

Page 71

OBJECTIVES: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *I'm not eating.*

Revision: language from the unit, *hero, haven't got, colours, can't*

● MATERIALS REQUIRED

Room flashcards (85–90)

Extra activity 2: Photocopiable activity 11 (see page 103), copied onto thin card, one copy for each pair of pupils and one copy for demonstration, scissors, glue

Warmer

- Hold one of the room flashcards so that no-one can see it. Give pupils a clue. Say, e.g. *I'm in this room and I'm eating.* Pupils take turns to guess, e.g. *You're in the dining room (no). You're in the kitchen (no). You're in the living room (yes).* Repeat with other cards and clues.

Story

PB71. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 71, please.* Elicit who they can see (Trevor, Marie, Suzy, Stella). Say *Listen and look. What's Trevor doing?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (eating pencils).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the sounds, e.g. *Mmmmm, Er, Sshh.*
- Check by asking, e.g. *Who's this? (Suzy). What's she doing? (looking for her pencils). How many has she got? Are they under the table? Are they in the bedroom? Are they in the box? Where are they? Is he eating fish? What's he eating?*
- Personalise by eliciting from pupils what their favourite food is. Accept answers in L1.

CD 3, 41

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

SUZY: Where are my pencils? I've only got ten. I haven't got orange, pink, yellow or black. Can you help me?

STELLA: Are they under the table?

SUZY: No, they aren't and they aren't in the box.

STELLA: Sorry, Suzy. I can't find your pencils. Are they in your bedroom?

MARIE: Hello, Trevor. What are you doing?

TREVOR: Mmmm, er ... , mmmm ... , I'm not ... doing ...

MARIE: Where are Maskman and Monty? Are they in the kitchen?

TREVOR: They're mmm.

MARIE: Pardon? Trevor! What are you eating?

TREVOR: I'm not ... eating.

MARIE: Trevor! What have you got in your mouth? Can you open your mouth, please?

TREVOR: Er, no.

MARIE: Trevor! Open your mouth. Now!

TREVOR: Er, pencils! Pencils are my favourite food.

MARIE: Oh, Trevor! You can't eat pencils!

SUZY: No, Stella. My pencils aren't in my bedroom, and they aren't in the kitchen or the dining room.

MARIE: Sshh! Be quiet. They're coming!

STELLA: Look, Suzy! Your pencils are here on the floor.

SUZY: What? Hmmmm ...

PB71. ACTIVITY 12. *Listen and say 'yes' or 'no'.*

- Say *Listen. Yes or no?* Play the first one as an example. Pupils put up their hands. Elicit a response.
- Play the rest of the CD. Pupils whisper the answer to their partner. Say *Sshh! Be quiet* (as on the CD). Play the CD again. This time, pause after each one to elicit the response. When the answer is *No*, elicit the correction. Involve as many pupils as possible.

Key: yes, no, no, yes, no, yes, no, no, no

CD 3, 42

Suzy and Stella are in the living room.

The pencils are under the table.

Trevor and Marie are in the hall.

Trevor's eating.

Trevor's eating fish.

Trevor's got the pencils in his mouth.

The pencils are in the bedroom.

The pencils are in the kitchen.

The purple pencil's on the floor.

Extra activity 1: see page 116 (if time)

AB71. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 71, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check. If appropriate, pupils trace around the word under the picture.

AB71. MY STAR CARD.

- Say *Can you say these words?* Use the flashcards to elicit the words in turn from the class. Pupils say them in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a word in their books and to say it.
- Say *Colour the stars.* Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

Extra activity 2: see page 116 (if time)

Ending the lesson

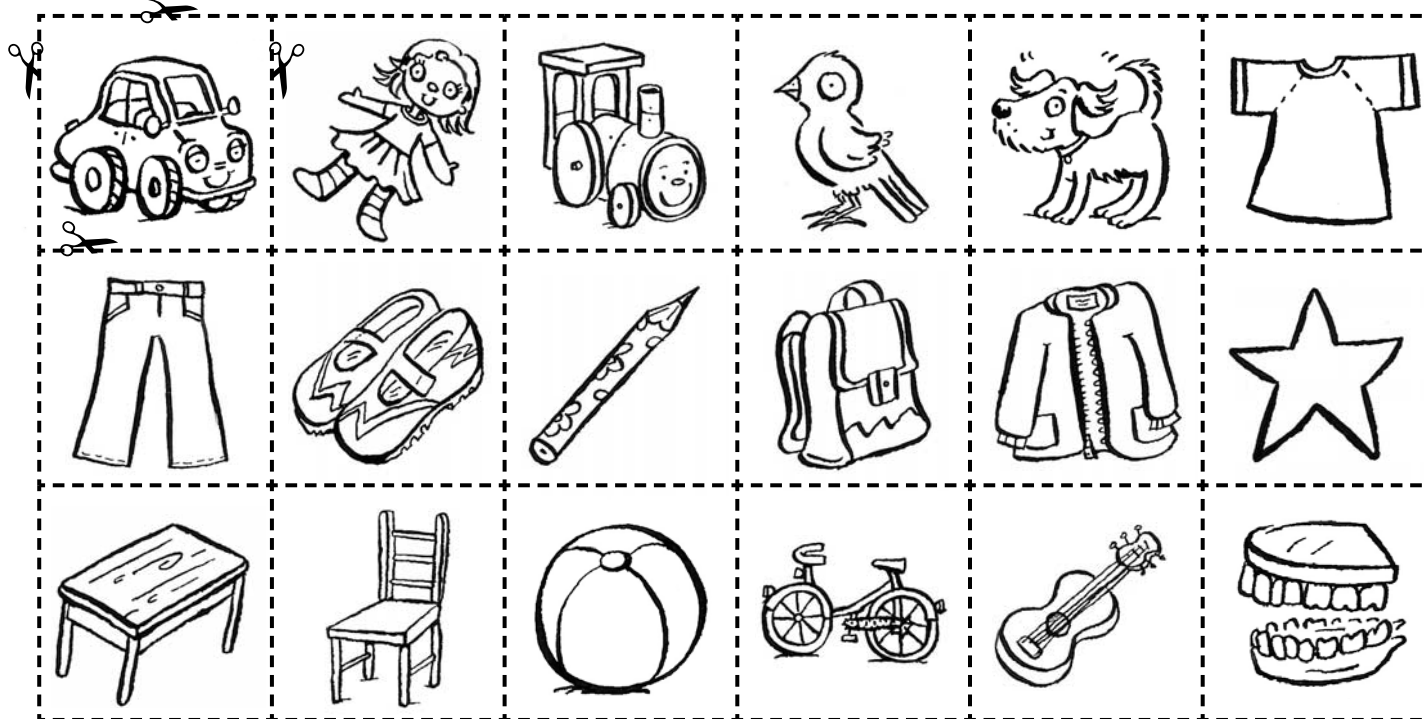
- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

Photocopiable activity 11

A



B



Evaluation 3

Reading and writing 

Name:

Part 1. Look and read.

Yes or no?



1 A boy is playing tennis.

2 A girl is riding a bike.

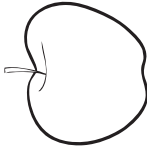
3 The boys are playing basketball.

4 There is a teacher on a chair.

5 The girls are playing the piano.

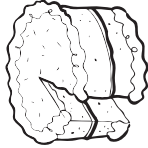
Part 2. Look at the pictures.
 Look at the letters. Write
 the words.

6



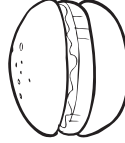
p e a l p

7



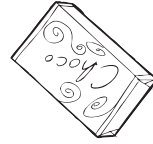
k e c a

8



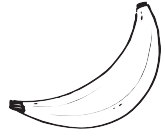
r u g r e b

9



c l o c e t h o a

10



n a a a n b
