

UNIT 5 - LESSON1 (Exercises 1-5)

TARGET LANGUAGE

She/ he wantsto go (gerund).

Doeshe / she want to go (gerund)?

- Yes,he/ she does./ No, he / she doesn't.

VOCABULARY

rollerblading, fishing, surfing, swimming, canoeing, climbing, snorkelling, shopping

PHONICS	letters	sounds
y asa vowel	y	/aɪ/
vowel digraphs	ie, ay, ai, ee, ea	/aɪ/, /eɪ/, /ɪ:/
split digraphs	i-e, a-e	/aɪ/, /eɪ/
trigraph	igh	/aɪ/

RESOURCES

Wow! 4 flashcards: *rollerblading, fishing, surfing, swimming, canoeing, climbing, snorkelling, shopping*

Action flashcards: *swim*

Dice

ENTRANCE

- Conduct an orderly **Entrancedrill**.

REVIEW

- Review weather vocabulary.
- Play **Pleasedraw**, then using the pictures on the board from that game, **Chain drill** *What'sthe weather like ?* for each.

EXERCISE1a-c, AUDIO TRACK35

- Students listen to **track 35** and number the first four pictures (box 5 is left blank; students will draw a picture in this later).
- Students tell the teacher about today's weather and draw an appropriate weather picture in box number 5.
- In pairs, students ask and answer questions about the five pictures.

Track 35 Script

Narrator: <i>Trackthirty-five.</i>	<i>- It'sraining.</i>
<i>Listen and number the pictures.</i>	3. <i>What'sthe weather like?</i>
1. <i>What'sthe weather like?</i>	<i>- It'scloudy.</i>
<i>- It'swindy.</i>	4. <i>What'sthe weather like?</i>
2. <i>What'sthe weather like?</i>	<i>- It'sfoggy.</i>

PHONICS

- Draw a Noughts and crosses grid on the whiteboard. Fill it with the items from the phonics chart at the top of the Teacher's notes for this lesson (*-y, ie, ay, ai, ee, ea, i-e, a-e, -igh*)
- Use **Choral drills** and **Chain drills** to review the sounds associated with these letters (see the chart at the top of these notes).
- Split the class into two teams and play **Noughts and crosses** to practise: to win a square on which they land, students say the sound represented by the letters in that square.
- For extra points, the team could try and think of a word that uses those letters and that sound. You may like to allow students to look through their books to find words, but set a time limit.

VOCABULARY

- Introduce / Elicit and drill the leisure activities.
- Demonstrate the actions. Play **Charades**.
- Introduce / Elicit the **written form** of the vocabulary.
- Drill the words randomly and then in order. Practise with, e.g. **Memory game, Pogo**.

EXERCISE2a-b

- Students listen to the teacher say the items in order, then at random, and touch the pictures.
Teacher: *rollerblading, fishing, surfing, swimming, canoeing,*

climbing, snorkelling, shopping.

- Students listen to the teacher again and repeat.

TARGET LANGUAGE

She/ he wantsto go (gerund).

Doeshe / she want to go (gerund)?

- Yes, he / she does. / No, he / she doesn't.

- Draw a picture of a boy on the board with a blazing sun behind him and sweat coming off him, to indicate that he's *hot*. Elicit *He'shot*.
- Draw some thought bubbles above the boy, with a simple line drawing to represent someone swimming.
- Introduce and **drill** *Hewantsto go swimming*.
- Repeat the procedure with a female example. The new structure shouldn't be too hard to teach as the students encountered similar language in Unit 2 when talking about food and drink wants.
- Of the eight leisure activities just taught, write six of them on the board. Number them 1-6 and write *he* or *she* next to each. Play **Dice game**.
- Using the same word list on the board, put a tick or cross next to each. Introduce and model the question and answer *Doeshe/ she want to go (swimming)? Yes, he / she does. / No, he / she doesn't*.
- Go through both negative and positive responses. **Chorally drill** the question and answer thoroughly.
- Practise in open pairs.
- Introduce / Elicit the **written form** of the Target language onto the board.
- Drill the words randomly and then in order.
- Elicit the meaning of the contracted form (*doesn't= doesnot*).
- Practise with e.g. **Pogo, Run and circle**.

EXERCISE3a-d, AUDIO TRACKS36, 37 and 38

- Students listen to **track 36** and repeat.
- Check that students can tell you which character is female, *she*, (Mandy) and which is male, *he* (Dave). Students look at the activity icons and listen to **track 37**. The audio will tell them which activities Dave and Mandy want to do. The students write D for Dave and M for Mandy in the boxes.
- Students listen to **track 38** and answer the questions.
- In pairs, students ask and answer questions about Dave and Mandy.

Track 36 Script

Narrator: <i>Trackthirty-six.</i>	Dave: <i>Doesshe want to go surfing?</i>
<i>Listen and repeat.</i>	
Tim: <i>Shewantsto go swimming.</i>	Gary: <i>No, she doesn't.</i>

Track 37 Script

Narrator: <i>Trackthirty-seven.</i>	<i>Shewantsto go swimming.</i>
<i>What does Dave want to do?</i>	<i>Hewantsto go climbing.</i>
<i>What does Mandy want to do?</i>	<i>Shewantsto go fishing.</i>
<i>Listen. Write D or M next to the pictures.</i>	<i>Hewantsto go rollerblading.</i>
<i>Hewantsto go surfing.</i>	<i>Shewantsto go shopping.</i>
<i>Hewantsto go canoeing.</i>	<i>Shewantsto go snorkelling.</i>

Track 38 Script

Narrator: <i>Trackthirty-eight.</i>	<i>go swimming?</i>
<i>Look at the pictures in exercise 3b.</i>	<i>Does Dave want to go surfing?</i>
<i>Listen and answer the questions.</i>	<i>Does Mandy want to go canoeing?</i>
<i>Does Dave want to go climbing?</i>	<i>Does Dave want to go climbing?</i>
<i>Does Mandy want to go shopping?</i>	<i>Does Mandy want to go climbing?</i>
<i>Does Mandy want to go snorkelling?</i>	<i>Does Dave want to go fishing?</i>
<i>Does Dave want to go swimming?</i>	<i>Does Dave want to go rollerblading?</i>
<i>Does Mandy want to</i>	

WRITING

- Revisethe written form of the Target language (question and Yes / No answers only). Practice with, e.g. **Missing words**.
- Together, look at the pictures of Linda and Jackin **exercise 4**. Elicit the questions and answers. Practise in open pairs.

EXERCISE4a-b

- Students trace the questions, then copy them freehand on the lines provided.
- Students look at the pictures and write the answers. Have them write out each answer twice.

CHECK HOMEWORK

WORKBOOK UNIT 3, EXERCISE 2 AND EXERCISE 3a-b

SET HOMEWORK

WORKBOOK UNIT 5, EXERCISE 1 AND EXERCISE 2a-b, AUDIO TRACK 39

- Ask students to open their Workbooks and look at Unit 5, **exercise 1**.
- Demonstrate what to do.
- Students connect the pictures to the correct words.
- Ask students to look at **exercise 2**.
- Demonstrate what to do. Tell the students to read through the exercise first (or read it through with them in class) so that they understand it.
- You may also like to do a little of it in class so they can get an idea of what they will be listening to.
 - Students listen to **track 39** and put a tick for *Yes* or a cross for *No* in the boxes.
 - Students write the answer to the questions in the spaces provided.

Track 39 Script

Narrator: <i>Trackthirty-nine.</i>	<i>you want to go rollerblading, Ann?</i>
<i>Workbook.</i>	
<i>Unit five, exercise two, a.</i>	Ann: <i>Oh...yes, I do! I want to go rollerblading. Do you want to go fishing, Jack?</i>
<i>Listen. Put a tick or a cross in the boxes.</i>	
Mandy: <i>I want to go surfing...</i>	Jack: <i>No, I don't. Do you want to go snorkelling, Dave?</i>
<i>Erm... Tim, do you want to go canoeing?</i>	Dave: <i>Oh! Yes, I do! I want to go snorkelling. And shopping, Linda? Do you want to go shopping?</i>
Tim: <i>Yes, I do. I want to go canoeing. Do you want to go climbing, Gary?</i>	
Gary: <i>Ugh... No. No, I don't. I want to go rollerblading. Do</i>	Linda: <i>Yes, I do! I want to go shopping now!</i>

SAY IT!

- On a piece of scrap paper, draw a girl's face surrounded by pictures of the leisure activities. Without showing the students, connect the face to one of the activities.
- Draw the same diagram on the board, but don't connect the face to the activity just yet.
- Elicit speculative questions from the class about the girl, e.g. *Doesshewant to go (surfing)?*
- Answer their questions. When you can answer with a *Yes, she does*, have the student who asked you connect the face on the board with the matching leisure activity. Show the class the scrap of paper you drew on earlier, which will of course be the same as the board diagram.
- Divide students into A and B's. Each student should draw two similar diagrams in their notebooks to the one you drew on the board: one diagram with a girl's head surrounded by leisure activities, one with a boy's head surrounded by them.
- Ask the A students to connect the girl in their diagram to three of the activities, but to keep this hidden.
- Ask the B students to connect the boy in their diagram to three of the activities. They should keep this hidden, too.
- Put the students into A / B pairs.

EXERCISE 5

- In their pairs, Student A asks about the boy in Student B's diagram and completes the boy in their own diagram according to the answers. Student B then does the same for Student B's girl.
- Feedback** Students compare their diagrams to check if they are the same.

EXIT

- Line the students up in front of the door. Using realia, flashcards or pictures in the book, elicit any language taught so far.

UNIT 5 - LESSON2 (Exercises 6-10)

TARGET LANGUAGE

I want to go (gerund).

Do you want to go (gerund)?

- Yes, I do. / No, I don't.

VOCABULARY

rollerblading, fishing, surfing, swimming, canoeing, climbing, snorkelling, shopping.

PHONICS	letters	sounds
y asa vowel	y	/aɪ/
vowel digraphs	ie, ay, ai, ee, ea	/aɪ/, /eɪ/, /ɪ:/
split digraphs	i-e, a-e	/aɪ/, /eɪ/
trigraph	igh	/aɪ/

RESOURCES

Wow! 4 flashcards: *rollerblading, fishing, surfing, swimming, canoeing, climbing, snorkelling, shopping*

Wow! 4 flashcards: hobbies (*rollerblading, fishing, surfing, swimming, canoeing, climbing, snorkelling, shopping*)

Wow! 3 flashcards: characters (*Mandy, Tim, Linda, Jack*)

Wow! 1 flashcards: characters (*Dave, Gary, Emma, Ann*)

Action flashcards: *swim*

Dice

ENTRANCE

- Conduct an orderly **Entrancedrill**.

PHONICS

- Put students into two teams.
- Teams play Rock, Paper Scissors to see who goes first.
- Demonstrate, on the board, how to play the 'Blockbusters' game in **exercise 6**: Team A moves across the grid from left to right and Team B goes from top to bottom. The first team chooses a starting square and makes a word with that sound. If the word is correct, they choose another, adjacent square. If it is incorrect, it's the other team's turn. Teams can try to block each other. The first team to reach the opposite side are the winners.
- You may like to copy the grid and play the actual game on the board.

EXERCISE 6

- In their teams, students play the game. You may like to allow students to look back through their books to find words they can use in the game.

LISTENING

- Review leisure activities introduced last week, together with their written forms.
- Review the names of the characters in *Wow! 4*.
- Review the question and answer *Does (he / she / Mandy) want to go (shopping)? Yes, he / she does. / No, he / she doesn't*.
- Practice with, e.g. **Run and connect** (students ask the Target question, then run and connect the character name to an activity when they get a positive answer.
Students: *Does (Mandy) want to go (shopping)?*
Teacher: *Yes, she does / No, she doesn't.*

EXERCISE 7a-b, AUDIO TRACK 40

- a. Students listen to **track 40** and put a tick or a cross next to activities Emma wants / doesn't want to do.
- b. In pairs, students ask and answer questions about Emma.

Track 40 Script

Narrator: <i>Track forty. Listen. Put a tick or a cross in the boxes.</i>	<i>wants to go swimming, too.</i>
Gary: <i>Emma wants to go shopping.</i>	Ann: <i>Does she want to go fishing?</i>
Ann: <i>Oh... Does she want to go surfing?</i>	Gary: <i>Hmm... Yes. She wants to go fishing.</i>
Gary: <i>No, she doesn't.</i>	Ann: <i>And snorkelling? Does she want to go snorkelling?</i>
Ann: <i>And rollerblading? Does she want to go rollerblading?</i>	Gary: <i>Yes, she does.</i>
Gary: <i>Yes, she does. She wants to go rollerblading and she</i>	Ann: <i>Ahh. Climbing! Does she want to go climbing?</i>
	Gary: <i>Oh, no, she doesn't. But she wants to go canoeing!</i>

TARGET LANGUAGE

I want to go (gerund).
Do you want to go (gerund)?
- Yes, I do. / No, I don't.

- Introduce and model the question and answer *Do you want to go (snorkelling)? Yes, I do. / No, I don't.*
- Introduce, model and drill the statement *I want to go (canoeing).*
- Play **Double line up**.
- Choose one of the leisure activities and keep it secret from the students. Encourage them to ask the target question *Do you want to go (shopping)?* to find out what you want to do. When they finally get a positive answer, invite a student to come to the front to take your role.

EXERCISE 8a-b, AUDIO TRACK 41 AND 42

- a. Students listen to **track 41** and repeat.
- b. Students listen to **track 42** and put a tick in the boxes for activities Mandy wants to do, and a cross for the activities she doesn't want to do.

Track 41 Script

Narrator: <i>Track forty-one. Listen and repeat.</i>	<i>snorkelling?</i>
Ann: <i>I want to go snorkelling.</i>	Dave: <i>Yes, I do.</i>
Gary: <i>Do you want to go</i>	Mandy: <i>No, I don't. I want to go canoeing.</i>

Track 42 Script

Narrator: <i>Track forty-two. Listen. Put a tick or a cross in the boxes.</i>	Gary: <i>Do you want to go surfing?</i>
Mandy: <i>I want to go rollerblading.</i>	Mandy: <i>No, I don't! I want to go climbing and I want to go fishing. Do you want to go fishing?</i>
Gary: <i>Oh... Do you want to go shopping?</i>	Gary: <i>Uh-uh. No, thank you! No, I don't!</i>
Mandy: <i>No, I don't. I want to go swimming.</i>	

WRITING

- Try a **Chain drill** around the class for the questions and answers in **exercise 9**.

EXERCISE 9

- Students read the five questions and write answers about themselves.

CHECK HOMEWORK

WORKBOOK UNIT 5, EXERCISE 1 AND EXERCISE 2a-b, AUDIO TRACK 39

- For script, please see the notes for the previous lesson.

SET HOMEWORK

WORKBOOK UNIT 5, EXERCISE 3 AND EXERCISE 4a-b

- Ask students to open their Workbooks and look at Unit 5, **exercise 3**.
- Demonstrate what to do.
- You may like to practise the exercise with an example on the board in class, before setting it for homework.. Students unscramble the jumbled sentences and rewrite them in the correct order.
- Ask students look at **exercise 4**.
- Demonstrate what to do.
 - a. Students read the questions and put a tick or a cross next to the pictures depending on their preferences.
 - b. Students write answers about themselves.

SPEAKING

- Draw a simple grid on the board, similar to the one in **exercise 10**.
- Ask a few students *Do you want to go...?* questions and record their answers with a tick for things they want to do and a cross for those they don't.
- Try a **Chain drill** around the class for the questions and answers in **exercise 10** in order to give everyone a chance to practise.

EXERCISE 10a-c

- a. Students first complete the column about themselves with a tick or a cross.
- b. The students ask you, the teacher, questions for the activities you want to try and record your answers as above.
- c. Put the students into pairs. They ask questions about each other (*Do you...?*) and about the teacher (*Does she / she...?*) Monitor to ensure they are using the 2nd and 3rd person appropriately in their questions.

EXIT

- Line the students up in front of the door. Using realia, flashcards or pictures in the book, elicit any language taught so far.