

Student's Book 3

S P E C

Saxoncourt Primary English Course

Teacher's Notes

Units 1 - 11

□ Saxoncourt ELT 2003

UNIT ONE

Which bedroom?

Target Language: Which + **noun**?

The + **adjective** + one.

New Vocabulary: shirt, jacket, bowl, curtain, pillow, rug, sheet

REVIEW

10-15 min

- Entrance drill (st-st)
- Register **N.B.** "I'm here" is the only acceptable answer.
- Review language from the previous lesson.
- Useful language to review: 'Where is...?'/ 'Where are...?'; rooms of the house; **adjectives** (inc. **colours**); **possessives** (**my, your, his, her**); **glass, bottle** and **cup** (c.f. SPEC 2 Unit 2), 'Let's ...'
- Review the characters from SPEC 1 & 2.

PRESENTATION

5-10 min

- **Introduction of new characters (Andy the Alien and Winnie the Witch).**
Use FCs and drill. N.B. The characters do not appear until later (Andy in Unit 4, Winnie in Unit 9) so this can be omitted if necessary.
- **Introduction of new vocabulary.** Introduce (using FCs and realia) and then drill the new vocabulary (**shirt, jacket, bowl, curtain, pillow, rug and sheet**) and use wherever possible in the 'practice' section below.
- **Introduction of target structure.** Use one or more of the following ideas:
 - 1) Take 2 objects (balls, books or puppets etc) that differ only by colour or size. Ask simple 'like' or 'want' questions with 'Which'. E.g. 'Which ball do you like?'
Elicit the response - 'I like the blue one.'
N.B. Most sts will answer with - 'I like the blue ball.' Show how the word 'ball' can be substituted by the word 'one'.
 - 2) Take a pencil or other object from each st and then go around the class asking each st - 'Which is your pencil?' Elicit the response - 'This one.'
 - 3) Place 2 different coloured books on the floor and place your pen on one of the books.
Set up/ elicit the following dialogue:
T: 'Where is my pen?' Sts: 'It is on the book.'
T: 'Which book?' Sts: 'The blue one.'
N.B. This may not work effectively since the sts may respond to the 1st question with - 'It's on the blue book.'
 - 4) Draw 2 or more pictures of girls on the w/b. Each girl should be different (fat/thin/tall/short etc.), and review the necessary adjectives. Draw a happy face on one of the girls and sad faces on all of the others. Ask the sts - 'Which girl is happy?'
Elicit the response - 'The tall one.'
- **Concept checking notes.** Sts need to be made aware that 'which' is used when selecting from a small number of items that are the same, but differing only in size, price, weight, colour etc. Comparing 'What do you want?' (using different items), to 'Which do you want?' (using items that are the same), will help sts understand when to use which.
- **Further notes.** Plurals need introducing for items such as shoes etc. e.g. 'The big ones.' The yes/no question form can also be introduced for passive reception. E.g. 'Is it the big one?'
- **Introduce the written form** of the new language. Remember to erase the written forms from the board before you drill words.

PRACTICE

5-10 min

- **Model** and **drill** the **answer form** of the target structure using fingers (any relevant sentence can be used but try to incorporate the new vocabulary). Triple drills can be used. *Remember to follow all choral drills with individual drills
- **Model** and **drill** the **question form** of the target structure using fingers. Triple drills can be used.
- Use **substitution drills**, rotating nouns and adjectives.
- Split the class **50/50** and, prompting the class, drill Q & A form **sts-sts**. *Remember to switch sides.
- **St-St** Drills. Use various drilling techniques (e.g. chain, dribble and rotation drills, line-races etc.). Along with the TA, monitor closely. (c.f. **Different Types of Drills** in appendix for more ideas).

FOLLOW UP (Freer Practice)

5-10 min

- Choose one or more of the following ideas or use your own:
 - 1) **Blindfold Game.** Show sts 2 books (1 heavy and 1 light) and bring the sts out one at a time to be blindfolded. Give the st a book and ask - 'Which book is it?' The st should respond with - 'The heavy one.' Other objects can be used. Some good adjective pairs are: tall/short, fat/thin, big/small etc. This can be made into a team game and wherever possible other sts should ask the blindfolded st the question so as to encourage more st involvement.
 - 2) **Tick-Tack-Toe.** Draw the usual 3x3 chart on the w/b. In each square draw a different colour or sized item (any item can be used). Split the sts into teams. Each team (or a member of each team), is asked 'Which ball do you want?' The sts then answer - 'I/We want the red one.' Set up the activity so that the sts ask the question. * A sticky ball adds 'spice' to this activity.
 - 3) **Shopping Game.** Set up a number of 'shops' and at each shop have at least 2 of each item (the items must differ in colour/size etc.). Assign a st to each 'shop' and send other sts around to buy certain items. Sts can choose the items they want or you can give them a shopping list each. A simple dialogue using the target structure can then be practised.

STUDENT BOOK

10-15 min

Dialogue

- Ask **focus questions** about the picture.
- **Listen** and **touch** the words, using the **tape**.
- **Listen** and **repeat** (touching words or characters) using the tape (twice).
- **Read / role-play**.

Listening

Aim: To listen to questions and answers that use the target structure, and to select the correct picture. Be aware that four of the questions are Q & As, while the other two require the student to formulate the answer from looking at the pictures.

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

Winnie: Listening. Listen and check the correct box.

- | | |
|------------------------------------|---------------------------------|
| 1. Which is your bicycle, Jasmine? | Jasmine: The small one. |
| 2. Which ball is in the box? | |
| 3. Which bird is on the chair? | |
| 4. Which is your car? | Rodney: The old one. |
| 5. Which is your book, Rodney? | Rodney: The blue one. |
| 6. Which TV do you like, Rodney? | Rodney: I like that one. |

Look and say

- Review/Drill the vocabulary items: **bowl, doll, curtain, glass, pillow, rug, and sheet**. Use the **tape** to listen, touch and repeat.
- The sts work in open or closed **pairs** and practise the Q & A using the pictures as prompts. When asking and answering, the sts should point to the relevant picture. Together with the TA, monitor carefully.

WORKBOOK

10 min

If any of the workbook is set for home-work, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class.

- **Review.** Vocabulary items that may need reviewing: **chair, table, telephone** (all three including review of the written form), **comb, ruler, umbrella**. Students will also need to be clear about the following adjectives: colours, **big, small, and tall**.

- **Dialogue for B.**

- Play the tape and let the sts complete the exercise.

Carol: Workbook. B. Listen and colour the pictures.

1. Which is your telephone, Leo?

Leo: It's on the table. It's the small, blue one.

Carol: Colour it blue.

2. Which is your bowl, Rose?

Rose: It's on the big book. It's the red one.

Carol: Colour it red.

3. Which is your comb, Chris?

Chris: It's in the small bag. It's the yellow one.

Carol: Colour it yellow.

4. Which is your ball, Rodney?

Rodney: It's under the big umbrella. It's the green one.

Carol: Colour it green.

5. Which is your ruler?

Andy: It's in the big book. It's the yellow one.

Carol: Colour it yellow.

UNIT TWO

Does she play volleyball?

Target Language: Does he/she + **verb** + **noun**?

Yes, he/she does. He/She + **verb+s** + every

No, he/she doesn't.

New Vocabulary: every day, morning, evening, friend, garden, sing, dance, volleyball, walk (to school), work (in the garden), make the bed

REVIEW

10-15 min

- Entrance drill (st-st)
- Register **N.B.** "I'm here" is the only acceptable answer.
- Review language from the previous lesson.
- Useful language to review: **days of the week; doctor, nurse, food, pizza, juice, living room, marbles, and water.** These can be reviewed before the listening exercise if deemed more suitable.

PRESENTATION

10-15 min

- **Introduction of new vocabulary.** **Morning** and **evening** can be introduced by using a simple w/b diagram showing the sun rising and setting on a horizon. **Every** can be introduced using a simple days of the week chart and by telling sts that you make the bed on Monday, Tuesday ... Sunday. This can then elicit 'I make the bed every day.'
Friend can be introduced using gesture and sentences like - 'I like him. He is my friend,' and 'I don't like him. He isn't my friend.' Be careful not to offend anyone! Drill the new words (triple and chain drills may be used).
- **Introduction of target structure.**
Introduce (or review) the following phrases using TPR or FCs: **play volleyball, make the bed (FC), speak English, work in the garden (FC), walk to school, sing, and dance.** Make a chart by drawing 7 simple line drawings down the left side of the w/b to represent these actions, and across the top of the w/b write your name and some sts names (there must be at least 1 st of either gender). Make statements yourself such as - 'I don't play volleyball. I make the bed. I speak English.' E.t.c. Put ticks or crosses in the relevant boxes. Ask the sts questions and complete the chart e.g. 'Do you make the bed?' e.t.c. The sts should respond with - 'Yes I do.' or 'No I don't.'

This chart can now be used to present the following sentence structures:

Positive form

He	She	makes	the bed.
I	You	make	
They			

Negative form

He	She	doesn't (does not)	make	the bed.
I	You	don't (do not)	make	
They				

Question form

Does	he	she	make	The bed?
Do	I	you	make	
	they			

Answer form

Yes	he	she	does.
Yes	you	I	do.
	they		

No	he	she	doesn't. (does not.)
No	you	I	don't. (do not.)
	they		

This can be copied into notebooks if deemed necessary.

- **Concept checking notes.** Sts often confuse - 'Do you make the bed?' with 'Can you make the bed?' Use comparisons of these 2 Q forms to make the distinction clear. Sts need to be made aware that the target structure in this unit (Present Simple) is used for routines and therefore weekly charts and a clear understanding of **every** can help concept check understanding.

Sts may try to make sentences such as - 'He doesn't makes the bed.' after they have learnt the 3rd person rule. Point out that 2 's' (e.g. does & makes) don't go together.

- **Further notes.** Wherever possible, highlight and stress the 3rd person 's'. It will be necessary to make a special point about '**dances**' since it has an extra syllable at the end.

Remember to erase the **written forms** from the board before you drill words.

PRACTICE **5-10 min**

- **Model and drill the positive form** of the target structure using fingers (e.g. 'He walks to school every morning'). Incorporate all the new verb phrases. (Triple drills can be used). *Remember to follow all choral drills with individual drills and listen very carefully for the 3rd Person 's'.
- **Model and drill the negative form** (e.g. 'She doesn't walk to school every morning'), in the same way as the positive form. *Remember to teach both the full and contracted forms, using finger drilling (explaining that the full form is primarily for writing, and the contracted form for speaking).
- Use **substitution drills**, rotating pronouns, verb phrases and positive/negative.

e.g. sts: He makes the bed every evening. T: I
 sts: I make the bed every evening. T: play volleyball
 sts: I play volleyball every evening. T: She
 sts: She plays volleyball every evening. T: No [shaking head]
 sts: She doesn't play volleyball every evening.
- **Model and drill the answer** (e.g. 'Yes, he does' / 'No, he doesn't.') Triple drills can be used.
- Apply **substitution drills** to the **answer**, rotating pronouns and positive/negative.
- **Model and drill the question** (triple drills can be used).
- Apply **substitution drills** to the **question**, rotating pronouns, verb phrases and time phrases.
- Split the class **50/50** and, prompting the class, drill the Q & A form **sts-sts**. *Remember to switch sides.
- **St-St Drills.** Use various drilling techniques (e.g. chain, dribble and rotation drills, line-races etc.). Along with the TA, monitor closely. (c.f. **Different Types of Drills** in appendix for more ideas).

FOLLOW UP (Freer Practice) **5-10 mins**

- Choose one or more of the following ideas or use your own:
 - 1) **Memory Game.** (This can be played individually or in teams). The sts focus on the chart from the *Presentation Stage*. This is erased apart from the names and the teacher points to one of the names. The sts have to make sentences to gain points. A fun scoring method can be used.
 - 2) **Fill the gaps.** Prepare 2 different sets of sheets similar to the set shown below. N.B. Drawings can be used instead of the written form.

A	Dance	Sing	Play volleyball	Make the bed
Rose			X	X
Rodney	X	X		
Leo & Jasmine		X		X

B	Dance	Sing	Play volleyball	Make the bed
Rose				
Rodney				
Leo & Jasmine				

The sts work in pairs. One st has sheet A and the other sheet B. St 'B' asks relevant Qs to st 'A' to complete the chart. When completed the sts are given the 2nd set of sheets and the roles are reversed. When everyone has finished the teacher can draw the 2 'B' sheets on the w/b and the '+ve' and '-ve' forms can be elicited.

STUDENT BOOK **10-15 mins**

Dialogue

- Ask **focus questions** about the picture.
- **Listen and touch** the words, using the **tape**.
- **Listen and repeat** (touching words or characters) using the tape (twice).
- **Read / role-play.**

Listening

Aim: To listen for, and to reinforce the 3rd person 's'. It will be vital to carefully explain and concept check the idea that writing 'x' means the verb does not need an 's'.

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

Andy: *Listening. Listen and write 's' or 'x'.*

1. *The doctor speaks English every day.*
2. **Jasmine:** *My father and mother drink juice in the living room.*
3. *Rodney eats pizza on Monday and Wednesday.*
4. *Leo plays marbles every morning.*
5. *They want food and water.*
6. *Leo walks to school every day.*

Look and say

- Review/Drill the new verb phrases items. Use the **tape** to listen, touch and repeat.
- The sts work in open or closed **pairs** and practise the Q & A using the pictures as prompts. When asking and answering, the sts should point to the relevant picture. Together with the TA, monitor carefully.

WORKBOOK

10 mins

If any of the workbook is set for homework, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class.

- **Review.** Vocabulary items that may need reviewing: **Days of the week; police officer.**

UNIT THREE

Which one is bigger?

Target Language: Which one/noun + is + **comparative**?

The + **adjective** + one is + **comparative**.

New Vocabulary: long, new; bigger, smaller, taller, shorter, older, younger, newer, longer; monster, newspaper, wow!

REVIEW

10-15 min

- Entrance drill (st-st).
- Register. **N.B. "I'm here" is the only acceptable answer.**
- Review language from previous lesson/lessons.
- Useful language to review: the **Which...?** question-form introduced in Unit 1; the **adjectives** from which this unit's comparatives will be derived ('long' and 'new' have yet to be taught); because this unit introduces relatively few new vocabulary items, it recycles various ones from SPEC 1 & 2. These include **car, snake, shark, dolphin, crocodile, fish, giraffe, kangaroo, doctor, and nurse.**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**
Newspaper: This will be best presented through realia. Drill.
Wow!: This would be best suited to TPR. Express amazement or wonderment at something in the classroom. Drill.
Monster: Present this through flashcards or pictures on the board, but it could be well supplemented by TPR (i.e. get the class to pretend to be 'little monsters'). Drill.
Long and new: 'Long' could be taught by drawing long and short objects such as snakes and pencils on the whiteboard, and contrasting them. The students should already know 'old' and 'young', and so 'new' could be taught as the opposite of 'old' when referring to inanimate objects. Drill.
Comparatives: Draw a suitable noun (e.g. a tall man) on the board and elicit a target adjective (e.g. '*He's tall*'). Then draw a second noun with similar but exaggerated features, and thus present the comparative form (e.g. '*...but he's taller*'). Use this method to present all of the target comparatives and drill them thoroughly, using triple and chain drills.
- **Introduction of the target structure.**
Put pairs of differently coloured and sized nouns on the board. Using the target question form, try to elicit target answer forms, such as '*The purple one's shorter*'. Show that the question can include 'one' or the relevant noun, but that the answer form will usually just feature 'one'. This can be demonstrated when introducing the **written form** of the TL.
- **Concept checking notes.** A nice way to concept check this will be to use realia, newspaper and magazine photos, or possibly the students themselves. For example, contrast the class' tallest and shortest students, or compare yourself with any class member to try to elicit or check 'younger' and 'older'.
- **Introduce the written form** of the comparatives. This is especially vital in order to show the 'double g' in 'bigger'. Remember to erase the written forms from the board before you drill words.

PRACTICE

5-10 min

- **Model and drill the comparatives** (triple drills can be used) using FCs and a full structure (e.g. '*It's bigger*' or '*She's shorter*'). Remember to reiterate the pronounced 'g' in 'younger' and 'longer'.
- **Substitution drill**, rotating the FCs.
- **50/50 expansion drill.** Using FCs, realia or drawings on the board (which the teacher will gesture towards), get one side of the class to make a statement using an adjective

- (e.g. *'That's small'*) and then get the other side to lead on with a comparative (e.g. *'...but that's smaller'*). Change the objects and swap sides regularly.
- **Model and drill the answer form** (e.g. *'The blue one's older'*). Triple drills can be used. **Remember to follow all choral drills with individual drills, and to teach both the full and contracted forms, using finger drilling (explaining that the full form is primarily for writing, and the contracted form for speaking).*
 - **Substitution drill.** Rotate colours and comparatives.
 - **Model and drill the question form** (e.g. *'Which one's older?'*, *'Which snake's longer?'*). Again, use your fingers to show how the structure is contracted in its spoken form. Triple drills can be used.
 - **Substitution drill.** Change the nouns and comparatives.
 - Split the class **50/50** and, prompting the class, drill Q & A form **sts-sts**. **Remember to switch sides.*
 - **St-St Drills.** In open and closed pairs, use various drilling techniques (e.g. chain, dribble and rotation drills, line-races etc.). Along with the TA, monitor closely. (c.f. **Different Types of Drills** in appendix for more ideas).

FOLLOW UP (Freer Practice)

5-10 min

- Choose one or more of the following ideas or use your own:
 - 1) Guess the Animal.** Quickly review about ten animal flashcards (perhaps try to include the ones that this unit revises) and put the class into two teams. An individual student is then brought out to the front and picks a card from the pile, which he or she holds to his/her chest (having let the teacher see what it is). Then a guessing game begins as a representative of one team guesses the animal (e.g. *'Is it a dolphin?'*), and if the answer is *'No, it isn't'* (remember to demand full answers), the other team asks a comparative question (e.g. *'Is it bigger?'*). They can then take a guess themselves (e.g. *'Is it a shark?'*). If this is wrong, the other team can then ask a comparative question and follow it with a guess. This continues until the animal is discovered. Rotate the student at the front, and ensure all class members get a chance to ask questions.
 - 2) Line Up and Race.** Firstly give the class, in two teams, a countdown (the length of which being dependent on the size of the class), and the incentive of some points for the first to finish, as they race to arrange themselves in order of decreasing size in front of the whiteboard. This could be based on height, age, size of feet/hands, or length of hair (perhaps vary these over several rounds). Encourage the students to use the target language as they do this (e.g. *'I'm taller, and you're shorter'*). Then initiate a line race (c.f. **Different Types of Drills** in appendix), which the student at the end of the line furthest from the whiteboard will start, saying, for example, *'My hair's shorter'*. He/she then passes the baton/marker to the next student, who says *'My hair's longer'*. That student then turns 180 degrees to face the next, now saying *'My hair's shorter'*. This continues down the lines, with the point going to the first to reach the whiteboard. Remember to monitor closely, using your TA if you have one.
 - 3) Glimpse.** The class should be divided into teams with each given a set of flashcards depicting pairs of nouns of different colours and sizes (along the lines of the Look and Say section in the student book). Members of each team will then take turns to quickly expose the one pair of nouns for about a second. That student will then ask the other side a comparative question (e.g. *'Which one's longer?'*). Points can be awarded for both the correct answer and good English.
 - 4) Which One's the Monkey?** This is a game for two teams involving a process of elimination. Individuals from each team are brought up and are asked by the teacher to pick a student from their own team to be 'the Monkey'. The identity of the Monkey is a secret known only to the teacher and the student who has chosen him or her. It is now up to each team to guess who the Monkey is on the opposing side by asking the student who has chosen him/her comparative questions using their team-mates, such as *'Which one's taller? Vicky or the Monkey?'* Students will take turns to ask such questions until the identity can be guessed, and points thus awarded. If Vicky actually is the Monkey, the 'chooser' is obliged to say so (*'Vicky is the Monkey.'*), and a point is given to the side that asked the question. You may well find that younger students may struggle to prevent their gaze from betraying the identity, but this can also be fun: encourage them to be 'sly'.

Dialogue

- Ask **focus questions** about the picture.
- **Listen** and **touch** the words, using the **tape**.
- **Listen** and **repeat** (touching words or characters) using the tape (twice).
- **Read / role-play**.

Listening

Aim: To listen to the question form of the target language ('*Which one is + [comparative]?*') and indicate the correct answer by ticking the suitable picture.

- Play the tape and let the students complete the exercise. It may be necessary to play the tape again. Check as a class.

Carol: *Listening. Listen and check the correct box.*

1. *Which one's older?*
2. *Which dog's bigger?*
3. *Which snake's longer?*
4. *Which one's taller?*
5. *Which book's smaller?*
6. *Which one's newer?*

Look and say

- Review/Drill the vocabulary items, using the **tape** to listen, touch and repeat.
- Sts work in open and then closed pairs to practice the Q & A using the pictures as prompts. When asking and answering, the sts should point to the relevant picture. Together with the TA, monitor carefully.

WORKBOOK

10 mins

- If any of the workbook is set for homework, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class. As stated above (see **Review**) it may be necessary to review some recycled vocabulary items in the workbook. It will also be necessary to check that students understand the concept of 'true' (T) and 'false' (F) for the listening.

Dialogue for B.

Chris: *Workbook. B. Listen and check – True or false?*

- | | |
|--------------------------------|--|
| 1. <i>Which one's shorter?</i> | Rose: <i>The kangaroo's shorter.</i> |
| 2. <i>Which ones' longer?</i> | Winnie: <i>The comb's longer.</i> |
| 3. <i>Which one's newer?</i> | Rose: <i>The umbrella's newer.</i> |
| 4. <i>Which one's smaller?</i> | Winnie: <i>The crocodile's smaller.</i> |
| 5. <i>Which one's taller?</i> | Rose: <i>The tree's taller.</i> |
| 6. <i>Which one's younger?</i> | Winnie: <i>The doctor's younger.</i> |

UNIT FOUR

What can you do?

Target Language: What can you/he/she/they do?

I/He/She/They/We can + **verb** + **noun**.

New Vocabulary: Andy, baby, very, chopsticks, dish, catch (butterflies), climb (a tree), do (the dishes), ride (a horse), use (chopsticks), write

REVIEW

10-15 min

- Entrance drill (st-st)
- Register **N.B.** "I'm here" is the only acceptable answer.
- Review language from the previous lesson.
- Useful language to review: 'Can you...?' (c.f. SPEC 2 Unit 18); **read, name**, and **young/old**.

PRESENTATION

5-10 min

- **Introduction of the new character (Andy the Alien).** Use FCs and drill. The concept of an 'alien' does not really feature in the book, and so it is up to the teacher whether or not he/she to teach it. N.B. Andy may have already been introduced in Unit 1.
- **Introduction of verb phrases.**
The verbs should be taught as complete phrases wherever possible for clarity. Drill each phrase thoroughly (triple and chain drills could be used).
Catch butterflies: Use a ball/dice and throw it at a student to elicit catch. Draw some butterflies and a net to elicit the verb phrase. Elicit other things that can be caught.
Climb a tree: Draw a picture of a tree and a monkey climbing the tree. TPR can be used also. Elicit other animals that can climb and other things that can be climbed.
Do the dishes: Use plastic plates and TPR.
Ride a horse: Use FCs to review horse. Sit on a chair (explain the chair is your horse) and simulate riding (get the children joining in). Elicit other things that can be ridden.
Swim: TPR easily reviews this.
Use chopsticks: Bring some chopsticks into the classroom and show them 'being used'. Elicit other things that can be 'used'.
Write my name: This is best taught through TPR (and in fact students should know this passively already). It is also a semi-reflexive verb phrase, and so should only be taught here in the 1st Person form.
- **Introduction of new vocabulary.** Use a picture or make gurgling noises and suck your thumb to introduce **baby**. Use the whiteboard to show a big ball and a **very** big ball. Drill the words thoroughly.
- **Introduction of target structure.** The sts already know 'can' and 'can't' (c.f. SPEC2 Unit 18) and therefore simple 'Can you...' questions should be asked around the class using the new verb phrases. This can then be easily expanded to the new question-form 'What can you/he/she do?'
- **Concept checking notes.** The verb that will probably cause the most problems is 'use'. Concept check the sts understanding by asking 'Yes/No' questions e.g. 'Can you use a banana?'
- **Further notes.** Both 'can' and 'can't' should be used when answering the target question. Make sure the sts are aware of the difference in pronunciation between the two. If your accent uses the short 'a' sound for both the positive and negative forms, ensure that you encourage the students to stress the 't' at the end of 'can't'.
- **Introduce the written form** of the new language. Remember to erase the written forms from the board before you drill words.

PRACTICE

5-10 min

- **Model** and **drill** the **positive/answer form** of the target structure using fingers (e.g. 'He can climb a tree'). Incorporate all the new verb phrases. (Triple drills can be used). *Remember to follow all choral drills with individual drills.
- **Model** and **drill** the **negative form** (e.g. 'She can't climb a tree'), in the same way as the positive form. *Remember to teach both the full and contracted forms, using finger drilling (explaining that the full form is primarily for writing, and the contracted form for speaking).
- Use **substitution drills**, rotating pronouns, verb phrases (prompting with FCs), and positive/negative.
- **Model** and **drill** the **question** (triple drills can be used).
- Use **substitution drills** for the **question**, rotating pronouns.
- Split the class **50/50** and, prompting the class, drill the Q & A form **sts-sts**. *Remember to switch sides.
- **St-St** Drills. Use various drilling techniques (e.g. chain, dribble and rotation drills, line-races etc.). Along with the TA, monitor closely. (c.f. **Different Types of Drills** in appendix for more ideas).

FOLLOW UP (Freer Practice)

5-10 min

- Choose one or more of the following ideas or use your own:
 - 1) Teacher Says.** The sts are given commands e.g. 'Teacher says, catch butterflies', and the sts have to do the action. The teacher gives the 'thumbs up/thumbs down' sign to signal whether they should be successful or not. The teacher then asks, 'What can you do?' and the sts respond with 'I can/can't catch butterflies' (it may be possible to use 'we' and also to expand to 'he/she'). If the teacher just says 'Catch butterflies.' The sts should not move.
 - 2) Ability Guess.** Prepare a handout of pictures of people doing things. The pictures at the bottom of page 8 can be used plus a few more difficult actions or amusing actions. Each st then puts a tick next to the things they can do and a cross next to the things they cannot do. Sts come to the front of the class and the rest of the class is asked 'What can he/she do?' The sts have to guess which actions the st can and can't do. This can be made into a team game and a fun scoring method could be used.
 - 3) Ability Pelmanism.** Make a set of FCs with pictures of the target verb phrases (other known verb phrases can be included). There should be 2 pictures of each action (one showing ability and one showing inability). Pelmanism is then played in the usual way with the sts using the Q & A form of the target structure.

STUDENT BOOK

10-15 min

Dialogue

- Ask **focus questions** about the picture.
- **Listen** and **touch** the words, using the **tape**.
- **Listen** and **repeat** (touching words or characters) using the tape (twice).
- **Read / role-play**.

Listening

Aim: To consolidate understanding of the verb phrases, by listening and circling the appropriate picture.

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

Rodney: Listen and circle.

- | | |
|----------------------|---|
| 1. What can you use? | Winnie: I can use a telephone. |
| 2. What can he do? | Winnie: He can read a book. |
| 3. What can you do? | Leo: I can catch butterflies. |
| 4. What can you do? | Jasmine: I can ride a horse. |
| 5. What can she do? | Jasmine: She can use chopsticks. |
| 6. What can you do? | Andy: I can climb a tree. |

Look and say

- Review/Drill the new verb phrases. Use the **tape** to listen, touch and repeat.
- The sts work in open or closed **pairs** and practise the target Q & A using the pictures as prompts. When asking and answering, the sts should point to the relevant picture. Together with the TA, monitor carefully.

WORKBOOK**10 min**

If any of the workbook is set for homework, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class.

- **Review.** Vocabulary items that may need reviewing: **bicycle, homework, and motorcycle.**

UNIT FIVE

What time do you practice?

Target Language: What time + do/does + you/he/she/they + **verb**?
I/He/She/They + **verb** + at + **time**.
When + do/does + you/he/she/they + **verb**?
I/He/She/They + **verb** + in the + morning / afternoon / evening.

New Vocabulary: music, violin, afternoon, of course, practice (the violin), study (English), take a shower, take a walk, wake up

Note: There is quite a lot of new language to cover in this unit and so it will be vital to think carefully about how to split it. Consequently be very aware of being economical with time. It may be necessary to be less thorough with the secondary structure, 'When...?', since it is of a lower priority.

REVIEW

10-15 min

- Entrance drill (st-st)
- Register. **N.B.** "I'm here" is the only acceptable answer.
- Review language from the previous lesson.
- Useful language to review: 'Does she ...?' and 3rd person present simple (c.f. Unit 2), 'times' and "What time is it?" (c.f. SPEC1 Unit 15 and SPEC2 Unit 16), play the piano, eat breakfast, evening, morning, work in the garden, go to bed, get up and nice.

PRESENTATION

5-10 min

- **Introduction of verb phrases.**
The verbs should be taught as complete phrases wherever possible for clarity. The best way to teach these is to use TPR and pictures. Drill each phrase thoroughly.
- **Introduction of new vocabulary.**
Afternoon: Use a picture of a sun at different points of the day, and contrast with *morning* and *evening*.
Of course: This can be left as incidental language.
Music: This is best demonstrated by playing the class some tapes. Concept check by asking if they think it is good music.
- **Introduction of target structure.**
What time: Once the sts understand the verb phrases, picture icons should be drawn on the whiteboard. Ask the sts 'Do you' questions e.g. 'Do you study English?' (point to the icons). Once a 'Yes' answer is given, the target structure is easily introduced with the aid of a clock e.g. 'What time do you study English?'
This should then be extended to the 3rd person.
When: To clarify the difference between **When** and **What time**, explain that the former is usually more general (i.e. if the person asking wants a vague time, such as a day or time of day), while the latter expects a specific time (e.g. 'At seven o'clock'). There are similarly distinct question phrases in Mandarin.
- **Concept checking notes.**
This structure is used for habitual actions (i.e. the usual daily/weekly schedule) and not exceptional occurrences. Use of a weekly schedule will help here.
- **Further notes.**
 - 1) In this unit, **What time** is the priority and so most time will be spent presenting and practising this. Thorough work on **When** is dependent on time remaining.
 - 2) Try to encourage full answers whenever possible e.g. 'I study English at 6:00'. Also make sure that sts answer truthfully: i.e. if they don't 'practice the violin' they should respond with 'I don't practice the violin.'
 - 3) As with **dances** in Unit 2, special attention will have to be brought to the pronunciation of **practices**, due to its extra syllable.

4) The irregular spelling of **goes** and **studies** will be covered more thoroughly in Unit 9, and so does not need to be dwelt on in too great a detail yet if time is a problem.

- **Introduce the written form** of the new language. Remember to erase the written forms from the board before you drill words.

PRACTICE

5-10 min

- **Model and drill the positive/answer form** of the target structure using fingers (e.g. 'He wakes up at 6 o'clock'). Incorporate all the new verb phrases. (Triple drills can be used). *Remember to follow all choral drills with individual drills and listen very carefully for the 3rd Person 's'.
- **Model and drill the negative form** (e.g. 'She doesn't wake up at 6 o'clock'), in the same way as the positive form.
- Use **substitution drills**, rotating pronouns, verb phrases (prompting with FCs), times (use a clock) and positive/negative.
- **Model and drill the question** (e.g. 'What time does he practice the violin?') Triple drills can be used.
- Use **substitution drills** for the **question**, rotating pronouns and verb phrases.
- Split the class **50/50** and, prompting the class, drill the Q & A form **sts-sts**. *Remember to switch sides.
- **St-St Drills**. Use various drilling techniques (e.g. chain, dribble and rotation drills, line-races etc.). Along with the TA, monitor closely. (c.f. **Different Types of Drills** in appendix for more ideas).
- **Modelling and drilling the When Q & A form** (in the same manner as above) can now be done, time permitting.

FOLLOW UP (Freer Practice)

5-10 min

- Choose one or more of the following ideas or use your own:
 - 1) **Schedules**. Give each st 2 blank daily schedules and get them to draw icons representing their daily routines on one of them. The sts work in pairs and ask each other about their routines to complete the 2nd blank sheet. Once completed sts can ask other sts about their partners routines. This could also be done as a class with sts asking the teacher about his/her routine.
 - 2) **Guessing Game**. Prepare simple FCs with a time drawn on them. Sts come to the front of the class individually and take a FC. The teacher points to a verb phrase icon. Other sts have to guess at what time the st does the action by asking 'Do you...' questions. Once the correct time has been guessed the whole class should ask the 'What time do you...' question and the st should answer. This can be a team game with points given to the team who guess correctly.

STUDENT BOOK

10-15 min

Dialogue

- Ask **focus questions** about the picture.
- **Listen** and **touch** the words, using the **tape**.
- **Listen** and **repeat** (touching words or characters) using the tape (twice).
- **Read / role-play**.

Listening

Aim: To test understanding of the new verb phrases, and students' ability to listen to the time being told. Some preparation work on the 'digital' written form of the time would be beneficial.

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

Rose: *Listening. Listen and write the time.*

1. What time do you practice the violin?

2. What time do you go to bed?

3. What time do you take a shower?

4. What time do you take a walk?

5. What time do you eat breakfast?

6. What time do you work in the garden on Sunday?

Chris: At four o'clock.

Chris: At eleven o'clock.

Chris: At six-forty.

Chris: At four-thirty.

Chris: At seven o'clock.

Chris: At three-thirty.

Look and say

- Review/Drill the new verb phrases. Use the **tape** to listen, touch and repeat.
- The sts work in **pairs** and complete the clocks, filling in the time that the other st states, as they practise the target Q & A. The top 3 pictures are 2nd person questions and the bottom 3 pictures are 3rd person questions. Any times are acceptable for the

bottom 3 pictures. When asking and answering the sts should point to the relevant picture. Together with the TA, monitor carefully.

WORKBOOK

10 min

If any of the workbook is set for homework, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class.

UNIT SIX

What does he eat for breakfast?

Target Language: What do/does + you/they/he/she + **verb**?
I/They/We/He/She + **verb(s)** + **noun(s)**.

New Vocabulary: bread, cereal, cheese, fruit, tomato juice, yogurt

REVIEW

10-15 min

- Entrance drill (st-st)
- Register **N.B.** "I'm here" is the only acceptable answer.
- Review language from the previous lesson.
- Useful language to review: **foods, drinks and meals**; 'Do you like...?'; 'Do you / Does she ... every morning?' (c.f. Unit 2); **refrigerator**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.** Use board drawings, realia or the relevant FCs to introduce the new food items. Drill, using triple and chain drills.
- **Introduction of target structure.** Use one or both of the following ideas:
 - 1) Ask individual sts 'What do you eat for breakfast?' and encourage the full answer. Then ask the whole class 'What does he/she eat for breakfast?' and encourage the full answer pointing out the 3rd person 's'.
 - 2) Draw pictures representing he/she/they on the w/b and different clock times representing different meals. Draw pictures of food/drink on the w/b and elicit the structures 'He/She/They eat/drink (food) for (meal).'
- **Concept checking notes.** This is fairly easy to teach and the main problem area will be the 3rd person 's' and the use of do/does.
- **Introduce the written form** of the new language. Remember to erase the written forms from the board before you drill words.

PRACTICE

5-10 min

- **Model and drill the positive/answer form** of the target structure using fingers (e.g. 'He eats fruit'). Incorporate **all** the new nouns. (Triple drills can be used). *Remember to follow all choral drills with individual drills and listen very carefully for the 3rd Person 's'.
- **Model and drill the negative form** (e.g. 'She doesn't eat fruit'), in the same way as the positive form. *Remember to teach both the full and contracted forms, using finger drilling (explaining that the full form is primarily for writing, and the contracted form for speaking).
- Use **substitution drills**, rotating pronouns, nouns (prompting with FCs) (thus also substituting eat and drink), and positive/negative.
- **Model and drill the question** (triple drills can be used).
- Use **substitution drills** for the **question**, rotating pronouns and meals.
- Split the class **50/50** and, prompting the class, drill the Q & A form **sts-sts**. *Remember to switch sides.
- **St-St Drills.** Use various drilling techniques (e.g. chain, dribble and rotation drills, line-races etc.). Along with the TA, monitor closely. (c.f. **Different Types of Drills** in appendix for more ideas).

FOLLOW UP (Freer Practice)

5-10 min

- Choose one or more of the following ideas or use your own:
 - 1) **Sentence Building.** Prepare separate sets of pictures (pronouns, meals, food). Individual sts take one picture from each set and then ask the rest of the class the relevant question. The rest of the class should answer based on the pictures selected. This can be made into a team game and a fun scoring method can be used.
 - 2) **Sticky Ball.** Pictures of the new food and drink vocabulary are drawn on the w/b (this can be done as a Os & Xs grid) and the sts throw a sticky ball at the pictures. The teacher or another student then asks a question (varying the pronoun) and the correct full answer should be given.

STUDENT BOOK**10-15 min****Dialogue**

- Ask **focus questions** about the picture.
- **Listen** and **touch** the words, using the **tape**.
- **Listen and repeat** (touching words or characters) using the tape (twice).
- **Read / role-play**.

Listening

Aim: To listen to the target structure and differentiate between 'do' or 'does'.

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

Winnie: Listening. Listen and check 'do' or 'does'.

1. *What do they eat for breakfast?* **Rose:** They eat bread.
2. *What does Rodney catch?* **Jasmine:** He catches butterflies.
3. **Jasmine:** What do you eat for lunch, Rose? **Rose:** I eat bread and fruit.
4. *When does she make the bed?* **Rose:** She makes the bed at nine o'clock.
5. *They're hungry. What do they eat?* **Jasmine:** They eat bananas.
6. *What time does Leo play baseball on Tuesday?* **Rose:** He plays baseball at two o'clock.

Look and say

- Review/Drill the new vocabulary items. Use the **tape** to listen, touch and repeat.
- Ask the sts to work in open or closed **pairs** and produce the target Q & A using the pictures as prompts. When asking and answering, the sts should point to the relevant picture. Together with the TA, monitor carefully.

WORKBOOK**10 min**

If any of the workbook is set for homework, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class.

- **Review.** Vocabulary items that may need reviewing: **use chopsticks, sing, and shower**

UNIT SEVEN

We are good students. We don't shout.

Target Language: I/You/We/They/He/She + **verb(s)**

I/You/We/They/He/She + don't/doesn't + **verb.**

New Vocabulary: angry, good, desk, make, bring, cry, drive (a car/bus), laugh, Miss.

REVIEW

10-15 min

- Entrance drill (st-st)
- Register **N.B. "I'm here" is the only acceptable answer.**
- Review language from the previous lesson.
- Useful language to review: **good, sleep, shout, student, class**, and recent **verb phrases.**

PRESENTATION

5-10 min

- **Introduction of new vocabulary / verb phrases.**
Angry, laugh, cry: Introduce using TPR and drill.
Good: Contrast with 'bad', mimicking good and bad behaviour.
Miss: At this stage it would probably be too confusing to distinguish married and unmarried titles, so it would be best to introduce 'Miss' as the opposite of the male 'Mr'.
Desk: Present as a kind of table on which we do written work or draw (e.g. homework). Concept check by asking if we eat food at a desk.
Bring (an apple / a book): Put different objects around the room and ask individual sts to 'bring' the objects to you (don't move). Drill the phrases. N.B. it is usually too early to explain the difference between 'bring' and 'take'.
Make (breakfast / a chair): 'Make the bed' has already been presented, but the examples here are clearer forms of the principal meaning of the term: actually constructing something. Thus present 'make' using TPR, making things such as sandwiches, hamburgers, a paper aeroplane, or something out of building blocks. Drill the phrases.
Drive (a car / a bus): Introduce using TPR and drill. Elicit different forms of transport that can be driven. Bear in mind that students should already know 'bus driver' from SPEC1. Drill the phrases.
- **Introduction of target structure.**
This unit primarily serves to review and reinforce positive and negative forms of the present simple. It is especially beneficial to help students who may have been struggling with when or when not to use the **3rd Person 's'**.
Use one or both of the following ideas to do so:
 - 1) Draw a mixture of known verb phrases and new ones in a section across the top of the board (4-6 is the best number). Draw a picture of yourself on the LHS. Go across the w/b using ticks and crosses and saying what you do/don't do. Then ask a girl, a boy and a group of sts 'Do you...?' questions. Encourage full answers i.e. 'Yes I/we do.' 'No I/we don't.' Once the chart is completed, go through using the target structure with I/You/He/She/They.
 - 2) Simply go round the class asking 'Do you...?' questions, and once a response is given, make a relevant statement.
- **Concept checking notes.** This is fairly easy to teach and the main problem area will be the **3rd person 's'** and the use of **don't/doesn't**. There is usually some confusion with 'can' (ability). Compare by asking 'Can you bring an apple to class?' (the answer is of course yes) with 'Do you bring an apple to class?' (the answer will probably be no). Other such questions can be used.
- **Introduce the written form** of the new language. Remember to erase the written forms from the board before you drill words.

PRACTICE**5-10 min**

- **Model** and **drill** the **positive form** of the target structure using fingers (e.g. 'He drives a car'). Incorporate all the new verb phrases. (Triple drills can be used). *Remember to follow all choral drills with individual drills and listen very carefully for the 3rd Person 's'.
- Use **substitution drills**, rotating pronouns and verb phrases.
- **Model** and **drill** the **negative form** (e.g. 'She doesn't drive a car'), in the same way as the positive form. Incorporate all the new verb phrases. (Triple drills can be used).
*Remember to teach both the full and contracted forms, using finger drilling (explaining that the full form is primarily for writing, and the contracted form for speaking).
- Use **substitution drills**, rotating pronouns and verb phrases.
- When students are comfortable with all declensions of both the positive and negative forms, you will be able to do even broader substitution drilling incorporating both positive and negative versions.
- **Expansion drills:** Use a team scoring system to encourage individual students to follow one team's prompted negative statement (e.g. 'He doesn't drive a bus') with a positive statement that 'follows suit' (e.g. '...he drives a car').

FOLLOW UP (Freer Practice)**5-10 min**

- Choose one or more of the following ideas or use your own:
 - 1) **Sentence Building.** Prepare separate sets of pictures (pronouns, verbs, thumbs up and thumbs down). Individual sts take one picture from each set and then make the relevant statement. This can be made into a team game and a fun scoring method can be used.
 - 2) **Memory Game.** The sts study the chart used in the presentation stage for 1 or 2 minutes and the ticks and crosses are then rubbed off. Sts have to make statements by remembering whether the sts on the chart did or didn't do the action. (Remember to copy the original down before erasing!) This can be made into a team game and a fun scoring method can be used.
 - 3) **Expansion dominoes.** Following the idea of the expansion drilling above, make FC sets of today's verb phrases (half with 'crosses' over them, matching the Look and Say section) that are dealt out to teams/individuals (dependent on class size). The object of the activity is to be the first to get rid of all your FCs. The first student / team will place an FC on the floor and make the relative statement (if there is a cross over the card, it will be negative), and the next player must follow the sequence by placing the matching positive or negative form next to it. Thus 'He doesn't cry' would be matched by 'He laughs'. If they do not have a suitable card, they miss a turn, and the next player will have an opportunity to lay a card, should he/she have a suitable one.

STUDENT BOOK**10-15 min****Dialogue**

- Ask **focus questions** about the picture.
- **Listen** and **touch** the words, using the **tape**.
- **Listen** and **repeat** (touching words or characters) using the tape (twice).
- **Read / role-play**.

Listening**Aim:** To listen to the target structure and differentiate between 'don't' or 'doesn't'.

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

Leo: Listening. Listen and check 'don't' or 'doesn't'.

1. Andy walks to school. He doesn't ride a bicycle.
2. Chris and Jasmine don't live in a house. They live in a tree.
3. **Andy:** Leo can't speak English. He doesn't study.
4. We laugh every day. We don't cry.
5. **Andy:** She brings a violin to class every day. I don't.
6. The cats don't eat noodles. They eat fish.

Look and say

- Review/Drill the new verb phrases. Use the **tape** to listen, touch and repeat.
- Ask the sts in open or closed **pairs** to produce the target statements using the pictures as prompts. When making statements, the sts should point to the relevant picture. Together with the TA, monitor carefully.

WORKBOOK**10 min**

If any of the workbook is set for homework, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class.

- **Review.** Vocabulary items that may need reviewing: recent **verb phrases**.

UNIT EIGHT

Is this Rodney's cap?

Target Language: Whose + **noun** + is this/that? It's + **name** + 's + **noun**.
Is this/that + **name** + 's + **noun**? Yes, it is. / No, it isn't.

New Vocabulary: computer, dictionary, puppet, puzzle, tennis racket, radio, cap

REVIEW

10-15 min

- Entrance drill (st-st)
- Register **N.B.** "I'm here" is the only acceptable answer.
- Review language from the previous lesson.
- Useful language to review: **this/that; possessives (my, your, his, her)** along with the structures "Whose is this **noun**?" and "Is this his/her **noun**?" (c.f. Unit 16 of SPEC 1); **key, cheese, bag; SPEC character names** (written form – c.f. Listening).

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**
Cap, bag, tennis racket, computer, dictionary, puppet, puzzle: Introduce using realia where possible (and if not, FCs), and drill (triple and chain drills can be used).
- **Introduction of target structure.**
Firstly concentrate on introducing the 'apostrophe + s', within a basic statement, e.g. "It's Leo's pen". Personalise it by feigning 'stealing' students' belongings (be careful not to upset more sensitive souls). Ask the class if it is your object, to which they should all reply "No, it isn't" in unison, and then try to elicit "It's [student's name]'s [object]."
Then it will be a matter of incorporating this into the two Q&A structures that have already been taught in SPEC 1. It will be useful to explain that we use names, as opposed to **his** or **her**, when there is a choice of people and we need to be specific. Do this by using **his** and **her** when there are just two (male and female) students to choose from, and then trying to apply this to the whole class, which won't work.
- **Further notes.**
 - 1) Students have a tendency to understate or omit the 'apostrophe + s' for possession, and so *at first* it may be necessary to stress this sound a little more than we naturally would.
 - 2) A special point will need to be made regarding pronunciation of the 'apostrophe + s' with names that end with 's' or 'z' (or less commonly 'j' or 'x') sounds. Chris's and Rose's both serve as examples in the book, and can be used to demonstrate how the extra syllable is needed. Personalise by picking out any students (or yourself or the TA) for whom this also applies.
 - 3) In contrast to the first edition of SPEC 3, the plural forms of this structure (e.g. 'Whose ... are they?') is not introduced, so it is only necessary to use singular objects.
 - 4) Remembering to teach both the long (un-contracted) and short (contracted) forms of the structures, it will be necessary to reiterate that we only contract if the question contains **this** or **that** (e.g. 'Whose radio's that?') but not if it contains **it** (e.g. 'Whose radio is it?').
- **Introduce the written form** of the new language. Remember to erase the written forms from the board before you drill words.

PRACTICE

5-10 min

- **Model** and **drill** the **positive/answer form** of the target structure using fingers (e.g. 'It's Andy's puppet'). Incorporate all the new vocabulary. (Triple drills can be used).
**Remember to follow all choral drills with individual drills.*
- **Model** and **drill** the **negative form** (e.g. 'It isn't Leo's dictionary'), in the same way as the positive form. **Remember to teach both the full and contracted forms, using finger drilling (explaining that the full form is primarily for writing, and the contracted form for speaking).*

- Use **substitution drills**, rotating names, nouns and positive/negative.
- **Model** and **drill** the **question** (e.g. 'Whose computer's this?') Triple drills can be used. *Again, remember to teach both the full and contracted forms.
- Use **substitution drills** for the **question**, rotating nouns, and **this, that** and **it**. *Remember to monitor carefully for how the students contract these.
- Split the class **50/50** and, prompting the class, drill the Q & A form **sts-sts**. *Remember to switch sides.
- **St-St** Drills. Use various drilling techniques (e.g. chain, dribble and rotation drills, line-races etc.). Along with the TA, monitor closely. (c.f. **Different Types of Drills** in appendix for more ideas).
- Then **model** and **drill** the **Yes/No Q & A structure** (e.g. 'Is this Leo's puzzle?' / 'Yes, it is'.) using a similar stage-by-stage process.

FOLLOW UP (Freer Practice)

5-10 min

- Choose one or more of the following ideas or use your own:
 - 1) **Switch.** Place a number of objects on the table. Show each one separately and with it a card with one st's name written on it. The sts take some time to try to remember which object belongs to who. The cards are then removed and individual sts must come up and take the objects to the relevant st whilst saying 'Is this [name]'s [object]?' The rest of the class should answer 'Yes, it is' or 'No, it isn't'. Points can be awarded for using the correct structure and remembering the correct person.
 - 2) **Bag of Possessions.** Each st puts a possession in the bag. Pull objects out of the bag one at a time, eliciting from the whole class the question 'Whose [object]'s that?' Individual sts must respond with 'It's [name]'s [object]', remembering the relevant person to score a point.
 - 3) **Whose nose is this?** A blindfolded st walks around the room until he 'finds' another student. He then feels that st's face and says 'Whose (nose) is this?' The st answers with 'It's my nose.' The voice can be disguised. The blindfolded st then has to guess whose nose it is: 'I know. It's Tracey's nose.'

STUDENT BOOK

10-15 min

Dialogue

- Ask **focus questions** about the picture.
- **Listen** and **touch** the words, using the **tape**.
- **Listen** and **repeat** (touching words or characters) using the tape (twice).
- **Read / role-play.**

Listening

Aim: For the first three questions, the students must listen to the Q & As and select the correct person. Prior revision of the written forms/spelling of the SPEC character names will be vital. For the last three questions, the students listen to the question and tick the suitable box. It will be helpful to concept check the meaning of 'Y' and 'N'.

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

Andy: Listening. Listen and complete or check.

1. Whose cap is this? **Rose:** It's Rodney's cap.
2. Whose key is it? **Jasmine:** It's Leo's key.
3. Whose cheese is that? **Leo:** It's Chris's cheese.
4. Is that Rodney's puppet?
5. Is that Carol's dictionary?
6. Is that Rodney's puzzle?

Look and say

- Review/Drill the new vocabulary. Use the **tape** to listen, touch and repeat.
- Students should connect each character to each object, just as Andy has been connected to the puppet. Then ask the sts in open or closed **pairs** to produce the target Q & A using the pictures as prompts. When asking and answering, the sts should point to the relevant picture.

WORKBOOK

10 min

If any of the workbook is set for homework, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class.

- **Review.** Vocabulary items that may need reviewing: **household objects** (inc. **lamp, table, chair, bed, bowl, refrigerator, marbles, yogurt**); **on, in, under, by.**
- **Dialogue for B.**
- Play the tape and let the sts complete the exercise.

Jasmine: Workbook. B. Listen and circle.

1. *Whose lamp's under a table?*
2. *Whose cap's on a chair?*
3. *Whose tennis racket's on a table?*
4. *Whose tennis racket's by a table?*
5. *Is Leo's computer on a table?*
6. *Is Rose's cap on her bed?*
7. *Is Andy's bowl under a chair?*
8. *Is Rose's radio on a table?*

UNIT NINE

What does she do every evening?

Target Language: What do/does + you/he/she + do + every + morning/afternoon/evening/day?

I/He/She + **verb+(s/es)** + my/his/her + **noun**.

New Vocabulary: teeth, hair, face; brush (my teeth/hair), clean (my house), comb (my hair), wash (my face/car), walk (my dog); witch, restaurant, home (WB)

Note: There is a lot of new language to cover in this unit and so it will be vital to think carefully about how to split it. Consequently be very aware of being economical with time.

REVIEW

10-15 min

- Entrance drill (st-st)
- Register **N.B.** “I’m here” is the only acceptable answer.
- Review language from the previous lesson.
- Useful language to review: ‘What does he/she eat every morning?’ (c.f. Unit 6); **every**; **possessives** (my, you, his, her – c.f. SPEC1 Unit 16); ‘Daily activities’ (c.f. SPEC 2 Unit 16); **library, notebook, robot, thirsty**.

PRESENTATION

5-10 min

- **Introduction of the new character (Winnie the Witch).** Use FCs and drill. The idea of a witch should become evident from the traditional apparel (pointed hat, black cat, flying broomstick etc.) N.B. Winnie may have already been introduced in Unit 1.
- **Introduction of the new vocabulary.**
 - Restaurant:** This can be taught in reference to popular brand names (e.g. KFC, Pizza Hut, McDonald’s etc.). It would also be useful (especially in preparation for the next unit) to contrast these with more traditional Chinese restaurants.
 - Out:** Draw a picture of a house with a character ‘in’ and another with a character ‘not home’.
 - Home:** This solely appears in the Workbook (see below).
 - Face, hair and teeth:** These can be taught by pointing to each part of the body. Encourage students to touch their own faces, hair and teeth as you drill them (triple and chain drills could be used).
 - Verb phrases (as shown in ‘Look and Say’):** Introduce using TPR and play ‘Teacher Says’ to check understanding. Once the sts understand the phrases they should be drilled (triple and chain drills could be used, amongst others).
 - Mmm:** While this is not strictly a vocabulary item (!), it *does* appear in the dialogue. This can be quickly presented by combining TPR (rubbing your stomach) with revision of the phonetic sound of the letter ‘m’.
- **Introduction of target structure.**

There are three key components to this unit’s TL, and you will have to structure the presentation and practice stages progressively:

 - Reflexive verb phrases:** This will be the students introduction to sentences in which the actions are performed upon the subject, thus requiring the possessive within the verb phrase (e.g. ‘her’) to match the subject (e.g. ‘she’). At this stage, it is only necessary to deal with the 1st person (*‘I wash my face’*) and 3rd person male and female (*‘He/She washes his/her face’*). Knowing possessives already, this should not be too hard for the students, and simple substitution drilling, alternating ‘face’, ‘hair’ and ‘teeth’ FCs with TPR, to make simple two-word structures, such as ‘his face’, ‘my hair’, ‘her teeth’ etc.
 - Irregular 3rd person endings:** Then the verb will need to be incorporated, and so the irregular endings for ‘wash’, ‘brush’, ‘do’, ‘go’, ‘cry’ and ‘study’ (the latter four will appear in the WB) will need to be presented. Remember the extra syllable for ‘brushes’ and ‘washes’, which will need careful drilling. The others are spelling irregularities that

should be presented on the whiteboard. Then more substitution drills will be necessary, alternating subject pronouns in the verb phrases.

e.g. **Sts** *I wash my face.* **T** *She*
 Sts *She washes her face.* **T** *comb hair*
 Sts *She combs her hair.* **T** *He*
 Sts *He combs his hair.* **T** *etc.*

Q & A Structure: This structure follows the same pattern as that introduced in Unit 6, and so it should not be too hard to present. Draw a chart with simple line drawings representing each new reflexive verb phrase down the LHS of the whiteboard. Across the top of the board write your name and some of the sts' names (there must be at least one st of either gender). Make statements yourself such as '*I wash my face every morning.*' Then ask the individual sts '*What do you do every morning?*' and elicit the correct response. Once the chart is completed ask the class relevant questions, e.g. '*What does Tom do every morning?*' and again elicit the correct response.

- **Further notes.** The question form must be used with a 'time' or a 'place', or else '*What do you do?*' refers to the occupation of the person being questioned.
- **Introduce the written form** of the new language. Remember to erase the written forms from the board before you drill words.

PRACTICE	5-10 min
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- **Model and drill the positive/answer form** of the target structure using fingers (e.g. '*He combs his hair*'). Incorporate all the new verb phrases. (Triple drills can be used, and can be accompanied by TPR actions). **Remember to follow all choral drills with individual drills, and listen very carefully for the 3rd Person 's' and the correct possessive.*
- **Model and drill the negative form** (e.g. '*She doesn't brush her teeth*'), in the same way as the positive form. **Remember to teach both the full and contracted forms, using finger drilling (explaining that the full form is primarily for writing, and the contracted form for speaking).*
- Use **substitution drills**, rotating pronouns/possessives, verb phrases, and positive/negative.
- **Model and drill the question** (triple drills can be used).
- Use **substitution drills** for the **question**, rotating pronouns/names and times (i.e. *every morning, every day etc*).
- Split the class **50/50** and, prompting the class, drill the Q & A form **sts-sts**. **Remember to switch sides.*
- **St-St Drills.** Use various drilling techniques (e.g. chain, dribble and rotation drills, line-races etc.). Along with the TA, monitor closely. (c.f. **Different Types of Drills** in appendix for more ideas).

FOLLOW UP (Freer Practice)	5-10 min
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- Choose one or more of the following ideas or use your own:
 - 1) **What does he/she do?** Divide the class into 2 teams and write different commands on the w/b (this unit's verb phrases should be used but other known daily routine verb phrases can also be included). The first team sends a st to the front and the teachers asks, '*What do you do every morning?*' The st then whispers the answer to the teacher. The first team then chorally asks the second team, '*What does he/she do every morning?*' The second team then guesses e.g. '*He/She brushes his/her teeth.*' Call out '*It's morning.*' And the st must perform the action. Points can be given correct grammar and correct guesses.
 - 2) **Memory Game.** (This can be played individually or in teams). The sts focus on the whiteboard chart from the presentation stage. This is erased apart from the names and the teacher points to one of the names. The sts have to make sentences to gain points.

STUDENT BOOK	10-15 min
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Dialogue

- Ask **focus questions** about the picture.
- **Listen** and **touch** the words, using the **tape**.
- **Listen** and **repeat** (touching words or characters) using the tape (twice).
- **Read / role-play.**

Listening

Aim: To listen to the do/does/don't/doesn't sentences and to select the correct form.

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

Carol: *Listening. Listen and check.*

1. *This isn't her coffee. She doesn't drink coffee.*
2. *Leo has many notebooks. What does he draw? Chris: He draws robots.*
3. *We're good students. We don't shout.*
4. *The boy's thirsty. What does he want? Jasmine: He wants water.*
5. **Andy:** *This is my favourite. Which one do you like?*
6. *Mr Lee likes swimming. He doesn't play basketball.*

Look and say

- Review/Drill the new verb phrases. Use the **tape** to listen, touch and repeat.
- Ask the sts in open or closed **pairs** to produce the target Q & A using the pictures as prompts. When asking and answering, the sts should point to the relevant picture. Together with the TA, monitor carefully, listening out especially for the correct **3rd person 's/es'** forms, since the prompts do not feature these.

WORKBOOK

10 min

If any of the workbook is set for homework, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class.

- **Review.** Vocabulary items that may need reviewing: '**daily activities**'

- **Further notes.**

1) **Home** is a new item of vocabulary, and will need a brief presentation. Sts already know **homework**, but they may get confused between 'house' and 'home'. Draw pictures of different houses and point to each one saying '*house*'. Then point to one and say '*My house. My home.*' Drill.

2) The workbook, unlike the student book, features '**brush my hair**', and so ensure students are aware of the difference between this and '**comb my hair**'.

- **Dialogue for B.**

- Play the tape and let the students complete the exercise.

Winnie: *Workbook. Listen and write.*

1. *She washes her face.*
2. *He brushes his teeth.*
3. *She walks her dog.*
4. *He combs his hair.*
5. *He does the dishes.*

UNIT TEN

It's across from the school.

Target Language: Where is the + **noun**?

It's + **preposition** + **noun**.

New Vocabulary: across from, in front of, behind, next to, between; town, hospital, Chinese (restaurant), mailbox, garbage can, great, really

REVIEW min

10-15

- Entrance drill (st-st)
- Register **N.B.** "I'm here" is the only acceptable answer.
- Review language from the previous lesson.
- Useful language to review: 'Where's the ...?' + **in, on, under, by** (c.f. SPEC1 Unit 12); **restaurant, park, school**

PRESENTATION

5-10 min

- **Introduction of new vocabulary.**

Town: The SB page can be used to introduce this item. Comparison with the name of a

local town will help. Drill.

Hospital: Draw a building with a red cross on the front. Say doctors and nurses work there. Acting sick will also help. Drill.

Chinese (restaurant): Introduce by comparing with 'English' and other known nationalities. Then lead on to the concept of a Chinese restaurant (i.e. type of food eaten there etc.) Concept check by asking if this is a Chinese school. Drill.

Garbage can: Introduce using realia and drill. Point out the English 'dustbin'. *N.B. Garbage cans are usually kept outside. Trash cans (UK '[rubbish] bins') are usually kept inside.*

Mailbox: Use a box with a hole in it and post a letter. Back this up with a picture (book or

FC). Drill. Point out the English 'postbox'.

Great: This is best introduced as incidental classroom language. Whenever a st does something well, say 'Great!' with a happy face and a 'thumbs up'. Drill.

Really: Introduce as akin to saying 'very very'. Perhaps demonstrate various stages of hunger, from 'a little hungry', to 'very hungry', to 'really hungry'. Drill.

- **Introduction of target structure.**

Take 2 books and a pen and put them on the table. Place the pen *on, in, under* and *by* the book whilst eliciting 'The pen is on the book.' Etc. Then place the pen in the 5 new positions and model the target language. Refer to the bottom of SB p.19.

Then bring out various students and position them in the suitable positions, again modelling the TL (e.g. 'Mick is next to Keith', 'Vinny is between Marcus and Michael').

Lastly, ask the sts to take out a pen and 2 books each and then give them statements as above. The sts must respond by placing the pen in the correct position.

- **Concept checking notes.** The above activity checks understanding very well. The main problem area is with *across from*. Placing a ruler between the book and the pen will help. Also referring the sts to SB p.19 should clear up any misunderstandings. Playing 'Teacher Says' is also a good way of checking understanding.

- **Introduce the written form** of the new language. Remember to erase the written forms from the board before you drill words.

PRACTICE

5-10 min

- **Model** and **drill** the new prepositions (use the book and pen as prompts). Triple drills should be used.

- **Model** and **drill** the **answer form** of the target structure using fingers (e.g. 'The book's in front of the pen'). Incorporate all the prepositional terms. (Triple drills can be used).
*Remember to follow all choral drills with individual drills, and to teach both the full and contracted forms, using finger drilling (explaining that the full form is primarily for writing, and the contracted form for speaking).
- Employ **substitution drills**, using realia as prompts and move them around to elicit the different prepositions. Change the realia and make it fun by placing objects in weird places! Incorporate students too (remembering to check that students do not use articles with names, e.g. 'The Tony').
- **Model** and **drill** the **question** (triple drills can be used). *Again remember to teach both the full and contracted forms.
- Use **substitution drills** for the **question**, rotating nouns.
- Split the class **50/50** and, prompting the class, drill the Q & A form **sts-sts**. *Remember to switch sides.
- **St-St** Drills. Use various drilling techniques (e.g. chain, dribble and rotation drills, line-races etc.). Along with the TA, monitor closely. (c.f. **Different Types of Drills** in appendix for more ideas).

FOLLOW UP (Freer Practice)

5-10 min

- Choose one or more of the following ideas or use your own:
 - 1) **Student Prepositions.** Put one st (Mary) in the centre of the classroom and then make statements e.g. 'Tony is in front of Mary.' Tony then has to position himself accordingly. The sts are then asked 'Where is Tony?' and they must respond correctly. Other sts can take the role of the teacher and this activity can be made into a complicated version of 'Twister'.
 - 2) **Fill the blanks.** Each st is given a copy of a very simple plan of a town. Names of the buildings and other items are not shown except for 'the school'. Instructions are given and the sts complete the plan. Once complete, Q and A can be practised in pairs. This idea could be developed into an information exchange activity, in which each student in a pair is given one of two different versions of a town plan. They must (without looking at each others' plan) complete the gaps on their own one by asking their partner questions using today's TL.

STUDENT BOOK

10-15 min

Dialogue

- Ask **focus questions** about the picture.
- **Listen** and **touch** the words, using the **tape**.
- **Listen** and **repeat** (touching words or characters) using the tape (twice).
- **Read / role-play**

Listening

Aim: To listen to the tape and colour the correct item based on the prepositions given. It may be necessary to give the students fairly long pauses between each question to locate the correct crayon.

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

Chris: Listening. Listen and colour.

- | | | |
|--------------------------------|---------------------------|--|
| 1. Colour the bowl brown. | Winnie: Which one? | Andy: The bowl in front of the cake. |
| 2. Colour the bird red. | Winnie: Which one? | Andy: The bird next to the house. |
| 3. Colour the car green. | Winnie: Which one? | Andy: The car across from the restaurant. |
| 4. Colour the dog orange. | Winnie: Which one? | Andy: The dog next to the car. |
| 5. Colour the banana yellow. | Winnie: Which one? | Andy: The banana between the apples. |
| 6. Colour the motorcycle blue. | Winnie: Which one? | Andy: The motorcycle behind the bicycles. |

Look and say

- Review/Drill the new vocabulary / prepositions. Use the **tape** to listen, touch and repeat.
- Ask the sts in open or closed **pairs** to produce the target Q & A using the pictures as prompts. When asking and answering, the sts should point to the relevant picture. Together with the TA, monitor carefully.

WORKBOOK

10 min

If any of the workbook is set for homework, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class.

- **Review.** Vocabulary items that may need reviewing: **giraffe, computer, butterfly.**
- **Dialogue for B.** Play the tape and let the students complete the exercise.

Rodney: Workbook. C. Listen and write.

1. *Look at Carol. Where is she?*
2. *Look at the giraffe. Where is it?*
3. *Look at Rose. Where is she?*
4. *Look at the butterfly. Where is it?*

UNIT ELEVEN

Revision.

Target Language: All language taught so far.

New Vocabulary: total score

This unit can be taught in two different ways:

1. Test-teach-test.

Don't review the language taught so far and just get the sts to listen to the tape and answer the questions. Once they have answered, the problem areas can then be reviewed and checked again.

2. Review then test.

Review the language taught so far and then do the bookwork. Any problem areas should be reviewed again (of course).

REVIEW

10-15 min

- Entrance drill (st-st)
- Register **N.B.** "I'm here" is the only acceptable answer.
- Review language from the previous lesson.
- Useful language to review: **start, finish, true, false, (all language taught so far).**

PRESENTATION

5-10 min

- **Introduction of new vocabulary.**

Total score: This does not need to be taught as such, but is part of the game.

STUDENT BOOK

10-15 min

The Game

The game is set out in the form of a race-track. The sts listen to the tape and select the correct answer. Once they have finished, a simple 15 stage race track can be drawn on the w/b with a lane for each st. Magnetic markers can be used as cars (sts could even be encouraged to make their own cars which they then stick to the magnet). The sts swap books and the 1st question is played again. Elicit the answer and then go around the class finding out who answered correctly. All cars of sts who answered correctly can then be moved forward one place. After 15 questions the car/cars in front are the winners. N.B. Sts need to review **true (T)** and **false (F)**. It will need to be explained to the class that the options for the answers will take varied forms, including **Yes (Y)** and **No (N)**; **Do** and **Don't**; **Like** and **Likes**; **True** and **False**; **Don't** and **Doesn't**; and 'tick the correct circle'. Set this up carefully, showing examples of what to do for each on the whiteboard.

Listening

- Play the tape and let the sts complete the exercise.

Winnie: *Listening. Listen and chose the correct answer.*

1. **Winnie:** Which glass is by the blue dish? **Andy:** The big one.
2. **Winnie:** Which one's bigger? **Andy:** The pig's bigger.
3. **Andy:** Winnie and Leo have puppets. Winnie's puppet is blue. Leo's puppet is brown.
4. **Winnie:** Where's the garbage can? **Andy:** It's next to the mailbox
5. **Winnie:** What time does Carol make her bed? **Andy:** She makes her bed at five o'clock.
6. **Winnie:** Rodney practices the violin every morning..
7. **Andy:** Winnie can't ride a horse.
8. **Winnie:** Which monster's shorter? **Andy:** The green one's shorter.
9. **Winnie:** What time do the teachers take a walk? **Andy:** They take a walk at one o'clock.
10. **Winnie:** She is a good girl. She does homework every day.
11. **Andy:** Winnie doesn't eat yogurt.
12. **Winnie:** Does Chris walk to school on Thursday?
13. **Winnie:** What does Andy eat for breakfast? **Carol:** He eats fruit and yogurt.
14. **Winnie:** What does Carol do in the morning? **Andy:** She brushes her teeth.
15. **Winnie:** What sports do they like? **Andy:** They like swimming.

WORKBOOK

10 min

If any of the workbook is set for homework, teachers must ensure the sts are aware of how to do the exercises. The easiest way to do this is to do an example in class.

EXTRA NOTE

The next unit, dealing with fruit and vegetables, would be most effectively taught with realia (i.e. real fruit and veg) and so it would be beneficial to gather the required items in advance.