Date: 9 .04.2013. Form:1-V

**Lesson 27**

Theme Storytime: **The clever fish**

Aims:

To develop the children's listening and speaking fluency, reading skills. .

To revise language covered in earlier units.

LanguageRevision can, can't You can't... Yes, I can. No, you can't, present simple: eat have got

New language Where is he? Who's that? brother, catch, card

Lesson procedure

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

2Start the lesson by revising covered in earlier units.**Checking homework** As before, you could change the order of the exercises and get the children to make their shark snapper before they listen to the story.

PUPIL'S BOOK pages 70 and 71 Listen and follow. 10 minutes

You can start by telling the story while the children look at the pictures. Point at the pictures and slowly say what is happening. For example:

***1.Look. There are fish in the sea. They are swimming away fast. But look at this fish. He isn't swimming.***

***Suddenly, a shark comes! He wants to eat the fish. The fish says 'Stop! You can't eat me!' The shark says he can. 'I'm*** a ***shark,' he says.***

***'No, no,' says the fish. The shark says 'I'm a shark. I eat everything.' Oh!***

***The fish has got an idea. He's a clever fish. He says 'You can't eat me!' He says 'I've got a BIG brother and he can eat YOU!' The shark says 'Oh yes? Where?'***

***The fish swims away - fast. 'You can't catch me,' he says.***

***The shark can't find the fish.***

***The shark sees a cave. Look! He hears a voice. 'Stop!' it says.***

***The voice says 'You can't eat my brother. I can eat you.' The shark is frightened. he says.***

***The shark goes away fast***!

Play the recording once or twice while the children follow the story in their books. Then divide the class into pairs to read the dialogue.

2.Act out the story. 10 minute

Optional: The children can make a shark snapper (see instructions on page 131 of the Teacher's Book and Cut-out 8 template on page 138).

ACTIVITY BOOK Ask some children to act out the story. You will need a 'fish' and a 'shark'. If the children have made them, the 'shark' can use the shark snapper when he/she is chasing after the fish. You can put prompts or the complete text on the board.

Q Read with Ansar. 10 minutes

Read the text with the class. Then tell them to close their books. Say sentences from the text, but in some make a mistake. The children must call out Yes if the sentence is correct and No if it is wrong. For example: This is Yanis. He's got brown hair. (No! He's got blond hair.) / This is Alua. / She's got short black hair. (No! She's got long black hair.) / This is Adyl. He's got short hair. He's got green eyes. (No! He's got brown eyes.) I Akbota is his sister. She's got brown hair too. (No! She's got brown eyes too.)

Alternatively, the children can do this in pairs, taking it in turns to say 'wrong' sentences to their partner.

To finish, ask the whole class to read through the text together, pointing at the words as they read.

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).

ACTIVITY BOOK pages 70 and 71

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!

**Revising**  words covered in earlier units.

Tiger, monkey, crocodile. shark,

EXTRA PRACTICE EXTRA PRACTICE There are optional Extra practice exercises for this unit on pages 108 and 109 in the Teacher's Book. Note: For Exercise 4 the children will need to find extra information about pandas and hippos.

8.Feedback Did you like the lesson?

2)Was the lesson interesting for you ?

9.Homework: page 72-73 Activity Book