SSON 4 Vocabulary:

Structure:

What's he/she doing?

campsite, market, shopping, fishing, eating, reading

He/she's ing at the .

Review

1. Write the vocabulary from the previous lesson on the board.

D DIRECTIONS

- 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.

\Lambda 🖌 Listen, point and say. 🙈

Theme 7 PLA



- 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

B 🛛 1. Listen and read. 🙈



- 1. Review the story from the previous lesson "The family was lost..."
- 2. Now introduce the situation "Sue wants to know what everyone is doing...."
- 3. Have students call out the objects and people they can see.
- 4. Have students listen and read.

2. Listen and (\checkmark) the box. 🎧

- 1. Play audio and demonstrate the activity using the example.
- 2. Play audio and have students listen and (\checkmark) the box.
- 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 79 🎧

- 1. M: Campsite. 2. M: Market. 3. M: Shopping. 4. M: Fishing.
- 5. M: Eating. 6. M: Reading.

individually and have students say the words, correct pronunciation 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.

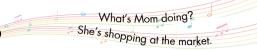
Track 80 - 81 🎧

Narrator: Sue wants to know what everyone is doing... Narrator: Look at the pictures. Listen. There is one example. 1. Sue: What's mom doing? Bill: She's shopping at the market. Narrator: Can you see the tick? This is an example. Now listen and tick the box. 2. Sue: And what's daddy doing? Bill: Dad's fishing at the lake. 3. Sue: What about Alfie? What's Alfie doing? Bill: Oh he's reading at the campsite. Sue: Oh ok. Bill: Come on. Let's go to the campsite. Tom: Mmm. These marshmallows are so yummy! Bill: Hey! What's that? Tony: A bear! Quick, climb up the tree!!! Arrah! Alfie: Hello Mr Bear.

STRUCTURE What's Mom doing? She's shopping at the market.

Track 82 () M: What's Mom doing? W: She's shopping at the market.



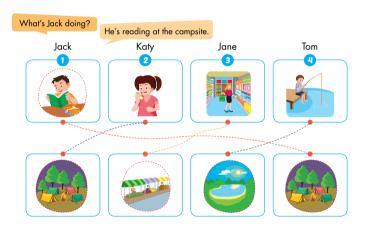


- 1. Play audio and have students listen.
- 2. Play audio and have students point to the pictures in part A.
- 3. Play audio and have students sing the song as the whole class.

🗣 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.

Practice. Point, ask and answer.



Practice.

1. T: I say "May". You say, "Where's May?" T: I say "Tony". You say, "Where's Tony". OK? T(to class): Mom. Class: Where's mom? T(to class): Dad Class: Where's dad?

Continue whole class/group/individual drills, with:



Track 83 () What's Mom doing? She's shopping at the market.

fishing, eating, reading

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

Track 84 🎧

B: She's shopping at the market.G: She's shopping at the market.M: She's shopping at the market.



- •Tom •Sue
- Bill Alfie
- Mai Lucy

2. Divide class into Group A and Group B.

T: I say "Tony", "at the drug store."

Group A, you say "Where's Tony?"

Group B, you say, "He's at the drug store". Ok?

T: I say "Ann", "at the market".

Group A, you say, "Where's mom?"

Group B, you say, "She's at the market". OK?

T(to class): Tony/at the drug store

Group A: Where's Tony?

Group B: He's at the drug store.

T(to class): Ann/at the market

Continue whole class/group/individual drills, with:

- Tom/at the waterfall. Sue/at the playground.
- Bill/at the lake. Alfie/at the campsite.
 - Lucy/at the ice cream shop.

Point, ask and answer.

• Mai/at the zoo.

3. Divide students into pairs.

- 4. Have student A point to a picture and ask, "Where's _____?" and have student B respond with "He's/She's _____ at the _____."
- 5. Swap roles and repeat.
- 1. Divide students into pairs or small groups.
- 2. Have one student mouth a sentence silently.
- 3. Have the other students take turns to guess what was said.
- 4. Swap roles and repeat.