

LESSON 7
Language Use
Student's Book page 37

Objective
Ask the question *What are you doing?* Answer using the language *I'm (dancing).*



1 Warm Up

- Say *Hello!* or *Hi!* to each child. Encourage the children to greet you and each other.
- Ask children to sing the **Hello Song** (Audio: TR 2 / Video: Routine).
- Sing the **Unit 4 Song: Sing a Song** (Audio: TR 41 / Video: Sc. 3, Sing Along) with children. Use the song gestures while you sing. Encourage children to use them as well.

2 Review

- Hold up the following flashcards one at a time. For each card, ask children to say the name of the item. Then ask them to say *loud* or *quiet* for each. Keep holding up each card until children call out the correct word.
 - a fish (Flashcard 41)
 - a lion (Flashcard 54)
 - a turtle (Flashcard 40)
 - a butterfly (Flashcard 72)
 - a motorbike (Flashcard 73)

- shouting (Flashcard 66)
- a fire engine (Flashcard 74)
- a rabbit (Flashcard 42)
- a drum (Flashcard 67)

3 Use Language

- Show children the Polly the Parrot paper puppet. Make Polly say *Hello* to the children. Tell the children to say *hello* to Polly.
- Say *Listen*. Make Polly face you, as if watching you. Start dancing. Make Polly ask *What are you doing?* Answer *I'm dancing*.
- Now start stamping. Make Polly ask *What are you doing?* Answer *I'm stamping*.
- Say *Look!* and point to the picture of the mascots at the bottom of page 37. Then say *Listen*. Play the audio of the language model two times (Audio: TR 44).

Parrot: *What are you doing?*
Elephant: *I'm dancing.*

IWB Option Show children the language model on the IWB.

- Tell children to practise chorally asking the question *What are you doing?* a few times.
- Put children into pairs. Tell one child in each pair to clap. Tell the other child to ask *What are you doing?* Tell the clapping child to answer *I'm clapping*.
- Then tell children to swap roles, so that the each child has a chance to ask the question and to answer it.
- **Bookwork** Show children page 37. Point to the pictures of the actions on the game board one by one and ask *What is this?* (from the top: singing, clapping, dancing, stamping, shouting)
- Say *Let's play a game!* Put children into pairs. Give each pair a copy of Worksheet 3.4.7a and scissors.
- Tell the pairs to cut their sheet along the cutting lines. Then tell them to mix up the cards and put them in a pile, face down. Next, tell each child in the pair to choose either the guitar, the piano or the drum. These will be the children's game pieces.

Language

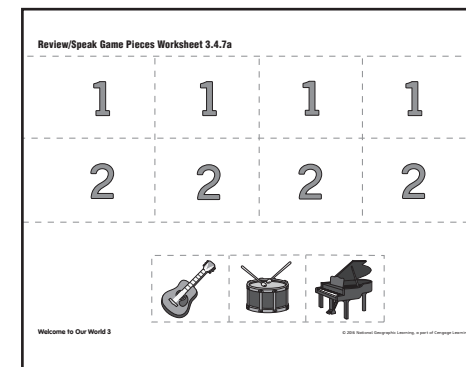
- New:** What are you doing?, I'm (dancing).
- Review:** clapping, count, dancing, draw, read, shouting, singing, stamping, stand up
- Recycle:** crying, laughing, smiling
- Receptive:** Listen.; What is this?; Let's play a game!; (Anna) has got (one)! So she moves (one) space.; Start shouting.; Now you do it!

Resources

- Class Audio CD: TR 2–5, 41, 44
- IWB: Video, Routine and Sc. 3
- Website: Video, Routine and Sc. 3
- Teacher's Resource CD-ROM / Website: Worksheets 3.4.7a and 3.4.7b (optional)
- Flashcards 40–42, 54, 66–67, 72–74
- Polly the Parrot paper puppet

Materials

- scissors (optional)

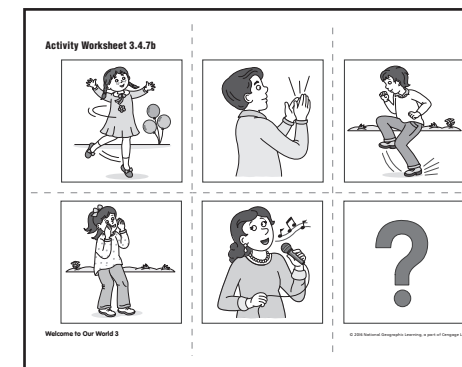


NOTE: If you prefer not to use the game pieces worksheet, you can cut up paper and write the number 1 or 2 on each piece of paper. You can give each pair two small items, such as a paper clip and a coin, or two different-coloured buttons to use for the game pieces.

- Invite a child to come to the front to model the game with you. Put both of your game pieces on the first panel, at the bottom. Tell your partner to turn over the top card. Say *(One)! (Anna) has got (one)! So she moves (one) space.* Tell the child to move her game piece one space. Point to the *shouting* square on the game board and say *Look! Shouting. Start*

shouting. Tell the child to shout *hello* over and over. Ask *What are you doing?* Encourage the child to say *I'm shouting.*

- Point to the children and say *Now you do it!* Move around the room as the pairs play the game. Make sure children are playing the game correctly. Provide help as needed.
- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 3.4.7b and scissors to each child. Place children in pairs.



- **Worksheet** Tell children to cut out all of the boxes along the cutting lines.

- Set up two chairs back to back. Invite two children to sit in the chairs. Give one child a question mark card from a worksheet and give the other child one of the pictures. Tell the child with the action word to do the action. Tell the child with the question mark to ask *What are you doing?* Tell the child doing the action to answer using the model language.
- Tell the children to switch roles. Give the question mark card to the child who answered the question the last time. Give a new action card to the child who asked the question the last time. Repeat the activity with these new cards.

4 End the Lesson

- Sing the **Tidy Up Song** (Audio: TR 4 / Video: Routine) while children help you tidy up the materials used in the lesson.
- Sing the **Goodbye Song** (Audio: TR 5 / Video: Routine). Encourage children to wave goodbye to each other as they sing.

Additional Activities

- Invite a child to come to the front of the room. Whisper one of the following actions to the child – *cry, smile, laugh, stand up, read, count, draw*. Tell the child to do that action for the rest of the class. Point to the children and tell them

to ask chorally *What are you doing?* Prompt the child doing the activity to answer using the model language *I'm (drawing)*. **NOTE:** Make sure children understand that for this activity, each word should have an *-ing* ending.