

# Unit 5

## A sample plan for the first lesson

- 1 *want / want to*
- 2 Review a previous pattern or theme through a game or song
- 3 *Do you want / want to ... ?*
- 4 Review a previous pattern or theme through a game or song
- 5 *I think ...*
- 6 Game – Pass the parcel
- 7 Home Book preparation

## A sample plan for a follow-up lesson

- 1 Children like us – Australia
- 2 Review a previous pattern or theme through a game or song
- 3 Personalization
- 4 Review a previous pattern or theme through a game or song
- 5 Song – *I want to go to the zoo*
- 6 Exercise
- 7 Dictation
- 8 Home Book preparation



## Target pattern

### *want / want to*

**Equipment:** Class Book page 29. Class Audio (optional). Notebooks.

- 1 Ask a few familiar questions such as *Where do you live?*, *How old are you?* quickly at random around the class. Slip in the question *What do you want?* Don't draw particular attention to the question.
  - 2 After asking the question, regardless of whether a child can answer or not, continue asking a few more questions at random and then slip in the question *What do you want?* again. If the children cannot answer the new question, encourage them to ask you and then answer naturally *I want a ...*.
  - 3 Do the same for the question *What do you want to do?* If the children cannot answer and need to ask you, gesture when you give *I want to ...* answers, e.g., rub your stomach if you say *I want to eat*.
  - 4 Open Class Books to page 29. Let the children guess what is happening and read the sentences on the page.
- Option:** Play the recording.
- 5 The children write *I want ...* and *I want to ...* sentences in their notebooks.

**Home Book**

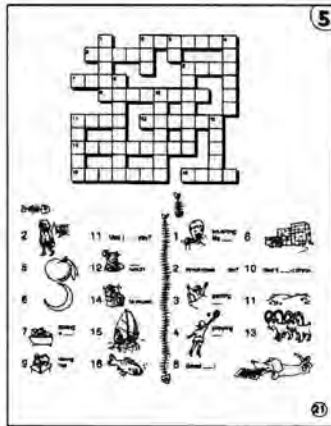
The Home Book pages can be completed at any point between here and the end of the unit. Before being asked to do any of the exercises in the Home Book, children should be shown exactly what they are expected to do.



Children complete the sentence about each picture.



Children answer the questions and complete the sentences about the pictures.



Children write the words in the crossword. The words are shown by the pictures under the crossword.



Children connect the dots in section 1. They then write a dialogue in their notebooks for each picture.

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**Target pattern**

Listening  
Speaking  
Reading  
Writing

Frank! Do you want to meet an alien?

No, I don't!

**Forming sentences**

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## Target pattern

### Do you want / want to ... ?

**Equipment:** Class Book page 30. Class Audio (optional). Vocabulary cards and objects. Pieces of paper.

- 1 Review *Do you want ... ?* by offering something to one of the children, saying *Do you want a ... ?* You could offer something like a piece of candy, a picture of a cockroach, a cake, a picture of a gorilla, etc.
- 2 If the child wants what you offer her, get her to say *Yes, please* and give it to her. If she does not want it, get her to say *No, thank you*.
- 3 Place objects or pictures on the table or floor. The children can choose one of these objects or pictures and offer it to one of the other children, saying *Do you want a ... ?* This can be done in a chain, in pairs or just at random.
- 4 Ask a few familiar questions such as *What are you doing?*, *What do you want?*, *Are you a gorilla?* quickly at random around the class. Slip in the question *Do you want to watch TV / go home / do your homework?* and, if necessary, help them answer *Yes, I do* or *No, I don't*.

5 Encourage them to ask each other similar questions using as much humor as possible.

6 Open Class Books to page 30. Appear fascinated by the page. Let the children look at the top picture, guess what is happening and read the dialogue.

**Option:** Play the recording.

**Variation:** At the end of the activity, the children draw pictures of themselves on pieces of paper meeting various animals. They write a *Do you want to ... ?* question in a speech bubble coming from themselves in their picture, and they write either *Yes, I do* or *No, I don't* coming from the animal's speech bubble.

## Forming sentences

### I think ...

**Equipment:** Class Book page 30. Class Audio (optional). Pictures or photographs of people or animals.

1 Open Class Books to page 30. Look at the bottom section as if you are wondering what the pictures are. Encourage the children to help you.

2 Point to the first picture and say *What does Ken want to do?* If they answer something like *He wants to go to Australia*, add another possibility using *I think ...*, such as *Yes, I think he wants to meet his friends*. See if the children can come up with other possibilities using *I think ...*. Do the same for the other two pictures.

**Option:** Play the recording.

3 Place the pictures on the table. Point to one of them and say *What do you think ... wants to do?* Help the children answer using the pattern *I think ... wants to ...*. They then ask and answer the same question about other pictures.

**Variations:** The activity can be extended by getting the children to make other *I think ...* sentences about the animals in the picture, such as *I think he lives in Australia. I think he's ten.*, etc. These sentences could also be preceded by questions, such as *Where do you think ... lives?*, *How old do you think he is?*, etc. This can either be done as a class or in pairs.

The children can also write *I think ...* sentences about each of the three pictures.



## Game

### Pass the parcel

**Equipment:** Class Book page 31. Wrapping paper. Paper to write on. Cassette or CD player.

- 1 Before the lesson prepare some kind of surprise that is wrapped up in paper. For example, you could use a stuffed animal you often bring into the class. If the class is not too big, there can be just one package. If the class is large, you may need to prepare one package for each group.
- 2 Open Class Books to page 31. Appear fascinated by the page. Let the children guess what is happening and read the sentences.
- 3 Get all the children to write an *I want to ...* sentence on a slip of paper and sign it.
- 4 One child puts her slip of paper on the package without letting the other children see what she has written, and wraps a layer of wrapping paper around the package. Each of the other children does the same thing.
- 5 When the package is finished, the children pass it around with music playing. When the music stops, the child who has the package unwraps a layer, reads the sentence and says *(Anna) wants to ...*. The package is then passed around again, and the game continues in the same way.

**Teaching tip:** The background music can be one of the songs from *New Finding Out* or another song that contains useful language at an appropriate level of English.

**Variations:** The activity can be used for almost any pattern. The packages and sentences could be prepared before the lesson.

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**Children like us**

**Australia**

Listening  
Speaking  
Reading  
Writing




I'm Mike.  
I live in Brisbane, in Australia.

Now I'm snorkeling near the Great Barrier Reef.  
I can see a lot of clown fish and butterfly fish.  
I can see turtles, too.  
It's fantastic under the sea!

My father and mother are with me.  
We love snorkeling together.  
It's a lot of fun.

My brother and sister are at home.  
They are watching cricket on TV.  
Australia are playing England today.

I like cricket too, but I don't want to stay home.  
I love snorkeling!



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understand, see if they can guess the meaning by looking at the pictures on the page; and if this doesn't help, give hints such as miming or half drawing a picture, or use the word naturally in sentences or in a dialogue with the children.

**Personalization**

**Equipment: Class Book page 32. Notebooks.**

**1** Write a framework like this on the board.

- I'm (name)*
- I live ...*
- Now I'm ...*
  
- I can see ...*
- I can see ... , too.*
- It's fantastic ...*
  
- My father is ...*
- My mother is ...*
- I love ... with my ...*
- ... is a lot of fun.*
- ... at home.*
- ... is -ing ...*
- ... is -ing ...*
  
- I want to ...*
- I don't want to ...*
- I like ...*
- I don't like ...*
- I love ...*

**2** The children take turns standing up and speaking in English using the framework as a guide.

**Variation:** The children write the sentences. They can keep these personalization exercises in a special notebook or a special section of their notebook.

**Children like us**

**Australia**

**Equipment: Class Book page 32. Atlas or globe.**

- 1** Open Class Books to page 32. Appear fascinated by the page. If the children don't try to read the sentences on the page, encourage them to do so. It's best if they first do this silently by themselves.
- 2** After the children have had a chance to read the page, get them to read aloud. They can take turns reading sentences.
- 3** Let the children look for Australia in the atlas or on the globe. Encourage their curiosity and give them a chance to read the names of places or ask you simple questions.

**Teaching tip:** If the children come across a word they can't read, first let them try to guess how to read it using phonic patterns or the pictures on the page as hints. If they still cannot read it, give hints, such as reading part of the word or drawing their attention to a picture on the page. If they come across a word they can read but don't

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## I want to go to the zoo

Action song

Listening  
Speaking  
Reading

I want to go to the zoo.  
I want to go to the zoo.  
E-I-oh-O.

I want to go to the zoo.  
I want to go to the zoo.  
E-I-oh-O.

I want to go to the park.  
I want to go to the park.  
E-I-oh-O.

We want to go to the beach.  
We want to go to the beach.  
E-I-oh-O.

We want to go to the beach.  
We want to go to the beach.  
E-I-oh-O.

We want to go to the beach.  
We want to go to the beach.  
E-I-oh-O.

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## Action song

### I want to go to the zoo

**Equipment:** Class Book page 33. Class Audio.

- 1 Open Class Books to page 33. Give the children a chance to read the words and look at the pictures.
- 2 Play the recording.
- 3 One child decides where she wants to go and sings a new first verse. Another child does the same for the second verse. The children decide on one place they all want to go and sing the third verse starting with *We want ...*

**Variation:** If the children are inhibited about singing solo, groups of children or half the class can decide where they want to go. Each verse would then start with *We want ...*

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## Exercise

Reading  
Writing

I think it wants to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Dictation

Listening  
Writing

1 _____	2 _____	3 _____
4 _____	5 _____	6 _____
7 _____	8 _____	9 _____

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## Exercise

**Equipment:** Class Book page 34. Pictures or photographs of people or animals. Notebooks.

- 1 Open Class Books to page 34. Look at the Exercise section as if you are wondering what to do. Encourage the children to help you. Focus on the first line and get the children to show you what should be written.
- 2 The children try to do the exercise individually.
- 3 Open notebooks. Put the pictures in a place where all the children can see them. They write a sentence in their notebooks about each picture, e.g.:

*I think it wants to fly. I think he wants to play soccer.*

**Teaching tip:** It will probably be necessary to help the children with some of the difficult words.

## Dictation

**Equipment:** Class Book page 34. Class Audio. Notebooks.

- 1 Open Class Books to page 34. Dictate gently or play the recording:

1 bee	2 tree	3 meet
4 sea	5 seal	6 eat
7 sister	8 farmer	9 water

Repeat each word as many times as necessary.

- 2 If necessary, the children can do more of the same kind of practice in their notebooks.