

Student's Book 2

S P E C

**Saxoncourt Primary English
Course**

Teacher's Notes

Units 12-22

UNIT TWELVE (Lesson One)

How many boats are there?

New Vocabulary: Car, cars, bicycle, bicycles, plane, planes, bus, buses, motorcycle, motorcycles, motorbike, motorbikes, boat, boats, taxi, taxis, train, trains.

ENTRANCE

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

REVIEW

- **Categories**
Make the students stand in a circle. Holding a ball or a fluffy dice, name one of the categories the students have recently studied, such as toys, insects or months or one that you know they are familiar with. Name an object in that category and throw the ball to a student who names another object and so on. The students continue until they can't name any more objects. To add excitement spin a coin and the student holding the ball when the coin stops spinning loses a life. Repeat with another category.

PRESENTATION

- **New Vocabulary**
Present the new vocabulary (singular form only) using flashcards or board drawings.

PRACTICE

- **Model the new vocabulary.**
- **Drill** the new vocabulary using a triple drill, hi drill, low drill, loud drill and quiet drill.
- **Model the answer** "It's a (bus)"
- **Drill the answer** using a triple drill.
- **Substitution drill.**
- **Model the question** 'What is it?' using fingers to show each word if necessary.
- **Drill** the question using a choral drill, triple drill and an individual drill.
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Flashcard Reveal**
Hide a flashcard behind a book or a piece of card. Slowly reveal the card. The students shout out when they know what it is.
- **Lap Game.**
Place the new noun flashcards on the table or whiteboard to make a circuit. Designate a start and finish line. The students place counters on the start line and take it in turns to throw a dice. They move their counters that many spaces (i.e., cards), counting aloud as they do so. The other students then ask the student "What is it?" and the student responds, "It's a (noun)." This should be done as a team game with individual members of the team answering. If the individual cannot answer the team should be given the chance to answer for fewer points.

PRESENTATION

- **New Vocabulary**
Present the new vocabulary (plural form) using flashcards.

- Hold up two of the same flashcard and ask the students “What are they?” Elicit from the students “They are (nouns).”
- Concept check by holding up one flashcard and asking “What is it?” Then hold up two flashcards, saying “What are they?”

PRACTICE

- **Model** the **answer** form “They’re (nouns).”
- **Drill** the **answer** forms using a triple drill.
- **Substitution drill.**
- **Model** the **question** form “What are they?” using fingers to show each word if necessary.
- **Drill** the **question** form using a choral drill, triple drill and an individual drill.
- **Substitution drill.** Change the cards and alternate between **it and they.**
- **Drill the Question and Answer** form using a chain drill.

BOOKWORK

Look and say

- **Pair Work:** Using the pictures as prompts the students take it in turns to use the **question and answer** forms.

HOMEWORK

- Check the homework from last week (**Workbook Unit 11, Exercises B & C.**)

Workbook. B. Listen.

1. *What’s your favourite sport? Jasmine: My favourite sport is tennis.*
2. *Do you want steak? Carol: Yes please.*
3. *What do you have? Jasmine: I have a ball, a doll, a kite and three marbles.*
4. *Are those mosquitoes?*
5. *What month is it?*
6. *When’s your birthday?*

Workbook. C. Listen, check and write.

1. *tin*
2. *ned*
3. *rin*
4. *ut*
5. *ping*
6. *pockun*

- Set this week’s homework **Workbook Unit 12, Exercise C.** Make sure you do an example of the exercise in class.
- Also ask the students to use the note section at the back of the workbook (or a notebook) to write down the **new transport vocabulary** from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.

FOLLOW UP (Freer Practice)

- **Turn and Face**
Divide the class into two teams. Bring two students to the front of the class, stand them back-to-back and give each one a transport flashcard (singular or plural). The rest of the class shout chorally “What is it?” or “What are they?” and the two students turn round at the same time and say what is on the opposing student’s card.

You will need to make sure that you give singular or plural cards to both students and prompt the asking students so they know which question to ask.

FINAL ACTIVITY

- **Guess The Drawing**

Draw pictures on the board whilst the students guess what they are. The first team to guess correctly gets a point. During this activity keep asking the students 'What is it?' Or 'What are they?' eliciting 'It's a taxi' etc.

EXIT

- **Exit Drill**

Line the students up at the door. Slowly reveal one of the phonic flashcards (**a, e, i, c, d, h, k, m, n, p, r, s, and t**). The student names the letter, its phonic value and three objects beginning with that letter/sound. If their response is correct say "Goodbye, see you next week" and encourage them to repeat this after you. If their response is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT TWELVE (Lesson Two)

How many boats are there?

Target Language: How many (nouns) are there? There are (number) nouns.

How many (colour) (nouns) are there? There are (number)

Vocabulary: car, cars, bicycle, bicycles, plane, planes, bus, buses, motorcycle, motorcycles, motorbike, motorbikes, boat, boats, taxi, taxis, train, trains.

Photocopiable Resources: Phonic bingo

ENTRANCE

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

REVIEW

- **Phonics**
Quickly review the phonic value of **a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s,** and **t** via a game of **Slap** or **Run and Touch**.
- **Phonics Bingo**
Prior to the lesson make copies of the bingo cards from the photocopiable activities at the back of the teacher's notes. Hand out one bingo card to each student. Call out the sounds. The first student to cross off all their sounds is the winner.
- **Turn and Face**
Divide the class into two teams. Bring two students to the front of the class, stand them back-to-back and give each one a transport flashcard (singular or plural). The rest of the class shout chorally "What is it?" or "What are they?" and the two students turn round at the same time and say what is on the opposing student's card.
You will need to make sure that you give singular or plural cards to both students and prompt the asking students so they know which question to ask.

PRESENTATION

- **How many (nouns) are there? There are (number)**
Quickly review colours and numbers.
Draw a number of cars on the board and ask "How many cars are there?" Point to the cars and count, one, two, three, four. "There are four." Draw some other transport vocabulary and do the same, this time elicit the answer from the students.
Draw two boats in red and three boats in green on the board. Ask, "How many red boats are there?" Point to the red boats and elicit "There are two." Ask the students "How many green boats are there?" Elicit "There are three."

PRACTICE

- **Model** the **answer** form "There are (number)".
- **Drill** the **answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill. Pay particular attention to pronunciation, make sure the students are not saying "They are".
- **Substitution drill.**
- **Model** the **question** form ("How many (nouns)?") using fingers to show each word if necessary.
- **Drill** the **question** form using a choral drill, triple drill and an individual drill.
- **Substitution drill.**
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Line Game**
Place a number of flashcards, items or words in a line on the table. Place the students in two teams. One team asks, "How many (nouns) are there?" and an individual from the other team answers. If the individual cannot answer the team should be given the chance to answer for fewer points. Extend to include colour.
- **Guess How Many?**
Hide a number of flashcards behind your back and ask "How many (nouns) are there?" The students put up their hands and guess saying "There are (number) (nouns)." The student who gets the answer right then becomes the Teacher. Extend to include colour.

STUDENT BOOK

Dialogue

- **Ask questions about the picture.**
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Read / role-play.** (In pairs).

Listening

- Play the tape and let the students complete the exercise. Check as a class.
Rose: Listen.

1. *bof*
2. *log*
3. *How many trains are there? Jasmine: There are two.*
4. *How many motorcycles are there? Jasmine: There are four.*
5. *How many planes are there? Jasmine: There are seven.*
6. *How many boats are there? Jasmine: There are seven.*

Look and say

- Play the tape.
Rose: How many cars are there? Jasmine: There are two.

Cars, bicycles, planes, buses, motorcycles/motorbikes, boats, taxis, trains

- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Pair Work:** Using the pictures as prompts the students take it in turns to use the **question and answer** form.

HOMEWORK

- Check the homework from last week (**Workbook Unit 12, Exercise C** and the **transport vocabulary**.)

Workbook. C. Listen, circle and write.

1. *bof*
2. *fub*
3. *sob*
4. *habit*
5. *latin*
6. *golf*

- Set this week's homework **Workbook Unit 12, Exercises A & B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **True or False?**

Split the class into two teams. Play Paper, Scissors, Stone to see which team goes first. A student from the winning team should stand at the front of the class and hide differing numbers of the same object behind their back (such as lego blocks, pencils). The other students ask, "How many?" The 'hiding' student says, "There are (two)" and the opposing team then have to say if they think that's true or false. If they guess correctly, award the team a point. If they are incorrect, the 'hiding' team gets a point. Continue, alternating between the two teams.

EXIT

- **Exit Drill**

Line the students up at the door. Hide a number of flashcards behind your back and ask "How many (nouns) are there?" The students guess saying "There are (number) (nouns)". If their guess is correct say "Goodbye, see you next week" and encourage them to repeat this after you. If their response is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT THIRTEEN (Lesson One)

There's a towel on the chair.

Target Language: There's a (towel) (on) the (chair)

There's a (cat) (in) the (living room)

New Vocabulary: living room, dining room, bathroom, kitchen, bedroom, garage.

Photocopiable Resources: Letter flashcards

ENTRANCE

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

REVIEW

- **Line Game**
Place a number of flashcards, items or words in a line on the table. Place the students in two teams. One team asks, "How many (nouns) are there?" and an individual from the other team answers. If the individual cannot answer the team should be given the chance to answer for fewer points. Extend to include colours.

PRESENTATION

- **New Vocabulary (Rooms)**
Introduce the new vocabulary using flashcards or the pictures on page 26 of the Student Book.

PRACTICE

- **Model the new vocabulary**
- **Drill** the new vocabulary using a triple drill, hi drill, low drill, loud drill and quiet drill. Follow-up with individual practise via a chain drill and an individual drill. Make sure you are pointing to the different rooms when you are drilling. When you are chain drilling make sure the rooms flashcards are being passed around.

FOLLOW UP (Freer Practice)

- **Room Stations**
Stick the room flashcards around the classroom. Shout "go to the living room" and the students rush to stand under the living room flashcard repeating the target language of 'living room' three times. After you have been through the different rooms a few times play knockout, making the first students to the card sit down giving the slower students more practice.
- **Whisper Slap**
Spread the room flashcards face-up on the whiteboard. Put the students into two teams. The students place their fingers in their ears. The teacher whispers one of the items to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whispers the item to them. This continues along the line to the last student who then rushes to slap the flashcard saying the target language. The first student to slap the card wins the card. Continue until all the cards have been won.

PRESENTATION

- **There's a (towel) (on) the (chair)**
Review the bathroom nouns and prepositions from unit 12 of *SPEC 1*. Then use classroom realia or draw, for example, a book by a chair and say "There is a book by the chair". Point at the nouns and repeat. Draw or use realia and say "There is a pencil in the cup." Point to the nouns and repeat. Draw or use realia to create more scenarios and elicit the statements from the students.

PRACTICE

- **Model** the target language. Concentrate on the contraction "there's" and the articles 'a' and 'the'.
- **Drill** the target language using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.** Change the nouns and preposition.
- **Dribble drill.**

FOLLOW UP (Freer Practice)

- **Back to Back Drawing**
Put the students in pairs. Make them sit back to back. Give one of the students a simple picture, e.g. a comb by a mirror. The student then describes the picture to the other student who draws the picture into their notebook. Set a time limit (make it very short) then change pictures and 'describer'.

PHONICS REVIEW

- **Phonics**
Quickly review the phonic value of **a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s,** and **t** via a game of **Slap** or **Run and Touch**.
- **Letter Order**
Prior to the lesson make copies of the letter cards from the photocopiable activities at the back of the teacher's notes. Put the students in pairs and give each pair a set of the letter cards. Say a three or five letter combination e.g. *log, habit* etc. The students should race to create that sound combination, say "finished" and name the sound combination. The first pair to finish and correctly say the sound wins a point.

HOMEWORK

- Check the homework from last week (**Workbook Unit 12, Exercises A & B**).

Workbook. B. Listen.

Jasmine:

1. *How many trains are there?* **Leo:** *There are five.*
 2. *How many motorcycles are there?* **Carol:** *There are eight.*
 3. *How many cars are there?* **Leo:** *There are two.*
 4. *How many boats are there?* **Carol:** *There are nine.*
 5. *How many taxis are there?* **Leo:** *There are eight.*
 6. *How many buses are there?* **Carol:** *There are six.*
- Set this week's homework **Workbook Unit 13, Exercise C**. Make sure you do an example of the exercise in class.
 - Also ask the students to use the note section at the back of the workbook (or a notebook) to write down the **new rooms vocabulary** from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.

FINAL ACTIVITY

- **Whisper Do It**

Put the students into two teams. At the front of the class arrange classroom realia and plastic fruit / food etc. The students place their fingers in their ears. The teacher whispers, "There's a lemon by the book", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whispers the statement to them, and so on to the last student who then rushes to put a lemon by the book, saying the target language. The first student to complete the action saying the target language wins a point for their team.

EXIT

- **Exit Drill**

Line the students up at the door. Name 2 categories (e.g. rooms, food, drink, sports, colours). Each student names three objects from a category. If their response is correct say "Goodbye, see you next week" and encourage them to repeat this after you. If their response is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT THIRTEEN (Lesson Two)

There's a towel on the chair.

Target Language: There are (four) (chairs) (in) the (dining room).

Vocabulary: living room, dining room, bathroom, kitchen, bedroom, garage.

ENTRANCE

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

REVIEW

- **Room Stations**
Stick the room flashcards around the classroom. Shout "go to the living room" and the students rush to stand under the living room flashcard repeating the target language of 'living room' three times. After you have been through the different rooms a few times play knockout, making the first students to the card sit down giving the slower students more practice.
- **Whisper Do It**
Put the students into two teams. At the front of the class arrange classroom realia and plastic fruit / food etc. The students place their fingers in their ears. The teacher whispers, "There's a lemon by the book", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whispers the statement to them, and so on to the last student who then rushes to put a lemon by the book, saying the target language. The first student to complete the action saying the target language wins a point for their team.

PRESENTATION

- **There are (four) (chairs) (in) the (dining room)**
Draw a picture of 4 chairs in a dining room and say "There are four chairs in the dining room." Point to the nouns and repeat. Draw a picture of 3 balls in a kitchen and say "There are three balls in the kitchen". Point to the nouns and repeat. Continue drawing scenarios and elicit the statement from the students.

PRACTICE

- **Model** the target language. Concentrate on the pronunciation "there are".
- **Drill** the target language using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.** Change nouns and numbers.
- **Dribble drill.**
- **Model question form** ("What's in the (room)?") using fingers to show each word if necessary.
- **Drill question form** ("What's in the (room)?") form using a choral drill, triple drill and an individual drill.
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **What's In The Room?**
Draw a house on the whiteboard and label the rooms. Show and elicit different nouns (singular and plural). Shuffle the nouns and stick them face down in the different rooms. Split the class into two teams. Play Paper, Scissors, Stone to see which team goes first. The winning team asks the losing team "What's in the (living room)?" and the team guesses

saying "There are two balls in the living room". The teacher turns over the card in the living room. If the students are right the team is awarded points. If the team is wrong the card is stuck back face down. The game continues until all the cards have been correctly guessed.

- **Back to Back Drawing**

Put the students in pairs. Make them sit back to back. Give one of the students a simple picture of objects in a room, e.g. two kites next to a chair in the kitchen. The student then describes the picture to the other student who draws the picture into their notebook. Set a time limit (make it very short) then change pictures and 'describer'.

BOOKWORK

Dialogue

- **Ask questions about the picture.**
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Read / role-play** (In pairs).

Listening

- Play the tape and let the students complete the exercise. Check as a class.
Leo: Listen.

1. *lug*
2. *olf*
3. *There's a cat in the living room.*
4. *There are two dolls in the bedroom.*
5. *There are three balls in the kitchen.*
6. *There's a kite in the dining room.*

Look and say

- Play the tape.
Leo: There's a cat in the living room. There are four chairs in the dining room.
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Pair Work:** Using the pictures as prompts the students take it in turns to use the **question and answer** form.

HOMework

- Check the homework from last week (**Workbook Unit 13, Exercise C** and the **rooms vocabulary**).

Workbook. C. Listen, circle and write.

1. *kas*
2. *pet*
3. *hum*
4. *tip*
5. *buf*
6. *bof*

- Set this week's homework **Workbook Unit 13, Exercises A & B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Whisper Do It**

Put the students into two teams. At the front of the class arrange classroom realia and plastic fruit / food etc. The students place their fingers in their ears. The teacher whispers, "There's a lemon by the book", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whispers the statement to them, and so on to the last student who then rushes to put a lemon by the book, saying the target language. The first student to complete the action saying the target language wins a point for their team.

EXIT

- **Exit Drill**

Show the students that you have a room flashcard and 6 object flashcards in your hand (singular and plural). Line the students up at the door. The students have to guess what flashcards you have by making a statement such as, "There's (a cat) in the living room." You should answer "Yes, there is." or "No, there isn't." If the answer is *no* the student keeps guessing. If the answer is *yes*, say "Goodbye, see you next week" and encourage them to repeat this after you. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT FOURTEEN (Lesson One)

Is there a lemon in the refrigerator?

New Vocabulary: a refrigerator, an alarm clock, a television, a lamp, a wardrobe, a sofa.

ENTRANCE

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

REVIEW

- **Room Stations**
Stick the room flashcards around the classroom. Shout "go the living room" and the students rush to stand under the living room flashcard repeating the target language of 'living room' three times. After you have been through the different rooms a few times play knockout, making the first students to the card sit down giving the slower students more practice.
- **Whisper Do It**
Put the students into two teams. Put flashcards of the different rooms around the classroom. At the front of the class arrange classroom realia and plastic fruit / food etc. The students place their fingers in their ears. The teacher whispers, "There's a lemon by the book in the dinning room", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whisper the statement to them. This continues along the line to the last student who then rushes to put a lemon by the book under the dining room flashcard, saying the target language. The first student to complete the action and say the target language wins a point for their team.

PRESENTATION

- **New Vocabulary (Household Objects)**
Introduce the new vocabulary using flashcards or whiteboard drawings.

PRACTICE

- **Model the new vocabulary.**
- **Drill** the new vocabulary using a triple drill, hi drill, low drill, loud drill and quiet drill. Follow-up with individual practise via a chain drill and an individual drill.

FOLLOW UP (Freer Practice)

- **Sticky Ball Noughts and Crosses.**
Draw the traditional 3x3 noughts and crosses grid on the board. Write one vocabulary item in each square, (as there are 9 squares and only 6 vocabulary items you will need to repeat some). Divide the class into two teams: one is 'O' and the other is 'X'. One student from each team throws the sticky ball, whichever square it lands on the other team asks the question "What is it?" and the student answers. If the individual cannot answer the team should be given the chance to answer for fewer points.
- **Guess The Drawing**
Draw a picture on the board one line at a time. After each line, asks "What is it?" The students try to guess the picture.

PRESENTATION

- **Where the new vocabulary items are found in the house.**
Draw a house on the whiteboard. Elicit the rooms. Elicit where all vocabulary items go in the house.

PRACTICE

- **Drawing Dictation**
Make the students draw a house in their notebooks. Say, for example, "There is a television in the kitchen" and the students draw a television in the kitchen. Continue placing the household objects in the rooms. At the end of the exercise draw a house on the board and have the students refer to their pictures where the household objects are found.

PHONICS REVIEW

- **Phonics**
Quickly review the phonic value of **a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s,** and **t** via a game of **Slap** or **Run and Touch**.
- **Block Race**
Scatter the foam letter blocks at one end of the classroom. Divide the class into two teams and line them up at the opposite end of the classroom to the letter blocks. Say a three or five letter combination e.g. "log", "habit" etc. and the first student from each team runs to find the letters needed to make that sound combination. When they have collected all the letters, they run back to their team, say "finished" and name the sound combination. The first team to finish and correctly say the sound wins a point.

HOMEWORK

- Check the homework from last week (**Workbook Unit 13, Exercises A & B**).

Workbook. B. Listen.
Leo:
 1. *There's a sandwich in the kitchen.*
 2. *There are four chairs in the dining room.*
 3. *There's a kite in the garage.*
 4. *There's a ball in the bedroom.*
 5. *There are three kites in the living room.*
 6. *There are two cups in the bathroom.*
- Set this week's homework **Workbook Unit 14, Exercise C**. Make sure you do an example of the exercise in class.
- Also ask the students to use the note section at the back of the workbook (or a notebook) to write down the **new household objects vocabulary** from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.

FINAL ACTIVITY

- **Whisper Drawing**
Put the students into two teams and line them up facing the whiteboard. The students place their fingers in their ears. Whisper, "There's a lamp in the bedroom", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whisper the statement to them, and so on to the last student who then rushes to draw a picture of a lamp in the bedroom, saying the target language. The first student to complete the action and say the target language wins a point for their team.

EXIT

- **Exit Drill**

Line the students up at the door. Hide one of the household object flashcards behind a book or a piece of card. Slowly reveal the card. The students shout out when they know what it is. If they answer correctly, say "Goodbye, see you next week" and encourage them to repeat this after you. If their response is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT FOURTEEN (Lesson Two)

Is there a lemon in the refrigerator?

Target Language: Is there a (lemon) (in) the (refrigerator)? No, there isn't.
Is there a (fish fillet)? Yes, there is.

Vocabulary: a refrigerator, an alarm clock, a television, a lamp, a wardrobe, a sofa.

Photocopiable Resources: Rooms survey

ENTRANCE

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

REVIEW

- **Sticky Ball Noughts and Crosses**
Draw the traditional 3x3 noughts and crosses grid on the board. Write one vocabulary item in each square (as there are 9 squares and only 6 vocabulary items you will need to repeat some). Divide the class into two teams: one is 'O' and the other is 'X'. One student from each team throws the sticky ball, whichever square it lands on the other team asks the question "What is it?" and the student answers. If the individual cannot answer the team should be given the chance to answer for fewer points.
- **Whisper Drawing**
Put the students into two teams and line them up facing the whiteboard. The students place their fingers in their ears. Whisper, "There's a lamp in the bedroom", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whisper the statement to them, and so on to the last student who then rushes to draw a picture of a lamp in the bedroom, saying the target language. The first student to complete the action and say the target language wins a point for their team.

PRESENTATION

- **Is there a (noun) in the (room)? Yes, there is. No, there isn't.**
Draw a picture of a lamp in a bedroom on the whiteboard. Ask "Is there a lamp in the bedroom?" Point to the noun and repeat. Elicit "Yes, there is". Draw another picture of a cup on a television and ask, "Is there a pencil on the television?" Point to the noun and repeat. Elicit "No, there isn't". Ask different questions about the two pictures eliciting the answers "Yes, there is" or "No, there isn't".

PRACTICE

- **Model the answer** form ("Yes, there is" / "No, there isn't").
- **Drill the answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Model the question** form of the target structure ("Is there a (noun) (in) the (room)?") using fingers to show each word if necessary.
- **Drill the question** form using a choral drill, triple drill and an individual drill.
- **Substitution drill.** Change the nouns, prepositions and rooms.
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Survey**
Instruct the students to draw a house in their notebooks containing the six rooms taught in the previous unit. Make the students put the six household objects from this unit in the six

rooms (ensure the students put the items in unexpected places). Prior to the lesson make copies of the survey grid from the photocopiable activities at the back of the teacher's notes. Hand out one survey grid to each student. The students then find a student to be "interviewed" and ask, "Is there a (noun) in your (room)?" If the answer is yes, the asking student then writes the student's name and the object contained in that room. The asking student continues until they have found out where all the household objects are in that student's house. If you have a small class the students could ask all class members but if you have a large class limit the amount of students they have to ask. If the students are having difficulty writing the household objects, they can refer to their student book for guidance. You may also want to write the students' names on the whiteboard for reference.

BOOKWORK

Dialogue

- **Ask questions about the picture.**
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Read / role-play** (In pairs).

Listening

Play the tape and let the students complete the exercise. Check as a class.

Leo: Listen.

1. *bul*
2. *fob*
3. *Is there a lamp in the living room?*
4. *Is there a sofa in the bedroom?*
5. *Is there an alarm clock in the bedroom?*
6. *Is there a television in your bedroom?*

Look and say

Play the tape.

Leo: Is there a television in your bedroom? Jasmine: Yes there is. No there isn't. a refrigerator, an alarm clock, a wardrobe, a television, a lamp, a sofa

- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Pair Work:** Using the pictures as prompts the students take it in turns to use the **question and answer** form.

HOMework

- Check the homework from last week (**Workbook Unit 14, Exercise C** and the **household objects vocabulary**).

Workbook. C. Listen, check and circle.

1. *golf*
2. *pram*
3. *tram*
4. *hek*
5. *sub*
6. *pep*

- Set this week's homework **Workbook Unit 14, Exercises A & B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **What's In The Room?**

Draw a house on the whiteboard and label the rooms. Show and elicit different nouns (singular). Shuffle the nouns and stick them face down in the different rooms. Split the class into two teams. Play Paper, Scissors, Stone to see which team goes first. The winning team asks the losing team "Is there a (lamp) in the (living room)?" Turn over the card in the living room. If the students are right other team says "Yes, there is" if the team is wrong the students say "No, there isn't" and the card is stuck back face down. The game continues until all the cards have been correctly guessed.

EXIT

- **Exit Drill**

Line the students up at the door. Hold up one of the room flashcards. Demonstrate that the students have to ask you a question about your room e.g. "Is there (a refrigerator) in your (bedroom)?" If the question is formed correctly, answer "Yes, there is" or "No, there isn't." Say "Goodbye, see you next week" and encourage them to repeat this after you. If their response is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT FIFTEEN (Lesson One)

Are there three fans in your living room?

Target Language: There are (four) (chairs) (in) the (dining room)

ENTRANCE

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

REVIEW

- **Sticky Ball Noughts and Crosses**
Draw the traditional 3x3 noughts and crosses grid on the board. Write one household object in each square, (as there are 9 squares and only 6 vocabulary items you will need to repeat some). Divide the class into two teams: one is ‘O’ and the other is ‘X’. One student from each team throws the sticky ball, whichever square it lands on the other team asks the question “What is it?” and the student answers. If the individual cannot answer, the team should be given the chance to answer for fewer points.

PRESENTATION

- **There are (four) (chairs) (in) the (dining room)**
Draw a picture on the whiteboard of 4 chairs in a dining room. Say “There are four chairs in the dining room”. Point to the nouns and repeat. Continue using other pictures.

PRACTICE

- **Model** the target language (“There are (four) (chairs) (in) the (dining room). Concentrate on the pronunciation “there are” and the use of article ‘the’.
- **Drill** the target language using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.** Change the nouns, numbers and rooms.
- **Dribble drill.**
- **Model the question form** (“What’s in the (room)?”)
- **Drill question form** (“What’s in the (room)?”) using a choral drill, triple drill and an individual drill.
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **What’s In The Room?**
Draw a house on the whiteboard and label the rooms. Show and elicit different nouns (in plural form). Shuffle the nouns and stick them face down in the different rooms. Split the class into two teams. Play Paper, Scissors, Stone to see which team goes first. The winning team asks the losing team “What’s in the (living room)” and the team guesses saying, “There are two balls in the living room”. Turn over the card in the living room. If the students are right the team is awarded points, if the team is wrong the card is stuck back face down. The game continues until all the cards have been correctly guessed.
- **Back to Back Drawing**
Put the students in pairs. Make them sit back to back. Give one of the students a simple picture of objects in a room, e.g. two kites next to a chair in the kitchen. The student then describes the picture to the other student

who draws the picture into their notebook. Set a time limit then change pictures and 'describer'.

PHONICS REVIEW

- Quickly review the phonic value of **a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s,** and **t** via a game of **Slap** or **Run and Touch**.

PHONICS PRACTICE

- **Movable Letters**
Place the magnetic letters **a, e, i, o** and **u** on the whiteboard. Place the letters **b, c, d, f, g, h, k, l, m, n, p, r, s,** and **t** in front of or behind the vowels and get the students to sound the combination out. *e.g. gulf, bulf*
- **Board Race**
Divide the whiteboard in two. Split the class into two teams and line them up in front of the board. Say a three to five letter combination and the first student in each team runs to write that sound on the board and then run back to their team and say "finished". The first team to finish and correctly say the sound wins a point.

HOMEWORK

- Check the homework from last week (**Workbook Unit 14, Exercises A & B**).

Workbook. B. Listen.

Jasmine:

1. *Is there a fish fillet in the refrigerator?*
2. *Is there an alarm clock on the wardrobe?*
3. *Is there a toy train under the table?*
4. *Is there a mosquito on the glass?*
5. *Is there a doll by the kite?*
6. *Is there a bottle of cola in the refrigerator?*

- Set this week's homework **Workbook Unit 15, Exercise C**. Make sure you do an example of the exercise in class.

FINAL ACTIVITY

- **Whisper Do It**
Put the students into two teams. Distribute flashcards of the different rooms around the classroom. At the front of the class arrange classroom realia and plastic fruit / food etc. The students place their fingers in their ears. Whisper, "There are two lemons by the book in the dining room", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whisper the statement to them. This continues down the line to the last student who then rushes to put a lemon by the book under the dining room flashcard, saying the target language. The first student to complete the action saying the target language wins a point for their team.

EXIT

- **Exit Drill**
Line the students up at the door. Show the students one of the simple pictures from the back-to-back drawing activity. The student describes the picture to you e.g. "There are 2

kites next to the chair in the kitchen". If the description is correct, say "Goodbye, see you next week" and encourage them to repeat this after you. If their response is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT FIFTEEN (Lesson Two)

Are there three fans in your living room?

Target Language: I have three fans. Are there (three) (fans) in your (living room)?

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

Are there (two) (lamps) in your (bedroom)?

Photocopiable Resources: Rooms Survey

ENTRANCE

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

REVIEW

- **Whisper Do It**
Put the students into two teams. Distribute flashcards of the different rooms around the classroom. At the front of the class arrange classroom realia and plastic fruit / food etc. The students place their fingers in their ears. Whisper, "There are two lemons by the book in the dining room", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whisper the statement to them. This continues down the line to the last student who then rushes to put a lemon by the book under the dining room flashcard, saying the target language. The first student to complete the action saying the target language wins a point for their team.

PRESENTATION

- **Are there (three) (fans) in your (living room)? Yes, there are. No, there aren't.**
Draw a picture of two lamps in a bedroom and ask, "Are there two lamps in the bedroom?" Point to the nouns and repeat. Elicit "Yes, there are". Draw a picture of three apples on a television. Ask, "Are there three pencils on the television?" Point to the nouns and repeat. Elicit "No, there aren't".

PRACTICE

- **Model the answer form** ("Yes, there are" / "No, there aren't").
- **Drill the answer forms** using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Model the question form** ("Are there (number) (nouns) (in) the (room)??") using fingers to show each word if necessary.
- **Drill the question form** using a choral drill, triple drill and an individual drill.
- **Substitution drill.** Change the numbers, nouns, prepositions and rooms.
- **Drill the Question and Answer form** using a chain drill.

FOLLOW UP (Freer Practice)

- **Survey**
Make the students draw a house in their notebooks containing the six rooms taught. Ask them to draw the six (plural) vocabulary items in the six rooms, limiting the number to two or three e.g. two televisions, three lamps, two fans etc. Prior to the lesson make copies of the survey grid from the photocopiable activities at the back of the teacher's notes. Hand out one survey grid to each student. The students then find a student to be "interviewed" and ask, "Are there (number) (nouns) in your (room)?" If the answer is yes,

the asking student then writes the student's name and the object(s) contained in that room. The asking student continues until they have found out what household objects that student has in his/her house. If you have a small class the students could ask all class members but if you have a large class limit the amount of students they have to ask. If the students are having difficulty writing the household objects, they can refer to their student book for guidance. You may also want to write the students' names on the whiteboard for reference.

BOOKWORK

Dialogue

- **Ask questions about the picture.**
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Read / role-play.** (In pairs).

Listening

- Play the tape and let the students complete the exercise. Check as a class.

Carol: Listen.

1. *gol*
2. *bel*
3. *Are there four peaches?*
4. *Are there three green bananas?*
5. *Are there three big dogs?*
6. *Are there two televisions in your living room?*

Look and say

- Play the tape.
Carol: Are there three chairs in the bedroom? Rose: Yes there are. No there aren't.
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Pair Work:** Using the pictures as prompts the students take it in turns to use the **question and answer** form.

HOMEWORK

- Check the homework from last week (**Workbook Unit 15, Exercise C**).

Workbook. C. Listen, circle and write.

1. *gulf*
2. *flab*
3. *brig*
4. *brit*
5. *brag*
6. *plum*

- Set this week's homework **Workbook Unit 15, Exercises A & B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **What's In The Room?**
Draw a house on the whiteboard and label the rooms. Show and elicit different nouns (in plural form). Shuffle the nouns and stick them face down in the different rooms. Split the class into two teams. Play Paper,

Scissors, Stone to see which team goes first. The winning team asks the losing team “Are there (number) (lamps) in the (living room)?” Turn over the card in the living room. If the students are right other team says “Yes, there are.” If the team is wrong the students say “No, there aren’t” and the card is stuck back face down. The game continues until all the cards have been correctly guessed.

EXIT

- **Exit Drill**

Line the students up at the door. Hold up one of the room flashcards. Demonstrate that the students have to ask you a question about your room e.g. “Are there (2 chairs) in your (bedroom)?” If the question is formed correctly, answer “Yes, there are” or “No, there aren’t.” Say “Goodbye, see you next week” and encourage them to repeat this after you. If their question is formed incorrectly send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT SIXTEEN (Lesson One)

Do you eat breakfast at 7:30?

Target Language: What time is it? It's (six) (fifteen)

New Vocabulary: Get up, eat breakfast, go to school, eat lunch, go home, eat dinner, go to bed.

Photocopiable Resources: Letter flashcards, Time cards

ENTRANCE

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

REVIEW

- **Whisper Do It**
Put the students into two teams. Distribute flashcards of the different rooms around the classroom. At the front of the class arrange classroom realia and plastic fruit / food etc. The students place their fingers in their ears. Whisper, "There are two lemons by the book in the dining room", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whisper the statement to them. This continues down the line to the last student who then rushes to put a lemon by the book under the dining room flashcard, saying the target language. The first student to complete the action saying the target language wins a point for their team.

PRESENTATION

- **New Vocabulary**
Introduce the new verb phrases using flashcards or T.P.R.

PRACTICE

- **Model the new vocabulary.**
- **Drill** the new vocabulary using a triple drill, hi drill, low drill, loud drill and quiet drill. Follow-up with individual practise via a chain drill and an individual drill.

FOLLOW UP (Freer Practice)

- **Heidi's Game**
Put a line of flashcards face up on the table or whiteboard. Divide the class into two teams. Teams start from opposite ends of the line. Taking it in turns, one student from each team progresses along the card, saying what the card is. When two students meet on the same card, then play 'Paper, Scissors, Stone'. The losing team goes back to their beginning card: the winning team continues along the line. When a team reaches the final card in the line, they get one point and the game is started again. Make sure you set a time limit for this activity.

PRESENTATION

- **Time**
Draw a clock on the whiteboard or use a plastic toy clock. Introduce *o'clock* and present for each hour. Do the same for 7:05, 7.10, 7:15, 7.20, 7.30 etc. The time should be

spoken as digital time (ie *seven ten*). Quarter past, quarter to and half past, should **not** be taught.

PRACTICE

- **Model the answer** form (“It’s six fifteen”).
- Use a toy clock to **drill** the **answer** forms. Use a triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.** Use the toy clock to show different times.
- **Model the question** form (“*What time is it?*”) using fingers to show each word if necessary.
- **Drill** the **question** form using a choral drill, triple drill and an individual drill.
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Draw The Time**
Divide the class into 2 or 3 teams and draw a handless clock on the board for each team. Say a time and the front member of each team rushes to draw the hands. Award points to the team which draw the correct time first. When the students have finished encourage the other students to ask chorally ‘*What time is it?*’
- **What Time Is It Teacher?**
Similar to ‘What’s the time Mr. Wolf?’ The teacher faces the wall and the students chorally shout out ‘*What time is it teacher?*’ The teacher chooses a time and the students move forward that amount of steps. This is repeated a number of times until finally the teacher answers “*It’s dinner time*”, and then runs after the students and tries to catch one before they reach their original starting point. The caught student then becomes the teacher.

PHONICS REVIEW

- Quickly review the phonic value of **a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s, t** and **y** via a game of **Slap** or **Run and Touch**.

PHONICS PRACTICE

- **Letter Order**
Prior to the lesson make copies of the letter cards from the photocopiable activities at the back of the teacher’s notes. Put the students in pairs and give each pair a set of the letter cards. Say a three, four or five letter combination e.g. “sand”, “netop” etc. and the students should race to create that sound combination, say “finished” and name the sound combination. The first team to finish and correctly say the sound wins a point.

HOMEWORK

- Check the homework from last week (**Workbook Unit 15, Exercises A & B**).

Workbook. B. Listen.

Carol: 1. *Are there two towels in the bathroom?*

Chris: 2. *Are there three balls in the bedroom?*

Carol: 3. *Are there four oranges in the refrigerator?*

Chris: 4. *Are there four bottles of cola on the table?*

Carol: 5. *Are there two dogs on the sofa?*

Chris: 6. *Are there three spiders under the lamp?*

- Set this week’s homework **Workbook Unit 16, Exercise C**. Make sure you do an example of the exercise in class.

- Also ask the students to use the note section at the back of the workbook (or a notebook) to write down the **new verb phrases** from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.

FINAL ACTIVITY

- **Turn and Say**
For this activity you need 2 toy clocks or use the time cards from the photocopiable activities at the back of the teacher's notes. A student from each team stands back to back in the middle of the room. All other students ask '*What time is it?*' The 2 students select a time and then at your command they turn and show their selected time. They must then say the time on the other students' clock or card. The first student to respond correctly wins a point for their team.

EXIT

- **Exit Drill**
Line the students up at the door. Using the plastic clock, show them a time and ask "What time is it?" If they respond correctly, say "Goodbye, see you next week" and encourage them to repeat this after you. If they respond incorrectly send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT SIXTEEN (Lesson Two)

Do you eat breakfast at 7:30?

Target Language: Do you eat breakfast at 7:30? Yes, I do.
No, I don't. I eat breakfast at 7:00.

Vocabulary: Get up, eat breakfast, go to school, eat lunch, go home, eat dinner, go to bed.

Photocopiable Resources: Daily routines survey

ENTRANCE

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

REVIEW

- **Heidi's Game**
Put a line of flashcards face up on the table or whiteboard. Divide the class into two teams. Teams start from opposite ends of the line. Taking it in turns, one student from each team progresses along the card, saying what the card is. When two students meet on the same card, then play 'Paper, Scissors, Stone'. The losing team goes back to their beginning card: the winning team continues along the line. When a team reaches the final card in the line, they get one point and the game is started again. Make sure you set a time limit for this activity.
- **Draw The Time**
Divide the class into 2 teams and draw a handless clock on the board for each team. Say a time and the front member of each team rushes to draw the hands. Award points to the team which draws the correct time first. When the students have finished encourage the other students to ask chorally 'What time is it?'

PRESENTATION

- **Do you (eat breakfast) at (7:30)? Yes, I do. No, I don't.**
Point to yourself and say "I eat breakfast at 7:30" Then point to a student and ask, "Do you (eat breakfast) at (7:30)?" Elicit "Yes, I do" or "No, I don't". Ask different students using the different verb phrases. When a student answers, "No, I don't" encourage them to say what time they do the activity.
N.B. The students already know 'Yes I am/No I'm not' and many will confuse this with the required form 'Yes I do/No I don't. Stressing the 'Do' in the question will help overcome this.

PRACTICE

- **Model the answer** form ("Yes, I do" / "No, I don't").
- **Drill the answer** forms using a triple drill, hi drill, low drill, loud drill and quiet drill.
- **Model the question** form ("Do you (eat breakfast) at (7:30)?) using fingers to show each word if necessary.
- **Drill the question** form using a choral drill, triple drill and an individual drill.
- **Substitution drill:** Change the verb phrase and time.
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Sticky Ball Game**
Divide the board into two. On the left write times, and on the right the verb phrases. A student from each of the 2 teams does Paper, Scissors, Stone.

The winner asks the question "Do you (go to bed) at (9:00)?" The other student throws the sticky ball at each side trying to hit the correct verb phrase and time. If the student hits the correct verb phrase and time the student says, "Yes, I do". If not, they say "No I don't".

- **Survey**

Prior to the lesson make copies of the survey grid from the photocopiable activities at the back of the teacher's notes. Hand out one survey grid to each student. The students then find a student to be "interviewed" and ask the seven questions on the survey. The student being "interviewed" answers, "Yes, I do" or "No, I don't" and the "interviewer" marks a tick or a cross in the appropriate space.

BOOKWORK

Dialogue

- **Ask questions about the picture.**
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Read / role-play** (In pairs).

Listening

- **Play the tape and let the students complete the exercise. Check as a class.**
Rodney: Listen.

1. *beg*
2. *pun*
3. *Rose, do you eat breakfast at 7:00?*
4. *Jasmine, do you eat lunch at 12:00?*
5. *Leo, do you eat dinner at 6:05?*
6. *Do you go to bed at 11:10?*

Look and say

- **Play the tape.**
Rodney: Do you eat breakfast at 7:30?
Jasmine: Yes I do. No I don't. I eat breakfast at 7:45.
Get up, eat breakfast, go to school, eat lunch, go home, eat dinner, go to bed
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Pair Work:** Using the pictures as prompts the students take it in turns to use the **question and answer** form.

HOMework

- Check the homework from last week (**Workbook Unit 16, Exercise C** and the **new verb phrases**).

Workbook. C. Listen and write.

1. *mem*
2. *lin*
3. *him*
4. *tam*
5. *ugly*
6. *pot*

- Set this week's homework **Workbook Unit 16, Exercises A & B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Sticky Ball Noughts and Crosses**

Draw the traditional 3x3 noughts and crosses grid on the board. Write a time or a verb phrase in each square. Divide the class into two teams: one is 'O' and the other is 'X'. One student from each team throws the sticky ball, whichever square it lands on the student makes up a question using the verb phrase or time as a prompt. The student on the other team answers. If the individual cannot answer the team should be given the chance to answer for fewer points.

EXIT

- **Exit Drill**

Line the students up at the door. Using the plastic clock, show them a time and show them one of the verb phrases flashcards. The students ask a question, e.g. "Do you (have lunch) at (1:00)?" depending on the card and time they have been shown. If their question is formed correctly, respond, "Yes, I do" or "No, I don't." Say "Goodbye, see you next week" and encourage them to repeat this after you. If their question is formed incorrectly send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT SEVENTEEN (Lesson One)

What do you do on weekends?

New Vocabulary: play computer games, play the piano, read comics, watch television, go to the park.

Photocopiable Resources: Days of the week word cards

ENTRANCE

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

REVIEW

- **Draw The Time**
Divide the class into 2 teams and draw a handless clock on the board for each team. Say a time and the front member of each team rushes to draw the hands. Award points to the team that draws the correct time first. When the students have finished encourage the other students to chorally ask '*What time is it?*'
- **Sticky Ball Noughts and Crosses**
Draw the traditional 3x3 noughts and crosses grid on the board. Write a time (7:10, 3:25 etc) or a verb phrase (such as *go to school, eat lunch*) in each square. Divide the class into two teams: one is 'O' and the other is 'X'. One student from each team throws the sticky ball, whichever square it lands on the student makes up a question using the verb phrase or time as a prompt. The student on the other team answers. If the individual cannot answer the team should be given the chance to answer for fewer points.

PRESENTATION

- **New Vocabulary**
Introduce the new verb phrases using flashcards or T.P.R.

PRACTICE

- **Model** the new vocabulary.
- **Drill** the new vocabulary using a triple drill, hi drill, low drill, loud drill and quiet drill. Follow-up with individual practise via a chain drill and an individual drill.

FOLLOW UP (Freer Practice)

- **Verb Phrase Stations**
Stick the verb phrase flashcards around the room. Say "I play computer games" and the students rush to stand under the play computer games flashcard repeating the target language three times and doing an action to represent the target language. After you have been through the different verb phrases a few times play knockout, making the first students to reach the card sit down giving the slower students more practice.
- **Heidi's Game**
Put a line of flashcards face up on the table. Divide the class into two teams. Teams start from opposite ends of the line. Taking it in turns, one student from each team progresses along the card, saying what the card is. When two students meet on the same card, then play 'Paper, Scissors, Stone'. The losing team goes back to their beginning card: the winning team continues along the line. When a team reaches the final card in the line, they get one point and the game is started again. Set a time limit for this activity.

BOOKWORK

Look and say

- **Listen** and **touch** the verb phrases. After the teacher
- **Listen** and **repeat** (touching the verb phrases). After the teacher.
- **Pair Work:** Using the pictures as prompts the students take it in turns to say the verb phrases and the other student touches the correct picture. **Note that Ss don't ask the questions, this will be taught the following lesson.**

PRESENTATION

- **Weekends and Days of the week**
Introduce the days of the week by showing the students a calendar and flashcards. Explain that Saturday and Sunday = weekends and that Mondays, means every Monday.

PRACTICE

- **Model** the **days**, and **weekend** showing word flashcards.
- **Drill the days** and **weekend**, showing word flashcards, using a triple drill, hi drill, low drill, loud drill and quiet drill.
- Follow-up with individual practise via a chain drill and a dribble drill.

FOLLOW UP (Freer Practice)

- **Musical Chairs**
Put the days of the week words on chairs. Make sure you have one less chair than the amount of students in the class. Stand the students behind the chairs. The students ask, "What day is it?" Answer with a day and the students then rush to sit down but they must not sit on the day called. The student who sits on the day called becomes the teacher.
- **Tennis**
Divide the students into 2 teams. Nominate one student to start. The student says a day of the week. A student from the other team then has 2 seconds (this can be varied) to say the next day and it goes backwards and forwards between the teams.

PHONICS REVIEW

- Quickly review the phonic value of **a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s, t y** and **z** via a game of **Slap** or **Run and Touch**.

PHONICS PRACTICE

- **Board Race**
Divide the whiteboard in two. Split the class into two teams and line them up in front of the board. Say a five letter combination (e.g. bloat) and the first student in each team should run to write that sound and then run back to their team and say "finished". The first team to correctly write and say the sound wins a point.

HOMEWORK

- Check the homework from last week (**Workbook Unit 16, Exercises A & B**).
Workbook. B. Listen.

Jasmine:

1. *Rose, do you get up at 6:30?*
2. *Rodney, do you eat breakfast at 7:55?*
3. *Leo, do you go to school at 7:30?*
4. *Chris, do you eat lunch at 12:05?*
5. *Rodney, do you eat dinner at 6:10?*
6. *Carol, do you go to bed at 11:15?*

- Set this week's homework **Workbook Unit 17 Exercise C**. Make sure you do an example of the exercise in class.
- **Also ask the students to use their notebook to write down the new verb phrases from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.**

FINAL ACTIVITY

- **Down on One Knee**
Make the students stand in a circle. Throw a ball to a student saying 'Monday.' The student then has 5 seconds (encourage the other students to count) to throw the ball to another student saying 'Tuesday' and so on. If the student gets the answer wrong or fails to say the answer after 5 seconds the student must go down on one knee. Continued mistakes result in both knees, then one arm, and finally two arms.

EXIT

- **Exit Drill**
Line the students up at the door. Mime one of the verb phrases from the lesson. The students name the action. If their answer is correct, say, "Goodbye, see you next week" and encourage them to repeat this after you. If their answer is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT SEVENTEEN (Lesson Two)

What do you do on weekends?

Target Language: What do you do on weekends? I (go to the park).
What do you do on Sundays. I (play computer games)
Vocabulary: play computer games, play the piano, read comics, watch television, go to the park.
Photocopiable Activity : Activities survey

ENTRANCE

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

REVIEW

- **Musical Chairs**
Put the days of the week words on chairs. Make sure you have one less chair than the amount of students in your class. Stand the students behind the chairs. The students ask “What day is it?” Say a day and the students then rush to sit down but they must not sit on the day called. The student who sits on the day called becomes the teacher.
- **Down on One Knee**
Make the students stand in a circle. Throw a ball to a student saying ‘Monday.’ The student then has 5 seconds (encourage the other students to count) to throw the ball to another student saying ‘Tuesday’ and so on. If the student gets the answer wrong or fails to say the answer after 5 seconds the student must go down on one knee. Continued mistakes result in both knees, then one arm, and finally two arms.

PRESENTATION

- **What do you do on weekends? I (go to the park).**
- **What do you do on Sundays? I (play computer games).**
Use flashcards to act as a prompt. Say to the students, “On Sundays, I play the piano”, showing the flashcard and doing the action. Repeat. Say “On Mondays, I read comics”, showing the flashcard and doing the action. Repeat. Point to a student and say, “What do you do on Sundays?” Elicit “I (play computer games).” Repeat with other students. Extend to weekends.

PRACTICE

- **Model the answer form** (“I play computer games”).
- **Drill the answer form** using a triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.** Change the verb phrase.
- **Rotation drill.**
- **Model the question form** (“What do you do on (Mondays)?”) using fingers to show each word if necessary.
- **Drill the question form** using a choral drill, triple drill and an individual drill.
- **Substitution drill.** Change the day.
- **Drill the Question and Answer form** using a chain drill.

FOLLOW UP (Freer Practice)

- **Survey**
Prior to the lesson make copies of the survey grid from the photocopiable activities at the back of the teacher’s notes. Hand out one survey grid to each student. The students then find a student to be “interviewed” and ask, “What do you do on (weekends)?” The student doing the interview then writes the student’s name and the verb phrase next to the day. The asking student continues until they have found out what the student does on each

day. If you have a small class the students could ask all class members but if you have a large class limit the amount of students they have to ask. You may also want to write the students' names on the whiteboard for reference.

BOOKWORK

Dialogue

- **Ask questions about the picture.**
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Read / role-play** (in pairs).

Listening

- Play the tape and let the students complete the exercise. Check as a class.

Jasmine: Listen.

1. ee
2. oa
3. *What do you do on weekends? Leo: I play computer games.*
4. *What do you do on Mondays? Chris: I play the piano.*
5. *What do you do on Tuesdays? Rodney: I watch television.*
6. *What do you do on Fridays? Leo: I play computer games.*

Look and say

- **Play the tape.**
*Jasmine: What do you do on Mondays? Leo: I read comics.
play computer games, play the piano, read comics, watch television, go to the park.*
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Pair Work:** Using the pictures as prompts the students take it in turns to use the **question and answer** form.

HOMEWORK

- Check the homework from last week (**Workbook Unit 17, Exercise C** and the **verb phrases**).

Workbook. C. Listen and check.

1. *fie*
2. *goat*
3. *blort*
4. *boat*
5. *glee*
6. *zoad*

- Set this week's homework **Workbook Unit 17 Exercises A & B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Sticky Ball Game**
Divide the board into two. On the left write the days, and on the right the verb phrases. A student from each of the 2 teams does 'Paper, Scissors, Stone'. The winner throws the sticky ball at the days and asks the question "What do you do on (Mondays)?" depending on which day of the week they hit. The other student replies and tries to throw the sticky ball at the correct verb phrase.

EXIT

- **Exit Drill**

Line the students up at the door. Ask, "What do you do on (Mondays)?" The students reply. If their answer is formed correctly, say "Goodbye, see you next week" and encourage them to repeat this after you. If their answer is formed incorrectly send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT EIGHTEEN (Lesson One)

Can you swim?

Target Language: Can you swim? Yes, I can. No, I can't.

New Vocabulary: speak English, play football, play tennis, cook a fish fillet
play basketball, do kung fu, play the piano, swim

Photocopiable Activities: Can/Can't survey

ENTRANCE

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

REVIEW

- **Sticky Ball Game**
Divide the board into two. On the left write the days, and on the right the verb phrases. A student from each of the 2 teams does 'Paper, Scissors, Stone'. The winner throws the sticky ball at the days and asks the question "What do you do on (Mondays)?" depending on which day of the week they hit. The other student replies and tries to throw the sticky ball at the correct verb phrase.
- **Subject Pronouns**
Write **I, you, he, she, it, we** and **they** on the board with accompanying pictures. Elicit the pronouns.
- **Pronoun Stations**
Place stickman pictures (to represent the pronouns) around the room. Shout "she" and the students rush to stand under the "she" flashcard repeating the target language three times.

PRESENTATION

New Vocabulary

Introduce the new verb phrases using flashcards or T.P.R.

PRACTICE

- **Model the new vocabulary.**
- **Drill** the new vocabulary using a triple drill, hi drill, low drill, loud drill and quiet drill. Follow-up with individual practise via a chain drill and an individual drill.
- **Drill using the subject pronouns.** Write **I, you, he, she, it, we,** and **they** on the board and drill by pointing to the subject pronoun and holding up a verb phrase flashcard. For example: *I play football, you play football, he plays football* and so on.

FOLLOW UP (Freer Practice)

- **Charades**
Mime one of the verb phrases. The students guess what it is. The first student who guesses correctly then becomes teacher.
- **Subject/Verb Phrase Stations**
Place stickman pictures (to represent the pronouns) around the room. Say, "she plays computer games" and the students rush to stand under the "she" picture, do the action and repeat the target language three times. After you have been through the different verb phrases and subject pronouns a few times play knockout, making the first student to reach the card sit down giving the slower students more practice.

PRESENTATION

Can you (play tennis)? Yes, I can. No, I can't.

Touch the clock (or any other object that is high up in the classroom). Say, "I can touch the clock". Get a student to stand up and say, "Touch the clock" (choose a short student who has no hope of touching the clock). After the student has tried to touch the clock ask, "Can you touch the clock?"

Show a flashcard or draw a picture and say, "I can play tennis" doing the action and nodding your head. Repeat. Show a flashcard or draw a picture and say, "I can do kung fu" doing the action and nodding your head. Repeat. Show a flashcard or draw a picture and say, "I can't play the piano" doing the action and shaking your head. Repeat. Show a flashcard or draw a picture and say, "I can't swim" doing the action and shaking your head. Repeat. Hold up one of the flashcards or refer to a picture and ask a student "Can you do (kung fu)?" Elicit "Yes, I can" or "No, I can't". Repeat with other students and other actions.

PRACTICE

Model the **answer** forms ("Yes, I can", "No, I can't") using fingers to show contractions.

Drill the **answer** forms using a triple drill, hi drill, low drill, loud drill and quiet drill.

Model the **question** form ("Can you (play tennis)?") using fingers to show each word if necessary.

Drill the **question** form using a choral drill, triple drill and an individual drill.

Substitution drill. Change the verb phrase.

Rotation drill or dribble drill.

- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Survey**

Prior to the lesson make copies of the survey grid from the photocopiable activities at the back of the teacher's notes. Hand out one survey grid to each student. The students then find a student to be "interviewed" and ask, "Can you (cook a fish fillet)?" The student being "interviewed" answers with "Yes, I can" or "No, I can't" and the 'interviewer' writes the response. If you have a small class the students could ask all class members but if you have a large class limit the amount of students they have to ask. You may also want to write the students' names on the whiteboard for reference.

N.B. Collect this survey from the students and keep for the next lesson.

PHONICS REVIEW

- **Phonics Game**

Split the class into two teams and stand them facing you. Give each team a sound to make such as "boom" or "bang". Slowly reveal one of the letter cards (**a, e, i, o, u, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t y** and **z**). Once the students recognise the letter they shout out their sound. The first team to respond then names the letter, its phonic value and three words beginning with that letter.

HOMEWORK

- Check the homework from last week (**Workbook Unit 17, Exercises A & B**).
Workbook. B. Listen.

Leo:

1. *What do you do on Mondays?* **Carol:** I read comics.
2. *What do you do on Tuesdays?* **Rodney:** I play computer games.
3. *What do you do on Wednesdays?* **Carol:** I read comics.
4. *What do you do on Thursdays?* **Jasmine:** I go to the park.
5. *What do you do on Fridays?* **Rodney:** I play the piano.
6. *What do you do on Saturdays?* **Jasmine:** I watch television.

- Set this week's homework **Workbook Unit 18 Exercise C**. Make sure you do an example of the exercise in class.

- Also ask the students to use their notebook to write down the **new verb phrases** from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.

FINAL ACTIVITY

- **Can/Can't Stations**

Stick "can" and "can't" word cards at different ends of the room. Ask, "Can you (verb)?" The students go to the station that is correct for their own answer, so sometimes the class will be split between the "can" and "can't" cards. Check by asking individual students the question after each round. Encourage the students to take on the role of Teacher.

EXIT

- **Exit Drill**

Line the students up at the door. Hold up verb flashcards and ask, "Can you (verb)?" The students reply. If their answer is formed correctly, say "Goodbye, see you next week" and encourage them to repeat this after you. If their answer is formed incorrectly send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT EIGHTEEN (Lesson Two)

Can you swim?

Target Language: Can you swim? Yes, I can. No, I can't.
Can S/he swim? Yes, S/he can. No, S/he can't.
Look at Leo.

Vocabulary: speak English, play football, play tennis, cook a fish fillet
play basketball, do kung fu, play the piano, swim

ENTRANCE

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

REVIEW

- **Charades**
Mime one of the verb phrases. The students guess what it is. The first student who guesses correctly then becomes teacher.
- **Can/Can't Stations**
Stick "can" and "can't" word cards at different ends of the room. Ask, "Can you (verb)?" The students go to the station that is correct for their own answer, so sometimes the class will be split between the "can" and "can't" cards. Check by asking individual students the question after each round. Encourage the students to take on the role of Teacher.

PRESENTATION

- **Can s/he (play the piano)? Yes, s/he can. No, s/he can't.**
Ask a student stand up and say, "Can you (play football)?" Elicit an answer from the student. Turn to the rest of the class and say, "Can s/he (play football)?" Elicit from the class "Yes, s/he can" or "No, s/he can't". Do this with several students.

PRACTICE

Model the answer form ("Yes, s/he can", "No, s/he can't") using fingers to show contractions.

Drill the answer forms using a triple drill, hi drill, low drill, loud drill and quiet drill.

Model the question form ("Can s/he (play tennis)?") using fingers to show each word if necessary.

Drill the question form using a choral drill, triple drill and an individual drill.

Substitution drill. Change the verb phrase and gender.

Rotation drill or dribble drill.

- **Drill the Question and Answer form** using a chain drill.

FOLLOW UP (Freer Practice)

Can Survey

Use the "can survey" from the previous lesson. Get the students to look at their surveys and ask, "Can (Yuko) (swim)?" Elicit "Yes, she can" or "No, she can't" from the students who interviewed her. Encourage the students to act as teacher.

BOOKWORK

Dialogue

Ask questions about the picture.

Listen and touch the words.

Listen and repeat (touching words). After the tape.

Listen and repeat (touching words). After the teacher.
Read / role-play (in pairs).

Listening

Play the tape and let the students complete the exercise. Check as a class.

Leo: Listen.

1. *jit*
2. *ai*
3. *Can he cook noodles?*
4. *Can she play basketball?*
5. *Can your teacher speak English?*
6. *Can you swim?*

Look and say

- **Play the tape.**

Leo: *Can you speak English? Can he speak English? Can she speak English?*

Carol: *Yes, I can. Yes, he can. Yes, she can. No, I can't. No, he can't. No, she can't.*

speak English, play football, play tennis, cook a fish fillet, play basketball, do kung fu, play the piano, swim

- **Listen and touch** the words.
- **Listen and repeat** (touching words). After the tape.
- **Listen and repeat** (touching words). After the teacher.
- **Pair Work:** Using the pictures as prompts the students take it in turns to use the **question and answer** form.

HOMEWORK

- Check the homework from last week (**Workbook Unit 18, Exercise C** and the **verb phrases**).

Workbook. C. Listen, check and write.

1. *jab*
2. *joat*
3. *pied*
4. *borg*
5. *float*
6. *gloat*

- Set this week's homework **Workbook Unit 18 Exercises A & B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Lap Game**

Place a series of action flashcards with a tick or a cross by each on the table to make a circuit. Designate a start and finish line. The students place counters on the start line and take it in turns to throw a dice. They move their counters that many spaces (i.e., cards), counting aloud as they do so. The other students then ask the student about the card he or she has landed on: "Can s/he (play basketball)?" The student responds according to the tick or cross prompt. This should be done as a team game with individual members of the team answering. If the individual cannot answer the team should be given the chance to answer for fewer points.

EXIT

- **Exit Drill**

On the whiteboard, write the students' names and one activity (e.g. play tennis). Ask each student, "Can you (play tennis)?" and note their response on the board with a tick or a cross next to their name. Line the students up at the door and ask, "Can (Yuka) (play tennis)?" The students look at the information on the board and reply. If their answer is correct, say "Goodbye, see you next week" and encourage them to repeat this after you. If their answer is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT NINETEEN

Don't shout, Chris.

Target Language: Don't shout, Chris. I'm sorry.

Don't sleep in class. Pardon?

New Vocabulary: talk, sleep, shout, jump, run, do homework.

ENTRANCE

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

REVIEW

- **Charades**
Mime one of the verb phrases from last week. The students guess what it is. The first student who guesses correctly then becomes teacher.
- **Lap Game**
Place the verb phrase flashcards (with a tick or a cross by each one) on the table to make a circuit. Designate a start and finish line. The students place counters on the start line and take it in turns to throw a dice. They move their counters that many spaces (i.e. cards), counting aloud as they do so. The other students then ask the student about the card he or she has landed on: "Can s/he (play basketball)?" The student responds according to the tick or cross prompt. This should be done as a team game with individual members of the team answering. If the individual cannot answer the team should be given the chance to answer for fewer points.

PRESENTATION

New Verbs

Introduce the new verbs using flashcards or T.P.R.

PRACTICE

- **Model the new verbs.**
- **Drill** the new verbs using a triple drill, hi drill, low drill, loud drill and quiet drill. Follow-up with individual practise via a chain drill and an individual drill.
- **Drill using the subject pronouns.** Write I, you, he, she, it, we, and they on the board and drill by pointing to the subject pronoun and holding up a verb phrase flashcard, e.g. I jump, you jump, he jumps etc.

FOLLOW UP (Freer Practice)

- **Slap**
Spread the verb phrase flashcards face-up on the table in front the students. The students place their hands on their heads. The teacher calls out one of the items and the students slap the flashcard. The first student to slap the card wins the card. Continue until all the cards have been won.
- **Teacher Says**
Say "I sleep in class" and the students do the action repeating the target language three times. After you have been through the different verbs a few times play knockout; when you say, "Teacher says sleep in class" the students do the action. If you don't say "Teacher says", the students don't do the action.

PRESENTATION

Don't (jump). I'm sorry.

Jump up and down and then say, "don't jump". Make an exaggeration of stopping, looking shocked and say, "I'm sorry". Then pretend to go to sleep. Say, "Don't sleep" and then make an exaggeration of waking up suddenly and say, "I'm sorry". Say to a student "run". Repeat a few times then say, "don't run" and make the student stop and elicit "I'm sorry" Do this with different verbs and students.

PRACTICE

Model the **answer** form ("I'm sorry") using fingers to show contractions.

Drill the **answer** form using a triple drill, hi drill, low drill, loud drill and quiet drill.

Model the **command** form ("Don't (play tennis)") using fingers to show each word if necessary.

Drill the **command** form using a choral drill, triple drill and an individual drill.

Substitution drill. Change the verbs.

Dribble drill.

- **Drill the Command and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Negative Musical Chairs**
Put different verbs and verb phrases on each chair. Use as many chairs as there are students. Call out a negative command such as "Don't watch television." Students cannot sit on the chair with the watch television flashcard. The student who sits in the chair then becomes the teacher.
- **Teacher Says**
Use positive and negative commands to play **Teacher Says**.

BOOKWORK

Dialogue

Ask questions about the picture.

Listen and **touch** the words.

Listen and **repeat** (touching words). After the tape.

Listen and **repeat** (touching words). After the teacher.

Read / role-play (in pairs).

Listening

Play the tape and let the students complete the exercise. Check as a class.

Carol: Listen.

1. *beet*
2. *gort*
3. *Don't shout.*
4. *Don't talk in the library.*
5. *Don't jump on the table.*
6. *Don't sleep in class.*

Look and say

- **Play the tape.**

Carol: Don't sleep in class.

talk, sleep, shout, jump, run, do homework

- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Pair Work:** Using the pictures as prompts the students take it in turns to use the **command and answer** form.

HOMEWORK

- Check the homework from last week (**Workbook Unit 18, Exercises A & B**).

Workbook. B. Listen.

Rose:

1. *Can he speak English?*
2. *Can he do kung fu?*
3. *Can she play football?*
4. *Can she swim?*
5. *Can she play the piano?*
6. *Can you swim?*

- Set this week's homework **Workbook Unit 19 Exercises A, B & C**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Heidi's Game**

Put a line of the verb flashcards face up on the table. Divide the class into two teams. Teams start from opposite ends of the line. Taking it in turns, one student from each team progresses along the cards, saying what the card is. When two students meet on the same card, then play 'Paper, Scissors, Stone'. The losing team goes back to their beginning card, the winning team continues along the line. When a team reaches the final card in the line, they get one point and the game is started again. Make sure you set a time limit for this activity.

EXIT

- **Exit Drill**

Line the students up at the door. Mime one of the verb phrases from the lesson. The students name the action. If their answer is correct, say "Goodbye, see you next week" and encourage them to repeat this after you. If their answer is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT TWENTY (Lesson One)

Does he have a fish?

Target Language: Does you have a/an (noun)?

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

Photocopiable Activities: Have survey & Phonics bingo

ENTRANCE

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

REVIEW

- **Negative Musical Chairs**
Put different verbs and verb phrases on each chair. Use as many chairs as there are students. Call out a negative command such as "Don't watch television." The students cannot sit on the chair with the *watch television* flashcard. The student who sits in the chair then becomes the teacher.

PRESENTATION

Do you have a / an (noun)? Yes, I do. No, I don't.

Use familiar nouns to present the concept of "have" e.g. fruit. Place the object a little distance from you, so that you have to physically move to pick the object up. Hold up, for example, an apple and say to the students "I have an apple". Put the object back and pick up another object. Do this with three or four objects.

Make the students take out a pencil, a book and an eraser. Ask a student "Do you have a pencil?" Elicit, give a prompt to get "Yes, I do" nodding your head in a positive manner. Go around the room asking the same question alternating between the three nouns.

Give out fruit cards. Ask a student "Do you have a banana?" (or whatever the student doesn't have). Give a prompt to elicit "No, I don't". Go around the room asking the same question to elicit "No, I don't".

(N.B. The target language "I have a (noun)" was first presented in Unit 6)

PRACTICE

Model the answer forms ("Yes, I do"), ("No, I don't").

Drill the answer forms using a triple drill, hi drill, low drill, loud drill and quiet drill.

Model the question form ("Do you have a (noun)?") using fingers to show each word if necessary.

Drill the question form using a choral drill, triple drill and an individual drill.

Substitution drill. Change the nouns.

- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Tag**
Give each student a fruit card. Tell them not to show anyone the card. Stand the students in a circle. One student goes around the outside of the circle asking, "Do you have a (banana)?" If the answer is "No I don't", s/he goes on to the next student. If the answer is "Yes, I do" the student who answered has to run around the circle and try to get back to his or her place before the asking student tags them. If the asking student is successful he or she takes the place of the tagged student. If not then the asking student continues asking.
- **Survey**
Prior to the lesson make copies of the survey grid from the photocopiable activities at the

back of the teacher's notes. Hand out one survey grid and a selection of known flashcards to each student. The students then find a student to be "interviewed" and ask, "What do you have?" The asking student then writes the student's name and response on the grid. If you have a small class the students could ask all class members but if you have a large class limit the amount of students they have to ask. If the students are having difficulty writing the vocabulary, they can refer to their student book for guidance. You may want to write the students' names on the whiteboard for reference.
(N.B. Collect the surveys to use in the next lesson).

PHONICS REVIEW

Quickly review the phonic value of **a, e, i, o, u, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, y** and **z** via a game of **Slap** or **Run and Touch**.

PHONICS PRACTICE

Phonics Bingo

Prior to the lesson make copies of the bingo cards from the photocopiable activities at the back of the teacher's notes. Hand out one bingo card to each student. Call out the sounds. The first student to cross off all their sounds is the winner

HOMEWORK

- Check the homework from last week (**Workbook Unit 19, Exercises A, B & C**).

Workbook. B. Listen.

Rodney:

1. *Don't talk in the library.*
2. *Don't run in the house.*
3. *Don't sleep in class.*
4. *Don't shout.*
5. *Don't jump on the table.*
6. *Don't shout.*

Workbook. C. Listen, check and write.

1. *bet*
2. *mort*
3. *blain*
4. *load*
5. *job*
6. *been*

- Set this week's homework **Workbook Unit 20 Exercise C**. Make sure you do an example of the exercise in class.

FINAL ACTIVITY

- **Grab**

Place a large number of noun cards face up on the table. The students ask you "What do you have? Answer "I have a (noun) and a (noun)". All the students try to grab the correct flashcards. Those who have been successful repeat the answer using their flashcards as a prompt.

EXIT

- **Exit Drill**

Line the students up at the door. Show them a number flashcard and then slowly reveal one of the fruit flashcards. The student says, "I have (number) (noun)". If their response is correct say "Goodbye, see you next week" and encourage them to repeat this after you. If their response is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT TWENTY (Lesson Two)

Does he have a fish?

Target Language: Does s/he have a (fish)? Yes, s/he does. No, s/he doesn't.

New Vocabulary: key.

ENTRANCE

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

REVIEW

- **Tag**
Give each student a fruit card. Tell them not to show anyone the card. Stand the students in a circle. One student goes around the outside of the circle asking, "Do you have a (banana)?" If the answer is "No I don't", s/he goes on to the next student. If the answer is "Yes, I do" The student who answered has to run around the circle and try to get back to his or her place before the asking student tags them. If the asking student is successful he or she takes the place of the tagged student. If not then the asking student continues asking.

PRESENTATION

- **Does s/he have a / an (key)? Yes, s/he does. No, s/he doesn't.**
Give a student a noun flashcard or an object and ask the rest of the class "Does (Yuko) have a (banana)? Elicit "Yes, s/he does." Repeat for "No, s/he doesn't". Repeat several times modelling the full answer and encouraging the students to use it.

PRACTICE

- **Model** the **answer** forms ("Yes, s/he does", "No, s/he doesn't") using fingers to show the contraction.
- **Drill** the **answer** forms using a triple drill, hi drill, low drill, loud drill and quiet drill.
- **Model** the **question** form ("Does s/he have a (noun)?") using fingers to show each word if necessary.
- **Drill** the **question** form using a choral drill, triple drill and an individual drill.
- **Substitution drill.** Change the noun and gender.
- **Dribble drill.**
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Do/Does Chairs**
On the board write the pronouns **I, you, he, she, they** and some names such as **Carol, Jasmine, Leo and Chris, Rodney and Rose**. Place two chairs opposite each other on either side of the room, one with *Do* stuck to it and one with *Does* stuck to it. Divide the students into two teams. One student from the first team throws a sticky ball at the board. Depending on which name or pronoun is hit, a student from the other team rushes either to the *Do* or *Does* chair and makes a question using that name / pronoun e.g. "Do Rodney and Rose have a banana?" The other student replies according to the thumbs up or down gesture from the teacher. Award points to make the game more fun.

- **Survey**
Hand out the surveys from last week. Ask, “Does (Yuko) have a (watermelon)?” Elicit “Yes, she does” or “No she doesn’t “ from the students who interviewed her. Ask for the students to act as teacher.

STUDENT BOOK

Dialogue

- **Ask questions about the picture.**
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Read / role-play** (in pairs).

Listening

- Play the tape and let the students complete the exercise. Check as a class.

Chris: Listen.

1. *bail*
2. *lie*
3. *Does Leo have a glass of water?*
4. *Does Rose have a doll?*
5. *Does Rodney have a toy car?*
6. *Does your teacher have a blue pen?*

Look and say

- **Play the tape.**
Chris: Does he have a cat? Does she have a cat?
Carol: Yes he does. Yes she does. No he doesn't. No she doesn't.
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Pair Work:** Using the pictures as prompts the students take it in turns to use the question and answer form.

HOMEWORK

- Check the homework from last week (**Workbook Unit 20, Exercise C**).

Workbook. C. Listen, check and write.

1. *bod*
2. *road*
3. *sem*
4. *bain*
5. *load*
6. *lie*

- Set this week’s homework **Workbook Unit 20 Exercises A & B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Guessing Game**

Show the students several noun flashcards and stick them facedown on the whiteboard. Write *he* and *she* above them. Put the students into two teams. Play Paper, Scissors, Stone to see which team goes first. Point at a flashcard and the students ask the other team, "Does s/he have (an apple)?" The other team answers either "Yes, s/he does" or "No, s/he doesn't" If the answer is *yes* the team gets that card. If the answer is *no* the game continues with the other team asking until all flashcards are guessed correctly. If the question is asked incorrectly the other team immediately get a go.

EXIT

- **Exit Drill**

Line the students up at the door. Give each student a selection of flashcards. Ask, "What do you have?" The student replies according to their flashcards. If their response is correct say "Goodbye, see you next week" and encourage them to repeat this after you. If their response is incorrect send them to the back of the line to try again. If you have a particularly weak or nervous student you may prefer to prompt them rather than do this.

UNIT TWENTY ONE (Lesson One)

Does he like sharks?

Target Language: Doe you like (sharks)? Yes, I do. No, I don't.

New Vocabulary: sharks, dolphins, apple pie, chocolate ice cream

ENTRANCE

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

REVIEW

• **Guessing Game**

Show the students several noun flashcards and stick them face down on the whiteboard. Write *he* and *she* above them. Put the students into two teams. Play Paper, Scissors, Stone to see which team goes first. Point at a flashcard and the students ask the other team, "Does s/he have (an apple)?" The other team answers either "Yes, s/he does" or "No, s/he doesn't" If the answer is *yes* the team gets that card. If the answer is *no* the game continues with the other team asking until all flashcards are guessed correctly. If the question is asked incorrectly the other team immediately get a go.

PRESENTATION

• **New Vocabulary.**

Introduce the new vocabulary using flashcards or board drawings.

N.B. As there are only a few new vocabulary items, this is a good chance to review other vocabulary items from recent lessons such as 'actions.'

PRACTICE

- **Model** the new vocabulary.
- **Drill** the new vocabulary using a triple drill, hi drill, low drill, loud drill and quiet drill. Follow-up with individual practise via a chain drill and an individual drill.

FOLLOW UP (Freer Practice)

- **Slowly Reveal**
Hide a flashcard behind a book or a piece of card. Slowly reveal the card. The students shout out when they know what it is.
- **Turn and Face**
Divide the class into two teams. Bring two students to the front of the class, stand them back-to-back and give each one a flashcard. The rest of the class shout chorally "What is it?" and the two students turn round at the same time and say what is on the opposing student's card.

PRESENTATION

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

Collect some objects/pictures of things that you think the students may like and dislike. Hold one up and say with a big smile and a thumbs up sign '*I like (dogs).*' Then take another one and say with a scrunched up face and the thumbs down sign '*I don't like (snakes).*' Then ask the students some '*Do you like...*' questions and elicit "Yes, I do" "No, I don't".

PRACTICE

- **Model** the answer forms (Yes, I do) (No, I don't).

- **Drill** the **answer** forms using a triple drill, hi drill, low drill, loud drill and quiet drill.
- **Model** the **question** form (Do you like (nouns)?) using fingers to show each word if necessary.
- **Drill** the **question** form using a choral drill, triple drill and an individual drill.
- **Substitution drill.** Change the nouns.
- **Dribble drill.**
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Stations**
Stick a big **Yes** and a big **No** at different sides of the room. Ask a 'Do you like...' question and the students run to the correct answer based on their own likes. Encourage the 'yes' students to ask the 'no' students the question and then vice versa.
- **Grab**
Place a large number of noun cards from different categories face up on the table. Ask, "What (sports) do you like? All the students try to grab a (sport) flashcard. Those who have been successful answer using their flashcard as a prompt. The students can take it in turns asking the question.

PHONICS REVIEW

- Quickly review the phonic value of **a, e, i, o, u, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, y** and **z** via a game of **Slap, Run and Touch** or **Slow Reveal**.

PHONICS PRACTICE

- **Board Race**
Divide the whiteboard in two. Split the class into two teams and line them up in front of the board. Say a phonic combination such as *bud*, *acos*, *feh* and the first student in each team runs to write that sound and then runs back to their team and says "finished". The first team to correctly write and say the sound wins a point.
- **Phonics Dictation**
Dictate 5 three or five letter sound combinations, which the students write down on a piece of paper or in their notebook. When they have finished, they pass their paper to the student on their right. Write the answers on the whiteboard and the students check each other's work.

HOMEWORK

- Check the homework from last week (**Workbook Unit 20, Exercises A & B**).

Workbook. B. Listen.

Carol:

1. *Does she have a dog?*
2. *Does he have a cup of tea?*
3. *Does the dog have a ball?*
4. *Does he have a pineapple?*
5. *Does the cat have a fish?*
6. *Does Jasmine have a key?*

- Set this week's homework **Workbook Unit 21 Exercise C**. Make sure you do an example of the exercise in class.

FINAL ACTIVITY

- **Run and Erase**

Write nouns on the board that have been taught in SPEC 2. The students ask, "Do you like (nouns)?" If you respond, "No, I don't", the students have to ask again using a different noun. When you reply, "Yes, I do", the students then run and erase that noun.

EXIT

- **Exit Drill**

Line the students up at the door. Show each student a flashcard and ask, "Do you like (snakes)?" If their response is formed correctly, say "Goodbye, see you next week" and encourage them to repeat this after you. If their response is incorrectly formed, send them to the back of the line to try again. If you have a particularly weak or nervous student, you may prefer to prompt them rather than do this.

UNIT TWENTY ONE (Lesson Two)

Does he like sharks?

Target Language: Does s/he like (sharks)? Yes, s/he does.
No, s/he doesn't.

Vocabulary: sharks, dolphins, apple pie, chocolate ice cream

Photocopiable Resources: 'Like survey'

ENTRANCE

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

REVIEW

- **Stations**
Stick a big **Yes** and a big **No** at different sides of the room. Ask a 'Do you like (cats)' question and the students run to the correct answer based on their own likes. Encourage the 'yes' students to ask the 'no' students the question and then vice versa.

PRESENTATION

- **Does s/he like (sharks)? Yes, s/he does. No, s/he doesn't.**
Ask a student "Do you like (chocolate ice cream)?" Elicit "Yes, I do" "No, I don't. Then ask the rest of the class "Does (Mariko) like (chocolate ice cream)? Elicit "Yes, she does" or "No, she doesn't". Repeat several times modelling the full answer and encouraging the students to use it.

PRACTICE

- **Model** the **answer** forms (Yes, s/he does), (No, s/he doesn't) using fingers to show the contraction.
- **Drill** the **answer** forms using a triple drill, hi drill, low drill, loud drill and quiet drill.
- **Model** the **question** form (Does s/he like (nouns)?) using fingers to show each word if necessary.
- **Drill** the **question** form using a choral drill, triple drill and an individual drill.
- **Substitution drill.** Change the noun and gender.
- **Dribble drill.**
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Sticky Ball Guess**
Draw the traditional 3x3 noughts and crosses grid on the board. Write one noun and draw a boy or girl stick person in each square. Divide the class into two teams: one is 'O' and the other is 'X'. Play Paper, Scissors, Stone to see which team goes first. One student from the winning team throws the sticky ball. Whichever square it lands on the 'throwers' team asks the question "Does s/he like (nouns)?" The other team answers "Yes, s/he does" or "No, s/he doesn't" depending on if you give them a thumbs up or a thumbs down sign. If the 'throwers team' form the question correctly, they can put a O or a X on the board.
- **Survey**
Prior to the lesson, make copies of the survey grid from the photocopiable activities at the back of the teacher's notes. Hand out one survey grid to each student. The students

then find a student to be “interviewed” and ask, “Do you like (snakes)?” etc. The asking student then writes the interviewed student’s response. If you have a small class, the students could ask all class members but if you have a large class limit the amount of students they have to ask. You may also want to write the students’ names on the whiteboard for reference. When all the students have finished, use the survey and ask, “Does (Mariko) like (snakes)?” Elicit “Yes, she does” or “No she doesn’t “ from the students who interviewed her. Encourage the students to act as teacher.

BOOKWORK

Dialogue

- **Ask questions about the picture.**
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Read / role-play.**

Listening

- Play the tape and let the students complete the exercise. Check as a class.

Jasmine: Listen.

1. *leef*
2. *jub*
3. *Does he like dogs?*
4. *Does she like pizza?*
5. *Does Jasmine like ants?*
6. *Does your teacher like cats?*

Look and say

- **Play the tape.**
Jasmine: Does he like apple pie? Does she like apple pie?
Leo: Yes he does. Yes she does. No he doesn't. No she doesn't.
- **Listen** and **touch** the words.
- **Listen** and **repeat** (touching words). After the tape.
- **Listen** and **repeat** (touching words). After the teacher.
- **Pair Work:** Using the pictures as prompts, the students take it in turns to use the question and answer form.

HOMEWORK

- Check the homework from last week (**Workbook Unit 21, Exercise C**).

Workbook. C. Listen and write.

1. *gain*
2. *jort*
3. *bait*
4. *foam*
5. *gort*
6. *hail*

- Set this week’s homework **Workbook Unit 21 Exercises A & B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Run and Erase**

Write any nouns on the board that have been taught in SPEC 2. The students ask, "Do you like (nouns)?" If you respond, "No, I don't", the students have to ask again using a different noun. When you reply, "Yes, I do", the students then run and erase that noun.

EXIT

- **Exit Drill**

On the whiteboard, write the students' names and one object (e.g. a shark). Ask each student, "Do you like (sharks)?" and note their response on the board with a tick or a cross next to their name. Line the students up at the door and ask, "Does (Yuka) like (sharks)?" The students look at the information on the board and reply. If their answer is correct, say "Goodbye, see you next week" and encourage them to repeat this after you. If their answer is incorrect, send them to the back of the line to try again. If you have a particularly weak or nervous student, you may prefer to prompt them rather than do this.

UNIT TWENTY-TWO (Review Lesson)

Touch and Say

Target Language: Review lesson of all language taught in the book.

ENTRANCE

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

REVIEW

- **Sticky Ball Guess**
Draw the traditional 3x3 noughts and crosses grid on the board. Write one noun and draw a boy or girl stick person in each square. Divide the class into two teams: one is ‘O’ and the other is ‘X’. Play Paper, Scissors, Stone to see which team goes first. One student from the winning team throws the sticky ball. Whichever square it lands on the ‘throwers’ team asks the question “Does s/he like (nouns)?” The other team answers “Yes, s/he does” or “No, s/he doesn’t” depending on if you give them a thumbs up or a thumbs down sign. If the ‘throwers team’ form the question correctly, they can put a O or a X on the board.

PHONICS REVIEW

- Quickly review the phonic value of **a, e, i, o, u, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, y** and **z** via a game of **Slap, Run and Touch** or **Slow Reveal**.

PHONICS PRACTICE

- **Phonics Game**
Split the class into two teams and stand them facing you. Give each team a sound to make such as “boom” or “bang”. Slowly reveal one of the letter cards (**a, e, i, o, u, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, y** and **z**). Once the students recognise the letter they shout out their sound. The first team to respond then names the letter, its phonic value and three words beginning with that letter.

BOOKWORK

- **The Game**
The game is similar to the TV show ‘Blockbusters’ and can be played in pairs, small groups or, if the grid is copied onto the board, as a class. Whichever way is chosen, each game requires 2 teams. You will need a number of small counters (approximately 10) per team (each team should have a different colour). One team has to make a row of counters from top to bottom and the other team has to make a row of counters from left to right. A square can only be occupied by one team’s marker. [N.B. Each team has freedom to choose which will be their next square but it must be joined to the previous square-so if a team start from the *cot* square at the top of the grid, their next move can be to square *dug, goat* or *fib*]. The idea is that teams can make things difficult for their opponents by forcing them to take a longer route (a team can complete the game in a minimum of 6 moves but of course this could take longer if their direct progress is blocked).
Each team takes it in turns to choose a square and read out the word enclosed. If they do this correctly they can place a counter on that square. If they cannot read the word the other team should have the chance to do so and if successful put their own marker down to block their opponents advance.

WORKBOOK

- Check the homework from last week (**Workbook Unit 21, Exercise A & B**).

Workbook. B. Listen.

Chris:

1. *Does Jasmine like bees?*
2. *Does the mosquito like spiders?*
3. *Does she like cats?*
4. *Does he like chocolate ice-cream?*
5. *Does she like homework?*
6. *Does he like apple pie?*

Workbook Unit 22

- **Exercise A: Trace and write questions for the answers.**

Show the students the first example on the page. Point out to the students that the second sentence is the question and the first sentence is the answer. Get the students to read the questions and answer aloud and then trace over the words. Continue with the questions but this time get the students to suggest what the question is. Check their work.

- **Exercise B: Listen**

The students listen and tick the correct answer. Check their work.

Workbook. B. Listen.

1. *Rose. Do you want a pizza?*
2. *What are those? Rodney: They're mosquitoes.*
3. *What month is it? Rose: It's September.*
4. *Rodney. Do you eat lunch at 12 o'clock?*
5. *What do you do on weekends? Rose: I read comics.*
6. *Does he like chocolate ice-cream?*

- **Exercise C: Listen**

The students listen and write the words. Check

Workbook. C. Listen and write.

1. *ben*
2. *prug*
3. *keen*
4. *moat*
5. *sorg*
6. *jait*

FINAL ACTIVITY

- **Whiteboard Drawing Race**

Put the students into 2 teams facing the whiteboard. Show the students that you are holding some flashcards. The students ask you "What is it?" If you reply "a cockroach", they run to the board and draw a picture of a cockroach, run back to their team and say "finished". Check by asking, "What is it?" and encourage the students to reply, "It's a cockroach". Continue until all the students have had a turn.

EXIT

- **Exit Drill**

Line the students up at the door. Ask each student one of the following questions:

What's your favourite (sport)?

Where are you from?

What's your telephone number?

When's your birthday?

Do you (eat breakfast) at (7.30)?

What do you on (weekends)?

Can you (swim)?

Do you like (sharks)?

If their response is correct say "Goodbye" and encourage them to repeat this after you. If their response is incorrect send them to the back of the line to try again.