

Lesson One CB page 108

## Words

## Learning outcomes

- To identify things from the beach
- To understand a short story

## Language

- Core: sandcastle, beach, crab, the sea, boat, shell
- Extra: good idea, together, wait, another

## Materials

- CD 145, 150–152; Story poster 15; The beach flashcards 170–175; complete set of Story posters (optional)

## Warmer 145

- Sing *I can do anything!* from Class Book page 104.
- Ask children what they can remember about the previous story.
- Tell children that this lesson's story is about the beach. Talk about beaches. Ask *Do you ever go to the beach with your family? What do you do there? What can you see? Do you like the beach?*

## Lead-in

- Hold up flashcards 170–175 and ask *What's this?*
- Hold up the flashcards in a different order and repeat.

## 1 Listen, point and repeat. 150

- Ask children to look at the different things from the beach. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put the flashcards around the room. Play the recording again. Children point to the flashcards as they hear them.

## Transcript

## Listen and point.

sandcastle, beach, crab, the sea, boat, shell  
beach, boat, crab, sandcastle, the sea, shell  
Listen and repeat.

sandcastle, beach, crab, the sea, boat, shell

## 2 Listen and chant. 151

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat. They can point to the correct flashcard when they hear it.

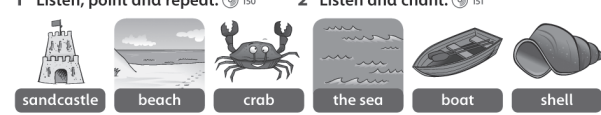
## Transcript

sandcastle, sandcastle, sandcastle  
beach, beach, beach  
crab, crab, crab  
the sea, the sea, the sea

# 15 Let's play ball!

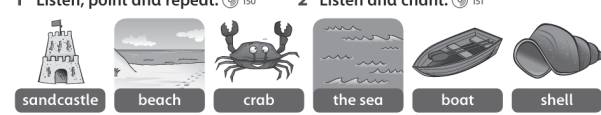
Lesson One Words

**1 Listen, point and repeat.** 150



sandcastle beach crab the sea boat shell


**2 Listen and chant.** 151




sandcastle beach crab the sea boat shell

**3 Listen and read.** 152


1




2



3



4



108 Unit 15 The beach

boat, boat, boat  
shell, shell, shell

## 3 Listen and read. 152

- Use Story poster 15 to present the story. Ask children questions, e.g. *Where are the family? Who can you see?*
- Ask children what they can see in each frame. Ask *What's happening? What is Billy playing with? What do the family make together?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *What does Tim want to do? What does Billy want to do? What happens to the sandcastle? What do the family do next?*
- Ask children to open their Class Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Put Story posters Starter–7 on the board so they show the stories from the first half of the course. Point to the stories and ask children to tell you what happened. Turn the posters over to show stories 8–15 and do the same.
- Talk about the stories. Ask individual children *What was your favourite story? Why?*

## Further practice

Workbook page 108

Student Website • Unit 15 • Words

Online Practice • Unit 15 • Words

## Grammar

### Learning outcomes

- To make suggestions with *Let's...*
- To respond positively to suggestions
- To act out a story

### Language

Core: *Let's make a sandcastle. That's a good idea. / Great. / OK!*

### Materials

CD 152; Story poster 15; The beach flashcards 170–175

### Warmer

- Play *What's the picture?* (see Teacher's Book page 23) to revise the vocabulary from the previous lesson.
- Point to the different things on the board for children to say the words.

### Lead-in

- Point to Story poster 15 and ask children what happened in the story.
- Cover the poster and ask children which beach objects appeared in the story.

### 1 Listen to the story again and repeat. Act. 152

- Ask children to look at the story on Class Boom page 108. They check how many of the beach objects they remembered.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of seven to play the parts of Rosy, Tim, Billy, Mum, Dad, Grandpa, and Grandma. If the class does not divide into seven, there can be some smaller groups, as Mum and Grandpa don't have speaking parts.
- Ask children to decide on the actions for the story (see suggestions below).
- Children act out the story.
- Ask some groups to come to the front to act out the story.

### Story actions

Picture 1: Tim picks up his bucket and spade.

Picture 2: Billy throws the ball. Grandma holds out her hand to tell him to stop.

Picture 3: Rosy, Tim, and Grandma hold up their hands and shake their heads.

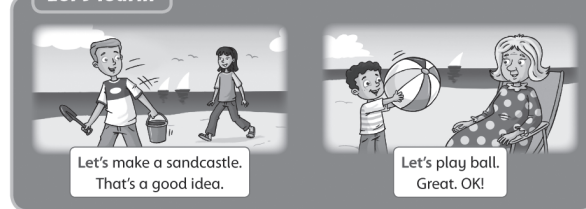
Picture 4: The whole family mimes making a sandcastle together happily.

### 2 Look and say.


- Ask children to look at the pictures in their Class Books. Ask different children to say each sentence.
- Copy the sentences and questions onto the board.
- Ask children which word we use to make suggestions (*Let's*). Ask what we say to accept the suggestion (*That's a good idea* and *Great. OK!*)


- Listen to the story again and repeat. Act.
- Look and say.


### Let's learn!




### 3 Circle and write.

1  Let's make a sandcastle. sandcastle ice cream crab

2  Let's swim in the sea. house living room sea

3  Let's find shells. a yogurt shells play

4  Let's play ball. beach ball hat

### 4 Look at the pictures again. Point and say.

*Let's make a sandcastle. That's a good idea.*

### 3 Circle and write.

- Ask children to close their Class Books. Write the first sentence on the board. Put the flashcards at the top of the board.
- Point to the first sentence and ask the class which flashcard should go in the gap.
- Put the sandcastle flashcard into the gap and write the word *sandcastle* next to it. Children read the complete sentence aloud.
- Ask children to look at the activity in their Class Books. They choose the correct word from the box, circle it, and then write it at the end of the sentence.
- Write the other sentences on the board. Check answers by inviting different children to come to the front to put the correct flashcard in the gap. Write the word next to the flashcard.

### ANSWERS

- 1 *Let's make a sandcastle.* 2 *Let's swim in the sea.*  
3 *Let's find shells.* 4 *Let's play ball.*

### 4 Look at the pictures again. Point and say.

- Ask children to look at the sentences in their Class Books. Model the question and answer with a child in the class.
- Ask children how else they could respond to this suggestion (*Great. OK!*). Point out that both responses are positive and mean roughly the same.
- Ask children to work in pairs. They take turns to read the sentences from Exercise 3 and respond with *That's a good idea* or *Great. OK!*

### Further practice

Workbook page 109

Grammar reference, Class Book page 127

Student Website • Unit 15 • Grammar

Online Practice • Unit 15 • Grammar

# Lesson Three CB page 110

## Song

### Learning outcomes

- To recognize more beach words
- To use beach words in the context of a song

### Language

- Core: *sun cream, bat, ice lolly, bucket, spade*
- Extra: *wonderful, forget*
- Recycled: beach words

### Materials

CD 153–154; The beach flashcards 176–180

### Warmer

- Play *Where was it?* (see Teacher's Book page 23) to revise beach words.

### Lead-in

- Hold up flashcards 176–180 and say the words for children to repeat.
- Hold up the flashcards in a different order for children to repeat again.

### 1 Listen, point and repeat. 153

- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.

### Transcript

#### Listen and point.

*sun cream, bat, ice lolly, bucket, spade*

*spade, sun cream, bucket, ice lolly, bat*

#### Listen and repeat.

*sun cream, bat, ice lolly, bucket, spade*

### 2 Listen and sing. 154

- Ask children to look at the pictures and name as many things as they can.
- Play the recording for children to listen and follow the song in their Class Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

### 3 Sing and do. 154

- Ask children to look at the pictures and decide what the actions are (see suggestions below).
- Ask four or five children to come to the front to demonstrate the actions to the rest of the class.
- Play the song for children to listen and do the actions.

### Lesson Three Song

#### 1 Listen, point and repeat. 153



#### 2 Listen and sing. 154

#### 3 Sing and do.

**Let's sing!**

**It's a wonderful day!**

Hey, hey!  
It's a wonderful day.  
We are going to the beach today.  
Don't forget your sun cream,  
Don't forget your hat.  
Don't forget your frisbee,  
Or your ball and bat.

Hey, hey!  
It's a wonderful day ...  
Have an ice cream,  
Have a drink.  
Have an ice lolly,  
Yellow or pink.

Hey, hey!  
It's a wonderful day ...

110 Unit 15 The beach

### Song actions

Hey, hey!: Wave hands.

Don't forget your sun cream: Put on sun cream.

Don't forget your hat: Put on a hat.

Don't forget your frisbee: Throw a frisbee.

Or your ball and bat: Hit a ball with a bat.

Have an ice cream / a drink / an ice lolly: Eat or drink.

### Optional activity

- Make an alternative version of the song with the class by replacing some of the words, e.g. *Don't forget your book / sandwiches. Have an apple / a biscuit.*
- Ask the class to make other suggestions.

### Culture note: The British seaside

- Beach resorts in Britain are often referred to as 'the seaside'. Popular seaside activities include swimming in the sea or 'paddling' (playing in shallow water), sunbathing, playing ball games, and making sandcastles. Some beaches are suitable for surfing.
- Traditional seaside towns often have piers and funfairs. There are usually hotels along the beach front, but many families prefer to stay in tents, caravans, or self-catering chalets.
- The most popular beaches tend to be in places where the weather is warmest. The beaches of Devon and Cornwall on the southwest coast attract large numbers of tourists during the summer. However, many British families prefer to take a holiday abroad.

### Further practice

Workbook page 110

Picture dictionary, Workbook page 131

Extra writing worksheet 15, Teacher's Resource Centre

Student Website • Unit 15 • Words, Song

Online Practice • Unit 15 • Song

Phonics

Learning outcomes

- To pronounce the sound /ʌ/ on its own and in words
- To identify the letter *u* in the middle of words and associate it with the sound /ʌ/
- To blend the vowel *u* with consonants to form simple CVC words
- To differentiate between the sounds /ɪ/, /ɒ/, /ʌ/

Language

Core: *rug, jug, sum*

Materials

CD 147, 155–157; Phonics cards 48–50 (*rug, jug, sum*) and 7, 10, 13, 18, 19, 21; Phonics cards 42, 24 (optional)

Warmer 147

- Ask children which vowel they looked at in the previous lesson (o) and which sound this letter represents (/ɒ/).
- Ask children if they can remember the words from the lesson that contained the sound (*dog, fox, log*).
- Say the chant from Class Book page 105.

Lead-in

- Hold up the *rug, jug, and sum* phonics cards, saying the words for the class to repeat. Ask children what they think this lesson's letter is (*u*) and what sound it makes.
- Call three children to the front. Give them the phonics cards for *r, u, g*. Point to the letters for the class to name them.
- Encourage the class to say the sounds again and run them together to pronounce the word *rug*.
- Repeat for children to say *j-u-g* and *s-u-m*. Ask children *What's the vowel?* to elicit *u*.

1 Listen, point and repeat. 155

- Ask children to look at the words and pictures. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording all the way through for children to point to the words and then repeat them.

Transcript

Listen and point.

/r/ /ʌ/ /g/ – *rug*, /dʒ/ /ʌ/ /g/ – *jug*, /s/ /ʌ/ /m/ – *sum*

Listen and repeat.

/r/ /ʌ/ /g/ – *rug*, /dʒ/ /ʌ/ /g/ – *jug*, /s/ /ʌ/ /m/ – *sum*

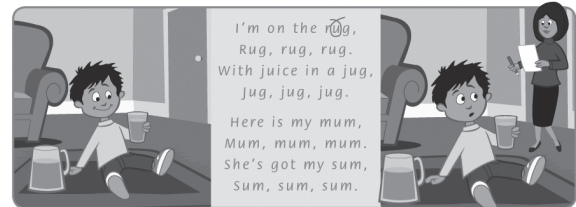
2 Listen and chant. 156

- Play the recording for children to listen to the chant. Talk about the picture to ensure the meaning is clear.
- Play the recording again for children to say the chant. They point to the pictures in their Class Books as they hear the words. Repeat.
- Play the chant once more for children to follow in their Class Books.

1 Listen, point and repeat. 155



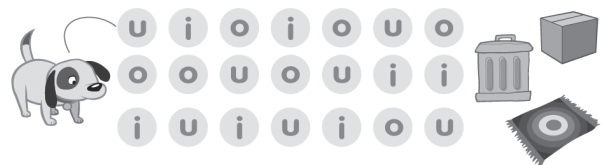
2 Listen and chant. 156



3 Read the chant again. Circle the *u* in the middle of the words.

4 Listen to the sounds and join the letters. 157

Where is the dog?



3 Read the chant again. Circle the *u* in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled *u* in the middle of *rug*. Ask them to find and circle other examples of *u* in the middle of words they have learnt in this lesson.
- Check the activity with the class.

ANSWERS

I'm on the rug, Rug, rug, rug. With juice in a jug, Jug, jug, jug. Here is my mum, Mum, mum, mum. She's got my sum, Sum, sum, sum.

4 Listen to the sounds and join the letters. 157

- Elicit the four images in the activity (*dog, bin, box, rug*). Ask *Where is the dog?* Play the recording for children to listen and join the letters to find out where the dog is. Repeat.
- Ask *Where is the dog? (on the rug)*. Elicit the sounds children heard. Make sure they are correctly producing and differentiating the /ʌ/, /ɪ/ and /ɒ/ sounds. Write them on the board so they can check their maze.

Transcript

/ʌ/ *rug* /ɪ/ *bin* /ɒ/ *box* /ɪ/ *bin* /ʌ/ *rug* /ɒ/ *box* /ʌ/ *rug*

ANSWER

The dog is on the rug.

Optional activity

- Put the *bin, box, and rug* phonics cards around the room. Read out these words: *jug, fig, box, tin, mum, big, fox, six, log, nut, doll, lunch*. When children hear an /ɪ/ sound they point to the bin; when they hear an /ɒ/ sound they point to the box; when they hear an /ʌ/ sound they point to the rug.

Further practice

Workbook page 111

Student Website • Unit 15 • Phonics

Online Practice • Unit 15 • Phonics



### Skills Time!

#### Skills development

Reading: read and understand a poster; read for specific details

#### Language

Recycled: vocabulary and structures seen previously

Extra: *shell, crab, bucket, spade, hotel, balcony, clean, swimming pool*

#### Materials

CD 158; Cut and Make 5 (for materials see Teacher's Resource Centre) (optional)

#### Warmer

- Ask children to imagine that they are going to the beach. Ask them to name as many things as possible that they would want to take with them. If necessary, prompt with questions, e.g. *What will you play with / eat / drink / do / wear?*

#### Lead-in

- Ask children to look at the page and tell you what they think the text is (*a postcard*). Ask them to look at the bottom of the postcard to see who wrote it (*Robbie*).
- Ask them to look at the picture and predict what the postcard is about (*a holiday at the beach*).

#### 1 What can you see in the picture? Point and say.

- Ask children to look at the picture again. Ask them to say the words they know from the picture.
- Ask children to work in pairs. They take turns to point to the things in the pictures and say the words.

#### ANSWERS

beach, umbrella, the sea, ball, sandcastle, hat, drink, ice lolly, boat

#### 2 Listen and read. 158

- Ask children *What can you do at the beach?* Write their ideas up on the board.
- Tell children they are going to listen to Robbie reading his postcard. Play the recording for them to listen and follow silently in their Class Books.
- Play the recording a second time. Answer any questions children have.
- Look again at the list of ideas about what you can do at the beach on the board. Check with the class if any of their ideas were mentioned in the text.
- Ask questions to check comprehension, e.g. *What has Robbie got? What can he do at the beach? Is the sea clean? Has his hotel room got a balcony?*

#### 3 Read again. Circle the correct word.

- Explain that you are going to look at some sentences and find the correct words.
- Write the first sentence on the board. Ask *Is Robbie on holiday with his brother or his sister?* (his sister). Draw a circle around the word *sister* on the board. Show the example answer in the Class Book.

### Skills Time!

#### Lesson Five

#### Reading

- 1 What can you see in the picture? Point and say. 2 Listen and read. 158



Hi Ben,  
I am on holiday here with my sister, mum and dad. The beach is lovely. It is long and sandy. I've got a new bucket and spade, so we can make sandcastles. There are shells and crabs on the beach, too. I've got a bat and ball too, so we can play games together. The sea is blue and clean here. We can swim in the sea and go in a boat. I like boats, so I'm happy about that. Our hotel is really nice. I can see the sea from my bedroom. There is a swimming pool at the hotel. I can swim here too!  
From,  
Robbie



Ben Jones  
18 Park Avenue  
London  
UK  
HA9 8BA

#### 3 Read again. Circle the correct word.

- 1 Robbie is on holiday with his brother / sister.  
2 The sea is green / blue.  
3 Robbie can / can't see the sea from his bedroom.  
4 There are crabs / frisbees on the beach.  
5 Robbie likes trains / boats.

112

Unit 15 Reading: a postcard

- Children read the postcard again and circle the correct options.
- Check answers with the class. Read the first part of each sentence for children to call out the final word.

#### ANSWERS

1 sister 2 blue 3 can 4 crabs 5 boats

#### Optional activity

- Read out true or false sentences about the text, eg:
  - The beach isn't sandy. (F)*
  - You can play frisbee on the beach. (T)*
  - You can find chicks in rock pools. (F)*
  - The sea is clean. (T)*
  - There are cafés near the beach. (T)*
- Children listen to each statement and write T (true) or F (false) in their notebooks.
- Check answers by asking children to add up how many they got right.

#### Optional activity

- Do Cut and Make 5.
- When they have finished colouring and making the beach mobiles, children can take them home.

#### Further practice

Workbook page 112

Cut and Make 5, Teacher's Resource Centre

Online Practice • Unit 15 • Reading

# Lesson Six CB page 113

## Skills Time!

### Skills development

Listening: identify pictures from their descriptions

Speaking: make and respond to suggestions

Writing: identify and write verbs in sentences; write about the beach (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: *flavour*

### Materials

CD 159; Verbs flashcards 139–147; Fluency DVD Unit 15 (optional)

### Warmer

- Play *Simon says* ... (see Teacher's Book page 23) using verbs children know. When you say the verb, children mime it.

### Lead-in

- Ask children what they can remember about the beach from the postcard in the previous lesson. Encourage children to describe the beach in as much detail as they can. Ask *What can you do at the beach?*
- Allow children to check page 112 of their Class Books to see how well they remembered the postcard.
- Ask children to name as many things as they can in each of the pictures on page 113.

### 1 Listen and write A or B. 159

- Tell children they are going to hear a recording of different people from the pictures talking. They must listen, work out which picture is being described, and then write A or B to show which picture it is.
- Play the recording all the way through for children to point to the pictures as they hear the words.
- Play the recording again, pausing after each sentence or short dialogue for children to write A or B.
- Play the recording a third time for children to check their answers. Check answers with the class.

### Transcript

- 1 I like ice cream. This ice cream is banana flavour.
- 2 I like football. Do you? / Yes, I do. Football is great!
- 3 Look! Let's find crabs and shells. / Great, OK!
- 4 Here, don't forget to put on sun cream. / Thanks, Mum.
- 5 I've got a frisbee. Let's play. / That's a good idea.
- 6 Do you like my sandcastle? / Yes. It's very big.

### ANSWERS

1 A 2 B 3 B 4 A 5 A 6 B

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 15.

### 2 Look at the pictures again. Point and say.


- Read the speech bubbles aloud for children to repeat. Model correct information for the class.

Lesson Six

**Listening**


1 Write A or B. 159

A



1  A    2     3

B



4     5     6

**Speaking** Watch the DVD!

2 Look at the pictures again. Point and say.

play bat and ball      find crabs and shells      make a sandcastle  
play football      play frisbee      put on sun cream

Let's play bat and ball.      Great, OK!

**Writing preparation** verbs = doing words

3 Circle the verbs.

Let's run      Let's go in a boat.

1 Let's swim.

3 Let's play ball.

5 Let's put on sun cream.

2 Let's walk.

4 Let's find shells.

6 Let's make a sandcastle.

Complete the writing task on page 113 of the Workbook.

page 113

Listening, speaking, writing    Unit 15    113

- Ask a pair of children to read the speech bubbles for the class. Ask children to identify the people in the picture who are having that conversation.
- Ask if children can remember the other positive responses to suggestions they learnt in Lesson 2 (*That's a good idea.*).
- Children work in pairs, taking turns to point to different people in the picture and make suggestions for their partner to answer.

### Optional activity

- In pairs, children use the postcard on Class Book page 112 to point to people and practise similar conversations.

### 3 Circle the verbs.

- Copy the two example sentences onto the board.
- Look at the sentences together. Point to each one and ask *Where's the verb?* Ask a child to come to the front to circle the verb in each sentence.
- Children do the exercise in their Class Books. Write the remaining sentences on the board.
- Check answers with the class by asking individual children to come to the front to circle the verbs.

### ANSWERS

- 1 Let's swim.
- 2 Let's walk.
- 3 Let's play ball.
- 4 Let's find shells.
- 5 Let's put on sun cream.
- 6 Let's make a sandcastle.

### Further practice

Workbook page 113 (children write about the beach)

Fluency DVD • Skills Time! Speaking • Unit 15

Values worksheet 15, Teacher's Resource Centre

Unit 15 test, Teacher's Resource Centre

Skills test 5, Teacher's Resource Centre

Student Website • Listen at home • Track 48 (Words and phrases), Track 49 (Song), Track 50 (Phonics)

Online Practice • Unit 15 • Listening, Speaking and Writing

# Fluency Time! 5

## Everyday English CB page 114

### Learning outcomes

Learn some useful language for finding things

### Language

*I can't find (my pencil case). Look under your (pillow). It isn't there. Here it is.*

### Materials

CD 160–161; Fluency DVD Fluency Time! 5 (optional)

### Warmer

- Tell the class they are going to learn some useful language for finding things. Ask if they have tidy bedrooms or messy bedrooms. Ask what words they can remember for talking about their bedrooms (*rug, shelf, bed, cupboard, pillow, blanket, desk, chair*).
- Play *Jump* (see Teacher's Book page 23) with the bedroom vocabulary.

### 1 Listen, read and say. 160

- Focus on the pictures. Ask children to say where the people are (*in the girl's bedroom*) and what they think the girl is looking for (*her pencil case*).
- Play the recording for children to listen and follow in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs.
- Ask pairs to act out the dialogue for the class.

### 2 Listen and tick (✓) the correct picture. 161

- Show children the pictures and ask them to say who / what they can see in each picture. Explain that they need to listen and decide which picture matches each exchange on the recording.
- Play the recording for children to listen and tick the correct pictures.
- Ask children to point to the correct pictures and say what Grandma is saying in each picture.

### Transcript

**1 James** Grandma. I can't find my sock. I've got one, but can't find the other one.

**Grandma** Oh James. Let's look for the sock.

**2 Grandma** Look in your cupboard.

**James** It isn't there.

**Grandma** Oh dear. Where is it?

**3 Grandma** Look on your bed. Here it is!

**James** Thanks, Grandma. These are my favourite socks.

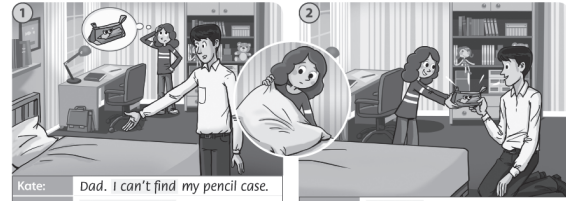
### ANSWERS

1 Picture 1 ✓ 2 Picture 1 ✓ 3 Picture 1 ✓

## Fluency Time! 5

### Everyday English

#### 1 Listen, read and say. 160



Kate: Dad. I can't find my pencil case.

Dad: Look under your pillow.

Kate: It isn't there.

Dad: Here it is. It's under your bed.

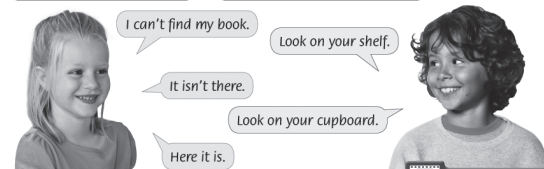
Kate: Thanks, Dad.

#### 2 Listening Listen and tick (✓) the correct picture. 161



#### 3 Speaking Look at the words. Point and say.

pen teddy book cupboard bed shelf



114 Fluency Time! 5 Finding things

Watch the DVD!

### 3 Look at the words. Point and say.

- Ask children to work in pairs. Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then choose one word from each box and act out more dialogues.
- You can extend this activity by asking children to choose their own lost items and places to make new dialogues.
- Monitor children's performance. Ask some pairs to act out their dialogues for the class.

### Optional activity

- Tell children to close their eyes. Hide an item (e.g. a pen / a book / an eraser) somewhere around your desk.
- Tell children to open their eyes. Say *I can't find my (pen)*.
- Encourage children to suggest places to look, e.g. *Look in your bag / under your desk / on your chair*. Look in the places suggested. Say *It isn't there* if the suggestion is incorrect and *Here it is* (holding up the item) if the suggestion is correct.
- Ask children to hide their own items for the rest of the class to help find them.

### Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 5 Everyday English for the children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

### Further practice

Workbook page 114

Everyday English phrase bank, Workbook page 123

Fluency DVD • Fluency Time! 5

Online Practice • Fluency Time! 5

## Project CB page 115

### Learning outcomes

To make a bedroom poster

To play a game with the bedroom poster

### Language

*I can't find my (sock). Look under the (pillow). It isn't there. Here it is.*

### Materials

Fluency DVD Fluency Time! 5 (optional); Fluency project 5 (Teacher's Resource Centre) (one template for each child); completed poster; coloured pens / pencils / crayons, scissors and glue for each group of children

### 1 Look at the story again. Act.

- Ask children to look at the story in Exercise 1 on Class Book page 114. Ask children what they can remember about the story.
- Play scene 1 of Fluency DVD Fluency Time! 5 Everyday English again. If you don't have time for the DVD, read the dialogue on Class Book page 114.
- Invite groups of children to act out the dialogue (or their own variations of the dialogue).
- Ask children to say the words they can remember for talking about bedrooms. Write the words on the board.
- Play both scenes of Fluency DVD Fluency Time! 5 Everyday English again for children to watch and listen.

### 2 Make a bedroom poster.

See TB page 140 for detailed instructions on how to make the bedroom poster

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a bedroom poster*).
- Ask *What do you need to make the poster?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the poster template (see Fluency project 5). Give each group coloured pens / pencils / crayons, scissors and glue. (If possible, the copies of the template should be copied or glued onto a sheet of thin card, so the items which need to be lifted are firm.)
- Use the pictures and instructions to talk children through the process of making their posters. Demonstrate with your own completed poster and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this? Is there a (shelf) in your bedroom? What's on the (bed)?*

**NOTE:** If you do not have time to use photocopies, ask children to draw a picture of their bedroom in Exercise 1, then draw the items they "find" in their bedroom into their picture in Exercise 2. Alternatively, children can use the template to make their bedroom poster but draw the smaller, hidden items instead of cutting and sticking them into the poster.

### 3 Use the bedroom poster and say.

- Focus on the photo. Tell children they are going use their bedroom posters to play a game in pairs. Ask two children to read out the example dialogue.
- Children play the game in pairs at their desks, helping each other find the hidden items in each other's bedrooms. Children then swap partners.

**Project**

**1 Look at the story again. Act.**

**2 Make a bedroom poster.**

1  
Colour and decorate the bedroom.

2  
Colour and cut out the blanket, pillow and door.

3  
Stick the items on the poster. Stick one side so they open.

4  
Cut out the teddy, book and sock. Stick them in the bedroom.

**3 Speaking** Use the bedroom poster and say.

I can't find my sock.  
Look under the blanket.  
It isn't there.  
Oh dear. Look under the pillow.  
Here it is. It's under the pillow.

Project: a bedroom poster 115

- Ask pairs of children to demonstrate the game at their desks while the rest of the class turns to watch.

### Optional activity

- Children play a game in pairs. Tell children to place a few things on the desk between them. They should include small things which can be hidden, e.g. an eraser, a pencil sharpener, and larger things which could have things hidden in / under them, e.g. a bag, a pencil case.
- One of the children closes their eyes. The other child hides one of the smaller things somewhere on the desk. The other child opens their eyes and works out which thing is missing, then tries to find it. They should use the language from this lesson and the Everyday English lesson, e.g. *A: I can't find the (eraser). Is it (under the bag)? B: No! It isn't there. A: Is it (in the pencil case)?*
- Children take turns to hide and find things.

### Watch the DVD!

- You can now play Fluency DVD Fluency Time! 5 Everyday English again to review the language of the Fluency Time! 5 lessons.
- Play Fluency DVD Fluency Time! 5 Talk to Kate & James! for the children to answer the questions.

### Review 5 CB pages 116–117

Review pages answer key, TB page 131

### Further practice

WB pages 116–117

Workbook pages 115

Writing portfolio worksheet, Units 13–15, Teacher's Resource Centre

Skills test 5 Fluency Time!, Teacher's Resource Centre

Progress test 5, Teacher's Resource Centre

Fluency DVD • Fluency Time! 5

Online Practice • Review 5