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Dr Wild drives well.

Objective: describe how people do things

Vocabulary: well, carefully, badly, slowly, quietly, happily, quickly

Review: binoculars, need

Grammar: Adverbs of manner

Review: Present simple, present continuous

Materials: Class CD

Warm-up 1 Track 07

- Play the CD and ask the children to sing the song from the previous lesson.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 08

- Say *Open your book at page 10.*
- Present the new vocabulary with the pictures in the Pupil's Book.
- Use extra repetition to practise the correct word stress, i.e. the stress is on the first syllable in each word. carefully, badly, slowly, etc.

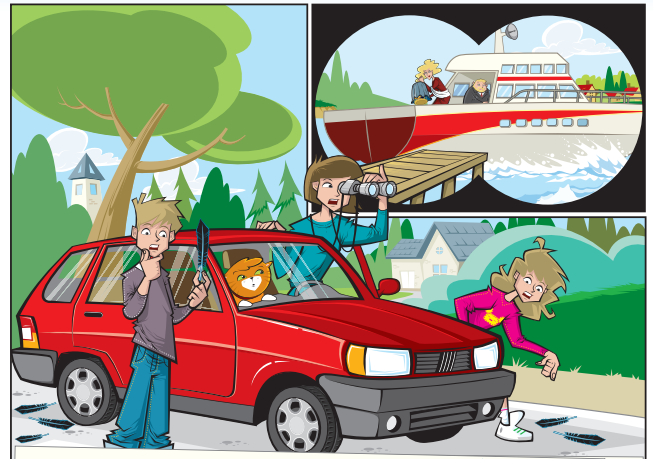
Dr Wild drives well. 1 Track 08

- Pre-reading: ask the children to look at the picture. Ask questions, e.g. *What has Aunt Sophie got? What can she see? What has Jack got? How many feathers can you see?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and to engage the children. Ask *Does Dr Wild drive badly? Whose feathers are on the road? Are Claudia Fox and Magnus Wolf good people? Who have they got in their boat?*

3



Dr Wild drives well.



Dr Wild drives carefully. She doesn't drive badly. She drives well.
Kelly sees a feather in the road!
Dr Wild stops the car slowly.
They look at the feather.
'I think this is Toto's feather,' says Jack quietly.
'Yes!' says Kelly happily. She can see two more feathers.
'I need the binoculars please, Jack,' says Dr Wild.
She can see a man and a woman in a small boat.
'I think that is Claudia Fox and Magnus Wolf. They're very bad people!
We need a boat!' she says. 'Come on! Quickly!'



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Optional activity

Play the CD again and ask the children to mime the actions in the story, paying particular attention to the new vocabulary, e.g. they mime *carefully*, *quietly*, etc.

Learn with Oscar

- Ask volunteers to read out the sentences in the grammar box. Focus the children's attention on how most adverbs are made by adding *-ly* or *-ily* to the adjective.
- Write some other known adjectives on the board, e.g. *slow*, *quick*, *bad*, *kind*, *helpful*, *lazy*. Ask individual children to come to the board and to write the corresponding adverb (*slowly*, *quickly*, *badly*, *kindly*, *helpfully*, *lazily*).
- Ask the children to look again at the story on page 10 and to circle all the adverbs.



Learn with Oscar

Dr Wild drives **carefully**.
Oscar sleeps **quietly**.
careful carefully
happy happily
good well

1 Read the story and write True or False.

- 1 Dr Wild drives carefully and well. **True**
- 2 She stops the car quickly.
- 3 They can see Toto's feathers.
- 4 Kelly can see Toto.
- 5 Dr Wild likes Claudia and Magnus.

2 Match and write.

~~badly~~ slowly well quickly happily quietly



- 1 **e** He's drawing **badly**
- 2 She's singing
- 3 They're walking
- 4 She's running
- 5 They're playing
- 6 He's sleeping

3 Think and write with Dr Wild.

drive talk eat run sing draw write read



Think about you, your friends and your family. How do they do these things?

My friend Pauline talks **quickly**.

Answers

- 2 d / well
- 3 f / slowly
- 4 b / quickly
- 5 c / happily
- 6 a / quietly

3 Think and write with Dr Wild.

- Ask the children to look at the picture of Dr Wild and ask a volunteer to read out her speech bubble.
- Ask individual children questions using the verbs at the top of the activity. Ask *Do you sing (well)? Do you run (quickly)? Does your mum drive (carefully)?* etc. Use the lesson flashcards if you wish, to remind the class of the new vocabulary.
- Then ask the children to write sentences about themselves and their friends and family, using the verbs in the word bank and the adverbs from the lesson. Monitor and offer help as necessary.
- Ask individual children to read out one or two of their sentences.

Optional activity

Play a miming game with the class. Demonstrate first yourself. Choose a verb, e.g. *walk*, and mime doing the action in a particular way, using one of the adverbs learnt in the lesson, e.g. *quickly*. Elicit the sentence *You're walking quickly* from the class. You could make this into a team game. One person from each team comes to the front and mimes an action in a particular way. The other team describe what he/she is doing.

Homework

- Ask the children to complete pp. 8–9 in their Activity Book.
- The children can do Lesson 3 Vocabulary and Learn with Oscar on their CD-ROM.

Quiz 1

- You can now use the photocopiable **Quiz 1**. See the **Active Teach** Resources section.

1 Read the story and write True or False.

- Read the example statement and answer with the class.
- Ask the children to look at the story on page 10 and decide whether the other statements are true or false.
- Check the activity.

Answers

- 2 False
- 3 True
- 4 False
- 5 False

2 Match and write.

- Ask the children to look at the picture. Ask questions about what the people in the park are doing, e.g. *a. What's the baby doing? c. What are they doing?* etc.
- Ask the children to match the people to the activities below by writing a letter on each line.
- Read the words at the top of the picture aloud with the class. Ask the children to look at the picture and write the correct adverb in each sentence.
- Check the answers.