





UNIT 8 MY BODY

LESSON 1

Vocabulary, phrases and structures:

head; feet; ears; hands; arms; teeth; toes; legs; fingers; knees; hair; thirteen; fourteen

Linguistic skills:

Learning the meanings and pronunciation of new words;
Understanding and carrying out instructions in a game (*Max says*).

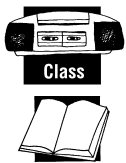
Cognitive, motor and social skills:

Linking *Picture Cards* with the corresponding words;
Responding to words and instructions with the corresponding gestures;
Associating words with numbers and numbering pictures;
Checking the listening task together with a partner.

Materials:

Class Audio Cassette/CD A nos. 29–30; Pupil's Book, pages 32 and 33; Picture Cards 39–49; Picture Cards Playway 1, 36–38; Pupil's Book, page 35; Class Audio Cassette/CD B no. 1; possibly Max, the glove puppet; Activity Book, page 24; Activity Book Audio Cassette/CD no. 11.

Revision



- Play the song *Twenty pink elephants* a few times on the *Class Audio Cassette/CD (Class Audio Cassette/CD A no. 29)*. Get the children to look at the pictures on pages 32 and 33 of their books and join in the song. Then sing the song together using the playback version (*Class Audio Cassette/CD A no. 30*).

Step to creativity (optional)

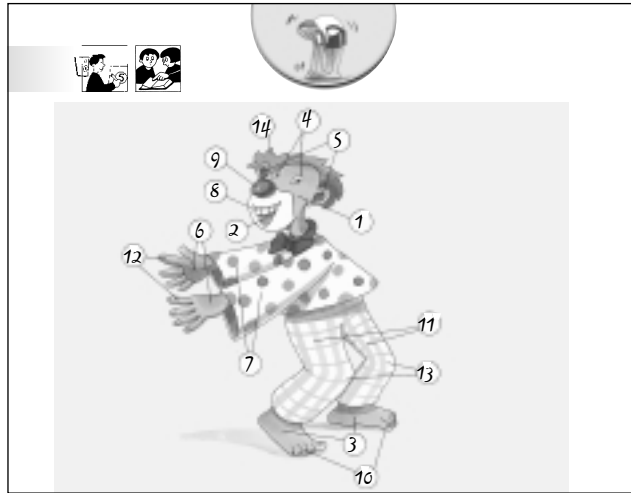
Encourage children to create sentences based on the structure of the lines in the song. They might first need support from you to be able to make sentences, e.g. *Forty orange elephants are riding pink bikes*. Ask one child to be the magician and say, *Abracadabra, zero go away*. The whole class then repeats the sentence, changing the number accordingly, in the case of the example to *Four orange elephants...*

New vocabulary



head, feet, ears, hands, arms, teeth, toes, legs, fingers, knees, hair

- Work with the *Picture Cards*. Say each English word, show the corresponding *Picture Card* and put it up on the board.
- Revise the words *mouth, eyes* and *nose*, using the *Picture Cards* from *PLAYWAY TO ENGLISH 1*. Put these cards up on the board as well.
- Say each of the words in turn, pointing to the corresponding pictures on the board.





Vocabulary game to fix the words in the children's receptive memories



- First say the words in the same order as the cards on the board, and then in any order. Tell the children to touch the part of their bodies that you name.
- Call on individual children and say, for example: *Martha, touch your teeth. Robert, touch your arms, etc.*



Listening task

- Tell the children to open their *Pupil's Books* at page 35 and look at the picture on the top half of the page.
- Say some of the words for parts of the body. The children have to point to the corresponding parts in the picture.
- Then write the numbers 1 to 14 on the board. Revise numbers 1 to 12 and introduce 13 and 14 by saying *thirteen* and *fourteen* several times. The children repeat after you.
- Together with the children, say the numbers, first from 1 to 14, then from 14 to 1. Clap between each word twice.
- Explain the listening task: tell the children that they have to write the numbers they hear on the *Class Audio Cassette/CD* against the corresponding parts of the body in the picture in their books.
- Play the listening exercise on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD B no. 1*) twice.



Class

Tapescript:

<i>One – head.</i>	<i>Eight – teeth.</i>
<i>Two – mouth.</i>	<i>Nine – nose.</i>
<i>Three – feet.</i>	<i>Ten – toes.</i>
<i>Four – eyes.</i>	<i>Eleven – legs.</i>
<i>Five – ears.</i>	<i>Twelve – fingers.</i>
<i>Six – hands.</i>	<i>Thirteen – knees.</i>
<i>Seven – arms.</i>	<i>Fourteen – hair.</i>

- Check the results of the listening task in this way: say one of the words and ask one of the children to tell you the number that they have written in their book.
- Then write the correct numbers against the respective *Picture Cards* on the board.



Vocabulary games to fix the words in the children's productive memories



- Say the words together with the children in the same order as the pictures on the board
- Give the children a little time to memorize the words that go with the pictures, and the corresponding numbers. Then cover the board or go to the rear of the classroom and tell the children to turn round. First ask the numbers, e.g. *What number is nose?* Then ask the words, e.g. *What is number six?*
- Take the *Picture Cards* down from the board and put them in a pile on your desk. Take one of the cards from the pile, look at it and ask: *What is it?* The child that guesses this first card correctly can take over the questioning, and so on.

Pronunciation tip:

With *teeth* /ti:θ/, make sure that the children pronounce the /θ/ correctly. Get the children to pronounce the sound several times.



eyes
nose
hair
face

ears
arms
hands

legs
feet

24



- Pair work using the illustration for the listening task on the top half of page 35 of the *Pupil's Book*. The children work in pairs with one book. A says one of the numbers that has been assigned to a part of the body, and B names the corresponding part. Then they swap roles, and so on.

Vocabulary game: Max says ...

- Practise the following instructions together with the children by saying the sentences and doing the corresponding actions. The children copy your actions.
Touch your toes/nose/eyes/head/feet!
Shake your arms/hands/fingers, ...!
Clap your hands!
Open your mouth!
Close your eyes!
Sit down!
Stand up!
- Tell the children to perform the various actions. For example, say: *Max says, "Open your mouth"*. The children obey your instructions, but only when you begin them with *Max says*. If you give an instruction without saying *Max says* first, the children must not carry it out. Anyone who does so is "out."

Tip:

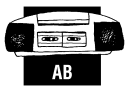
You can also make use of *Max, the glove puppet*, in this game.



Activity Book p. 24

Tapescript:

*Look at Max's picture.
 Colour the man's eyes pink.
 Colour his nose blue.
 Colour his hair orange.
 Colour his ears grey.
 Colour his arms yellow.
 Colour his hands red.
 Colour his legs brown.
 Colour his feet orange.*



- Tell the children to take out the following coloured pencils: *brown, orange, pink, red, blue, green, yellow, grey*. Do a quick word revision. Point at your ears, eyes, and so on, and ask children to call out the respective words in English.
- Play the *Activity Book Audio Cassette/CD* no. 11. The children mark the parts of the man's body in Max's picture with the appropriate colours. Afterwards, give them time to colour the picture accordingly.
- When they have finished, ask them to close their books. The children stand up. Say a word, e.g. *Nose*. They all point to their nose. Say again, *Nose* and write the word on the board. Ask the children to repeat the word several times. Carry on like this with all the other words.
- The children open their *Activity Books* again. They should now trace the words in the appropriate colours, e.g. *feet* in orange, and so on. While they are doing this, walk round the class. Watch the children trace the words and give them additional exposure to the pronunciation of the words by saying, for example: *That's right. The man's eyes are pink*, and so on.





LESSON 2

Vocabulary, phrases and structures:

Bend your knees; Touch your toes/hair/chair/the sky; Clap your hands; Shake your fingers/head; Stamp your feet; Jump up high.

Linguistic skills:

Chanting rhythmically.

Cognitive, motor and social skills:

Pointing to the correct pictures in the book while listening and while chanting rhythmically;
Keeping in time while chanting in a group;
Carrying out corresponding actions while chanting rhythmically.

Materials:

Picture Cards 39–49; Picture Cards Playway 1 (36–38); Class Audio Cassette/CD B nos. 2, 3; Pupil's Book, page 35; Activity Book, pages 25 and 45; Activity Book Audio Cassette/CD no. 12.

Revision

- Play the game *Max says ...* with the children. Prepare the chant by using some of the instructions that occur in it, e.g. *Max says, "Shake your fingers". Max says, "Touch your hair"*. Explain the meanings by performing the new actions yourself.

Chant: Bend your knees



- Revise all the words from the previous lesson, using the *Picture Cards* on the board. Get the children to say all the words several times.
- Play *What's missing?* Tell the children to close their eyes and take down some of the *Picture Cards*. Then say: *Open your eyes. What's missing?*



- Play the chant on the *Class Audio Cassette/CD (Class Audio Cassette/CD B no. 2)* and perform the actions as instructed.

Tapescript:

*Speaker 1: Bend your knees.
Touch your toes.
Clap your hands.
Touch your nose.*

*Speaker 2: Shake your fingers.
Touch your hair.
Stamp your feet.
Touch your chair.*

*Speaker 2: Bend your knees.
Touch your toes.
Clap your hands.
Touch your nose.*

*Speaker 1: Shake your head.
Jump up high.
Grow and grow.
Touch the sky.*

*Speaker 1: Shake your fingers.
Touch your hair.
Stamp your feet.
Touch your chair.*

*Speaker 2: Shake your head.
Jump up high.
Grow and grow.
Touch the sky.*



35



Who is it?

a small nose a big nose

<input type="text"/>	Biff	Boff
Taffy	<input type="text"/>	Tiffy

35





- Play the chant a second time on the *Class Audio Cassette/CD* and get the children to point to the pictures on the bottom half of page 35 of the *Pupil's Book* as they listen.
- Speak the text. The children perform the actions.
- Practise the chant with the children by giving the instructions in twos and carrying them out. The children copy your actions and repeat the instructions after you.
- Now practise the chant again in the same way, but a verse at a time. The children have to repeat the verses rhythmically after you and perform the actions.
- Play the chant on the *Class Audio Cassette/CD*. The children point to the corresponding pictures in their books and join in the chorus verses.
- Play the playback version (*Class Audio Cassette/CD B no. 3*), *And now you*. The children point to the corresponding pictures in their books and speak the text which is not spoken in the playback version.
- Then divide the children into two groups. One group takes the role of the *speaker*, together with you, and the other group is the chorus. The group which is not doing the speaking performs the actions. Repeat this several times.



Activity Book pp. 25 and 45

Tapescript

Find Biff. He's got green hair, big red eyes, a small brown nose, small pink ears, a big orange mouth and blue teeth.

Find Boff. He's got green hair, small red eyes, a big brown nose, small pink ears, a big orange mouth and blue teeth.

Find Taffy. She's got pink hair, small green eyes, a small brown nose, big pink ears, a big yellow mouth and orange teeth.

Find Tiffy. She's got pink hair, big green eyes, a small blue nose, small pink ears, a big yellow mouth and green teeth.

- Draw a big nose on the board and say, *A big nose*. Then draw a small nose on the board and say, *A small nose*. Repeat *A big nose/A small nose* several times and each time point at the appropriate picture. Ask a child to come to the front. Say, *Draw a big ear*. Encourage the child to draw a big ear on the board. Carry on like this with other parts of the body.
- Ask the children to look at the pictures on page 25 in the *Activity Book*. Say, *Look at number 1*. Help the children to describe the face, e.g. *He's got a big blue mouth*. Carry on like this with all the other faces.
- Tell the children to cut out the four names *Biff, Boff, Tiffy* and *Taffy* from page 45 in the appendix.
- Tell the pupils that they should listen and find out which of the boys in the drawings is Biff and which is Boff. Then they should find out who among the girls is Tiffy and who is Taffy. Play the *Activity Book Audio Cassette/CD no. 12* several times if necessary. The children listen and stick the names in the respective boxes. Then ask, for example: *What does Biff look like?* Prompt the children to give you a description of Biff.





Activity area containing a sequence of four numbered illustrations (1, 2, 3, 4) showing the steps to draw a cartoon monster. The illustrations are arranged in a 2x2 grid. A dotted arrow points from the right towards the grid. Below the grid is a larger illustration of the completed monster. Small icons of a person and a speech bubble are present in the top-left and bottom-left corners of the activity area. A small logo with the number 36 is at the bottom center.



LESSON 3

Vocabulary, phrases and structures:

My monster has got ...

Linguistic skills:

Understanding a description;
Drawing according to instructions;
Being able to describe a drawing.

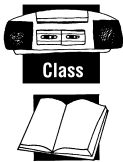
Cognitive, motor and social skills:

Understanding a description, forming an impression of the subject of the description, and identifying and numbering the corresponding illustration in the book;
Drawing a picture in accordance with instructions and then colouring it as they like.

Materials:

Class Audio Cassette/CD B no. 3; Pupil's Book, page 35; coloured chalk; Pupil's Book, page 36; Class Audio Cassette/CD B nos. 4, 5; crayons; sheets of paper; Activity Book, pages 25 and 45.

Revision



- Do the *Bend your knees* chant from the previous lesson again, using the playback version on the *Class Audio Cassette/CD (Class Audio Cassette/CD B no. 3)*. The children can use the illustrations on the bottom half of page 35 of their *Pupil's Books* as a reminder.

Listening tasks

- Revise the words relating to parts of the body.
- Draw a monster on the board similar to the one on page 36 of the *Pupil's Book*. Use different coloured chalk. Let the children watch you drawing. Then say: *Nice, isn't it?* Cover up the drawing.
Ask: *What has my monster got?*
Get the children to reconstruct the picture from memory, for example: *(It has got) three legs, yellow hair ...*
Then compare what the children tell you with the picture on the board.
- Tell the children to open their *Pupil's Books* at page 36. Let them look at the pictures briefly and then tell them to use a pencil as a bookmark and close their books.
- Explain the first listening exercise to the children. Tell them that they will be told to close their eyes, listen to the text and picture the monster that they hear described.
- Play the description of the first picture on the *Class Audio Cassette/CD (Class Audio Cassette/CD B no. 4)*.





**Tapescript:**

OK now. Close your eyes.

Monster one has got four orange eyes, six green teeth, two big yellow ears, four arms and three legs.

Once more:

Monster one has got four orange eyes, six green teeth, two big yellow ears, four arms and three legs.

Now open your eyes. Fill in number 1.

Close your eyes again.

Monster two has got three green eyes, six yellow teeth, four yellow ears, six arms and two legs.

Once more:

Monster two has got three green eyes, six yellow teeth, four yellow ears, six arms and two legs.

Now open your eyes. Fill in number 2.

Close your eyes.

Monster three has got one big red eye, four orange teeth, four pink ears, four arms and three legs.

Once more:

Monster three has got one big red eye, four orange teeth, four pink ears, four arms and three legs.

Now open your eyes again. Fill in number 3.

Close your eyes again.

Monster four has got two yellow eyes, eight orange teeth, six pink ears, two arms and six legs.

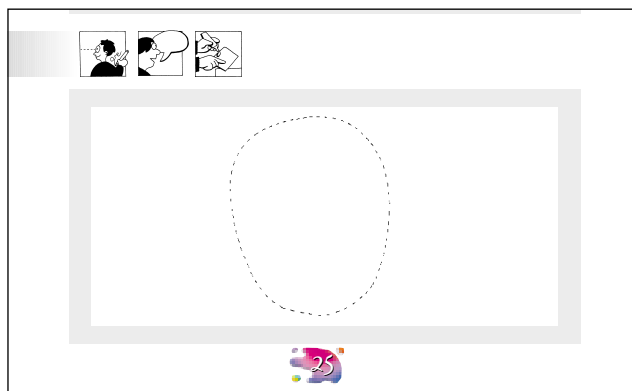
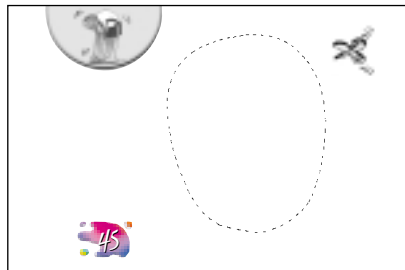
Once more:

Monster four has got two yellow eyes, eight orange teeth, six pink ears, two arms and six legs.

Now open your eyes again. Fill in number 4.



- Stop the *Class Audio Cassette/CD* after the first description and tell the children to open their books at page 36 and write a number 1 against the monster that fits the description.
- Continue along these lines with the remaining three pictures.
- Check the results of the listening task together with the children. Hold up the page in the book so that the children can see it and point to the respective picture. Say: *Number one. The monster has got four orange eyes, six green teeth, two big yellow ears, four arms and three legs.* Continue in this way with the remaining pictures.
- Explain the second listening exercise to the children. Tell them that they are now going to draw a monster in the bottom frame on page 41 of their *Pupil's Books* and that the monster must match the description they are going to hear on the *Class Audio Cassette/CD*.
- Tell the children to get their crayons out ready.
- Play the instructions on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD B* no. 5) several times, so that the children have enough time to draw.



**Tapescript:**

*Draw the monster and colour it.
The monster has got three eyes, four big ears,
six teeth, one arm and three legs.*

*Once more:
The monster has got three eyes, four big ears,
six teeth, one arm and three legs.*

- Then let the children colour their monsters in whatever way they like.
- Call on individual children to describe their monsters. Tell the other children to close their eyes, listen and picture the monster.
- Pair work: the children draw another monster on a sheet of paper and describe their monsters to each other. For example, A says to B: *My monster has got three pink eyes, four green ears, six black teeth, one red arm and three yellow legs.* B listens with their eyes closed and pictures the monster. Then A shows B the drawing. Then A and B swap roles.
- The children draw monsters on sheets of paper. The sheets are put up on the board. One of the children starts to describe their monster. The other children try to guess the right monster on the board. As soon as a child has guessed correctly, the respective drawing is taken down from the board, etc.

**Activity Book pp. 25 and 45****Step to creativity**

- Draw a big and a small hand on the board. Point at the big hand and elicit from the children the phrase *A big hand*. Point at the small hand and elicit *A small hand*. Carry on like this with other parts of the body.
- Ask the children to cut out the shape of the head on page 45 in the appendix. Encourage them to draw a picture of a crazy or funny face.
- When they have finished, use sellotape to put all the faces on the board. Ask a child to the front. They give a description of the face they have drawn, but do not point at it. Ask another child up to the front to point to what they think the face is that has been described. Prompt them to say, *It's this*. If the child has guessed correctly, take the face off the board. If not, ask the child to give the description again. Carry on like this until all the faces have been taken off the board.
- Finally, each child sticks their crazy face on page 25 in their *Activity Book*.



Two small icons of people talking and a circular icon of a person shouting are at the top left of the main frame.

1.

2.

3.

37



LESSON 4

Vocabulary, phrases and structures:

Have an apple; What a lovely lamp; Oh, I'm sorry.

Linguistic skills:

Understanding three short dialogue-based stories on the *Class Audio Cassette/CD* and assigning them to the corresponding pictures in the correct order;
Acting out the stories as a role-play.

Cognitive, motor and social skills:

Being able to follow the narrative structure of short texts;
Being able to understand the chronological sequence within the texts, and colouring frames in the corresponding colours.
Acting out the stories in role-play

Materials:

Class Audio Cassette/CD B no. 3; crayons; Pupil's Book, page 37; Class Audio Cassette/CD B no. 6; Max, the glove puppet; props for the role-plays; Activity Book, page 26; Activity Book Audio Cassette/CD no. 13.

Revision



- Do the *Bend your knees* chant again, using the playback version on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD B no. 3*). Get the children to do the corresponding actions.
- If there is sufficient time, play *Max says ...* with the children.

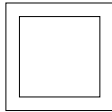
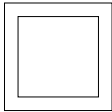
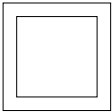
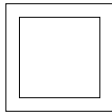
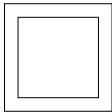
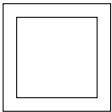
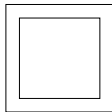
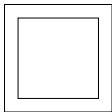
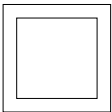
Story puzzle

- Tell the children to get out their crayons.
Say: *Take out your crayons.*
- Say a number of colours together, and get the children to hold up the corresponding crayons:
Show me your blue, green, yellow, black and brown crayons.
Show me your red, orange, pink and grey crayons.
- Say: *Open your books at page 37, and write 37 on the board.*
- Revise the task for the listening exercise as follows: play the first story on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD B no. 6*) and tell the children to point to the corresponding pictures in their books.

Tell the children first to show you the pictures and then tell you the colours of the picture frames in the order corresponding to that in the story. Draw three empty frames on the board. Then ask one of the children to colour the three blank frames on the board in the colours of the corresponding picture frames and in the correct order.

Step to creativity (optional)

As an alternative lead-in to the listening activity, you can ask children to look at the pictures on page 37 in the *Pupil's Book*. Get them to speculate which three pictures each make up one story and ask them in their mother tongue what they think happens in each of the stories.

1.			
	<i>pink</i>	<i>green</i>	<i>grey</i>
2.			
	<i>brown</i>	<i>blue</i>	<i>orange</i>
3.			
	<i>black</i>	<i>yellow</i>	<i>red</i>



26

A sequence of 8 numbered illustrations depicting a man's daily routine:

1. A man sitting on a bed, looking tired.
2. A man stretching his arms upwards.
3. A man sitting on a toilet.
4. A man walking.
5. A man kneeling and talking to a dog.
6. A man watering plants in a garden.
7. A man sitting at a table, eating.
8. A close-up of a man's face, looking thoughtful or tired.

At the top left of the sequence are two small icons: a person with a speech bubble and a person with a thought bubble. At the top center is a circular icon of a person's head with a brain inside. At the bottom center is a small logo with the number 26.



**Tapescript:**

Story one.

Linda: Max!

Max: (sighs with relief)

Story two.

Man: Have an apple.

Linda: Thank you.

Yuck!

Story three.

Woman: What a lovely lamp.

Oh, I'm sorry.

- The children colour the empty frames in the first row in their books.
- Then play the second and third stories a few times on the *Class Audio Cassette/CD*. The children colour the empty frames in their books.
- Check the results by getting individual children to draw the coloured frames for the second and third stories on the board in the right order and the right colours.

Role-play

- Get the children to act out the stories as a role-play. Make use of the glove puppet and props (a ball, an apple and the picture of a lamp). Before doing the role-play, practise the sentences *What a lovely lamp* and *Oh, I'm sorry* by getting the children to repeat them after you.

Step to creativity (optional)

Alternatively, or in addition to getting children to act out the three stories as a role-play, you could get them to work on them in the following way. Ask the children to work in pairs or groups of three or four. They should select one of the stories and change the story in any way they want to. They also might want to create additional roles to take part in their sketch. Give them two or three minutes to practise before you ask them to act out their role-plays to the class.

**Activity Book p. 26****Tapescript:**

Wilbur gets out of bed.

He shakes his arms.

He shakes his legs.

He bends his knees.

He says hello to his dog.

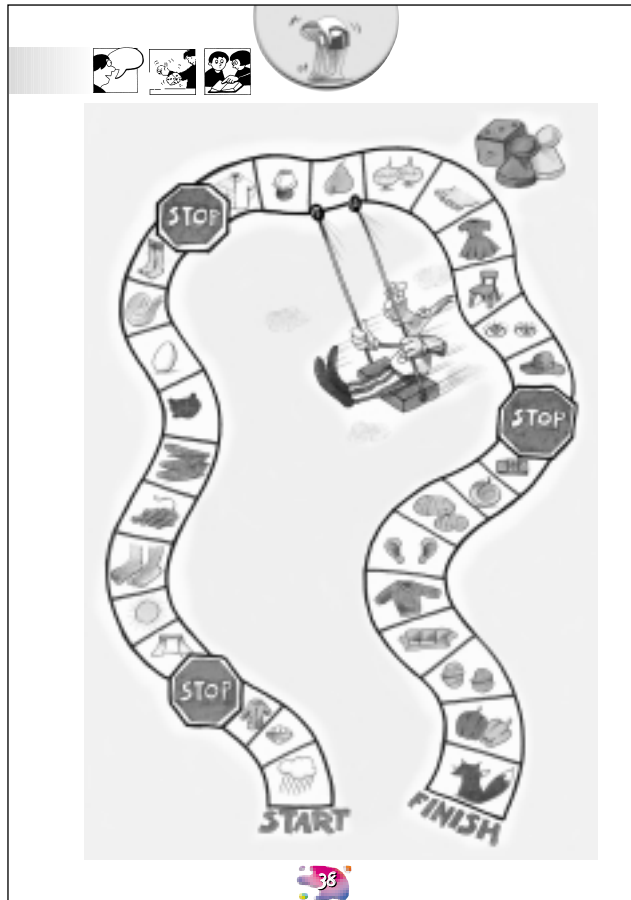
(His dog collapses from Wilbur's bad breath.)

Wilbur runs into the bathroom.

He cleans his teeth.

- Ask the children to look at the pictures on page 26 in their *Activity Books* for five seconds. Tell them to close their books. Ask them to think of the pictures and call out words or phrases that they remember, e.g. *dog*, *bend your knees*.
- The children open their *Activity Books* again. Play the *Activity Book Audio Cassette/CD* no. 13 several times if necessary. The children listen and fill in the numbers in the boxes.
- Hold up your book. Point at a picture and ask, *What number is it?* Alternatively, you can ask, for example: *What number is "Say hello to your dog"?*







LESSON 5

Vocabulary, phrases and structures:

It's my/your turn; Throw the dice; What is it?; I don't know.

Linguistic skills:

Revising words already learned and being able to use them in a board game;
Being able to understand and use the language needed for the game.

Cognitive, motor and social skills:

Playing a board game in pairs;
Understanding and keeping to the rules of a game.

Materials:

Class Audio Cassette/CD B no. 3; Pupil's Book, page 38; enough dice for half the children; counters for all of them; Activity Book, page 27; Activity Book Audio Cassette/CD no. 14.

Revision



- Do the *Bend your knees* chant again, using the playback version on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD B no. 3*).



Revising vocabulary with the help of a board game

- Tell the children to look at the board game on page 38 of their *Pupil's Books* and memorize as many as they can of the words illustrated by the pictures there.
- Say: *Stop*, tell the children to close their books, and ask them to tell you the words.
- Tell the children to open their books again, and then say all of the words in sequence, together with the children.
- Demonstrate the following pair work with one of the children in front of the class as a whole:
A takes their rubber/pencil sharpener, covers one of the first five pictures and asks: *What is it?* B now tries to guess which object has been covered up. They are allowed three guesses. Then B puts their rubber/pencil sharpener over one of the next five pictures and A tries to guess which object has been covered up.
- The children now do this task in pairs.
- Rehearse the following phrases. Say each phrase and accompany it with an appropriate gesture:
Say: *It's my turn*. Point to yourself.
Say: *It's your turn*. Point to one of the children.
Say: *Throw the dice*. Throw an imaginary dice.
Say: *What is it?* Draw a question mark in the air with your finger.
Say: *I don't know*. Shrug your shoulders in a gesture of helplessness.
- Keep repeating the phrases. The children imitate your gestures and gradually join in with the words.



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A sequence of six numbered panels (1-6) showing a cartoon character performing a backbend exercise. The panels are arranged in two rows of three. Panel 1 shows the character standing upright. Panel 2 shows the character leaning back. Panel 3 shows the character's hands reaching up to their feet. Panel 4 shows the character's hands clasped together behind their back. Panel 5 shows the character's feet touching their hands. Panel 6 shows the character in a full backbend position. A dotted arrow points from the right towards the sequence.

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- Explain the rules for the board game in the children's native language: They play the game in pairs, using one book. A and B put their counters on the start square. A throws the dice and moves their counter forward the number of squares shown on the dice. If the counter lands on the picture for, for example, *coat*, A says *coat*. Then it is B's turn. If A does not know the word *coat*, B can say it and is then allowed to throw the dice twice. The points from the two throws are added together, and B can move their counter forward this number of squares. If a player lands on a *stop* square, they have to miss a turn.
- Start the children off in pairs and go round from pair to pair. Provide help as necessary. Try to encourage the children as far as possible to use only English during the game. After each game, practise the English phrases repeatedly in groups.

Tip:

The children can use coins, buttons, rubbers or pencil sharpeners as counters.

**Activity Book p. 27****Tapescript:**

One.
Max: *My tummy hurts.*

Two.
Max: *My knee hurts.*

Three.
Max: *My eyes hurt.*

Four.
Max: *My nose hurts.*

Five.
Max: *My feet hurt.*

Six.
Max: *My arm hurts.*

- Play a *Call my bluff* game with the class. Say, for example: *My tummy hurts* and hold your ears as if they hurt. In this case the children have to stand up. If you say, *My tummy hurts* and at the same time you hold your tummy, they remain seated.
- After some time, ask a pupil up to the front to take over your role.
- Tell the children to open their *Activity Books* at page 27. Play the *Activity Book Audio Cassette/CD* no. 14. The children listen and fill in the numbers.
- Check the children's answers in the following way. Draw a grid on the board. Point at the first box. Ask: *What number is it?* The children answer: *Two*. Fill in a 2 in the appropriate box. Eventually the grid should look like this:

2	1	6
4	3	5





LESSON 6

Vocabulary, phrases and structures:

My tummy hurts; We're going shopping; Coming; Can you get it for me?; I'll get it; Have a chocolate.

Linguistic skills:

Understanding a sketch on video;
Gradually acting the sketch out as a role-play.

Cognitive, motor and social skills:

Being able to follow the narrative structure of a story based on dialogue;
Transferring its chronological sequence to a sequence of pictures;
Removing stick-in pictures from the appendix of the *Pupil's Book*, setting them out in the correct order and sticking them in;
Checking work in pairs;
Possibly also: independently comparing the results of their own work with an answer sheet.
Acting out the sketch as a role-play.

Materials:

Stories Video or *Stories Audio Cassette/CD*; *Pupil's Book*, page 39; stick-in pictures, Appendix, page 73; possibly an answer sheet for independent checking; *Max, the glove puppet*; props for the role-play.

Revision

● Play *Head to head*:

The children stand opposite each other in pairs. Give the pairs instructions to carry out. For example, say: *Toes to toes*. The pairs stand so that their toes are touching. When you give the instruction *All change*, the players all find new partners. After you have played the game several times, you can let one of the children give the instructions.

Possible instructions:

Head to head. Toes to toes. Ear to ear. Knees to knees. Arms to arms. Hands to hands. Legs to legs. Feet to feet. Fingers to fingers.



or



Stories



Sketch: My tummy hurts

- Show the children the video sequence *My tummy hurts* twice.

If video is not available:

Ask the children to take out the stick-in pictures from the appendix in the *Pupil's Book* on p. 73. Ask them to place the pictures next to the *Pupil's Book* and look at page 39 where the stick-in pictures need to go. Play the sketch from the *Stories Audio Cassette/CD*. Ask them to place the appropriate stick-in pictures on the empty spaces in the *Pupil's Book*.

Check if all the pictures are in the correct place. Then ask the children to moisten the pictures and to stick them in.



**Tapescript:**

Benny:	<i>Max? Can you help me?</i>	Benny:	<i>2 oranges and 2 apples, please.</i>
Max:	<i>Oh! Sorry. My tummy hurts.</i>	Shop assistant:	<i>2 oranges and 2 apples. Here you are.</i>
Linda:	<i>Max? Can you help me?</i>	Linda:	<i>How much is it?</i>
Max:	<i>Oh! Sorry,</i>	Shop assistant:	<i>One pound.</i>
Linda:	<i>My tummy hurts.</i>	Linda:	<i>Here you are.</i>
Linda:	<i>Max! We're going shopping.</i>	Shop assistant:	<i>Thank you. Have a chocolate.</i>
Max:	<i>Coming.</i>	Max:	<i>Thanks.</i>
Linda:	<i>Oh, my basket, Max. Can you get it for me?</i>	Benny:	<i>Sorry, Max. No chocolate for you. Your tummy hurts.</i>
Max:	<i>Oh! Sorry,</i>	Benny and Linda:	<i>Thank you. Yummy.</i>
Linda:	<i>My tummy hurts.</i>		
Benny:	<i>I'll get it, Linda. Let's go.</i>		
Linda, Benny and Max:	<i>Hello.</i>		
Shop assistant:	<i>Hello.</i>		

**Stick-in pictures**

- The children open their *Pupil's Books* at page 39. Explain that they have to stick the pictures from the appendix into the marked frames in the correct order.
- Show the children the page in the appendix where they can find the pictures. They then set out the pictures in the correct order in the frames on page 39.
- Tell the children to check in pairs whether they have both put the pictures in the same order.
- Go round the class and check the order of the pictures. Don't let the children stick the pictures in until you have done this.

Alternative:

To encourage the children to check their own work, it is a good idea to put out a copy of the *Pupil's Book* in one corner of the classroom with the pictures already stuck in. The children go up and check their work independently.

**Role-play**

- Take Max, the glove puppet, start to clean the board and say: *Max, can you help me?* Change your voice and answer as Max: *Sorry. My tummy hurts.*
- Call on pairs of children to act out this short scene in front of the class.
- Then practise some more scenes, e.g. *Oh, my basket. Can you get it for me?* Get the children to practise these mini-sequences in pairs. Then get them to act out the conversation with the shopkeeper, too.





- Show the playback version of the video sequence. Get the children to tell the story as they watch the video. Provide help as necessary. If the children need help with longer or more difficult passages, you can stop the video (pause button). You can then practise individual sections of dialogue by getting the children to repeat them after you.
- Act out the sketch with three of the children and with the aid of the glove puppet. Initially, take the role of Linda yourself. Act out the sketch several times with different children. Later, one of the children can take the role of Linda.

If video is not available:
Miss out this stage.

Tip:
You may want to use this step for revision in one of the later lessons.

Tip:
Use appropriate props to identify the roles.