

SPEC
(Saxoncourt Primary English Course)
Level 1
Teacher's Notes
Units 11 – 22

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UNIT TWELVE WEEK 1

RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, FAB Yellow colour flashcards, target vocabulary word flashcards (see the Appendix at the back of these Teacher's Notes), beach ball, box.

TARGET LANGUAGE

Where's the (noun)? It's (preposition) the (noun).

TARGET VOCABULARY

Brush, chair, comb, cup, mirror, table, toothbrush, towel.

REVIEWED LANGUAGE

Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly.*
Colour words.
Prepositions: *in, on, under, by.*

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Beach ball dribble drill *Hi, I'm (name). What's your name? How old are you? How are you?*

Whiteboard run and circle Adjectives (see **Reviewed Language** above).

Slap Colour words.

Review Prepositions. Place a (tissue) box on the desk and, placing a flashcard on the box, elicit *It's on the box.*

Choral drill *It's on the box.*
Repeat with *in, under* and *by.*

PRESENTATION

Model *Where's the (noun)?*

Choral drill *Where's the (noun)?*

Chain drill *Where's the (noun)? It's (preposition) the box.*

Use flashcards as prompts.

Write *What is it?* on the board and **drill.**

PRESENTATION

Introduce/Review the target vocabulary (*brush, chair, comb, cup, mirror, table, toothbrush, towel*).

Choral drill Target vocabulary.

Chain drill Target vocabulary.

Slowly reveal Target vocabulary. Ask *What is it?* and get the students to call out *It's a (noun).*

PRACTICE

Picture dictation Using the target vocabulary, describe a simple picture, which the students draw in their notebooks. E.g. *Draw a (chair).* Show a

flashcard and prompt the students to ask *Where's the (mirror)?* and answer *The (mirror) is (under) the (chair).*

REVIEW

Reading Write *in, on, under* and *by* on the board and **drill.**

Memory game Get the students to close their eyes. Rub off one of the words. Get the students to open their eyes and tell you which one has been erased.

PRESENTATION

Introduce the written form of the target vocabulary using flashcards (see Appendix).

Choral drill Written form.

Matching game Get the students to match the word flashcards with the picture flashcards or board drawings.

Pelmanism Picture and word flashcards.

STUDENT'S BOOK UNIT 12

PAGE 24

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Tapescript

Leo: *Where's the towel? Dialogue.*

Leo: *Where's the towel?*

Rodney: *It's by the mirror.*

Rodney: *Where's the cup?*

Leo: *It's on the table.*

Leo: *Where is, Where's; It is, It's.*

Pairwork roleplay (See the Glossary in these Teacher's Notes on how best to do this). Assign each student a character. Get them to stand up to do this activity.

CHECK THE HOMEWORK

WORKBOOK UNIT 11 PAGE 22

EXERCISE C

Tapescript

11. *Look at the board please.*

12. 'u' (phonic value).

13. *Are you sad?* **Rose:** *No, I'm not. I'm happy.*

14. *Are you young?*

15. *Is it thin?* **Carol:** *Yes, it is.*

16. *Is she ugly?* **Rose:** *No, she isn't. She's pretty.*

17. 'a' (phonic value).

18. *Are you a girl?*

19. *Where's the cat?* **Carol:** *It's under the table.*

20. *Where are you?* **Rose:** *I'm by the house.*

HOMEWORK

WORKBOOK UNIT 12 PAGE 23

EXERCISE A

Do the whole exercise orally and then set the exercise for homework.

FINAL ACTIVITY

Song *We Like To Walk* FAB Red CD No.5. (See the Introduction to these Teacher's Notes on how best to use songs.)

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT TWELVE WEEK 2

RESOURCES

SPEC 1 CD, SPEC flashcards, word and picture flashcards of the target language from Unit 12 Week 1 (see **Reviewed Language**), FAB Blue and Green alphabet flashcards, *Yes, it is* and *No, it isn't* station cards, beach ball, box.

TARGET LANGUAGE

Is the (noun) (preposition) the (noun)?
Yes, it is. No, it isn't.

TARGET VOCABULARY

spider, tree.
S s, T t (letter and phonic value).
(Other suitable initial letter S and T vocabulary to be used in this lesson: *six, seven, sad, short, small, smile, strawberry, student, sun, two, ten, tall, teacher, tortoise, towel, table, toothbrush*).

REVIEWED LANGUAGE

Unit Twelve Week 1 vocabulary: *brush, chair, comb, cup, mirror, table, toothbrush, towel.*
Prepositions: *in, on, under, by.*
Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly.*

Language needed for the homework:

J, j, *Jasmine, jet.* K, k, *key, king.*
L, l, *Leo, lion.*

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain Drill *Hi, I'm (name). What's your name? How old are you? How are you?*

Slowly reveal Use the picture and word flashcards (see **Reviewed Language**) of the target vocabulary from Unit 12 Week 1.

Pelmanism Using the household vocabulary flashcards (words and pictures) from Unit Twelve Week 1 (see **Resources**).

Review *in, on, under* and *by*, using flashcards and a box. Elicit the questions and answers. E.g. *Where's the (book)? It's (on) the box.*

Physical prepositions *in, on, under, by.*

Charades Adjectives (see **Reviewed Language**).

PRESENTATION

Model *Is the (noun) (preposition) the (noun)?*
Yes, it is. No, it isn't using flashcards.

Choral drill the modelled language.

Question and Answer Chain drill Prompt with flashcards.

PRACTICE

Stations Using flashcards, ask *Is the (noun) (preposition) the (noun)?* and get the students to run to either the *Yes, it is* station or the *No, it isn't* station, calling out the answer as they do so. Encourage the students to take the role of teacher.

STUDENT'S BOOK UNIT 12

PAGE 25

Look and say. The students listen to the CD and repeat. Divide the class into pairs and demonstrate that the students should take turns asking and answering questions using the pictures.

PRESENTATION

Introduce/Review the vocabulary *spider, tree* and other initial letter S and T words (see **Target Vocabulary**).

Choral drill *spider* etc. *tree* etc.

Model the target phonics s -'s'- *spider*, t -'t' -*tree* and other S and T words.

Choral drill the target phonics.

PRACTICE

Slap Using the above initial letter S and T words (see **Target Vocabulary**), get the students to slap either the initial letter S or T. This can be done by either saying the words, by showing flashcards or pointing to board drawings.

PRESENTATION

Demonstrate how to write the letters S s and T t. Allow the students to practise on the board.

PRACTICE

Letter match Get the students to match the upper and lower case letters (A a to T t) using FAB Blue and Green alphabet cards.

STUDENT'S BOOK UNIT 12

PAGE 25

Listen. Students listen to the CD, circle the correct picture and circle the correct phonic in question one, and tick the correct box in questions two to six.

Tapescript

Leo: Listen.

1. 't' (phonic value).
2. *The chair is on the table.*
3. *Where's the cup?* **Rodney:** *It's by the mirror?*
4. *Where's the brush?* **Rodney:** *It's on the towel.*
5. *Is the comb by the mirror?*
Rodney: *No, it isn't. It's in the cup.*
6. *Is the toothbrush under the table?*

CHECK THE HOMEWORK

WORKBOOK UNIT 12 PAGE 23
EXERCISE A

HOMEWORK
WORKBOOK UNIT 12 PAGE 24
EXERCISES B AND C

Introduce/Review the upper and lower case J j K k L l letters and the pictures *Jasmine, jet, key, king, Leo and lion* using board drawings or flashcards. Get the students to match the letters and the pictures. Set Exercises B and C in the workbook for homework. Do the first question in each exercise together as an example first.

FINAL ACTIVITY

Beach ball dribble drill 1 to 10, 10 to 1.

Whiteboard run and circle Colour words.

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT THIRTEEN WEEK 1

RESOURCES

SPEC flashcards, SPEC 1 CD, FAB Red CD, fruit picture flashcards, beach ball.

TARGET LANGUAGE

What's this? What's that?

TARGET VOCABULARY

Apple, banana, lemon, orange, peach, pineapple, strawberry, watermelon.

REVIEWED LANGUAGE

Unit Twelve Vocabulary: *brush, chair, comb, cup, mirror, table, toothbrush, towel.*
Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly.*

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name? How old are you? How are you?*

Memory game Write the vocabulary from Unit 12 (see **Reviewed Language**) on the board and **drill**. Get the students to close their eyes. Rub off one of the words. The students open their eyes and tell you which word has been erased.

Beach ball dribble drill Quickly review adjectives (see **Reviewed Language**) using mime and/or flashcards, concentrating on opposites. Take the ball, say *I'm (adjective)* and throw the ball to a student who must then say the opposite adjective. Prompt if necessary.

PRESENTATION

Introduce the fruit vocabulary using flashcards. (NOTE: In the Student's Book the lemon is green, not yellow).

Choral drill *It's a/an (fruit).*

Chain drill *It's a/an (fruit).*

PRACTICE

Memory flashcard game Place the fruit flashcards in a line on the desk. Point at each card and get the students to call out the word. Turn over all the cards. Point again and this time the students have to remember what each card is.

PRESENTATION

Introduce *this* and *that*. Hold up a flashcard and ask *What's this?* Place the same flashcard far away from you and the students and ask *What's that?* Repeat with different flashcards and/or objects.

Choral drill *What's this? What's that?* with students touching or pointing at the flashcards/objects.

PRACTICE

Touch and point Say *This is a chair* and get the students to run, touch the chair and call out *This is a chair*. Say *That is a chair* and get the students to move as far away as possible from the chair, point and call out *That is a chair*. Repeat with different flashcards and objects.

PRESENTATION

Introduce the written form of the target language *What's this? What's that?* on the board.

Choral drill Prompt by pointing at the words.

PRACTICE

Group the students together. Place flashcards around the room, point at the written question *What's this?* or *What's that?* The students should call out the question. Say *It's a/an (fruit)* and get the students to touch or point at the fruit flashcard and repeat *It's a/an (fruit)*. Encourage the students to take the role of teacher.

STUDENT'S BOOK UNIT 13 PAGE 26

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Tapescript

Rodney: Unit Thirteen. What's this? What's that? Dialogue.

Rodney: What's this?

Carol: It's a watermelon.

Rose: What's that?

Leo: It's a peach.

Rodney: What is, What's; It is, It's.

Pairwork roleplay Assign each student a character or characters. Get them to stand up to do this activity.

STUDENT'S BOOK UNIT 13 PAGE 27

Look and say. The students listen to the CD and repeat. Divide the class into pairs and demonstrate that the students should take turns asking and answering questions.

CHECK THE HOMEWORK WORKBOOK UNIT 12 PAGE 24 EXERCISES B AND C

Tapescript

Leo: Workbook. Listen.

1. 'b' (phonic value).

2. 't' (phonic value).

3. *Where's the brush?*

Rodney: It's under the table.

4. *Where's the comb?*

Rodney: It's on the chair.

5. *Is the toothbrush by the cup?*

Rodney: Yes, it is.

6. *Is the brush by the towel?* **Rodney: No, it isn't. It's on the towel.**

HOMEWORK

WORKBOOK UNIT 13 PAGE 25

EXERCISE A

Do the whole exercise orally and then set the exercise for homework.

FINAL ACTIVITY

Song *Tables and Chairs* FAB Red CD no. 3.

(See the Introduction to these Teacher's Notes on how best to use songs).

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT THIRTEEN WEEK 2

RESOURCES

SPEC flashcards, SPEC 1 CD, FAB Yellow CD, fruit picture and word flashcards (*apple, banana, lemon, orange, peach, pineapple, strawberry, watermelon*), FAB Yellow colour word flashcards, FAB Blue and Green alphabet flashcards, beach ball.

TARGET LANGUAGE

Review of *What's this? What's that?*

TARGET VOCABULARY

umbrella, volcano.

U u, V v (letter and phonic value).

(Other suitable initial letter U and V words to be used in this lesson: *ugly, under, umbrella, up* and *violin*.)

REVIEWED LANGUAGE

Colour words.

Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly.*

Language needed for the homework:

L, I, ladder, lamp, M, m, mirror, monkey, N, n, nine, nose.

ENTRANCE

Greet the students at the door and them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name? How are you? How old are you?*

Heidi's game Vocabulary from Units One to Thirteen: classroom vocabulary (*ruler, bag, book, pen, pencil, eraser, pencil-case*) and animals (*dog, rabbit, horse, cat, pig, bird, fish, cow*).

Whiteboard relay connect Numbers and number words *one to ten*.

Mime *This* and *that*. Either point or touch an object or flashcard and get the students to say either *This is a (noun)* or *That is a (noun)*. Encourage the students to take the role of teacher.

Slap Colour words.

Mime Adjectives.

PRESENTATION

Introduce the written form of *apple, banana, lemon, orange, peach, pineapple, strawberry, watermelon* using flashcards or the board.

Choral drill the above words.

PRACTICE

Slap The target fruit words.

Memory game Write the fruit words on the board and **choral drill**. Rub off a word while the students' eyes are closed. Get the students to open their eyes and tell you which word has been erased.

Pelmanism Fruit words and pictures.

PRESENTATION

Introduce/Review the words *umbrella, volcano* and other initial letter U and V words (see **Target Vocabulary**) using flashcards or the board.

Choral drill *umbrella* etc *volcano* etc

Model the target phonics u-'u'-*umbrella*, v-'v'-*volcano* and other U and V words.

Choral drill the target phonics.

PRACTICE

Slap Using the above initial letter U and V words (see **Target Vocabulary**), get the students to slap either the initial letter U or V. This can be done by either saying the words, by showing flashcards or pointing to board drawings.

PRESENTATION

Demonstrate how to write the letters *U u* and *V v*. Get the students to practise writing the letters on the board.

PRACTICE

Matching game Place previously taught picture flashcards from Units One to Thirteen and FAB Blue alphabet flashcards *a to v* on the desk. Get the students to match them up by initial phonic sound at your prompt.

STUDENT'S BOOK UNIT 13

PAGE 27

Listen. Students listen to the CD, circle the correct picture and circle the correct phonic in question one and tick the correct boxes in questions two to six.

Tapescript

Rodney: Listen.

1. 'u' (phonic value).
2. *This is an apple.*
3. *That is a lemon.*
4. *What's this? Carol: It's a banana.*
5. *What's this? Carol: It's a strawberry.*
6. *What's that? Carol: It's a peach.*

CHECK THE HOMEWORK

WORKBOOK UNIT 13 PAGE 25

EXERCISE A

HOMEWORK

WORKBOOK UNIT 13 PAGE 26

EXERCISES B AND C

Introduce/Review the upper and lower case L I M m N n letters and the pictures *lamp, ladder, mirror, monkey, nine, nose* using board drawings or flashcards. Get the students to match the letters and pictures. Set Exercises B and C in the workbook for homework. Do the first question in each exercise together as an example first.

FINAL ACTIVITY

Whiteboard drawing Bring the students to the board and dictate to them what they should draw. Choose one of the following areas depending on what the students need most practice in: prepositions, animal vocabulary or words beginning with certain letters.

Song *Musical Statues* FAB Yellow CD no.6.
Introduce/Review the actions first.
(See the Introduction to these Teacher's Notes on how best to use songs.)

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT FOURTEEN WEEK 1

RESOURCES

SPEC flashcards, SPEC 1 CD, FAB Red CD, days of the week flashcards (see the Appendix at the back of these Teacher's Notes), calendar, beach ball.

TARGET LANGUAGE

Today/Tomorrow is (Monday).

TARGET VOCABULARY

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, calendar, day, today, tomorrow.

REVIEWED LANGUAGE

This and that.
Colour words.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name? How old are you? How are you?*

This/that game Place a flashcard on the desk and say *This is a (noun)* or *That is a (noun)*. The students either touch the card and repeat the language or move away from the card, point and repeat the language.

Whiteboard run and circle Colour words.

PRESENTATION

Show the students a calendar and introduce the days of the week.

Model Days of the week.

Choral drill Days of the week.

Beach ball dribble drill Days of the week.

Model *Today is (Tuesday).*

Choral drill *Today is (Tuesday).*

Model *Tomorrow is (Tuesday).*

Choral drill *Tomorrow is (Tuesday).*

PRESENTATION

Write the days of the week and the words *today* and *tomorrow* on the board. Point at each word and **drill chorally and individually**.

PRACTICE

Slowly Reveal Cover a day of the week flashcard.

Ask *What day is today/tomorrow?* (**Note:** this question is only to be understood passively by the students.)

Slowly reveal the word flashcard starting with the last letter and get the students to shout out *Today/Tomorrow is (Monday).*

Slap Days of the week, *today* and *tomorrow*. For example, say *Today is (Saturday)* and get the students to slap both *Today* and *Saturday*. Get the students to take the role of teacher.

Whiteboard run and circle Days of the week. Get the students to take the role of teacher.

STUDENT'S BOOK UNIT 14

PAGE 28

Using the SPEC1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure. (**Note:** The question *What day is today/tomorrow?* is only to be passively understood.)

Tapescript

Leo: *Unit Fourteen. What day is today? Dialogue.*

Leo: *Rose. Look at the calendar please. What day is today?*

Rose: *Today's Wednesday.*

Leo: *Jasmine. What day is tomorrow?*

Jasmine: *Tomorrow's Thursday.*

Leo: *Today is, Today's; Tomorrow is, Tomorrow's.*

Note: Do not do the usual Pairwork roleplay because the students only passively understand the question *What day is today/tomorrow?*

STUDENT'S BOOK UNIT 14

PAGE 29

Look and say. Do not play the CD.

Point to the days and ask *What day is today?*

Get the students to answer chorally *Today is (Monday)*. Do this for the six pairs of days. Get the students to write the correct day in the gaps.

In pairs get one student to point and the other to say either *Today is (Wednesday)* or *Tomorrow is (Friday)*.

CHECK THE HOMEWORK WORKBOOK UNIT 13 PAGE 26 EXERCISES B AND C

Tapescript

Rodney: *Workbook. Listen.*

1. 'v' (phonic value).

2. 'a' (phonic value).

3. *That's an orange.*

4. *That's a watermelon.*

5. *This is a banana.*

6. *This is a pineapple.*

HOMEWORK

WORKBOOK UNIT 14 PAGE 27

EXERCISE A

In preparation for the homework play **Cut up sentences**. Write the days of the week on paper, plus the words *is* and *today*. Mix the words up on the desk, say *Today is (Wednesday)* and get the students to find the correct words and put them in order.

Do the whole exercise together orally and then set the exercise for homework.

FINAL ACTIVITY

Song *We Like To Walk* FAB Red CD no.5.

(See the Introduction to these Teacher's Notes on how best to use songs).

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT FOURTEEN WEEK 2

RESOURCES

SPEC flashcards, SPEC 1 CD, FAB Yellow CD, days of the week flashcards (see the Appendix at the back of these Teacher's Notes), Yes, it is and No, it isn't station cards, FAB Blue and Green alphabet flashcards, beach ball.

TARGET LANGUAGE

What day is today/tomorrow?
Is today/tomorrow (Monday)?
Yes, it is. No, it isn't.

TARGET VOCABULARY

Window, X-ray.

W w, X x (letter and phonic value).

(Other suitable initial letter W vocabulary to be used in this lesson: *window*, *watermelon* and *whale*. *Fox* an *xylophone* can be used for X words.

REVIEWED LANGUAGE

This and *that*.

Adjectives: *tall*, *short*, *happy*, *sad*, *old*, *young*, *big*, *small*, *fat*, *thin*, *pretty*, *handsome*, *ugly*.

Language needed for the homework:

M, *m*, monkey, mouse. *N*, *n*, nose, nut, *O*, *o*, on, orange.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name?
How old are you? How are you?*

Touch and point Say *This is a chair* and get the students to touch the chair and repeat the language. Say *That is a chair* and get the students to move away from

the chair, point and repeat the language. Repeat with flashcards or other classroom objects.

Beach ball dribble drill Days of the week.

Slap Days of the week, *today* and *tomorrow*.

PRESENTATION

Model *What day is today/tomorrow?*

Choral drill *What day is today/tomorrow?*

Question and Answer Chain drill *What day is today? Today is (Sunday) and What day is tomorrow? Tomorrow is (Saturday)?* using days of the week flashcards.

E.g. Hold up a flashcard (*Monday*, for example) and ask the student on your left *What day is today?* Get the student to answer *Today is*

(*Monday*). That student should then choose a day of the week flashcard, hold it up and ask the next student *What day is today?* and so on.

PRESENTATION

Model *Is today/tomorrow (Monday)?*

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

Choral drill *Is today/tomorrow (Monday)?*

Yes, it is and No, it isn't using the days written on the board and the 'thumbs up/ thumbs down' sign.

Question and Answer chain drill Using the days of the week flashcards, hold up a card and ask *Is today (Tuesday)?* and elicit the answer the appropriate answer *Yes, it is or No, it isn't.*

Do this around the class, each student asking the student in their left.

PRACTICE

Stations Hold up a day of the week and ask *Is it (Sunday)?* The students run to either the *Yes, it is* or the *No, it isn't* station and call out the answer.

Encourage the students to take the role of teacher.

PRESENTATION

Introduce/Review the vocabulary *window*, *x-ray* and other W and X words (see **Target Vocabulary**).

Choral drill *window* etc *x-ray* etc.

Model the target phonics w-'w'-*window*, x-'x'-*X-ray* and other W and X words.

Choral drill the target phonics.

PRACTICE

Slap **Using the initial letter W and X words and fox** (see Target Vocabulary), **get the students to slap either the letter W or X. This can be done by either saying the words, by showing flashcards or pointing to board drawings.**

PRESENTATION

Demonstrate how to write the letters *W w* and *X x*. Get the students to practise writing the letters on the board.

PRACTICE

Say an item of vocabulary. Using their notebooks the students must write the initial letter and draw the item. Chorally elicit the letter, phonic value and vocabulary item.

STUDENT'S BOOK UNIT 14

PAGE 29

Listen. Students listen to the CD, circle the correct phonic and the correct picture in question one and tick the correct box in questions two to six.

Tapescript

Leo: Listen.

1. 'w' (phonic value).

2. *What day is today?*

Jasmine: Today's Tuesday.

3. *What day is today?*

Jasmine: Today's Wednesday.

4. *What day is tomorrow?*

Jasmine: Tomorrow's Friday.

5. *Is today Thursday?*

6. *Is tomorrow Tuesday?*

CHECK THE HOMEWORK
WORKBOOK UNIT 14 PAGE 27
EXERCISE A

HOMEWORK
WORKBOOK UNIT 14 PAGE 28
EXERCISES B AND C

Introduce/Review the upper and lower case
M m N n O o letters and the pictures *monkey, mouse, nose, nut, on, orange* using board drawings or flashcards. Get the students to match the letters and the pictures. Set Exercises B and C in the workbook for homework. Do the first question in each exercise together as an example first.

FINAL ACTIVITY

Charades Mime an adjective (see **Reviewed Language**) or an action and get the students to guess the word. Get the students to take the role of teacher.

Song *Musical Statues* FAB Yellow CD no.6. (See the Introduction to these Teacher's Notes on how best to teach songs).

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT FIFTEEN WEEK 1

RESOURCES

SPEC flashcards, SPEC 1 CD, fruit picture and word flashcards, number word flashcards *one* to *twelve* (see the Appendix at the back of these Teacher's Notes), plastic clock, beach ball.

TARGET LANGUAGE

What time is it? It's (one) o'clock.

TARGET VOCABULARY

Numbers *11* and *12*, number words *eleven*, *twelve*.

REVIEWED LANGUAGE

Days of the week.

This and *that*.

Numbers *1* to *10*.

Number words *one* to *ten*.

Language needed for the homework:

P, p, *pig*, *pineapple*. Q, q, *queen*, *question*. R, r, *rabbit*, *rain*.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name? How are you? How old are you?*

Beach ball dribble drill Days of the week.

Table/board game *This is a (noun)/That is a (noun)*. Place six flashcards on the desk near the students and six flashcards on the board ledge. Label each card with a number from 1 to 6 on the desk and write a number from 7 to 12 next to each card on the board. Students throw two dice and make a sentence depending on which number they throw. For example, *This is a (noun)* if a number is thrown between 1 and 6, and *That is a (noun)* if a number is thrown between 7 and 12.

PRESENTATION

Introduce the new numbers *11* and *12* by writing them on the board.

Choral drill *11* and *12*.

PRACTICE

Beach ball dribble drill *1* to *12*, *12* to *1*.

Mexican wave *1* to *12*, *12* to *1*.

PRESENTATION

Introduce the number words *eleven* and *twelve* using the board or flashcards.

Choral drill *eleven* and *twelve*.

PRACTICE

Slap Number words *one* to *twelve*.

PRESENTATION

Using a plastic clock, introduce times on the hour.

Choral drill *It's (one) o'clock* using the clock.

Beach ball dribble drill *It's (one) o'clock*.

Do this in numerical order.

PRACTICE

Whiteboard run and draw relay Draw a big clock with no hands for each team. Say a time and get the students to run and draw the hands and shout out the time. After each turn, erase the hands and use the same clocks again.

PRESENTATION

Model *What time is it?*

Choral drill *What time is it?*

Chain drill *What time is it? It's (one) o'clock*, using the clock as a prompt, the students holding the clock up to ask the question and then passing it on to the next student and so on.

PRACTICE

What time is it, Mr. Wolf? Get the students to chorally ask the question *What time is it, Mr. Wolf?* Answer *It's (one) o'clock* and let the students take one step towards you, the wolf. Repeat until you say *It's dinnertime* and then run and catch a student who can then take the role of the wolf.

PRESENTATION

Reading and writing

Write *What time is it?* on the board.

Choral drill *What time is it?*

Write *It's (three) o'clock* on the board.

Choral drill *It's (three) o'clock*.

Substitution drill Rub out *(three)*, insert another number word and elicit the reading.

PRACTICE

WORKBOOK UNIT 15 PAGE 29

EXERCISE A

Do this writing exercise in class.

If you are pushed for time, do the first half of the exercise in class and set the rest for homework.

CHECK THE HOMEWORK

WORKBOOK UNIT 14 PAGE 28

EXERCISES B AND C

Tapescript

Leo: Workbook. Listen.

1. 'w' (phonic value).

2. 'o' (phonic value).

3. *What day is today?* **Rose: Today's Monday.**

4. *What day is today?* **Rose: Today's Tuesday.**

5. *What day is tomorrow?* **Rose: Tomorrow's Saturday.**

6. *Is today Friday?*

HOMEWORK

WORKBOOK UNIT 15 PAGE 30

EXERCISE C

Introduce/Review the upper and lower case P p

Q q R r letters and the pictures *pig, pineapple, queen, question, rabbit, rain* using board drawings or flashcards. Get the students to match the letters and the pictures. Set Exercise C in the workbook for homework. Do the first question together as an example first.

FINAL ACTIVITY

Pelmanism Fruit picture and word flashcards.

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT FIFTEEN WEEK 2

RESOURCES

SPEC flashcards, SPEC 1 CD, animal word flashcards, FAB Blue and Green alphabet flashcards, days of the week flashcards (see Appendix at the back of these Teacher's Notes), plastic clock, beach ball.

TARGET LANGUAGE

What time is it? It's (one) o' clock.

Is it (one) o' clock?

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

It's time to get up.

TARGET VOCABULARY

Yoyo, zebra.

Y y, Z z. (letter and phonic value).

(Other suitable initial letter Y and Z vocabulary to be used in this lesson: *yacht, yellow, yes, you, young, zero, zoo*).

REVIEWED LANGUAGE

Days of the week.

Numbers 1 to 12.

Animal words: *dog, rabbit, horse, cat, pig, bird, cow, fish.*

Clock time.

Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly.*

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name?*

How old

are you? How are you?

Beach ball dribble drill 1 to 12, 12 to 1.

Slap Days of the week.

Slowly reveal Animal word flashcards.

Whiteboard run and draw relay Draw a big clock with no hands for both teams. Get the students to chorally ask *What time is it?* Say a time and get the students to run, draw the hands and call out the time. After each turn, erase the hands and use the same clocks again.

PRESENTATION

Introduce the phrase *It's time to get up* using **TPR** and a clock.

Introduce the target language, using a plastic clock. First, hold up the clock and ask *Is it (one) o'clock?* to elicit the answers *Yes, it is. No, it isn't.*

Choral drill *Yes, it is. No, it isn't* using a clock as a prompt.

Introduce the question *Is it (one) o'clock?*

Choral drill *Is it (one) o'clock?*

Substitution drill *Is it (one) o'clock?*

Chain drill *Is it (one) o'clock? Yes, it is. No, it isn't.*

PRACTICE

Stations Using a clock as a prompt, ask *Is it (one) o'clock?* The students run to either the *Yes, it is* or the *No, it isn't* station and call out the answer. Encourage the students to take the role of teacher.

STUDENT'S BOOK UNIT 15

PAGE 30

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Tapescript

Carol: *Unit Fifteen. What time is it? Is it seven o'clock? Dialogue.*

Carol: *Good morning!*

Rose: *What time is it?*

Carol: *It's seven o'clock.*

Leo: *Is it seven o'clock?*

Carol: *Yes, it is. It's time to get up!*

Carol: *It is, It's.*

Pairwork roleplay Assign each student a character or characters. Get them to stand up to do this activity.

STUDENT'S BOOK UNIT 15

PAGE 31

Look and say. The students listen to the CD and repeat. Dictate times to the students who should then draw the hands in the twelve clocks. Divide the class into pairs and demonstrate that the students should ask and answer questions about the clocks.

PRESENTATION

Introduce/Review the vocabulary *yoyo, zebra* and other initial letter Y and Z words (see **Target Vocabulary**).

Choral drill *yoyo* etc *zebra* etc.

Model the target phonics y-'y'-*yoyo*, z-'z'-*zebra* and other Y and Z words.

Choral drill the target phonics.

PRACTICE

Write Y and Z on the board. Say a familiar word beginning with either Y or Z (see **Target Vocabulary**) and elicit from the students which letter you should circle. Divide the board in two and the class into two teams. Write a Y and a Z for each team. Say a word beginning with either letter and get the students to run, circle and say the letter, the phonic value and repeat the word.

PRESENTATION

Demonstrate how to write the letters Y y and Z z. Allow the students to practise on the board.

PRACTICE

Letter match Get the students to match the upper and lower case letters (A a to Z z), using FAB Blue and Green alphabet flashcards.

STUDENT'S BOOK UNIT 15

PAGE 31

Listen. Students listen to the CD and circle the correct phonic and picture in question one, tick the correct box in questions two to five and draw in the clock hands in question six.

Tapescript

Carol: Listen.

1. 'z' (phonic value).
2. *What time is it?* **Rose:** *It's five o'clock.*
3. *What time is it?* **Rose:** *It's eight o'clock.*
4. *What time is it?* **Rose:** *It's eleven o'clock.*
5. *Is it nine o'clock?* **Rose:** *No, it isn't.
It's twelve o'clock.*
6. *Is it two o'clock?* **Rose:** *No, it isn't.
Carol: What time is it? Rose: It's ten o'clock.*

CHECK THE HOMEWORK

WORKBOOK UNIT 15 PAGE 30 EXERCISE C

HOMEWORK

WORKBOOK UNIT 15 PAGE 30 EXERCISE B

Do the first example together and set the rest for homework.

FINAL ACTIVITY

Charades Mime adjectives (see **Reviewed Language**) and actions and get the students to guess the word. Encourage the students to take the role of teacher.

EXIT Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT SIXTEEN WEEK 1

RESOURCES

SPEC flashcards, SPEC 1 CD, FAB Yellow CD, 2 clocks, FAB Yellow colour word flashcards, days of the week flashcards (see Appendix at the back of these Teacher's Notes), *my*, *his*, *her* station cards, beach ball.

TARGET LANGUAGE

Whose is this (noun)?
It's my/his/her (noun).

TARGET VOCABULARY

Review.

REVIEWED LANGUAGE

Clock time.
Days of the week.
Number words *one to twelve*.
Colour words.

Language needed for the homework:

R, r, *radio*, *rain*, S, s, *spider*, *sun*, T, t, *tree*, *tortoise*.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name? How old are you? How are you?*

Turn and face *What time is it? It's (one) o'clock.*

Slap Days of the week.

Whiteboard run and circle Number words *one to twelve*.

PRESENTATION

Introduce *my*, *his*, *her*. Begin by drawing a picture of yourself on the board. Under your picture draw three objects. Say *It's my (car)*, *It's my (book)*, *It's my (cat)* pointing at yourself for emphasis. Draw a picture of a girl with three objects underneath, point and say *It's her (bag)* etc. Draw a picture of a boy with three objects underneath, point and say *It's his (pen)* etc.

Choral drill the above, pointing at the board as you do so.

Substitution drill Add more pictures under the boy and girl and by pointing get the students to say either *It's her (noun)* or *It's his (noun)*.

PRACTICE

Get the students to draw a picture of themselves on the board and under it to draw an object (make sure they know the English word for it). Each student should then say *It's my (Playstation)*. The students should then move along the board to the

next student's picture and say *It's his/her (Playstation)* and so on.

PRESENTATION

Introduce *Whose is this (noun)?* using gestures.

Choral drill *Whose is this (noun)?*

Substitution drill *Whose is this (noun)?* using flashcards as prompts.

PRACTICE

Collect some belongings from the students and put them on the table in front of the students. Point and ask *Whose is this (noun)?* Elicit from the students *It's (my/his/her)(noun)* whilst pointing at the owner of the object. Get the students to take the role of teacher.

PRESENTATION

Write the words *my*, *his*, *her* on the board, point at each word and **drill chorally**.

PRACTICE

Memory game With the students' eyes closed, rub off one of the words (*my*, *his*, *her*). Get the students to open their eyes and tell you which word has been erased.

Stations Place *my*, *his*, *her* on the walls. Hold up a flashcard to prompt the choral question *Whose is this (noun)?* Answer *It's my/his/her (noun)* and get the students to run to the correct station and repeat the answer.

WORKBOOK UNIT 16 PAGE 31 EXERCISE A

Do this writing exercise in class. If you are pushed for time, do the first half of the exercise in class and set the rest for homework.

CHECK THE HOMEWORK

WORKBOOK UNIT 15 PAGE 30 EXERCISE B

Tapescript

Carol: Workbook. Listen.

1. 'z' (phonic value).
2. 'h' (phonic value).
3. *What time is it?* **Leo: It's four o'clock.**
4. *What time is it?* **Leo: It's seven o'clock.**
5. *What time is it?* **Leo: It's twelve o'clock.**
6. *What time is it?* **Leo: It's eight o'clock.**

HOMEWORK

WORKBOOK UNIT 16 PAGE 32 EXERCISE C

Introduce/review the upper and lower case R r S s T t letters and the pictures *radio*, *rain*, *spider*, *sun*, *tree*, *tortoise* using board drawings or flashcards. Get the students to match the letters and the pictures. Set Exercise C in the workbook for homework. Do the first question together as an example first.

FINAL ACTIVITY

Slap Colour words.

Song Musical Statues FAB Yellow CD no.6. (See the Introduction to these Teacher's Notes on how best to use songs.)

EXIT

Say *Goodbye*, *see you next week*, and get the students to repeat after you.

UNIT SIXTEEN WEEK 2

RESOURCES

SPEC flashcards, SPEC 1 CD, fruit word and picture flashcards, days of the week flashcards, FAB Blue alphabet flashcards, Yes, it is and No, it isn't station cards, beach ball.

TARGET LANGUAGE

Whose is this (noun)?

It's my/his/her (noun).

Is it my/your/his/her (noun)?

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

TARGET VOCABULARY

Review.

REVIEWED LANGUAGE

Numbers 1 to 12.

Days of the week.

Fruit vocabulary.

Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly.*

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name? How old are you? How are you?*

Beach ball dribble drill 1 to 12, 12 to 1.

Slap Days of the week.

Whiteboard run and draw relay *It's his/her (noun).*

Draw a large boy and girl for each team. Hold up a flashcard and prompt the students to chorally ask you *Whose is this (noun)?* Answer and get the students to run and draw the item on the correct figure. Chorally elicit the correct sentence.

PRESENTATION

Model *Yes, it is* and *No, it isn't* using the 'thumbs up/ thumbs down' sign.

Choral drill *Yes, it is* and *No, it isn't.*

Introduce *Is it his/her(noun)?* by drawing a large picture of a boy and a girl on the board and some possessions within the outline of the body. Get the students to call out the objects as you draw them. Point at an object in the boy's body and ask *Is it his (noun)?* Nod and say *Yes, it is.* Point at an object in the girl's body and ask *Is it his (noun)?* Shake your head and say *No, it isn't.* Do this a few times.

Model *Is it his/her (noun)?*

Choral drill *Is it his/her (noun)?*

Substitution drill the above, pointing at board drawings. E.g. Point at a picture of a girl and hold up a flashcard. Elicit *Is it her (noun)?*

PRACTICE

Stations *Yes, it is. No, it isn't.* Point at a picture of a girl, hold up a flashcard and elicit *Is it her (noun)?* Answer *Yes, it is* or *No, it isn't* and get the students to run to the correct station.

PRESENTATION

Put some of your own possessions and those of the students' on the table.

Ask *Is it my (noun)? Is it your (noun)?* and point.

Elicit the answers *Yes, it is/ No, it isn't.*

Get the students to take the role of teacher.

STUDENT'S BOOK UNIT 16

PAGE 32

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Tapescript

Rose: Unit Sixteen. Whose is this book?

Dialogue.

Rose: Whose is this book?

Jasmine: It's my book.

Rose: Is this your pen?

Jasmine: No, it isn't.

Leo: It's my pen.

Rose: It is, It's; is not, isn't.

Pairwork roleplay Assign each student a character or characters. Get them to stand up to do this activity.

STUDENT'S BOOK UNIT 16

PAGE 33

Look and say. The students listen to the CD and repeat. Get the students to make sentences. E.g. *It's his mirror. It's her comb.* Divide the class into pairs and demonstrate that the students should ask and answer questions using the pictures. E.g. *Is it his brush? No, it isn't.*

PRACTICE

Matching game Place previously taught flashcards from Units One to Sixteen and FAB Blue alphabet flashcards on the desk. For example, *bag, book, eraser, pen, bird, boy, cat, cow, dog, fish, girl, horse, pig, rabbit, comb, cup, table, towel, apple, lemon, orange, peach, strawberry, watermelon.* Get the students to match them up by initial phonic at your prompt.

STUDENT'S BOOK UNIT 16

PAGE 33

Listen. Students listen to the CD, circle the correct phonic and picture in question one and tick the correct box in questions two to six.

Tapescript

Rose: Listen.

1. 'e' (phonic value).

2. *It's his toothbrush.*

3. *Whose table is it? Jasmine: It's her table.*

4. *Is it his chair? Jasmine: Yes, it is.*

5. *Is it her towel? Jasmine: No, it isn't. It's his towel.*

6. *Is it his brush?* **Jasmine:** *No, it isn't. It's her brush.*

CHECK THE HOMEWORK
WORKBOOK UNIT 16 PAGE 32 EXERCISE C

HOMEWORK
WORKBOOK UNIT 16 PAGE 32 EXERCISE B
Do the first example together and set the rest for homework.

FINAL ACTIVITY
Pelmanism Fruit picture and word flashcards.

Charades Mime adjectives (see **Reviewed Language**) and actions. Get the students to call out the correct word. Encourage the students to take the role of teacher.

EXIT
Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT SEVENTEEN WEEK 1

RESOURCES

SPEC 1 flashcards, SPEC 1 CD, family picture flashcards, family word flashcards (see Appendix at the back of these Teacher's Notes), cut-up sentences, beach ball.

TARGET LANGUAGE

Who's this/he/she? He/She is my (family member).

Nice to meet you. Nice to meet you too.

TARGET VOCABULARY

Mother, father, brother, sister, grandmother, grandfather.

REVIEWED LANGUAGE

Days of the week.

Clock time.

It's my/his/her (noun).

Letters and phonics *a-m*.

Language needed for the homework:

S, s, *smile, strawberry*. T, t, *table, toothbrush*.

U, u, *umbrella, up*.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name? How old are you? How are you?*

Beach ball dribble drill Days of the week.

Whiteboard run and draw relay Clock time.

Whiteboard drawing Draw a picture of yourself and three objects underneath. Say *It's my (pen). It's my (dog). It's my (bag)*. Get the students to do the same on the board and elicit *It's my (noun)*. Point at a drawing and say *It's his/her (noun)*.

Choral drill *It's his/her (noun)*.

Get the students to move along the board to the next student's picture and say *It's his/her (noun)* and so on.

PRESENTATION

Introduce *mother, father, sister, brother, grandmother, grandfather* by drawing your family tree on the board. Include all the target language in your tree so make it up if you have to. Point and say *He/She is my (family member)*.

Choral drill *He/She is my (family member)*.

Substitution drill

T: *brother*

S: *He's my brother.*

PRACTICE

Slap Family picture flashcards. Say *He's/She's my* (family member) and get the students to slap the appropriate picture and repeat the sentence.

Model *Who's this/he/she?* Use family picture flashcards. Demonstrate the difference between *this, he* and *she* by touching the card when drilling *this* and pointing at the card when drilling *he* and *she*.

Choral drill *Who's this/he/she?*

Chain drill *Who's this/he/she? This/he/she's my (family member)* using flashcards.

PRESENTATION

Introduce the written family words. Write the family words on the board, point and **drill**.

PRACTICE

Whiteboard run and circle Family words.

Pelmanism Family picture and word cards.

PRESENTATION

Model *Nice to meet you. Nice to meet you too* using two puppets.

Shake hands with each student and say *Nice to meet you*.

Choral drill *Nice to meet you. Nice to meet you too*.

Chain drill *Nice to meet you. Nice to meet you too*. Get the students to shake hands.

STUDENT'S BOOK UNIT 17

PAGE 34

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Read, Read** procedure.

Tapescript

Rodney: Unit Seventeen. She's my mother.

Dialogue.

Rodney: Who's this?

Rose: She's my mother.

Rodney: Nice to meet you.

Mother: Nice to meet you too.

Chris: Who's he?

Rose: He's my grandfather.

Rodney: Who is, Who's; He is, He's; She is, She's.

Pairwork roleplay Assign each student a character or characters. Get the students to stand up to do this activity.

STUDENT'S BOOK UNIT 17

PAGE 35

Look and say. The students listen to the CD and repeat. Divide the class into pairs and demonstrate that the students should take turns pointing, asking and answering.

PRACTICE

Reading practice

Cut up the sentences *This is my (family member)*. At your prompt get the students to rearrange the words in the correct order and with the correct family member.

WORKBOOK UNIT 17 PAGE 33

EXERCISE A

Do this writing exercise in class.

If you are pushed for time, do the first half of the exercise in class and set the rest for homework.

CHECK THE HOMEWORK

WORKBOOK UNIT 16 PAGE 32

EXERCISE B

Tapescript

Rose: *Workbook Listen.*

1. 'z' (phonic value).
2. 'n' (phonic value).
3. *Whose brush is this?* **Leo:** *It's his brush.*
4. *Whose comb is this?* **Leo:** *It's his comb.*
5. *Is it her mirror?* **Leo:** *Yes, it is.*
6. *Is it his towel?* **Leo:** *No, it isn't. It's her towel.*

HOMEWORK

WORKBOOK UNIT 17 PAGE 34

EXERCISE C

Introduce/Review the upper and lower case S s T t U u letters and the pictures *smile, strawberry, table, toothbrush, up, umbrella* using board drawings or flashcards. Get the students to match the letters and the pictures. Set Exercise C in the workbook for homework. Do the first question together as an example first.

FINAL ACTIVITY

Beach ball dribble drill Letters *a* to *m*. Students give the letter, phonic sound and a word beginning with that letter.

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT SEVENTEEN WEEK 2

RESOURCES

SPEC flashcards, SPEC 1 CD, numbers 1 to 12, number word flashcards one to twelve, animal word flashcards (from Unit Five), FAB Yellow colour word flashcards, family member flashcards, my, your, his, her station cards, FAB Red CD, beach ball.

TARGET LANGUAGE

Review of Unit 17 week 1:

Who's this/he/she?

He/she's my (family member).

TARGET VOCABULARY

Review.

REVIEWED LANGUAGE

Animal words: *bird, cat, cow, dog, fish, horse, pig, rabbit.*

My, your, his, her.

Colour words.

Numbers 1 to 12.

Number words one to twelve.

Letters and phonics n-z.

Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly.*

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name?*

How old are you? How are you?

Slowly reveal Animal word flashcards.

Stations *Whose is this (noun)? It's*

my/your/his/her (noun).

Hold up a flashcard and elicit the question. Answer and get the students to run to the correct station.

Chorally elicit the answer.

Slap Colour words.

Beach ball dribble drill 1 to 12, 12 to 1.

Whiteboard run and circle Number words one to twelve.

REVIEW/PRACTICE

Using picture flashcards elicit the family vocabulary.

Slap Family picture flashcards. Elicit the question *Who's this?* Answer *It's my (mother),* get the students to slap the correct picture and repeat the sentence.

Elicit the family words, write them on the board as the students call them out. Point at each word, elicit again and **chorally drill.**

Memory game Rub off one of the words while the students' eyes are closed. Get the students to open their eyes and tell you which word has been erased.

Drawing Elicit the question *Who's this?* Answer *He's/She's my (family member)* and get the students to draw the appropriate picture in their notebooks. Set a time limit for each drawing. Write the family words on the board and get the students to copy them under the appropriate picture.

STUDENT'S BOOK UNIT 17

PAGE 35

Listen. Students listen to the CD, circle the correct phonetic and picture in questions one and tick the correct box in questions two to six.

Tapescript

Rodney: Listen.

1. 'i' (phonic value).

2. **Rose:** *He's my father.*

3. **Rose:** *She's my sister.*

4. *Who's he?* **Rose:** *He's my grandfather.*

5. *Who's she?* **Rose:** *She's my mother.*

6. *Is she your grandmother?* **Rose:** *Yes, she is.*

Note: The short answer question in 6 has not been introduced but this shouldn't cause any problems as the key word for understanding the question is *grandmother.*

CHECK THE HOMEWORK

WORKBOOK UNIT 17 PAGE 34

EXERCISE C

HOMEWORK

WORKBOOK UNIT 17 PAGE 34

EXERCISE B

Do the first example together and set the rest for homework.

FINAL ACTIVITY

Song *We Like To Walk* FAB Red CD no.5. (See the Introduction to these Teacher's Notes on how best to use songs.)

Beach ball dribble drill Letters n to z. Students give the letter, phonic sound and a word beginning with that letter.

Charades Mime adjectives (see **Reviewed Language**) and get the students to guess the word. Encourage students to take the role of teacher.

EXIT

Say *Goodbye, see you next week,* and get the students to repeat after you.

UNIT EIGHTEEN WEEK 1

RESOURCES

SPEC flashcards, SPEC 1 CD, FAB Red CD, animal flashcards, job picture flashcards (plural), two plastic clocks, beach ball.

TARGET LANGUAGE

Who are they? They're (jobs).
They're (name) and (name).

TARGET VOCABULARY

Bus driver, doctor, fire fighter, nurse, office worker, pilot, police officer, singer (singular and plural).

REVIEWED LANGUAGE

Clock time.

Whose is this (noun)?
It's his/her (noun).

Family members.

Language needed for the homework:

U, u, ugly, under. V, v, violin, volcano. W, w, watermelon, window.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Beach ball dribble drill *Hi, I'm (name). What's your name? How old are you? How are you?*

Turn and face *What time is it? It's (one) o'clock.*

Whiteboard run and draw relay Draw a boy and girl for each team. Hold up an object or a flashcard and elicit *Whose is this (noun)?*

Answer *It's his/her (noun)* and get the first student in each team to run to the board and draw the object next to the boy or girl.

Chain drill *Who's he/she? He/she's my (family member)* using flashcards.

PRESENTATION

Introduce *They're (nouns)*, emphasizing the plural 's'.

You could write a big 's' on the board and point to it whenever a student omits it.

Hold up an animal flashcard and elicit *It's a (dog).*

Hold up a plural animal flashcard and say *They're (dogs)*. Do the same with *cat/cats* and *pig/pigs*.

NOTE: Make sure you use flashcards or board drawings that show a mixture of two, three, four items etc, so the children understand that *They're* refers to plurals of any number not just two.

PRACTICE

Slap Use animal flashcards. Students should slap either the singular or the plural card according to your instructions.

PRESENTATION

Introduce *They are (name) and (name)* using the SPEC character flashcards.

Choral drill *They are (name) and (name).*

Extension Bring two students to the front of the class and say *They are (name) and (name)* and **drill chorally**.

Repeat with all the other students.

PRESENTATION

Introduce the job vocabulary using picture flashcards. Start with *He/She is a/an (job)*.

NOTE: The flashcards are plural (*They're*) so you should cover the flashcard so that only one person is showing.

Choral drill *He/she is a/an (job).*

Show the flashcards again, this time showing the full flashcard.

Choral drill *They are (jobs).*

Model *Who are they?* using plural job flashcards. Write *Who are they?* on the board and **drill**.

Choral drill *Who are they?*

Chain drill *Who are they? They are (jobs)*, using flashcards.

PRACTICE

Flashcard memory game Place the job flashcards on the desk, point and elicit *They're (pilots)*. Get the students to close their eyes. Remove a flashcard and get the students to open their eyes and tell you which flashcard has been removed.

Mime Bring two students to the front of the class and show them a job flashcard. Get them to mime appropriately and the rest of the class to say *They're (doctors)*.

NOTE: *We're nurses* appears in the Student's Book Unit 18 Page 36. This language point appears nowhere else in the unit (and therefore is not the target language) so please stop the CD before this sentence.

STUDENT'S BOOK UNIT 18

PAGE 36

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Tapescript

Chris: *Unit Eighteen. Who are they? Dialogue.*

Chris: *Who are they?*

Rose: *They are Rodney and Carol. They are fire fighters.*

NOTE: stop the CD before

Girls: *We're nurses.*

Chris: *We are, We're; They are, They're.*

Pairwork roleplay Assign each student a character. Get them to stand up to do this activity.

NOTE: Do not get the students to practise *We're nurses* as this is not the target language.

STUDENT'S BOOK UNIT 18

PAGE 37

Look and say. The students listen to the CD and repeat. Divide the class into pairs and demonstrate that the students should take turns pointing, asking and answering questions.

CHECK THE HOMEWORK

WORKBOOK UNIT 17 PAGE 34 EXERCISE B

Tapescript

Rodney: Workbook. Listen.

1. 'o' (phonic value).
2. 'a' (phonic value).
3. *Who's she?* **Rose:** *She's my mother.*
4. *Who's he?* **Rose:** *He's my brother.*
5. *Who's this?* **Rose:** *He's my grandfather.*
6. *Who's this?* **Rose:** *She's my sister.*

HOMEWORK

WORKBOOK UNIT 18 PAGE 36 EXERCISE C

Introduce/Review the upper and lower case U u V v W w letters and the pictures *ugly, umbrella, violin, volcano, watermelon, window* using board drawings or flashcards. Get the students to match the letters and the pictures. Set Exercise C in the workbook for homework. Do the first question together as an example.

FINAL ACTIVITY

Song *We Like To Walk* FAB Red CD no.5.

(See the Introduction to these Teacher's Notes on how best to use songs.)

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT EIGHTEEN WEEK 2

RESOURCES

SPEC flashcards, SPEC 1 CD, FAB Blue and Green alphabet flashcards, family word and picture flashcards, fruit picture flashcards, job picture flashcards, job word flashcards (see the Appendix at the back of these teacher's Notes), job sentences to cut up, beach ball.

TARGET LANGUAGE

Review of Unit 18 Week 1:
Who are they? They're (jobs).

TARGET VOCABULARY

Review of job vocabulary (Week 1).

REVIEWED LANGUAGE

Upper and lower case letters.
Phonics.
Family words.
Jobs.
Family members.
Fruit.
Adjectives and actions.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name? How old are you? How are you?*

Pelmanism Upper and lower case letters, using FAB Blue and Green alphabet flashcards.

Slowly reveal Family word flashcards.

Phonic letter match Using FAB Blue alphabet cards and flashcards of previously taught vocabulary get the students to match them according to initial letter, at your prompt.

E.g. T: 'b' (phonic value).

Ss: *book, bag, bat, balloon.*

Slowly reveal Job picture flashcards.

Flashcard memory game Place the job picture flashcards on the desk, point and **drill**. While the students' eyes are closed, remove a card. Get the students to open their eyes and tell you which card has been removed.

PRESENTATION

Write the job vocabulary on the board and **drill**. Add a plural 's' to each word in a different colour. **Choral drill** *Who are they? They're (jobs)*, while pointing at the written word. Get the students to take turns coming to the board, pointing and asking *Who are they?* Get the other students to answer chorally.

PRACTICE

Whiteboard run and circle Plural jobs. Divide the class into two teams and write the job words on both sides of the board. The students should chorally ask *What are they?* and at your prompt run and circle the correct job, chorally answering *They are (jobs).*

Cut up sentences Cut up the questions and answers *Who are they? They are (jobs).* Get the students to rearrange the words at your prompt.

WORKBOOK UNIT 18 PAGE 35 EXERCISE A

Do this writing exercise in class. If you are pushed for time, do the first half of the exercise in class and set the rest for homework.

STUDENT'S BOOK UNIT 18 PAGE 37

Listen. Students listen to the CD, circle the correct phonic and picture in question one and tick the correct box in questions two to six.

Tapescript

Chris: Listen.

1. 'u' (phonic value).
2. *Who are they? Carol: They're pilots.*
3. *Who are they? Carol: They're nurses.*
4. *Who are they? Carol: They're fire fighters.*
5. *Who are they? Carol: They're singers.*
6. *Who are they? Carol: They're police officers.*

CHECK THE HOMEWORK

WORKBOOK UNIT 18 PAGE 36 EXERCISE C

HOMEWORK

WORKBOOK UNIT 18 PAGE 36 EXERCISE B Do the first example together and set the rest for homework.

FINAL ACTIVITY

Heidi's game Use flashcards of vocabulary from Units One to Eighteen: family, fruit and job picture flashcards. If the class is strong, use the words instead.

Simon says Play this game using adjectives and actions. E.g. *Simon says "Be happy"* and the students mime being happy. *Simon says "Touch the window"* and the students touch the window. If you omit the words *Simon says*, the students shouldn't do the action.

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT NINETEEN WEEK 1

RESOURCES

SPEC flashcards, SPEC 1 CD, animal flashcards, job word flashcards, family word flashcards, *It is* and *They're* stations, FAB Red CD, beach ball.

TARGET LANGUAGE

What are they? They're (animals).

TARGET VOCABULARY

Crocodile, elephant, giraffe, hippo, kangaroo, lion, panda, tiger.

REVIEWED LANGUAGE

Clock time.

Jobs.

Family members.

Numbers 1 to 12.

Language needed for the homework:

V, v, *violin, volcano*. W, w, *watermelon, whale*.

X, x, *fox, x-ray*.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name?*

How old are you? How are you?

Whiteboard run and draw Clock time using two large clocks drawn on the board, one for each team. Get the students to ask *What time is it?* Give the answer and get the students to run and draw the hands. Chorally drill the time after each turn.

Mime Jobs.

Slap Job words.

Flashcard memory game Place the family words on the desk. Point at the words and elicit.

Whilst the students' eyes are closed, remove a card. Get the students to open their eyes and tell you which card is missing.

PRESENTATION

Introduce the new animals using picture flashcards. Practise both the singular and the plural.

Choral drill *What is it? It's a/an (animal).*

Chain drill *What is it? It's a/an (animal).*

Choral drill *What are they? They're (animals).*

Chain drill *What are they? They're (animals).*

Alternate the cards between singular and plural and elicit the correct question and answer.

PRACTICE

Stations Say *cat* and get the students to run to the *It is a* station. Say *cats* and get the students to

run to the *They're* station. Get the students to say either *It's a (cat)* or *They're (cats)*.

Turn and face Plural animal flashcards.

Whiteboard drawing Bring the students to the board and dictate to them what they should draw. Concentrate on the plural form only. Get the students to chorally ask you *What are they?* Answer *They're (animals)* and get the students to draw two or three of each animal. Give them a time limit. Ask the students *What are they?* and get them to answer *They're (animals)* after each turn.

PRESENTATION

Write the question *What are they?* on the board and **drill chorally**.

Do the same with the animal words in their plural form. Point at each one and **drill chorally**.

Choral drill *What are they? They're (animals).*

PRACTICE

Whiteboard run and circle Divide the class into two, write the plural animal words on both sides of the board. Elicit the question *What are they?*

Answer *They're (animals)* and get the students to circle the correct word. Ask the students the same question and get them to answer chorally *They're (animals)*.

Cut up sentences Cut up the questions and answers *What are they? They're (animals)*.

Get the students to rearrange the words at your prompt.

WORKBOOK UNIT 19 PAGE 37 EXERCISE A

Do this writing exercise in class.

If you are pushed for time, do the first half of the exercise in class and set the rest for homework.

CHECK THE HOMEWORK

WORKBOOK UNIT 18 PAGE 36 EXERCISE B

Tapescript

Chris: *Workbook. Listen.*

1. 'b' (phonic value).

2. 'k' (phonic value).

3. *Who are they? Rose: They're bus drivers.*

4. *Who are they? Rose: They're police officers.*

5. *Who are they? Rose: They're officer workers.*

6. *Who are they? Rose: They're nurses.*

HOMEWORK

WORKBOOK UNIT 19 PAGE 38 EXERCISE C

Introduce/Review the upper and lower case V v W w X x letters and the pictures *violin, volcano, watermelon, whale, fox, x-ray* using board drawings or flashcards. Get the students to match the letters and the pictures. Set Exercise C in the workbook for homework. Do the first question together as an example.

FINAL ACTIVITY

Beach ball dribble drill 1 to 12, 12 to 1.

Song *We Like To Walk* FAB Red CD no.5.
(See the Introduction to these Teacher's Notes on how best to use songs).

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT NINETEEN WEEK 2

RESOURCES

SPEC flashcards, SPEC 1 CD, animal flashcards, days of the week flashcards, family word flashcards, *Yes, they are* and *No, they aren't* station cards, FAB Yellow colour word flashcards, beach ball.

TARGET LANGUAGE

*What are they? They're (animals).
Are they (animals)?
Yes, they are. No, they aren't.*

TARGET VOCABULARY

Review of animal vocabulary from Unit 19 Week 1.

REVIEWED LANGUAGE

Days of the week.
Family words.
Animal words (plural).
Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly.*
Colour words.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please? Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name?
How old are you? How are you?*

Beach ball dribble drill Days of the week.

Slowly reveal Family words.

Whiteboard run and circle Animal words (plural form). Get the students to ask you *What are they?* Answer *They're (animals).*

PRESENTATION

Introduce the target language using flashcards. First, hold up a flashcard and ask *Are they (animals)?* to elicit the answers *Yes, they are* and *No, they aren't*.

Choral drill *Yes, they are. No, they aren't.*
Introduce the question *Are they (animals)?*

Choral drill *Are they (animals)?*

Chain drill *Are they (animals)? Yes, they are. No, they aren't.*

PRACTICE

Stations Hold up a flashcard and ask *Are they (animals)?* Get the students to run to either the *Yes, they are* station or the *No, they aren't* station, calling out the correct answer as they touch the wall. Get the students to take the role of teacher.

STUDENT'S BOOK UNIT 19 PAGE 38

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Tapescript

Jasmine: *Unit Nineteen. What are they?*

Dialogue.

Jasmine: *What are they?*

Carol: *They're giraffes.*

Chris: *What are they?*

Rodney: *They're hippos.*

Rose: *Are they elephants?*

Rodney: *Yes, they are.*

Jasmine: *They are, They're.*

Pairwork roleplay Assign each student a character or characters. Get the students to stand up to do this activity.

STUDENT'S BOOK UNIT 19

PAGE 39

Look and say. The students listen to the CD and repeat. Divide the class into pairs and demonstrate that the students should take turns pointing, asking and answering questions.

PRACTICE

Beach ball dribble drill Say a letter of the alphabet and throw the ball to a student who should say the phonic value and a word beginning with that letter. That student should then say a letter and throw the ball to the next student.

STUDENT'S BOOK UNIT 19

PAGE 39

Listen. Students listen to the CD, circle the correct phonic and picture in question one, tick the correct box in questions two to five, and draw a picture in the box in question six.

Tapescript

Jasmine: *Listen.*

1. *'i'* (phonic value).

2. *What are they? Rodney: They're pandas.*

3. *What are they? Rodney: They're elephants.*

4. *Are they kangaroos? Rodney: Yes, they are.*

5. *Are they lions? Rodney: No, they aren't.*

They're giraffes.

6. *Are they hippos? Rodney: No, they aren't.*

They're crocodiles.

CHECK THE HOMEWORK WORKBOOK UNIT 19 PAGE 38 EXERCISE C

HOMEWORK WORKBOOK UNIT 19 PAGE 38 EXERCISE B

Do the first example together and set the rest for homework.

FINAL ACTIVITY

Charades Mime adjectives (see **Reviewed Language**) and actions and get the students to guess the word. Encourage the students to take the role of teacher.

Slap Colour words.

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT TWENTY WEEK 1

RESOURCES

SPEC flashcards, SPEC 1 CD, animal word and picture flashcards, family word flashcards, cut up sentences, FAB Yellow CD, fruit flashcards, beach ball.

TARGET LANGUAGE

Are they (nouns) or (nouns)?
They're (nouns).

TARGET VOCABULARY

Review of animals.

REVIEWED LANGUAGE

Number words *one to twelve*.
Family words.
Animal words.
Fruit.

Language needed for the homework:

W, w, whale, window. X, x, fox, x-ray. Y, y, young, yoyo.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name?*
How are you? How old are you?

Whiteboard run and circle Number words *one to twelve*.

Slap Family words.

Turn and face Plural animal picture cards. Get the class to say *What are they?*

Slowly reveal Animal word flashcards.

PRESENTATION

Hold up a plural object flashcard.

Choral drill *They're (nouns).*

Substitution drill *They're (nouns)* using different plural flashcards and objects.

Introduce *Are they (animals) or (animals)?* holding up plural animal flashcards.

Choral drill *Are they (animals) or (animals)?*

Substitution drill *Are they (animals) or (animals)?*

Chain drill *Are they (nouns) or (nouns)?*

They're (nouns).

PRACTICE

Show the students two plural animal flashcards.

Elicit *They're (animals)* for both cards.

Mix the two cards, pick one, look at it, hold it to your chest and elicit from the students *Are they (animals) or (animals)?* Look at the card again and answer *They're (animals)*. Get the students to take the role of teacher.

Whiteboard run and circle relay Plural animals. Divide the class into two teams. Write two plural animal words on the board and **drill**.

Elicit *Are they (animals) or (animals)?*

Answer *They're (animals)* and get the students to run and circle the correct word and repeat.

STUDENT'S BOOK UNIT 20

PAGE 40

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Tapescript

Rodney: Unit Twenty. Are they hippos or elephants? Dialogue.

Rodney: Are they hippos or elephants?

Rose: They're elephants.

Carol: Are they horses or giraffes?

Chris: They're giraffes.

Jasmine: They are, They're.

Pairwork roleplay Assign each student a character or characters. Get the students to stand up to do this activity.

STUDENT'S BOOK UNIT 20

PAGE 41

Look and say. The students listen to the CD and repeat. Divide the class into pairs and demonstrate that the students should take turns pointing, asking and answering questions.

PRACTICE

Cut up sentences Cut up the questions and answers *Are they (animals) or (animals)? They are (animals)*. Use the following animals: *elephants, hippos, giraffes, pandas, pigs, rabbits, dogs, cats, fish, horses*. Get the students to rearrange the words at your prompt.

WORKBOOK UNIT 20 PAGE 39 EXERCISE A

Do this writing exercise in class.

If you are pushed for time, do the first half of the exercise in class and set the rest for homework.

CHECK THE HOMEWORK

WORKBOOK UNIT 19 PAGE 38 EXERCISE B

Tapescript

Jasmine: Workbook. Listen.

1. *i* (phonic value).

2. *p* (phonic value).

3. *What are they? Chris: They're tigers.*

4. *What are they? Chris: They're giraffes.*

5. *What are they? Chris: They're fish.*

6. *What are they? Chris: They're cats.*

HOMEWORK

WORKBOOK UNIT 20 PAGE 40 EXERCISE C

Introduce/Review the upper and lower case W w X x Y y letters and the pictures *whale, window, x-ray, fox, young, yoyo* using board drawings or flashcards. Get the students to match the letters and the pictures. Set Exercise C in the workbook

for homework. Do the first question together as an example first.

FINAL ACTIVITY

Pelmanism Fruit picture and word flashcards.

Song *Musical Statues*. FAB Yellow CD no.6.
(See the Introduction to these Teacher's Notes on how best to use songs.)

EXIT

Say *Goodbye, see you next week* and get the students to repeat after you.

UNIT TWENTY WEEK 2

RESOURCES

SPEC flashcards, SPEC 1 CD, animal flashcards, job word flashcards, adjective word cards, FAB Blue and Green alphabet flashcards, beach ball.

TARGET LANGUAGE

Review of Unit 20 Week 1:
Are they (animals) or (animals)?
They're (animals).

TARGET VOCABULARY

Review of animals.

REVIEWED LANGUAGE

Numbers 1 to 12.
Jobs.
Adjective words.
Clock time.
Phonics.
Adjectives and actions.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name?*
How old are you? How are you?

Beach ball dribble drill 1 to 12, 12 to 1.

Mime game Jobs.

Slap Adjective words.

Whiteboard run and draw Clock time using two large clocks drawn on the board, one for each team. Get the students to ask *What time is it?* Give the answer and get the students to run and draw the hands. Chorally drill the time after each turn.

PRACTICE

Slowly reveal Animal flashcards. Ask the target question *Are they (animals) or (animals)?* Get the students to take the role of teacher.

Stations Place animal words around the classroom. Hold up a picture and ask *Are they (animals) or (animals)?* Get the students to run to the correct station and call out the answer *They're (animals).*

Phonic slap FAB Blue cards. Shuffle the cards and hand them out to the students. Get them to put the cards in alphabetical order. Say a phonic letter, get the students to slap the correct letter and say as many words as they can think of starting with that letter. To make it easier you

could have appropriate cards on the table as a memory prompt for the students.

STUDENT'S BOOK UNIT 20

PAGE 41

Listen. Students listen to the CD, circle the correct phonic and picture in question one, tick the correct box in questions two to five and draw a picture in question six.

Tapescript

Rodney: Listen.

1. 'u' (phonic value).
2. *Are they hippos or horses?*
Chris: *They're horses.*
3. *Are they crocodiles or kangaroos?*
Chris: *They're kangaroos.*
4. *Are they giraffes or rabbits?*
Chris: *They're giraffes.*
5. *Are they pandas or pigs?*
Chris: *They're pigs.*
6. *Are they cats or tigers?*
Chris: *They're cats.*

CHECK THE HOMEWORK

WORKBOOK UNIT 20 PAGE 40 EXERCISE C

HOMEWORK

WORKBOOK UNIT 20 PAGE 40 EXERCISE B

Do the first example together and set the rest for homework.

FINAL ACTIVITY

Truth Animal flashcards.

Simon says *Touch*, actions, *be* (adjective).

EXIT

Say *Goodbye, see you next week* and get the students to repeat after you.

UNIT TWENTY-ONE WEEK 1

RESOURCES

SPEC flashcards, SPEC 1 CD, animal flashcards, number word flashcards *one to twelve*, fruit picture and word flashcards, *Yes, I do* and *No, I don't* station cards, FAB Red and Yellow picture cards, FAB Red CD, beach ball.

TARGET LANGUAGE

Do you like (nouns)?
Yes, I do. No, I don't.

TARGET VOCABULARY

Duck, dolphin, snake (singular and plural).

REVIEWED LANGUAGE

Days of the week.
Number words *one to twelve*.
Family words.

Language needed for the homework:

X, x, fox, x-ray. Y, y, yacht, yoyo.
Z, z, zero, zebra.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name?*
How are you? How old are you?

Beach ball dribble drill Days.

Slap Number words *one to twelve*. Get the students to chorally ask you *What time is it?* Answer *It's (one) o'clock* and get the students to slap the correct number word. Get individual students to be teacher.

Whiteboard run and circle

Family words.

PRESENTATION

Introduce the new vocabulary *duck, dolphin, snake* with picture flashcards or board drawings.

Choral drill *It's a duck, It's a dolphin, It's a snake.*
Draw two or three ducks, dolphins and snakes on the board.

Choral drill *They're ducks, They're dolphins, They're snakes.*

Write the words on the board in singular and plural form.

Choral drill the above vocabulary.

PRACTICE

Memory game Write the words *duck, ducks, dolphin, dolphins, snake, snakes* on the board again, but in a different order. Rub off one of the words and get the students to tell you which word has been erased. Continue until all the words have been erased.

PRESENTATION

Hold up pictures of food, animals and toys. Say *I like (nouns)* and *I don't like (nouns)*. Use exaggerated gestures and draw a smiley face and a disgusted face on the board.

Ask the students *Do you like (nouns)?* to elicit *Yes* and *No* answers.

Choral drill *Yes, I do* and *No, I don't.*

Prompt the answers with flashcards.

Model *Do you like (nouns)?*

Choral drill *Do you like (nouns)?*

Substitution drill *Do you like (nouns)?*

Chain drill *Do you like (nouns)? Yes, I do, No, I don't.*

PRACTICE

Notebook drawings Dictate food items and animals and get the students to quickly draw them in their notebooks. E.g. *Please draw (three) (apples). Please draw (two) (spiders).* When you've dictated six or seven items, get the students to ask you *Do you like (apples)?* Answer *Yes, I do* or *No, I don't.*

Get the students to ask each other in pairs.

Stations Ask the students *Do you like (nouns)?*

Get them to run to either the *Yes, I do* or *No, I don't* station and call out their answer. Get the students to take the role of teacher.

STUDENT'S BOOK UNIT 21

PAGE 42

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Tapescript

Leo: Unit Twenty-one. Do you like dolphins? Dialogue.

Leo: *Do you like dolphins?*

Jasmine: *Yes, I do.*

Rodney: *Do you like snakes?*

Carol: *No, I don't.*

Leo: *do not, don't.*

Pairwork roleplay Assign each student a character or characters. Get them to stand up to do this activity.

STUDENT'S BOOK UNIT 21

PAGE 43

Look and say. The students listen to the CD and repeat. Divide the class into pairs and demonstrate that the students should take turns pointing, asking and answering questions.

CHECK THE HOMEWORK

WORKBOOK UNIT 20 PAGE 40 EXERCISE B

Tapescript

Rodney: Workbook. Listen.

1. 'e' (phonic value).

2. 'p' (phonic value).

3. *Are they lions or tigers?*

Carol: *They're lions.*

4. *Are they apples or peaches?*

Carol: *They're peaches.*

5. *Are they pens or pencils?*

Carol: *They're pens.*

6. *Are they kangaroos or crocodiles?*

Carol: *They're crocodiles.*

HOMEWORK

WORKBOOK UNIT 21 PAGE 42 EXERCISE C

Introduce/Review the upper and lower case X x Y y Z z letters and the pictures *fox, x-ray, yacht, yoyo, zebra, zero* using board drawings or flashcards. Get the students to match the letters and the pictures. Set exercise C in the workbook for homework. Do the first question together as an example first.

FINAL ACTIVITY

Pelmanism Fruit picture and word flashcards.

Song *We Like To Walk* FAB Red CD no.5.

(See the Introduction to these Teacher's Notes on how best to use songs.)

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT TWENTY-ONE WEEK 2

RESOURCES

SPEC flashcards, SPEC 1 CD, animal flashcards, food flashcards, cut up sentences, FAB Blue and Green alphabet flashcards, beach ball.

TARGET LANGUAGE

Review of Unit 21 Week 1:
Do you like (nouns)? Yes, I do. No, I don't.

TARGET VOCABULARY

Review.

REVIEWED LANGUAGE

Days of the week.
Number words *one to twelve*.
Food.
Animals.
Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly*.
Actions.

ENTRANCE

Greet students at the door and get them to ask
May I come in, please? Answer *Yes, come in.*

REVIEW

Chain drill *Hi, I'm (name). What's your name?
How are you? How old are you?*

Beach ball dribble drill Days of the week.

Whiteboard run and circle Number words *one to twelve*.

Slowly reveal Food and animal flashcards (suitable for talking about likes/dislikes).

Beach ball dribble drill *Do you like (nouns)? Yes, I do. No, I don't.*

PRESENTATION

Write the question *Do you like (animals)?* on the board and **choral drill**. Erase the animal word and write in a different animal word. Again **choral drill**.

PRACTICE

Cut up sentences Cut up the questions and answers *Do you like (animals)? Yes, I do. No, I don't.*

Get the students to rearrange the words at your prompt.

WORKBOOK UNIT 21 PAGE 41 EXERCISE A

Do this writing exercise in class.
If you are pushed for time, do the first half of the exercise in class and set the rest for homework.

REVIEW/PRACTICE

Letter match Place FAB Blue and Green alphabet flashcards *Aa, Ee, Ii, Oo, Uu* on the desk and get

the students to match up the upper and lower case letters. Elicit the letter and the phonic sound.

Whiteboard drawing Bring the students to the board and repeat the phonic sound 'a' several times, getting the students to do the same. Say *Please draw something beginning with 'a'* and get the students to draw two objects on the board. Repeat with the other four letters.

STUDENT'S BOOK UNIT 21

PAGE 43

Listen. Students listen to the CD and circle the correct phonic or tick the correct box.

Tapescript

Leo: Listen.

1. 'i' (phonic value).
2. *Rodney. Do you like dogs?*
3. *Leo. Do you like lemons?*
4. *Do you like peaches?*
5. *Do they like ducks?*
6. *Do they like dogs?*

NOTE: Questions 5 and 6 above contain the word *they*. This is not the target language of the lesson. The students should be able to understand the question and tick the correct box without it being brought to their attention.

CHECK THE HOMEWORK

WORKBOOK UNIT 21 PAGE 42 EXERCISE C

HOMEWORK

WORKBOOK UNIT 21 PAGE 42 EXERCISE B

Do the first example together and set the rest for homework.

FINAL ACTIVITY

Simon says *Touch, actions, be (adjective).*

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

UNIT TWENTY-TWO WEEK 1

RESOURCES

SPEC flashcards, SPEC 1 CD, FAB Yellow CD, job word flashcards, days of the week flashcards, animal word and picture flashcards, FAB Blue and Green alphabet flashcards, box, beach ball.

REVIEWED LANGUAGE

Days of the week.

Animals.

Jobs.

Do you like...? Yes, I do. No, I don't.

Prepositions.

Whose is this (noun)? It's his/her (noun).

Upper and lower case letters.

Phonics.

Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly.*

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW/PRACTICE

Chain drill *Hi, I'm (name). What's your name? How old are you? How are you?*

Beach ball dribble drill Days of the week.

Slap Days of the week.

Slowly reveal Plural animal picture flashcards. Ask the students *What are they?* Get the students to answer *They're (animals).* Hold up an animal word flashcard and ask *Are they (animals)?* Elicit *Yes, they are* and *No, they aren't.* Get the students to take the role of teacher.

Mime Jobs.

Whiteboard run and circle Jobs. Get the students to chorally ask *Who are they?* Answer *They're (jobs)* and get the students to circle the correct word.

Beach ball dribble drill *Do you like (nouns)? Yes, I do. No, I don't.*

Review Prepositions. Using a tissue box and flashcards, elicit the questions and answers *Where is the (noun)? It's in/on/by/under the box.*

Whiteboard run and draw Draw a large boy and girl for each team. Hold up a flashcard and prompt the students to chorally ask you *Whose is this (noun)?* Answer *It's his/her (noun)* and get the students to run and draw the item on the correct figure. Chorally elicit the correct sentence.

Letter match Hand out FAB Blue phonic alphabet flashcards randomly. Get the students to put the

flashcards in alphabetical order on the desk. Hand out FAB Green upper case alphabet flashcards randomly. Get the students to match the upper and lower case letters.

Phonic slap Say a word and get the students to slap the correct initial letter, say the letter and say the phonic value.

Whiteboard drawing Bring the students to the board and repeat the phonic value of a particular letter, getting the students to do the same. Say *Please draw something beginning with (letter)* and get the students to draw one or two pictures per letter. Do this with five or six letters.

STUDENT'S BOOK UNIT 22 PAGES 44 AND 45.

The object of the game is to match the pictures with the initial letters. The game can be played as Blockbusters (see the Rules on page 45), or it can be done alphabetically from a to z.

If the class is weak at initial letter recognition, play the game as a class. If they are strong, do the following:

Divide the class into pairs and demonstrate the game. Point at the letter 'a', say the letter and the phonic value. Then point at the picture of the apple. Say 'a' (letter), 'a' (phonic value), *apple*. Get the students to repeat after you. Demonstrate that the students should take turns in their pairs. They could also colour each letter and write the initial letter next to the appropriate picture.

CHECK THE HOMEWORK

WORKBOOK UNIT 21 PAGE 42 EXERCISE B

Tapescript

Leo: Workbook. Listen.

1. 'i' (phonic value).
2. 'b' (phonic value).
3. *Jasmine. Do you like ducks?*
4. *Carol. Do you like dolphins?*
5. *Jasmine. Do you like lemons?*
6. *Carol. Do you like robots?*

HOMEWORK

WORKBOOK UNIT 22 PAGE 43

EXERCISES A AND B

Do Exercise A together orally and then set it for homework. Check the students know what to do in Exercise B by doing an example together, then set for homework.

FINAL ACTIVITY

Charades Adjectives (see **Reviewed Language**).

Song Musical Statues FAB Yellow no.6.

(See the Introduction to these Teacher's Notes on how best to use songs.)

EXIT

Say *Goodbye, see you next week* and get the students to repeat after you.

UNIT TWENTY-TWO WEEK 2

RESOURCES

SPEC flashcards, SPEC 1 CD, FAB Red CD, fruit word and picture flashcards, FAB Yellow colour word flashcards, family flashcards, beach ball.

REVIEWED LANGUAGE

Numbers 1 to 12.

Number words *one to twelve*.

Fruit.

Clock time.

Colour words.

This and that.

Family members.

Prepositions: *in, on, under, by.*

Adjectives: *tall, short, happy, sad, old, young, big, small, fat, thin, pretty, handsome, ugly.*

Actions.

ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

REVIEW/PRACTICE

Chain drill *Hi, I'm (name). What's your name? How are you? How old are you? Do you like (nouns)? Yes, I do. No, I don't.*

Beach ball dribble drill 1 to 12, 12 to 1.

Whiteboard run and connect Numbers and number words *one to twelve*.

Pelmanism Fruit word and picture flashcards.

Whiteboard run and draw Draw two large clocks, one for each team. Elicit the question *What time is it?* Answer and get the students to run and draw the clock

hands. Get the students to chorally answer *It's (one) o'clock.*

Flashcard memory game Colour words. Place the colour word flashcards on the desk and elicit. With the students' eyes closed, remove a flashcard. Get the students to open their eyes and tell you which card has been removed.

Touch and point Say *This is a chair* and get the students to run and touch the chair and call out *This is a chair*. Say *That is a chair* and get the students to move as far away as possible from the chair, point and call out *That is a chair*. Repeat with other objects or flashcards.

Slowly reveal Family pictures. Get the students to ask *Who's this?*

Memory game Write the family words on the board and **drill**. Point at each word and ask *Who's she?* and *Who's he?* Rub off one of the words while the students' eyes are closed. Get the students to open their eyes and tell you which word has been erased.

Physical prepositions Get the students to follow your instructions. E.g. *Stand by the door. Sit on the desk.*

CHECK THE HOMEWORK WORKBOOK UNIT 22 PAGE 43 EXERCISES A AND B

WORKBOOK UNIT 22 PAGE 44 EXERCISE C

Tapescript

Leo: Unit 22. Workbook. Listen.

- Where's the toothbrush?*
Rose: It's on the mirror.
- Is the comb on the towel?*
Rose: No, it isn't. It's by the towel.
- This is a brush.*
- What's that?* **Rose: It's a chair.**
- Today is Sunday.*
- What day is today?*
Rose: Today is Thursday.
- It's 8 o'clock.*
- What time is it?* **Rose: It's 11 o'clock.**
- Whose is this toothbrush?*
Rose: It's his.
- Is it her mirror?* **Rose: Yes, it is.**
- Who's this?* **Rose: He's my father.**
- Who's he?* **Rose: He's my grandfather.**
- Who are they?*
They're police officers.
- Are they office workers?*
Rose: No, they aren't. They're fire fighters.
- What are they?* **Rose: They're crocodiles.**
- Are they giraffes?* **Rose: Yes, they are.**
- Are they lions or tigers?*
Rose: They're lions.
- Are they pandas or elephants?*
Rose: They're pandas.
- Rose. Do you like dolphins?
- Do they like robots?*

FINAL ACTIVITY

Simon says *Touch, actions, be (adjective).*

Song We Like To Walk FAB Red no.5.
(See the Introduction to these Teacher's Notes on how best to use songs.)

EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.