



Unit 4



UNIT 4 THE SPOOKY CASTLE

LESSON 1

Vocabulary, phrases and structures:

rats; in the basket; on the chair; under the chair; What's the big/small ghost's name?; Where is the big ghost's pen?; Where are the small ghost's roller blades?; They are under the bed; What colour is it?; What colour are they?

Linguistic skills:

Learning the meanings and pronunciation of new words and phrases;
Saying what animals are hidden in a discovery picture, and how many of each kind;
Saying where individual objects are hidden;
Understanding questions about the picture, and answering them;
Constructing sentences which correspond to the picture and others which deviate from it.

Cognitive, motor and social skills:

Discovering various objects in a discovery picture and determining how many there are, or saying where they are.
Answering questions together with a partner. Constructing sentences in pair work.

Materials:

*Stories Video or Class Audio Cassette/CD 1 no. 19; Pupil's Book, pages 18 and 19, Exercise 8; role cards
Picture Cards 26–29; Picture Card PLAYWAY 3 (9); Word Cards 26–29; Word Card
PLAYWAY 3 (19); Pupil's Book, pages 20 and 21, Exercises 1, 2; one sheet of paper per
two children; Activity Book, pages 15–17, Activities 1, 2; Activity Book Audio Cassette/CD
nos. 12, 13.*



or



Revision

- Do the story of *A letter for Lynn* again. Show the video sequence again or play the audio version of the story (*Class Audio Cassette/CD 1 no. 19*).
- With good classes you can get the children to act out the story in role-play. Assign the roles. Prepare role cards (cards with the names or roles of the characters: *Lynn, Nick, Nick's friend, Jenny, Chris, Tom*). Allow the children sufficient time to rehearse their roles. Then allow volunteers to perform in front of the class. If necessary, provide help by whispering.

Note:

In large classes, two or three groups can rehearse the role-play in parallel. The children read their lines and repeat them several times under their breath. Tell them to ask you immediately if they have doubts about the pronunciation. While the children are rehearsing the role-play, go from group to group helping with pronunciation problems.



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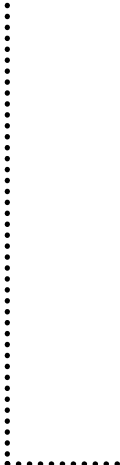


rats

in

on

under





Revising and introducing vocabulary



mice, bats, rats, in, on, under

- Revise the words *mice* and *bats*, and introduce *rats*, using the *Picture Cards*. Show the children the *Picture Cards* and say the corresponding words several times. Get them to repeat the words after you.
- Introduce the prepositions *in*, *on* and *under* using the *Picture Cards*. Show the respective *Picture Cards* just briefly, and ask: *Where's the cat?* The children answer: *In the basket/on the chair/under the chair*.
- Practise all the phrases by saying them each several times together with the children.
- Put all the *Picture Cards* up on the board and play *What's missing?* Then take the cards down from the board again.
- Revise the phrase *How many ... are there?* Hold up one of the *Picture Cards* (*bats, rats, mice*) very briefly, so that the children do not have time to count the number of animals shown on it. Ask: *How many bats/rats/mice are there?* The children answer: *Two. etc.*
- Put out the three *Picture Cards* (*mice, bats, rats*) face down at various points in the classroom. Allow the children to watch you doing this, so that they know where the cards are, but do not know which card is which. Ask: *Where are the rats/bats/mice?* Get the children to guess: *On the desk/blackboard? Under the chair/schoolbag/pot plant/desk? In the desk/schoolbag/cupboard?* When a child guesses correctly, the *Picture Card* concerned is turned face up.
- Play this game a few times. Allow individual children to put out the cards.
- Then put the *Picture Cards* back up on the board.

Vocabulary exercises with the support of the written forms



mice, bats, rats, in, on, under

- Hold up the *Word Cards* very briefly in quick succession, so that the children are able to absorb each written form only as an entity. When they say the correct word, repeat it. Then get one of them to put the card up on the board next to the corresponding *Picture Card*.
- Tell the children to close their eyes. Then turn one or two of the *Word Cards* over, together with the corresponding *Picture Cards*, face to the board, and say: *Open your eyes. Tell me the missing word(s).*



Discovery picture



- Tell the children to open their *Pupil's Books* at page 20. Say: *Look at the spooky castle*. Explain that they have ten seconds to look at the discovery picture. The picture shows the inside of a haunted castle. In the short time allowed, the children have to recognize and remember as many as possible of the items shown in the picture.

Say: *Look at the spooky castle. You've got 10 seconds to remember as many things as possible. Ready, steady, go!*



- When the ten seconds are up, say: *Stop. Shut your books. What can you remember? Tell me some words.* The children tell you what things they can remember. Write the words on the board or put up the corresponding *Word Cards*.
- Revise the following words by getting the children to repeat them after you: *spiders, bats, rats, ghosts, bed, clock, watch, pen, chair, door, cupboard, sofa, table*. Point to the corresponding written forms on the board.



Unit 4



1 Look at the picture. Can you answer the questions?



- How many spiders are there?
- How many bats are there?
- How many rats are there?
- One spider likes apples. What colour is it?
- Two rats like chocolate. What colour are they?
- What's the big ghost's name?
- What's the small ghost's name?
- Where is the big ghost's pen?
- Where are the big ghost's roller blades?
- Where is the small ghost's watch?



2 How many true sentences can you make? How many lies can you make?

A collection of ghost-shaped cutouts containing various words and phrases for a sentence-building activity.

Top Row: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, green, blue, brown, yellow, red, white, orange, grey, spider, spiders, rats, bats.

Bottom Row: The, are, is, There, is, are, clock, watch, pen, roller blades, is, are, on, under, in, the, bed, table, cupboard, chair, sofa.



- Now look at the picture more closely, together with the children. Say: *Look at the spooky castle. How many bats/rats/spiders/chairs/ghosts are there? Can you find the big/small ghost's room? Point to it. What's in the big/small ghost's room?* The children answer your questions.



Text comprehension exercise

- Now read out the questions in Exercise 1 on page 21 several times. Tell the children to read along in their *Pupil's Books* as they listen.
- Then say: *Get together with a partner. Answer the questions.* Allow the children sufficient time to answer the questions together with a partner. Tell them to note the answers at the end of each question. They should write either a single word, or a number, or a phrase (e.g. *on the sofa*). Tell them to answer in this form.
- Check the results together. Call on individual children to read out the questions.

Key:

16 spiders, 13 bats, 9 rats, green, grey, Edmund, Edwin, on the bed, under the bed, on the sofa.



True sentences and lies

- Give the children a little time to look at the picture again. Write *There is a green spider* and *There are 9 rats* on the board.
- Practise these sentences by getting the children to repeat them after you several times.
- Say: *Look at the discovery picture. Can you form some more sentences?* Get the children to give you a few more example sentences.
- Tell them to look at Exercise 2 on page 21. Tell them first to use the words to form a few examples of sentences that correspond to the picture, and then to form a few more that do not, in other words that are lies.
- Divide the class into groups of four. Explain how the groups are to work. First, the members of the group discuss together what true sentences it is possible to make, and then what possible lies they can construct. The group then divides up into two pairs. One pair writes four true sentences on a sheet of paper, and the other four lies.
- Call on individual groups to read out their work.



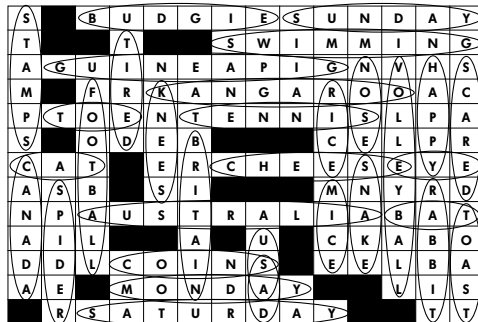
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The spooky castle

Unit 4



1 Find the words. Write them in the lists. Listen and check.



Countries		Animals	
USA	Things to collect	KANGAROO	RABBIT
AUSTRALIA	STAMPS	MICE	MONDAY
BRITAIN	COINS	SNAKE	SATURDAY
CANADA		BUDGIE	SUNDAY
		GUINEA PIG	
		SPIDER	
		BAT	
		CAT	
Body	Feelings	Sports	Food
KNEES	SAD	TENNIS	RICE
TOE	HAPPY	FOOTBALL	CHEESE
EYE	SCARED	VOLLEYBALL	TOAST
NOSE	TIRED	SWIMMING	



Activity Book p. 15, 1

Tapescript:

SPEAKER 1: *OK. Are you ready? Here we go. Listen and check. There are four countries: the USA, Australia, Britain and Canada. Once more: the USA, Australia, Britain and Canada. Got that?*

SPEAKER 2: *How about the things to collect? How many did you find? Right. There are two. Stamps and coins. That's right. Stamps and coins.*

SPEAKER 1: *And now to the animals. There are a lot. Actually, there are nine animals: kangaroo, rabbit, mice, snake, budgie, guinea pig, spider, bat and cat. Once more: kangaroo, rabbit, mice, snake, budgie, guinea pig, spider, bat and cat. That's it.*

SPEAKER 2: *And there are only three days of the week: Monday, Saturday and Sunday. Once more for you: Monday, Saturday and Sunday.*

SPEAKER 1: *And now for the parts of the body. These are the four words: knees, toe, eye and nose. Again: knees, toe, eye and nose.*

SPEAKER 2: *And now the feelings. There are also four words: sad, happy, scared and tired. OK? Sad, happy, scared and tired.*

SPEAKER 1: *And there are also four words for sports: tennis, football, volleyball and swimming. Once more: tennis, football, volleyball and swimming.*

SPEAKER 2: *And last but not least, food. There are three words: rice, cheese and toast. OK? Rice, cheese, and toast.*

SPEAKER 1: *And now count the words. How many have you got?*

- Draw eight boxes on the board. Write one of the following categories in each of the boxes: *Countries, Things to collect, Animals, Food, Body, Feelings, Sports, Days of the week.*
- Divide the class into two groups. Play a game. Say a word that belongs to one of the categories, e.g. *angry*. The children in group A have to say which of the boxes the word belongs in (*Feelings*). If their answer is correct, they get a point. If not, group B gets the chance to answer instead of A, and so on. Write the points for each group on the board.
- After a time, suggest the following variation: instead of you, group A says a word. Group B has to name the category, and so on.
- Ask the children to work individually or in pairs. They circle the words in the crossword and write them in the lists below it.
- Play the *Activity Book Audio Cassette/CD (Activity Book Audio Cassette/CD no. 12)* so that they can check their answers.



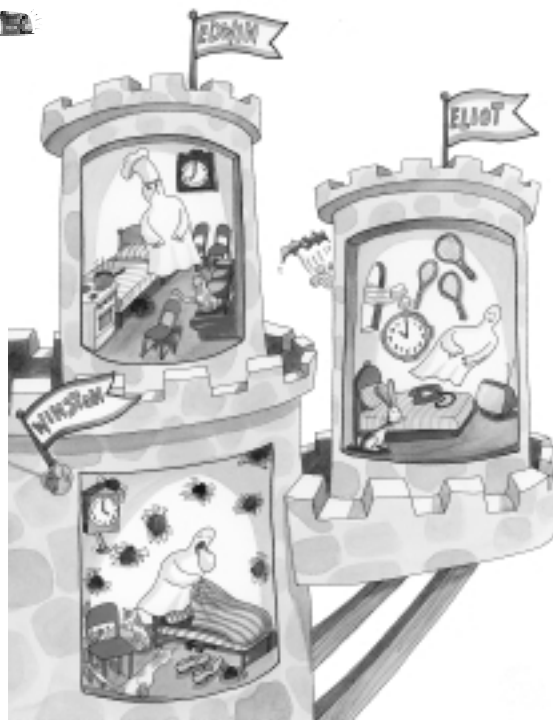


Unit 4



Unit 4

2 Look at the pictures. Write the answers. Then listen and check.



16



Unit 4



17

- | | |
|---|-------------------|
| When does Edwin start cooking? | At seven o'clock. |
| What is under Edwin's bed? | A big spider. |
| Where is Edwin's cat? | On the sofa. |
| Who has got a rabbit? | Eliot has. |
| How many chairs are there in Edwin's room? | Three. |
| What colour are Winston's shoes? | They're yellow. |
| Where are Winston's sunglasses? | Under his bed. |
| Who has got a TV? | Eliot. |
| How many cats are there in Winston's room? | There are three. |
| When does the bat fly away? | At ten o'clock. |
| What is Eliot's favourite sport? | Tennis. |
| How many spiders are there in Winston's room? | Nine. |
| Who is angry? | Edwin is. |
| Where is Eliot's telephone? | On his bed. |
| When does Winston go to bed? | At four o'clock. |



Activity Book pp. 16 and 17, 2

Tapescript:

When does Edwin start cooking?

At seven o'clock.

What is under Edwin's bed?

A big spider.

Where is Edwin's cat?

On the sofa.

Who has got a rabbit?

Eliot has.

How many chairs are there in Edwin's room?

Three.

What colour are Winston's shoes?

They're yellow.

Where are Winston's sunglasses?

Under his bed.

Who has got a TV?

Eliot.

How many cats are there in Winston's room?

There're three.

When does the bat fly away?

At ten o'clock.

What's Eliot's favourite sport?

Tennis.

How many spiders are there in Winston's room?

Nine.

Who is angry?

Edwin is.

Where is Eliot's telephone?

On his bed.

When does Winston go to bed?

At four o'clock.

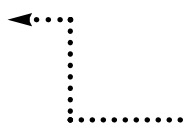
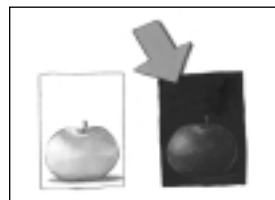


- Tell the children to look at page 17 only (it might be a good idea to get them to cover up page 16, for example using the *Pupil's Book*).
- Read out the first question, *When does Edwin start cooking?* and ask the children for answers that would be linguistically correct, e.g. *At seven o'clock, I think.* Ask them to give you other linguistically possible answers. Carry on like this with the rest of the questions.
- Ask the children to work individually or in pairs and find out the answers to the questions by looking at the drawing on page 16.
- Play the *Activity Book Audio Cassette/CD* (*Activity Book Audio Cassette/CD* no. 13) so that they can check their answers.
- As an optional follow-up activity, you can ask them to look at the questions and answers for half a minute and try to memorize them. Tell them to close their books, and then ask them a question, e.g.: *How many spiders are there in Winston's room?* The children try to answer the question from memory. Then they open their books to check.





Unit 4





LESSON 2

Vocabulary, phrases and structures:

in the middle of the wood; dark; old; owls; spooky; in the middle of the night; When the clock strikes twelve, the ghosts begin to sing/dance.

Linguistic skills:

Understanding and singing a song (*The spooky castle*).

Cognitive, motor and social skills:

Associating words with the corresponding pictures and written forms;
Chanting and singing in time and in tune.

Materials:

Pupil's Book, pages 20 and 21, Exercise 2; two sheets of paper headed respectively *LIES* and *TRUE SENTENCES*
Picture Cards PLAYWAY 3 (7, 12, 80); *Picture Cards* 9, 26, 30–34; *Word Cards PLAYWAY 3* (26, 118); *Word Cards* 9, 26, 30–34; *Class Audio Cassette/CD* 1 nos. 20, 21; tambourine;
Pupil's Book, page 22, Exercise 3

Revision



- Tell the children to look at the discovery picture again on page 20 of their *Pupil's Books*. Each child has to prepare one sentence, which can be either true or a lie. The children can use Exercise 2 on page 21 to help them. Allow them sufficient time for their preparation.
- Put up the sheet of paper headed *LIES* on the left-hand side of the board, and the sheet headed *TRUE SENTENCES* on the right. Stand in front of the board at a slight distance from it.
- Divide the children up into teams of four. Get each team to count themselves off from one to four, so that each child has a number.
- Start with the Number one in each team.
Say: *Numbers one, please come to me and listen to the sentence.* Each team sends their Number one out to you.
- Ask any of the children from any of the teams to say his or her sentence. The Number one children decide whether the sentence is true or false and go and stand, without making any comment about the sentence, in front of either *TRUE SENTENCES* or *LIES*. Children who make the correct decision win a point for their team.
- Continue in the same way with the Numbers two, three and four in each team.

Revising and introducing vocabulary

ghosts, castle, bats, rats, in the middle of, wood, dark, old, owls



- Revise the words *ghosts, castle, bats* and *rats* with the aid of the *Picture Cards*.
- Introduce *in the middle of, wood, dark, old* and *owls* using the *Picture Cards*. Show the children the *Picture Cards* one after another, and say the corresponding English words and the phrase several times. Get them to repeat the words and the phrase after you.

Pronunciation tip:
Make sure the children pronounce *owls* /aʊlz/ correctly.



Unit 4

in the middle of

wood

dark

old

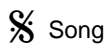
owls

The spooky castle

Lyrics: Gerngross, Puchta
Music: Lorenz Maierhofer
© Cambridge University Press
and Edition Helbling



In the mid - dle of the wood there's a cast - le dark and old, dark and old.



1./2. There are spi - ders, there are rats, — there are owls and there are bats —
3. Hoo - ah, hoo - ah, hoo - ah hoo, — hoo - ah, hoo - ah, hoo - ah hoo, —



— 1.-3. in the spoo - ky, spoo - ky cast - le, — in the



mid - dle of the night. — 1. When the clock strikes twelve, (clock) the
2. When the clock strikes twelve, the
3. When the clock strikes twelve, oh



ghosts be - gin to sing: hoo hoo - ah hoo. — (repeat and fade out)
ghosts be - gin to dance: hoo hoo - ah hoo. —
yeah, they sing and dance: hoo hoo - ah hoo. —



- Put the *Picture Cards* up on the board. Practise the phrase and all the words by saying them several times together with the children.

Vocabulary exercises with the support of the written forms



ghosts, castle, bats, rats, in the middle of, wood, dark, old, owls



- Hold up the *Word Cards* very briefly in quick succession, so that the children are able to absorb each written form only as an entity. When they say the correct word, repeat it. Then get one of them to put the card up on the board next to the corresponding *Picture Card*.
- Tell the children to close their eyes. Change the positions of some of the *Word Cards*. Then say: *Open your eyes. Tell me what's wrong.* Restore the cards to the correct order together.
- Then play *What's missing?* Take down individual *Picture Cards* together with the corresponding *Word Cards*. Then take all the cards down from the board.
- Now, mouth the individual words silently and get the children to lip-read each word. (*Read my lips.*)



Song: The spooky castle

- Play the song *The spooky castle* on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 20).
- Give twelve beats on a tambourine. Say: *In the middle of the night, the clock strikes twelve.*
- Then say: *Listen!*
Give five beats on the tambourine.
Say: *The clock strikes five.*
Say the sentence a few times together with the children.
- Then continue, using other numbers, but without saying the corresponding sentences yourself. Get the children to supply the sentence after each number.
- Finally, allow individual children to give the beats on the tambourine. The other children say the corresponding sentences.

Tip:

Use this playful activity to make clear the meaning of *the clock strikes ...*. However, if necessary you can also use the children's own language.



Unit 4



Unit 4

Listen. Sing the song.



The spooky castle

In the middle of the wood
there's a castle dark and old,
dark and old.

There are spiders,
there are rats,
there are owls
and there are bats
in the spooky, spooky castle
in the middle of the night.

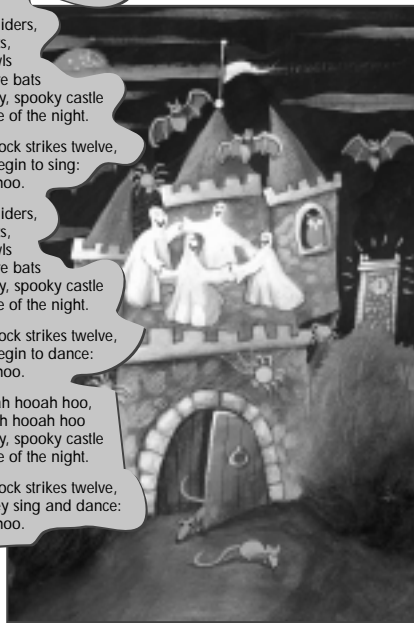
When the clock strikes twelve,
the ghosts begin to sing:
hoo hooah hoo.

There are spiders,
there are rats,
there are owls
and there are bats
in the spooky, spooky castle
in the middle of the night.

When the clock strikes twelve,
the ghosts begin to dance:
hoo hooah hoo.

Hooah hooah hooah hoo,
hooah hooah hooah hoo
in the spooky, spooky castle
in the middle of the night.

When the clock strikes twelve,
oh yeah, they sing and dance:
hoo hooah hoo.





- Play the song again, and tell the children to read the text in Exercise 3 on page 22 of their *Pupil's Books* as they listen.




- Recite the chorus of the song a few times with the children. For this, put the *Picture Cards* for *spiders*, *rats*, *owls*, *bats* and *castle* up on the board in the order in which the words occur in the text.
- Read out the other verses line by line and get the children to repeat each line after you.
- Play the song a few more times on the audio cassette/CD. Get the children to sing along with the support of the text in their *Pupil's Books*.



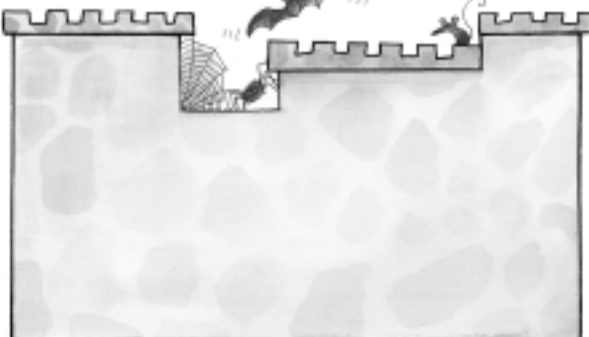
- Sing the song together with the children to the playback version (*Class Audio Cassette/CD* 1 no. 21).




Unit 4

Unit 4 

4 Play the ghost game with a partner. Take out the ghosts.



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LESSON 3

Vocabulary, phrases and structures:

Revision; *Put down the ghost(s).*

Linguistic skills:

Playing a game with a partner and using the necessary language;
Announcing the solution of a logical puzzle.

Cognitive, motor and social skills:

Playing a game in pairs;
Understanding the rules of the game and keeping to them;
Solving a logical puzzle.

Materials:

Class Audio Cassette/CD 1 no. 21; *Pupil's Book*, page 22, Exercise 3
Picture Cards 9, 26, 30–34; *Word Cards* 9, 26, 30–34; *Pupil's Book*, page 23, Exercises 4, 5;
little ghosts, Appendix, page 63; dice for half of the children; envelopes for half of the
children; *Activity Book*, page 18, Activity 3; *Activity Book Audio Cassette/CD* no. 14.



Class

Revision

- Sing the song *The spooky castle* together with the children to the playback version on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* no. 21). Use the text on page 22 of the *Pupil's Book* as visual support.



Revising vocabulary

ghosts, castle, bats, rats, in the middle of, wood, dark, old, owls



- Hand out the *Picture Cards* and *Word Cards* to individual children. Say the words in random order and tell the children with the respective *Word* and *Picture Cards* to stand up when they hear their word. Collect the cards in again.
- Put all the *Word Cards* up on the board. Write a number between 1 and 9 against each card, and allow the children a little time to memorize the combinations. Then close the board, or alternatively go to the rear of the classroom and tell the children to turn round. Ask: *What is number six?* etc.



A ghost game



- Tell the children to take the ten little ghosts out of the appendix of their *Pupil's Books*.
- Then tell them to open their books at page 23 and look at Exercise 4.
- Explain the game in their own language. The children play the game in pairs. They take it in turns to place either one or two ghosts in the castle. The one who puts the tenth ghost in the castle wins.



Unit 4

5 A logical puzzle. Complete the sentences.



Angus

Edwin

Victor

Stan

Fergus

Angus likes singing. He doesn't like dancing.

Edwin likes and he likes watching TV.

Victor doesn't like singing. He likes playing tennis.

Stan

Fergus



- Demonstrate the game with one of the children on an overhead transparency. Say: *Let's throw a dice to see who starts.* The one who throws the higher number starts, and places either one or two ghosts in the castle. Then it's the other player's turn. The players say the total number of ghosts currently in the castle as they play. Tell the other children to watch, so that everybody understands the rules of the game.
- If you think it is necessary, get two other children to demonstrate the game on the transparency.
- Revise with the children some of the phrases that they have already learned for other games, for example: *Throw the dice. It's my turn. It's your turn. I'm/you're the winner. Put down the ghost(s).*
- Hand out the dice. Tell the children to play the game in pairs. Circulate while they are playing and provide help if necessary.

Tip:

It is a good idea to hand out envelopes at the end of the lesson for the pairs to keep their ghosts in, so that they can use them again on other occasions. Tell the children to write their names on the envelopes.

A logical puzzle

- Draw a small red rectangle on the board and say: *Tom likes skiing.* Draw a small white rectangle on the board and say: *Sue doesn't like skiing.*
- Draw a red dot on the board and say: *Tom likes skating.* Draw a white dot on the board and say: *Sue doesn't like skating.*
- Point to the symbols in any order and tell the children to repeat the respective sentences.
- Tell the children to look at Exercise 5 on page 23. Allow them sufficient time to solve the puzzle. Go round the classroom providing help if necessary.
- Check the results by calling on individual children to explain how they solved the puzzle. Write the answers on the board.

**Key:**

Angus likes singing. He doesn't like dancing.
(red triangle, black circle)

Edwin likes singing and he likes watching TV.
(red triangle, red cloud)

Victor doesn't like singing. He likes playing tennis.
(black triangle, red cross)

Stan likes playing tennis. He doesn't like watching TV.
(red cross, black cloud)

Fergus likes dancing. He doesn't like playing tennis.
(red circle, black cross)



Unit 4



Unit 4

3 Fill in the missing words. Then listen and check.



Interview one: John.
 Interviewer: John, when do you get up?
 John: At seven thirty.
 Interviewer: Who makes your breakfast?
 John: My mum.
 Interviewer: What do you have for breakfast?
 John: Hot chocolate and cornflakes with milk.
 Interviewer: How do you get to school?
 John: By bus.
 Interviewer: And where is your school?
 John: It's in King Street.



Interview two: Lisa.
 Interviewer: What is your favourite sport?
 Lisa: Swimming.
 Interviewer: Where do you go?
 Lisa: To the swimming pool near our school.
 Interviewer: How do you get there?
 Lisa: My dad takes me.
 Interviewer: When do you go there?
 Lisa: On Wednesdays and Saturdays.



Interview three: Chris.
 Interviewer: Chris, what do you collect?
 Chris: CDs.
 Interviewer: How many have you got?
 Chris: Twenty-five.
 Interviewer: Who is your favourite singer?
 Chris: Rory King.
 Interviewer: Rory King? Where is he from?
 Chris: From California.





Activity Book p. 18, 3

Tapescript:

Interview one: John.

INTERVIEWER: John, when do you get up?
JOHN: At seven thirty.
INTERVIEWER: Who makes your breakfast?
JOHN: My mum.
INTERVIEWER: What do you have for breakfast?
JOHN: Hot chocolate and cornflakes with milk.
INTERVIEWER: How do you get to school?
JOHN: By bus.
INTERVIEWER: And where is your school?
JOHN: It's in King Street.

Interview two: Lisa.

INTERVIEWER: What is your favourite sport?
LISA: Swimming.
INTERVIEWER: Where do you go?
LISA: To the swimming pool near our school.
INTERVIEWER: How do you get there?
LISA: My dad takes me.
INTERVIEWER: When do you go there?
LISA: On Wednesdays and Saturdays.

Interview three: Chris.

INTERVIEWER: Chris, what do you collect?
CHRIS: CDs.
INTERVIEWER: How many have you got?
CHRIS: Twenty-five.
INTERVIEWER: Who is your favourite singer?
CHRIS: Rory King.
INTERVIEWER: Rory King? Where is he from?
CHRIS: From California.



- Tell the children to look at the interviews for about ten seconds. Then tell them to close their books and call out words they can remember. Write the words on the board.
- Tell the children to make statements with the words on the board.
- Then ask them to make questions with the words on the board. Give one or two examples if necessary.
- Tell the children to work individually or in pairs and complete the dialogues.
- Play the *Activity Book Audio Cassette/CD* (*Activity Book Audio Cassette/CD* no. 14) so that they can check their answers.





Unit 4



LESSON 4

Vocabulary, phrases and structures:

Mainly receptive: *It's so boring here, Edwin; You're right; Let's go and see a film; Great idea!; Thank you, my little monster; Two tickets for 'The Green Monster'; Six pounds; Let's get some popcorn; Give me the popcorn; Have some popcorn; Please be quiet; It's on the floor; Let's run!*

Linguistic skills:

Understanding a story on video and on the audio cassette/CD;
Reading out pieces of text;
Reconstructing individual scenes and acting them out.

Cognitive, motor and social skills:

Recognizing the narrative structure of a story in pictures and in the corresponding sections of text;
Removing sections of text from the appendix and fitting them into a picture story;
Thinking oneself into various roles and then playing them.

Materials:

Dice for half of the children; envelopes containing the cut-out ghosts; *Pupil's Book*, page 23, Exercise 4
Stories Video or *Class Audio Cassette/CD* 1 no. 22; *Picture Cards* 35, 36; *Word Cards* 35, 36; *Pupil's Book*, pages 24 and 25, Exercise 6; sections of text, Appendix, page 63.

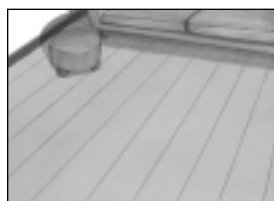
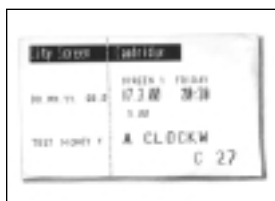
Revision



- Hand out the dice and the envelopes containing the cut-out ghosts used in the previous lesson.
- Tell the children to form pairs and play the ghost game on page 23 of their *Pupil's Books*. This time change the rules slightly by saying that they can put down up to three ghosts at a time. The player to put down the twelfth ghost wins.



Unit 4



ticket

floor





Cartoon story: *Two tickets for 'The Green Monster'*

- Show the video sequence *Two tickets for 'The Green Monster'* once.



Videoscript:

GHOST 1: *It's so boring here, Edwin.*
 GHOST 2: *You're right. What can we do?*
 GHOST 1: *Let's go and see a film.*
 GHOST 2: *Great idea!*
 Excuse me, where's the Top Cinema?
 GIRL: *It's in Station Road. Opposite the museum.*
 GHOST 1: *Thank you, my little monster.*
 GHOST 2: *Little monster ... Ha ha ha.*
 GHOST 1: *Two tickets for 'The Green Monster'.*
 CASHIER: *Six pounds.*
 GHOST 1: *Here you are, you monster.*
 GHOST 2: *Ha ha ha.*
 I'm hungry.
 GHOST 1: *Let's get some popcorn.*
 GHOST 2: *How much is the popcorn?*
 ASSISTANT: *One pound.*
 GHOST 1: *Give me the popcorn.*
 BOY: *Please be quiet.*
 GHOST 2: *Have some popcorn, you little monster.*
 GHOST 1: *Ha ha ha.*
 BOY: *I'm scared.*
 GHOST 2: *Look at the monster.*
 GHOSTS 1 and 2: *Ha ha ha.*
 GHOST 1: *Give me some popcorn.*
 GHOST 2: *It's on the floor. Ha ha ha.*
 Oh no! A mouse!
 GHOST 1: *Let's run!*
 GHOST 2: *Help, help!*
 GHOST 1: *A mouse.*
 CHILDREN: *Hee hee hee.*

If video is not available:
 Tell the children to look at pages 24 and 25 of their *Pupil's Books* for about half a minute. Then tell them to close their books. Play the story on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 22).

Revising and introducing vocabulary

ticket, floor



- Write *Two tickets for 'The Green Monster'* in the middle of the board, using coloured chalk. Get the children to tell you words and sentences from the story. Write these all around the title of the story on the board.
- Then introduce *ticket* and *floor* with the aid of the *Picture Cards*, by showing the children the cards one after the other and saying the corresponding words. Finally, put the cards up on the board.



- Say the words in ways that reflect different feelings, and tell the children to repeat them after you exactly as you say them.
- Hold up the *Word Cards* for the words and say the respective words. Call on individual children to put the cards up next to the corresponding *Picture Cards*.



- Say all of the words and sentences on the board several times together with the children.
- Show the video sequence or play the audio version of the story (*Class Audio Cassette/CD* 1 no. 22) a second time.





Unit 4



Unit 4

6 Watch the video. Then stick in the missing texts.

p. 63

Two tickets for 'The Green Monster'

It's so boring here, Edwin.

You're right. What can we do?

Let's go and see a film.

Great idea!

Excuse me, where's the Top Cinema?

It's in Station Road. Opposite the museum.

Little monster... Ha ha ha.

Thank you, my little monster.

Here you are, you monster.

Ha ha ha.

£6.

I'm hungry.

How much is the popcorn?

£1.

Let's get some popcorn.

24



Unit 4

Give me the popcorn.

Have some popcorn, you little monster.

Ha ha ha.

Please be quiet.

I'm scared.

Look at the monster.

Ha ha ha!

Give me some popcorn.

Oh no! A mouse!

Let's run!

It's on the floor. Ha ha ha.

Help, help!

A mouse.

Hee hee hee.

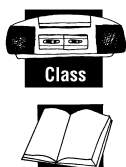
Hee hee hee.

25



Sticking in sections of text

- The children open their *Pupil's Books* at pages 24 and 25 and look at the picture story in Exercise 6.
- They then take the missing sections of text out of the appendix and lay them out on their desks.
- Play the audio version of the story on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 22). As they listen, the children fit the sections of text into the picture story.
- Check the children's work, and then allow them to stick the sections of text in their books.



Reconstructing the story

- Play the audio version on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 22) again and tell the children to read the story in their books as they listen.
- Read out the text in the speech bubbles in any of the pictures and get the children to point to the corresponding sections of text in the picture story in their books.
- Call on individual children to read out the sections of text in any of the pictures.
- Tell the children to close their books. Read out individual dialogues from the story and use appropriate mime and gesture to get the children to help you by completing sentences or supplying missing words.

Say: *It's so boring here, Edwin. You're right. What ...*

Children: *... can we do?*

Say: *Let's go and ...*

Children: *... see a film.*

Continue in the same way.

Role-play

- Prepare the role-play by assigning the roles in various short scenes in the story to individual groups or pairs as follows:
 - Scene 1: The two ghosts think about what they could do. (2 children/pictures 1, 2)
 - Scene 2: The ghosts and the little girl who tells them the way. (3 children/pictures 3, 4)
 - Scene 3: The two ghosts and the cinema cashier. (3 children/pictures 5, 6)
 - Scene 4: The ghosts and the popcorn-seller. (3 children/pictures 7, 8)
 - Scene 5: The ghosts and the children in the cinema. (4 children/pictures 9 to 15)



- Show the children how to learn their roles. They read their lines in their books and repeat them several times under their breath. Allow them sufficient time to memorize their lines and tell them to ask you immediately if they have doubts about the pronunciation. The individual pairs or groups all rehearse their scenes at the same time.
- Get the pairs and groups to perform their scenes one after another. Decide where in the classroom the individual scenes are to be performed. Label these points with cards as follows: *castle, street, foyer, cinema.*

Alternatives:

Independent checking:

1. Put up a completed version of the picture story in a convenient position in the classroom.
2. Play the audio version of the story. The children check their own work independently.

Tip:

With good classes, you can get a single group of seven volunteers to rehearse the entire story and perform it in one of the subsequent lessons. Don't forget to ensure a lot of applause at the end of the performance. Say to the audience: *Give them a big hand!*