

4

In the garden

Lesson objectives

- To understand a simple cartoon story
- To review and extend vocabulary for things in a garden
- To practise ordering words in simple sentences
- To write a description of a picture

Language

Where's Dad?

He's under the (tree) / in the (pond) / on the (slide).

Where's the bee?

It's on Dad's (hat).

New vocabulary: garden, grass, flower, bee, pond

Other vocabulary: hat, nose, tree, slide, swing, ball, frisbee

More words: skipping rope, sandpit, climbing frame, trampoline

Presentation and pre-reading (page 16)

- With books closed, tell the children to see how many things they can think of that you might find in a garden. Encourage them to use English where possible.
- Tell the children to open their books at page 16. If necessary, explain the meaning of the unit title *In the garden*.
- Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text and tell you what kind of text it is (a cartoon story). Tell them to look at the pictures (without reading any of the text) and tell you what they think happens in the story.

Reading (page 16)

1 Read and listen. 04

- Play the recording and let the children follow the story in their books.
- Play the recording again, then ask some simple questions in English, e.g. *Where's Dad in picture one/four/five? Where's the bee in picture two/three/five?* Ask them in L1 why Dad is in the flowers in picture 4 and in the pond in picture 5 (because he is trying to escape from the bee).
- If you like, you could ask the children to practise the dialogue in pairs.

Comprehension (page 17)

2 Write the letters.

- Start with some oral practice of sentences with prepositions. Write the three prepositions on the board: *in, on, under*. Revise the meaning of these words if necessary.

- Ask the children to look again at the reading text on page 16. Explain that you want the children to correct the sentences that you say. Say *Look at picture one. Dad's in the pond*. Then say *No, that isn't right!* Encourage the children to correct you: *Dad's under the tree*.
- Repeat with the other pictures, saying an incorrect sentence for each one.
- Tell the children to look at Exercise 2. Read the sentences and let the children point to the corresponding small pictures.
- The children work individually to read each sentence, identify the correct small picture, and write the letter in the box.
- Check the answers as a class.

KEY

1 c 2 d 3 a 4 b

3 Put the sentences in the correct order.

- Explain that this time they have to look back at the story and put these sentences in the same order as in the story. Do the exercise orally as a class if necessary, then let the children work individually. (Tell them to ignore the picture numbers from the story – they should use the numbers 1 to 4 to indicate the order.)
- Let the children check their answers in pairs, then check as a class.

KEY

a 3 b 1 c 4 d 2

4 Read and write the answers.

- Read the example answer with the children.
- The children work individually to complete the sentences.
- Check the answers in pairs then as a class.

KEY

- He's under the tree.
- It's on Dad's nose.
- He's in the flowers.
- It's on Dad's hat.
- He's in the pond.

Vocabulary (page 18)

5 Read and circle.

- Read the example sentence and point out the example answer.
- Let the children work in pairs to read out the sentences and circle the correct words. Check the answers as a class.

KEY

1 garden 2 flower 3 swing 4 grass 5 bee

6 Complete the sentences.

- Ask the children to look at the picture in Exercise 6. Revise the words *frisbee* and *slide* if necessary.
- The children work individually to complete the sentences.
- Check the answers in pairs then as a class.

KEY

1 tree 2 grass 3 slide 4 flower 5 tree

7 Look at Exercise 6. Ask and answer.

- Hold up your book and point to the picture in Exercise 6. Ask *Where's Dad?* Encourage the children to answer with a full sentence: *He's under the tree.* Model and drill this answer.
- Let the children ask and answer about the other things/people in the picture. They can use their completed sentences to help them.

More words (page 45)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 45 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Play a TPR game. First, invent a simple mime for each of the four vocabulary items. Say the words and do the mimes, encouraging the children to mime with you. Then do the mimes without saying anything and let the children say the words.
- Now play the game. Tell the children you will say a word and do a mime. Sometimes it will be correct, but sometimes it will be wrong. Say the words but do the wrong mime. The children must do the correct mime. Anyone who does the wrong mime is out!

Follow and write.

- The children follow the lines and write the correct word at the end of each one.

KEY

The words are written in this order: sandpit, climbing frame, skipping rope, trampoline.

Writing (page 19)

- Read the model text while the children follow it in their books. Then read it again, stopping after each sentence. The children point to the things and people in the picture.

8 Write the words in order.

- Explain to the children that they have to write the words in the sentences in the correct order. Remind them to use the capital letters and full stops to help them. Revise the words *swing* and *pool* if necessary.
- Tell the children to check their sentences in pairs, then check them as a class, asking volunteers to read out the sentences.

KEY

- 1 The bee is on the flower.
- 2 Dad is in the garden.
- 3 The frisbee is in the tree.
- 4 She is on the swing.
- 5 Mum is in the pool.
- 6 He is under the tree.

9 Draw the items in the picture. Write about the garden.

- Tell the children to draw a bee, a ball and a frisbee somewhere in the picture.
- The children work individually to complete the sentences, using *in*, *on* and *under*. Monitor and help as necessary.

Writing (optional extension activity)

- Tell the children to draw a picture of a real or imaginary garden. Ask them to include several objects (e.g. a tree, a swing, a slide, a ball, a frisbee) and a few members of their family.
- The children write a short description of their picture. Remind them to use the prepositions *in*, *on* and *under*.