

Student's Book 3

S P E C

Saxoncourt Primary English Course

Teacher's Notes

Units 12 - 22

□ **Saxoncourt ELT 2003**

UNIT TWELVE

I don't like to work. I want to eat.

Target Language: What do/does + you/he/she/they + want/like + **infinitive**?
I/He/She/We/They + want(s)/like(s) + **infinitive**.
Do/Does + you/he/she/they + want/like + **infinitive**?
Yes, I/he/she/we/they do.
No, I/he/she/we/they do not.

New Vocabulary: vegetables, fruit; cabbage, carrot, celery, cucumber, lettuce, onion, potato, tomato; tonight.

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. Depending on the ability of the class, it may be necessary to be less thorough with the 'Yes/No Q & A', or just apply the TL to 'eat' and 'drink' without broadening to other verbs or verb phrases.

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: **fruit** (c.f. SPEC1 Unit 13); **drinks** (c.f. SPEC2 Unit 2); **food** (c.f. SPEC2 Unit 3 & SPEC3 Unit 6); **meals; like, want, eat, drink, work, + other verbs and verb phrases.**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**
Vegetables: These are easily introduced using realia if possible (all vegetables are cheaply available at markets), plastic copies, or FCs. The word **vegetable** is then easily elicited or presented since it encompasses the group, and can then be placed in contrast to **fruit**. Drill thoroughly, using triple and chain drills. Pay extra attention to tricky pronunciation of some items. Also make a point, when teaching the written form of the vocabulary, of highlighting the irregular plural forms of **potato** and **tomato** (i.e. '-es'). The fact that 'celery', 'lettuce' and 'cabbage' should also be taught without a plural form should also be borne in mind.
Tonight: Explain 'night' using a picture of the stars and moon. Explain that 'today's night' is called 'tonight'.
- **Introduction of target structure.** Elicit known foods and draw pictures on the whiteboard with the names written underneath. Go through the pictures saying the things 'you like/want to eat'. e.g. 'I like to eat pizza. [Rub stomach and say 'mmm'.] I'm hungry. I want to eat pizza for dinner tonight.'
Then you can move on to drinks, using 'thirsty' to replace 'hungry'.
Then elicit other known verbs and verb phrases and draw pictures with the verbs written underneath on the whiteboard. Go through the pictures saying what 'you like to do'. e.g. 'I like to play tennis. [Mime playing tennis.] I'm hot now. I want to take a shower.'
After each stage, ask individual sts 'What do you...?' questions. E.g. 'What do you like to eat?' or 'What do you want to do?' Also ask Yes/No questions such as 'Do you like to drink tomato juice?'
Point out that after 'like' or 'want', 'to' must be placed before the verb. This can be highlighted on the whiteboard using different colours for the infinitive. Then make statements using the different pronouns, covering 'I', 'we' and 'they', and 'he' and 'she' with the 3rd person 's'.
- **Concept checking notes.** The difference between 'like' and 'want' needs thorough concept checking even though this should already be known. Saying the following will help: 'I like pizza but I'm not hungry, so I don't want pizza.' Other similar statements can be made. Accompanying statements with 'over-the-top' TPR gestures (e.g. praying or putting your hand on your heart for 'want', and a big grin or rubbing your stomach for 'like') would also help.

It would also be useful to introduce the sts to the way the WB pictorially differentiates the two: draw various pictures on the whiteboard, some showing people doing activities (e.g. dancing) and looking happy (thus representing 'like to'), and others depicting people with 'thought bubbles' containing activities (thus representing 'want to'). Elicit target statements from the class.

- **Further notes.** Sts often get confused about the 3rd person 's' and try to make sentences such as 'He wants to drinks coffee.' Point out, using the written form on the whiteboard if necessary, that 2 's's (e.g. *wants* & *drinks*) don't go together. The same can occur with the question form (e.g. 'What does she likes to do?') and so be very attentive when correcting during drilling.
- **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 wants to eat carrots'). Incorporate all the new vegetable vocabulary, and bring in fruits too. Alternate 'like' and 'want', associating each with contrasting TPR gestures. Then move onto other verbs / verb phrases, going beyond just 'eat' and 'drink'. (Triple drills can be used, and can be accompanied by TPR actions – see above).
**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 want to eat tomatoes'), 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 want/like, subject pronouns, verbs and objects, and finally positive/negative.
- **Model and drill the question** (e.g. 'What do you want to do/eat/drink?') Triple drills can be used.
- Use **substitution drills** for the **question**, rotating pronouns, like/want and infinitives (but just sticking to 'eat', 'drink' and 'do' in the question).
- 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).
- **Model and drill the Yes/No answer forms** (e.g. 'Yes, he does', 'No, we don't'). Setting up a shouting drill, in which you ask the question and then two teams shout the positive or negative form, one after the other (*à la* pantomime: 'Oh yes, he is!' / 'Oh no, he isn't!' etc.), with points going to the loudest or clearest, can be effective for this.
- **Model and drill the Yes/No question forms** (e.g. 'Do you like to eat celery?' or 'Do they want to play baseball?').
- Use **substitution drills** for the **Yes/No question**, rotating pronouns, like/want and infinitives.
- Split the class **50/50** and, prompting the class, drill the **Yes/No Q & A form sts-sts**. **Remember to switch sides.*
- **St-St Yes/No 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) **What do you want to do, Mr. Wolf?** This is a variation of 'What time is it, Mr. Wolf?' One person is the 'wolf' and stands facing the wall. Sts approach the wolf one step at a time, and ask 'What do you want to do Mr. Wolf?' The wolf answers 'I want to sleep. I want to play tennis' etc. At some stage the 'wolf' should say 'I want to eat', and then turn around and try to catch the sts who run away back to a safe area.
 - 2) **You like to run.** Go around the class telling individual sts what they like to do. Then shout out an action and all the sts who have been told they like to do this, jump up and perform the action. The other sts then ask 'What do you like to do?' and the performing sts/st answer accordingly using the correct pronoun (I/We). The teacher

then asks the seated sts 'What do they like to do?' and the correct response should be given. This can also be played using the negative.

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 choose the vegetable/fruit that the character likes or wants.

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

Rodney: *Listening. What do they like?*

1. *Does Andy like to eat potatoes and tomatoes?* **Jasmine:** *He likes to eat potatoes.*

2. *John likes to eat lettuce in his hamburger. He doesn't like onions.*

3. *Winnie doesn't like carrots, but she likes to eat cabbage.*

4. *Does you want to eat cucumbers or carrots, Chris?*

Chris: *I want to eat cucumbers. Mmm!*

5. *Do they want to eat celery or cabbage for dinner?*

Winnie: *They want to eat cabbage.*

6. *Rose likes carrots. She doesn't like to eat lettuce.*

Look and say

- Review/Drill the new vocabulary. Use the **tape** to listen, touch and repeat.
- Ask the sts in open or closed **pairs** to practise the target Q & A using the pictures as prompts. While the example uses 'want', you could easily encourage the students to use 'like' as well. 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.** Check the different structures used in the workbook (especially section D, which uses numerous verb phrases, including **sleep in class**, **take a walk**, and **ride a horse/elephant**) and practice before setting the work.

UNIT THIRTEEN

Look at her! Listen to him!

Target Language: **object pronouns: me, you, him, her**
3rd Person of have: has

New Vocabulary: baseball bat, necklace, drum, flower, vase, watch; help, see; thanks a lot

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: **glass, listen to, look at, ‘prepositions’, pretty, tall**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**

Baseball bat, drum, flower, necklace, vase, watch: These are best taught using realia and FCs. Drill (triple and chain drills could be used).

Help: Try to open the door with your hands full of things and ask a st ‘*Help please.*’ This can then be expanded to introduce the object pronoun e.g. ‘*Can you help me move this table please?*’ Drill.

Thanks a lot: This can be introduced as a phrase and can be used in situation whilst introducing ‘help’. Drill.

See: Place an object at the front of the classroom and look at it whilst saying ‘*I can see the book.*’ Then put on a blindfold/cover your eyes and say ‘*I can’t see the book.*’ Ask students if they can see the book. Then cover their eyes and ask the same question. Follow this up with other objects. Drill.

- **Introduction of target language.**

Has: This should be taught by comparison with ‘have’. A substitution drill (e.g. ‘*I/You/They/We/He/She have/has a pen.*’) will help. Also highlighting the form on the w/b and getting the sts to copy this into their notebooks will help. e.g:

I			
You	have		
They			
We		a	pen.
He	has		
She			

Object Pronouns: Choose a st and give them a pen. Give the st instructions e.g. ‘*Give the pen to me/him/her.*’ whilst pointing at the relevant person. Stress the object pronoun each time and then make statements once the pen has been handed over such as ‘*I/He/She has the pen.*’ The sts should now start to grasp an understanding of object pronouns.

Get a boy and a girl to come to the front of the class and place objects around and on the sts. Then make statements, e.g. ‘*The pen is on her. The book is behind him. The ruler is in front of you (looking and pointing at the st with the ruler). The book is under me.*’ Etc. Then bring out individual sts and give them the objects. Make statements and encourage the sts to place the objects in the correct positions. Use all 4 object pronouns.

If possible write ‘I, you, he, she’ on the w/b and try to elicit the matching object pronoun.

- **Concept checking notes.** The sts need to be aware that object pronouns come after the verb and pronouns come before the verb. Eliciting what a verb is and

brainstorming verbs will help sts understand. Giving them examples of sentences with the pronoun/object pronoun missing and the verb coloured is a useful concept checking activity.

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

PRACTICE

5-10 min

- **Model** and **drill** the **target structure** (incorporating both 'has' and all the object pronouns) using fingers (e.g. '*Andy has a pen. It's in front of him*'). Incorporate all the new verb phrases. (Triple drills can be used). **Remember to follow all choral drills with individual drills.*
- Use **substitution drills**, rotating names and object pronouns (also include 'I' and 'you'), nouns, and prepositions.
- **Expansion drills:** Use a team scoring system to encourage individual students to follow one team's prompted statement and question (e.g. '*She has a necklace. Where is it?*') with a prepositional phrase featuring an object pronoun (e.g. '*It's behind her*').

FOLLOW UP (Freer Practice)

5-10 min

- Choose one or both of the following ideas or use your own:
 - 1) **Tic-Tac-Toe.** Draw the usual 3x3 chart on the whiteboard. Split the class into teams and have a fun scoring method. Give individual sts pens and give them an instruction e.g. '*The pen is under her.*' The sts must draw a relevant picture in a chosen square. Once the grid is complete the game is played using a sticky ball (if available). Once a square is chosen by the front member of the team, the whole team must make the correct statement.
 - 2) **Place the objects.** Half the class and the teacher stand in a line and the rest of the class take out a variety of objects. The teacher then gives instructions and the sts with the objects have to place the objects in the correct positions (remember to use all 4 object pronouns). When the objects have been placed, check they are in the correct position and then ask 'Where is/are...?' questions to elicit 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 listen to the tape and trace over the correct object based on an understanding of the object pronouns.

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

Andy: *Listening. Listen and draw.*

1. *The baseball bat is in front of me.*

2. *The watch is behind her.*

3. *The glass is next to him.*

4. *Where's my vase?*

Leo: *It's in front of you.*

5. *The flower is next to me.*

6. *The necklace is behind her.*

Look and say

- Review/Drill the new vocabulary. Use the **tape** to listen, touch and repeat.
- Sts work in **pairs** and draw the objects in the positions their partners tell them. Alternatively, the teacher may prefer to give the statements e.g. '*Andy has a baseball bat. It's in front of him.*' In this way it can be used to double-check the sts' understanding.
- 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. 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: **wake up, make the bed, glass, cup.**
- **Dialogue for B.**
- Play the tape and let the sts complete the exercise.
 - Leo: Workbook. B. Listen and check the correct box.*
 - 1. **Jasmine:** *He wakes up at nine o'clock every morning. He doesn't make his bed.*
 - 2. **Rodney:** *Her necklace is behind her. It's in front of me.*
 - 3. **Andy:** *They drink milk for breakfast. The glass is for him. The cup is for her.*
 - 4. **Winnie:** *Which is my bag?* **Leo:** *It 's on the table next to her.*

UNIT FOURTEEN

How much is this coat?

Target Language: How much is this/that/the ... + **noun**? / How much is it?
It's + **number** + dollars.

Numbers (60 – 999)

New Vocabulary: flute, trumpet, guitar, radio, coat; sixty, seventy, eighty, ninety, hundred; buy, dollar, money, any

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: **numbers** (1 – 59), **nice, too, sofa, vase, rug, mailbox, garbage can.**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**
Coat, flute, guitar, money, radio, trumpet: These are best taught using realia and FCs. Drill (triple and chain drills could be used).
Numbers: Students will know at least 1 – 59 by now, but larger numbers will need to be taught for this unit. Drill thoroughly, making sure the sts use ‘and’ after ‘hundred’. Word recognition activities (for ‘sixty’, ‘seventy’ etc) will be vital to practise the written form.
Any: This will be introduced fully in Unit 16, and should just be introduced as part of the phrase ‘Do you have any money?’ for now.
Dollar: Introduce using coins and notes. Write the \$ sign on the whiteboard. Ensure that sts use the plural ‘s’ properly. Drill.
Buy: Use real money to pretend to buy something (e.g. a pencil) from a student. Then pretend to have no money, and so state that you can’t buy what you want. Drill.
- **Introduction of target structure.**
Choose some known items and label them with price tags. Ask the sts ‘How much is it?’ and ‘How much is the/this/that (+noun)?’ The sts should be able to answer very easily if the numbers have been taught and drilled well.
Now give each st an amount of toy money and ask ‘Can you buy...’ questions about different items. Sts with enough ‘money’ should be encouraged to answer ‘Yes, I can.’ And sts who don’t have enough money should answer ‘No, I can’t.’
This can be extended further by encouraging sts to produce more complex sentences e.g. ‘I have one hundred and fifty dollars. I can buy the table.’
- **Concept checking notes.** Sts are aware of adding an ‘s’ to plurals and may add an ‘s’ to ‘hundred’. E.g. ‘Three hundred~~s~~ and fifty dollars.’
- **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** different numbers from 60 to 999. (Point to numbers on the whiteboard). Triple and chain drills, and then **substitution drills**, should be used. Be very attentive regarding stress patterns to differentiate, for example, sixteen and sixty (i.e. the stress is on the first syllable for ‘tens’, while the stress is on the second syllable for ‘teens’.) Perhaps use gesture to back up this.
- Expand this to the **answer form**, thus incorporating ‘It’s...’ and ‘dollars’.
- **Model** and **drill** the **question form** of the target structure using fingers (e.g. ‘How much is...?’)
- Use **substitution drills** for the question, rotating nouns.
- Split the class **50/50** and, prompting the class, drill the **Yes/No 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) **Number dictation.** Say a number and the sts write down the number numerically. This can easily be made into a game. Sts can be encouraged to call out difficult numbers to try to make their classmates make mistakes.
 - 2) **Shopping role-play.** Use the items and 'money' from the presentation stage (the price tags should be hidden from view from the sts), and set up 'a shop'. 'Customers' ask the 'shopkeeper' the price and then decide if they can afford it. Try to encourage all the language. Other language can also be practised e.g. '*I want to buy the chair.*'

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 choose/write the correct price. This exercise will require sts to listen very carefully to the numbers, and differentiate 'tens' and 'teens' (e.g. '\$215' and '\$250'). Consequently some preparatory listening exercises would be beneficial.

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

Jasmine: Listening. Listen and check or write.

- | | |
|---------------------------------|----------------------------|
| 1. How much is the vase? | Winnie: It's \$315. |
| 2. How much is the rug? | Winnie: It's \$108. |
| 3. How much is the mailbox? | Winnie: It's \$215. |
| 4. How much is the necklace? | Winnie: It's \$106. |
| 5. How much is the garbage can? | Winnie: It's \$119. |
| 6. How much is the coat? | Winnie: It's \$230. |

Look and say

- Review/drill the new vocabulary. Use the **tape** to listen, touch and repeat.
- Ask the sts in open or closed pairs to 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.** Have/Has/Doesn't have plus any necessary vocabulary items (e.g. **chopsticks, fruit, doll, alarm clock, rug**).

EXTRA NOTE

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

UNIT FIFTEEN

There are some mangoes.

Target Language: There is a + **noun** [here/there].
There are some + **nouns** [here/there].

New Vocabulary: guava, lychee, grape, mango

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: 'There is... / There are... ' (c.f. SPEC2 Unit 13); **fruit; here, prepositions** (e.g. 'in front of'); **object pronouns.**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**
Guava, lychee, grape, mango: These are best presented, if possible, through realia, i.e. buying the fruit items at a market. However, lychees and mangoes are seasonal fruits, and may not be available, meaning fruit drinks, board drawings or FCs may need to be resorted to. Drill thoroughly, using triple or chain drills. As with 'potatoes' and 'tomatoes' in Unit 12, remember to highlight the irregular plural form of **mango**.
- **Introduction of target structure.**
This structure is fairly straightforward, leading on from language already taught in SPEC2 (unit 13). The only new concept is the use of **some** to suggest the idea of an indefinite (but not very large) quantity or number. Thus it will be necessary to get across the point that in this context the actual number of items is unimportant. Hold up a singular item of fruit (a grape would be very effective for this) and elicit 'There is a [grape]'. Then hold up several items of the same fruit (such as a bunch of grapes). Ask how many there are, which should be unclear, so you can elicit 'I don't know' and shrug your shoulders. Then state 'There are some [grapes]'. Repeat this for numerous fruit items.
Then incorporate 'here' and 'there' to expand the meaning of the structure to that used in the SB dialogue (i.e. pointing out something that someone is looking for). Thus places numerous fruit items around the room, and pretend to have lost them (scratching your head and asking 'Where's my banana?' or 'Where are my lychees?'). In this way it should be possible to elicit 'There is a banana here' or 'There are some lychees there'. Statements should be accompanied by gestures (i.e. pointing).
- **Further notes.** More able classes could then be challenged by incorporating prepositions and object pronouns into the structure (e.g. 'There is an apple behind him' or 'There are some mangoes in front of me'.)
- **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 target structure.** Incorporate all of the new vocabulary in both singular and plural forms. Lead on to incorporating 'here' and 'there', getting the students to accompany these with TPR gestures (pointing). Triple drills can be used. **Remember to follow all choral drills with individual drills. Also remember to teach both the full and contracted forms (i.e. 'There is...' and 'There's'), using finger drilling (explaining that the full form is primarily for writing, and the contracted form for speaking).*
- Use **substitution drills**, rotating objects (singular and plural). Check that students know when to use 'some' or indefinite articles ('a' or 'an'). Possibly extend this by prompting prepositions and object pronouns.
- **Model and drill** a question structure (use 'Where is/are my...?'), following this with **substitution** drills rotating different objects in singular and plural forms.

- Split the class **50/50** and, prompting the class, drill the **Yes/No 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 both of the following ideas or use your own:
 - 1) **Memory game**. Put a variety of about 6 – 8 fruits, plastic fruits or FCs into a bag or bucket. Beforehand, you will have shown the class what you are putting in (eliciting 'There is a ... / There are some...' statements as you do so). Then divide the class into teams, and each will take turns to declare what is in the bag using the target structure, receiving points for correct grammar and the amount of objects they can remember. A st-st variation of this would be for one team to place objects in the bag, stating what the objects are as they do so, and then challenge the other team to list (each team member taking turns) the contents.
 - 2) **Pictionary**. Individuals from teams will take turns to draw fruit items (in singular and plural forms) on the whiteboard. It may be beneficial to the game's dynamics for the teacher to prompt what the students draw by showing them (but not the rest of the class) FCs, but it is also nice to stimulate the sts' imaginations. Then the drawer's team will have first guess as to what is depicted, using the target structure. Should they guess incorrectly, the other team will get an opportunity.

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 tape and decide whether the statement is true or false. In doing so, sts' understanding of the singular and plural forms of the structure will be tested.
- Play the tape and let the sts complete the exercise. Check as a class. It will also be necessary to check that students understand the concept of 'true' (T) and 'false' (F) for the listening.

Rodney: Listening. True or False? Check the correct box.

 1. *There's an apple.*
 2. *There are some oranges.*
 3. *There are some mangoes.*
 4. *There are some grapes and some peaches.*
 5. *There are some lychees and some pineapples.*
 6. *There are some boys and a girl.*

Look and say

- Review/Drill the new vocabulary. Use the **tape** to listen, touch and repeat.
- In open and closed **pairs**, sts produce target structures by pointing to the singular and plural items on display in the picture of the food stall. Along with your TA, monitor carefully, checking sts' pronunciation and use of the structure.

WORKBOOK	10 min
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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**. Useful vocabulary to review: **fruit** (especially the written form). Do some word recognition activities as preparatory work.
- **Dialogue for B**.

Play the tape and let the sts complete the exercise, drawing the suitable items.

Leo: *Workbook. B. Listen and draw*

1. *There are some peaches.*
2. *There's a strawberry.*
3. *There are some grapes.*
4. *There's a banana.*
5. *There are some mangoes.*
6. *There are some monkeys.*

UNIT SIXTEEN

Are there any cucumbers?

Target Language: Are there any + **nouns**?

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

New Vocabulary: salad, egg, cupboard, swimming pool

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: 'Is there a ...?' (c.f. SPEC2 Unit 14) and 'Are there ...?' (c.f. SPEC2 Unit 15); **fruit** and **vegetables**; **table, refrigerator, wardrobe.**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**

Egg: This is very easily elicited/presented through realia, board drawings, or an FC. Drill.

Salad: This could be taught by using an FC. Concept check by eliciting the kind of vegetables usually found in a salad. Drill.

Cupboard: The students already know 'wardrobe', in which clothes are kept, and so 'cupboard' can be taught as a similar place in which food and other objects are stored. Concept check by contrasting with refrigerator: 'Is a cupboard very cold?' etc. Drill.

Swimming pool: The sts will already know 'swimming' and so this can be expanded into a place where you can swim. (This is somewhat incidental to the TL, featuring only in the Listening section, but is valuable vocabulary all the same). Drill.

- **Introduction of target structure.**

As with the previous unit, this TL is a gradual progression from language taught in SPEC2 (Units 14 & 15). It is really serving to introduce the **question form** of the language presented in the previous unit. The new concept is **any** to suggest the idea of an indefinite (but not very large) quantity or number in the question. Thus it will again be necessary to get across the point that in this context the actual number of items is unimportant.

One means of presenting the concept would be to pretend to be very hungry and look into various students' bags, asking 'Are there any [bananas] in your bag?' You could then ask, in a somewhat rhetorical fashion, 'How many [bananas] do I want?' to which you could reply that you don't care how many, because above all else you are *really* hungry!

The scenario used in the dialogue (i.e. making a salad) is another way of demonstrating this structure in use.

- **Concept checking notes.** The fact that **some** is used in the statement, while **any** is used in the interrogative form, must be made very clear. Perhaps employ some "correct me if I'm wrong" activities, making statements and questions using 'some' and 'any' sometimes correctly and sometimes incorrectly to see if students understand the correct manner of usage.
- **Further notes.** A point that should also be made is that if the person asking the question only wants or needs a single item, they would usually just use 'Is there a ...?' which should be re-enforced alongside the target structure.
- **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

- Quickly **model** and **drill** the **positive form** of the target structure again using fingers (e.g. 'There's an apple', 'There are some oranges'). Then use **substitution drills**, rotating FCs. *Remember to follow all choral drills with individual drills.
- **Model** and **drill** the **answer form** (i.e. 'Yes, there is/are', 'No, there isn't/aren't'.) Setting up a shouting drill, in which you ask the question and then two teams shout

- the positive or negative form, one after the other (*à la* pantomime: 'Oh yes, he is!' / 'Oh no, he isn't!' etc.), with points going to the loudest or clearest, can be effective for this.
- **Model** and **drill** the **question form** (e.g. 'Is there a ...? / 'Are there any ...?').
 - Use **substitution drills** for the **question**, using FCs, rotating fruit and vegetables (and eggs!), in both singular and plural form to elicit both forms of question.
 - 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) **Memory game.** This is simply a development of the activity from the previous unit. Put a variety of about 6 – 8 items fruit & veg (and eggs), plastic fruit & veg, or FCs into a bag or bucket. Beforehand, you will have shown the class what you are putting in (eliciting 'There is a ... / There are some...' statements as you do so). Then divide the class into teams, and each will take turns guessing what is in the bag using the target structure (e.g. 'Are there any cucumbers in the bag?'). They will receive points for correct grammar and for the amount of objects they can remember. A st-st variation of this would be for one team to place objects in the bag, stating what the objects are as they do so, and then challenge the other team to guess (each team member taking turns) the contents, while the other team checks and answers accordingly.
 - 2) **Lap game.** Spread a circle of fruit and veg FCs around the whiteboard or across the floor. Put the class into two teams who will then race around the circle (throwing dice to decide how many moves they can make) to a set finish point. Once a team has landed on an FC, they must ask the other team a suitable TL question (e.g. 'Is there a ...?', or 'Are there any ...?'), which the other team will answer. The team can only remain on the FC if they phrase the question properly, and so it would be more challenging to mix singular and plural FCs.

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 choose the correct picture.

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

Rose: Listening. Listen and check the correct box.

 1. Are there any bananas on the table?
 2. Are there any cucumbers in the refrigerator?
 3. Is there an onion?
 4. Are there any pens in my pencil-case?
 5. Is there a girl in the swimming pool?
 6. Are there any tennis rackets in the wardrobe?

Look and say

- Review/Drill the new (and reviewed) vocabulary. Use the **tape** to listen, touch and repeat.
- Sts work as open or closed **pairs** and practice 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: **bowl, vase, baseball bat, clock, spider, monster, computer, classroom, bedroom** (include word recognition for all).

- **Further notes. Tennis ball** (Exercise C) has yet to be taught. The students know both 'tennis' and 'ball', so they should be able to grasp meaning from context. However, A very quick presentation would probably be beneficial. With exercise **D** it will be important to make it clear that the questions relate to each individual student.
- **Dialogue for D.**
- Play the tape and let the sts complete the exercise.
 - Chris: Workbook. D. Listen and circle, about you.*
 - 1. *Are there any computers in your classroom?*
 - 2. *Are there any bananas in your school bag?*
 - 3. *Is there a TV in your living room?*
 - 4. *Are there any monsters under your bed?*
 - 5. *Are there any tomatoes in your refrigerator?*
 - 6. *Is there a telephone in your house?*

UNIT SEVENTEEN

He's sleeping in the tent.

Target Language: What is/are + he/she/you/they doing?

He/She/It/They/We + is/am/are + **verb+ing**.

New Vocabulary: fish(v), listen (to music), paint (the wall), (sing a) song, (write a) letter, wall, tent

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: all **verbs (and verb phrases)** that are set to be taught here in their present continuous forms, **badminton, music, telephone**

PRESENTATION

5-10 min

• Introduction of the new vocabulary.

Letter and **tent**: Introduce using pictures and/or realia and drill.

Wall: This is best presented in reference to the four walls of the classroom. Concept check by touching the door, window, floor or ceiling and asking if they are 'walls'. Drill.

Song: Introduce in the phrase 'sing a song' and use TPR. Concept check by trying to elicit famous songs. Drill.

Verb phrases (old):

Do homework; do the dishes; play [badminton]; eat [lunch]; drink [milk]; walk my dog; wake up - Use TPR to elicit/review previously-taught verbs and verb phrases.

Verb phrases (new):

Listen to music; sing a song; write a letter; paint the wall; talk on the telephone; fish - The majority of the new verb phrases consist of vocabulary that the students already know, but which are perhaps new in the current setting. Thus they must all be presented and drilled anew (although many can be elicited first). Use triple and chain drills, and also encourage TPR actions as students do so.

• Introduction of target structure.

This is the students' introduction to the present continuous, a potentially tricky but truly important structure.

Go through known verbs doing the actions and saying '*I am running.*' etc. Introduce the new verb phrases in the same way. Stress the present continuous form ('-ing') each time.

Shout out the verbs in the '-ing' form and encourage the sts to do the relevant action.

Ask individual sts to get up and choose an action. Ask them '*What are you doing?*'

Extend this to '*What is he/she doing?*' (This should be fairly easy to elicit). Get more that one st up and then elicit '*What are they doing?*' '*They are.....*'

See concept checking notes below.

It will then be important to illustrate how the present continuous is declined. The best way is to draw the following kind of grids on the board.

Positive form

I	am	singing.
He She	is	
We They	are	

Negative form

I	am not	singing.
He She	is not	
We They	are not	

Question form

What	are you	doing?
	is he	
	is she	
	are they	

This can be copied into notebooks if deemed necessary. Wipe the grids off the board before you start drilling.

- **Concept checking notes.** Sts need to be aware that the present continuous ('-ing') form is used for actions happening right now. They already know many verbs in the present simple for habitual actions (e.g. c.f. Unit 9). Simple concept checking questions such as 'Do you brush your teeth in the morning?' ('Yes') and 'Are you brushing your teeth?' ('No') will help explain this concept.
- **Further notes.** 1) Many teachers make the mistake of asking the question 'What is he doing?' and then allowing the 'performing' st to stop doing the action before an answer is given. Ensure that the 'performer' is actually doing the action at the time of the statement being made!
2) Remember to show how verbs ending with 'e' are spelt irregularly in the present continuous. Use the old school rhyme, "Drop the 'e' and add '-i.n.g.'!"
3) 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 is painting the wall'). Incorporate all the new verb phrases into the present continuous ('-ing') form, saying the whole structure so that it becomes natural as a whole. (Triple drills can be used, and should be accompanied by TPR actions).
**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). Also be sure to follow all choral drills with individual drills, and listen very carefully to how students are producing the TL.*
- **Model and drill the negative form** (e.g. 'She isn't listening to music'), in the same way as the positive form. **Again remembering to teach both the full and contracted forms.*
- Use **substitution drills**, rotating pronouns/names, verb phrases, and positive/negative.
e.g. Sts. *He's singing a song.* T. *I*
Sts. *I'm singing a song.* T. *listen to music*
Sts. *I'm listening to music.* T. *They*
Sts. *They're listening to music.* T. *[shake head]*
Sts. *They aren't listening to music.* Etc.
- **Model and drill the question** (i.e. 'What are you doing?') in the 'you', 'he', 'she' and 'they' forms. (Triple drills can be used).
- Use **substitution drills** for the **question**, rotating pronouns/names.
- 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) **Dice Game.** Draw pictures of six '-ing' forms (some male, some female and some plural) on the board and number them. Sts take it in turns to throw the dice and then produce the target structure. This can be made into a team game. Encourage st-st Q&A.
 - 2) **Charades.** Sts take it in turns to 'mime' an action. The other sts must guess what the action is by asking 'Are you sleeping?' etc. After someone has guessed correctly, ask the class 'What is he doing?' 'Is he running' etc. Then ask the st 'What are you doing?'
 - 3) **Song.** *Are you sleeping, are you sleeping,
Brother John, brother John?
Morning bells are ringing, morning bells are ringing.
Ding, ding dong. Ding ding dong.*
Other verbs can be substituted, e.g.:
*Are you talking, are you talking,
Brother (st's name), brother (st's name)?
Mr. Jones is sleeping, Mr. Jones is sleeping,
Shh...shh...shh...shh....*
Other examples: Are you cooking?---It is time for dinner.---Yum, yum, yum!
Are you shouting?---Winnie the witch is sleeping.---Let's go out.

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 chose the correct picture.

- Play the tape and let the sts complete the exercise. Check as a class.
Jasmine: Listening. Listen and write the correct number.
 1. Rose is eating lunch.
 2. Chris is drinking milk.
 3. The boys are running.
 4. Carol's walking her dog.
 5. Carol and Rose are talking on the telephone.
 6. Rodney's waking up.

Look and say

- Review/Drill the new vocabulary. Use the **tape** to listen, touch and repeat.
- Sts work in open or closed **pairs** and practise the Q & A using the pictures as prompts. Along with the TA, monitor carefully to ensure that sts are using the present continuous properly (bearing in mind that the picture captions do not contain the '-ing' form).

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.** Known and new verb phrases. Check that students remember the irregular spelling for verbs ending in 'e' (see *above*) since both **ride** and **write** will appear.

UNIT EIGHTEEN

What's in that round box?

Target Language: Shapes and sizes

New Vocabulary: large, little, round, square, thick; gift, frisbee, find; Merry Christmas

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: **adjectives of size** (inc. big, small, thin, long, short); **prepositions of place**; **cupboard, table, desk, robot, chopsticks, box, robot, alarm clock, flower**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**

Frisbee and **gift**: Introduce using pictures and/or realia and drill.

Merry Christmas: You could try to elicit this from board drawings of Father Christmas, reindeer, Christmas trees, gifts, stockings etc. Most children should know about all this, but it may still be necessary to explain the **Dialogue** situation by telling sts that on Christmas Day children are given gifts, delivered by Father Christmas. Drill.

Find: Hide your pen somewhere in the classroom. Look around, saying 'Where's my pen?' 'Can you find my pen?' 'Help me.' 'Who can find it?' Sts help 'find' the pen and then repeat with other hidden objects. Drill.

Large and **little**: These can be compared to 'big' and 'small'. Consolidate it by writing 'big = large' and 'small = little' on the whiteboard. Drill.

Thick and **thin**: Sts are already familiar with 'thin' as the opposite of 'fat'. The easy way to show the distinction between 'thick' and 'thin' is with books. Stress that 'fat' is used for people and animals, while 'thick' is used for objects. Drill.

Round and **square**: This is best taught by finding objects that are round and square. Analogue and digital watches are usually good examples. Point to the corners of a square object and contrast with the lack of corners/edges on a round object. Drill.
- **Introduction of target language.**

Find a selection of round and square objects and mix them up. Elicit 'round' and 'square' and encourage the sts to separate them into two piles. Also ask them to *find* some round and square objects in the text-book and around the classroom.

Expand this to include little, large, thin and thick. E.g. *Find something large and round* etc.

As regards **structure** in this unit, no new one is introduced, and so it is a good opportunity to recycle ones from earlier on in the course. 'Where's the [adjective] [noun]?' will be the most important one, since it appears in the **Look and Say** section, but 'Which one?', for example, could be used too. Also employ as many prepositions as possible.
- **Concept checking notes.** Round objects need not be spherical i.e. a plate 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 target structure using fingers (Use prepositions e.g. 'The thick book is on the table'). Round, square, little, large, thick and thin objects should have been placed around the room. Triple drills should be used.
- **Substitution drill.** Change the adjective and object.
- **Model** and **drill** the **question form** of the target structure using fingers (Use the **Look and Say** structure: 'Where's the [adjective] [noun]?). Triple drills should be used.
- Use a **substitution drill** for the question. Change the adjective and object.

- 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 both of the following ideas or use your own:
 - 1) **Santa**. Draw a huge bag on the board. Ask each st to draw a gift in it. Pretend to be Santa and ask sts '*Which gift do you want?*' They describe one they see. E.g. '*I want that round blue one.*' Write the st's name on the gift and continue until everyone has one.
 - 2) **'Draw a ...'** Make a design using different coloured circles and squares on a piece of paper. Have the class try to reproduce it on the board (or individually in their note books), each st adding one shape according to your instructions and using markers of 3 or 4 different colours. E.g. '*Draw a big blue circle. Draw a small red square next to the circle.*' etc. Compare the finished product to your drawing.
Alternatively, make this a st-st activity, by having two different pieces of paper, one for each team. Then individuals will have to take turns to describe parts of the design, which their team-mates will draw on their half of a split whiteboard without being shown the actual piece. Points can then be given depending based on likeness to the original.

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 chose the correct picture.

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

Leo: Listening. Listen and colour the picture.

1. Use a red crayon. Colour the thin chopsticks red.
2. Use a yellow crayon. Colour the little flower yellow.
3. Use a blue crayon. Colour the square box blue.
4. Use a pink crayon. Colour the round alarm clock pink.
5. Use an orange crayon. Colour the thick photo album orange.
6. Use a green crayon. Colour the large robot green.

Look and say

- Review/Drill the new vocabulary. Use the **tape** to listen, touch and repeat.
- Sts work in open or closed **pairs** and 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 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: **Prepositions, watch, bowl, radio, kite, vase, dictionary, and robot**.
- **Dialogue for B**.
Andy: Workbook. Listen and check.
 1. Where are the long flutes?
 2. Where are the big birds?
 3. Where are the square vases?
 4. Where are the thick dictionaries?
 5. Where are the small kites?
 6. Where are the large robots?

UNIT NINETEEN

Give the book to Rose.

Target Language: **Imperative + the + noun + to + [the] person / name.**

New Vocabulary: give, mail, pass, tell, throw; package, story, salt

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: **imperatives** (c.f. SPEC1 Unit 6); **professions** (c.f. SPEC1 Unit 18 + teacher, student); 'Let's ...', **write a letter, sing a song,**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**
Package and salt: Introduce using pictures and/or realia and drill. Sts may confuse package with gift, and so stress that a gift will usually be in bright wrappings, while a package will be in plain (usually brown) paper for postage.
Give, mail, pass, tell and throw: Use TPR and drill (a 'mini mailbox', adapted from a cardboard box will be useful).
'Pass' and 'Give': It is vital to differentiate these clearly. Give something to one st saying, 'Give this to Mary'. Encourage the st to get up and hand the object directly to Mary. Next, give something to another st saying, 'Pass this to John.' This time the st should hand it to the next st who in turn passes it to the next st until it reaches John. Unless you wish to also teach 'joke', the only noun sts will be able to associate with 'tell' is 'story', and so as with 'write the letter' and 'sing the song', you can teach 'tell the story' as a whole verb phrase. The other verbs will require substitution work.
- **Introduction of target structure.**
Use the complete structure (e.g. 'Pass the salt to Roger') with TPR. Encourage sts to mimic the instructions. Incorporate **write the letter** and **sing the song** too, getting the students to mime writing a letter and then giving it to somebody (to get across the idea of writing it to someone), and perhaps getting them to serenade somebody (!) to get the same idea across for singing.
- **Concept checking notes.** Simply shouting out instructions and checking that sts carry them out correctly will check understanding. 'Teacher Says' is a fun way of doing this (see below).
'Give' and 'Pass' may be confused. See points above.
- **Further notes.** 1) As with the students' introduction to imperatives (in SPEC1 Unit 6), it is nice to encourage sts to accompany orders with **please**. Try to get the point across that it is pleasant or polite to do so, and so incorporate it in your drills.
2) It may well be necessary to review the fact that names do not require articles (e.g. 'a' or 'the') whereas other nouns (including professions) do. This will avoid structures such as 'Sing a song to the Helen'.
- **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 target structure using fingers (e.g. 'Tell the story to Leo/the doctor.') Incorporate all the new verbs and vocab. (Triple drills can be used).
**Remember to follow all choral drills with individual drills.*
- Use **substitution drills**, rotating the three components of the structure: verbs/verb phrases, objects and names/professions.
- Split the class **50/50** and, prompting the class, drill the structure **sts-sts** (i.e. sts give each other instructions.) **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.** A version of 'Simon Says'. Give instructions such as '*Teacher says, give the book to the teacher.*' Sts must complete the instruction. If the instruction is given without the '*teacher says*' then the sts should do nothing. This can be played in teams with each team giving the other team instructions.
 - 2) **Picture Prompts.** Use FCs (as in the 'Look and Say' section), and encourage the sts to make the target instructions. This can be played as a team game with points.

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 match the pictures to make the correct instruction.

Beforehand, ensure that the students are clear as to what each picture represents.

Professions *must* have been reviewed as part of the set-up. There is also a possibility of confusion regarding **dictionary, story** and **song**.

This is a challenging listening exercise, and so you will have to play the statements *at least twice*, pausing between each one.

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

Carol: Listening. Listen and connect the correct pictures.

1. *Mail the gift to the pilot.*
2. *Tell the story to the fire fighter.*
3. *Give the flower to the bus driver.*
4. *Pass the dictionary to the teacher.*
5. *Sing a song to the office worker.*
6. *Write a letter to the police officer.*

Look and say

- Review/Drill the new vocabulary. Use the **tape** to listen, touch and repeat.
- Sts make imperatives based on the picture 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: **imperatives; professions;** chopsticks, radio, tennis racket, flower.
- **How to do B.** This will take *very careful* setting-up. The sts listen to the tape and then write the relevant question numbers in the correct pictures. The page is split into 4 quarters, with 5 options in each, and the sts should follow the 'Z' shaped arrow. As with the SB listening, this is a very challenging exercise, and so you will have to play the statements *at least twice*, pausing between each one.
- **Dialogue for B.**

Winnie: Workbook. Listen and number the pictures.

 1. *The pilot's giving the tennis racket to the nurse.*
 2. *The doctor's mailing the book to the singer.*
 3. *The student's throwing the package to the teacher.*
 4. *The bus driver's passing the flower to the office worker.*
 5. *The police officer's writing a letter to the fire fighter.*

UNIT TWENTY

What's the weather like?

Target Language: What's the weather like (today)?
It's + **weather**.

New Vocabulary: weather; cloudy, cold, hot, raining, snowing, sunny,
windy; fly a kite

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: **present continuous; days, months, countries, actions and sports**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**
Fly a kite: The students should already know 'kite' from SPEC2, and so this should be a fairly simple verb phrases to present. Drill, incorporating TPR.
Weather words: Introduce using FCs, or be more adventurous and use a fan (windy), cotton wool (cloudy), squirt water (raining) etc. 'Hot' and 'cold' can be introduced using a picture of a thermometer. Drill, using TPR where you can.
- **Introduction of target structure.** After introducing the weather words, look out of the window and ask 'What's the weather like today?' Try to elicit the correct response. Expand further by asking 'What's the weather like in January/Japan?' etc.
- **Concept checking notes.** Make sure sts know that it doesn't have to be hot when it's sunny. In the winter it can be very sunny but also very cold!
- **Further notes.**
Encourage the sts to put more than one weather/temperature word together. E.g. 'It's cold and raining.'
- **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 raining'). Use FCs to prompt, incorporating **all** the new weather words. (Triple drills can be used, and should be accompanied by TPR actions). **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). Also be sure to follow all choral drills with individual drills, and listen carefully to how students are producing the TL.*
- **Expand** to two weather words together (e.g. 'It's hot and sunny').
- **Model and drill the negative form** (e.g. 'It isn't sunny'), in the same way as the positive form. **Again remembering to teach both the full and contracted forms.*
- Use **substitution drills**, rotating weather words and positive/negative. Begin to incorporate more than one weather word.
- **Model and drill the question** (i.e. 'What's the weather like today?') Triple drills can be used.
- 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 both of the following ideas or use your own:
 - 1) **Jump.** Put prompt cards around the room and encourage the sts to ask the question *'What's the weather like today?'* Give an answer and the sts have to jump to the correct weather card. Once at the card they must then tell you the weather.
 - 2) **What's the weather like, Mr. Weather Man?** (Similar to 'What time is it, Mr. Wolf?') The T or St stands facing the wall. The rest of the class advances towards 'the wolf' one step at the time asking *'What's the weather like Mr. Weather man/woman?'* The 'wolf' answers with a different weather condition, but upon reaching *'It's raining'*, turns and squirts a water pistol at one of the sts. This st then becomes the 'wolf'. Be careful when squirting water not to direct it at children's faces.

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 choose the correct picture.

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

Rose: *Listening. Listen and check.*

1. *It's Wednesday. It's sunny. She's flying a kite.*
2. *It's Thursday. It's raining. He's practising the violin.*
3. *It's Saturday. It's windy. She's studying English.*
4. *It's Monday. It's snowing. She's taking a hot shower.*
5. *It's Tuesday. It's windy. He's running.*
6. *It's Sunday. It's hot. He's swimming.*

Look and say

- Review/Drill the new vocabulary. Use the **tape** to listen, touch and repeat.
- In open or closed **pairs**, sts practice the Q & A using the picture 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: **Months**; **actions**; coffee, ice cream.

UNIT TWENTY-ONE

She's wearing a long dress.

Target Language: What is/are he/she/you wearing?

He/She/I + is/am wearing + [a/an] + [colour] + clothing.

New Vocabulary: dress, pants, shoe, skirt, sock, sweater, hat; party, wear

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: **previously taught clothing** (i.e. shirt, jacket, and coat); **present continuous**

PRESENTATION

5-10 min

- **Introduction of the new vocabulary.**
Wear: The meaning of this will become evident when you teach the structure.
Party: Present this by pretending it is a st's birthday. Draw a cake on the whiteboard, and get everyone to stand up, pretending to dance to music, eat cake and drink cola. Drill as 'Let's have a party!'
Clothing: Introduce using FCs/realia and drill thoroughly using triple drills. Personalise by referring to what sts are wearing.
- **Introduction of target structure.**
Get individual sts to stand up and use their clothes to introduce the target language. You may have to bring in some clothing (target vocabulary) that you predict they will not have, such as coats in summer. Use the different pronouns within the structure (i.e. I, You, He, She). Then incorporate colours with in the structure.
Now would be a good time to introduce how to list things. Pick an individual student and list through four or five items of clothing that he/she is wearing, showing how before the last item we use 'and' (e.g. 'He's wearing black pants, white shoes, red socks and a green sweater').
- **Further note.** It is very important when teaching clothes to differentiate singular and plural items, since this will affect whether or not an indefinite article is necessary (e.g. 'He's wearing a hat', 'She's wearing shoes'). The point is fairly easy to make with socks and shoes, since they come in pairs, but 'pants' will need a special mention, indicating that since there are two 'legs' to them, we refer to them as plural. Substitution drilling will be essential here.
- **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. 'She's wearing a dress'). Use students' clothes or FCs to prompt, incorporating all the taught clothing items. (Triple drills can be used, and should be accompanied by TPR actions). **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). Also be sure to follow all choral drills with individual drills, and listen carefully to how students are producing the TL.*
- **Expand** to include colours (or adjectives of size), and then two or more items, using 'and' (e.g. 'I'm wearing a hat, pants and a shirt').
- Use **substitution drills**, rotating pronouns, clothes and colours. FC prompts can be used. Use this opportunity to really iron out any problems with singular and plural clothes (see above). Incorporate more than one item of clothing.
- **Model and drill the question form** for each pronoun (e.g. 'What are you wearing?'). Triple drills can be used. **Remember to teach both the full and contracted forms, using finger drilling.*
- 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) **What are you wearing?** Everyone looks around the room at the other sts and then everyone closes their eyes. Sts try to remember what other sts are wearing e.g. 'Jane, are you wearing a blue skirt?' If the st guesses correctly he may open his eyes. Sts can also try this in pairs, sitting back to back.
 - 2) **Guess who?** Students take turns to describe another person in the room (it may include you or the TA) by referring to what he or she is wearing. The first st to guess who is being talked about will get a point for their team. Encourage the sts to be 'sly' and not look at whoever they are describing.
 - 3) **Which woman/man?** Pass out copies of pictures of different women or men wearing different clothes. Choose a woman and then encourage the sts to ask you questions about her clothing e.g. 'Is she wearing a long dress?' They have to find the woman you have chosen. Sts can then work in pairs.
 - 4) **Memory**. Use numbered or named pictures of men and women (the same pictures as used in 2) can be used). The sts study the pictures for a minute and then they are turned over. The sts have to make correct sentences e.g. 'Susan/Number 1 is wearing a big shirt.'

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 number the pictures correctly.

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

Leo: Listening. Listen and number the pictures.

1. Andy's wearing a red coat and black socks.
2. Carol's wearing a green dress and red shoes.
3. Andy's wearing a black jacket and blue pants.
4. Chris is wearing an orange sweater and brown pants.
5. Carol's wearing a purple skirt and blue socks.
6. Chris is wearing green pants and a white shirt.

Look and say

- Review/Drill the new vocabulary. Use the **tape** to listen, touch and repeat.
- In open or closed **pairs**, sts practice the Q & A using the picture 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.

- **Note**. Exercise B will need careful setting up, explaining that sts must refer to whatever the characters are wearing that are black. Ensure that sts have a grasp of whether or not the clothing items are singular or plural (and require an indefinite article or not).
- **Review**. Clothing
- **Dialogue for C**.
- Play the tape and let the sts complete the exercise.

Rose: Workbook. Listen and colour.

 1. Carol's wearing a pink shirt, a blue skirt, a yellow jacket, blue socks, black shoes and a blue cap.
 2. Winnie's wearing a red dress, a red hat, a black watch and a black necklace.
 3. Chris is wearing an orange sweater, green pants, a black coat and a red hat.

UNIT TWENTY-TWO

Revision.

Target Language: All language taught over the course of the book.
New Vocabulary: none

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: (all language taught so far).

STUDENT BOOK

10-15 min

The Game

The game is set out in the form of a world map (whether or not sts know the country names is not important). The sts are pirates who sail around the world collecting gold. The sts listen to the tape and select the correct true or false answer. Once they have finished, the sts swap books and the first question is played again. Elicit the answer and then go around the class finding out who answered correctly. Each correct answer gives the st the designated number of gold bars. They then colour the equivalent number of gold bars on their 'ship'.

N.B. Sts need to review **true** and **false**.

Listening

- Play the tape and let the sts complete the exercise.
Jasmine: Listening. True or False? Listen and check the correct box.
 1. **Rodney:** I don't have a pen. He's giving one to me.
 2. **Jasmine:** There are some pineapples and some grapes.
 3. I have ten dollars. I can buy the flowers.
 4. She doesn't cry. He does.
 5. Rose is in front of the school. There's a bicycle behind her.
 6. Leo's eating a salad. There are some tomatoes in the salad.
 7. Winnie's puppet is brown. Andy's puppet is blue.
 8. Who's singing a song? **Rodney:** Winnie.
 9. The large robot's on the square box.
 10. Please pass the book to Andy.
 11. It's Thursday today. What's the weather like? **Chris:** It's sunny.
 12. Who's wearing a yellow sweater? **Leo:** Andy.
 13. Rodney doesn't wash his bicycle on Tuesday. **Winnie:** What does he do? **Andy:** He watches football.
 14. Winnie's walking in the park.
 15. Which cat's smaller? **Chris:** The black one.

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.** For Exercise B, it would be useful to review 'likes to' and 'wants to' following the pictorial representation of Unit 12 (WB) (i.e. with evident enjoyment for the former, and thought-bubbles for the latter).