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**Lesson Plan 26**

Theme: Thanks, Ben.

**Aims:** 1 To introduce the children to the present simple (positive form).

2. Language Sharks eat people. They eat... (A shark) has got (me). Don't worry. Who are you? We live in a tree house. I know what that is. I see it every day. They live/eat...

3. Language monkey, crocodile, tiger, in rivers, in forests, in the sea, on farms, fruit, grass

**Equipment of the lesson:** CDs and player, optional vocabulary cards, blackboard,

**Lesson Procedure:**

 Warming up Greeting-song [How are you?](http://www.genkienglish.net/howRU.htm)

Before you begin Before you start, you could teach the meaning and use of live and eat. Ask the children if they can remember what happened in the last part of the story: Where are the children? (In the sea.) Where's the balloon? (In the sea.) What can Nick see? (A shark.)

You can continue: That's right. Sharks live in the sea. Are big sharks dangerous? (Yes, they are.) Why? Help the children answer They can eat people! Ask What other animals live in the sea? Elicit the word fish (the children might also want to use other words, like octopus or whale). Say That's right. Big sharks eat fish - and they can eat people!

Checking homework

PUPIL'S BOOK pages 68 and 69 Listen and follow. 10 minutes

LISTENING TO THE STORY The children can have their books open or closed as you and they prefer. Play the recording but stop it after every two pictures and ask some questions:

Pictures 1 and 2: *Kip isn't happy. Why? (Sharks eat dogs!) Nick says 'Oh no!' Why? (A shark has got him.) That's terrible!*

Pictures 3 and 4: *Has a shark got Nick? (No.) Who is in a boat? (Ben.) Who lives with Ben? (Mickey, his monkey.)*

Pictures 5 and 6: *Ben and Mickey live ... where? (In a tree house.) Joanne says 'Ben, what's this?' What? What has Joanne got? (The map.)*

Play the recording all the way through once or twice.

ACTING OUT Divide the class into pairs or small groups and get them to read out the dialogue.

Classroom language and answer key

I need seven children. Who wants to be Jess? Who wants to be Nick?

Ask some children to act out the story (seven parts: Jess, Nick, Tom, Zara, Joanne, Ben and Kip). They can read from their books, or you could write the dialogue on the board or supply prompts:*1. Help! Sharks eat... They eat... 2 Oh no! A shark ... 4 I'm Ben. And that's*

*5 We live in a ... 3 Don't worry. Thank you. But... 6 What's this? I know... I see it.*You could arrange chairs to make Ben's boat and a table in his tree house that the children can sit around.

Think. Match the animals, places and the foods. Tell the class. 15 minutes

Introduce the exercise with some questions: Sharks live ... where? (In the sea.) Yes, that's right! What about crocodiles? Crocodiles live ... where? (In rivers.) Sharks eat... what? (Fish.) What about crocodiles? Crocodiles eat... (Animals.) Now the children open their books. Read through the names of the animals, places and types of food with them. Give them a few minutes to match each animal with the place and the food. Point out that we say on farms, not in.

Further practice: Activity Book Exercise 1. Talk about an animal. Your friend can guess. 10 minutes

Demonstrate by giving some information about one of the animals in Exercise 2. For example: They live in the sea. Guess! They eat fruit. Guess! Get the children to guess the animal.

Divide the class into pairs so they can work in the same way. To help, you can put some prompts on the board: They live in ... They eat...

EXTRA IDEA You could write the names of some other animals on the board and ask the children where they live and what they eat. Give them any new words that they need to express their ideas (e.g. meat, seeds).

Cats (They live in houses. They eat meat.) Bears (They live in forests. They eat fruit.)

Chickens (They live on farms. They eat seeds.)

Cows. (They live on farms. They eat grass.)

Dogs. (They live in houses. They eat meat.)

Further practice: Activity Book Exercises 2, 3 and 4.

ACTIVITY BOOK pages 70 and 71 Q Find six more words. Draw lines. 10 minutes

Check that the children know the name of each animal before they look for and circle the words in the puzzle.

Read the sentences. Write the animals and the numbers from Exercise 1. 10 minutes

AnswersHorses live on farms. They eat grass. Crocodiles live in rivers. They eat animals. Monkeys live in forests. They eat fruit. Tigers live in forests. They eat animals. Look at the pictures in Exercise 2 again. Talk about an animal. Guess!

New language: **insects**

The children write the names of the animals and write the number from Exercise 1.

 Write about some animals. 10 minutes

New language: **frogs, foxes, insects**

Before the children write, ask them what they can say. Note that frogs and foxes are new words, and they will need insects to describe what frogs eat.

Read Ben's poem. Write the words. 10 minutes

**New language:** happy, free, zoo

First, look at the large picture with the children, as this will help them understand the poem. Ask them questions about what they can see. Read through the poem with the children and get them to work out the missing words, which they can add in writing later.

8.Feedback Did you like the lesson? 2)Was the lesson interesting for you ?

9.Homework: page 70-71 Activity Book