

Student's Book 2

S P E C

**Saxoncourt Primary English
Course**

Teacher's Notes

Introduction

UNIT ONE (Lesson One)

What's your favorite sport?

Target Language: What sports do you like? I like (tennis) and (football).

New Vocabulary: football, soccer, baseball, basketball, badminton, kung fu, and swimming.

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".

PRESENTATION

- **New Vocabulary (Sports)**
Introduce the new vocabulary using TPR, 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)

- **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.
- **Heidi's Game**
Put a line of flashcards face up on the whiteboard gutter. 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 each card is. When two students meet on the same card, 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. It is best to set a time limit for this activity.

PRESENTATION

- **What sports do you like? I like (tennis) and (football)**
Review the concept of 'like' using the sports vocabulary. Hold up a card or point to a picture saying "I like (football)" with a big smile and the thumbs up sign. Do this a few times using different sports. Then ask the students "What sports do you like?" Encourage them to say "I like (sport)" Extend to using two sports e.g. "I like (tennis) and (football)"
N.B. At this stage the students do not have to produce the question form themselves.

PRACTICE

- **Model** the answer form "I like (sport)".
- **Drill** the answer form using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill**
- **Model** the question form of the target structure ("What sport do you like?") 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.

BOOKWORK

Dialogue (N.B. At this stage just use the **first** half of the dialogue as the students haven't been introduced to the second structure yet)

- **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).

Look and say

- Play the first part of the tape.
Carol: *What sports do you like?* **Rodney:** *I like football and tennis.*
- **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

- Set **Workbook Unit 1, Exercise A, Questions 2 & 4** for homework. Go through both questions verbally in class.
- Also ask the students to use the note section at the back of the workbook (or a notebook if they have one) to write down the **new sports vocabulary** from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.

FOLLOW UP (Freer Practice)

- **Survey**
Prior to the lesson make copies of the survey grid from the photocopiable materials. Hand out one survey grid to each student. The students then find a student to be "interviewed" and ask, "What sports do you like?" 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 sports, they can refer to their student book for guidance. You may also want to write the students' names on the whiteboard for reference.

FINAL ACTIVITY

- **Whiteboard Drawing Race**
Put the students into 2 teams facing the whiteboard. The students ask you "What sports do you like?" If you reply "I like football and tennis", they run to the board and draw a picture of a football and a tennis racket, run back to their team and say "finished". Check by asking, "What sports do you like?" and encourage the students to reply, "I like football and tennis". Continue until all the students have had a turn.

EXIT

- **Exit Drill**
Line the students up at the door. Ask each student "What sports do you like?" 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 ONE (Lesson Two)

What's your favorite sport?

Target Language: What sports do you like? I like (tennis) and (football)
What's your favorite sport? My favorite sport is
(swimming)

Vocabulary: football, soccer, baseball, basketball, badminton, kung fu,
and swimming.

Photocopiable Resources: Phonics flashcards

ENTRANCE

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

REVIEW

- Quickly review the **sports vocabulary** from last week via **Charades**. Start by miming a sport and encouraging the students to guess what it is. Once they have got the idea of the activity, the students take it in turns to mime a sport whilst the rest of the class guess.
- Review the **Question and Answer** "What sports do you like?" "I like (tennis) and (football)" via a **Rotation Drill**. Spread the sports flashcards out on the floor in a line. Make the students stand either side of the flashcards facing each other. The students on one side ask the students on the other "What sports do you like?" and the other students answer according to the flashcard in front of them. After each question and answer, the students move to the right and so on until they return to their original position. To add interest, do this as a timed race.

PRESENTATION

- **What's your favorite sport? My favorite sport is (tennis)**
Spread out the flashcards on the table. Point to 4 or 5 and say, "I like (tennis), I like (football), (when saying 'like' smile and give the thumbs up sign) but my favorite, (look exceptionally happy here and act elated!) my number 1 is basketball. Compound the point of 'favourite' by using another category e.g. food or fruit. Then ask the students "What's your favourite sport?" Encourage them to say, "My favourite sport is (tennis)"
NB: You are not looking for perfect pronunciation at this stage you are checking the concept.

PRACTICE

- **Model** the **answer** form "My favourite (sport) is (tennis)".
- **Drill** the **answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill**
- **Model** the **question** form of the target structure ("What is your favourite (sport)?") 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.

BOOKWORK

Dialogue (N.B. Only use the **second** half of the dialogue as the students practised the first structure last week)

- **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).

Look and say

- Play the second part of the tape.
Carol: What's your favorite sport? Rodney: My favourite sport is football.
- **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.

FOLLOW UP (Freer Practice)

- **Sticky Ball Noughts and Crosses**
Draw the traditional 3x3 noughts and crosses grid on the board. Write one category in each square (e.g. sports, colour, food and drink). You may need to write these categories at the side of the whiteboard with picture prompts. 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 your favourite (category)?" and the student answers. If the individual cannot answer the team should be given the chance to answer for less points.

PHONICS REVIEW

- Quickly review the phonic value of **a, i, s, n, t** and **p** via a game of **Slap or Run and Touch**.

PHONICS PRACTICE

- **Movable Letters**
Place the magnetic letters **a** and **i** on the whiteboard. Place the letters **s, n, t** and **p** in front of or behind the vowels and get the students to sound the combination out. For example: *pa, ap*.
Repeat but this time form 3 letter combinations e.g. *pat pan*.
- **Board Race**
Divide the whiteboard in two and place two sets of magnetic letters (**a, i, s, n, t** and **p**) on the board. Split the class into two teams and line them up in front of the board. Say a two or three letter combination e.g. *sa* and the first student in each team runs to create that sound on the board using the magnetic letters, and then run back to their team and say "finished". The first team to finish and correctly say the sound wins a point. If you think your students are able, you could get them to write the letter combinations instead.

BOOKWORK

Listening

- Play the tape and let the students complete the exercise. Check as a class.
Carol: Listen.
 1. 'sa'
 2. 'ni'
 3. *What sports do you like? Jasmine: I like basketball and tennis.*
 4. *What animals do you like? Jasmine: I like birds and dogs.*
 5. *What's your favorite sport? Rodney: My favorite sport is football.*
 6. *What's your favorite colour? Rodney: My favorite colour is blue.*

HOMEWORK

- Check the homework from last week (**Workbook Unit 1, Exercise A, Questions 2 & 4 and the sports vocabulary**)
- Set this week's homework (**Workbook Unit 1, Exercise A, Questions 1, 3 & 5, Exercise B and Exercise C**). Make sure you do an example of each exercise in class.

FINAL ACTIVITY

- **Run and Find**

The students ask you "What's your favorite sport?" If you reply, "My favorite sport is football", they run to find the football flashcard. Check by asking, "What's your favorite sport?" and encourage the students to reply, "My favorite sport is football". Continue until all the cards have been collected.

EXIT

- **Exit Drill**

Prior to the lesson make copies of the phonics flashcards from the photocopiable activities at the back of the teacher's notes. Give each student one of the phonics flashcards. Line the students up at the door. Each student says the sound combination on their card. 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 TWO (Lesson One)

Do you have a glass of cola?

Target Language: Do you have a (noun)? Yes I do. No, I don't.

New Vocabulary: a glass, a bottle, a cup, juice, water, soda, milk, tea, coffee, cola.

Photocopiable Resources: Phonics flashcards

ENTRANCE

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

REVIEW

- Quickly review the **sports vocabulary** from last week via **Chinese Whispers**. Split the class into two teams. Line the teams up, facing the whiteboard. Show the last person in each team a flashcard of a sport. They whisper this to the next person in the line and so on until the last team member who draws that sport on the board and says what it is.

PRESENTATION

- **New Vocabulary (Drinks and Quantifiers)**
Introduce the new vocabulary 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. Follow-up with individual practise via a chain drill and end on an individual drill.
- **Model** the **quantifiers and drink** together e.g. a glass of cola.
- **Drill** as before.

FOLLOW UP (Freer Practice)

- **Slap**
Practise and **check the understanding** of the use of quantifiers by placing all the flashcards (drinks and quantifiers) on the table and saying e.g. "a glass of cola". If it is a correct use of a quantifier, the students slap the two cards and repeat it. If it is incorrect (e.g. a glass of coffee) they correct you. The first student to slap the cards wins the cards. Continue until all the cards have been won.
(N.B. with some of the drinks there is more than one correct quantifier).

PRESENTATION

- **Do you have a / an (noun)?**
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.
- Instruct the students to take out a pencil, a book and an eraser. Ask a student "Do you have a pencil?" 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 flashcards. Ask a student "Do have a banana?" (or whatever the student doesn't have). Give a prompt to get "No, I don't" shaking your head in a negative manner. Go around the room asking the same question to elicit "No, I don't".
- Repeat, alternating between the objects the students do and don't have.

PRACTICE

- **Model the answer** forms “Yes, I do” “No, I don’t”.
- **Drill the answer** forms using 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**
- **Drill the Question and Answer** form using a chain drill.

FOLLOW UP (Freer Practice)

- **Tag**
Give each student a fruit flashcard. 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”, go on to the next student. If the answer is “Yes, I do” the student who answers “Yes, I do” 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.

HOMEWORK

- Check the homework from last week (**Workbook Unit 1, Exercise A, Questions 1, 3 & 5, Exercise B and Exercise C**)

Exercise B. Listen.

Leo:

1. *What’s your favorite sport?* **Jasmine:** *My favorite sport is tennis.*
2. *What’s your favorite sport?* **Rodney:** *My favorite sport is football.*
3. *What sports do you like?* **Chris:** *I like swimming and football.*
4. *What sports do you like?* **Jasmine:** *I like basketball and tennis.*
5. *What sports do you like?*
6. *What colours do you like?*

Exercise C. Listen and check.

1. *‘ti’*
2. *‘ni’*
3. *sat*
4. *pit*
5. *nat*
6. *san*

- Set **Workbook Unit 2, Exercise C** for homework. Go through the question verbally in class.
- Also ask the students to use the note section at the back of the workbook (or a notebook if they have one) to write down the **new drinks and quantifiers vocabulary** from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.

FINAL ACTIVITY

- **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 drinks and quantifier 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.

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| EXIT |
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- **Exit Drill**

Prior to the lesson make copies of the phonics flashcards from the photocopiable activities at the back of the teacher's notes. Give each student one of the phonics flashcards. Line the students up at the door. Students say the sound combination on their card. 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 TWO (Lesson Two)

Do you have a glass of cola?

Target Language: Do you have a glass of cola? Yes I do. Here you are.
Do you have a cup of coffee? No, I don't. Sorry
I'm thirsty. I'm thirsty too!

Vocabulary: a glass, a bottle, a cup, juice, water, soda, milk, tea,
coffee, cola.

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

- **Go Fish**
Deal each student three or four fruit flashcards and put the rest in a pile. The students must collect pairs of cards by asking each other "Do you have a (pear)?" Encourage the answers "Yes, I do" or "No, I don't. Go fish". (Go fish = pick a card up from the pile).
- Quickly review the **drinks and quantifiers** from last week via **Lightning Pelmanism**. Place an equal amount of quantifier and drinks flashcards on the table. Split the class into two teams. Play **Paper, Scissors, Stone** to see which team goes first. One student from the winning team turns over two cards. If they are a matching quantifier and drink, the student (with help from his or her team if necessary) names them and keeps them. If they don't match, the cards are left face up and a student from the other team turns two more cards over. Continue until all the cards have been matched.

PRESENTATION

- **I'm thirsty. Do you have a glass of cola? Do you have a bottle of soda? Do you have a cup of coffee?**
Elicit *thirsty* using T.P.R, saying "I'm thirsty".
Use the structure "Do you have a (quantifier) of (drink)?" Hand out various cards with bottle, cup, and glass of drinks to various students asking them "Do you have a (quantifier) of (drink)?" and elicit "Yes I do. Here you are" or "No I don't. Sorry". Do this several times until the concept is clear.

PRACTICE

- **Model** the answer forms "Yes I do. Here you are". "No, I don't. Sorry".
- **Drill** the answer forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Model** the question form of the target structure ("Do you have a bottle / glass / cup of (drink)?" 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.

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)

Look and say

- Play the tape.
Rodney: Do you have a glass of juice? Leo: Yes I do. / No I don't.
a glass, a bottle, a cup, juice, soda, coffee, tea, water, milk, cola
- **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.

FOLLOW UP (Freer Practice)

- **Guess**
Split the class into two teams. Hand out cards with drinks and quantifiers on them (limit the vocabulary sets to 5 or 6, the game can be played again using different sets). Tell the teams not to show each other. Play 'Scissors, Paper, Stone' to see who goes first. The winning team nominates a student to go to the front of the class. The other team has to guess what the student has by asking, "Do you have a (bottle of soda)?" The student responds "Yes, I do. Here you are" or "No, I don't. Sorry". If the answer is *no* the students keep guessing. To make the game more fun, start each team off with 10 points. Each time the team guesses wrong they lose a point.

PHONICS REVIEW

- Quickly review the phonic value of **a, i, s, n, t** and **p** 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 two or three letter combination e.g. "sa", "nap" 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.

BOOKWORK

Listening

- Play the tape and let the students complete the exercise. Check as a class.
Rodney: Listen.
 1. 'ti'
 2. 'pa'
 3. *Chris. Do you have a bottle of cola?*
 4. *Carol. Do you have a glass of juice?*
 5. *Rose. Do you have a ruler?*
 6. *Do you have a brother?*

HOMEWORK

- Check the homework from last week (**Workbook Unit 2, Exercise C and the drinks vocabulary**).

Workbook. C. Listen and check.

1. *nip*
2. *tap*
3. *sap*
4. *pas*

5. *it*
6. *pap*

- Set **Workbook Unit 2, Exercises A and B** for homework. Go through the questions verbally in class.

FINAL ACTIVITY

- **Tag**

Give each student a fruit flashcard. 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", go on to the next student. If the answer is "Yes, I do" the student who answers "Yes, I do" 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. If you have only a few students in the class, put students in the corners of the room and the asking student in the middle.

EXIT

- **Exit Drill**

Show the students that you have 4 drink flashcards in your hand. Line the students up at the door. The students have to guess what flashcards you have by asking, "Do you have a (bottle of soda)?" You should answer "Yes, I do." or "No, I don'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.

UNIT THREE (Lesson One)

Do you want a pizza?

Target Language: Are you hungry? Yes, I am.

New Vocabulary: noodles, a pizza, a steak, spring rolls, a hamburger, a fish fillet, a sandwich, an omelette.

Photocopiable Resources: Phonics flashcards

ENTRANCE

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

REVIEW

- Quickly review the structure "**Do you have a (quantifier) of (drink)?**" via a **Board Race**. Put the students in two teams and line them up facing the whiteboard. Hold one of the drink flashcards facing you so that the students can't see the picture. The students take turns to ask you questions such as "Do you have a (glass) of (cola)?" If the students ask a question about the drink you have on your flashcard you say "Yes I do" and the first student from each team runs to draw that object on the board and says what it is. If you don't have that drink, you say, "No, I don't" and the students continue guessing until they are correct.

PRESENTATION

- **New Vocabulary (food)**
Introduce the new vocabulary 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. Follow-up with individual practise via a chain drill and end on 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.
- **Whisper Slap**
Spread a series of flashcards face-up on the whiteboard. Put the students into two teams. The students place their fingers in their ears. Whisper 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, and so on 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

- **Are you hungry?**
Elicit *hungry* using TPR. Use a student and ask "Are you hungry?" pointing at the student and using TPR to suggest hunger. Elicit "Yes, I am", and "No, I'm not" by shaking and nodding your head. Do this with several students. Extend to include thirsty.

PRACTICE

- **Model the answer** forms "Yes, I am" "No, I'm not"
- **Drill the answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.

- **Model** the **question** form of the target structure “Are you hungry?” using fingers to show each word if necessary.
- **Drill** the **question** form using a choral drill, triple drill and an individual drill.

FOLLOW UP (Freer Practice)

- **Are You Hungry Mr. Wolf?**
Stand with your back to the students. The students stand in a group and ask, “Are you hungry Mr. Wolf?” If you answer “No, I’m not” the students take a step forward. If you answer “Yes, I am” turn round and catch a student. This student then becomes Mr. Wolf and the game continues.

PHONICS REVIEW

- Quickly review the phonic value of **a, i, s, n, t** and **p** via a game of **Slap** or **Run and Touch**. Leave the letter cards in a visible place for the next activity.

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 three letter combination e.g. *nas* 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 2, Exercises A and B**)

Workbook. B. Listen.

Rose:

1. *Carol. Do you have a dog?*
2. *Carol. Do you have a peach?*
3. *Rodney. Do you have a bottle of water?*
4. *Rodney. Do you have a glass of cola?*
5. *Leo. Do you have a cup of tea?*
6. *Do you have a sister?*

- Set this week’s homework **Workbook Unit 3, 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 if they have one) to write down the **new food vocabulary** from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.

FINAL ACTIVITY

- **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 food, drinks or sport 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.

EXIT

- **Exit Drill**

Prior to the lesson make copies of the phonics flashcards from the photocopiable activities at the back of the teacher's notes. Give each student one of the phonics flashcards. Line the students up at the door. Each student says the sound combination on their card. 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 THREE (Lesson Two)

Do you want a pizza?

Target Language: Are you hungry? Yes, I am.
Do you want a pizza? No, thank you.
Do you want noodles? Yes, please.

Vocabulary: noodles, a pizza, a steak, spring rolls, a hamburger, a fish fillet, a sandwich, an omelette.

ENTRANCE

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

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, i, s, n, t** and **p**). 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.
- **Flashcard Memory Game**
Place the food flashcards face up in a line on the table. Turn them over one by one. The students have to remember what each card is, responding chorally.

PRESENTATION

- **Do you want (food)? Yes, please. No, thank you.**
With some food flashcards ask a student "Do you like (food)?" If the student says, "Yes, I do" offer the food flashcard to the student saying, "Do you want (food)?" Elicit "Yes please" before handing over the flashcard or "No, thank you". Repeat with several students.

PRACTICE

- **Model the answer** forms "Yes, please" and "No, thank you".
- **Drill the answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Model the question** form of the target structure "Do you want (food)?" 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)

- **Hunt The Flashcard**
Place the food flashcards around the room. The students ask "Are you hungry?" You reply, "Yes, I am, I want (food)." The students then rush to pick up the correct food. If you say, "No I'm not", the students rush to sit down. The last student to sit down becomes teacher.
- **Dice Game**
Write on the board:
 1. Do you want a steak? Yes.
 2. Do you want a fish fillet? No. Continue with other questions up to 6.Highlight the initial letters to make the reading easier. If you think your students will still struggle, stick the picture flashcards next to each number.
Put the students into two teams. Play Paper, Scissors, Stone to see which team goes first. The winning team throws a dice and asks the other team the question that

corresponds to the dice number. The other team answers according to the statement (insist on full answers). Score for more fun.

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. *sit*
2. *nip*
3. *Leo. Do you want a steak?*
4. *Rose. Do you want a sandwich?*
5. *Rose. Do you want a pizza?*
6. *Do you want a pizza?*

Look and say

- Play the tape.
Rodney: *Do you want noodles?* **Chris:** *Yes please. / No, thank you.*
noodles, a pizza, a steak, spring rolls, a hamburger, a fish fillet, a sandwich, an omelette
- **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 3, Exercise C and food vocabulary**).

Workbook. C. Listen and check.

1. *tin*
2. *nip*
3. *yes*
4. *yes*
5. *no*
6. *no*

- Set this week's homework **Workbook Unit 3, Exercises A and B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Stand Up, Sit Down**

Divide the class into two teams. Play 'Paper, Scissors, Stone' to see which team goes first. The teacher shows one team a flashcard and the other team asks them "Do you want (food)?" Members of the team then stand up for yes and say "Yes please" and sit down for *no* and say "No, thank you" (depending on the flashcard they were shown). Score points for correct response and enthusiasm.

EXIT

- **Exit Drill**

Line the students up at the door. Name a category (e.g. food, drink, sports, colours etc). Each student names two objects from that 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 FOUR (Lesson One)

Where are you from?

Target Language: Where are you from? I'm from (country)

New Vocabulary: Taiwan, Japan, The U.K., England, South Korea, Australia, The USA, America.

Photocopiable Resources: 'Countries' survey

ENTRANCE

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

REVIEW

- **Truth**
Partly reveal one of the food flashcards (trying to make it as ambiguous as possible). Name the object (either making the statement true or false). If the statement is true, the students stand up and repeat it; if the statement is false, they sit down.
- **Dice Game**
Write on the board:
 1. Do you want a steak? Yes.
 2. Do you want a fish fillet? No. continue with other questions up to 6.Highlight the initial letters to make the reading easier. If you think your students will still struggle, stick the flashcards next to each number.
Put the students into two teams. Play 'Paper, Scissors, Stone' to see which team goes first. The winning team throws a dice and asks the other team the question that corresponds to the dice number. The other team answers according to the statement (insist on full answers). Score for more fun.

PRESENTATION

- **New Vocabulary (Countries)**
Introduce the new vocabulary using the flashcards or a world map and country flags. Show the students the individual countries and flags and see if they can find them on the map.

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 end on an individual drill. Make sure you are pointing to the different countries or showing the flag when you are drilling. When you are chain drilling make sure the countries or flags are being passed around.

FOLLOW UP (Freer Practice)

- **Country Stations**
Stick the country flashcards with the flags around the room. Shout "go to Japan" and the students rush to stand under the Japan flashcard repeating the target language of Japan three times. After you have been through the different countries a few times play knockout, getting the first students who reach the card to sit down giving the slower students more practice.
- **Pelmanism**
Spread a set of flashcards on the table. The set should contain a flag and a country shape of each of the countries. The students take it in turns turning over two cards (or in pairs one card each) saying what each of the cards is as they do so. If the two cards

match the student wins those cards. If the cards do not match, the cards are turned over and the next student has a go.

PRESENTATION

- **Where are you from? I'm from (country)**
Model "I'm from (England)", pointing to yourself and showing the map and flag of England. Do this a few times. Point to a student and say, "Where are you from?" and elicit, "I'm from Japan." Do this with several students.

PRACTICE

- **Model** the answer form "I'm from (country)".
- **Drill** the answer form using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.**
- **Model** the question form of the target structure ("Where are you from?") 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.

BOOKWORK

Dialogue (N.B. At this stage just use the **first** half of the dialogue as the students haven't been introduced to the second structure yet).

- **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)

Look and say

Play the first part of the tape

Chris: Where are you from? **Rodney:** I'm from Taiwan.

- **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 3, Exercises A & B**)

Workbook. B. Listen.

Rodney:

1. *Leo. Are you hungry?*
2. *Carol. Do you want a steak?*
3. *Chris. Do you want an omelette?*
4. *Carol. Do you want a sandwich?*
5. *Rose. Do you want a pizza?*
6. *Do you want a hamburger?*

- Set this week's homework **Workbook Unit 4, 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 if they have one) to write down the **new countries vocabulary** from the lesson and draw the flag next to each country. Demonstrate this with an example on the whiteboard.

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. Also give each student a country name or flag which they stick on their front. The students then find a student to be "interviewed" and ask, "Where are you from?" 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 countries, they can refer to their student book or the whiteboard for guidance. You may also want to write the students' names on the whiteboard for reference.

FINAL ACTIVITY

- **Lap Game**

Place the country and flag flashcards 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, counting aloud as they do so. The other students then ask the student "Where are you from?" and the student responds, "I'm from (country)." 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 less points.

EXIT

- **Exit Drill**

Line the students up at the door. Hold up a flag flashcard. The student responds "I'm from (country)". 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 FOUR (Lesson Two)

Where are you from?

Target Language: Where are you from? I'm from (country)
Where's s/he from? S/he's from (country)

Vocabulary: Taiwan, Japan, The U.K., England, South Korea,
Australia, The USA, America.

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

- **Country Stations**
Stick the country flashcards with the flags around the room. Shout "go to Japan" and the students rush to stand under the Japan flashcard repeating the target language of Japan three times.

PRESENTATION

- **Where is s/he from? S/he is from (country).**
First concept check *he* and *she*. Hand out countries and flags to various students. Go to a student who has a country flashcard, point to the student saying, "S/he is from (country)." Make sure the student holds up the country flashcard. Repeat with several students.
Go to a student and point to the student keeping your back turned to the student and say to the rest of the class "Where's s/he from?" Elicit the answer "S/he's from (country)". Repeat with several students.

PRACTICE

- **Model the answer** forms "He's from (country)" and "She's from (country)".
- **Drill the answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.**
- **Model the question** form of the target structure ("Where's s/he from?") using fingers to show each word if necessary.
- **Drill the question** form using a choral drill, triple drill and an individual drill.
- **Substitution drill.** Make the students give the question and answer form.
- **Drill the Question and Answer** form using a dribble drill.

FOLLOW UP (Freer Practice)

- **Train Game**
Arrange the country flag flashcards in a circle on the floor. The students put their hands on each other's shoulders to form a train and jump along the circle. Shout "stop" and ask "Where's (Yumi) from?" The other Ss look at Yumi and answer according to whichever flashcard she is standing next to: "She's from (country)".
- **Sticky Ball Noughts and Crosses**
Draw the traditional 3x3 noughts and crosses grid on the board. Write one country in each square (highlight the initial letters). 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 "Where's s/he from?" and the students' team answers "S/he 's from (country)."

PHONICS REVIEW

- Quickly review the phonic value of **a, i, s, n, t** and **p** 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

BOOKWORK

Dialogue (N.B. *Just use the second half of the dialogue as the students have already practised the first structure*).

- **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. *pat*
 2. *tas*
 3. *Where are you from? Jasmine: I'm from Taiwan.*
 4. *Where are you from? Rodney: I'm from America.*
 5. *Where's she from? Jasmine: She's from Japan.*
 6. *Where's he from? Rodney: He's from South Korea.*

HOMEWORK

- Check the homework from last week (**Workbook Unit 4, Exercise C and the countries vocabulary**).

Workbook. C. Listen, check and write.

1. *tan*
2. *nap*
3. *sit*
4. *pan*
5. *tin*
6. *nan*

- Set this week's homework **Workbook Unit 4, Exercises A & B**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Guessing Game**
Split the class into two teams. Put the six flags face down on the board and write *he* or *she* above each flag. One team points to a card and asks the other, "Where's s/he from?" The other team guesses "S/he's from England". Turn the card over. If the team is right they get points if not then it's their turn to ask the question.

EXIT

- **Exit Drill**

Line the students up at the door. Hold up a boy/girl flashcard and a flag flashcard. Ask "Where's s/he from?" The student responds "S/he's from (country)". 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 FIVE (Lesson One)

Where do you live?

Target Language: Where do you live? I live in (city). On (street name)

New Vocabulary: first, second, third, street, Taipei, Tokyo

Photocopiable Resources: Phonics flashcards

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 country in each square (highlight the initial letters). 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 "Where's s/he from?" and the students' team answers "S/he 's from (country)".

PRESENTATION

- **Where do you live? I live in (city).**

Use a map of Japan on the wall or draw a map on the whiteboard. Point to a student and say "Where are you from?" and elicit "I'm from Japan." Do this with several students. Point to Tokyo or the city you live in on the map and say "I live in (Tokyo)" Do this several times stressing the word 'live'. Point to Sapporo on the map and say to a student. "Do you live in Sapporo?" Elicit "No". Do this to a few students pointing at different areas of Japan well away from Tokyo. Then point to (Tokyo) on the map and say "I live in (Tokyo)" Ask a student "Where do you live?" Elicit (Tokyo).

PRACTICE

- **Model the answer** form "I live in (Tokyo)"
- **Drill the answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Model the question** form of the target structure ("Where do you live?") 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 dribble drill.

FOLLOW UP (Freer Practice)

- **Sticky Ball Map Game**

Draw a big map of Japan on the board. Draw a square to mark the main cities, write the name of the city underneath each square and elicit and drill the names of the cities. Pick two teams. One student from each of the 2 teams does Paper, Scissors, Stone. The winner asks the question "Where do you live?" The other throws the sticky ball at the map and says, "I'm from (whichever city the ball lands close to)". If the individual cannot answer, the team should be given the chance to answer for fewer points.

N.B. all students answer in the 1st person.

PRESENTATION

- **Where do you live? I live in (city). I live on (street name).**

Point to (Tokyo) on the map and say "I live in (Tokyo)" Ask a student "Where do you live?" elicit (Tokyo). Say, "(Tokyo) is big. Where in (Tokyo) do you live?" using gesture. Say, "I live in (Tokyo). I live on Dog Street" (to get the concept over fully using a real street name would be better). Say this a few times and draw a simple plan on the board showing 'Dog Street'. Put some more street names on the simple plan and point to a student and say,

“Where do you live?” pointing to a street on the plan. If the student just answers “I live in (Tokyo)” prompt them with “(Tokyo) is big. Where in (Tokyo) do you live?” using gesture and tapping the street name you want the student to say. Repeat with several students.

PRACTICE

- **Model** the **answer** form “I live in (city)”. “On (street name)”.
- **Drill** the **answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.** Write the street names on the board and point to different ones.
- **Model** the **question** form of the target structure (“Where do you live?”) 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 dribble drill and a rotation drill.

BOOKWORK

Dialogue (N.B. *Just use the first and third parts of the dialogue as the students haven't been introduced to the second structure-asking about telephone numbers- yet).*

- **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).

Look and say

Play the tape

Where do you live? I live in Taipei. I live on Apple Street.

- **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 4, Exercises A & B**)
Workbook. B. Listen.
Carol:
 1. *Where are you from? Rodney: I'm from America.*
 2. *Where are you from? Chris: I'm from Taiwan.*
 3. *Where are you from? Jasmine: I'm from America.*
 4. *Where's he from? Jasmine: He's from Australia.*
 5. *Where's she from? Jasmine: She's from South Korea.*
 6. *Where are you from?*
- Set this week's homework **Workbook Unit 5, Exercise A questions 1, 2 & 3**. Make sure you do an example of the exercises in class.
- Also ask the students to complete the personal information page at the back of the workbook with their name, telephone number, class, school and teacher's name. Demonstrate this with an example on the whiteboard.

FINAL ACTIVITY

- **Train Game**
Arrange the street names (available as a photocopiable resource in the back of this book) in a circle on the floor. The students put their hands on each other's shoulders to form a train and jump along the circle. The teacher shouts “stop” and points to a student. The other students ask, “Where do you live (Noriko)?” Noriko looks at the card nearest to her and answers with “I live in (Tokyo). I live on (street)”

EXIT

- **Exit Drill**

Prior to the lesson make copies of the phonics flashcards from the photocopiable activities at the back of the teacher's notes. Give each student one of the phonics flashcards. Line the students up at the door. Each student says the sound combination on their card. 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 FIVE (Lesson Two)

Where do you live?

Target Language: Where do you live? I live in (city). On (street name)
What's your telephone number? My telephone number
is ...

Vocabulary: first, second, third, street, Taipei, Tokyo.

Photocopiable Resources: Telephone number 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 of the districts local to the school in each square and elicit and drill the names of the districts. (*If you don't know the local area, ask the school manager prior to the lesson*). Divide the class into two teams: one is 'O' and the other is 'X'. One student from team 'O' asks a student from team 'X' "Where do you live?" Team 'O's student throws the sticky ball at the correct square and answers "I live in (Omiya)".

PRESENTATION

- **What's your telephone number? My telephone number is (number).**
Draw a telephone on the whiteboard, refer the students to the telephone and say "My telephone number is (2733574)." Repeat a few times. Point to a student and say "What's your telephone number?" Elicit the student's number (referring them to the back page of their workbook if necessary). Repeat with other students.

PRACTICE

- **Model** the **answer** form "My telephone number is (number)".
- **Drill** the **answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.** Write telephone numbers on the board and point to different ones.
- **Model** the **question** form of the target structure ("What's your telephone number?") 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 dribble drill.

FOLLOW UP (Freer Practice)

- **Lap Game**
Place a selection of telephone numbers 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's your telephone number?" The student responds, "My telephone number is (number)" 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.
- **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's your telephone number?" 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. You may want to write the students' names on the whiteboard for reference.

PHONICS REVIEW

- Quickly review the phonic value of **a, i, s, n, t** and **p** 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 three letter combination e.g. *nas* 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.
- **Phonics Dictation**
Dictate 5 three-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.

BOOKWORK

Dialogue

(Just use the second part of the dialogue as the students practised the first and third sections in the previous lesson).

- **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. *pip*
 2. *tin*
 3. *Where do you live? Carol: I live in Taipei.*
 4. *Where do you live? Rodney: I live on Green street.*
 5. *What's your telephone number? Carol: My telephone number is 5725 3099.*
 6. *What's your telephone number? Rodney: My telephone number is 6192 3084.*

HOMEWORK

- Check the homework from last week (**Workbook Unit 5, Exercise A, Questions 1, 2 & 3** and the **personal information page** from the workbook).
N.B. For Q3 the answer "Where do you live?" "I live in Tokyo" is acceptable.
- Set this week's homework **Workbook Unit 5 Exercise A, Questions 4 & 5, Exercise B & C**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **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 food, drinks or countries 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.

EXIT

- **Exit Drill**

Line the students up at the door. Ask the student "Where do you live?" and "What's your telephone number?" 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 SIX (Lesson One)

What do you want? What do you have?

Target Language: What do you have? I have (number) (cars) and (number) (crayons).

New Vocabulary: a kite, a ball, a toy car, a doll, crayons, marbles.

Photocopiable Resources: 'Have' survey

ENTRANCE

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

REVIEW

- **Lap Game**
Place a selection of telephone numbers and street names 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's your telephone number?" or "Where do you live?" The student responds, "My telephone is (number)" or "I live on (Dog) Street". 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**
Introduce the new vocabulary (both orally and the written word) using realia, 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. Follow-up with individual practise via a chain drill and end on 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.
- **Heidi's Game**
Put a line of flashcards face up on the 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

- **What do you have? I have (number) (cars) and (number) (crayons).**
N.B. The students were introduced to this structure in Unit 2 where it was used with drinks.
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.

- Get the students to put books, pens and rulers etc. on their desks. Ask a student "What do you have?" Elicit, I have a (noun). Ask several students.
- Model the extension, I have (number) (books) and (number) (pencils) and then elicit from the students.

PRACTICE

- **Model** the **answer** form "I have (number) (nouns) and (number) (nouns)" using fingers to show each word if necessary.
- **Drill** the **answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.**
- **Model** the **question** form of the target structure (e.g. What do you have?) 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 dribble drill.

STUDENT BOOK

Dialogue

(N.B. Just use the second half of the dialogue as the students haven't been introduced to the first structure- "What do you want?"- yet).

- **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)

Look and say

- Play the first part of the tape.
Carol: *What do you have?* **Leo:** *I have a ball.
a kite, a ball, a toy car, a doll, crayons, marbles*
- **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 5 Exercise A, Questions 4 & 5, Exercise B & C**).

Workbook. B. Listen

1. *Where do you live? I live on Second Street.*
2. *Where do you live? I live on Third Street.*
3. *Where do you live? I live on Third Street.*
4. *What's your telephone number? My telephone number is 4071 2351*
5. *What's your telephone number? My telephone number is 2351 5129*
6. *What's your telephone number? My telephone number is 3591 2121*

Workbook. C. Listen and write.

7. *sat*
8. *nap*
9. *nip*
10. *satin*

11. *tasin*

12. *nisan*

- Set this week's homework **Workbook Unit 6 Exercise A, Questions 2 & 4**. Make sure you do an example of the exercises in class.
- Also ask the students to use the note section at the back of the workbook (or a notebook if they have one) to write down the **new toy vocabulary** from the lesson and draw a picture next to each word. Demonstrate this with an example on the whiteboard.

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 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.

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 toy 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 SIX (Lesson Two)

What do you want? What do you have?

| | |
|------------------|---|
| Target Language: | What do you want? I want a (kite), a (toy book) and (number) (marbles). What do you have? I have (number) (cars) and (number) (crayons). |
| Vocabulary: | a kite, a ball, a toy car, a doll, crayons, marbles. |

ENTRANCE

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

REVIEW

- **True or False Game**
Stand a student at the front of the class and get them to hold one of the toy flashcards to their chest. The other students try to guess what the object is, saying "Do you have a (noun)?" The student replies "Yes" or "No." The student who guesses correctly becomes the 'hiding' student.

PRESENTATION

- **What do you want? I want (number) (nouns) and (number) (nouns).**
Using a selection of food flashcards ask a student, "Do you like (nouns)?" If the student says, "Yes, I do" offer the food flashcard to the student saying, "Do you want (nouns)?" Elicit "Yes please" before handing over the flashcard or "No, thank you". Repeat with several students.
Show the students a selection of the toy flashcards and ask a student "What do you want?" Elicit "I want a (noun)." Model the extension, "I want (number) (cars) and (number) (crayons)" then elicit from the students.

PRACTICE

- **Model the answer** form "I want (number) (nouns) and (number) (nouns)" using fingers to show each word if necessary.
- **Drill the answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.**
- **Model the question** form of the target structure (What do you want?) 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 dribble drill.

FOLLOW UP (Freer Practice)

- **Go Fish**
Deal each student three or four flashcards and put the rest in a pile. The students must collect pairs of cards by asking each other like this: Student 1: "What do you want?" Student 2: "I want a (noun)." Encourage the answers "Here you are" or "Sorry, Go fish" (Go fish = pick up a card from the pile).
- **Hunt The Flashcard**
Place a selection of flashcards around the room. The students ask the teacher: "What do you want?" Reply: "I want (noun)." The students then rush to pick up the correct card. They hand over the correct card saying, "Here you are"

PHONICS REVIEW

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

PHONICS PRACTICE

- **Movable Letters**
Place the magnetic letters **a, e** and **i** on the whiteboard. Place the letters **d, h, k, m, n, r, s, t** and **p** in front of or behind the vowels and get the students to sound the combination out. *e.g: da, ad.*
Repeat but this time form 3 letter combinations. *e.g: dan, had.*
- **Board Race**
Divide the whiteboard in two and place two sets of magnetic letters (**a, e, i, d, h, k, m, n, r, s, t** and **p**) on the board. Split the class into two teams and line them up in front of the board. Say a two or three letter combination *e.g. sam* and the first student in each team runs to create that sound on the board using the magnetic letters, and then run back to their team and say "finished". The first team member to finish and correctly say the sound wins a point.

BOOKWORK

Dialogue

(Just concentrate on the first part of the dialogue as the students practised the second structure in the previous lesson).

- **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. *hid*
2. *rak*
3. *What do you have? Leo: I have a toy car.*
4. *What do you have? Jasmine: I have a doll.*
5. *What do you want? Chris: I want a toy car.*
6. *What do you want? Leo: I want a kite.*

HOMEWORK

- Check the homework from last week (**Workbook Unit 6 Exercise A, Questions 2 & 4** and the **new toy vocabulary**)
- Set this week's homework **Workbook Unit 6, Exercises B & C**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Whiteboard Drawing Race**
Put the students into 2 teams facing the whiteboard. The students ask you: "What do you want?" If you reply: "I want 2 cars and 6 marbles", they run to the board and draw a picture of 2 cars and 6 marbles, run back to their team and say "finished." Check by asking: "What do you want?" and encourage the students to reply, "I want 2 cars and 6 marbles". Continue until all the students have had a turn.

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 SEVEN (Lesson One)

What are these? What are those?

Target Language: What are these? They're (nouns).
What are those? They're (nouns).

New Vocabulary: None.

ENTRANCE

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

REVIEW

- **Hunt The Flashcard**
Place a selection of flashcards around the room. The students ask: "What do you want?" Reply: "I want (noun)". The students then rush to pick up the correct card. They handover the correct card saying, "Here you are"

PRESENTATION

- **What are these? They're (nouns)**
- **What are those? They're (nouns)**
Place some pencils at one end of the room and several pencils at the other end of the room. Gather the students around one set of pencils and teach 'these' and 'those' with appropriate actions. Move the students to the other end of the room and model 'these' and 'those' again.
Extend by asking the questions eliciting the response "They're (nouns)".

PRACTICE

- **Model the answer** form "They're (nouns)".
- **Drill the answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.**
- **Model the question** form of the target structure ("What are these?" / "What are those?") using gestures. Also use fingers to show each word if necessary.
- **Drill the question** forms using a choral drill, triple drill and an individual drill. Insist on accompanying gestures.
- **Substitution drill.**

FOLLOW UP (Freer Practice)

- **These / Those Game**
Place a selection of objects in the middle of the classroom. Call out "*These are (bananas)* or *Those are (bananas).*" The students either touch the (bananas) or run away from them and point to them, and then repeat the phrase three times.

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)

Look and say

- Play the tape.

- Rodney:** *What are these? What are those?* **Carol:** *They're erasers.*
- **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 6, Exercises B & C.**)

Workbook. B. Listen.

Jasmine:

1. *What do you want?* **Leo:** *I want a kite.*
2. *What do you want?* **Rose:** *I want a doll.*
3. *What do you have?* **Leo:** *I have a ball.*
4. *What do you have?* **Rose:** *I have a toy car.*
5. *What do you have?* **Carol:** *I have a doll.*
6. *What do you want?* **Carol:** *I want a toy car.*

Workbook. C. Listen and check.

1. *hem*
2. *det*
3. *men*
4. *pik*
5. *ret*
6. *tak*

- Set this week's homework **Workbook Unit 7, Exercises A & B.** Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **These / Those Race**
Line the students up in two teams. Place several pairs of flashcards close to the students to represent *these*, and several flashcards further away to represent *those*. Whisper to the students at the back of the line, "Those are (dogs)". The message is passed down the line and the two students at the front race to touch the correct set of cards (near for 'these' and far for 'those') and run back to his/her team. The winning student then asks his/her team "What are these?" and to get the points the team has to answer correctly.

EXIT

- **Exit Drill**
Line the students up at the door. Point to one of the pictures from *Look and Say* in the student's book. The students ask "What are these/those?" If their question is correct, answer and then say "Goodbye, see you next week" and encourage them to repeat this after you. If their question 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 SEVEN (Lesson Two)

What are these? What are those?

Target Language: What are these? They're (nouns).
What are those? They're (nouns).

New Vocabulary: None.

Photocopiable Resources: Survey, Letter flashcards & Phonic bingo

N.B. This is mainly a review lesson

ENTRANCE

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

REVIEW

- **These / Those Game**
Place a selection of objects in the middle of the classroom. Call out "*These are bananas*" or "*Those are bananas.*" The students either touch the bananas or run away from them and point to them, and then repeat the phrase three times.

PHONICS REVIEW

- Quickly review the phonic value of **a, e, i, d, h, k, m, n, r, s, t** and **p** 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 to five letter combination e.g. "satin", "nap" 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.
- **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.

BOOKWORK

Listening

- Play the tape and let the students complete the exercise. Check as a class.
Rodney: *Listen.*
 1. *kam*
 2. *hem*
 3. *What are those?* **Carol:** *They're robots.*
 4. *What are these?* **Carol:** *They're combs.*
 5. *What are those?* **Carol:** *They're cups.*
 6. *What are these?* **Carol:** *They're crocodiles.*

HOMEWORK

- Check the homework from last week (**Workbook Unit 7, Exercises A & B**)

Workbook. B. Listen.

Leo:

1. *What are those?* **Carol:** *They're rulers.*
2. *What are these?* **Rodney:** *They're marbles.*
3. *What are those?* **Carol:** *They're crayons.*
4. *What are these?* **Rodney:** *They're noodles.*
5. *What are these?* **Carol:** *They're omelettes.*
6. *What are those?* **Rodney:** *They're toy cars.*

- Set this week's homework **Workbook Unit 7, Exercise C**. Make sure you do an example of the exercises in class.

REVIEW ACTIVITIES

- **Go Fish**

Quickly review the drinks and toy vocabulary. Deal each student three or four drink and toy flashcards and put the rest in a pile. The students must collect pairs of cards by asking each other "Do you have a (doll)?" Encourage the answers "Yes, I do" or "No, I don't. Go fish". (Go fish = pick up a card from the pile).

- **Dice Game**

Quickly review the food vocabulary. Write on the board:

1. Do you want a steak? Yes.
2. Do you want a fish fillet? No. continue with other questions up to 6.

Highlight the initial letters to make the reading easier. If you think your students will still struggle, stick the picture flashcards next to each number.

Put the students into two teams. Play Paper, Scissors, Stone to see which team goes first. The winning team throws a dice and asks the other team the question that corresponds to the dice number. The other team answers according to the statement (insist on full answers). Score for more fun.

- **Turn and Face**

Quickly review the *sport* and *countries* vocabulary previously taught. 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 sport, drink, food, country or toy 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.

- **Survey**

Prior to the lesson make copies of the survey grid from the photocopyable 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 sports do you like?", "Where are you from?", "Where do you live?" and "What's your telephone number?" 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. You may want to write the students' names on the whiteboard for reference.

EXIT

- **Exit Drill**

Line the students up at the door. Name a category (e.g. food, drink, sports, countries, toys). Each student names three objects from that 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 EIGHT (Lesson One)

Are these ants? Are those mosquitoes?

Target Language: They are (nouns)

New Vocabulary: butterfly, butterflies, ant, ants, cockroach, cockroaches, spider, spiders, mosquito, mosquitoes, bee, bees.

ENTRANCE

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

REVIEW

- **These / Those Race**

Line the students up in two teams. Place several pairs of flashcards close to the students to represent *these* and several flashcards further away for *those*. Whisper to the students at the back of the line, "Those are (dogs)". The message is passed down the line and the two students at the front race to pick up the correct set of cards. (near for 'these' and far for 'those'). The winning student then asks his/her team "What are these?" and to get the points the team has to answer correctly.

PRESENTATION

- **New Vocabulary**

Introduce the new vocabulary 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. 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.
- **Lap Game**
Place the 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 is 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

- **What are they? They're (nouns)**
Hold up two pencils or pens and ask the students "What are they?" Elicit from the students "They are (pens)".
- Concept check by holding up one pencil and asking "What is it?" then two pencils, saying "What are they?"

PRACTICE

- **Model the answer** form "They're (nouns)".

- **Drill** the **answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.**
- **Model** the **question** form of the target structure (“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 nouns between it/ they.
- **Drill the Question and Answer** form using a dribble drill.

FOLLOW UP (Freer Practice)

- **Whisper Slap**
Spread a series of objects around one end of the classroom. There should be two or more of some items, others just a singular object. 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. Alternate between singular “It’s a pencil” and plural “They are books”. 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 grab the item/s saying the target language. The first student to grab the items wins a point for the team. Continue until all the objects have been won.

PHONICS REVIEW

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

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, d, h, k, m, n, r, s, t** and **p**). 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 7, Exercise C**)

Workbook. C. Listen check and write.

1. *hed*
2. *set*
3. *ned*
4. *pen*
5. *hem*
6. *tip*

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

FINAL ACTIVITY

- **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 insects, toys or food 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.

EXIT

- **Exit Drill**

Show the students that you have 6 insect flashcards in your hand (singular form only). Line the students up at the door. The students have to guess what flashcards you have by asking, "Do you have a (cockroach)?" You should answer "Yes, I do" or "No, I don'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 EIGHT (Lesson Two)

Are these ants? Are those mosquitoes?

Target Language: Are these ants? Yes, they are.
Are those mosquitoes? No, they aren't. They are (nouns).

Vocabulary: butterfly, butterflies, ant, ants, cockroach, cockroaches, spider, spiders, mosquito, mosquitoes, bee, bees.

ENTRANCE

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

REVIEW

- **Pelmanism.**
Spread a set of flashcards on the table. The set should include two of each of the nouns. The students take it in turns turning over two cards (or in pairs one card each) saying "This is a (noun)" If the student turns over two of the same cards the student says, "These are (nouns)". If the cards do not match, the cards are turned back face-down and the next student has a turn.
- **Phonics Run and Touch**
Write some three, four and five letter sounds (combining the letters a, e, i, d, h, k, m, n, r, s, t and p) on pieces of paper and stick them around the room. Call out one of the sounds, the students run, touch and say the sound.

PRESENTATION

- **Are these (nouns)? Yes, they are.**
- **Are those (nouns)? No they aren't. They are (nouns).**
Place several pictures of several animals at one end of the room and several pictures of animals at the other end of the room. Gather the students around one set of pictures and ask, "Are *these* (nouns)?" and elicit "Yes, they are" or "No, they aren't. They are (nouns)". Point to the pictures at the other end of the room and ask, "Are *those* (nouns)?" and elicit "Yes, they are" or "No, they aren't. They are (nouns)". Move the students to the other end of the room and model 'these' and 'those' again.

PRACTICE

- **Model the answer** form "Yes, they are", "No, they aren't".
- **Drill the answer** forms using triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.**
- **Model the question** form of the target structure: "Are these (nouns)?" / "Are those (nouns)?" using fingers to show each word if necessary.
- **Drill the question** forms using a choral drill, triple drill and an individual drill.
- **Substitution drill.**
- **Drill the Question and Answer** form using a dribble drill.

FOLLOW UP (Freer Practice)

- **Flappy Fish**
Mark a start line and a finish line on the floor. Divide the class into two teams. Hand out two cut out fish. The two teams place their fish on the start line. Ask a variety of 'these' or 'those' questions. The first team to answer correctly wins a point. Every time a team

scores a point, they hit the floor behind the fish with a book, making the fish move. The first team to make their fish cross the finish line wins.

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.

Chris: *Listen.*

1. *dat*

2. *ret*

3. *Are these ants?*

4. *Are those butterflies?*

5. *Are these spiders?*

6. *Are those bees?*

Look and say

- Play the tape.
Chris: *Are these bees? Are those bees? Jasmine:* *Yes they are. No they aren't. a butterfly/butterflies, an ant/ants, a cockroach/cockroaches, a spider/spiders, a mosquito/mosquitoes, a bee/bees.*
- **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 (**new insects vocabulary**).
- Set this week's homework **Workbook Unit 8, Exercises A, B and C**. Make sure you do an example of each exercise in class.

FINAL ACTIVITY

- **Yes / No Stations**
Stick pieces of paper with 'Yes' and 'No' on the wall. Line the students up in two teams. Hold up a series of flashcards. Point to (to test *those*) or touch (to test *these*) the cards and ask: "Are (these / those) (nouns)?" The students rush to the appropriate station and answer.

EXIT

- **Exit Drill**
Line the students up at the door. Hold up a series of insect flashcards and point to or touch the cards. The students in turn ask "Are (these / those) (nouns)?" If the question is correct, answer the question then 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 NINE (Lesson One)

What month is it?

Target Language: What month is it? It's (month).

How do you spell December? D-E-C-E-M-B-E-R

New Vocabulary: month, January, February, March, April, May, June, July, August, September, October, November, December.

Photocopiable Resources: Month word cards & Running dictation

ENTRANCE

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

REVIEW

- **Whisper Slap**
Spread a series of the SPEC insect flashcards face-up on the whiteboard. Put the students into two teams. The students place their fingers in their ears. Whisper one of the items to the two students at the back (alternating between singular and plural e.g. "They are bees"). 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 item to them, and so on to the last student who then rushes to touch the correct part of the flashcard saying the target language. The first student to slap the card wins the card. Continue until all the cards have been won.
- **Yes / No Stations**
Stick 'Yes' / 'No' cards on the wall. Line the students up in two teams. Hold up a series of any flashcards. Point to (*those*) or touch (*these*) the cards and ask "Are (these / those) (nouns)?" The students rush to the appropriate station and answer.
- **Alphabet Board Race**
Split the class into two teams. Line each team up in front of the whiteboard. The teams race to write the alphabet on the board with each student writing one letter at a time. When both teams have finished swap the teams over so they can check each other's work. Award points accordingly.

PRESENTATION

- **Months**
Introduce the months by showing the students a calendar.

PRACTICE

- **Model the months**, showing word flashcards.
- **Drill the months**, 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)

- **Down on One Knee**
Make the students stand in a circle. Throw a beachball to a student saying 'January.' The student then has 5 seconds (encourage the other students to count) to throw the ball to another student saying 'February' 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 month is it? It's (month)**
Pointing to a calendar, ask the students "What month is it? Elicit the answer. Show the students the month flashcards, ask, "What month is it?" and elicit each month.
- **How do you spell (month)?**
Demonstrate the meaning of *spell*. Say, "How do you spell cat?" Elicit the spelling and spell it out on the whiteboard. Then ask, "How do you spell December?" Elicit the spelling and spell it out on the whiteboard. Repeat with other months.

PRACTICE

- **Model** the **question** form ("What month is it?") 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 dribble drill.
- **Model** the **question** form ("How do you spell?") 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.

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).

HOMEWORK

- Check the homework from last week (**Workbook Unit 8, Exercises A, B and C**).

Workbook. B. Listen.

Chris:

1. *Are these cockroaches?*
2. *Are those ants?*
3. *Are those mosquitoes?*
4. *Are these butterflies?*
5. *Are these butterflies?*
6. *Are those mosquitoes?*

Workbook. C. Listen, check and write.

1. *kes*
2. *sim*
3. *sim*
4. *kit*
5. *red*
6. *min*

- Set this week's homework **Workbook Unit 9, Exercise A, Questions 1, 2 & 3**. Make sure you do an example of the exercise in class.
- Ask the students to use the note section at the back of the workbook (or a notebook if they have one) to write down the **months vocabulary** from the lesson and draw a mini calendar next to the words. Demonstrate this with an example on the whiteboard.

FOLLOW UP (Freer Practice)

- **Musical Chairs**
Put the target language cards on the chairs. You should have one chair with a word card for each child playing. The students playing say to the teacher "What is it?" The teacher shows or calls out the word. The students then rush to sit down but they must not sit on the noun called. The student who lost (either didn't get to sit down or sat on the taboo word by mistake) then becomes teacher and calls out the next word.
- **Running Dictation**
Prior to the lesson make copies of the sentences from the photocopiable activities at the back of the teacher's notes. Put the students into pairs. Make one student in each pair take out their notebook and pencil. The students without the notebook run to the sentences, read the first sentence, then go back to their partner and recite what they have read. The 'scribe' then writes down what the 'runner' has told them. If the scribe doesn't know how to spell the word they must say "How do you spell (word)?" and the runner tells them. When they have correctly written the sentences the 'scribe' and the 'runner' change places. This activity must be carefully set up, as the object of the exercise is for the students to read the words not run backwards and forwards saying individual letters.

FINAL ACTIVITY

- **Coin Race**
Spin a coin on the table. One team recites the months 'in the round' i.e. one student says January the next February the next March etc. When the coin stops spinning the students stop. The teams score points for each month they name correctly.

EXIT

- **Exit Drill**
Line the students up at the door. Hold up month word cards. Ask the students "What month is it?" followed by "How do you spell (month)?" If the responses are correct, say "Goodbye, see you next week" and encourage them to repeat this after you. If their responses are 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 NINE (Lesson Two)

What month is it?

| | |
|--------------------------|---|
| Target Language: | What month is it? It's (month). How do you spell December? D-E-C-E-M-B-E-R What is the fifth month? It's May. |
| Vocabulary: | month, January, February, March, April, May, June, July, August, September, October, November, December. |
| New Vocabulary: | first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth. |
| Photocopiable Resources: | Ordinal cards & Letter flashcards |

ENTRANCE

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

REVIEW

- **Coin Race**
Spin a coin on the table. One team recites the months 'in the round' i.e. one student says January the next February the next March etc. When the coin stops spinning the students stop. The teams score points for each month they name correctly.
- Quickly review the phonic value of **a, e, i, d, h, k, m, n, r, s, t** and **p** 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. "men", "pinad" 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.

PRESENTATION

- **Ordinals 1st to 12th.**
Introduce the ordinals through a race scenario, e.g. make four students jump to the end of the room, say, "Yuka, you are first". "Shingo, you are second" etc.
Show the numbers one to twelve and present the ordinals.
- **What is the fifth month? It's May.**
Extend to asking about the months, e.g. "What's the 5th month?" "What's the 2nd month?" and elicit the answers.

PRACTICE

- **Model** the ordinals 1st to 12th showing ordinal flashcards.
- **Drill** the **ordinals** showing ordinal 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.
- **Model** the **question** form "What is the 5th month?" 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 dribble drill.

FOLLOW UP (Freer Practice)

- **Down on One Knee**

Make the students stand in a circle. Throw a ball to a student saying 'first.' The student then has 5 seconds (encourage the other students to count) to throw the ball to another student saying 'second' 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.

BOOKWORK

Listening

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

Leo: Listen.

1. *men*

2. *ned*

3. *What month is it? Carol: It's December.*

4. *What month is it? Carol: It's January.*

5. *What month is it? Carol: It's May.*

6. *What month is it? Carol: It's July.*

Look and say

- Play the tape.

Leo: What month is it? Carol: It's December.

Leo: What's the fifth month? Carol: It's May.

January, February, March, April, May, June, July, August, September, October, November, December.

- **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 calendar as a prompt the students take it in turns to use the **question and answer** forms.

HOMEWORK

- Check the homework from last week (**Workbook Unit 9, Exercise A, Questions 1, 2 & 3** and the **months** vocabulary).
- Set this week's homework **Workbook Unit 9, Exercise A, Questions 4 & 5 and Exercises B & C**. Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Fruit Salad**

Make the students sit on chairs, which are placed in a circle. Each student is given a flashcard with an ordinal on it (there must be two of the same ordinals). Nominate one student to be 'teacher' and make him/her stand in the middle of the circle. The 'teacher' says 'January' and the 2 students with 1st then rush to swap places before the 'teacher' can sit down on one of the chairs. If the students are successful the 'teacher' says another month and tries again. If the 'teacher' is successful the student who didn't sit down becomes the 'teacher'.

EXIT

- **Exit Drill**

Line the students up at the door. Hold up month word cards. The students ask, "What's the (third) month?" depending on the card they have been shown. Then ask the student "How do you spell (month)?" If the question and response are correct, say "Goodbye, see you next week" and encourage them to repeat this after you. If they are 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 TEN (Lesson One)

When's your birthday?

Target Language: Let's (eat the cake)

New Vocabulary: Ordinals 13th to 31st
cake, eat, let's

Photocopiable Resources: Number cards, Ordinal cards & Ordinal bingo

ENTRANCE

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

REVIEW

- **Fruit Salad**

Make the students sit on chairs, which are placed in a circle. Each student is given a flashcard with an ordinal (1st – 12th) on it (there must be two of the same ordinals). Nominate one student to be 'teacher' and make him/her stand in the middle of the circle. The 'teacher' says 'January' and the 2 students with 1st then rush to swap places before the 'teacher' can sit down on one of the chairs. If the students are successful the 'teacher' says another month and tries again. If the 'teacher' is successful the student who didn't sit down becomes the 'teacher'.

PRESENTATION

- **Ordinals**

Show the numbers thirteen to thirty one and present the ordinals.

PRACTICE

- **Model the ordinals** 13th to 31st showing ordinal flashcards.
- **Drill the ordinals** showing ordinal 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)

- **Bingo**

Prior to the lesson, make copies of the bingo cards from the photocopiable activities at the back of the teacher's notes. Give each student a bingo card. Pull individual ordinals out of a bag and the students call out the ordinal. The first student to call out the ordinal is given the card. The winner is the first one to complete the card.

- **Rub Out**

Write the ordinals randomly on the board with two sets, one for each team. Line the students up in two teams giving the front two students a board rubber. Call out an ordinal and the students rush to rub the correct ordinal out, calling out the ordinal. The winning student is given a point for his / her team. The students then go to the back of the line and the game carries on.

PRESENTATION

- **Let's (Verb)!**

Use the verbs from unit six of SPEC 1 (listen, be quiet, open, close, look at, take out and touch). Use the verbs with "Let's " and elicit TPR actions, e.g. "Lets listen!" and cup your hand to your ear etc.

PRACTICE

- **Model** the target language.
- **Drill** the target language 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.
- **Substitution drill.**

FOLLOW UP (Freer Practice)

- **Teacher Says**

Put the students into two teams. Shout out instructions. If you say “let’s (verb)” the students have to do the action. If you just shout “(verb)” the students don’t do the action. If any members of the teams do the action when they are not supposed to, the team loses one point for each person who got the answer wrong.

- **Lap Game**

Place a series of 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. Depending on the card they land on the team shouts “Let’s (verb)” and do the actions. 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.

PHONICS REVIEW

- Quickly review the phonic value of **a, e, i, c, d, h, k, m, n, p, r, s,** and **t** via a game of **Slap.**

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 three or five letter combination e.g. *men, pinad* etc. The first student in each team runs to write that sound on the board, 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 9, Exercise A, Questions 4 & 5 and Exercises B & C.**)

Workbook. B. Listen.

Rodney:

1. *What month is it?* **Carol:** *It’s September.*
2. *What month is it?* **Chris:** *It’s May.*
3. *What month is it?* **Carol:** *It’s June.*
4. *What’s the first month?* **Carol:** *It’s January.*
5. *What’s the third month?* **Chris:** *It’s January.*
6. *What’s the tenth month?* **Chris:** *It’s October.*

Workbook. C. Listen, circle and write.

1. *et*
2. *pin*
3. *ham*
4. *redin*
5. *pinad*
6. *kika*

- Set this week's homework **Workbook Unit 10, Exercise C**. Make sure you do an example of the exercise in class.
- Ask the students to use the note section at the back of the workbook (or a notebook) to write down the **let's (verb) vocabulary** from the lesson and draw a picture next to each phrase. Demonstrate this with an example on the whiteboard.

FINAL ACTIVITY

- **Coin Race**

Spin a coin on the table. One team recites the ordinals (1st – 31st) 'in the round' i.e. one student says 1st the next 2nd the next 3rd etc. When the coin stops spinning the student speaking gets a point or if a student makes a mistake they get a point. The aim of the game is to get no points.

EXIT

- **Exit Drill**

Line the students up at the door. Hold up action cards. The students say, "Let's (verb)" depending on the card they have been shown. The other students perform the action. When it gets to the last student, the teacher performs the action. If the instruction is correct, say "Goodbye, see you next week" and encourage them to repeat this after you. If it 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 TEN (Lesson Two)

When's your birthday?

Target Language: When's your birthday? It's on (month) the (ordinal)
Happy Birthday. Let's (eat the cake).

Vocabulary: Ordinals 13th to 31st.
cake, eat, let's, Happy Birthday

Photocopiable Resources: Birthday survey

ENTRANCE

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

REVIEW

- **Rub Out**
Write the ordinals randomly on the board with two sets, one for each team. Line the students up in two teams giving the front two students a board rubber. Call out an ordinal and the students rush to rub the correct ordinal out, calling out the ordinal. The winning student is given a point for his / her team. The students then go to the back of the line and the game carries on.
- **Teacher Says**
Put the students into two teams. Shout out instructions. If you say "let's (verb)", the students have to do the action. If you just shout "(verb)", the students don't do the action. If any members of the teams do the action when they are not supposed to, the team loses one point for each person who do the wrong action.

PRESENTATION

- **When's your birthday? It's on (month) the (ordinal).**
Sing or hum "Happy Birthday". Point to the calendar, point to yourself and say "My birthday is on (month) the (ordinal)". Ask a student, "When's your birthday?" Elicit the answer. Repeat with other students.

PRACTICE

- **Model the answer** form "It's on (month) the (ordinal)" using fingers to show each word if necessary.
- **Drill the answer** forms using a triple drill, hi drill, low drill, loud drill and quiet drill.
- **Substitution drill.** Change birthday dates.
- **Model the question** form of the target structure ("When's your birthday?") 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 dribble drill.

FOLLOW UP (Freer Practice)

- **Sticky Ball Birthdays**
Divide the board into two. On the left write the months, and on the right the numbers 1 – 31 (arranged as a calendar page). A student from each of the 2 teams does Paper, Scissors, Stone. The winner asks the question "When's your birthday?" The other answers, throws the sticky ball at each side trying to hit the correct date and then says the date.
- **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, “When’s your birthday?” 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 months, 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.
Rodney: Listen.
 1. *ced*
 2. *can*
 3. *When’s your birthday? Jasmine: It’s on May the 3rd.*
 4. *When’s your birthday? Chris: It’s on April the 1st.*
 5. *When’s your birthday? Carol: It’s on August the 30th.*
 6. *When’s your birthday?*

Look and say

- Play the tape.
Rodney: When’s your birthday? Carol: It’s on November the 20th.
- **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** forms.

HOMEWORK

- Check the homework from last week (**Workbook Unit 10, Exercise C.**)

Workbook. C. Listen, check and write.

1. *pet*
 2. *kis*
 3. *tin*
 4. *dan*
 5. *medic*
 6. *map*
- Set this week’s homework **Workbook Unit 10, Exercises A & B.** Make sure you do an example of the exercises in class.

FINAL ACTIVITY

- **Ball Game**
One student throws a ball to another asking, “When’s your birthday?” That student answers and throws the ball to someone else.

EXIT

- **Exit Drill**

Line the students up at the door. Hold up month and ordinal cards. Ask the students, "When's your birthday?" The students answer (using the cards as prompts if necessary). If the answer is correct, say "Goodbye, see you next week" and encourage them to repeat this after you. If it 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 ELEVEN

Snakes and ladders (Review Lesson)

Target Language: Review lesson.

New Vocabulary: finish, ladder, snake, start

ENTRANCE

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

REVIEW

- **Sticky Ball Birthdays**

Divide the board into two. On the left write the months, and on the right the numbers 1 – 31 (arranged as a calendar page). A student from each of the 2 teams does Paper, Scissors, Stone. The winner asks the question "When's your birthday?" The other answers, throws the sticky ball at each side trying to hit the correct date and then says the date.

- **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

- The new vocabulary can be introduced passively since it is used in the game. The students do not have to be able to produce it.

BOOKWORK

- **Snakes and Ladders Game**

The game is snakes and ladders and can be played in small groups or pairs. Provide some small objects for the students to use as counters or better still, get them to make their own.

The students throw a dice (spinning a pen on a 1-6 numbered sheet of paper will also suffice), and move the counter the correct number of places. If they land on a question they must answer it correctly to stay there or move back to the original square if an incorrect answer is given. If they land on a ladder they go up and if they land on a snake they go down.

Obviously these rules can be adapted and students will probably need help reading the questions.

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, c, d, h, k, m, n, p, r, s, and t**). 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.

WORKBOOK

- **Exercise A: Crossword**

Show the students the crossword and point to clue 1 across. Ask, "What is it?" and elicit the answer "football". Ask, "How do you spell football?" Elicit the spelling and if necessary show the students how they can look in their student's book to find the word. Finally show them how to write the word in the correct space. Repeat with clue 2 down and then monitor while they complete the crossword.

HOMEWORK

- Check the homework from last week (**Workbook Unit 10, Exercises A & B.**)

Workbook. B. Listen.

1. *When's your birthday?* **Rodney:** *It's on February the 3rd.*
2. *When's your birthday?* **Rose:** *It's on November the 22nd.*
3. *When's your birthday?* **Leo:** *It's on July the 24th.*
4. *When's your birthday?* **Carol:** *It's on August the 13th.*
5. *When's your birthday?* **Chris:** *It's on April the 3rd.*
6. *When's your birthday?*

- Set this week's homework **Workbook Unit 11, Exercises B & C.** Make sure you do an example of the exercises in class.

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. Hold up a number flashcard and then slowly reveal one of the toy 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.