



## TEACHER'S GUIDE

### LESSON 11: WHAT DO YOU DO AT THE BEACH?

**Video summary:** Anna visits a friend at the beach.

**Functional purpose:** Describing outdoor activities and places; guessing from clues

**Grammar:** Prepositions: *in, on, at*; Wh- *do/does* questions

**Letters and sounds:** *S* at the beginning of words: *sun, sand, sea, sun*

**Numbers:** 31, 32, 33

**Question:** *What do you do at the beach?*

**Answers:** *I can \_\_\_\_\_; I like to \_\_\_\_\_ (on/at) the beach*

**Key words:** *guess, clue, sea, sand, sun, sunglasses, sunhat, sunscreen*

## PREPARE TO WATCH

### Get students' attention

Here are some ideas to introduce the lesson points.

See the How-to Guide for more ways to do this.

- If possible, show pictures of the beach and related objects such as sunhats, seashells, and surfboards, and teach the vocabulary as needed.
- Mime a few activities, like standing on a surfboard, swimming, fishing, or reading a book. Ask students to name the activity you are showing.
- If available, bring a lightweight ball to class and toss it gently around among the students. When one catches it, the student says a beach vocabulary word and then calls out another student's name and tosses it to them.

### Connect to students' experiences

This can be done in native language or English.

- State the goals for the lesson. They will learn to talk about activities they do outside and to guess from a clue.
- Ask, "Do you sometimes go to a beach with your family? What can you do or see there?"
- Ask, "What is a good thing about going to the beach? Are there any bad things about a beach?"
- Ask, "What kind of weather is good for going to the beach?"

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### Guess: What will happen?

- Give students a clue about the video story with this photo from the video:



- Give students a clue (a small piece of information) about the video story.
- Ask: “What will happen?”

### WATCH AND REVIEW THE VIDEO

#### Check understanding with specific questions (add your own as necessary)

- “Can you name a word from the video beginning with the letter S?”
- “Does Max go with Anna to the beach?”
- “What does Anna put in her bag?”

#### Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Teach one or two new words from the video.
- Ask students to say what happened in the video.
- Ask: “What do the friends like to do at the beach?”

See How-to Guide for more questions on the video.

## ACTIVITIES

### 1. The Letter S

#### Set up/materials

Play the part of the video near the beginning, where Anna gives a clue and says *sun* and *sand*.

#### How to

- Write the letter *S* on the board. Say the letter and have students repeat.
- Have students trace the letter in the air as you show how to write it.
- Ask: “Do we have any classmates with the letter *S* in their name?”
- Have those students write their names on the board.
- Have other students come up and circle the letter *S* in the names.
- Have students practice writing uppercase and lowercase *S* with the activity sheet.

#### Variation

- Have students write the words from the video that begins with *S*: *sun, sand, sea* in their notebooks. Ask them to think of and write other words that begin with *S*, such as *sit, salt, seven,* and *soap*.

### 2. Pronouncing S

#### Set up/materials

- Locate the part of the video where Anna says, “At the beginning of S-words, do NOT say /es/. Say /s/ -- like a snake. Say it with me. /sssss/ Snake.”
- Draw a snake on the board or show a photo of a snake.
- Choose several items in the classroom that start with *S* and place them on a table or desk.

#### How to

- Play the video segment. Have students repeat after Anna.
- Hold up an item you placed on the table and ask students to say its name. Make sure they focus on pronouncing /S/ without any vowel sound before it.
- On the board write these words:

- From the lesson: *sun, sand, see, sea*. Other simple /s/ words: *sat, sit, sip, sack, set*

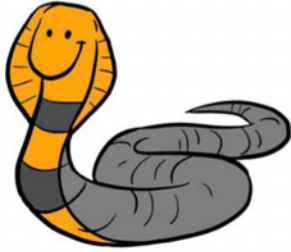
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- First, say the words together with the class.
- Then model the activity:
  - Teacher: "I will say the sounds separately and then together: /s/ /a/ /t/ = sat"
  - "Now you do it." (Students repeat)
- Do this with the whole list – blending (say together) and separating (say apart) each sound of each word.
- Then cover the letter s. Have students say what's left. For example, sat – s = at

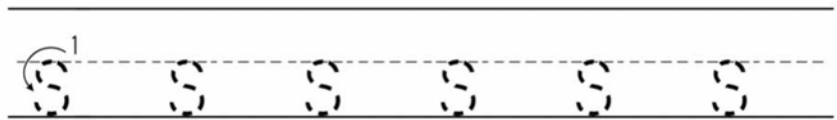
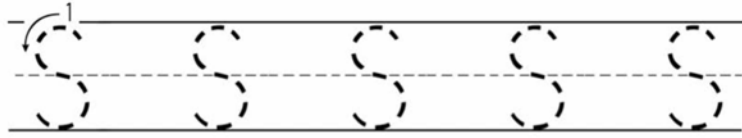
### Variation

- Use a short video with music that teaches the letter S, such as [https://www.youtube.com/watch?v=\\_8oRsEQD2nI](https://www.youtube.com/watch?v=_8oRsEQD2nI)
- Have students look for items around the classroom whose names in English begin with S. Each student can point to the item and say it in English.

S is for



Snake



### **3. Numbers 31 - 33**

#### **Set up/materials**

Bring a bag of small objects such as buttons, pebbles, marbles, small coins, or elastic bands into the classroom. Make sure there are exactly 33 of the items.

#### **How to**

- Have five students stand by the teacher's desk or table. Keep three items in your hand and give each student 10 of the items.
- Have the students count aloud to tell the class how many they have. Have them place the objects in a tray or a bowl on the table.
- Say to the class, "We have thirty \_\_\_\_s. Now I add one more. How many do we have?" Have students repeat, "Thirty-one."
- Continue, adding another item and asking how many you have. Show how to write 31, 32, and 33 in numerals and words on the board.

#### **Variations**

- Use toy blocks to construct towers of ten blocks each, then ask students how many blocks you have.
- Give individual students additional blocks to add to the towers and ask them how many blocks are in the towers with each additional block.
- Practice counting slowly and then gradually increase speed.
- Practice counting backwards (30, 29, 28 . . . )
- Write numbers between 1 and 33 on the board in random order. Select numbers in a random order, pointing to them (or having student volunteers come to the board to point) and having students say them.
- Review and practice how to spell numbers.

## **4. Read and Write**

### **Set up/materials**

- Give students a copy of the *Read and Write* activity sheet.

### **How to**

- Point to the first sentence on the activity sheet and read it aloud but pause at the box with the word *in*. Ask students what word belongs in the box. Show them how to trace the letters.
- Read the entire first sentence and have students repeat it.
- Students continue with the rest of the activity sheet, and teacher helps as needed.
- Discuss question 5: *What do you do at the beach?* Write some answers on the board. Then help students write their sentences as needed.

### **Variation**

- Play the video without the sound and read the subtitles aloud. Have students write some of the sentences from the subtitles in their notebooks.
- Have students create three to five new sentences of their own, on the topic of playing outdoors and/or going to the beach. Students may write a sentence of their choice, such as *Anna sits on the sand*; *Anna digs in the sand*; *Anna walks in the sea*. Check for the simple present tense form of the verbs.

# READ AND WRITE

1. He swims **in** the sea.



2. **Clues** help us find answers.



3. She likes to **dig** in the sand.



4. People **ride** bikes on the beach.



5. What do you do at the beach?

Answer the question here.



## **5. Listen and Speak**

### **Set up/materials**

Give students the *Listen and Speak* activity sheet.

### **How to**

- Write the verbs at the bottom of the sheet on the board: *run, ride, throw, play, walk, swim, dig*
- Ask a few students to use gestures to show the meaning of each verb. Model one of the verbs, such as *ride*, to show students how to mimic the activity.
- Have the class mimic the activities as a whole group. Have them listen and repeat after you say the verb.
- Write on the board, say, and have students repeat: "It's fun to \_\_\_\_\_", inserting different verbs.
- Next, add *at the beach* at the end of the statement: *It's fun to \_\_\_\_\_ at the beach*
- Write the nouns on the board: *ball, beach, bike, frisbee, sand, sea, basketball, volleyball, water*
- Say and repeat the nouns as necessary.
- Now show students the activity sheet and model asking and answering the question:

*What is fun for you?                      It's fun to dig in the sand at the beach*

- Model a few more questions and answers, then have students work with partners or in small groups with the activity sheet. Show students how to write the correct verb under each picture.

### **Variation**

- Students can use the same phrase, *It's fun to \_\_\_\_\_*, but add a variety of places and situations. For example:

*It's fun to \_\_\_\_\_ at home.                      It's fun to \_\_\_\_\_ in the winter.*  
*It's fun to \_\_\_\_\_ at the park.                      It's fun to \_\_\_\_\_ in summer.*

- Students can be creative and put different endings on the phrase. For example:

*It's fun to \_\_\_\_\_ with a pet.                      It's fun to \_\_\_\_\_ at night.*  
*It's fun to \_\_\_\_\_ in the afternoon.                      It's fun to \_\_\_\_\_ with your friends.*

# ● LISTEN AND SPEAK



play

Work with a friend. Choose an action.  
Ask & answer like this:  
Student A: What is fun for you?  
Student B: It's fun to play in the water.  
Write the action word under the picture.



Action words: run, ride, throw, play, walk, swim, dig  
Other words: ball, beach, bike, frisbee, sand, sea, basketball, volleyball, water

<https://learningenglish.voanews.com>

## **6. Prepositions in, on, at**

### **Set up/materials**

- Write *in, on, at* on the board, separated from each other so there is room to write under each.
- The end of the video, where Anna is at the beach

### **How to**

- Play the end segment of the video, where Anna is at the beach. Ask students to raise their hand when they hear or see the prepositions *in, on, at*
- Play it again, but without the sound. Point to the prepositions *at, on, in* in the subtitles when they appear.
- Say and repeat with students:

*At the beach                      in the sea                      on the sand*

- For the preposition *on*:
  1. Draw a horizontal line on the board. Then draw a square or triangle or other object on top of the line. Say “The triangle is on the line.”
  2. Use a table in the classroom with objects on it. Say “The book is on the table”
  3. Use other examples of surfaces, such as the floor, a chair, the blackboard, the deck of a boat, the roof of a house, or the cover of a book. Explain and show that English uses *on* for surfaces. Show the bikes riding on the sand in the video.
  4. Have students make more sentences using *on*.
- For the preposition *in*:
  1. Draw a container such as a box, a bucket, a house, a room, a car, a drawer
  2. Say, “The water is *in* the bucket”, or “The cat is in the house”
  3. Show the video with people swimming in the sea.
  4. Explain that for volumes or spaces, English generally uses *in*. Give more examples such as *The birds are in the air* and *We are in a classroom*.
  5. Have students make more sentences using *in*.
- For the preposition *at*:
  1. Tell students that *at* does not follow rules as closely as *in* or *on*.
  2. Have students say, repeat, and memorize: *at the beach, at home, at work, at school*

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### Variations

- For more advanced learners, you can show some exceptions to the rules. For example, *in a room*, but *on the bus* (even though a bus is a container with volume). Also, *on the mountain* is specific to the place but *in the mountains* is general, for the area: *in the city*, *in the country*, *in the forest*.
- Show the difference between *on the sand* (bikes on the surface) and digging *in the sand* (volume).
- **Play Clean Up Game:**

Gather a variety of common objects. You can also use pictures with or without labels on them.

For example: hat, pencil, pens, paper, cup, some rocks, toys, sticks

You will need a bag and a box. (Or just one of them.)

For early learners, write the names of the objects and the following sentences on the board:

*The \_\_\_\_\_ is on the desk/table.*

*The \_\_\_\_\_ is in the bag/box.*

- Say “(STUDENT’S NAME), put the \_\_\_\_\_ in the \_\_\_\_\_.”
- The student puts the correct object in the box or bag accordingly.
- Next, empty the box and bag and put the objects back on the table. Make sure there are enough objects for all students to have a turn. (You can duplicate objects.) Put the bag and/or box on the table.
- Tell the students they must clean up the items on the desk by putting them in the bag or box. But first, they must announce the object and where it is located. For example, a student could say, “The pencil is in the box.”
- Students watching must listen closely. The teacher can check students’ memory by asking one of them, “What did (NAME) put in the bag/box?” They must be ready to answer. This keeps them paying attention.

## LEARN MORE

### 1. “What do you like to do?” question and answer

#### Set up/materials

- Write verbs from the video and *Listen and Speak* activity sheet on board:

*run, ride, throw, play, walk, swim, dig*

#### How to

- Ask students what the children in the video like to do at the beach. Show the video where the children say what they love and like to do. (“*I love to swim in the sea.*”)
- Model the expression *I like to \_\_\_\_\_* by saying and writing a few examples on the board. Use examples with food and eating such as: *I like to eat bananas.*
- Ask, “What do you like to eat?” and write the question on the board. After students answer, write the next question: *What do you like to do?*
- Point to the verbs on the board and give example answers to the question: *I like to swim in the sea. I like to throw a ball. I like to run.* Mime/mimic the actions to make the meaning clear.
- Clap the rhythm of the question *What do you like to do?* (*ta-ta-ta—taa—ta-ta*)
- Say *What do you like?* and have students repeat.
- Say *What do you like to do?* and have students repeat. Have students say and clap the rhythm at the same time.
- When students understand and can say the question, *What do you like to do?*, have the class form two lines facing each other, where each student faces another student. Each pair of students facing one another asks *What do you like to do?* and answers with *I like to \_\_\_\_\_*, using one of the verbs on the board. Or, students can write the verbs in their notebooks and then look at their notebooks to help them answer if necessary.
- After the pairs of students have asked and answered the question, each student in each line moves one position to the right. Students at the right end of each line move to the opposite line. Then the new pairs ask and answer the questions.
- Continue until each student has had many partners to practice with.

#### Variations

- Add different endings to the question to increase variety. For example:

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*What do you like to do at home?*

*What do you like to do at school?*

*What do you like to do at night?*

*What do you like to do after school?*

- For more advanced learners, practice *does* and third-person *s* singular:

Have pairs of students demonstrate the question and answers for the class. Then ask, “What does (name of student) like to do?” Model the answer: \_\_\_\_\_ **likes** to \_\_\_\_\_.”

Show the beginning of the video where the host asks *Where does her friend live?* Point out that the question uses *does*.

Review pronouns *I, you, he/she/it*. Then write the questions *What do you like to do?* and *What does he/she like to do?* Show students possible answers for each, and that *does* and *s* are necessary for *he/she/it*.

- Use a variety of verbs for the question. For example:

*What do you want to do?*

*What do you need to do?*

*What do you love to do?*

- Practice the negative form: *I don't like to \_\_\_\_\_.*

## 2. Twenty questions with *in* and *on*

### Set up

1. Leave some small objects around the classroom, if possible, before the class begins.
2. Place them in other objects (still visible) or on other objects.
3. Make a list of the objects in a form you can share with students.

### How to

4. Demonstrate how to play: Look at the list of objects. Choose one and say, “I am thinking of something in this room. Can you guess what it is?”
5. Invite students to guess with questions that include “in” or “on,” for example, “Is it on the table?” Answer “Yes” or “No.”
6. Explain students can ask by using the name of the object: “Is it the red book?” or ask about the size of the object: “Is it bigger/smaller than a \_\_\_?”
7. Continue answering until students guess the object.
8. Have students form pairs or small groups to play the game with other objects in the classroom.

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### Variation

- For an online class, use a photo like the one below to guide students to ask about objects or animals.



### 3. Using Clues: What am I?

#### Set up/materials

Have students think of an animal or object to “become”.

#### How to

- Teach students how to ask, *May I have a (object)?* Use objects like pencils and notebooks to demonstrate. For example: *May I have a notebook?*
- Have students practice asking *May I have a \_\_\_\_\_?* with each other.
- Next, show the beginning of the video where the host explains the word *clue* and Anna gives clues in her treehouse.
- Then demonstrate with a student:

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Teacher: Guess what I am.

Student: May I have a clue?

Teacher: (whistles)

Student: Are you a bird?

Teacher: Yes, I am!

- In pairs, students take turns giving clues and guessing what their partner is.

### Variation

- Hide classroom objects in a similar manner to the “20 questions with *in* and *on*” game above. Tell students they must find the object you are thinking of. Students can ask for a clue by saying, “May I have a clue?”



## CHECK UNDERSTANDING

### Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

#### Questions:

1. Anna gives Max a \_\_\_\_\_. It helps him find the answer.
2. She likes to throw a frisbee \_\_\_\_\_ the beach.
3. The boy likes to dig \_\_\_\_\_ the sand.
4. He likes to \_\_\_\_\_ in the sea.

#### Answer key:

1. clue
2. on
3. in
4. swim

QUIZ

1. Anna gives Max a  .  
It helps him find the answer.



2. She likes to throw a  
frisbee  the beach.



3. They like to dig  the  
sand.



4. He likes to  in the  
sea.

