

OBJECTIVES: By the end of the lesson, pupils will have used adjectives to talk about school and people's feelings and reactions.

● TARGET LANGUAGE

Key language: *boring, quick, exciting, busy, careful, difficult, easy, slow, terrible*

Additional language: *pottery, bowl, grown up*

Revision: school, school subjects

● MATERIALS REQUIRED

Character flashcards (Stella (5), Simon (6), Lenny (10), Alex (11), Meera (12))
Adjective flashcards (15–23)

Warmer

- Ask pupils what subjects they have on their timetable today. Ask which their favourites are. Ask pupils if they have started any new subjects this year. Build a mind map on the board of the school subjects.

PB10. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 10. Elicit who they can see (Simon and Stella). Introduce Alex, Lenny and Meera using the flashcards. Review all five character names by sticking the flashcards on the board, pointing to the cards in turn and saying, e.g. *Hello, Alex*. Point to the flashcards again. Pupils say *Hello*, (name) for each one.
- Pupils read the activity instruction and the four questions. They discuss their answers / predictions in pairs. Don't give the new vocabulary at this stage.

PB10. ACTIVITY 2. Listen and check.

- Play the CD for pupils to listen and check. Elicit complete sentences.
- Play the first part of the CD (the Art class). Elicit what Simon says (*My bowl's terrible*) and what the narrator says about Alex (*Alex is careful and slow*). Check understanding of the adjectives. Repeat for the other sections.
- Focus pupils on the adjectives in the box in Activity 1. Elicit words that link to them in the listening, e.g. *What's boring?* (basketball). Check understanding of the adjectives as you do the activity.

Key: 1 The children are at school. 2 Alex and Simon are in the Art class. 3 Stella likes Maths. 4 Meera's playing basketball.

CD 1, 09

NARRATOR: Simon and Alex are in their Art class. They're making bowls and they can't stop. They're busy.

SIMON: Oooh. My bowl's terrible!

NARRATOR: Alex is careful and slow. His bowl's good.

NARRATOR: Stella and Lenny are in their Maths lesson. Stella's very happy because she loves Maths and thinks it's easy. Lenny doesn't think Maths is easy. He thinks it's difficult.

LENNY: I can't do this Maths problem. It's difficult.

STELLA: Come on, Lenny. You can do it. It's easy.

NARRATOR: ... It's 73–72. What an exciting game! Meera's got the ball and she's running with it. Meera's quick. The boy's slow.

GIRL: This is really boring. I don't like basketball.

PB10. ACTIVITY 3. Listen and match.

- Focus pupils on Activity 3. Pupils work in pairs and try to do the matching. Play the CD for them to listen and match. Check with the class.

Key: 2 a, 3 f, 4 c, 5 h, 6 g, 7 d, 8 b, 9 i

CD 1, 10

1. Be careful with those glasses, Sally! / I am being careful.
2. What was the film like? / It was really boring.
3. What's 397 and 79? / Oh, I don't know. That's difficult.
4. What was the football match like? / It was really exciting!
5. Come on, Mary. Don't be so slow. / I'm not slow!
6. What's 2 and 2? / That's easy. It's 4.
7. Can I talk to you? / No, sorry. I'm busy.
8. The bus is coming. Be quick!
9. The weather's terrible! / Oh, no! Look at our food.

AB10. ACTIVITY 1. Find the words.

- Tell pupils to open their Activity Book at page 10. Check they know what to do. Pupils do the task individually, checking in pairs. Check with the class.

Key:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| d | z | e | a | s | y | x | c | i | l | a |
| i | p | h | c | u | f | b | m | e | v | r |
| f | w | w | a | r | j | i | m | x | c | e |
| f | z | a | r | p | j | n | f | c | r | k |
| i | n | l | e | r | e | s | p | i | n | p |
| c | q | h | f | i | k | l | q | t | p | e |
| u | u | b | u | s | y | o | h | i | g | u |
| l | i | j | l | e | i | w | l | n | f | h |
| t | c | g | b | o | r | i | n | g | d | k |
| u | k | r | t | e | r | r | i | b | l | e |

AB10. ACTIVITY 2. Look at the pictures. Complete the sentences.

- Focus pupils on Activity 2 and on the activity instructions. Check they realise they need to look at the pictures in Activity 1, using the example. Pupils complete the sentences and then check in pairs. Check with the class.

Key: 2 boring, 3 difficult, 4 careful, 5 terrible, 6 slow, 7 quick, 8 exciting, 9 easy

Extra activities: see page T109 (if time)

Ending the lesson

- Stick the adjective flashcards on the board. Number them 1 to 9. Elicit the words. Say, e.g. *I have a lot to do. I'm very ...* Pupils say the correct number flashcard and the word. Repeat for the other adjectives.