Theme 7 ND DIRECTIONS

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.

Vocabulary:

ice cream shop, bookshop, playground, zoo, street

Structure:

Where's the ______?
It's on _____ Street.



ice cream shop

🕨 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

Track 67 A

- 1. M: Ice cream shop.
- 2. M: Bookshop.
- 3. M: Playground.
- 4. M: Zoo.
- 5. M: Street.

individually and have students say the words, correct pronunciation when needed.

4. Play the "Heads Up, What's Missing?" game. 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.

1. Listen and read. 🙉

TONY IS BUYING THE CHILDREN ICE CREAM

here's the ice











Oak Street/







1. Review the story from the previous lesson "Tom and Alfie were visiting Bill and Sue..."

- 2. Now introduce the situation "Tony is buying the children ice cream..."
- 3. Have students call out the objects and people they can see.
- 4. Have students listen and read.

2. Listen and circle.

- 1. Play audio and demonstrate the activity using the example.
- 2. Play audio and have students listen and circle.
- 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.

Track 68 - 69 1

Narrator: Tony is buying the children ice cream ...

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

1. Tony: OK, let's get some ice cream.

Everyone: Yay!

Alfie: Where's the ice cream shop?

Tony: It's on Water Street.

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

and circle.

2. Bill: Where's the playground?

Tony: The playground? It's on Oak Street.

Bill: Let's go to Oak Street playground!

3. Sue: I want to visit Uncle Rick. Where's Uncle Rick's house?

Tony: His house? It's on King Street. Sue: King Street? OK, can we go there?

Tony: Let's eat ice cream first.

EVERYONE: Yay!

Sue: Wow, Alfie. Can you eat all that?

Alfie: I sure can! (MUNCHING/SLURPING SOUNDS)

STRUCTURE

Where's the ice cream shop? It's on Water Street.

Track 70 \bigcap

M: Where's the ice cream shop? M: It's on Water Street.



- 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 71

Where's the ice cream shop? It's on Water Street.

bookshop, playground, zoo

- 4. Divide class into two groups. Group A: sing the questions; group B: sing the answers.
- 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 72

G: It's on the Water street. B: It's on the Water street. M: It's on the Water street.



Practice. Point, ask and answer.



Practice.

1. T: I say "school". You say, "Where's the school?" T: I say "Oak". You say, "It's on Oak Street." OK?

T(to whole class): School.

Whole class: Where's the school?

T(to whole class): Oak.

Whole class: It's on Oak Street.

Continue whole class/group/individual drills, with:

- Bill's house/Main Street
- grandpa's house/Oak Street
- ice cream shop/Water Street
- zoo/Water Street

Point, ask and answer.

- 2. Have students call out the objects they can see.
- 3. Demonstrate the activity using the example.
- 4. Divide students into pairs.
- 5. Have studentA point to the map and say, "Where's and have student B respond with "It's on _____
- 6. Swap roles and repeat.
- 7. Afterwards, have some pairs demonstrate in front of the class.

Play the "Memory" game.







- 1. Divide students into pairs.
- 2. Have student A look at a picture while student B counts to 10.
- 3. Have student A call out as many objects as possible.
- 4. Swap roles and repeat.