

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say.


1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation

B 1. Listen and read.


1. Review the story from the previous lesson "Mai joined Tom and Alfie."
2. Now introduce the situation "The bell rings and class begins..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and number.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and tick or cross.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Vocabulary:

open, close, ask, answer, sing, draw

Structure:

_____, please.
Yes, teacher.

Track 52

1. M: Open.
2. M: Close.
3. M: Ask.
4. M: Answer.
5. M: Sing.
6. M: Draw.

when needed.

4. Two teams. Play the game "Heads up. What's missing?" Arrange flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.

Track 53 - 54

Narrator: The bell rings and class begins...

Narrator: Look at the pictures. Listen. There is one example.

1. Teacher: Hello everyone!

Students: Hello teacher!

Teacher: Tom, open your book, please.

Tom: Yes, teacher.

Teacher: Good.

Narrator: Can you see the number 1? This is an example. Now, listen and number.

2. Teacher: Now, draw a picture.

John: Draw a picture?

Teacher: Yes, John. Draw a picture.

3. Teacher: Good. Ok. Let's sing a song.

Mai: Sing a song, teacher?

Teacher: Yes, Mai. Sing the alphabet song.

Mai: Ok.... a, b, c, d, e, f, g.....

Teacher: Oh, Tim, close the cupboard, please.

Tim: Yes, teacher.

(sound of a cupboard opening and Alfie falling out)

Alfie: Oops!

Tim: What!!?

Alfie: Hello, I'm Alfie.

STRUCTURE

Open your book, please.

Yes, teacher.

Ask a question, please.

Yes, teacher.

Track 55

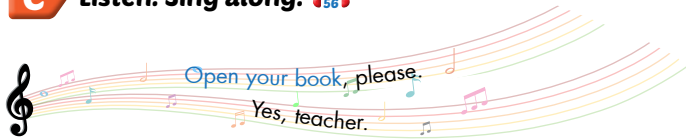
Teacher: Open your book, please.

Tom: Yes, teacher.

Teacher: Ask a question, please.

Tom: Yes, teacher.

C Listen. Sing along.



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

Track 56

Open your book, please.
Yes, teacher.

close your book, ask a question,
answer a question
sing a song, draw a picture

4. Divide class into two groups. Group A: sing the commands;
- group B: mime the actions.
5. Swap roles and repeat.


Pronunciation tip

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

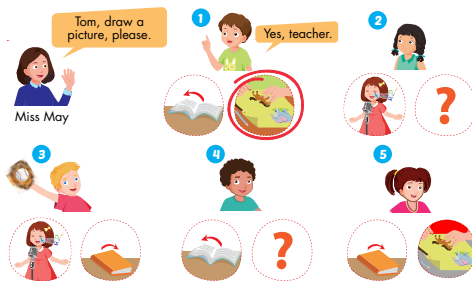
Track 57

G: Open your book, please.
B: Open your book, please.
M: Open your book, please.

PRONUNCIATION TIP

"...your..."  "...yer..."

D Listen and circle. Practice. Point and say.



Listen and circle.

1. Have students call out the objects they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio again and have students listen and circle.
4. Play audio again and check answers as a whole class.

Practice.

5. T: I say "picture." You say, "Draw a picture, please." OK?
T(to whole class): Picture
Whole class: Draw a picture.

Continue whole class/group/individual drills, with:

- ask/ask a question • answer/answer a question
- song/sing a song • open/open the book
- close/close the book

Point, ask and answer.

6. Divide students into pairs.
7. Have student give a command, e.g. "Draw a picture, please." and

Track 58

Narrator: Look at the pictures. Listen. There is one example.

1. Teacher: Tom, draw a picture please!

Tom: Yes, teacher. (SOUND OF SCRIBBLING ON PAPER)

Narrator: Can you see the circle? This is an example.

Now listen and circle.

2. Teacher: Mai, please ask a question.

Mai: Hmmm, ok. How are you, teacher?

Teacher: I'm fine, thank you.

3. Teacher: Nick, sing a song please.

Nick: Yes, teacher. LA LA LA! (SINGS LOUD AND BADLY)

4. Teacher: Cody, please open the book.

Andy: Yes, teacher.

Teacher: Thank you.

5. Teacher: Jane, close the book please.

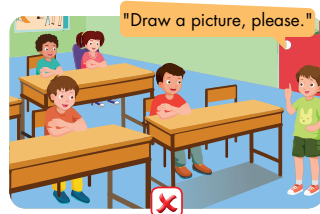
Jane: Yes, teacher.

have student B respond with "Yes, teacher."

8. Swap roles and repeat.

9. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Teacher says" game.



1. Have the class stand up.
2. Play the role of "teacher", and give commands to the class.
3. Start some commands with the phrase "Teacher says..."
4. If the command starts with "Teacher says", students do the action.
5. If the command does not start with "Teacher says", students do not do the action.
6. Have students take turns to be "Teacher".