing homework?*

Ann: *Yes, he does.*

Gary: *Does Ann like studying English?*

Ann: *Yes, she does.*

Gary: *Do Linda and Jack like cleaning?*

Ann: *No, they don't.*

Unit 16. It's a fast, red car

Target Language:

It's a /an [adjective],[adjective][noun].

They are [adjective],[adjective][plural noun].

Vocabulary Review:

Actions, big, short, old, small.

New Vocabulary:

Long, new, slow, fast, quiet, loud, good, bad.

Say it Dan (Pronunciation):

Review game. Columns.

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-11. **Say it Dan** is found in the **Pronunciation and Workbook** and should be done in the second week.

Extra Materials: Photocopiable flashcards for adjectives in the Teacher's Book. Photocopiable worksheets for exercises 5 and 11 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

Quickly review the activities from the last unit. Play *Noughts and crosses* or *Run and write*. Use the third person singular and plural forms to prepare for the review exercise i.e. *He likes/ doesn't like doing homework, they like/ don't like playing the piano etc.*

Bookwork

Ss listen to the compact disc and put a tick or a cross in the boxes for the activities that Tim, Mandy and Jack and Linda like or dislike.

Tapescript

Unit 16 Tapescript 1. Listen and put a tick or a cross in the boxes.

He doesn't like doing homework.

He likes singing and he likes playing soccer.

She likes writing letters and she likes studying English, too.

She doesn't like dancing.

They like playing the piano but they don't like washing the car.

They like cooking lunch.

2 Vocabulary

- Introduce/Elicit and chorally drill the adjectives. Use the photocopiable flashcards in the Teacher's Book and realia around the class. You could use the children's possessions. Ss who studied Lift Off 1 should recall *big, old, short* and *small*. Play **Slap**.

Bookwork

- a. Ss listen to the teacher and touch.

Teacher's Script:

long, short, big, small, new, old

- b. Ss listen and repeat (script is the same as above). Repeat and change the order if you want.

3 Study Point

Ss now need to be introduced to the adjectives in sentence form. If they have studied Lift Off 1, they will have already learnt:

It's [adjective]/ They're [adjective]

so the language in this unit:

It's [adjective] [noun]

They're [adjective] [plural noun]

should not present any conceptual difficulties.

Hold up a book or similar classroom item that looks old. Say *It's an old book*. Thoroughly choral drill. Do the same with other old items in the classroom. Repeat this procedure drilling the other adjectives with classroom objects/children's possessions.

When you are satisfied that the Ss have grasped the singular form, move on to the plural structure. Point to a student's new looking shoes (use something else if no shoes are available) and say *They're new shoes*. Again drill well and repeat with all the adjectives.

Concept check by getting Ss to be teacher and point to an object so that their classmates have to respond. Mix up singular and plural forms at this stage. Play **Line-up**.

Bookwork

Ss listen to the compact disc and repeat.

Please Note: There is a discrepancy between the page in the Student's Book and the tapescript. The Student's Book says: *They're new shoes* and the compact disc says *They're old shoes*. The shoes are in fact *new*, so please point this out to the students or read the tapescript yourself.

Tapescript

Unit 16 Tapescript 2. a. Listen and repeat.

Emma: *It's an old shoe.*

Dave: *They are old (should be new) shoes.*

- b. Ss look at the pictures and put a letter in the boxes.

Unit 16 Tapescript 2. b. Look at picture 1. Listen and letter.

Narrator: a

Emma: *It's a big dog.*

Narrator: b

Dave: *They're old clocks.*

Narrator: c

Emma: *It's a long scarf.*

Narrator: d

Dave: *They're long pencils.*

Narrator: e

Emma: *They're new clocks.*

Narrator: f

Dave: *It's a short scarf.*

Narrator: g

Emma: *It's a small dog.*

Narrator: h

Dave: *They're old shoes.*

- c. Ss listen to the compact disc and respond to the prompts about Picture 1.

Unit 16 Tapescript 2. c. Practice. Look at Picture

1.

Talking Book:

Look at **a**.

Look at **b**.

Look at **c**.

Look at **d**.

Look at **e**.

Look at **f**.

Look at **g**.

Look at **h**.

d. In pairs, Ss prompt each other to describe the pictures in turn.

4 Reading

- Play **Run and circle** or **Match up** to practise the reading the adjectives.

Bookwork

Ss look at Picture 1 and circle the correct words. Monitor and feedback as a class to check. Point to each of the pictures in turn and get Ss to tell you what they are.

5 Speaking - Photocopiable Worksheet

- This is a spot the difference activity. The aim is for Ss to agree or disagree about their pictures. They should put tick in the boxes if the pictures are the same, and a cross if they are different.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. In their pairs, Ss should describe their pictures to each other. The As should look at their pictures and the Bs should look at theirs. The As should start talking about the pictures a to d. The Bs say if the pictures they have are the same or not. If they are the same, they should put a tick and if they are not the same they should put a cross. Then the Bs talk about pictures 1 to 4. Demonstrate this by doing the example with the whole class. Ensure that the Ss use the target language from the unit. Monitor and assist while the Ss carry out the task.

Feedback

Check all Ss tick boxes agree and allow them to look at each other's pictures.

6 Say it Dan - Pronunciation and Workbook

Review game. Chorally drill the 3 sounds and words with the Ss.

Prepare a list of words in advance that contain one of these 2 sounds: /l/ and /k/. Draw 2 columns on the board. Play a run and write/ draw game in which Ss should run and write/ draw words in the correct columns when you say them. Chorally drill the words at the end of the game.

7 Writing

Play **Cut-up sentences** to practise the sentences in exercise 7 before moving onto bookwork. Write the

words onto pieces of paper and play as a team game. You could alternatively photocopy the words on the page and enlarge them.

Bookwork

a. Ss look at the pictures and complete the sentences using the words in the boxes. Feedback by getting the Ss to check their sentences in pairs.

8 Vocabulary

- Introduce/Elicit and chorally drill this second set of adjectives for this unit. Use the photocopiable flashcards in the Teacher's Book. You can also mime *slow* and *fast*, use the radio for *loud* and *quiet* and the weather outside for *good* and *bad*.

Bookwork

a. Ss listen to the teacher and touch the pictures.

Teacher's Script:

slow, fast, loud, quiet, good, bad

- b. Ss listen and repeat (script is the same as above). Repeat and change the order if you want.

9 Study Point

- The structure presented in this study point is the same as that in the first half of this unit, but with the addition of a second colour adjective. Drill this structure as you did for the study point in exercise 3, adding the colour adjective each time.

Bookwork

a. Ss listen to the compact disc and repeat.

Tapescript

Unit 16 Tapescript 3. a. Listen and repeat.

Ann: *It's a fast, red car.*

Tim: *They're old, blue shoes.*

- b. Ss listen to the compact disc and put a letter in the appropriate boxes.

Unit 16 Tapescript 3.b. Look at picture 2. Listen and letter.

Narrator: *a*

Ann: *It's a short, red sock.*

Narrator: *b*

Tim: *They're new, green shoes.*

Narrator: *c*

Ann: *It's a loud, blue radio.*

Narrator: *d*

Tim: *They're slow, brown animals.*

Narrator: *e*

Ann: *They're long, yellow socks.*

Narrator: *f*

Tim: *They're fast, pink cars.*

Narrator: *g*

Ann: *They're good, white dogs.*

Narrator: *h*

Tim: *It's a bad, brown dog.*

- c. Ss listen to the Talking Book that tells them to look at each picture and describe it.

Unit 16. Tapescript 3.c. Practice. Look at Picture 2.

Look at **a**.

Look at **b**.

Look at **c**.

Look at **d**.

Look at **e**.

Look at **f**.

Look at **g**.

Look at **h**.

- d. In pairs, Ss look at the pictures and ask each other for descriptions of each.

10 Reading

Play **Number the word** to practise word order. This is important as Ss need to learn that we generally put the colour adjective second in sentences that contain two adjectives. Divide the whiteboard in two and the Ss into two teams. Write the first jumbled up sentence from exercise 10 in each half of the whiteboard. Write the numbers 1 - 6 under the words, so that *piano* is 1, *old* is 2, *an* is 3 etc. Then get the first member of each team to run and 'reorder' the sentence by writing the correct number sequence in their half of the board. With this sentence the correct order of words and numbers would be *5,4,3,2,6,1*. Allow the team to help. The fastest team wins when they have shouted out the correct number sequence *and* said the unjumbled sentence. Play again with the other sentence from exercise 10 and more sentences if required.

Bookwork

- a. Ss look at the jumbled up words and rewrite the sentences in the correct order. Feedback by checking as a class that everyone has the same sentences.

10 Speaking - Photocopiable Worksheet

In this speaking activity, Ss are required to take the role of the teacher in turn.

Worksheet

Give out the worksheets to each of the Ss. Ask them to take out their coloured pencils. Using the first picture as an example, say to Ss: *It's a slow, brown animal* and get Ss to colour the tortoise brown. Drill the sentence. Now ask Ss in turn to do the same with a picture each, each time using two adjectives. The Ss should colour the pictures accordingly.

Feedback

Check that all the Ss pictures are the same.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Writing

- Ss complete the sentences by looking at the pictures and using the words in the boxes.

2 Listening

- 11 Ss listen to the compact disc and colour the pictures according to the descriptions that they hear.

Tapescript

Unit 16 Tapescript 4. Listen and colour the pictures.

1. *It's a slow, brown animal.*

2. *It's a quiet, blue radio.*

3. *It's a fast, purple car.*

4. *They're new, red shoes.*

5. *They're long, orange socks.*

6. *It's a bad, black dog.*

3 Writing

- Ss look at exercise 2 and relisten to the compact disc if necessary. They can then complete the sentences using the words in the boxes.

Unit 17. What's in your bag?

Target Language:

What's [preposition] the [noun]?

There is a [noun].

There are some [nouns].

What's in [possessive adjective] bag?

Vocabulary Review:

Adjectives from Unit 16, letter.

New Vocabulary:

Notebook, purse, stamp, hairbrush, pencil case.

Say it Dan (Pronunciation):

Sound: /ə/: September

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-11. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-11.

Extra Materials: Photocopiable flashcards for objects that you find in a bag in the Teacher's Book.

Photocopiable worksheet for exercises 5 and 7 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Play **Run, rub off and rewrite** to revise the adjectives from the last unit. Also play **Lap race** and get the Ss to make sentences about flash cards of various things along the lines of:

It's a big, red shirt/ They're good, black dogs.

Bookwork

Ss look at the pictures and complete the sentences with the words in the boxes. Tell the Ss to check their sentences together.

2 Review

Ss are probably quite familiar with the prepositions of place by now. Nonetheless, they still need a quick review before the bookwork exercise. Play **Fruit basketball** or **Place race**. Each time you play a round of one of these games, ask the Ss:

Is there a [ball] [under] the [table]?

Are there any [balls] [in] the [bin]?

and get them to give you the short answers *Yes, there is / No, there isn't/ Yes, there are/No, there aren't*.

Get the Ss to take the role of teacher if at all possible.

Bookwork

- Ss listen to the compact disc and answer the questions chorally about the objects on and under the table in the picture.

Tapescript

Unit 17 Tapescript 1. a. Practice.

Talking Book:

Is there a tie under the table?

Are there any balls on the table?

Is there a bag under the table?

Is there a bag on the table?

Are there any balls under the table?

Are there any socks under the table?

Are there any pens on the table?

Are there any socks on the table?

Is there a shoe under the table?

Is there an elephant under the table?

- Check that the Ss can competently ask the questions as well as answer them by using the table picture as a model and getting them to ask you questions about it. They can then move onto the pairwork exercise.
- Ss practise asking and answering questions about the table and objects in pairs.

3 Study Point

- Ss know the component words of the question *What's [in] the [box]?* but will need to be introduced to it even so. To do this, find a box that Ss can't see through and fill it with plastic fruit, pencils and rubbers or other curious objects. Say to the Ss:

What's in the box?

shrug your shoulders and drill the question chorally and individually. Now pull out a handful of objects and say:

There are [3 pens, two oranges and a book].

Drill some different combinations of objects with the Ss and then get them to take turns at being the teacher. Make sure there are several objects talked about each time, so you are always using *There are* with the *and* conjunction.

Now repeat the process using the prepositions *on*, *under* and *next to*. You could play **Place race** again at this point, using the new language.

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 17 Tapescript 2. a. Listen and repeat.

Ann: *What's in the box?*

Tim: *There are two pens, three balls and a plate.*

- Ss look at the six pictures and write a letter in the boxes when they hear the correct description. Unit 17. Tapescript 2. b. Look at the six pictures. Listen and letter.

Narrator: *a*

Ann: *What's in the bin?*

Tim: *There's an umbrella and a bottle.*

Narrator: *b*

Ann: *What's in the glass?*

Tim: *There are two pens and a pencil.*

Narrator: *c*

Ann: *What's in the box?*

Tim: *There are two kites and a bat.*

Narrator: *d*

Ann: *What's next to the glass?*

Tim: *There's a pen and a pencil.*

Narrator: *e*

Ann: *What's in the box?*

Tim: *There are two bats and a kite.*

Narrator: *f*

Ann: *What's on the bin?*

Tim: *There's an umbrella and a bottle.*

- Ss listen to the compact disc and answer the questions about the pictures.

Unit 17 Tapescript 2. c. Practice.

Look at a. What's in the bin?

Look at b. What's in the glass?

Look at c. What's in the box?

Look at d. What's next to the glass?

Look at e. What's in the box?

Look at f. What's on the bin?

- In pairs, Ss ask and answer questions about the pictures.

4 Writing

Play **Spelling Race** to practise the written form of the target language.

Bookwork

Ss look at the picture and complete the sentence. Monitor and check that they are able to do this correctly.

5 Speaking - Photocopiable Worksheet

- This is a **chain listening** activity carried out by the whole class. It should be practised on the whiteboard before you give the Ss the pre-prepared worksheets. Draw a picture of a big empty box on the board and say:

What's in the box?

You start with *There is a ball in the box*. You should then quickly draw a ball in the box on the board. Ask the student on your left *What's in the box?* The S on your left should then say *There is a ball and a in the box*. The Ss should draw this object. The next student should then repeat the language and add another item. Continue until the box is full or all the Ss have spoken. Feedback by getting the Ss to describe everything that's in the box at the end. Make sure that each S has contributed something.

Worksheet

Give the worksheets out to the Ss so that they have one each. Carry out the same activity that you did on the whiteboard with each student dictating items to draw in the box. All the Ss should draw the objects on their worksheets. Continue until the boxes are full and all the Ss have spoken at least once. Feedback by reciting what is in the box chorally as a class. If you have a good class, they could do this in groups of three or four while you monitor the activity.

6 Say it Dan - Workbook

Sound: /ə/: September

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction

7 Listening - Photocopiable Worksheet

- This is a listening activity carried out by the teacher. It should be practised on the whiteboard before you give the Ss the pre-prepared worksheets. Draw a picture of a big empty bag on the board and say:

What's in the bag?

Start with *There is a cat in the bag*. You should then quickly draw a cat in the bag on the board. Get the Ss to ask you *What's in the bag?* Then say *There is a cat and a in the bag*. The Ss should draw this object. Continue naming items until the bag is full. Feedback by getting the Ss to describe everything that's in the bag at the end.

Worksheet

Give the worksheets out to the Ss so that they have one each. Carry out the same activity that you did on the whiteboard dictating items to draw in the bag. All the Ss should draw the objects on their worksheets. Continue until the boxes are full. Feedback by reciting what is in the bag chorally as a class. If you have a good class, they could do this in groups of three or four while you monitor the activity.

8 Vocabulary

- Introduce/Elicit and chorally drill the new vocabulary. Ss will, however, be familiar with the word *letter*. Use the photocopiable flashcards in the Teacher's

Book and realia from your students' bags. Play **Run and draw** or play **Run and write** to practise the written words.

Bookwork

- Ss listen to the teacher and touch.

Teacher's Script:

notebook, purse, letter, stamp, hairbrush, pencil case

- Ss listen and repeat (script is the same as above). Repeat and change the order if you want.

9 Study Point

What's [preposition] the [noun]? was taught in the first half of this lesson, so the construction *What's in your/his/her bag?* won't be difficult to get across. Draw a bag on the whiteboard or use your own, pretending that there's something fascinating in it. Elicit from the Ss *What's in your bag?* and chorally drill the question. Then draw or bring out three items, saying, for example:

There are some books, a purse and a letter.

Do this several times with different combinations of items. Try to stick to the study point structure of *There are some [nouns], a [noun] and a [noun]* if you can.

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 17 Tapescript 3. a. Listen and repeat.

Gary: *What's in your bag?*

Emma: *There are some stamps, a comic and a hairbrush.*

- Ss listen to Tim and Dave and put a tick in the boxes for the items that are in Tim's bag.

Unit 17 Tapescript 3. b. Listen to Tim and Dave. Put a tick for the objects you hear.

Dave: *What's in your bag?*

Tim: *There are some books. There are some stamps, too. Um, there's a pencil case. Oh, and there's a comic and a key.*

- Ss listen to the Talking Book and answer the question about Tim's bag.

Unit 17 Tapescript 3. c. Practice

What's in Tim's bag?

- Ss ask and answer the question about Tim's bag.

10 Writing

To prepare Ss for the writing exercise, get each of them to write the name of one item that is in their bags on a scrap of paper. Then put these pieces of paper spread out on the table and play **Slap** with the words. Encourage your Ss to be teacher in this activity and get the entire class to say *What's in your bag?* before each round.

Bookwork

Ss write what is in their own bags. Monitor and help with spelling.

11 Speaking

- Write up the words from the questionnaire on the whiteboard. Get one of the Ss to come up to the board. Elicit the question *What's in your bag?* from the class. Tell the class what is in your bag from the items in the grid. If your bag is virtually empty you will need to lie a bit. Get the students to put a tick or a cross beside each item.

Bookwork

- Ss note down the teacher's answers on their grids. Put the Ss into groups of three if you can. Show by

example with one group that they should ask and answer questions about each other's bags and tick the appropriate box for each of their two partners.

- b. Ss put ticks in the boxes for the items that their classmates have in their bags.
- c. In turn, each student tells the class what they have in their bags. You can extend this by getting them to talk about their partners' bags, using *his* and *her*.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Listening – (numbered 5 in the workbook)

- Ss listen to the descriptions of what things are in the boxes and letter the pictures accordingly.

Tapescript

Unit 17 Tapescript 4. Listen and letter the pictures.

Narrator:

- a. There are two bats, a bottle and an umbrella.*
- b. There are two trumpets, some umbrellas and a bottle.*
- c. There are two bottles, a trumpet and an umbrella.*
- d. There's a bottle, an umbrella and a bat.*
- e. There are two bottles, two umbrellas and a trumpet.*
- f. There are two bottles, two umbrellas and two bats.*

2 Reading

- Ss write true or false under the sentences depending on whether or not they have the things in their homes.

3 Writing

- 3 Ss copy the question. They then write about the contents of their bag.

Unit 18. Excuse me, do you have any oranges?

Target Language:

Where is he/ she going?

Where are you/ they going?

He/ she is going to [place].

I'm/ they're going to [place].

Excuse me, do you have any [plural noun]?

Yes, I do. No, I don't.

May I have some/ [number] please?

Yes, here you are.

New Vocabulary:

Bookshop, sports shop, beach, cinema, supermarket, toilet.

Say it Dan (Pronunciation):

Sound: / i : / : happy

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-10. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Photocopiable flashcards for places in the Teacher's Book. Photocopiable worksheet for exercises 5 and 10 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Play **Mystery bag** to practise the language from the previous week. You can do this with any small objects in a bag, but the important thing is to practise last week's target structure:

What's in the bag?

Bookwork

Ss listen to the descriptions of the boxes' contents and write the correct letter next to each box. Get the Ss to describe the contents of each box to feedback.

Tapescript

Unit 18 Tapescript 1. Listen and letter.

Narrator: a

Jack: *What's in the box?*

Linda: *There are some balls.*

Narrator: b

Linda: *What's in the box?*

Jack: *There are some pens and a notebook.*

Narrator: c

Jack: *What's in the box?*

Linda: *There are some pencils and a hairbrush.*

Narrator: d

Linda: *What's in the box?*

Jack: *There's a purse.*

2 Vocabulary

- Introduce/Elicit and drill the new vocabulary using the flashcards in this book and/ or board drawings. Drill chorally. Play **Bingo**, **Card race** or **Guess the card** to practise. Use words rather than pictures if you can.

Bookwork

- Ss listen to the teacher and touch the places.
Teacher's Script:
bookshop, sports shop, beach, cinema, supermarket, toilet.
- Ss listen and repeat (script is the same as above). You can repeat this in a different order if you want.

3 Study Point

- Stand up, open the door and act as if you were about to leave the classroom. Your Ss should look somewhat surprised! Say to them:
I'm going to the toilet.

Come back into the room and drill the sentence chorally by back-chaining word by word. Then get one of your Ss to leave the room and say:

He/ she's going to the toilet.

Again, back-chain and drill chorally. Now teach the questions *Where are you going?/ Where's he/ She going? Where are they going?* in the same way. Play **Charades**, getting Ss to ask *Where are you going?*

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 18 Tapescript 2.a. Listen and repeat.

Gary: *Where's Tim going?*

Ann: *He's going to the toilet.*

Mandy: *Where are you going, Dave?*

Dave: *I'm going to the beach.*

- Ss look at the characters' names and the place names.

The Ss listen to the compact disc and draw lines to link the characters to the places they are going.

Unit 18 Tapescript 2.b. Listen and connect the names to the places.

Narrator: *Where are you going, Dave?*

Dave: *I'm going to the beach.*

Narrator: *Where are you going, Ann?*

Ann: *I'm going to the cinema.*

Narrator: *Where are you going, Emma?*

Emma: *I'm going to the bookshop.*

Narrator: *Where are you going, Linda and Jack?*

Linda and Jack: *We're going to the supermarket.*

Narrator: *Where are you going, Tim?*

Tim: *Oo, I'm going to the toilet.*

Narrator: *Where are you going, Gary and Mandy?*

Gary and Mandy: *We're going to the sports shop.*

- Ss listen to the compact disc and answer the questions about where the characters are going.

Unit 18 Tapescript 2.c. Practice.

Where's Dave going?

Where's Ann going?

Where's Emma going?

Where are Linda and Jack going?

Where's Tim going?

Where are Gary and Mandy going?

- In pairs, Ss ask and answer questions about the characters and their destinations.

4 Writing

- Play **Cut-up sentences** to practise reading the target structure to prepare Ss for this writing exercise.

Bookwork

Ss look at exercise 3 and complete the questions and answers about where the characters are going. Monitor this activity and check that Ss are completing it accurately. Give help where necessary.

5 Speaking - Photocopiable Worksheet

- This activity uses two sets of characters' heads worksheets and the place flashcards. It's probably best to stick the heads onto card to prevent the

children from seeing them easily. You will need two sets of the place flash cards.

Worksheet

Divide your Ss into two groups. Give each group a set of characters' heads and a set of places flash cards. Demonstrate to the Ss how they should play **Pelmanism** with the cards. If they turn over a head and a place, they should say where the character is going: *He is going to the bookshop* to win the cards. If they turn over a *you* card and a place, they should say *I'm going to the [place]*. If Ss turn over two heads or two places, the turn passes to the next student.

Feedback

At the end of the game, get the Ss to ask and answer questions chorally about any of the pairs of cards: *Where is he going? He's going to the supermarket.*

6 Say it Dan - Workbook

Sound: / i: / : happy

For instructions on how to teach this section, Please refer to the notes: 'Developing reading Skills (Say it Dan)' in the Teacher's Book Introduction.

7 Reading

- Play **Truth** to quickly revise *going to* from the first lesson of this unit.

Bookwork

Ss read the sentences and write either *True* or *False* into the boxes for each. Check as a class to feedback and get the Ss to read the sentences chorally.

8 Study Point

- Introduce this language by 'playing' shops. Make one student the shopkeeper and give them a selection of plastic fruit. Teach the target language by roleplaying buying things in their shop and thoroughly chorally drilling the dialogue line by line. Ss should be familiar with most of the language. Start with *Excuse me, do you have any oranges?* and drill well. Correct, remodel and redrill where necessary. Continue in the same way with the rest of the language.

Bookwork

- a. Ss listen to the compact disc and repeat.

Tapescript

Unit 18 Tapescript 3.a. Listen and repeat.

Dave: *Excuse me, do you have any oranges?*

Shopkeeper: *Yes, I do.*

Dave: *May I have three, please?*

Shopkeeper: *Yes, here you are.*

Dave: *Thank you.*

- b. Direct Ss to Dave's shopping list and allow them a few moments to read what he wants to buy. Check as a class. Ss listen to the compact disc and put a tick or a cross in the boxes on the list depending on whether Dave was able to buy the item or not.

Unit 18 Tapescript 3.b. Listen. What does Dave buy? Put a tick or a cross in the boxes.

Dave: *Excuse me, do you have any cakes?*

Shopkeeper: *Yes, I do.*

Dave: *May I have six, please?*

Shopkeeper: *Yes, here you are.*

Dave: *Thank you.*

Dave: *Excuse me, do you have any animal books?*

Shopkeeper: *No, I don't. Sorry.*

Dave: *OK, thanks.*

Dave: *Excuse me, do you have any comics?*

Shopkeeper: *Yes, I do.*

Dave: *May I have one, please?*

Shopkeeper: *Yes, here you are.*

Dave: *Thank you.*

Dave: *Excuse me, do you have any stamps?*

Shopkeeper: *Yes, I do.*

Dave: *May I have twenty, please?*

Shopkeeper: *Yes, here you are.*

Dave: *Thank you.*

Dave: *Excuse me, do you have any tennis balls?*

Shopkeeper: *Yes, I do.*

Dave: *May I have nine, please?*

Shopkeeper: *Yes, here you are.*

Dave: *Thank you.*

- Use the small cut-up photocopiable shopping item pictures that are to be used for exercise 10. Randomly give these out to the Ss and roleplay the target conversation with each student.
- d. In pairs, Ss roleplay the conversations in the same way, using their pictures.

9 Reading

- Do a **Spelling race** to practise the written form of the language. Alternatively, you could write the dialogues from this exercise on the board and draw number boxes beside the sentences. Divide the Ss into teams. Read the dialogue line by line and get a student from each team to run to the board and write the number of the sentence in the correct box. This activity is identical to the exercise and will prepare Ss for it. Get Ss to take your role of teacher if possible.

Bookwork

Ss read the sentences and number them in the correct order, thus making a coherent conversation. You will need to monitor and assist in this activity. Feedback by checking as a class.

10 Speaking – Photocopiable Worksheet

- This is a shop roleplay with the whole class. The aim is not to complete the shopping lists but to have fluency practice in the target conversations. Try to encourage a real shop atmosphere and move desks around and even put up names of shops if you want.

Worksheet

Choose two or three Ss to have 'shops'. Randomly give out the small shopping item pictures to the shopkeepers. You will need **lots** of these! Make several copies of the sheet and cut up lots of the pictures, so that Ss with the shopping lists will be able to 'buy' most of the things that they need. The other Ss are customers. Give them a shopping list each. The customers should now move around the class going from shop to shop buying the items on their lists. Ensure that they are using the target language. Swap shopkeepers and customers' roles if there is time.

Feedback

Check as a class to see if anyone managed to buy everything on their shopping lists.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Reading

- Ss look at the pictures and connect the questions to the answers.

2 Listening

- Ss listen to Mandy doing her shopping. They put a tick for the items that she is able to buy and a cross for the items that she can't purchase.

Tapescript

Unit 18 Tapescript 4. Put a tick or a cross in the boxes.

Mandy: *Excuse me, do you have any eggs?*

Shopkeeper: *Yes, I do.*

Mandy: *May I have six, please?*

Shopkeeper: *Yes, here you are.*

Mandy: *Excuse me, do you have any pizzas?*

Shopkeeper: *No, I don't. Sorry.*

Mandy: *Ok, thanks.*

Mandy: *Excuse me, do you have any tennis balls?*

Shopkeeper: *Yes, I do.*

Mandy: *May I have two, please?*

Shopkeeper: *Yes, here you are.*

Mandy: *Excuse me, do you have any T-shirts?*

Shopkeeper: *Yes, I do.*

Mandy: *May I have one, please?*

Shopkeeper: *Yes, here you are.*

3 Writing

- Ss read the questions and complete the sentences using the words in the box.

Unit 19. Where's the beach?

Target Language:

Where is the [place]?

Turn left/ right. Go straight on.

Is the [place] near/ far?

Yes, it is. No, it isn't.

It's [time] on foot/ by [transport].

It's [number] kilometre[s].

Vocabulary Review:

Places from Unit 18.

New Vocabulary:

Far, near, kilometre, second, minute, hour, on foot, by bicycle/ car/ train/ bus.

Say it Dan (Pronunciation):

Sound: / k / : black

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

Suggested Split:

Week 1 exercises 1-5, week 2 exercises 6-10. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Photocopiable transport flashcards in the Teacher's Book. Photocopiable worksheet for exercises 5 and 10 in the Teacher's Book.

Introduction

Welcome Ss at door. *How are you?*

1 Review

- Review the target language from last week by doing a quick shopping roleplay as you did in Unit 18. Make use of the flashcards for that unit, or use plastic fruit and realia that you find in the classroom.

Bookwork

Ss listen to the compact disc. Each of the four shopping lists is represented by a dialogue. Ss listen to the conversations and number the correct shopping list.

Tapescript

Unit 19 Tapescript 1. Listen and number the boxes.

Narrator: *One*

Linda: *Excuse me, do you have any lemons?*

Shopkeeper: *Yes, I do.*

Linda: *May I have five, please?*

Shopkeeper: *Yes, here you are.*

Linda: *And do you have any melons?*

Shopkeeper: *Yes, I do.*

Linda: *May I have some, please?*

Shopkeeper: *Yes, here you are.*

Linda: *Thank you.*

Narrator: *Two*

Jack: *Excuse me, do you have any apples?*

Shopkeeper: *No, I don't.*

Jack: *Oh. Do you have any melons?*

Shopkeeper: *Yes, I do.*

Jack: *May I have some, please?*

Shopkeeper: *Yes, here you are.*

Jack: *Thank you.*

Narrator: *Three*

Emma: *Excuse me, do you have any lemons?*

Shopkeeper: *Yes, I do.*

Emma: *May I have eight, please?*

Shopkeeper: *Yes, here you are.*

Emma: *And do you have any onions?*

Shopkeeper: *No, I'm sorry, I don't.*

Emma: *Oh, OK. Thank you.*

Narrator: *Four*

Gary: *Excuse me, do you have any apples?*

Shopkeeper: *Yes, I do.*

Gary: *Oh, good. May I have eight, please?*

Shopkeeper: *Yes, here you are.*

Gary: *And do you have any onions?*

Shopkeeper: *Yes, I do.*

Gary: *May I have some, please?*

Shopkeeper: *Yes, here you are.*

Gary: *Thank you. Bye.*

2 Vocabulary

- Introduce the Ss to the directions. Use TPR. Stand at one end of the classroom with your Ss and say: *Turn left!*

Get all of your Ss to turn left with you. Drill chorally. Repeat with the other two directions, keeping moving around the room as you do so. Get the Ss to take the role of teacher and instruct their classmates.

Bookwork

- Ss listen to the teacher and touch the directions.

Teacher's Script:

Turn left, go straight on, turn right.

- Ss listen and repeat (script is the same as above).

3 Study Point

- Quickly check that the Ss can read the words *sports shop, supermarket, toilet, cinema, beach* and *bookshop* from Unit 18. Play **Stations**. Put name cards of the place around the room. Call out a place name. Ss should run to that spot and shout out the place name.
- When satisfied that the Ss know the place names, revise the question and answer:

Where's [name] going?

He/ she is going to the [place].

Now introduce the target language for this lesson. Using the place name cards that you used earlier, say to your Ss:

Where's the beach?

Elicit from the Ss the correct direction in the classroom to reach the beach station, for example:

Go straight on and turn right. Repeat with the

other places, ensuring that you cover the three directions in the answers. Each time get the Ss to move around the classroom to reach the stations saying the directions.

Bookwork

- Ss listen to the compact disc and repeat.

Tapescript

Unit 19 Tapescript 2. a. Listen and repeat.

Tim: *Where's the beach?*

Mandy: *Go straight on.*

- Ss look at the three different streets and the characters' heads. They listen to the characters asking Mandy for directions, draw the route on their streets and write the place name in the correct box. Check as a class that everyone has got the place names and the routes correct before moving on.
- Unit 19 Tapescript 2.b. Listen. Draw the route and write the place names.**

Narrator: *One*

Ann: *Where's the cinema?*

Mandy: Turn left.

Narrator: Two

Emma and Dave: Where's the supermarket?

Mandy: Turn right.

Narrator: Three

Gary: Where's the bookshop?

Mandy: Go straight on.

- Ss listen to the Talking Book and answer questions about where the characters are going. Practise the example on the page first before doing the exercise.

Unit 19. Tapescript 2. c. Practice.

Where's Tim going?

Where's the beach?

Where's Ann going?

Where's the cinema?.

Where are Emma and Dave going?

Where's the supermarket?

Where's Gary going?

Where's the bookshop?

- In pairs, Ss ask and answer questions about where the characters are going and how they should get there.

4 Reading

- Play **Run and circle** to practise the directions before moving on to the bookwork. Write the three different directions on the board. Quickly draw a direction arrow and get the Ss to run and circle the correct words.

Bookwork

Ss look at the arrows and circle the correct direction description. Get the Ss to check each other's work to feedback.

5 Speaking - Photocopiable Worksheet

- The activity here is an information gap exchange which Ss by now should be very familiar with.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. The As have half the information on their sheets and the Bs have the other half. In their pairs, Ss should ask and answer questions to exchange information about where the characters are going and how they should get there. They then complete their missing information. Demonstrate this by doing the example with a good student from the As and then a good student from the Bs. First say: *Where's [name] going?* and elicit the answer. Then say: *Where's the [place]?* and elicit the directions. Monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

6 Say it Dan - Workbook

Sound: / k / black

For instructions on how to teach this section, please refer to the notes: 'Developing reading skills (Say it Dan)' in the Teacher's Book Introduction.

7 Vocabulary

- There is quite a lot of vocabulary to introduce in this section, so go slowly and teach it little by little.
- First, introduce the concept of seconds, minutes and hours. Take the clock off the wall or get the Ss to look at their watches. With the Ss watching the clock or watches, make a tick-tock sound and count off 10 seconds on your fingers. Say: *10 seconds*. Drill and repeat if the Ss don't seem to have grasped the idea. Play a quick game where Ss have to be silent for 10

seconds and put their hands up and shout out 10 seconds when they guess the time is up.

- b. Go on to introduce minutes. The easiest way to do this is to get the Ss to watch a minute tick around on their watches or on the clock face, practising counting to 60 as they do. Show them 10 minutes on the clock face by moving the hands. Drill chorally. Get them to show you different periods of minutes by moving the hands themselves. Don't get them to sit in silence while 10 minutes passes of course! Follow the same procedure to teach hours.
- Now teach *kilometre*. You can do this by writing 1km on the board as all Japanese children of this age know the measurement in their own language. Elicit what it is and drill the correct pronunciation chorally. Try other numbers.
- Teach *near* and *far*. Do this by pointing to something close to you and the Ss and say: *near*. Drill chorally and individually. Now point to something a long distance away (for example outside the window). Model and drill *far*.
- Now move on to teaching the methods of transport. Use the photocopiable flashcards in this book, board drawings and actions. Play **Which card?** to practise *far, near, one kilometre, by bus, car, train, bicycle* and *on foot*.

Bookwork

- Ss listen to the teacher and touch the vocabulary. Teachers' script:

Far, near, one kilometre, on foot, by bus, by train, by car, by bicycle, ten seconds, ten minutes, ten hours.

- Ss listen to the teacher and repeat. Repeat in a different order if you want to.

8 Study Point

Write *beach = 10 minutes on foot* and *restaurant = 10 hours by train* on the board. Point to the first line and say: *Is the beach far?* Elicit *No, it isn't*. Ask: *Is the beach near?* and elicit *Yes, it is*. Point to the restaurant line. Say: *Is the restaurant near?* And elicit *No, it isn't*. Say: *Is the restaurant far?* and elicit *Yes, it is*. Do the same for *bookshop = 1 kilometre* and *sports shop = 20 kilometres*. Repeat with various combinations of places/ modes of transport/ distances. Choral drill the questions as well.

Bookwork

- a. Ss listen to the compact disc and repeat the target language.

Unit 19 Tapescript 3.a. Listen and repeat.

Gary: *Is the beach far?*

Dave: *No, it isn't. It's ten minutes on foot.*

- Ss look at the illustrations of the different places and the descriptions of how far they are. You'll need to give the Ss a moment or two to read through each one first before playing the compact disc. They should listen and complete the sentences.

Unit 19. Tapescript 3.b. Listen and complete the sentences

Gary: *Is the restaurant far?*

Dave: *Yes, it is. It's four hours by car.*

Gary: *Is the cinema near?*

Dave: *No, it isn't. It's forty kilometres.*

Gary: *Is the park near?*

Dave: *Yes, it is. It's three minutes by bus.*

Gary: *Is the post office far?*

Dave: *No, it isn't. It's five minutes on foot.*

Gary: *Is the bookshop far?*

Dave: *Yes, it is. It's eighteen kilometres.*

- Ss listen to the Talking Book and respond to the

questions. Note that *near* and *far* are mixed, so Ss need to pay attention to which one is said and adapt their answer accordingly.

Unit 19 Tapescript 3. c. Practice.

Is the restaurant far?

Is the cinema near?

Is the park near?

Is the post office far?

Is the bookshop far?

- Ss now practise asking and answering questions with *near* and *far*. Ss can choose which to use in the question and thus will have to adapt their answers each time, giving plenty of practice.

9 Writing

Ss should refer to exercise 8 and complete the sentences. Feedback as a class to check, getting Ss to read the sentences.

10 Speaking

- The activity here is an information gap exchange, which Ss should be very familiar with by now.

Worksheet

Divide your Ss into A-B pairs. Give the As the Student A worksheets and the Bs the Student B worksheets. The As have half the information on their sheets and the Bs have the other half. In their pairs, Ss should ask and answer questions to exchange information about how long it takes to get to the places and how to get there. They complete the missing information on their sheets.

Demonstrate this by doing an example with the whole class as Student B and you as Student A.

Ask them: *Is the cinema far?* and elicit the answer:

No, it isn't. Ask them: *Is the cinema near?* and elicit the answer:

Yes, it is. It's 3 minutes by bus. Monitor while the Ss carry out the task.

Feedback

Check that all Ss have completed their worksheets successfully.

Exit

- d. Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Reading

- Ss read the directions and link them to the arrows by drawing a line.

2 Reading

- Ss look at the pictures and read the first half of the sentences. They then circle the correct second part of the sentence.

3 Listening

- Ss listen to the compact disc and complete the missing words. Note that for the post office, **minutes** is written on the page but the compact disc says that it is three **hours** on foot.

Tapescript

Unit 19 Tapescript 4.

Gary: *Is the bank far?*

Dave: *No, it isn't. It's two kilometres.*

Gary: *Is the bookshop near?*

Dave: *No, it isn't. It's five hours by car.*

Gary: *Is the restaurant near?*

Dave: *Yes, it is. It's two minutes by bus.*

Gary: *Is the post office far?*

Dave: *Yes, it is. It's three hours on foot.*

Unit 20. Review

Target Language:

Review of study points from Units 1 to 19.

Vocabulary Review:

Review of all vocabulary studied from units 1 to 19.

Say it Dan (Pronunciation):

Review game. Board game.

Suggested Split:

Week 1 exercises 1-3, week 2 exercises 4 - 5. **Say it Dan** is found in the Pronunciation and Workbook and should be done in the second week.

Extra Materials: Board game 2 in the Pronunciation and Workbook.

Introduction

Welcome Ss at door. *How are you?*

1 Review

Play **Truth** or **Where is it?** To revise directions from the last lesson.

Bookwork

- a. Ss look at the maps and listen to the compact disc. They follow the route described and put a star in the location of the building. Check together as a class that the stars are in the correct places and get the Ss to collectively recite the directions to you.

Tapescript

Unit 20. Tapescript 1.a. Listen to the directions.

Put a star in the boxes.

Ann: *Where's the school?*

Mandy: *Turn left. Turn right and go straight on.*

Ann: *Where's the post office?*

Mandy: *Turn right. Turn left and go straight on.*

Ann: *Where's the sports shop?*

Mandy: *Turn left and turn right. Turn right and then go straight on.*

Ann: *Where's the cinema?*

Mandy: *Turn right. Turn left, turn left again and go straight on.*

- b. Ss practise asking each other where the buildings are on the maps. Monitor and check that they are using the target language in all cases.

2 Say it Dan - Workbook

Review game. Board game.

- Chorally drill the sounds. Divide your students into two teams. Students can start anywhere on the board and work their way around the board, throwing a dice to move the number of circles.
- When the teams land on a circle, they should look back in their books and try to find a word that matches the sound as quickly as they can. If they can do it without looking back, all the better. Award points for each correct word and add them up at the end to find a champion team.

3 Listening

- In the following listening activity, Ss will need to recall a mix of language. You will need to prepare them for it by revising some general questions and answers. Try playing *Blockbusters*, *Noughts and crosses*, *Tag and / or Back-to-back*. Make sure that the questions that Ss will hear in exercise 3 are covered in the progress of your games. Check too that you ask and answer questions in both the second and third person singular, for example:

Do you have dinner in the evening?

Does he have dinner in the evening?

Bookwork

In the following listening exercise, Ss will meet Gary's new friend, Jim. Jim is one of the main characters in *Lift Off 3*. Introduce him to the Ss by saying:

This is Gary's friend, Jim.

This is also the first time that Ss will have come across a multiple choice exercise like this. You should write up the first question on the board and get the Ss to read it. Then write the three possible answers and get them as a class to choose the best. Put a tick beside the answer. Before you play the conversation between Gary and his new friend Jim, you should give the Ss a moment or two to look at all the questions and clear up any difficulties.

- Ss listen to Gary asking Jim questions and put a tick in the correct box for Jim's answers.

Tapescript

Unit 20 Tapescript 2.a. Listen to Gary and his new friend Jim. Tick the answers.

Gary: *Hello Jim. Nice to meet you.*

Jim: *Hello Gary. Nice to meet you too.*

Gary: *How are you?*

Jim: *I'm fine, thank you. And you?*

Gary: *I'm very well, thank you, but I'm hungry!*

Jim: *Oh! Me, too.*

Gary: *Do you have dinner in the evening?*

Jim: *Yes, I do.*

Gary: *Me too. Mum's cooking dinner now. Hey! Can I ask you some questions for my homework?*

Jim: *Yes, OK.*

Gary: *Can you play the trumpet?*

Jim: *No, I can't but I can play the guitar.*

Gary: *Oh. I can't. OK. What's in your bag, please?*

Jim: *There are some letters, a notebook and a pen.*

Gary: *Thanks. So...do you play computer games every day?*

Jim: *Oh, yeah! Yes, I do.*

Gary: *Me too! What about sport? What's your favourite sport?*

Jim: *Oh, soccer!! My favourite sport is soccer!*

Gary: *Great! Now...last one. Do you like studying English?*

Jim: *Yeah! Yes, I do. English is good fun.*

Gary: *Thank you very much, Jim.*

Jim: *That's OK, Gary!*

Gary: *Bye!*

Jim: *Bye!*

- Ss listen to the Talking Book's questions about Jim and answer as a class. Remember that they should be answering in the third person here.

Unit 20 Tapescript 2. b. Practice.

Does Jim have dinner in the evening?

Can he play the trumpet?

What's in Jim's bag?

Does he play computer games every day?

What's his favourite sport?

Does he like studying English?

- Ss look at the multiple choice exercise and practise Asking and answering questions about Jim in pairs. Monitor this activity but at this stage you should allow Ss to be as independent as possible.
- **Speaking**

- Practise the questions that the Ss will need to recognise and say in this activity by playing **Dice game** or **Whispers**. Ensure that you cover all the questions that appear in the questionnaire alongside a variety of others studied in the Student's Book. Read through the questions as a class before starting listening exercise a.

Bookwork

- Ss listen to Jim's questions and answer aloud. They should not write anything at this point.

Unit 20. Tapescript 3.a. Listen and answer Jim's questions.

Jim: *What's your name?*

How old are you?

When's your birthday?

Where are you from?

Where do you live?

Do you want to go swimming?

Do you like soccer?

What's your favourite colour?

Can you play the piano?

Is your house far?

- Ss should now read Jim's questions in the questionnaire and write down their answers in the *you* column. You will almost certainly need to help them with spelling etc. but try to let them be as independent as possible in their answers. Ss should now make up another three questions. You can put them into pairs to do this if you prefer. Allow them to look back in their books if they need to and help them to make grammatically correct questions. They should then ask you all the questions, including the ones that they have invented. Do this either as a class chorally or get each student in turn to ask you a question. They then write your answers into the teacher column. Be sure that you answer using the target language from the Student's Book.
- b. Ss ask each other the questions in pairs and complete the final column of the questionnaire with their partner's answers. Monitor this activity, but again let the Ss be as independent as possible.

5 Speaking – Workbook

Where are you going? - Board game

- Tell Ss to turn to the *Where are you going?* board game in the centre of the **Pronunciation and Workbook**. They will have to carefully cut the game out with scissors and put the pieces together. This game is to review all the language taught in units 11–20. You can either play as a whole class, or, if you have a fairly large number of students, you could split them up into smaller teams, after clearly demonstrating what they have to do. Ss should use a counter or coin each and place them at the start. They can move around the board in any direction. When they land on a space they should then be asked the question by their classmates. If they give the correct answer they gain points. Some squares do not require the asking and answering of questions and Ss are instead required to describe the scene to earn their points. If Ss land on a Challenge square, they answer a bonus question about any subject their classmates choose. When they answer one of these questions correctly, they can then colour in one of the items in the top left hand corner of the game and put it in their 'bag'. You can either complete the game when Ss have filled their bags, or just tot up the points when you run out of time and award extra for points for the number of items in the 'bags'.

- Monitor and help while the Ss play the game. If you are restricted by time, you can stop the game at any point and tell the students to add up their scores and rapidly find a champion.

Exit

- Line the Ss up in front of the door. In order to leave, they have to first answer a question or respond to a prompt based on the language taught during the lesson.

Workbook-Homework

1 Reading

- 11 Ss read the information about Jim.

2 Writing

- 4 Having read the information about Jim in exercise 1, Ss now complete the sentences.

3 Reading

- Ss now read about Jim's day. The reading contains a mix of language from units 1 to 19 and will provide good practice for Ss.

4 Writing

- Ss read the questions and complete the answers from reading the text in exercise 3.