



In case the testing time is <25 mins, please conduct the following lesson till you reach the time limit (25 mins)

Lesson objectives:

- a. Get S to familiarize with the level and learning platform.
- b. New words: **bathroom, bathtub, shower, soap, towel, toilet, sink, toothbrush**
- c. Learn and review structure: **There is / There are**

Materials:

- Song at **slide no.3**: <https://www.youtube.com/watch?v=3Cq9mXTAyuk>
- Toys and crafts: Puppet, rewarding system (Kani image, carrot images etc or flexible)
- Flashcards
- Whiteboard and pen

General notes:

- Speed: For this level, speaking speed is really important. Teachers should speak slower than usual. Speed will be decided based on student's age, the younger the slower. Speed will also depend on the students' level. - TPR: Using TPR is really important to motivate the student and using puppets, flashcards, as required, will help motivate the student.
- Pronunciation: For ESL student, correcting pronunciation is really important and teachers should correct during the class.
- The teacher should appraise the student or correct positively frequently.
- If the student cannot answer, the teacher can mouth then say out loud to help.



(2 mins)

Teacher: Now, let's sing a song together. It's called "Bathtime song".

Teacher plays the song :

<https://www.youtube.com/watch?v=3Cq9mXTAyuk> and sing with the student.

Lyrics:

Scrub-dub-a-dub.

Scrub-dub-a-dub.

**All the way,
head to toe.**

Scrub-dub-a-dub.

**Bubble, bubble your arms.
Bubble up, bubble up.
Scrub, scrub to your knees.
Scrub it, rub it.
Time to wash my hair.
Rinse and wash.
Fun bath all the time,
yay yay yay yay!**

**Scrub-dub-a-dub.
Scrub-dub-a-dub.
All the way,
head to toe.**

**Blub, bubble off.
Blub, blub blub.
Rinse away, all the way.
“Watch me shine!”
Fun bath all the time,
yay yay yay yay!**

**Scrub-dub-a-dub.
Scrub-dub-a-dub.
All the way,
head to toe.
Scrub-dub-a-dub.**

**Scrub-dub-a-dub.
Scrub-dub-a-dub.
All the way,
head to toe.
Scrub-dub-a-dub.**



(3 mins)

Teacher: Wow, let's have a look, listen to me and repeat.

Teacher points at each picture, says out loud and lets student repeat.
Focus on sink, toothbrush (3 times)



(3 mins)

Teacher points at each shadow and signals student to say aloud the correct word.

Teacher points at number 1 and asks: What is it? Teacher moves the mouse around the pictures to help student answer.

Signal student to answer: towel

Then teacher match the towel with the shadow.

Do the same with the rest

1. Towel
2. Soap
3. Sink
4. Toothbrush



(3 mins)

T: It's time to spell. Let's look and spell with me.

T points at the picture and asks: What is it?

Let S answer: It's soap.

T: Let's spell "soap" together. S-O-A-P

If S is advanced, T should let S spell without help.

Do the same with **sink/ toothbrush**



(3 mins)

T will say outloud one word randomly, let student hear and find the object by saying the number.

T says: Now, listen to me and tell me the correct number. (pretending to look for sth) I want to find a towel. Can you see a towel? It's right here, number 3.

T circles the towel and asks S to repeat the word.

T says: Now, your turn. Can you see a.... mirror - a mirror? number7

If S doesn't know, T can give the answer and circles the picture, then ask S to repeat the word.

Do the same with the rest.

Answer:

- 1. shower**
- 2. bathtub**
- 3. towel**
- 4. soap**
- 5. sink**
- 6. toilet**
- 7. toothbrush**



(3 mins)

Teacher can explain for student how to use There is/ There are first.

Teacher points at picture number 1 and says: I have 2 soaps. Which one can I choose?

There is or There are?

Signal student answer: There are.

Then teacher matches picture number 1 with "There are" and lets student say: There are 2

soaps. Do the same with the rest

Answer:

- 1. There are 2 soaps.**
- 2. There is 1 towel.**
- 3. There are 3 toothbrushes.**
- 4. There is 1 sink.**
- 5. There are 4 bathtubs.**



(1 min)

T says: It's time to say goodbye! Goodbye and see you again.