

LESSON 7
Language Use
Student's Book page 37

Objective

Talk about the number of things you see, using the language *There are (three horses)*.



Language

New: There are (three) horses.

Review: chicken, cow, donkey, duck, goat, horse, in, pencil, pencil case, 6 (six), 7 (seven)

Recycle: numbers 1 (one) –5 (five), ball, banana, cat, dog, doll, shoe

Receptive: What is this?; Is it in the box?; Good!; These are (chickens); What are these?; Very good!; How many (horses) are there?; That's right!; Listen.; Now you say it.

Resources

- Class Audio CD: TR 2–5, 42, 45
- IWB: Video, Routine and Sc. 3
- Website: Video, Routine and Sc. 3
- Teacher's Resource CD-ROM / Website: Worksheet 2.4.7 (optional)
- Flashcards 57–59, 61, 62

Materials

- newspaper
- a box
- between two and seven familiar items, such as balls, pencils, dolls, shoes and bananas
- crayons (optional)
- a blindfold (optional)

1 Warm Up

- Ask children to sing the **Hello Song** (Audio: TR 2 / Video: Routine).
- Sing the **Unit 4 Song: Ali Baba Has Got a Big Farm** (Audio: TR 42 / Video: Sc. 3, Sing Along) with children. Use the song gestures while you sing. Encourage children to use them as well.

2 Review

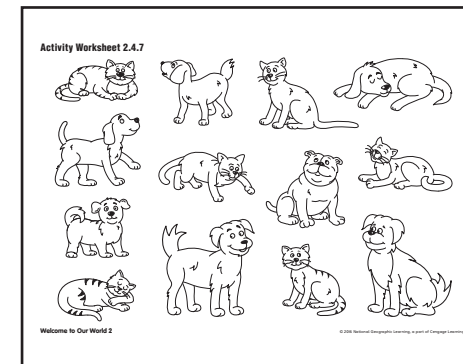
- Make seven paper balls out of newspaper. Count the balls with children, holding up each one as you count it.
- Hold up a box. Ask *What is this?* Place the box about a metre away from you. Throw the paper balls into the box one at a time. After each throw, ask *Is it in the box?* Make sure a few of the balls miss the box. Then, ask children to help you count the balls in the box.
- Give each child a chance to throw the balls into the box. Then, ask the child to count how many balls he or she threw in the box. **NOTE:** This activity can be made easier by bringing the box closer to the child or more difficult by putting it further away.

3 Use Language

- NOTE:** In earlier lessons of this unit, children have learnt the singular form of words for animals, such as *horse, cow* and *duck*. In this lesson, children will learn the plural form of animal words, such as *horses, cows* and *ducks*.
- **Bookwork** Show children the picture on page 37. Ask children to name the animals they see (chicken, duck, cow, horse).
 - Hold up Flashcard 57 (a chicken). Ask *What is this?* Say *Good!* Then show children the chickens on page 30. Say *These are chickens*. Make sure children hear the –s at the end of the word. Ask children to repeat the word *chickens* several times.
 - Repeat this activity with Flashcard 62 (a goat) and the photo of the goats on page 34 and with Flashcard 59 (a horse) and the photo of the horses on page 35. Show children Flashcard 61 (a duck) and ask *What is this?* Point to the ducks in the picture and say *Ducks*. Ask children to repeat the word three times. Make sure they are pronouncing the –s at the end of *ducks*. Repeat this activity with Flashcard 58 (a cow) and the cows in the picture.

- Now point to the chickens on page 37 and ask *What are these?* When children say *chickens*, say *Very good!* Repeat this with the other animals in the picture.
- Point to the horses in the picture and ask *How many horses are there?* (3) Say *That's right! There are three horses*.
- Say *Listen*. Play the audio of the dialogue twice (Audio: TR 45).
Frog: *How many horses are there?*
Monkey: *There are three horses*.
- **IWB Option** Show children the language model on the IWB.
- Repeat the answer *There are three horses*.
- Point to children and say *Now you say it*. Ask *How many horses are there?* Encourage each child to answer with the language *There are three horses*.
- Ask *How many cows are there?* Give children a chance to count and then answer using the language *There are two cows*. Repeat this activity with the ducks and the chickens in the picture.

- Ask children the question about things other than farm animals. Put groups of objects on a table and ask *How many (balls) are there?* Do this with items children are familiar with, such as balls, pencils, dolls, shoes and bananas. Make sure children hear the –s at the end of the word in the question. Remind children to answer with *There are (three) (balls)*.
- **NOTE:** Make sure that each group of items has between two and seven of the item.
- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 2.4.7 and crayons to each child.



- **Worksheet** Give each child a copy of Worksheet 2.4.7 and crayons. Point to one of the dogs and ask *What is this?*
- **Challenge!** Point to two dogs and ask *What are these?* See if children remember to add the –s to the end of the word *dog*. If they do not, model saying *dogs*, emphasising the –s at the end of the word.
- Point to one of the cats and ask *What is this?* Point to two cats and ask *What are these?* Again, see if children remember to add the –s to the end of cat. Model saying *Cats* if they do not.
- Tell children to colour the picture.
- Ask *How many dogs are there?* Ask children to count the dogs. Ask the question again and remind them to answer using the language *There are seven dogs*.
- Then ask *How many cats are there?* Tell children to count the cats. Ask the question again and remind them to answer using the language *There are six cats*.

Additional Activities

- Put children into a line. Whisper a sentence with the target phrase to the first child. For example: *There are six chickens*. Tell that child to whisper the sentence to the next child. Continue until the last child in line hears the sentence. That child says the sentence out loud. Is it the same sentence you whispered to the first child?
- Put as many as four items, such as small balls or pencils, in a box. Show children one of the balls and say *There are (balls) in the box. How many (balls) are there?* Put a blindfold on a child and ask him or her to try to work out how many balls there are. Ask *How many (balls) are there?* Tell children to respond using the language *There are (seven)(balls)*. Give each child a turn, changing the number of items in the box each time.