## **Second Edition**



Teacher's Book



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Perfect preparation for Cambridge English: Starters

Lucy Frino and Melanie Williams with Caroline Nixon & Michael Tomlinson



## Teacher's Book 1

Second Edition

Lucy Frino and Melanie Williams with Caroline Nixon and Michael Tomlinson



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## anguage Summary

#### Key grammar **Phonics** Revision Key vocabulary and functions Greetings: Hello, I'm Initial letter Character names: sound: 's' (six) ellol Mr Star, Mrs Star, Stella, (Stella), Goodbye. Simon, Suzy, Marie, What's your name? ge 4 Maskman, Monty, Meera How old are you? I'm (seven). Numbers: 1-10 What colour's (the pencil)? Colours: blue, green, pink, purple, red, orange, yellow, It's (red). rainbow Who's that? He's (Alex). Initial letter colours, numbers I-10, classroom School objects: book, school She's (Meera). sounds: 'p' and language, character and toy names chair, eraser, pen, pencil, Who's he/she? table 'b' (pink, blue) .ge 10 How old is he/she? He/She Character names: Alex, is (six). How are you? I'm fine, Lenny thank you. 's maths Trevor's values Adding Make friends page 17 page 16 school objects, colours, numbers, Initial letter Toys: ball, bike, car, What's your favourite toy? sounds: 't' and character and toy names, classroom computer, doll, train My favourite toy is (a train). avourite 'd' (ten, dolls) Where's (your bag)? language bys he/she Colours: black, brown, Is (your bag) under (your grey, white chair)? ige 18 Prepositions: in, next to, on, under toys, school objects, colours, numbers, Family: brother, sister, We're (young). Short vowel y family sound: 'a' (sad) character and toy names, classroom father, mother, grandfather, Who's that? language grandmother 1ge 24 in, on, under, next to, he/she Adjectives: beautiful, ugly, happy, sad, old, young Mixing colours Trevor's values Be kind page 31 page 30 Pets: bird, cat, dog, fish, They're (small), plurals Short vowel family, adjectives, prepositions, toys, ur pets sound: 'e' (ten) school objects, colours, numbers, horse, mouse Adjectives: big, small, character and toy names, classroom age 34 language clean, dirty, long, short What's your favourite (pet)? My favourite (pet) is a ..., Where's ...? Who ...? What ...? pets, family, adjectives, prepositions, The face: ears, eyes, face, Have you got (a small Initial III Tokers hair, mouth, nose, tooth/ mouth)? Yes, I have. No, I consonant toys, school objects, colours, numbers, character and toy names, classroom teeth blends: 'gr,' 'br' haven't. age 40 I've got (purple hair). and 'fr' (green, language Body parts: head, knees We've got (six dirty ears). How are you? <u>br</u>own, <u>fr</u>og) shoulders, toes Trevor's values Look after pets page 47 The Senses page 46

#### Key grammar Revision **Phonics** and functions Key vocabulary face and body, pets, family, adjectives, Animals: crocodile, They've got (big mouths). Short vowel Wild They haven't got (tails). sound: 'i' (six) prepositions, toys, school objects, elephant, giraffe, hippo, Have they got (long legs)? colours, numbers, character and toy monkey, snake, tiger animals How many (teeth) have names, classroom language Body parts: arm, foot/feet, they got? page 48 hand, leg, tail Short vowel animals, face and body, pets, family, He's/She's got (red Clothes: jacket, shoes, sound: 'o' (dog) adjectives, prepositions, toys, school skirt, socks, (pair of) trousers). My clothes He/She hasn't got (a objects, colours, numbers, character trousers, T-shirt page 54 and toy names, classroom language jacket). Where ... ? I have got ... , I haven't got Marie's geography Trevor's values Habitats Love nature page 61 page 60 ?eview Activities: play football / I/You/She/He can (sing). Consonant clothes, animals, face and body, pets, I/You/She/He can't (drive sound: "I' family, adjectives, prepositions, toys, Fun time! basketball / tennis, play the guitar / piano, swim, ride a bike, a car). (Lily, blue) school objects, colours, numbers, page 64 What can you do? character and toy names, classroom sing, fish Can you (fish)? language What's (number 1)? activities, clothes, animals, face Vehicles: boat, bus, helicopter, What are you doing? Short vowel At the I'm (flying). sound: 'u' and body, pets, family, adjectives, lorry, motorbike, plane (duck) prepositions, toys, school objects, funfair colours, numbers, character and toy names, classroom language page 70 can/can't, favourite Work in teams Marie's sports Trevor's values Things for sports page 77 Initial vehicles, activities, clothes, animals, What's he/she doing? Rooms: bathroom, Our house bedroom, dining room, hall, He's/She's (listening to consonant face and body, pets, family, adjectives, prepositions, toys, school objects, music). What are they sound: 'h' kitchen, living room page 78 colours, numbers, character and toy doing? (horse) names, classroom language They're (sitting on the sofa). Activities: eat fish, watch present continuous for present Is he/she (reading)? TV, have a bath Yes, he/she is. No, he/she actions, have got, can't, We're (in the Verb + -ing spellings: colouring, playing Long vowel rooms, vehicles, activities, clothes, Food: apple, banana, I like (cake). I don't like (chocolate). sound: 'i\_e'/'y' animals, face and body, pets, family, Party time! burger, cake, chocolate, ice Do you like (snakes)? adjectives, prepositions, toys, school (bike, fly) cream page 84 Yes, I do. No, I don't. objects, colours, numbers, character Activities: make a cake and toy names, classroom language present continuous for present actions, have got, to be Trevor's values Marie's art Fruit in paintings page 90 Keep clean page 91 Grammar reference

## rtroduction

ox introduces pupils to the pleasures of learning English ables them to consistently improve throughout the seven in the series. All seven levels develop pupils' abilities in the :ills - listening, speaking, reading and writing - as well as iging them cognitively and helping them to feel a real sense evement in learning. As experienced teachers ourselves, aware of the demands and difficulties involved in managing se and mixed ability classroom. Teaching younger learners at once the most rewarding and the most soul-destroying suits! Sometimes we can have very bad days, but it's the lays that give us an exhilarating sense of achievement, a of being part of a child's future development. arch reminds us that 'The mind is not a vessel to be but a fire to be ignited' and this concept of learning sins Kid's Box. Pupils learn when they are interested and :d: when they want to find something out, when they ying a game, when they are listening to a story, when e doing craft activities. Learning is an active process in way and Kid's Box makes sure that pupils are physically and ly active and that they are encouraged to make sense of guage themselves. 'The art of teaching is the art of ng discovery', Mark Van Doren.

language syllabus of *Kid's Box* has been carefully selected ided to suit the age and level of the pupils. Language is iced in context and in manageable chunks, giving pupils of opportunities to practise and become familiar with the igs and the sounds. Language is recycled throughout the indicate pupils can practise the language in different contexts. In also personalise it. Recycling is particularly important ing learners, who tend to forget quite quickly and who have the study skills of older learners. For this reason, is constant revision and recycling throughout the units surse.

units are based around the Star family and their friends rs. Characters give pupils a way of contextualising the ge and help them to make it meaningful and purposeful. aracters develop throughout the books so as to sustain pils' interest and motivation.

## bridge English: Young Learners (YLE)

Box we have followed the syllabus for the Young Learners that each cycle of two levels corresponds to one of ts. Thus the material covered in the first cycle coincides at which is required for the Starters test, cycle 2 with vers test, and cycle 3 with Flyers. Kid's Box covers all evant language structures, presents and practises the lary and includes examples of the task-types from the Vhere certain topics include a vocabulary list which is too ehensive to include all of the lexical items in the Pupil's additional activities have been offered in the Teacher's ce Book.

I Young Learners test consists of three papers: Listening, and Writing, and Speaking. These tests are childand motivating and have been specially written for a learners. They are taken by pupils all over the world, ternational recognition and are backed by the reputation earch of Cambridge Assessment. They provide a gentle action to public exams and research shows that children tests highly motivating. The tests can act as a stepping of other Cambridge English exams, as the highest level arers, is roughly equivalent in language level to Key

(KET) for Schools. The Young Learners tests are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit: <a href="https://www.cambridgeenglish.org/exams-and-qualifications/">www.cambridgeenglish.org/exams-and-qualifications/</a>

## Common European Framework of Reference for Languages – Learning, Teaching, Assessment

Kid's Box has been written taking into account the proposals included in the Common European Framework of Reference (CEFR). The CEFR has been designed for language teachers and material developers to be able to define different levels of competence and performance. These objectives coincide with those of Cambridge English: Young Learners tests.

Flyers (at around Level A2 of the CEFR)
Movers (at Level A1)
Starters (below Level A1)

The framework places emphasis on values such as pupil autonomy, proposing a task-based methodology with functional evaluation criteria. Although large parts of the CEFR are more relevant to older learners and have not been designed specifically for the primary classroom, it includes two particularly useful parts which are the Common Reference Levels and the English Language Portfolio.

The Common Reference Levels offer a description of what a language learner 'can do' at different stages of the learning process. These levels can be consulted separately, but they have been mirrored here in the Self-evaluation sections.

The Language Portfolio is designed as a compendium of skills acquired and work done which incorporates the 'can do' checklists for self-assessment. This is important for pupil motivation and can also be shown to parents to inform them of the syllabus and objectives set for their children.

## **Course components**

Levels one to six of *Kid's Box* include a Pupil's Book, Activity Book, Class Audio CDs, Teacher's Book, Teacher's Resource Book, Presentation Plus, Online Resources, Interactive DVD, Language Portfolio, Tests CD-ROM and Posters. There are also Flashcards for Levels I to 4. The new Starter Level offers a Class Book with CD-ROM, Class Audio CDs, Flashcards, Teacher's Book, Teacher's Resource Book, Presentation Plus, Interactive DVD and Posters.

## Pupil's Book

This 96-page full-colour book consists of twelve units. Each unit is six pages in length, with each page providing sufficient material for one lesson. After alternate units there is both a Content and Language Integrated Learning (CLIL) page to learn about other subjects through English and a Values page to develop their social awareness. The Review sections cover language from the four previous units. There is a phonics section within every unit. Lessons include a variety of interesting and motivating activities such as pair work, role plays, craft activities, guessing games, songs and chants. The series' strong cast of characters appears throughout the book and their antics are played out in a picture story at the end of each unit.

#### **Activity Book**

This 96-page book is designed to give pupils further practice with the new language and to help them consolidate their understanding. The pupils will have fun doing the activities and you will find that they stimulate their creativity too. At the early levels there is colouring and matching. As the pupils gain more confidence in reading and writing, more activities to practise these skills are included. The Activity Book materials are designed to be integrated into the lessons and there is guidance in the Teacher's Book as to how this works. This edition also features a full-page Young Learners test practice activity for each unit. At the end of the book there are six coloured stickers for each unit illustrating the six key vocabulary items. This material steadily accumulates into an attractive and useful picture dictionary which they can use for reference and revision.

#### Class Audio CDs

The Class Audio CDs contain all of the listening material for the Pupil's Book and Activity Book, including all of the songs and stories. The songs are available in both sung and karaoke versions

#### Teacher's Resource Book with Online Audio

The Teacher's Resource Book contains a wealth of photocopiable activities to help with mixed ability classes. There are two reinforcement and two extension worksheets for every unit, as well as song and story worksheets for further exploitation. The Teacher's Resource Book also includes extra Young Learners type tests with listening content online. The book also features word cards to reinforce target vocabulary.

#### Language Portfolio

In accordance with CEFR guidelines, there is a Language Portfolio of individual competencies to lead the pupil to self-evaluation and to record the learning experience of each pupil throughout the primary school years.

## Interactive DVD

As you navigate your way through the Star family house on our interactive DVD, you will find animated versions of the stories in Suzy's room, the songs with animation and video in Mr Star's music room, video documentaries in the living room, craft activities and games in the playroom, interactive games in Simon's room and a quiz in Stella's room.

## Teacher's Book

This 224-page interleaved Pupil's and Teacher's Book provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all activities, an overview of the syllabus for each level, extra activities, photocopiable pages and evaluation activities.

## Teaching notes

The teaching notes provide step-by-step guidelines for each page. Lesson objectives are clearly described and the materials needed for each lesson are specified. Each lesson starts with a Warmer and finishes with an Ending the lesson activity. Activities from the Activity Book are integrated with the Pupil's Book activities to provide a balanced range of appropriate activities. There are two Extra activities provided for each lesson for times when you need even more material. These Extra activities only appear in the Teacher's Book and there are suggestions in the teaching notes as to when each activity should be used in the lesson. They are not designed only for the end of the lesson. Activities which are similar to the task-types in Young Learners tests have the icon 'YLE'.

#### **Evaluation activities**

There are three evaluation pages for this level, one page to be used after each Review section. The format and design of the evaluation pages is similar to the tasks in the Young Learners tests. This is to help pupils become used to this type of evaluation and to be able to measure their own progress. At the end of this Introduction, there is a section on the specific Evaluation pages included in this book.

#### Photocopiable pages

There is a photocopiable page for each unit in the back of the Teacher's Book. These pages provide you with a range of manual activities to use with your pupils: for example, there are cards, puppets and sentence wheels. There are full instructions in the teaching notes on how to prepare the materials and when and how to use them in class.

#### **Presentation Plus**

Presentation Plus includes Interactive Whiteboard tools, a fully interactive Pupil's Book and Activity Book, digital versions of the Teacher's Book and Teacher's Resource Book, a multimedia library including video from the DVD, Class Audio and access to online teacher training support. This Pack enables you to plan and deliver your lessons 'paper-free' from a tablet or a computer.

#### **Online Resources**

The online platform includes games and extra grammar, vocabulary and writing activities for every single unit, providing plenty of extra practice. All the pupil's online work can be tracked and reviewed by the teacher.

#### **Tests CD-ROM**

The Level I and 2 Tests CD-ROM and Audio CD allows you to regularly assess your pupils in different ways. You can choose the unit tests, review tests and end-of-level tests, as customisable Microsoft Word documents. If you are preparing pupils for the Young Learners tests you can additionally select the Cambridge English: Young Learners (YLE) style unit tests, review tests and end-of-level tests, as Adobe PDFs.

## Poster:

These colourful and appealing posters aid revision by giving pupils the chance to practise unit language in a different and fun context. They can be added to the classroom wall as you progress through the course to aid revision. This pack includes twelve posters with clear teaching notes available online.

## Flashcards

There are 96 flashcards to accompany level I. These colourful flashcards illustrate the key vocabulary items of each unit on one side and have the words on the other. They are large enough for all pupils to see and there are numerous ideas of how to use them in the Teacher's Book for each lesson.

## What does Kid's Box offer?

'To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully', Tyron Edwards. Once pupils are interested, and ready and eager to learn, then the job of teaching them becomes so much easier. The materials in *Kid*'s *Box* have been designed to do just that. Here's how and why it works:

Humour through the characters and the stories
 'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn', John Lubbock.

#### cipline

life ever grows great until it is focused, dedicated, iplined', Harry Emerson Fosdick.

One of the most challenging aspects of teaching young sarners is holding their interest in the classroom. Pupils ave limitless energy, combined with an extremely limited stention span. We have to juggle these factors to try to roid boredom, restlessness and de-motivation, all of which ad to problems with discipline. By channelling pupils' mate energy to the good, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when upils are underchallenged and bored, or when activities are no repetitive. Kid's Box has been written by experienced eachers who at all times have borne in mind the needs and equirements of pupils and have included a variety of activities or them to enjoy.

is important that you establish a context of discipline in our class. Make sure pupils know what is acceptable and hat is not and make sure you treat all pupils in the same ay. Pupils are very aware when we are not 'fair'. Clear in discipline parameters create a 'safe' classroom invironment in which pupils can work confidently and freely, his makes for an ordered, busy classroom, rather than an marchic one.

#### gs, rhymes and chants

or the activities based around songs, rhymes and chants, it not always necessary for pupils to understand every word utside the key words being practised. In these activities, e are more interested in pupils understanding the gist, and e are using the rhyme as a means with which to practise nguage, rhythm and pronunciation. The visuals that company the rhymes, songs and chants, and the actions cluded in some, should provide pupils with sufficient formation to be able to understand the overall concept. It is nortant then, at this stage, not to spend precious class time a lengthy and complicated explanations of specific words. et pupils to stand up when performing the songs, rhymes a chants. It can make a tremendous difference to their erformance and enjoyment.

ongs, rhymes and chants can be presented in different ays to make them more interesting and challenging. These chniques are especially useful if you want to go back to reviously-used material for revision or further exploitation in dwant to avoid your pupils' reaction of 'We've already one this!'.

Whisper the rhyme or phrase while clicking your fingers. Repeat the rhyme, getting gradually louder each time and then reverse the process.

Say a rhyme or chant whilst clapping hands and tapping your foot in time to the rhythm.

Divide the class into groups and ask them to repeat the rhyme or chant in rounds. To do this, the first group starts to say the rhyme and then, at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.

With your class audio or video recorder, record the class performing. Be sure to give them a round of applause and encourage the rest of the class to do the same. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again.

 It can be extremely motivating for children to watch their own performances on video, but if you video or photograph your pupils, make sure you get written permission from parents or guardians first.

#### Competition

• An element of competition can make many pupils try harder. However, while a competition can be a good incentive for an otherwise unenthusiastic pupil, it can sometimes be demotivating for a less able but ordinarily hard-working one. Before playing a competitive game, it may be useful to explain to pupils that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to understand that when they play a game they can practise and learn more English, so they each win a prize and that prize is knowledge.

Nonetheless, it is always a good idea to balance competitive games with cooperative ones and to include other activities so that you can reward and praise individuals according to their own needs and performance.

#### Display

• Pupils find it extremely motivating to have their work displayed and will generally work hard to produce work to the best of their ability if they know it is going to be seen by others. So try to arrange to display pupils' work around the classroom or school whenever possible. Don't forget to include work by all the pupils (not in every display, but over a period of time) and to change the displays regularly.

#### Craft activities: storage of material

- It is useful to keep supplies for craft activities, for example scissors, glue, wool, crayons, in a large box in the classroom. Then when it is time for craft activities, you can put the box on a table and pupils can come and collect what they need.
- Make sure pupils always clear up at the end of craft activities; that they put materials back in the box and that they put rubbish in the bin. You will need to supply each pupil with an envelope for photocopiable activities, such as game cards. At the end of the activity, pupils write their name on their envelope and put their cards inside. With younger pupils, it is best if you look after the envelopes until the next time you want to use the cards.

## A final word

We've had a lot of fun writing this course and sincerely hope that you and your pupils have as much fun using it.

Caroline Nixon and Michael Tomlinson, Murcia 2014.

#### **Evaluation pages**

The evaluation pages in Kid's Box I are designed to be used after each Review section: Evaluation I after Review section I-4, Evaluation 2 after Review section 5-8 and Evaluation 3 after Review section 9–12. You will notice that the evaluation pages use similar task-types to those in the Cambridge English: Young Learners (YLE) Starters Test. Over the three evaluation pages, pupils will be evaluated on their Reading and Writing, Listening and Speaking. You should tell the pupils that you are going to give them an evaluation activity, but make sure they don't become too anxious about it. It is important that they come to the activity feeling relaxed and positive - believing that they can do it. Hand out a copy to each pupil and make sure they have the necessary materials (crayons, pencils, etc.). You should allow about ten minutes for each evaluation. Give the instructions in English. Monitor pupils as they do the activity and give encouragement. At the end of the activity, collect their work. Give each pupil feedback on their work, but always focus on what they can do and what they have done, rather than on what they can't do. For pupils of this age, feedback should be positive and encouraging whenever possible, and no individual pupil's performance should be compared with the performance of another pupil.

## Evaluation 1

#### **INSTRUCTIONS**

Tell pupils to take out their crayons and put them on their desks. Hand out Evaluation I (page I22). Say Look at the picture. What can you see? Elicit some of the things they can see and where they are (don't do all of the ones from the test). Then they do the test. At the end, tell pupils to write their names. Collect the papers.

**Feedback.** There are five stars at the bottom of the page. Colour each one in for a correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** pencil under the table – orange, toy train next to the chair – blue, computer on the table – brown, ball in the school bag – yellow, book next to the pen – green

## CD 4, 63

## **Audioscript**

Can you see the classroom? Good. Now listen. Can you see the pencil under the table? (pause) Good. Colour it orange.

Colour the pencil under the table orange. (pause)

Can you see the toy train next to the chair? (pause) Good. Colour it blue.

Colour the toy train next to the chair blue. (pause)

Can you see the computer on the table? (pause) Good. Colour it brown.

Colour the computer on the table brown. (pause)
Can you see the ball in the school bag? (pause)

Good. Colour it yellow.

Colour the ball in the school bag yellow. (pause)

Can you see the book next to the pen? (pause) Good. Colour it green.

Colour the book next to the pen green. (pause)

## **Evaluation 2**

#### INSTRUCTIONS

Tell pupils to take out their crayons and put them on their desks. Hand out Evaluation 2 (page 123). Say Look at the picture. What can you see? Elicit that it's a monster. Elicit some possible names. Pupils choose a name for their monster and write it on the line in question 1. Tell pupils to colour the clothes and the face (eyes, hair, etc.) in the colours of their choice. This is not part of the evaluation.

Put pupils into groups of four. Focus on one group at a time. Tell the other groups to put their papers away and give them another task to do. The pupils in a group take it in turns to talk to the others about their monster. You are not listening for particular language, the aim here is that they can communicate about their pictures to the others. Take about two minutes with each group. Listen to each pupil and decide as you are listening how many stars you will award them. Collect the papers from pupils. Make sure they have written their names.

**Feedback.** There are six stars at the bottom of the page. Colour each one according to how well the pupil completed the task. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

## Evaluation 3

#### INSTRUCTIONS

Hand out Evaluation 3 (page 124). Explain Parts I and 2 before pupils start. Say Look at Part I. Look at the picture. Look at the sentences. Write yes or no. Do an example with the class using something on your desk, e.g. say There's a pen on my desk. (There isn't a pen.) Pupils say No. Say Do the same on the paper. Say Look at Part 2. Show pupils where they write the words and that they use the jumbled letters (they have done these types of activities in class). Pupils work individually. Give pupils about five minutes to complete the evaluation. Collect the papers from pupils. Make sure they have written their names.

Feedback. There are ten stars down the edge of the page. Colour each one according to how well the pupil completed the task, one star for each correct answer. Draw a smiley face in the circle underneath. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order. **Key:** Part I: I No, 2 Yes, 3 No, 4 Yes, 5 No

Part 2: 6 apple, 7 cake, 8 burger, 9 chocolate, 10 banana

## lassroom language

following language appears at the end of the Class Audio CD 4.

## 4, 54

## **Greetings**

Hello.

Good morning.

Good afternoon.

Goodbye.

See you tomorrow.

## 4, 55

## Classroom activities

Open your Pupil's Book.

Close your Activity Book.

Look at page 1.

Look at the picture.

Look at the flashcard.

Look at the board.

What can you see?

Look at me.

Look at your partner.

Listen to the CD.

Listen to me.

Listen to your partner.

## 

## Songs and chants

Let's sing a song.

Let's say a chant. Clap your hands.

Click your fingers.

Stamp your feet. Make a circle.

Watch me, please.

Do the actions. All together.

## 4, 57

## **Stories**

Let's listen to a story.

Listen to the next part.

Who wants to act out the story?

Who wants to be Maskman?

Can you remember the story?

What happens?

## CD 4, 58

## 5. Crafts and projects

Find your felt tips.

Have you got some paper?

Have you got some glue?

Fold here.

Cut out the picture.

Cut here.

Stick the pictures on the card.

## CD 4, 59

## 6. Classroom management

Sit down, please.

Stand up, please.

Come here, please.

Work in pairs.

Hands up!

Open your books.

Close your books.

Have you got a pen?

Have you got a pencil?

Have you got an eraser? Have you got a sharpener?

Have you got a ruler?

## CD 4, 60

## 7. Praise

Good.

Very nice.

Well done.

That's lovely. That's very good.

I'm pleased with you today.

Much better.

## CD 4, 61

## 8. Taking turns

Take it in turns.

It's your turn.

Wait a moment. It isn't your turn.

One at a time.

## CD 4, 62

## 9. Discipline

Quietly, please

Sssshhhh.

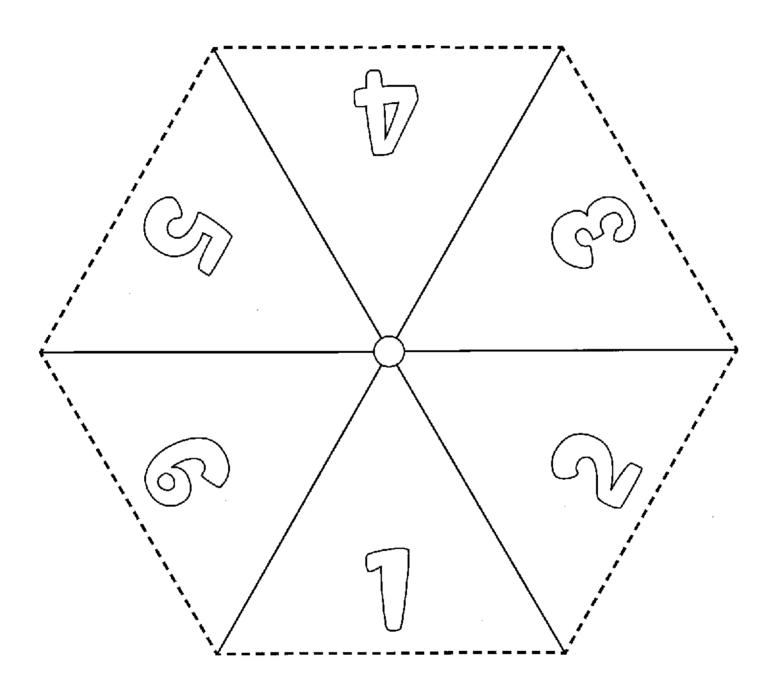
There's a lot of noise today.

Be quiet, please.

Kid's Box Teacher's Book I

# Spinner template

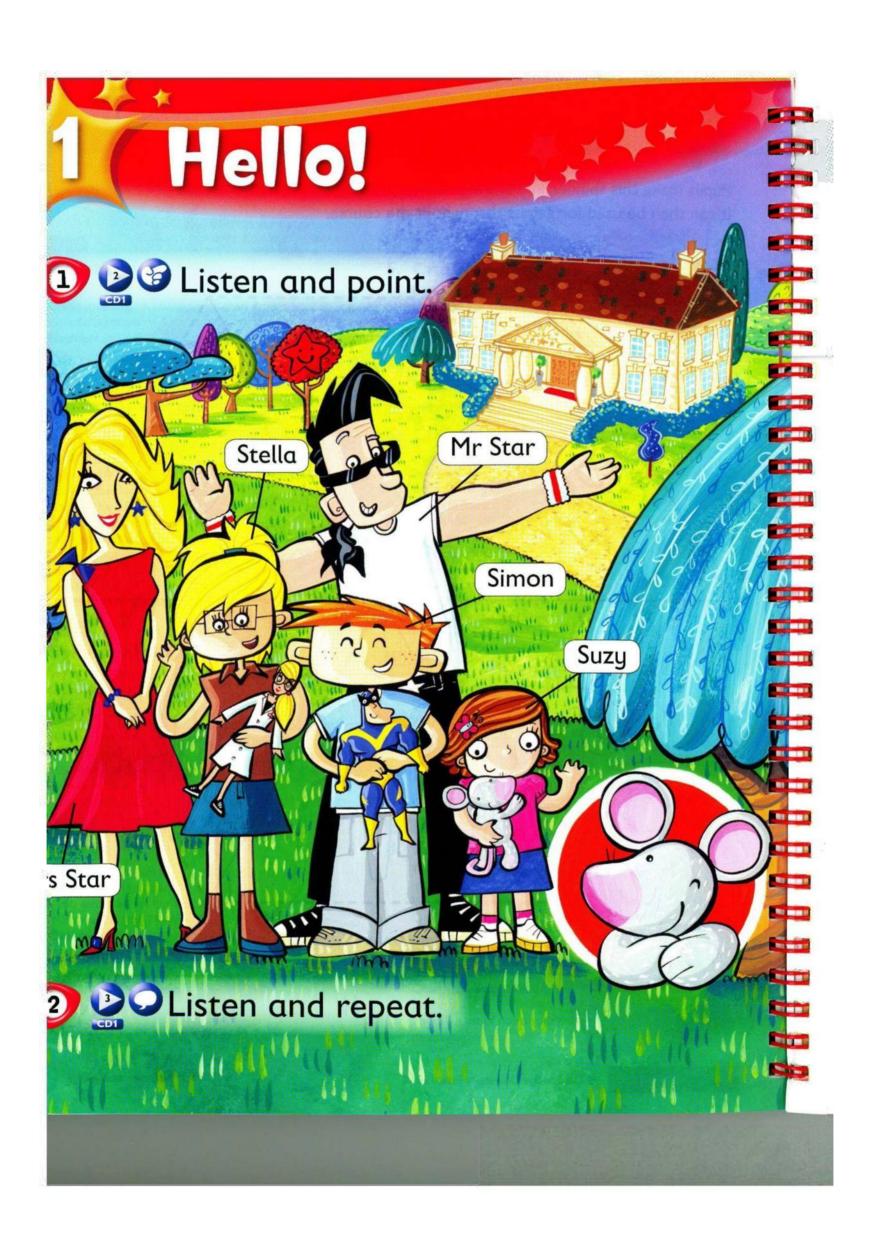
Pupils make this spinner in Review Units 1-4. It can then be used for games throughout the course.



PHOTOCOPIABLE

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Spinner template



**OBJECTIVES:** By the end of the lesson, pupils will be able to introduce themselves and name members of the Star family.

#### • TARGET LANGUAGE

**Key language:** Hello, I'm ..., Goodbye, What's your name? **Additional language:** look, listen, open/close your books, star, pencil, numbers 1-6, Simon, Stella, Suzy, Mr Star, Mrs Star, Monty, match, repeat, ball, circle, tick, cross

#### MATERIALS REQUIRED

Character flashcards (I-5 + 8)
Scrunched up balls of paper
Optional: Kid's Box 1 Language Portfolio pages 1 and 2

#### Warmer

 Greet the pupils. Say Hello. I'm (your name). Point to yourself. Go up to pupils in turn, repeat the greeting and elicit it from pupils with their names.

#### **Presentation**

 Stick the flashcards on the board face down. Turn each flashcard, point to the character and say the name, e.g. Suzy Star. When all the flashcards are face up, point to each one again. Pupils repeat.

### PB4. ACTIVITY I. Listen and point. [YLE]

- Say Open your Pupil's Books at page 4, please. Hold up your book to check pupils have the right page. Draw a simple star shape on the board. Say It's a star. Hold up your book. Point and say Where's the star? (in the tree). Pupils say Here it is.
- Point to one of the flashcards. Pupils point to the same character in their books. Repeat.
- Say Listen and point. Play the CD. Pupils point to the characters as they introduce themselves. Check by pointing to the correct flashcard on the board.

## CD 1, 02

MRS STAR: Hello. I'm Mrs Star.
MR STAR: Hello. I'm Mr Star.
STELLA: Hello. I'm Stella Star.
SIMON: Hello. I'm Simon Star.
SUZY: Hello. I'm Suzy Star.
SUZY, STELLA AND SIMON: Goodbye.
MONTY: Hello. I'm Monty. What's your name?

## **PB4. ACTIVITY 2.** Listen and repeat.

 Say Listen and repeat, please. Play the recording. Pause after each name for pupils to repeat the name in chorus.

## CD 1, 03

Mrs Star, Mr Star, Stella, Simon, Suzy

## **Practice**

Stick the flashcards around the room. Say, e.g. Point to Simon.
 Pupils point to the flashcard of Simon. Repeat with the other characters, getting faster as the game continues.

#### Pair work

Divide pupils into pairs. Demonstrate the game. Pupil A
points to a character in the Pupil's Book. Pupil B says the
name, e.g. Simon. Pupils take turns. Check by pointing to a
flashcard. A pupil says the name. Repeat for all the flashcards.

#### AB4. ACTIVITY I. Match.

 Say Open your Activity Books at page 4, please. Point to and say the example in Activity I (Suzy). Pupils work individually and match the other five pictures. Pupils check in pairs by pointing and naming. Check by holding up your book, saying the name and pointing.

Key: 2 Mr Star, 3 Monty, 4 Simon, 5 Mrs Star, 6 Stella

## **AB4.** ACTIVITY **2.** Listen and circle the tick or cross. **[YLE]**

- Demonstrate by displaying the Simon flashcard on the board and drawing a tick and a cross below it. Point and say *This is* Marie. Pupils respond by showing thumbs down (no). Circle the cross.
  - Note: If a thumbs down / thumbs up gesture is not appropriate, pupils can e.g. shake / nod their heads.
- Say Listen and circle the tick or cross. Point to the tick and then
  the cross. Play the CD. Pupils listen and circle. Pupils check
  in pairs. Play the CD again. Check with the class by playing
  the CD and pausing after each one to check.
  Note: The numbers are for understanding only.

Key: 2 X, 3 \( \struct \), 4 X

## CD 1, 04

1.
simon: Hello. I'm Simon.
2.
monty: Hello. I'm Monty.
3.
suzy: Hello. I'm Suzy.

STELLA: Hello. I'm Stella.

## Class game

Divide pupils into groups of six. Groups stand in small circles. Give a scrunched up ball of paper to each group. Demonstrate with one group. Say I'm (your name). What's your name? Throw the ball to a pupil in the group. The pupil says I'm (pupil's name). What's your name? and throws the ball to another pupil. Continue the game.

## Extra activities: see page T110 (if time)

## Language Portfolio

• Pupils complete the cover and pages I and 2 of Kid's Box I Language Portfolio (About me and My language skills). Help with new language as necessary.

## **Ending the lesson**

 Display the flashcards on the board face up. Point to each one to elicit the name. Take the Monty flashcard off the board. Say Goodbye, Monty and wave. Repeat with the other flashcards. Stand in front of the class, wave and say Goodbye, everyone. **CTIVES:** By the end of the lesson, pupils will le to name the rest of the toy characters, stand and use numbers I-I0 and will have learnt of

#### **RGET LANGUAGE**

anguage: numbers 1-10

:ional language: Maskman, Marie, stand up, sit down, box, come alive, walk, talk, join the dots, complete, do the ;, say the chant

ion: Hello. I'm (name). Goodbye. What's your name? tter names

#### **TERIALS REQUIRED**

:ards of the eight characters (1-8) and flashcards of ers 1-10 (9-18)

ocopiable I (see page T97), one for each pupil, an ope for each pupil

encils

ards, each with a different number of dots between one  $\ensuremath{\mathbf{a}}$ n

#### rmer

on a chair. Say Stand up. Stand up. Say Sit down. Sit down. peat. Pupils mime the actions.

view the characters by holding up I-5 + 8 flashcards in turn d eliciting the name. Divide the class into six groups. Give ch group a flashcard. Say Stand up, Mrs Star. Stand up, Mr 1r. Sit down, Suzy. Stand up, Monty. Stand up, Stella. Sit down, non. Groups do the actions. Repeat for all the characters.

## sentation

ick the flashcards of Maskman and Marie on the board face wn. Turn each flashcard, point to the character and say the me, e.g. Maskman. Pupils repeat.

## . ACTIVITY 3. Listen and do the actions.

y Open your Pupil's Books at page 5, please. Divide the class to three new groups: Monty, Maskman and Marie. Play the D. Pupils listen and stand when they hear their character's ame. Play the CD again. This time pupils sit. Teach the :tions:

ys in the toy box = head down on the desk, eyes closed ome alive = head up, open eyes /alk and talk = stand up n the count of five = rub eyes ne ... five = march and count

## 1,05

; in the toy box,
ne alive.
k and talk,
the count of five,
;, two, three, four, five.
IE: Hello. I'm Marie. What's your name?
KMAN: Maskman. What's your name?
ITY: Monty.
: Goodbye.

lay the CD again. Pupils do the actions.

#### **Practice**

 Invite six pupils to come to the front. Give three pupils character flashcards (Simon, Stella, Suzy). Make sure the other three pupils can't see. The three pupils without cards take it in turns to ask the question What's your name? The pupils show their flashcards and respond. Repeat.

#### **Presentation**

• Display the number flashcards. Place ten pencils on your desk. Point to each pencil in turn and count: One, two, etc. pointing to the flashcards as you say the numbers. Repeat. Count using your fingers. Start with one hand (1-5). Pupils repeat. Continue with the other hand (6-10). Pupils repeat.

#### PB5. ACTIVITY 4. Say the chant.

 Play the chant on the CD. Pupils listen and join in. Divide pupils into two groups. Each group says a different line.
 Repeat. You could record the pupils and play it back so they can hear themselves. They could vary the way they say each line, e.g. whisper, shout / get louder, get quieter.

#### CD 1, 06

One, two, three, four, five, Six, seven, eight, nine and ten.

#### Pair work

 Hold up a number of fingers. Pupils say how many. Encourage pupils to count from one each time. Pupils work in pairs and take turns to play the game.

## AB5. ACTIVITY 3. Look and match.

- Say Open your Activity Books at page 5, please. Point to the characters from left to right. Elicit the names each time. Say them clearly as groups of three (Marie, Maskman, Monty ... Marie, Maskman, ...). Follow the line to Monty with your finger. Elicit Monty.
- Pupils work in pairs to complete the other rows by drawing lines to the correct characters. Pairs check with other pairs.
   Pupils say the names of the characters in the rows as they check. Check with the class.

Key: 2 Simon, 3 Maskman, 4 Marie

## Photocopiable 1: see pages T95 and T97

**AB5.** ACTIVITY **4.** Join the dots.

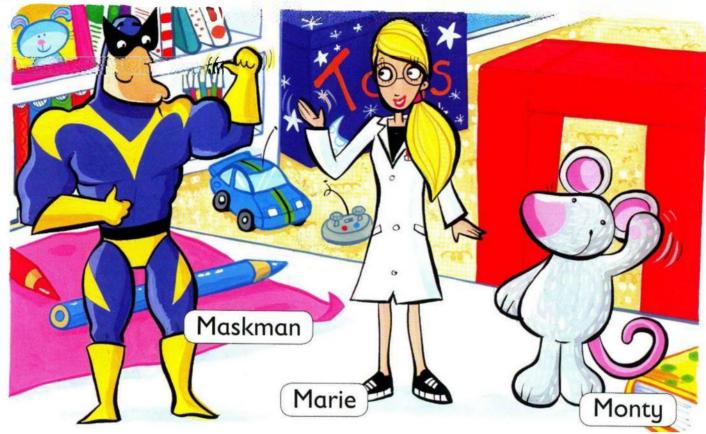
• Hold up a pencil. Say Use a pencil and join the dots. Count the numbers aloud with the class. One, two, three, ... Elicit what the picture is (a star).

## Extra activities: see page TII0 (if time)

## **Ending the lesson**

 Choose ten pupils to come to the front. Hand a card with dots to each pupil. Pupils count the dots on their cards and form a line in the sequence I-I0, facing the class. Each pupil then says their number for the class to check. Repeat using the number flashcards.





# (4) Say the chant.



Hello, I'm ... What's your name? Goodbye.

Vocabulary 1-10

5

**IJECTIVES:** By the end of the lesson, pupils will be e to name and talk about colours and sing a song.

#### **'ARGET LANGUAGE**

y language: blue, green, orange, pink, purple, red, yellow, 1ster, rainbow, and, What colour's (the pencil)? It's ... ditional language: sing the song, colour, play bingo, take out vision: How old are you?, numbers 1–10, stand up, sit down, 1t to, pick up, open, close

#### **1ATERIALS REQUIRED**

our flashcards (20–26) ra activity I: a paper plate for each pupil, seven colours of ue paper cut into strips for each pupil tional: Kid's Box Teacher's Resource Book I Unit I Song 'ksheet (page II)

#### armer

itart to write very slowly a number on the board. Pupils juess which number it is. Ask a pupil to come and complete he number. Repeat for the other numbers.

#### esentation

each the colours using the flashcards. Show a flashcard. Say t's (colour). Stick the flashcards on the board. Point and say t's ... green. Pause before the colour to give pupils a chance o say it. Practise the colours by saying, e.g. Point to green. Toint to red. Point to blue.

'oint to a flashcard, e.g. yellow. Elicit negative answers. Say ; it blue? Is it purple? Is it orange? Then say What colour is it? 'upils respond It's yellow. Repeat.

rivite pupils to take turns to be the callers to give them ractice with the questions.

## 7. ACTIVITY 7. Sing the song.

ay Open your Pupil's Books at page 7, please. Say What can you se? Elicit or teach rainbow and monster.

lay the CD. Pupils listen and point to the colours. Play the CD again. Pupils join in with the song. Play the CD one or wo more times to give pupils confidence to sing. Pupils tand up and sing the song as a class.

## 1, 10

and yellow and pink and green, nge and purple and blue.

sing a rainbow,
a rainbow,
a rainbow to you.

## 

v sing the song again. (Karaoke version)

## actice

ay Take out a blue pencil. Take out a red pencil. Repeat for the ther five colours. Hold up a blue pencil. Say What colour's ne pencil? Pupils respond Blue. Pupils work in pairs. They ake turns to hold up a pencil, ask a question and respond.

#### **PB7. ACTIVITY 8.** Listen and say the colour.

 Play the CD. Do the first one as an example. Pupils hear the number and say the colour which corresponds, e.g. I = pink.
 Pupils check in pairs. Play the CD again, pausing after each one to elicit the number and the colour.

**Key:** 6 = green, 3 = yellow, 5 = blue, 1 = pink, 7 = purple, 4 = red, 2 = orange

#### CD 1, 12

Six, three, five, one, seven, four, two

#### Class game

• Divide the class into seven groups. Give each group a different colour. Play an instruction game. Say, e.g. Red, stand up. Yellow and green, point to your books. Continue, making sure you involve all the pupils and give them practice with the language of instruction.

### AB7. ACTIVITY 7. Listen and colour. [YLE]

• Say Open your Activity Books at page 5, please. Elicit the numbers. Tell pupils to place the seven coloured pencils on their desks. Say Now listen and colour. Pupils mark the number with a dot in the right colour. They will not need to use all seven colours. They colour the number in fully after the listening. Play the CD. Pupils listen and mark the numbers. They check in pairs. Play the CD again. Check with the class by asking, e.g. What colour's number one?

**Key:** 8 = red, I = purple, 7 = blue, 9 = yellow, 4 = orange

#### CD 1. 13

I. Look at number eight. Colour it red. Red?

Yes, colour number eight red. OK.

2. Look at number one. Colour it purple.

OK. Number one is purple.

3. OK. Look at number seven. Colour it blue. Blue?

Yes, number seven is blue.

What colour's number nine?
 It's yellow. Number nine is yellow.
 OK.

Look at number four. Colour it orange. OK. Number four is orange. Yes.

## Extra activities: see page TII0 (if time)

## **Optional activity**

 Hand out copies of the song worksheet from Teacher's Resource Book 1 (pages 6 and 11) and do the colour dictation.

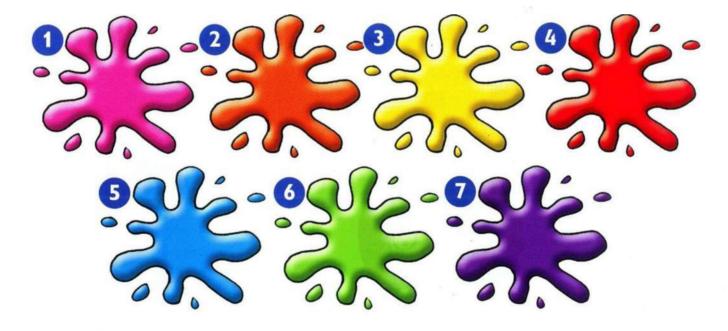
## **Ending the lesson**

 Pupils close their books. Sing the rainbow song again. If pupils have made rainbows, they point to the colours on their rainbows as they sing.





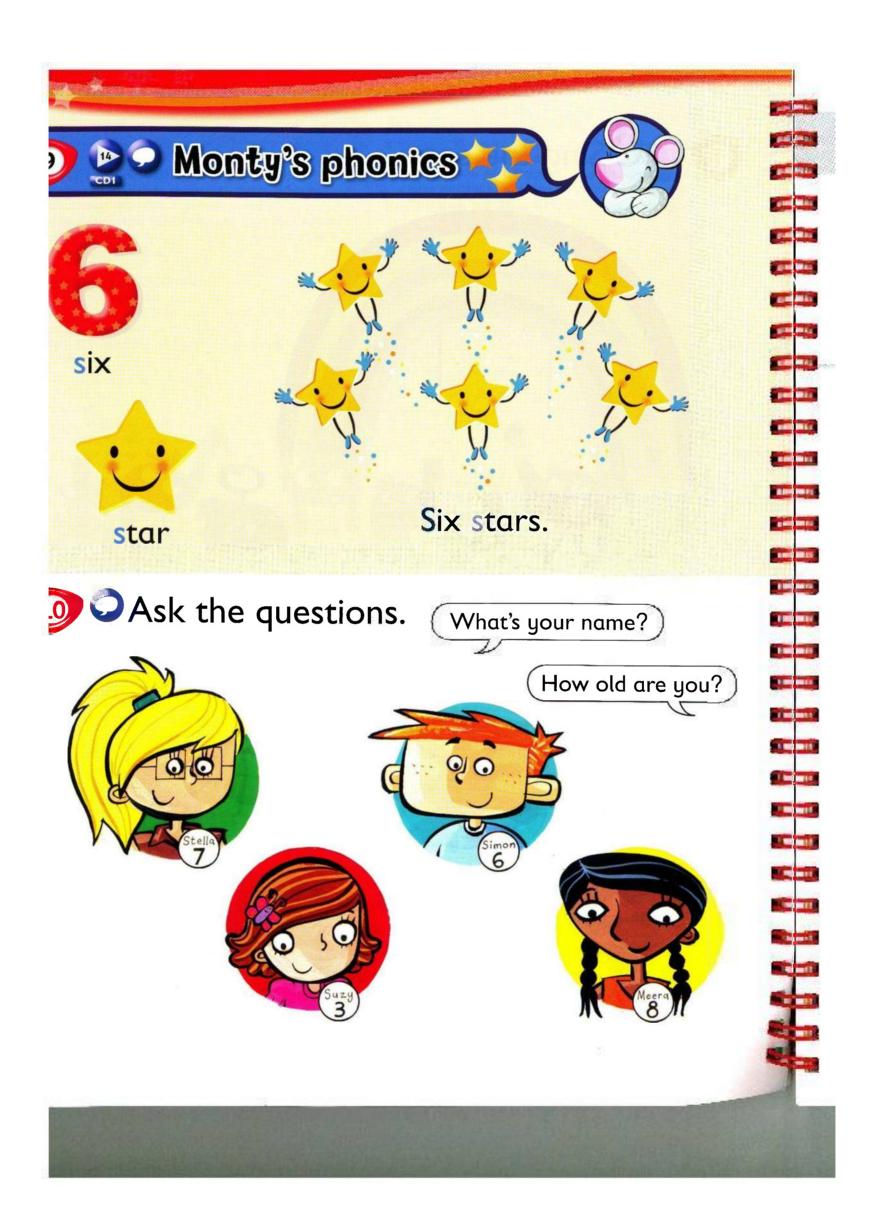
② Listen and say the colour.



Vocabulary

blue green orange pink purple red yellow

7



**OBJECTIVES:** By the end of the lesson, pupils will have practised the sound /s/ and asked and answered questions.

#### • TARGET LANGUAGE

Key language: red, yellow, pink, green, orange, purple, blue, and, rainbow, the phoneme /s/ as in star

Additional language: Don't (colour).

Revision: classroom language

#### MATERIALS REQUIRED

Flashcards of the nine characters (I-8, I9) Pupils' envelopes with the cards of the six characters from Photocopiable I

Extra activity I: colour flashcards (20-26), two rulers

#### Warmer

 Stick the character flashcards on the board and elicit the names. Put the flashcards of Mr Star, Mrs Star, Simon, Suzy and Stella in one group and Monty, Meera, Marie and Maskman in another. Focus pupils on the s group and on the sound: /s/.

#### PB8. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 8, please. Point to the picture of the number 6 and say Six, emphasising the /s/ sound. Say the word again and draw a figure 6 with your finger as you speak. Point to the picture of the star and say Star, emphasising the /s/ sound. Say the word again and make a twinkling star motion with your hand as you speak. Say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the words, using the same tone and speed as Monty.
- Say Six stars several times, getting faster and faster (as a tongue twister). Pupils work in pairs and practise saying Six stars as a tongue twister in the same way.

## CD 1, 14

MONTY: Hi, I'm Monty! Repeat after me!

/s/ /s/ six

/s/ /s/ star

Six stars.

Six stars.
Six stars!

## **Practice**

• Put pupils in pairs. Give pupils their envelopes with the six character cards from Photocopiable I. They mix their two sets of cards up and put them face down on the desk. (There are I2 cards altogether.) Pupils take turns to turn over two cards and to say the names. If two cards are the same, they keep them. If not, they turn them face down again. The pupil with the most pairs at the end is the winner. Repeat.

## PB8. ACTIVITY 10. Ask the questions.

• Focus pupils on the pictures. Point to Meera. Say What's your name? I'm Meera. Say How old are you? Wait for pupils to respond (I'm eight). Point to Suzy. Elicit the questions and answers. Pupils work in pairs. They take turns to point, ask and answer. Monitor pupils and help where necessary.

#### AB8. ACTIVITY 8. Listen and circle the 's' words.

- Stick the six character flashcards on the board. Say the /s/ sound and make the star motion. Point to the flashcards of the characters whose names have the /s/ sound at the beginning (Simon, Suzy, Stella) and do thumbs up. Point to the other three flashcards (Monty, Marie, Maskman) and do thumbs down.
- Say Open your Activity Books at page 8, please. Point to the first picture and elicit Stella from the class. Do thumbs up.
   Point to the example answer. Say Circle this picture. Point to the next picture and elicit Four from the class. Do thumbs down and shake your head. Say Don't circle this picture.
- Play the CD. Pupils circle the pictures of words that begin with the sound /s/. Pupils check answers in pairs.
- Play the CD again. Check answers as a class.

Key: Pupils circle: 4 seven, 5 star, 7 six, 8 Suzy

## CD 1, 15

- I. Stella
- 2. four
- 3. Monty 4. seven
- 5. star
- 6. Maskman
- 7. six
- 8. Suzy

#### Class game

Play the Please game. Say Stand up (pupils don't stand up).
 Open your books, please (pupils open their books). Close your books, please (pupils close their books). Stand up, please (pupils stand up). Pick up your pencil (pupils don't pick up their pencils). Say the instructions quickly. Practise the language for the next activity.

## **AB8.** ACTIVITY **9.** Listen and tick (✓) the box. **[YLE]**

• Focus pupils on the pictures. Say Listen and tick. Make a tick on the board as you say tick. Play the example. Point to the correct picture and the tick. Play the CD. Pause after each one for pupils to check with each other. Play the CD again. Check and elicit the correct mime from one or more of the pupils each time. Repeat the correct instruction.

Key: 2 = left, 3 = right, 4 = middle

## CD 1, 16

- I. Sit down, please.
- 2. Close the door, please.
- 3. Listen to the CD, please.
- 4. Open your books, please.

## Extra activities: see page TII0 (if time)

## **Ending the lesson**

 Pupils take out pencils in the seven colours. Say Pick up the red pencil, please. Pupils pick up the red pencil. Repeat for other colours. Say the instructions quickly. More confident pupils can take turns to give instructions. **IECTIVES:** By the end of the lesson, pupils will slistened to a story and reviewed language from unit.

#### **ARGET LANGUAGE**

language: language from the unit

litional language: here, thank you, my, very good, sticker ision: pick up, point to, open, close, look at, listen, sing, door, vocabulary

#### **ATERIALS REQUIRED**

neards of the characters (1-8, 19)

a activity 2: small pieces of paper, the same number as e are pupils in the class, with a number between *I* and *I0* ten on each piece, e.g. 6, an envelope to put them in ional: Kid's Box Teacher's Resource Book *I* Unit I Extension ksheet 2 (page 10)

Box Interactive DVD 1: The living room 'Gardening' episode or animated version of the Unit 1 story from Suzy's room

#### armer

lace the flashcards on the board and elicit the names. ay, e.g. *Marie* and clap twice. Pupils repeat. Repeat for the ther flashcards. Vary the action, clapping, snapping fingers, tamping feet and so on. Point to the character flashcards or children to do the actions.

#### ory

## P. ACTIVITY II. Listen to the story.

ay Open your Pupil's Books at page 9, please. Look at the ictures. Point to Maskman. (Pupils point.) Point to Marie. Pupils point.) Do the same for Monty and monster. Hold p your book. Point to the picture sequence I—6 to check upils know the order. Say Listen and look. What colour's the ionster? What colour's the pencil? Play the CD. Pupils check neir answers in pairs. Check with the class (blue). lay the CD again. Pause after each picture to check nderstanding. Point to the picture and ask, e.g. What's his ame? What's her name? What's this? (toy box). What colour's ne toy box / door?

## 11,12

in the toy box, ne alive. k and talk, the count of five.

the count of five.

кман: Hello, Marie.

IE: Hello, Maskman. Close the door, please. Sit down here.

**KMAN:** Listen to my chant, Marie. 1, 2, 3, 4, 5, 6, 7, 8, 9 nd 10.

ie: Very good, Maskman.

KMAN: Yes, good.

KMAN: Listen! Look! What ...? Aaaagghh! A blue monster!

ı**E:** No, Maskman. It's a ...

KMAN: Eeeek! A blue monster! Goodbye, Marie.

MARIE: Goodbye, Maskman. Close the door, please, Maskman. Thank you.

MONTY: Hello, Marie.
MARIE: Hello, Monty.
MONTY: Look, a blue pencil.
MARIE: Yes, a blue pencil.

PB9. ACTIVITY 12. Listen and say the number.

• Say Listen and say the number. Play the CD. Pause after each picture. Give pupils time to think and to check with each other before asking for the answer from the class.

**Key:** 2, 6, 4, 3, 5, 1

#### CD 1, 18

As CDI, 17 but in order of the key.

#### AB9. MY PICTURE DICTIONARY.

• Say Open your Activity Books at page 9, please. Look at the picture dictionary. Hold up your book. Pupils prepare the stickers. Say the numbers (1, 2, 3, 4, 5, 6) in turn. Pupils point to the correct sticker. Say the numbers in a different order. Pupils point to the correct number in their books. Pupils stick the stickers in the correct place. Monitor around the class to check. If appropriate, pupils trace around the number word under the sticker

120

## Extra activities: see page TII0 (if time)

### AB9. MY STAR CARD.

- Focus pupils on the activity. Say Can you say these words? Write
  the numbers in turn on the board. Elicit the words in chorus.
  Ask pupils to repeat if necessary. When a pupil doesn't say the
  number correctly, elicit the number from another pupil who
  can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a number in their books and to say it.
- Say Colour the stars. Demonstrate the activity on the board.
   Elicit a number using one of the flashcards. Say Good. Now colour the star. Pupils choose colours to colour their stars.

## **Optional activities**

- Unit 1 Extension worksheet 2 from Teacher's Resource Book 1 (pages 6 and 10).
- The 'Gardening' episode from Kid's Box Interactive DVD I (The living room section).
- The animated version of the Unit 1 story from Kid's Box Interactive DVD 1 (Suzy's room section). See pages 41–43 of the Teacher's Booklet for the Interactive DVD.

## **Ending the lesson**

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

# Listen to the story.

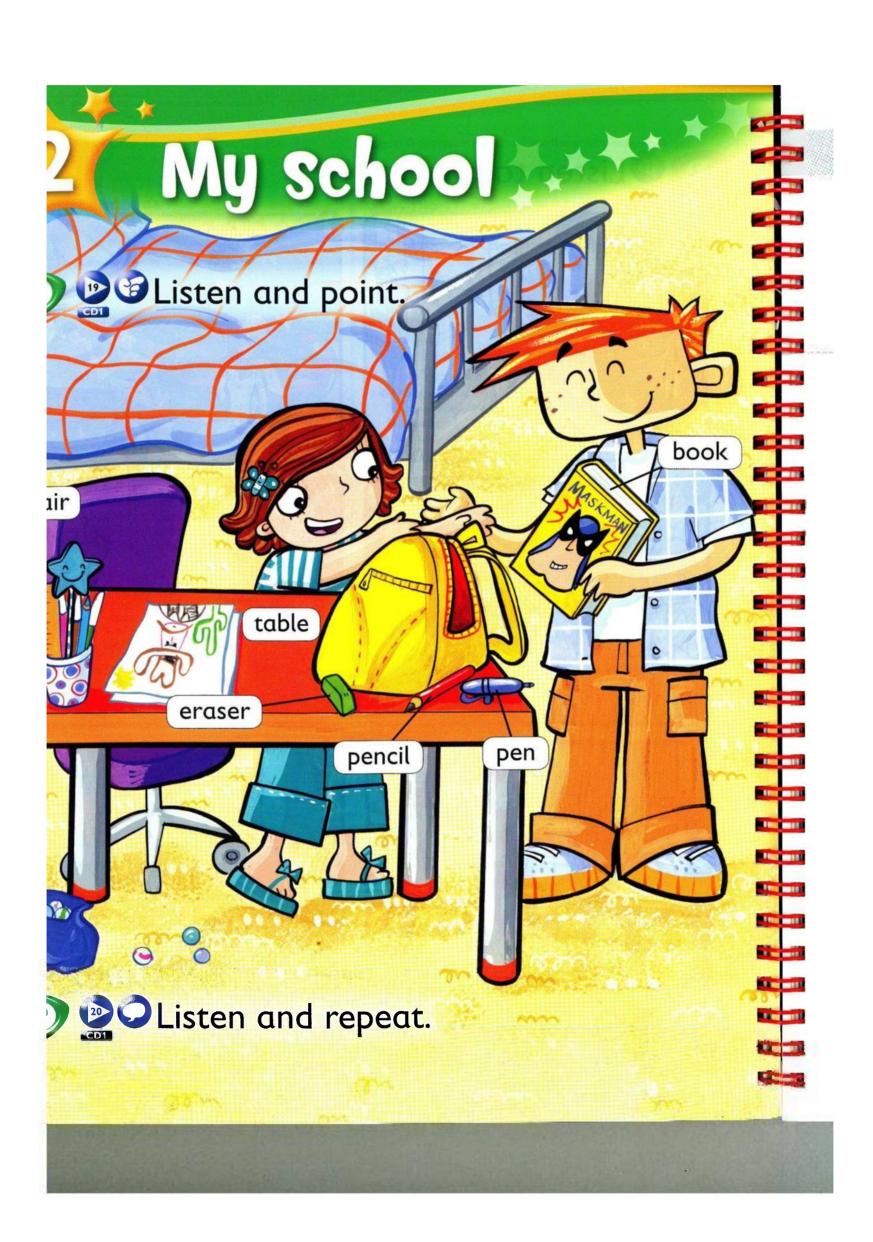












**OBJECTIVES:** By the end of the lesson, pupils will have named and counted different classroom objects.

#### • TARGET LANGUAGE

**Key language:** book, chair, eraser, pen, pencil, table, Is this a ... ? Yes, No, your

**Additional language:** school, bag, an, stick, fold, read, cut, be quiet, stop, it's, alan

Revision: colours, numbers 1-10

#### • MATERIALS REQUIRED

School flashcards (27-32)

Optional: Kid's Box Teacher's Resource Book 1 (page 13)

#### Warmer

 Pupils take out their coloured pencils. Say Pick up the red pencil, please. Repeat for other colours. Start off slowly, then speed up. More confident pupils can take turns to give the instructions.

#### **Presentation**

• Teach the new words, using flashcards and the real objects. Introduce Is this a ...? Yes/No. Hold up the pen flashcard. Say Is this a pencil? Shake your head. Elicit or teach No. Say Is this a book? Pupils chorus No. Say Is this a pen? Nod your head. Elicit or teach Yes. Repeat with the other flashcards. Note: An is for recognition purposes only.

## PBIO. ACTIVITY I. Listen and point. [YLE]

- Say Open your Pupil's Books at page 10, please. Elicit who is
  in the picture (Suzy and Simon). Say Where's the star? Pupils
  check together. Check with the class by holding up your
  book and pointing to the star (on the pencil). Pupils say Here
  it is
- Put the flashcards of the classroom objects on the board. Say Listen and point. Play the CD. Pupils listen and point to the objects in their books. Point to the flashcards on the board to check.

## CD 1, 19

SUZY: Oooohh! Simon, is that your bag?
SIMON: Yes, it is.
SUZY: It's yellow.
SIMON: Yes, it is, and my pencil's red.
SUZY: Is your eraser red too?
SIMON: No, it isn't. It's green.
SUZY: And what colour's your pen?
SIMON: It's blue, Suzy.
SUZY: Oh, and ...?
SIMON: Here, Suzy! Look at this. It's my Maskman book!
SUZY: Wow! Thanks, Simon!

PBIO. ACTIVITY 2. Listen and repeat.

 Say Now listen and repeat. Play the CD. Pause after each word. Pupils point to the object and repeat in chorus. Pupils can say the words in different ways: quietly, loudly, etc.

#### CD 1, 20

Table, book, chair, eraser, pen, pencil

#### **Practice**

- Ask questions about the picture in the Pupil's Book. Point and say, e.g. What colour's the pen?
- Pupils work in pairs and ask and answer in the same way.

#### ABIO. ACTIVITY I. Listen and colour. [YLE]

- Say Open your Activity Books at page 10, please. Review the classroom objects by saying, e.g. Point to the table.
- Pupils take out crayons in all seven colours. Say Listen and colour. Play the CD. Pupils make a coloured dot. They check in pairs. Play the CD again. Check with the class. Pupils colour the objects. Elicit which colour they didn't use (purple).

**Key:** chair = orange, pencil = yellow, table = red, eraser = pink, book = green, pen = blue

## CD 1, 21

The table is red.
The chair is orange.
The eraser is pink.
The pen is blue.
The book is green.
The pencil is yellow.

## ABIO. ACTIVITY 2. Draw your table.

- Point to a pupil's table and at the classroom items there. Say, e.g. Is this your book? What colour is it? The pupil answers. Ask How many pens (are there)? Count them aloud: One, two, three, etc. Ask about pencils and erasers.
- Point to the example picture of the table and say Draw your table. Draw the pens, pencils, erasers and books. Colour the picture.
- Pupils look at the items on their tables and draw pictures.
   Monitor pupils as they draw and ask questions about their pictures.
- Pupils compare pictures in pairs. They take turns to point and ask, e.g. Is that your pen?

## Extra activities: see page TII0 (if time)

## **Optional activity**

• Unit 2 Reinforcement worksheet I from Teacher's Resource Book I (pages I2 and I3).

## **Ending the lesson**

Hand out the school flashcards to different pupils. Say to one
pupil Hold up your flashcard. What is it? The class answers.
Repeat as a sentence, e.g. It's a book. Pupils repeat. Pupils
with flashcards take it in turns to hold up the card and ask
the question. The class answers.

|ECTIVES: By the end of the lesson, pupils will earnt a chant about classroom objects.

#### **ARGET LANGUAGE**

**language:** book, chair, eraser, pen, pencil, table, Is this  $a \dots$ ?

**litional language:** an, How many ...? **ision:** numbers 1-10

#### ATERIALS REQUIRED

ool flashcards (27–32) ut twelve school objects, e.g. a blue pencil, a pink pencil, een eraser, a yellow crayon; a cloth or a large piece of

ional: Kid's Box Teacher's Resource Book 1 Unit 2 forcement worksheet 2 and Extension worksheet 1 es 14 and 15)

#### armer

Display the flashcards on the board. Write a number in rords between one and ten under each one. Don't repeat ne numbers, but they don't need to be sequential. Pupils ake out their notebooks. Say Eraser. Pupils write in their otebooks the number which is under the eraser, e.g. 6. Demonstrate the activity for the pupils with one of the ashcards and numbers. Say the other words and pupils rrite the numbers in their books. Pupils check in pairs. Theck with the class.

#### **II. ACTIVITY 3.** Say the chant.

ay Open your Pupil's Books at page 11, please. Look at the icture. Listen and point. Play the chant. Pupils listen and point. lay the chant again. Pupils listen and repeat after each line. ractise the chant a few more times as a whole class. Divide the class into six groups. Hand a school flashcard peach group. The class say the chant group by group, olding up the flashcard and saying their words in turn. Swap ashcards and repeat.

## 100

encil, a book, eraser, a pen, ble, a chair, it again. (x2)

## actice

tevise numbers with the class by holding up a number of encils in one hand (ten or fewer). Say *How many pencils?* licit the pupils' guesses and count the pencils aloud to check vith the class.

lepeat with different classroom objects.

## II. ACTIVITY 4. Listen and correct.

ay Look at number one. Play the CD for number one. Elicit he answer No. Six orange chairs. Play each one in turn. Pupils whisper the answer to their partner. Don't correct as a class t this stage. Play the CD a second time. Pause after each one and correct as a class.

r: 2 Two green tables, 3 Four purple pens, 4 Five red books,
Three pink pencils, 6 Six yellow erasers

## CD 1, 23

- 1. Four purple chairs
- 2. Three blue tables
- 3. Six red pens
- 4. Seven yellow books
- 5. Two orange pencils
- 6. Eight green erasers

#### ABII. ACTIVITY 3. Draw three pictures.

- Display the flashcards on the board as in the warmer. This time, write a number next to each one (not the number in words). Say, e.g. Number 1 is an eraser. What's number 4? Elicit from a pupil Number 4 is a (pen). Repeat several times.
- Say Open your Activity Books at page 11, please. Look at the pictures at the top. Tell pupils to choose one object to draw in each box. They can choose which they want, but tell them it's a secret. Pupils copy the objects into the boxes.
- Demonstrate the activity. Invite a pupil to the front. Hold your Activity Book so that the pupil can't see. Say *Number 1 is a chair*. Hold up the pupil's Activity Book. Point to the bottom half of the activity and say *Draw a chair in number 4*. Check that the pupils understand what to do and that they don't look.
- Put pupils in pairs. Say Tell your friend. Draw your friend's pictures. Monitor pupils as they are working. Pupils check in pairs by comparing their books.

#### ABII. ACTIVITY 4. Count. Write the number.

- Hold up your Activity Book and say Look at the picture in Activity 4. How many tables? Gesture counting the tables, point to each table and count aloud: One, two, three, four. Say Four tables. Write the number. Point to the example answer 4 next to the small picture of the table at the bottom of the page.
- Point to the next small picture of the chair and say How many chairs? Count. Write the number. Pupils work in pairs to count and write numbers for the other items. Check answers as a class.

**Key:** 2, 6, 5, 3, 1

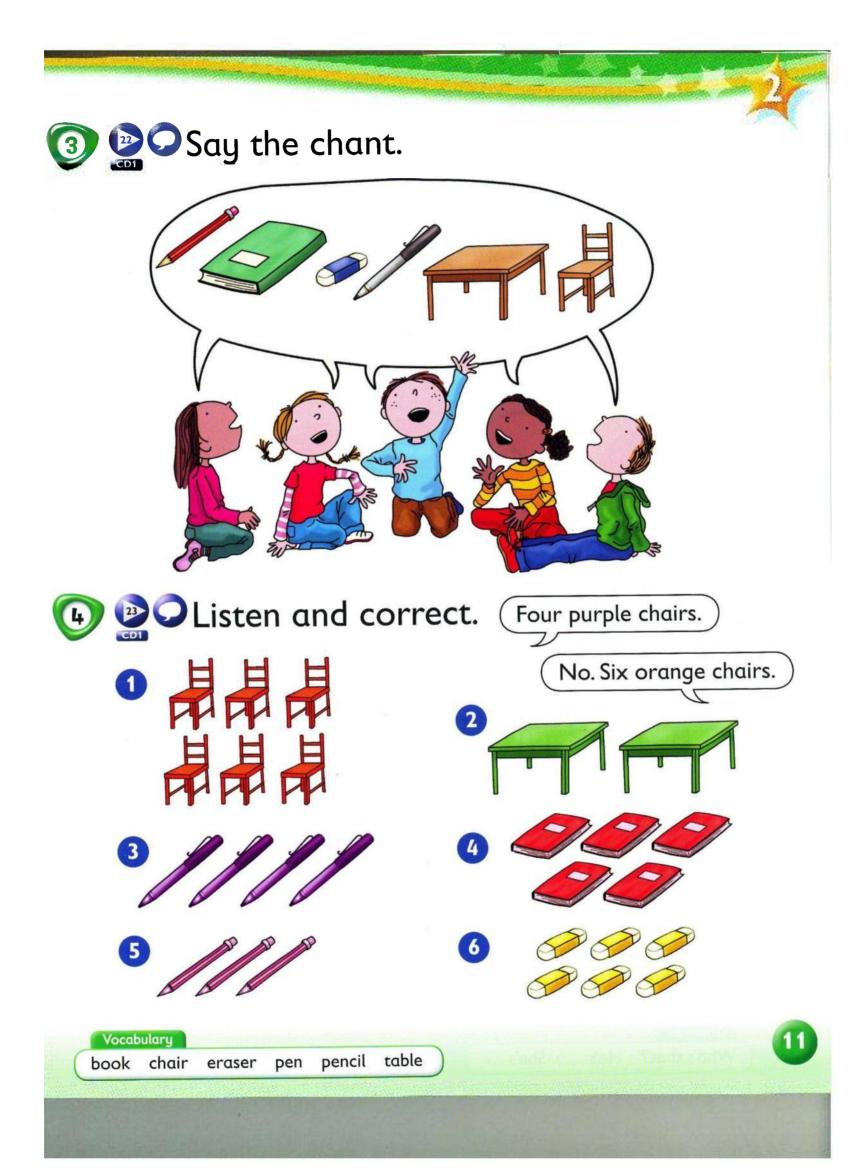
## Extra activities: see page TII0 (if time)

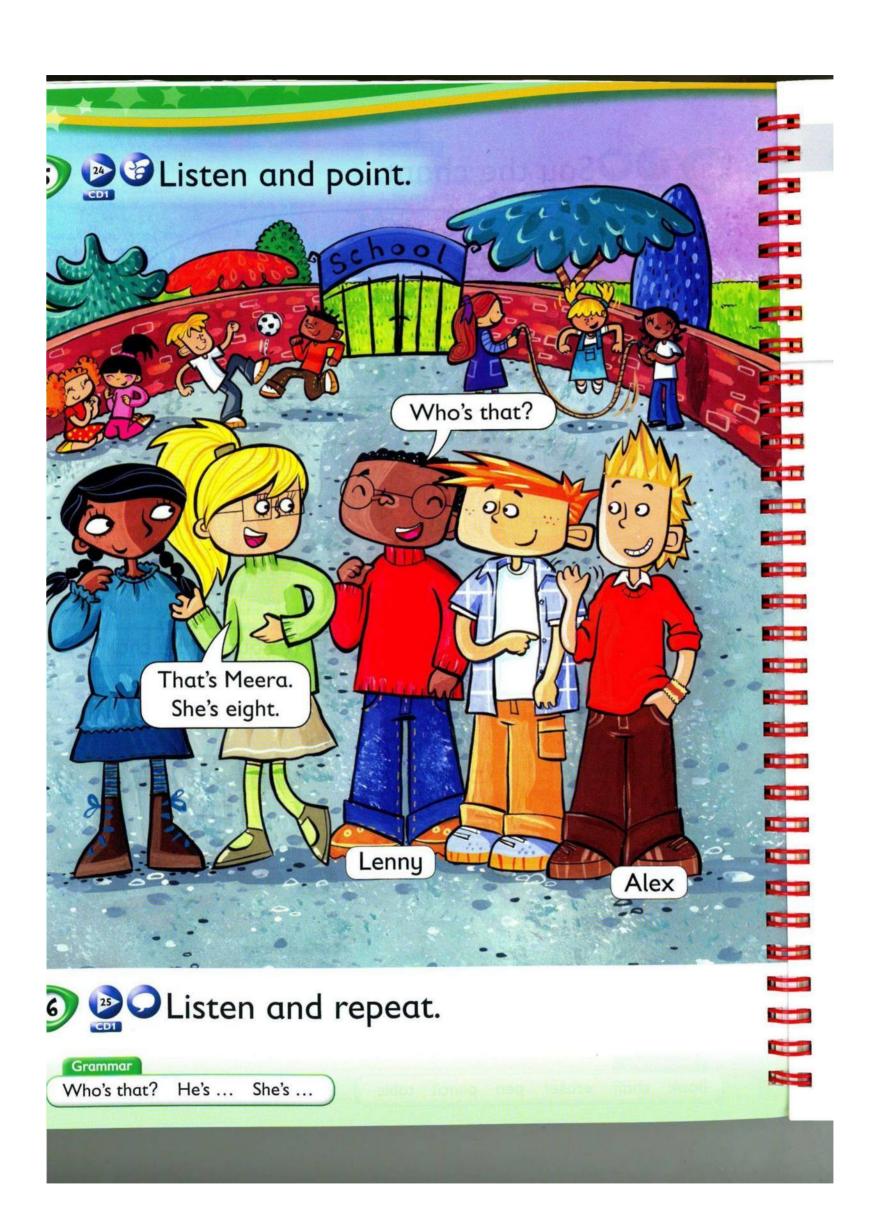
## Optional activities

 Pupils complete Unit 2 Reinforcement worksheet 2 and/or Extension worksheet 1 from Teacher's Resource Book 1 (pages 12, 14 and 15).

## **Ending the lesson**

• Play a memory game. Put the classroom objects on the table in front of you, or on the floor. It's important that all pupils can see them. Pupils look at them for 30 seconds. Cover the objects with a cloth or with paper. Secretly, take one object away. Take off the cloth/paper to show pupils the objects again. Pupils put their hands up to name what is missing. Elicit and check. Repeat. Choose a pupil to come out and remove the next object.





**OBJECTIVES:** By the end of the lesson, pupils will have asked and answered questions about people.

#### • TARGET LANGUAGE

Key language: Who's that? He's ... / She's ... Who's he/she? How old are you? Lenny, Alex, How old is he/she? He/She is ... Additional language: friend, girl, boy **Revision:** numbers 1-10, character names

#### • MATERIALS REQUIRED

Character flashcards (I-3, 19, 33-34) of the known characters and new characters (Alex, Lenny) Optional: Kid's Box Interactive DVD 1: The playroom 'Kim's game' (and 12 classroom objects)

#### Warmer

• Review the names of the known characters, using Who's that? Add the two new flashcards. Ask Who's that? and give the names: That's Alex/Lenny.

#### **Presentation**

• Display all six flashcards at random on the board. Point to Meera. Say Is she Alex? Pupils respond No. Ask Who is she? Pupils respond. Point to Stella and ask Who's she? Practise Is she/he (name)? and Who's he/she? using all the flashcards.

#### PB12. ACTIVITY 5. Listen and point. [YLE]

- Say Open your Pupil's Books at page 12, please, Listen and point. Play the CD. Pupils listen and point as they hear the names. Play the CD again. Pupils listen and point again.
- Hold up your book and point to, e.g. Lenny, and ask Who's he? Is he eight? Ask about the other names and ages.

## CD 1, 24

LENNY: Hello. I'm Lenny. What's your name?

STELLA: Stella. Who's that?

LENNY: That's Alex. He's my friend.

STELLA: How old is he?

LENNY: He's six. Who's that? Is she your friend?

STELLA: Yes, she is. That's Meera.

LENNY: Is she six?

STELLA: No, she isn't. She's eight.

LENNY: I'm seven. How old are you?

stella: I'm seven, too.

## **PB12. ACTIVITY 6.** Listen and repeat.

• Say Listen and repeat. Play the CD. Pause after each sentence for pupils to repeat. Point to the flashcard of Meera. Say That's Meera. She's eight. Emphasise the She. Point to Lenny. Say That's Lenny. He's seven. Emphasise the He. Elicit from pupils, in LI if necessary, why one is He and the other She. Elicit or teach the words boy and girl.

That's Meera. She's eight. That's Stella. She's seven. That's Lenny. He's seven. That's Simon. He's six. That's Alex. He's six.

#### **Practice**

• Ask Is Stella five? Pupils respond No. Ask Is Stella eight? Pupils respond No. Ask How old is Stella? Pupils respond. Repeat with another character. Focus on the pupils. Say incorrect ages, e.g. Are you nine? Are you four? Then ask How old are you? Continue around the class.

#### AB12. ACTIVITY 5. Listen and write the number. [YLE]

- Say Open your Activity Books at page 12, please. Point to the number next to Alex. Say How old is he? Pupils answer (six).
- Say Listen and write (pretend to write) the numbers. Play the CD. Pupils check in pairs. Play the CD again. Check with the class. Say How old is Meera? Pupils respond She's eight. Pupils ask and answer around the class about the other ages.

**Key:** Stella = 7, Meera = 8, Lenny = 7, Suzy = 3, Simon = 6

#### CD 1, 26

Who's that? Who's that? That's Suzy That's Alex. Is she five? Is he six? No, she isn't. She's three. Yes, he is.

Who's that? Who's that? That's Meera. That's Stella. Is she eight? Is she seven? Yes, she is. Yes, she is.

Who's that? Who's that? That's Simon. That's Lenny. Is he eight? Is he eight?

No, he isn't. He's six. No, he isn't. He's seven.

## **AB12. ACTIVITY 6.** Match and answer.

- Elicit what pupils can see (monsters). Ask How many boys (are there)? How many girls (are there)? Point to a boy monster. Ask How old is he? Pupils follow the maze to check. Pupils find the ages of the other monsters by following the lines.
- Check by asking I How old is he? Pupils respond He's nine. Pupils practise in pairs. They ask and answer at random, e.g. 5 How old is he?

**Key:** 2 = 5, 3 = 6, 4 = 7, 5 = 8

## Extra activities: see pages TII0-III (if time)

## **Ending the lesson**

• Hide one character flashcard behind your back. Pupils take turns to guess: Is she/he Meera/Alex? The pupil who guesses correctly comes to the front to choose a card and to answer the questions. Repeat.

## Optional activity

• Watch the DVD clip 'Kim's game' from The playroom section of the Interactive DVD. Then play the game with your pupils. See page 36 of the Teacher's Booklet for the Interactive DVD. JECTIVES: By the end of the lesson, pupils will exchanged personal greetings and made finger pets.

#### **ARGET LANGUAGE**

language: How are you? I'm fine, thank you. puppet litional language: I don't know ision: numbers I-I0, character names

#### **ATERIALS REQUIRED**

racter flashcards (1–5) tocopiable 2 (see page T98), one for each pupil, glue, sors, a set of finished finger puppets for demonstration a activity 1: CD of lively music a activity 2: Flashcards 27–32

#### armer

ntroduce your finger puppets. Put a finger puppet on in turn. So up to one or two pupils, Say Hello. I'm (Simon). What's your ame? How old are you? Repeat. Only wear one puppet at a ime during this activity.

ut all five puppets on your fingers. Point to each one and licit the names.

## otocopiable 2: see pages T95 and T98

#### 13. ACTIVITY 7. Make the puppets.

leview the character names, using the flashcards. Say Open our Pupil's Books at page 13, please. Let's make the puppets. land out Photocopiable 2 to each pupil. They colour in the uppets (about five minutes). Monitor the class carefully. When all pupils are ready, hand out the scissors and the glue. Demonstrate cutting out one of the puppets. Pupils cut out heir puppets. Demonstrate how to glue the tabs in place. 'upils glue the tabs in place.

## 13. ACTIVITY 8. Sing the song.

Put the puppets on your fingers in this order: Mr Star, Ars Star, Stella, Simon, Suzy. Pupils do the same. Say *Listen and look*. Play the CD. Wiggle the appropriate finger with the preeting and do accompanying greeting actions. Pupils repeat. Play the CD again. Pupils do the actions and join in. Play the CD line by line. Do the actions with your fingers. Pupils repeat each line in chorus.

Take five groups: one for each character. Everyone says the irst line. Then the Mr Star group stands, replies and sits lown. Continue for the other groups and characters.

## 0 1, 27

Star, Mr Star, w are you? fine, thank you. I'm fine, thank you. w are you?

: Star, Mrs Star, w are you? fine, thank you. I'm fine, thank you. w are you? Stella Star, Stella Star, How are you? I'm fine, thank you. I'm fine, thank you. How are you?

Simon Star, Simon Star, How are you? I'm fine, thank you. I'm fine, thank you. How are you?

Suzy Star, Suzy Star, How are you? I'm fine, thank you. I'm fine, thank you. How are you?

I'm fine, thank you. I'm fine, thank you. How are you?

## CD 1, 28

Now sing the song again. (Karaoke version)

#### **Practice**

 Pupils repeat the song in pairs, taking turns to start and respond. The puppets 'talk' to each other and pupils wiggle the correct finger each time.

## **ABI3.** ACTIVITY **7.** Look and read. Put a tick $(\checkmark)$ or a cross (X). **[YLE]**

- Say Open your Activity Books at page 13. Do the example at the top of the activity with the class. Point to the first picture and say What is it? Don't elicit answers yet.
- Say Look and read. Ask a volunteer to read the words in the example aloud (a pencil). Point to the picture again and look thoughtful. Say Is it a pencil? Pupils respond No (it isn't). Point to the cross in the box and say It isn't a pencil. Put a cross.
- Say Now look and read. Put a tick or a cross. If necessary, draw a tick and a cross on the board.
- Pupils work individually to complete the activity by putting a tick or cross in each box. Monitor to check they are comparing the written phrases with the pictures. They compare answers in pairs. Then check as a class.

Key: | X, 2 √, 3 √, 4 √

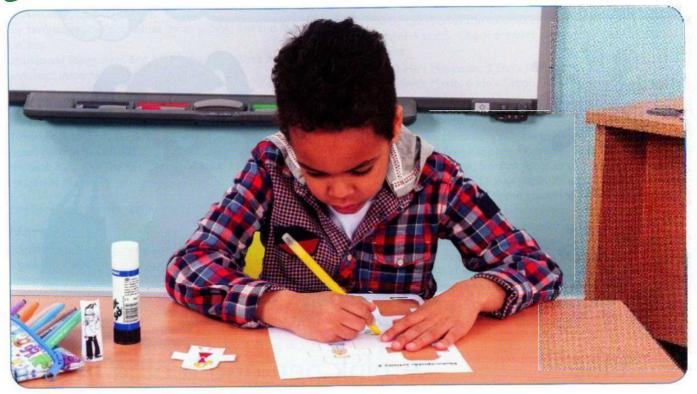
## Extra activities: see page TIII (if time)

## Ending the lesson

 Pupils put their puppets on their fingers. Sing the Puppet song again with the class.



# Make the puppets.



# Sing the song.



Functions

How are you? I'm fine, thank you.

13



OBJECTIVES: By the end of the lesson, pupils will have practised the sounds /p/ and /b/ and asked and answered questions.

#### • TARGET LANGUAGE

Key language: the phonemes /p/ as in pink, pen and /b/ as in

Additional language: bag, Who's that? He's/She's Mr/Mrs Star. **Revision:** imperatives, school objects

#### • MATERIALS REQUIRED

Colour flashcards blue (26), pink (22) Character flashcards (I-8, 19, 33-34) School flashcards (27–32) Optional: Kid's Box Teacher's Resource Book / Unit 2 Song worksheet (page 17)

#### Warmer

• Stick the colour flashcards on the board and elicit the words pink and blue. Focus the pupils on the /p/ sound and the /b/ sound at the beginning of each word. Elicit items pupils know which begin with these sounds (e.g. pencil, pen, paper, book, bag).

#### PB14. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 14, please. Point to the colours and say Pink, Blue, emphasising the /p/ and /b/ sounds. Show pupils the difference between the unvoiced sound /p/ and the voiced sound /b/ by putting your hand on your throat as you make the two sounds. Pupils practise making the two sounds and try to feel the difference in the same way.
- Point to the picture of the girl and say Look! A pink pen and a blue bag. Say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying A pink pen and a blue bag as a tongue twister.

## CD 1, 29

MONTY: Hi, I'm Monty! Repeat after me! /p/ /p/ pink

/b/ /b/ blue

A pink pen and a blue bag.

A pink pen and a blue bag.

A pink pen and a blue bag!

## PB14. ACTIVITY 10. Ask and answer.

- Stick the character flashcards on the board and elicit the names.
- Remove all but one of the flashcards from the board and cover the remaining flashcard with a piece of card so that the pupils can't see who it is. Say Who's that? and slowly remove the card which is covering the picture, showing the feet of the character only. Elicit guesses from the pupils, e.g. Mrs Star, but don't confirm the answer. Continue to move the card to reveal the bottom half of the character. Elicit more guesses. Finally, reveal the whole character. Ask volunteers to say the correct answer as a sentence (e.g. He's Mr Star).

• Focus pupils on the pictures in their books and say Look. Who's that? Ask and answer. Pupils work in pairs, taking turns to ask and answer about the characters. Monitor and check that they are using the question Who's that? and answering in complete sentences. If pupils are finding the activity difficult, they can look at the labelled characters on Pupil's Book pages 4 and 5. Check answers around the class, in open pairs.

Key: 2 He's Maskman, 3 She's Stella, 4 He's Monty, 5 She's Marie, 6 He's Simon, 7 She's Suzy, 8 She's Mrs Star

AB14. ACTIVITY 8. Listen. Colour the 'p' words pink. Colour the 'b' words blue.

- Review the classroom objects using the flashcards. Say Open your Activity Books at page 14, please. Hold up a blue crayon and a pink crayon. Say Pink for 'p' or blue for 'b'. Listen. Play the first item on the CD. Ask pupils What colour? Pink or blue? Elicit the answer and mime colouring in the picture of the first paint pot with the pink crayon.
- Make sure pupils all have a pink crayon or pencil and a blue crayon or pencil. Play the rest of the CD. Repeat if necessary, encouraging the pupils to concentrate on the initial sound of each word.
- Check the activity as a whole class, practising pronunciation. Key: I pink, 2 blue, 3 pink, 4 blue, 5 pink, 6 blue

#### CD 1, 30

I. Pink 4. Bag 5. Pencil 2. Blue 3. Pen 6. Book

#### AB14. ACTIVITY 9. Listen and colour.

- Focus pupils on the puzzle picture in their books. Hold up your book and point to the key on the left of the picture. Say Look. Which number? What colour? Listen.
- Play the first item on the CD. Elicit the number (5) and the colour (blue) and show pupils that they need to colour in the first square in the key. Say Hold up your blue crayon. Repeat for pink, green, yellow, red and purple. Play the rest of the CD, pausing after each line for pupils to find the crayon and colour. Check pupils are colouring the key, not the puzzle.
- Pupils use the key to colour in the sections of the puzzle. Check answers by asking What's in the picture? What is it?

## CD 1, 31

Five, blue Eight, green Six, yellow Nine, purple Ten, red Seven, pink

## Extra activities: see page TIII (if time)

## Optional activity

• Pupils make and play with the spinner on the Unit 2 song worksheet from Teacher's Resource Book 1 (pages 12 and 17).

## **Ending the lesson**

 Pupils do actions only when you say Monty says ... Use these instructions in the game: stand up, sit down, point to (an eraser), pick up (a red crayon), open (your book), close (your book), draw (a mouse), look at (my table). Use the game to review classroom vocabulary and colours.

JECTIVES: By the end of the lesson, pupils will istened to a story and reviewed language from unit.

#### **ARGET LANGUAGE**

language: language from the unit litional language: everybody, here's, another, not ision: pick up, point to, open, close, classroom vocabulary, urs

#### ATERIALS REQUIRED

neards of the characters, the school objects, the colours a activity I: picture dictionary stickers onal: Kid's Box Teacher's Resource Book I Unit 2 Extension csheet 2 (page 16) and/or animated version of the Unit 2 y from Kid's Box Interactive DVD I (Suzy's room section), Box I Language Portfolio page 8.

#### ırmer

ay a game. Draw a  $3 \times 3$  grid on the board. Number the juares I-9. Place nine flashcards face down on the board. /rite a number between I and 9 under each one. Divide e class into two teams. The first team chooses a number. In over the flashcard. One pupil says what it is. If they are prect, erase the number and put a large O in the square. The other team chooses a number. If they answer correctly, tase their number and put a large X in the square. Continue turn. If the teams don't answer correctly, leave the number the square and put a new flashcard face down in its place. The first team to get a line of X or O is the winner.

## ry

## 5. ACTIVITY 11. Listen to the story.

y Open your Pupil's Books at page 15, please. Look at the stures. Point to Marie (pupils point). Point to Maskman (pupils point). Point to Monty (pupils point). Hold up your book for eclass. Say Listen to the story. Play the CD. Pupils look and

ay the CD again. Pause after each picture to check iderstanding. Hold up your book. Point and ask, e.g. What's is? (table, chair, Activity Book, pencil, eraser). What's her me? What's his name?

## 1, 32

in the toy box, e alive. and talk, ne count of five. two, three, four, five.

:: OK. Sit down, please, everybody.

:: Open your Activity Books, please, and pick up your ncils.

:: Listen to the CD and draw the monster.

MAN: Oops! Oh, my Activity Book! Y: Here's another book, Maskman.

:: No, not another book, Monty. Here's an eraser.

MAN: Er, no, Marie. Another Activity Book, please.

#### Listen and repeat.

 Say Listen and repeat. Play the CD again. Pause after each picture. Pupils listen and repeat in chorus. Pupils do the actions to the song at the beginning (this should be familiar by now). Encourage pupils to say the words with feeling.

#### PBI5. ACTIVITY 12. Act out the story.

Demonstrate the activity. Three pupils come to the front.
 Let each pupil choose a character. Play the CD and help them act out the story. Repeat with another group of three.

 Divide the class into groups of three. Say Hands up, Maskman. One pupil in each group puts up their hand.
 Repeat for Marie and Monty, to make sure pupils know who they are. Play the CD. Pupils act and join in where they can.
 Repeat, so pupils play all three roles.

#### ABI5. MY PICTURE DICTIONARY.

Say Open your Activity Books at page 15, please. Look at the
picture dictionary. Pupils prepare the stickers. Elicit the
words in turn. Pupils hold up the correct sticker. Say the
words again in a different order. Pupils point to the word in
their books. Pupils stick the stickers in the correct place.
If appropriate, pupils trace around the words under the
pictures.

## Extra activities: see page TIII (if time)

## ABIS. MY STAR CARD.

- Say Can you say these words? Display the school object flashcards in turn. Elicit the words in chorus. Ask pupils to repeat if necessary. Where pupils don't all say the word correctly, elicit the word from another pupil who can, and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.

Say Colour the stars. Demonstrate the activity on the board.
 Elicit a word, using one of the flashcards. Say Good. Now colour the star. Check pupils know what to do. Pupils choose colours to colour their stars.

## **Optional activities**

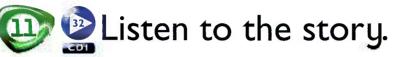
- Unit 2 Extension worksheet 2 from Teacher's Resource Book 1 (pages 12 and 16).
- The animated version of the Unit 2 story from Kid's Box Interactive DVD 1 (Suzy's room section). See pages 41–44 of the Teacher's Booklet for the Interactive DVD.

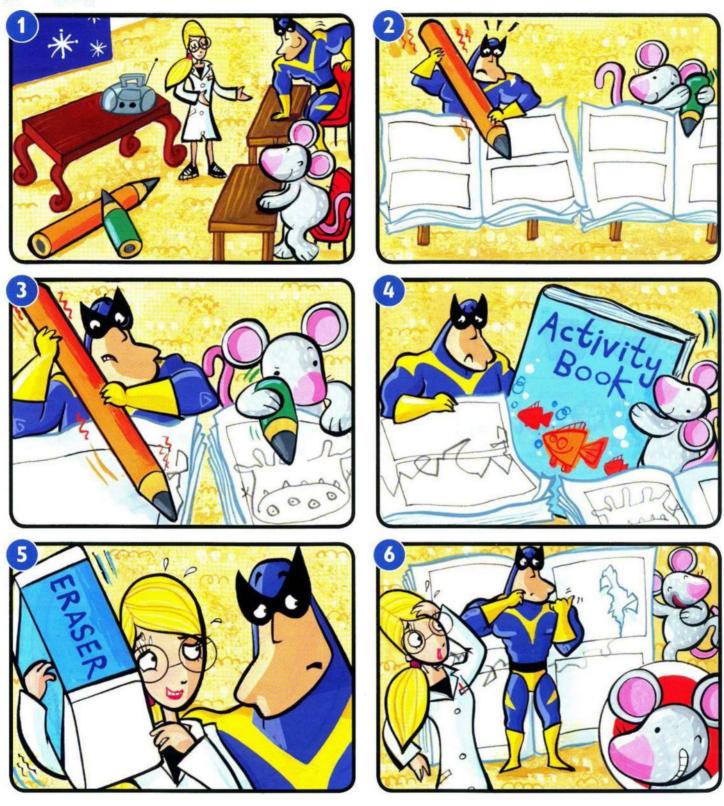
## **Ending the lesson**

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson. Pupils might want to use their finger puppets again.

## Language Portfolio

 Pupils complete page 8 of Kid's Box 1 Language Portfolio (My classroom).





22 Act out the story.



**SJECTIVES:** By the end of this lesson, pupils will able to understand and talk about basic addition oblems and ask for the answer to a simple sum.

#### **TARGET LANGUAGE**

y language: One pen and two pens is ...? What are three

Iditional language: maths, How many (erasers)? evision: numbers 1–10, classroom objects

#### **MATERIALS REQUIRED**

nool and number flashcards (27–32, 9–18) roups of small school objects, e.g. three erasers, eight pens, ar books

tra activity: pieces of paper

#### **Varmer**

Hold up the flashcards of the classroom objects (table, book, chair, eraser, pen, pencil). Elicit the words.

Reveal the number flashcards slowly from behind a blank piece of card or paper. Pupils say the numbers.

Hold up a group of classroom objects, e.g. five erasers. Say How many (erasers)? Pupils say the number. Repeat with different objects.

## resentation

Say Open your Pupil's Books at page 16, please. Point to the picture of Marie and ask Who's this? Elicit Marie. Say Marie is doing maths today. This lesson is called 'Marie's maths'. Draw two groups of a classroom object on the board (e.g. five pencils and two pencils) and elicit how many there are in each group. Say a sum, adding the two groups of objects together, e.g. Five pencils and two pencils is ...? Pupils answer Seven pencils. Repeat with two more groups of a classroom object.

## 'B16. ACTIVITY 1. Look and say the number.

- Hold up your book and point to the picture of chairs. Say the numbers as words as you point to each part of the picture, e.g. Four chairs and three chairs is seven chairs. Check that the pupils know the meaning of the add symbol (+) and the equals sign (=).
- Say Look and say the number. Give pupils time to think and do the sum before asking for the answer from the class. Pupils put up their hands when they have the answer. Elicit from the whole class in chorus. Repeat for each sum. Make sure pupils are using plural s where necessary.
- **Key:** I Four chairs and three chairs is seven chairs. 2 Four erasers and two erasers is six erasers. 3 Five books and three books is eight books. 4 Nine pencils and one pencil is ten pencils.

## PB16. ACTIVITY 2. Listen, point and say.

 Hold up your book and point to the picture of the man and the wheel. Say Point to four pens. Check the pupils are pointing to the right number of pens. Repeat with the other numbers: Point to (two, three, one) pen(s).

- Say Listen, point and say. Play the CD. Pupils listen and point to the pens. Pause after each sum to give them time to think of their answer. Pupils put their hands up to answer. Ask a confident pupil to hold up their book and point to the correct number of pens each time.
- Hold up your book and point to the pens in the sum. The class repeat the sum in chorus.

**Key:** 3 pens, 3 pens, 5 pens, 5 pens, 5 pens, 6 pens, 6 pens, 6 pens

#### CD 1, 33

I pen and 2 pens is ...?

2 pen and I pen is ...? 4 pens and I pen is ...?

I pen and 4 pens is ...?

3 pens and 2 pens is ...?

2 pens and 3 pens is ...?

2 pens and 4 pens is ...?

4 pens and 2 pens is ...?

#### ABI6. ACTIVITY I. Write the numbers.

- Write the sum I + 4 = on the board. Say One and four is ...? Elicit the answer from pupils. Say Five. Yes!
- Say Open your Activity Books at page 16, please. Point to the numbers in the wheel picture in turn and ask What's this number? Pupils answer in chorus.
- Say Write the numbers. Pupils work individually to complete the sums and then whisper to check answers in pairs. Pupils say the sums and answers in chorus.

Key: 25, 35, 45, 57, 67

## AB16. ACTIVITY 2. Write and answer. Say.

- Say Write and answer. Hold up the Activity Book page, point to the first question and ask What are three and two? Elicit the answer from pupils in chorus.
- Pupils work in pairs. They write numbers of their own (up to 5) and add the two numbers together. Go around and check the sums.
- Have a pair of pupils at the front. Write one of their sums on the board. Repeat the question in the book, this time using the pupils' numbers on the board. Say Say. Pupils swap partners and ask and answer their sums in the same way, e.g. Pupil A: What are four and three? Pupil B: Seven.

## Class game

 Do a quiz. Put pupils in groups of three to write sums for the rest of the class. A pupil from each group comes to the front to ask their number questions (the answers must be 10 or fewer), e.g. What is four and one? Pupils put their hands up to answer, e.g. Four and one is five.

## Extra activity: see page TIII (if time)

## **Ending the lesson**

 Pupils close their books. A volunteer comes to the front, holds up classroom objects of his/her choosing (e.g. five books) and asks the class *How many* ...? The first pupil to reply correctly takes a turn at the front. Repeat with several pupils. CTIVES: By the end of the lesson, pupils will istened to a story, practised greetings and luctions and talked about making friends.

#### **RGET LANGUAGE**

.nguage: How are you? I'm fine, thank you.
ional language: make friends, values, Great! Come on!
av. OK.

on: Hello, I'm ... What's your name? How old are you? I'm ...

#### **TERIALS REQUIRED**

of paper with characters' names and ages written on activity: pictures of children under ten (could be cut nagazines) with pretend names and ages on the reverse

#### mer

Hello, I'm (your name). Point to yourself. Point to a pupil say What's your name? Continue the dialogue with How are you? Point to the pupil. Go up to pupils in turn, repeat greeting and dialogue and elicit answers from pupils (their names and ages).

#### . ACTIVITY 3. Listen to the story.

Open your Pupil's Books at page 17, please. Point to the ture of Trevor at the top of the page. Elicit his name. Ask Is nappy or sad? Translate the meaning of values so the pupils by that Trevor's pages are about doing the right thing. The ture pupils on the pictures of children at the playground. In to the boy in picture 1 and say This is Ben. Ask Is he pay or sad? Why is he sad? Establish that he is sad because is on his own. Say He hasn't got friends with him. Point to ture 2. Ask Who is in the picture? Pupils respond A boy and inl. In the same way talk about picture 3: Is the boy happy or who is in the picture now? Pupils respond Two boys and a Talk about picture 4: Are they happy? Yes! Say Look! They're

ving together. Elicit He's/They've got a ball.

Listen to the story. Ask the pupils to listen for the names of girl and the second boy. Say Listen to the story. Play the CD.

## 1, 34

Oh!

Hello! I'm May. What's your name? Hello. I'm Ben. How old are you? I'm seven.

Great! I'm eight.

Hello.

AND BEN: Hello. How are you? I'm fine, thank you. What's your name? I'm Sam. I'm Ben.

Come on! Let's play!

AND SAM: OK!

## **Values**

 Talk to the class about the values in the story: it's good to go and talk to someone who looks lonely and include them in your game; it's good to make friends. Use English as much as possible.

**PB17.** ACTIVITY **4.** Listen and say the number. Act it out.

 Say Listen and say the number: one, two, three or four. Point to the blue numbers in the corner of the pictures. Play the CD. Pause after each picture. Give pupils time to think and to check with each other before asking for the answer from the class.

**Key:** 3, 1, 4, 2

## CD 1, 35

Story as above, but in the order of the key.

• Say Act out the story. Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character (Sam, May or Ben). Play the CD and help them act out the story. Repeat with another group. Divide the class into three groups. Point to one group and say Ben, another and say Sam and the other and say May. Play the CD. Pupils act and join in with their character's lines. Repeat, so pupils play all three

ABI7. ACTIVITY 3. Ask two friends and write. Then draw and colour

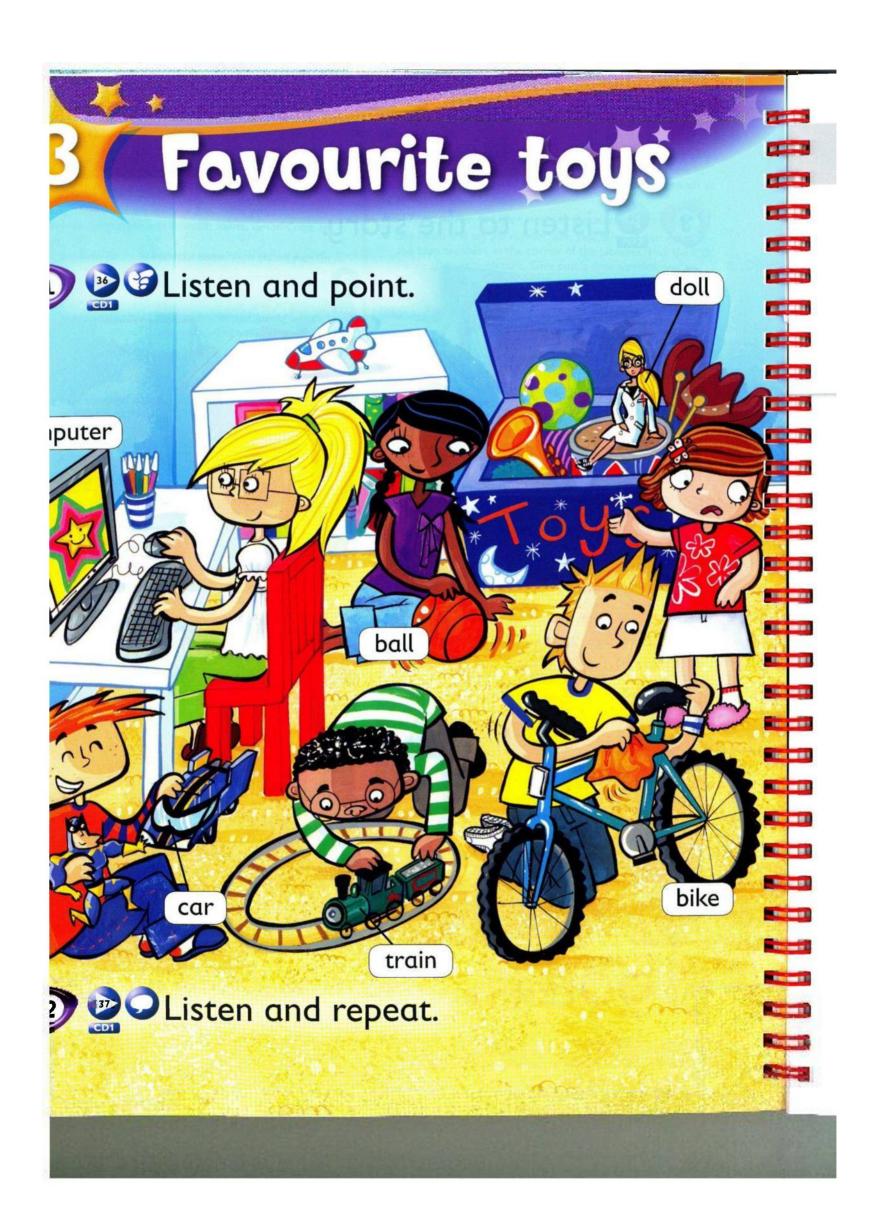
• Say Open your Activity Books at page 17, please. Focus pupils on the example questions and answers in their books: What's your name? I'm Sam. How old are you? I'm seven. Divide the class into groups of three. Pupils take turns to ask and answer. Give pupils time to write the name and age of the pupils in the speech bubbles. Point to the outlines of the children and say Draw and colour. Check their written answers while they are colouring.

## Extra activity: see page TIII (if time)

## Ending the lesson

• Write How are you? on the board and draw three faces: one happy, one neutral and one sad. Elicit the answer for the happy face (I'm fine, thank you), the neutral face (I'm OK, thank you) and the sad face (I'm not very well). Write the answers under the appropriate faces. Ask a pupil How are you? and point to one of the faces on the board. Elicit the appropriate response. Repeat with other pupils. Pupils practise asking their friends How are you? around the class before they leave.





**OBJECTIVES:** By the end of the lesson, pupils will have named different toys and practised asking questions.

#### • TARGET LANGUAGE

**Key language:** car, ball, doll, computer, bike, train, What's your favourite toy? My favourite ... is ...

Additional language: Where's ...?
Revision: What's this? It's a ... Where's ...?

#### • MATERIALS REQUIRED

Character flashcards (1–3, 19, 33–34)
Toy flashcards (35–40)
School flashcards (27–32)
Optional: *Kid's Box Teacher's Resource Book 1* Unit 3
Reinforcement worksheets 1 and 2 (pages 19 and 20)

## Warmer

• Show the character flashcards and elicit the names. Stick the flashcards face down on the board. Say Where's Meera? Pupils come up to turn over one card to find her. The pupil that finds her mixes up the flashcards, turns them to face the board again and runs the game. Repeat for other characters.

#### **Presentation**

• Teach the new vocabulary (car, ball, doll, computer, bike, train), using the flashcards. Show each flashcard in turn. Elicit or say the word. Pupils repeat. Vary it by asking them to say it loudly, softly, whispering and so on.

## PB18. ACTIVITY 1. Listen and point.

• Say Open your Pupil's Books at page 18, please. Hold up your book. Say Where's the star? Pupils check together. Check with the class (on the computer screen). Pupils say Here it is. Point to, e.g. the bike and say What's this? Is it a train? Repeat for other objects. Elicit who is in the picture (Simon, Stella, Alex, Meera, Lenny, Suzy). Say Listen and point. Play the CD. Pupils listen and point to the toys. Check which character has which toy and check understanding of favourite.

## CD 1, 36

STELLA: My favourite toy's my computer. What's your favourite toy, Alex?

**ALEX:** My bike. What's your favourite toy, Simon? **SIMON:** My favourite toy's Maskman and ... the car.

MEERA: Is Maskman a doll?

simon: No. Marie's a doll.

MEERA: Oh. My favourite toy's my ball.

**LENNY:** My favourite's my train. What's your favourite toy, Suzy? **SUZY:** Mo... Aaahhh! Where's Monty?

## PBI8. ACTIVITY 2. Listen and repeat.

Say Listen and repeat. Play the CD. Pupils repeat. Play the CD again if necessary.

## CD 1, 37

Computer, ball, doll, car, train, bike

#### **Practice**

- Display the toy flashcards. Point to the bike and say *Is it a doll?* Pupils respond *No.* Say *Is it a car?* Pupils respond *No.* Say *What is it?* Pupils respond *It's a bike.* Repeat.
- Point to the ball and say What's this? Pupils respond It's a ball.
   Say What colour is it? Repeat.
- Pupils play the game in pairs, taking turns to point to a toy in their books and ask questions, and to answer.

## ABI8. ACTIVITY I. Listen and circle the tick or cross. [YLE]

- Display the train flashcard on the board. Draw a tick and a cross next to it. Point and say *It's a car.* Pupils respond with thumbs down (no). Circle the cross. Repeat using a correct sentence and circling the tick.
- Say Open your Activity Books at page 18, please. Say Listen and circle the tick or cross. Point to the tick as you say tick and the cross as you say cross. Play the CD. Pupils listen and circle.
   Pupils check in pairs. Play the CD again. Check with the class.

Key: 2 X, 3 √, 4 X, 5 √, 6 X

## CD 1, 38

- I. My favourite toy's a car.
- 2. My favourite toy's a train.
- 3. My favourite toy's a bike.
- 4. My favourite toy's a doll.
- 5. My favourite toy's a computer.
- 6. My favourite toy's a ball.

## Extra activities: see page TIII (if time)

## **AB18. ACTIVITY 2.** Look and complete.

- Hold up your Activity Book. Point to the pictures in the first line. Elicit the words. Say them clearly as groups of three (A ball, a car, a doll, ... A ball, a car, ...). Follow the line to the doll with your finger and elicit a doll.
- Pupils complete the other lines in pairs.
- Check with the class.

Key: 2 a computer, 3 a bike, 4 a car

## Optional activity

 Unit 3 Reinforcement worksheets I and 2 from Teacher's Resource Book I (pages 18–20).

## **Ending the lesson**

- Teach a mime for the new words, e.g. bike: holding handlebars; car: turning steering wheel; computer: typing; train: moving arms in circular motion; doll: cradling motion; ball: throwing.
- Teach the following chant to the class with the actions. Pupils join in. Repeat for other toys, starting the mime a little before the chant. Invite confident pupils to lead the class. Here's my (ball), my (ball), my (ball). Here's my (ball). My favourite toy.

ECTIVES: By the end of the lesson, pupils will had more practice talking about toys and colours.

#### RGET LANGUAGE

|anguage: ball, bike, car, computer, doll, train, black, brown, white

sion: colours, numbers 1-6, What's your favourite toy?

#### **ATERIALS REQUIRED**

ur flashcards (20–26, 41–44): seven known and four new c, brown, white, grey) lashcards (35–40) peoplable 3B (see page T99), photocopied onto thin scissors, envelopes

ι activity: eleven crayons, one of each colour

#### ırmer

se the chant from the end of the previous lesson to review e toys.

## esentation

eview the known colours. Elicit or teach the four new slours, using the flashcards. Pupils repeat the new colours chorus and group by group.

#### 9. ACTIVITY 3. Listen and say the number.

ly Open your Pupil's Books at page 19, please. Listen and say e number. Play the first one as an example. Pupils put up leir hands to answer. Elicit from the whole class in chorus ). Play the CD. Pupils whisper the answers to their partner. ay the CD again. Pupils put their hands up after each one. icit the answers.

: 3, 4, 2, 5, 6, 1

## 1, 39

it's your favourite toy? avourite toy's my red car.

c at my green ball. It's my favourite toy.

it's this?
ny blue computer.

at colour's your train? rellow.

at's your favourite toy? ny orange bike.

at's this? ny pink doll.

## ir work

n pairs, pupils take turns to point to the pictures and say, .g. What's number 2? It's a blue computer. What colour's the rain? It's yellow. Don't focus on an as in an orange bike.

## **19. ACTIVITY 4.** Say the chant.

Display the four new colour flashcards. Say, e.g. *Grey*. Pupils point. Repeat for the other colours. ay *Listen and chant*. Play the CD. Pupils point to the colours a their books. Play the CD again. Pupils join in. Pupils say the hant in groups, loudly, softly, whispering and so on.

#### CD 1, 40

Black, brown, white, grey, Look, listen, point and say.

## Photocopiable 3B: see pages T95 and T99

ABI9. ACTIVITY 3. Listen and draw coloured lines. [YLE]

- Say Hold up your black crayon. Repeat for grey, purple, yellow, brown, blue, red. (This is one more colour than they need.)
   Say Open your Activity Books at page 19, please. Play the CD.
   Do the first one as an example. Mime drawing from child 1 to the computer. Play the rest of the CD, leaving time for pupils to find the crayons and draw the lines in the appropriate colours. Pupils check in pairs. Play the CD again and check by eliciting the number, the colour and the toy.
- Elicit the colour they didn't use (red).

## CD 1, 41

- 1. Black. My favourite toy is my computer.
- 2. Purple. My favourite toy is my bike.
- 3. Yellow. My favourite toy is my car.
- 4. Brown. My favourite toy is my ball.
- 5. Blue. My favourite toy is my doll.
- 6. Grey. My favourite toy is my train.

#### ABI9. ACTIVITY 4. Colour the toys.

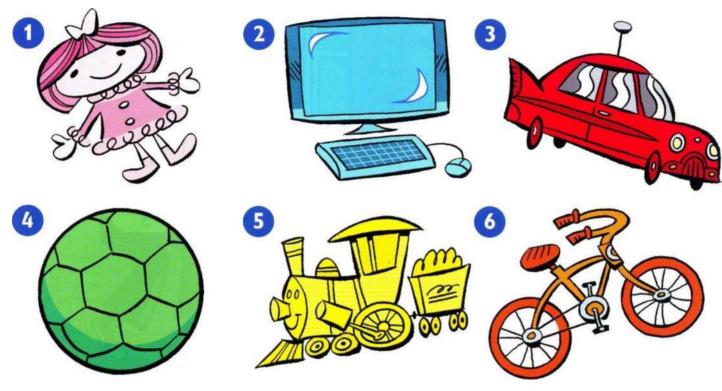
- Focus pupils on the four boxes at the top of the activity. Elicit the names of the items (ball, car, computer, bike).
- Say Colour the toys. Hold up brown, black, white and grey crayons or pencils. Say A ball. What colour? and mime thinking and choosing one of the four colours. I think black. A black ball. Hold up your black crayon and mime colouring the ball. Say You choose the colours. Brown, black, white or grey.
- Pupils work individually to colour the pictures. Monitor and check that they are using a different colour for each toy from the four options.
- Demonstrate the second part of the activity with a pupil.
   Open an Activity Book at page 19 and ask the pupil, e.g.
   What colour's your ball? Choose a coloured pencil or crayon according to the pupil's response (e.g. if he/she responds lt's brown, hold up a brown crayon). Mime colouring the ball at the bottom of page 19.
- Pupils work in pairs to complete the speaking and colouring activity. Then they compare pictures. Monitor and check that they are asking full questions and answering with sentences, and not showing each other their pictures until the activity is complete.

## Extra activity: see page TIII (if time)

## **Ending the lesson**

Pupils stand up. Point to objects in the classroom. Say, e.g.
 *It's pink*. When pupils hear the right colour, they jump in the
 air. When they hear the wrong colour, they turn around.
 Pupils who make a mistake sit down. Continue until you have
 a small group of winners.









Vacabulary
ball bike car computer doll train black brown grey white

19



**OBJECTIVES:** By the end of the lesson, pupils will have used prepositions to talk about location.

#### • TARGET LANGUAGE

Key language: It's in / next to / on / under ... Additional language: Is your ball ...? Where's ...? differences

Revision: school objects, toys

#### • MATERIALS REQUIRED

School flashcards (27-32)

Photocopiable 3A (see page T99), one for each pupil copied onto thin card, paper fasteners, scissors, one completed activity for demonstration

Extra activity: toy flashcards (35-40)

Optional: Kid's Box Teacher's Resource Book / Unit 3 Extension worksheet I (pages 18 and 21)

#### Warmer

 Review the school objects, using flashcards. Hold up each flashcard, elicit what it is and hand it to a pupil. Pupils with flashcards show the flashcard to the class, say what it is and stick it on the board.

#### **Presentation**

- Demonstrate and teach the prepositions using actions:
- On: the left hand on the right closed fist
- In: two fingers of the left hand are gripped in the fisted right hand
- Under: the left hand is flat under the right closed fist
   Next to: the left hand is flat next to the fisted right hand.
- Practise the prepositions, using mime and realia, e.g. a pen on a book. Say Where's the pen? Pupils respond It's on the book and do the mime. Continue to elicit questions and answers from the class, using other classroom objects, e.g. eraser, table.

## **PB20. ACTIVITY 5.** Listen and do the actions.

- Say Open your Pupil's Books at page 20, please. Say Listen and do the actions. Play the CD. Pupils listen and do the actions when they hear the prepositions. Play the CD again for pupils to repeat.
- Check understanding by asking, e.g. Is the ball on the toy box? (No, it isn't.) Is the ball under the table? (No, it isn't.) Where's the ball? (Next to the chair.)

## CD 1, 42

AR STAR: Simon ... Simon, is your ball in your bag? IMON: Er, no, it isn't, Dad.
AR STAR: Simon, is your ball on the toy box?

## star: Simon, is your ball under the table?

IMON: Er, no, it isn't, Dad.

IR STAR: Simon, where's your ball?

**B20.** ACTIVITY **6.** Listen and repeat.

Say Listen and repeat. Play the CD. Pause after each sentence.
 Pupils point and repeat in chorus. Pupils repeat the sentences in different ways: quietly, loudly, etc.

## CD 1, 43

MR STAR: Is your ball on the toy box?
MR STAR: Is your ball under the table?
MR STAR: Is your ball next to the door?
MR STAR: Is your ball in the toy box?
MR STAR: Where's your ball?
SIMON: Er, it's next to your chair.

#### **Practice**

 Pupils work in pairs. They take turns to say a preposition and to mime the action.

#### AB20. ACTIVITY 5. Listen and write the number. [YLE]

• Say Open your Activity Books at page 20, please. Point to the pictures of the monkey and say This is Ben. Elicit what animal Ben is (a monkey). Make sure pupils have a pencil ready. Say Listen. Look at the pictures. Write the number. Play number 1. Check the answer with the class (the sixth picture) and elicit the sentence (Ben's in the toy box). Play the CD. Pause the CD after each one to give pupils more thinking time, but don't elicit answers. Pupils check their answers in pairs. Play the CD again. Check with the class. Elicit a number and a sentence for each one.

**Key:** 4, 3, 2, 6, 5

#### CD 1, 44

- 1. Ben's in the toy box.
- 2. Ben's on the train.
- 3. Ben's next to the car.
- 4. Ben's on the bike.
- 5. Ben's next to the computer.
- 6. Ben's under the chair.

## Photocopiable 3A: see pages T95 and T99

## AB20. ACTIVITY 6. Look and circle.

- Say Look at picture 1. Where's the bag? Elicit that it's on the door. Say Look at picture 2. Is the bag on the door? Elicit that it's next to the toy box. Say There are six more differences. Can you find them? Mime circling with a pencil. Pupils work individually and circle the differences. They check in pairs. Elicit from the class. Pupils say, e.g. In picture 1 the doll's in the toy box. In picture 2 the doll's on the toy box. Check around the class.
- Pupils work in pairs and take turns to point to differences and to say the sentences.

## Key:

Picture I
The doll's in the toy box.
The train's next to the book.
The car's on the computer.
The eraser's on the table.
The pencil's on the chair.
The ball's under the table.

Picture 2
The doll's on the toy box.
The train's on the toy box.
The car's next to the computer.
The eraser's under the table.
The pencil's on the table.
The ball's under the chair.

## Extra activity: see page TIII (if time)

## **Optional activity**

 Unit 3 Extension worksheet I from Teacher's Resource Book I (pages 18 and 21).

## **Ending the lesson**

• Do the preposition action game again from the presentation.

**ECTIVES:** By the end of the lesson, pupils nave practised using prepositions to talk about ion.

## RGET LANGUAGE

language: Is Monty under the chair?
itional language: I don't know, your, He isn't
sion: toy vocabulary, in, on, under, next to, Is he ...? No, he
Yes, he is.
:: The use of the negative is new.

#### **ATERIALS REQUIRED**

lashcards (35-40)

activity 1: Photocopiable 3A (see page T99), either the pleted sentence wheels or the material copied onto thin paper fasteners, scissors, one completed activity for postration

onal: Kid's Box Teacher's Resource Book | Unit 3 Song csheet | (page 23)

Box Interactive DVD 1: The living room 'Rocking horses'

#### irmer

evise prepositions using the action game from the previous sson. Use realia to elicit sentences from the class, e.g. place 1 eraser under the desk and ask Where's the eraser? Pupils ut the following objects on their desks: pencil, pen, book, rayons. They take turns to place objects, to ask a question 1 dto elicit a response from the class. Pupils play in pairs.

## 21. ACTIVITY 7. Sing the song.

ay Open your Pupil's Books at page 21, please. Focus pupils on ne picture in their books. Elicit what they can see (toy box, omputer, etc.). Play the CD. Pupils listen and point. Sing long to the CD yourself and shake your head to indicate the reaning of isn't. Play the CD again. Pause after each line for upils to repeat in chorus. Use an upward motion with your and to indicate the rising tone in the questions: Is he in the by box? Is he under the book? Is he next to the computer?

Divide the class in half. Groups sing alternate lines.

## 1,45

ity? ity isn't here, nty isn't there. isn't on the table. isn't under the chair. where? Where? ere is Monty? nty? e in the toy box? e under the book? e next to the computer? k! Look! Look! where? Where? Where? ere? Where? Where? ere? Where? Where? ere's Monty?

## D 1, 46

w sing the song again. (Karaoke version)

#### PB21. ACTIVITY 8. Ask and answer.

• Ask questions about the picture in Activity 7, e.g. Is Monty under the chair? Pupils respond No, (he isn't). Elicit another question from a pupil, e.g. Is he in the toy box? and an answer from the class. Focus pupils on the question marks in the picture in Activity 7. Pupils work in pairs and take turns to ask and answer about Monty.

Key: Monty's/He's in the bag.

#### AB21. ACTIVITY 7. Listen and draw lines. [YLE]

- Say Open your Activity Books at page 21, please. Look at the pictures. What can you see? Elicit the names of the objects pupils know in the big picture of the bedroom (e.g. table, chair, toy box) and the toys and classroom objects around the big picture (ball, train, doll, bike, pen, eraser, car).
- Say Listen. Play the example on the CD. Say What is it? The train? The car? Elicit The eraser. Ask Where's the eraser? Elicit On the table. Hold up the Activity Book page and mime drawing a line from the eraser to a position on the table.
- Say Listen and draw. Use a pencil. Play the rest of the CD. Pupils listen and draw lines. They check in pairs. Play the CD again. Check by asking, e.g. Where's the train?

#### CD 1, 47

Example.
Look at the eraser. Put it on the table.
Where?
Put it on the table.
OK.
I.
Put the ball under the table.
Under the table?
Yes. Put the ball under the table.
OK.
2.
Look at the doll. Put it on the chair.
OK. The doll on the chair.

Good.
3.
Put the pen next to the book.
Sorry, where?
Put it next to the book.

4. Look at the train. Put it in the toy box.

Good. The train is in the toy box.

5.
Is the car in the toy box?
No, put the car next to the toy box.
OK. The car's next to the toy box.

## Extra activities: see page T112 (if time)

## **Optional activities**

- Hand out copies of the song worksheet from Teacher's Resource Book 1 (pages 18 and 23). Pupils make the character finger puppets and use them when they sing the song.
- The 'Rocking horses' episode from Kid's Box Interactive DVD
   I (The living room section). See pages 12–15 of the Teacher's Booklet for the Interactive DVD.

## **Ending the lesson**

• Sing the song from the beginning of the lesson. Make sure pupils shake their heads for isn't and use a rising tone for the yes/no questions, e.g. Is he in the toy box?



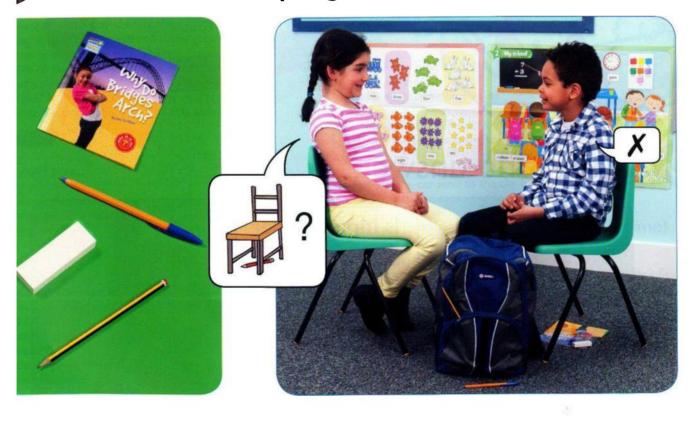


Ask and answer.









**OBJECTIVES:** By the end of the lesson, pupils will have practised the sounds /t/ and /d/ and asked and answered questions.

#### • TARGET LANGUAGE

**Key language:** the phonemes /t/ as in train, ten and /d/ as in doll, ls your ... under your ...?

Additional language: in, on, under, next to Revision: monster, train, table, classroom vocabulary

#### • MATERIALS REQUIRED

Number, school and toy flashcards (9–18, 27–32, 35–40) Extra activity I: two rulers

Extra activity 2: Cards from Photocopiable 3B (see page T99) Optional: Kid's Box Interactive DVD 1: The playroom 'Who's got the ball?' (and a soft ball)

#### Warmer

 Review vocabulary using the flashcards. Elicit the word and stick the flashcard on the board. Put the flashcards of the train and the doll on the board. Say Today's sounds are ... Pupils complete by saying tuh and duh.

#### PB22. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 22, please. Point to the pictures of the train and the doll and say Train, Doll, emphasising the initial /t/ and /d/ sounds. Pupils practise saying the words and making the two sounds.
- Point to the picture of the train and say Look! Ten dolls on a train. Say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying Ten dolls on a train as a tongue twister.

## CD 1, 48

**MONTY:** Hi, I'm Monty! Repeat after me! /t/ /t/ train

/d/ /d/ doll

Ten dolls on a train.

Ten dolls on a train.

Ten dolls on a train!

## PB22. ACTIVITY 10. Hide and play.

- Close your eyes. A pupil hides his/her book, e.g. under the chair, on the table, in the bag. Open your eyes and ask questions, e.g. Is your book under your chair? Is your book in your bag? The pupil answers No or Yes. When you guess correctly, the pupil holds up the book and says Here it is! Repeat. Make sure pupils use your in the question.
- Pupils play the game in pairs.

## AB22. ACTIVITY 8. Listen and circle 't' or 'd'.

- Stick the flashcards for table and doll on the board and write the letters t and d below each one, as in Activity 8.
- Point to the table and say Table: tuh or duh? Make the shape
  of the letter 't' in the air as you say tuh and the shape of the
  letter 'd' as you say duh. Elicit the response (tuh). Circle the
  letter t on the board below the flashcard of the table. Do the
  same with doll.

- Say Open your Activity Books at page 22, please. Say Listen and circle 't' or 'd'. Use the letter sounds (tuh and duh), not their names.
- Play the CD. Pupils circle a letter each time. Pupils check answers in pairs.
- Play the CD again. Check answers as a class.

Key: Pupils circle: 2 t, 3 d, 4 t, 5 t, 6 d, 7 t, 8 t

## CD 1, 49

- 1. toys
- table
- 3. doll
- 4. two 5. train
- 6. draw
- 7. ten
- 8. teacher

#### AB22. ACTIVITY 9. Listen and colour. [YLE]

• Revise prepositions by placing flashcards in, on and under objects in the class. Pupils need nine crayons: pink, brown, purple, yellow, green, red, blue, black, grey. Say Listen and colour. Remind pupils to make a dot the first time. Play the CD. Pupils listen and dot. Pupils check in pairs. Play the CD again. Check with the class by eliciting from pupils, e.g. Hold up the brown. Elicit The doll is brown. Ask Where's the doll? Elicit On the chair. Say Good. The doll on the chair is brown. Elicit from pupils which colour they didn't use (blue).

**Key:** Brown doll on chair, pink doll in toy box, green train in toy box, red car on table, yellow car under chair, purple ball in toy box, green ball under table, red train next to toy box, black bike, grey computer

## CD 1, 50

The doll on the chair is brown. The doll in the toy box is pink.

The train in the toy box is pink.

The train in the toy box is green.

The car on the table is red.

The car under the chair is yellow.

The ball in the toy box is purple.

The ball under the table is green.
The train next to the toy box is red.

The bike is black.

The computer is grey.

## Extra activities: see page TII2 (if time)

## Optional activity

 Watch the DVD clip 'Who's got the ball?' from The Playroom section of the Kid's Box Interactive DVD 1. Then play the game with your pupils. See pages 34–35 of the Teacher's Booklet for the Interactive DVD.

## **Ending the lesson**

 Repeat the chant from the beginning of the lesson. Say it a little faster each time (like a train) until pupils (and you!) can't go any faster. **CTIVES:** By the end of the lesson, pupils will have ed to a story and reviewed language from the unit.

#### **RGET LANGUAGE**

anguage: language from the unit :ional language: Here you are.
ion: language from the unit, Where's, prepositions

#### TERIALS REQUIRED

ishcards (35-40)

nal: Kid's Box Teacher's Resource Book I Unit 3 Extension heet 2 (page 22) and/or animated version of the Unit 3 from Kid's Box Interactive DVD I (Suzy's room section) ox I Language Portfolio pages 3 and 9

#### rmer

the mime chant from the first lesson of the unit to iew the vocabulary. Pupils call out the words. They copy ir actions and join in with the chant. Then pupils take it in ns to do the actions for the class to join in and copy. re's my (ball), my (ball), my (ball). re's my (ball). My favourite toy.

#### ĵУ

1. ACTIVITY 11. Listen to the story.

Open your Pupil's Books at page 23, please. Look at the ures. Elicit who they can see (Marie, Monty and Maskman). Id up your book to check pupils remember the sequence of pictures. Say Listen and look. Where's Maskman's car? Play CD. Pupils listen and look. Check (in the bag). y the CD again. Pupils listen and repeat. Encourage them say it with feeling.

## 理理

n the toy box, alive. and talk, e count of five. two, three, four, five.

1AN: Hello, Marie. What's that?

: It's my computer. It's my favourite toy.

1AN: Oh, ...

: What's your favourite toy, Maskman?

1AN: My car. It's blue and black. It's 'the Maskman Car'.

: Oh, that's nice. Where is it?

1AN: It's there, next to the toy box.

Y: No, it isn't next to the toy box, Maskman.

1AN: Oh, no! Where's my car?

Y: Is it in the toy box?

1AN: No, it isn't.

: Is it under the table?

1AN: No, it isn't under the table. Ooohh. Where's my car? I don't know, Maskman. Is it on the chair?

1AN: No, it isn't.

Y: Look, Maskman. It's OK. It's here, in the bag. 14N: Oh, thank you, Monty.

1AN: My Maskman Car.

PB23. ACTIVITY 12. Listen and say 'yes' or 'no'.

- Point to the first frame of the story. Say Marie's computer is red.
   Mime looking carefully at the picture and thinking, hold your thumb up and say Yes? Turn your thumb down and say No? Pupils hold their thumbs down and say No. Say That's right. Marie's computer isn't red. Marie's computer is ... Pupils respond (grey).
- Say Now listen, look at the pictures and think. Say 'yes' or 'no'. Play
  the first sentence on the CD. Pause for pupils to respond.
  Encourage them to use the thumbs up or down gesture as well
  as speaking. Repeat with the rest of the sentences, checking
  each answer as a class.

Key: 1 Yes, 2 No, 3 No, 4 No, 5 No, 6 Yes

## CD 1, 52

- I. Marie's favourite toy is her computer.
- 2. Maskman's car is green and red.
- 3. Maskman's car is in the toy box.
- 4. Maskman's car is on the chair.
- 5. Maskman's car is under the table.
- 6. Maskman's car is in the bag.

#### AB23. MY PICTURE DICTIONARY.

• Say Open your Activity Books at page 23, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Remind them to check with each other or with you before sticking them in their books. If appropriate, pupils trace around the word under the picture.

#### AB23. MY STAR CARD.

- Focus pupils on the activity in their books. Say Can you say these words? Use the flashcards to elicit the words in turn from the class. Pupils say them in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.
- Say Colour the stars. Demonstrate the activity on the board if necessary. Elicit a word. Say Good. Now colour the star. Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

## Extra activities: see page T112 (if time)

## **Optional activities**

 Unit 3 Extension worksheet 2 from Teacher's Resource Book 1 (pages 18 and 22).  The animated version of the Unit 3 story from Kid's Box Interactive DVD 1 (Suzy's room section). See pages 41–44 of the Teacher's Booklet for the Interactive DVD.

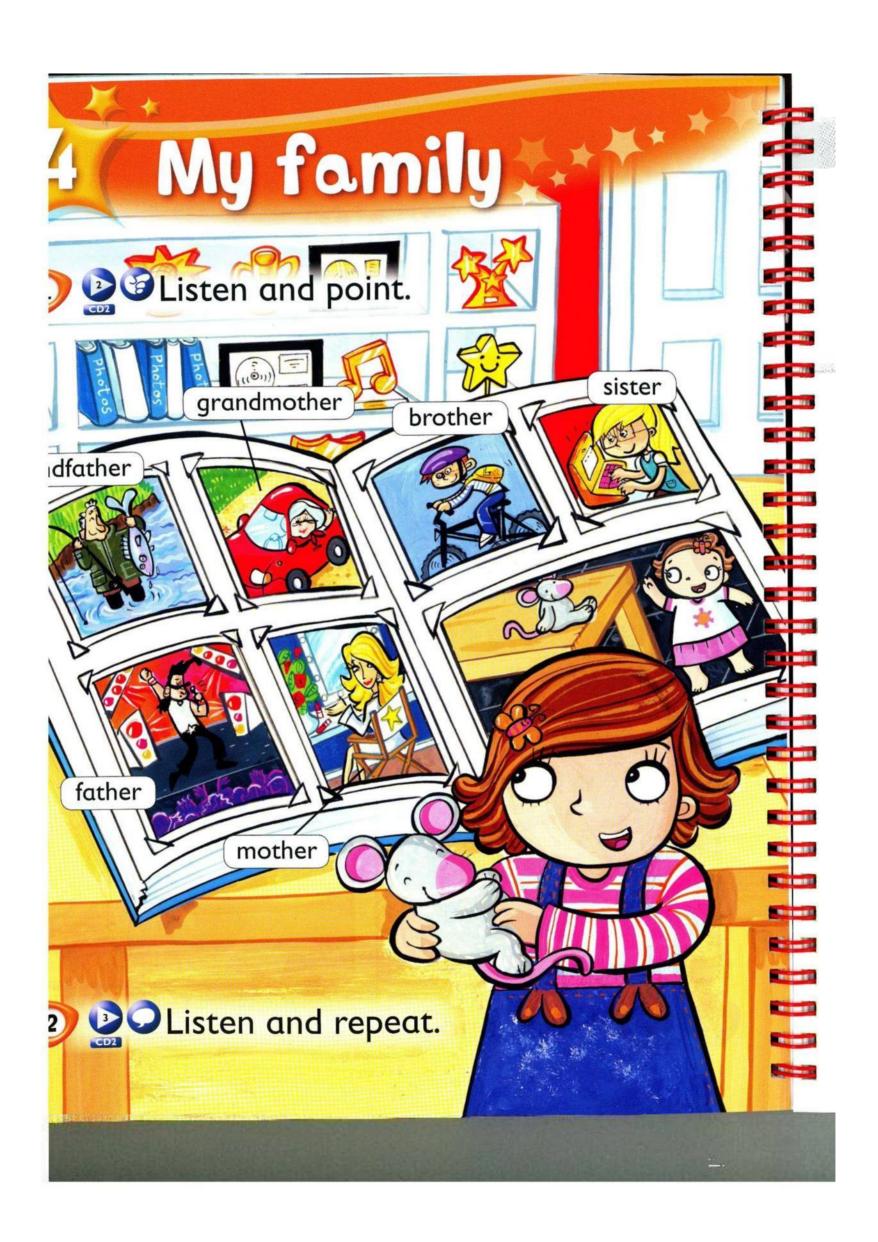
## Language Portfolio

 Pupils complete pages 3 and 9 of Kid's Box 1 Language Portfolio (I can Units 1–3 and About me).

## **Ending the lesson**

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.





**OBJECTIVES:** By the end of the lesson, pupils will have named and talked about members of a family.

#### • TARGET LANGUAGE

**Key language:** family, mother, father, brother, sister, grandmother, grandfather, Who's that?, next to

Additional language: man, woman, possessive 's, pop star Revision: toys, colours, prepositions, he/she, his/her

#### • MATERIALS REQUIRED

Family flashcards (1-5, 45-46)

Extra activity I: Prepare ten true and false sentences about Stella's family, e.g. Simon is her mother. Mr Star is her father. Kid's Box Teacher's Resource Book I Unit 4 Reinforcement worksheet I (page 25)

#### Warmer

- Stick the family flashcards on the board. Point and elicit, e.g. She's Stella. Focus on the correct use of He/She.
- Turn one flashcard to face the board. Elicit the names again, including the one the pupils can't see. Repeat, each time turning one more flashcard until all are facing the board.
   Pupils repeat from memory. Turn over each one again to check. Repeat.

#### **Presentation**

#### PB24. ACTIVITY 1. Listen and point.

- Say Open your Pupil's Books at page 24, please. Point to the picture. Say She's ... Pupils say Suzy.
- Say Look and point. Play the CD. Pupils listen and point to the family members. Ask Where's Monty? (on the table). Ask Where's the star? (on the shelf). Pupils say Here it is.

## CD 2, 02

suzy: This is my family. That's my father, Mr Star. He's a pop star. Now, this is a nice picture of my mother. She's on a white chair. Who's that woman in the car? That's my grandmother. My grandfather is next to my grandmother. He's funny. There's my brother, Simon. He's on a black bike. And that's my sister, Stella. She's seven. Oh! And who's that girl next to the table, Monty? That's me. And, oh, where are you? There you are, on the table.

## PB24. ACTIVITY 2. Listen and repeat.

 Say Listen and repeat. Play the CD. Pupils point to the pictures and repeat. Chorus the words softly, loudly and so on. Pupils continue in pairs, taking turns to point and say.

## CD 2, 03

Grandfather, grandmother, father, mother, brother, sister

## **Practice**

- Hold up each flashcard, elicit who it is and place it on the board. Make a family tree. When the tree is complete, point to Mrs Star and say Who's this? Point to Suzy and back to Mrs Star and say She's her ... Wait for pupils to say mother. Say Point to Suzy's mother in your books. Repeat.
- Check comprehension by saying, e.g. Simon is her mother. Pupils correct you by saying No. Simon is her brother. Repeat.

#### Pair work

- Introduce man/woman. Say Look at the pictures in your books.
   Who's the woman next to her grandfather? Pupils respond (her grandmother). Ask Who's the man next to her mother? Pupils respond (her father).
- In pairs, pupils take turns to ask the question Who's this? / Who's the woman next to ...? and answer, using the picture.

#### **AB24. ACTIVITY 1.** Who is it? Match and answer.

- Say Open your Activity Books at page 24, please. Say This is
   Maskman's family. Point to head I and then point to each body
   in turn and say Is it this one? When pupils agree on the answer,
   say Good. Yes. That's right. Who is it? Pupils respond, e.g. His
   mother. Don't teach possessive 's.
- In pairs, pupils match the others and write the numbers in the squares. They guess who it is. Check with the class and elicit the relationship, e.g. His father.

**Key:** 6 grandfather, 1 mother, 2 father, 5 grandmother, 3 brother, 4 sister

#### AB24. ACTIVITY 2. Listen and colour. [YLE]

- Pupils put these crayons on their desks: orange, pink, green, grey, yellow, red, purple.
- Say Look at Activity 2. Point to Stella. Point to her brother, etc.
- Say Listen and colour. Play the CD. The first time, pupils make a
  dot on the car in the correct colour. They check in pairs. Play
  the CD again. Check with the class by eliciting, e.g. Her father is
  in a red car. Elicit which colour they didn't use (purple).
- Pupils colour the cars.

**Key:** brother – orange car, sister – pink car, grandmother – green car, grandfather – grey car, mother – yellow car, father – red car

## CD 2, 04

STELLA: This is my family.

My father is in a red car.
My grandmother is in a green car.
My brother is in an orange car.
My grandfather is in a grey car.

## Extra activity: see page T112 (if time)

## **Optional activity**

• Unit 4 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 24 and 25).

## **Ending the lesson**

• Put the Stella flashcard on the board. Secretly take one of the family flashcards. Ask Who's this? Pupils take turns to guess, saying, e.g. Her grandfather. Repeat.

**CTIVES:** By the end of the lesson, pupils will ractised naming and talking about people in a

#### **GET LANGUAGE**

nguage: family, brother, sister, father, mother, ther, grandmother, Who's that?, box on: man, woman, colours, He's / She's

#### **TERIALS REQUIRED**

Flashcards (1–5, 45–46) re of your family (or a picture of a family) al: Kid's Box Teacher's Resource Book 1 Unit 4 cement worksheet 2 (page 26)

#### mer

e a family flashcard behind your back. Ask Who's this? Is take turns to guess, e.g. It's Simon. The pupil who ses correctly takes the flashcard. Repeat. Pupils with cards come to the front and stand holding the flashcards ont of them. Review other language by asking, e.g. i's the woman next to Mr Star? Pupils respond with the acter's name.

#### **ACTIVITY 3.** Listen and say the number.

Open your Pupil's Books at page 25, please. Ask, e.g. Who's cture 1? Pupils respond. Say Listen and say the number. the CD. Pause at each // mark. Pupils put up their hands. t the number from the class. Restart the CD. Pause at next // mark. Repeat as above.

the CD again. Pause the CD at each //. Pupils put up r hands. Invite a different pupil to say the number each

, 1, 6, 2, 5, 3

## 105

Vho's that woman, Stella?

- : That's my mother, Mrs Star. //
- : My sister Suzy's three. //
- 3 that your father next to Simon?
- : No. He's my grandfather. //

Vhere's your grandmother?

- : She's here, next to my sister, Suzy. //
- : This is my brother, Simon. He's six. //

Vho's that man?

.: My father. //

low old is he?

.: Ooohh! I don't know.

. ACTIVITY 4. Look, listen and say the words.

Listen and say the words. Put pupils into pairs. Play the mple. Pupils whisper the answer to each other. Elicit the wer from the whole class (mother). Play the CD. Pupils sper answers to each other. Play the CD again and check. mother, 6 grandfather, 1 sister, 3 father, 2 grandmother,

#### CD 2, 06

Look at number four. STELLA: She's my ... mother.
Look at number six. STELLA: He's my ... grandfather.
Look at number one. STELLA: She's my ... sister.
Look at number three. STELLA: He's my ... father.
Look at number two. STELLA: She's my ... grandmother.
Look at number five. STELLA: He's my ... brother.

#### **AB25.** ACTIVITY 3. Listen and draw coloured lines.

- Say Open your Activity Books at page 25, please. Pupils take
  out the following crayons: brown, grey, blue, purple, orange,
  red, black. Play the first instruction. Ask Which colour?
   Pupils respond Black. Hold up your book and mime joining
  grandfather to under the car. Play the CD. Pause after each
  instruction to give pupils time to think and draw. Pupils check
  in pairs.
- Play the CD again and check with the class. Elicit the colour they didn't use (red).

**Key:** 2 brown – grandmother in the car, 3 blue – mother next to the computer, 4 grey – father on the bike, 5 orange – sister under the table, 6 purple – brother in the box

#### CD 2, 07

- 1. Black. My grandfather is under the car.
- 2. Brown. My grandmother is in the car.
- 3. Blue. My mother is next to the computer.
- 4. Grey. My father is on a bike.
- 5. Orange. My sister is under the table.
- 6. Purple. My brother is in the box.

## Extra activities: see page TII2 (if time)

AB25. ACTIVITY 4. Draw your family.

- Show pupils the picture of your family. Point and say, e.g. She's my sister. She's my mother.
- Say Draw your family. Pupils draw their families. Monitor and ask about pupils' drawings, e.g. Who's this? Pupils respond, e.g. He's my father, Desmond.
- Pupils work in groups of three. Number pupils 1, 2 and 3.
   Say Is, show your picture to your friends. Talk about your family.
   Pupils ask and answer about their pictures. Repeat for 2s and 3s.

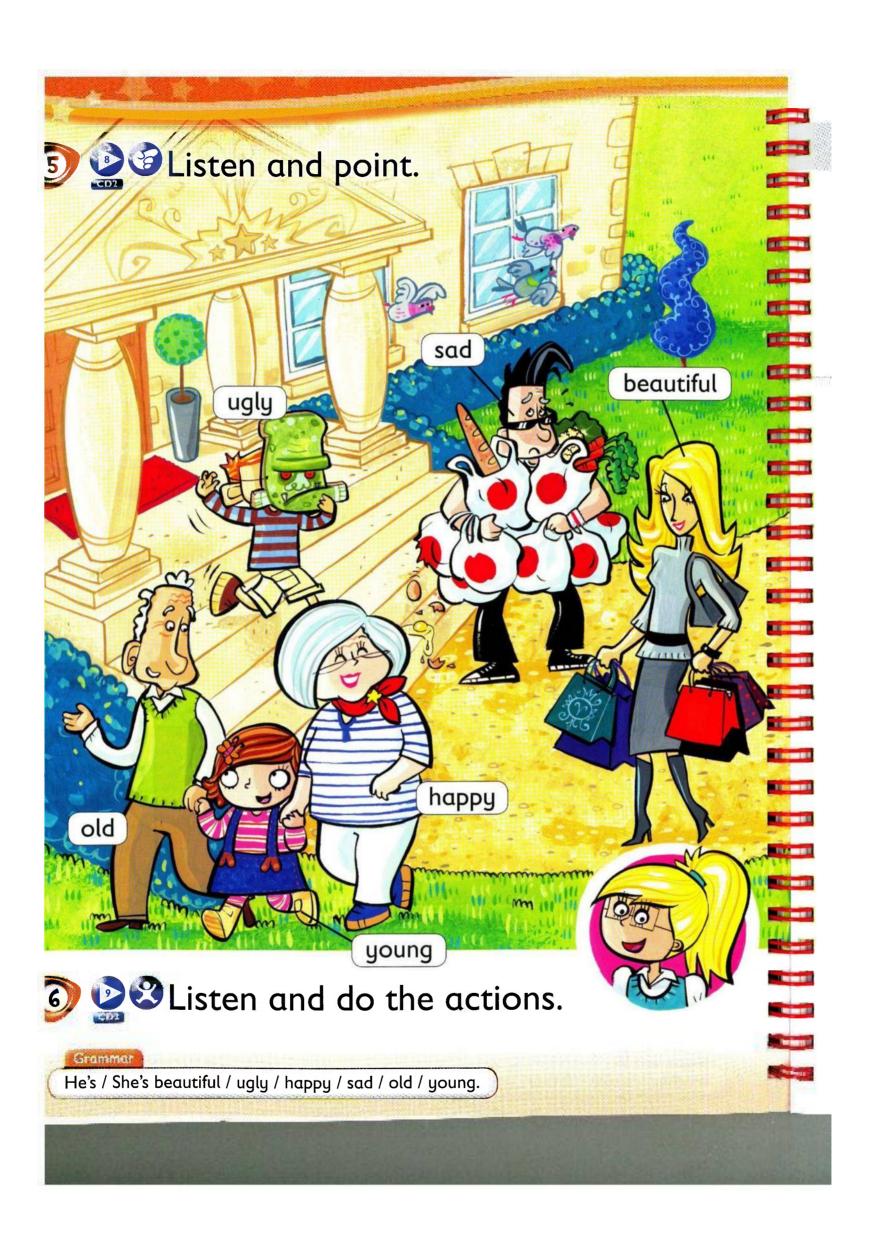
## **Optional activity**

 Unit Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 24 and 26). 

## **Ending the lesson**

 Put the family flashcards around the room. Place Stella on the board. Point and say This is Stella. Point and say This is her family. Say, e.g. Point to her mother. Point to her grandfather. Give instructions quickly, one after another.





**OBJECTIVES:** By the end of the lesson, pupils will have described people in a family, using adjectives.

#### • TARGET LANGUAGE

**Key language:** He's / She's beautiful / ugly / happy / sad / old / young.

Additional language: different Revision: family members, colours

#### MATERIALS REQUIRED

Family flashcards (I-5, 45-46)

Photocopiable 4 (see page T100), copied onto thin card, one for each pair, and one set made up for demonstration Optional: *Kid's Box Teacher's Resource Book 1* Unit 4 Extension worksheet 1 (page 27)

#### Warmer

 Make six groups. Each group stands together and holds one of the family flashcards in front of them. Do or teach the chant from Extra activity 2 in the previous lesson, with groups singing their own two lines. Change roles and repeat.

#### **Presentation**

- Pre-teach the adjectives old, young, ugly, beautiful, happy, sad, using mime:
  - Young: cradling a baby
  - Old: an elderly person walking with a stick
  - Happy: smiling widely
  - Sad: crying and rubbing eyes
  - Ugly: pulling an ugly face
  - Beautiful: looking in an imaginary mirror
- Mime each adjective as you say it. Pupils copy and repeat.
  A pupil comes to the front. Whisper an adjective, e.g. old.
- A pupil comes to the front. Whisper an adjective, e.g. old.
   The pupil mimes and the class guesses. Repeat.

## PB26. ACTIVITY 5. Listen and point.

- Say Open your Pupil's Books at page 26, please. Elicit who they can see. Play the CD. Pupils listen and point.
- Play the CD again. Pause for pupils to check with their partner. Check with the class, holding up your book and pointing to the person. Elicit the adjective, e.g. She's beautiful.

## CD 2, 08

STELLA: Look at my family. That's my mother. She's beautiful. My sister's young – she's three. Oh, dear! Look at that bag. My father's sad. Today my brother's ugly. My grandfather's old. He's next to my sister. My grandmother's happy.

## PB26. ACTIVITY 6. Listen and do the actions.

 Play the CD. Pupils listen and mime the actions. In groups, pupils take turns to mime and say the adjective.

## CD 2, 09

Old, young, ugly, beautiful, happy, sad, young, ugly, sad, old, beautiful, happy

## Photocopiable 4: see pages T95 and T100

AB26. ACTIVITY 5. Listen and colour the stars. [YLE]

Say Open your Activity Books at page 26, please. Pupils take out
the following crayons: red, black, green, purple, brown, pink,
yellow. Say Listen and colour. Play the first part of the CD.
Hold up a black crayon and mime colouring the star next to
the sister. Play the rest of the CD. Pupils make a coloured
dot in the star. They check in pairs. Play the CD again. Check
with the class. Pupils colour the stars correctly. Ask which
colour they didn't use (yellow).

**Key:** grandmother: red, grandfather: green, brother: purple, mother: brown, sister: black, father: pink

#### CD 2, 10

Black. That's my sister. She's a monster today. She's ugly.

Red. That's my grandmother. She's sad.

Pink. That's my father. He's happy.

Brown. That's my mother. She's beautiful.

Purple. That's my brother. He's young. Green. That's my grandfather. He's old.

## AB26. ACTIVITY 6. Circle and say.

- Say Look at number 1. Hold up your book. Point and elicit the adjective for each picture: ugly, beautiful, ugly, ugly. Say Who's different? Point to the beautiful woman. Say She's beautiful.
- Pupils work in pairs. They say the adjectives along the line, point to the different one and say, e.g. He's old. Check with the class. Ask, e.g. Number 4? Who's different?

**Key:** 2 1st picture: He's ugly. 3 3rd picture: He's sad. 4 3rd picture: She's young. 5 2nd picture: He's old. 6 4th picture: He's happy.

## Extra activity: see page T112 (if time)

## **Optional activity**

 Unit 4 Extension worksheet 1 from Teacher's Resource Book 1 (pages 24 and 27).

## **Ending the lesson**

Draw six circles on the board from top to bottom. Pupils copy them into their notebooks (or onto paper). Number them from 1 to 6. Say, e.g. 1. Draw a happy face. Pupils draw a happy face in the circle. Repeat for the other adjectives. Pupils check in pairs. Check with the class. Complete the faces on the board.

**JECTIVES:** By the end of the lesson, pupils will a described people in a family, using adjectives, and g a song.

#### **ARGET LANGUAGE**

language: We're + adjectives

**ision:** old, young, ugly, beautiful, happy, sad, mum, dad, He She isn't

#### **ATERIALS REQUIRED**

mpty faces (circles) for each pair of pupils, glue a activity 2: video or audio recording equipment ional: Kid's Box Teacher's Resource Book 1 Unit 4 Song ksheet (page 29)

#### armer

evise the adjectives using the game from Pupil's Book activity 6 in the previous lesson.

#### ng

#### 27. ACTIVITY 7. Sing the song.

ay Open your Pupil's Books at page 27, please. Who can you see? Vhat are they doing? Confirm it's the Star family singing. Say isten and point to the people you hear. Play the CD. lay the CD again in sections (see //). Pause after each section or pupils to repeat. The next time, play two sections for upils to repeat. Then play the CD again, this time for pupils o join in. Practise the song two or three times. upils stand up. Teach the actions. oung or old: arms as if rocking baby and then stooping as if olding walking stick lappy or sad: big smile and then frown rother and sisters: arms out to the sides

rother and sisters: arms out to the sides

Aum and Dad: arms pointing diagonally upwards

Ve are family: arms in a circle (as if hugging)

All brother, my sister and me: one arm to the side, then the ther, then a jump

He's my father: one arm pointing diagonally up

he's my mother: the other arm pointing diagonally up he's my sister: one arm to the side nd he's my brother: the other arm to the side ractise the song. Make three groups (Suzy, Stella and Simon). veryone sings the first part. Then each group sings their part nd mimes. Change group roles and repeat.

## **THE**

THREE CHILDREN: Young or old,

Happy or sad. Brother and sisters, Mum and Dad. //

Y: We are family.

My brother, my sister. My brother, my sister,

And me. //

**LA:** He's my father,

She's my mother, // She's my sister, And he's my brother, //

Y: We are family.

My brother, my sister. My brother, my sister,

And me. //

Simon: She's my mum,

He's my dad. // Beautiful, not ugly, Happy, not sad. //

suzy: We are family.

My brother, my sister. My brother, my sister,

And .... //
We are family.

My brother, my sister. My brother, my sister,

And me. //

#### CD 2, 12

Now sing the song again. (Karaoke version)

#### PB27. ACTIVITY 8. Listen and chant.

- Hit your desk gently with your hand three times and as you do so say 1, 2, 3. Gesture for pupils to copy and repeat. Hit your desk three times and then say *Happy!* and make a very happy face. Gesture for pupils to copy, but this time make a sad face. Elicit the response *Sad!*
- Say Listen to the chant. Play the CD. Pupils listen only.
- Play the CD again. Join in with the teacher's parts (T). Pause after each of the children's parts (CH) for pupils to repeat (the beating and the word).
- Play the whole chant again for the pupils to join in.
- Divide the class in two and practise the chant in parts.

## CD 2, 13

 T:
 1, 2, 3 ... small
 T:
 1, 2, 3 ... old

 Ch:
 1, 2, 3 ... big
 Ch:
 1, 2, 3 ... young

 T:
 1, 2, 3 ... brother
 T:
 1, 2, 3 ... happy

 Ch:
 1, 2, 3 ... sister
 Ch:
 1, 2, 3 ... sad

 T:
 1, 2, 3 ... beautiful
 T:
 1, 2, 3 ... mother

 Ch:
 1, 2, 3 ... sad
 T:
 1, 2, 3 ... mother

## **AB27. ACTIVITY 7.** Look and complete the words. **[YLE]**

- Say Open your Activity Books at page 27, please. Focus pupils on the example at the top of the page and on the picture of the woman. Say Look at the woman. Is she old? Is she sad? No, she's ... Elicit beautiful. Say beautiful several times, emphasising the initial sound /b/. Point to the letters in the frame on the right and show pupils that the letters have been reordered to make the word in the example.
- Pupils work individually to solve the rest of the anagrams.

Key: I old, 2 sad, 3 ugly, 4 happy, 5 young

## Extra activities: see page T112 (if time)

## Optional activity

 Hand out copies of the song worksheet from Teacher's Resource Book I (pages 24 and 29). Pupils make the mask and use it when they sing the song.

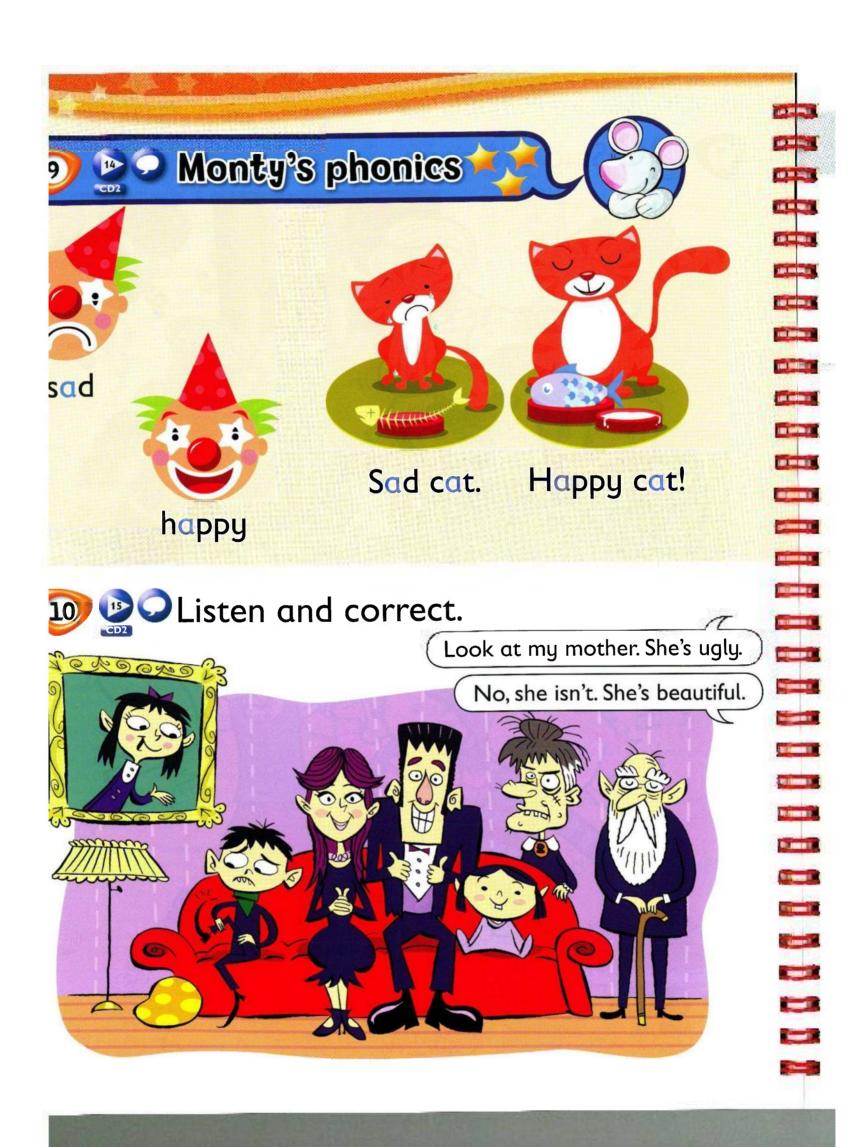
## **Ending the lesson**

- Hand out 12 empty faces to pairs of pupils. Each pupil draws different expressions, features, etc. on six of the blank faces to show the adjectives (old, young, ugly, beautiful, happy, sad).
- Make groups of four. Pupils put the faces face down on the
  desks and play a matching game. They take turns to turn over
  two faces and say what they are, e.g. She's ugly. He's old. If the
  adjectives match, they take the pair. If not, they turn them
  face down again. The pupil with the most pairs wins.









**OBJECTIVES:** By the end of the lesson, pupils will have practised the sound /æ/ and completed a listening activity.

#### • TARGET LANGUAGE

Key language: the phoneme /æ/ as in sad, happy, cat Additional language: isn't

**Revision:** family members, numbers 1-6, adjectives, prepositions

#### MATERIALS REQUIRED

Selection of ten colour, school and toy flashcards to include bag, black, cat, happy, sad

Extra activity 2: a bag and five small known objects, e.g. pencil, small book, small ball, ruler, eraser

## Warmer

• Show each of the ten flashcards to pupils. Elicit the word and stick the flashcard on the board. Put the flashcards with the sound /æ/ in one group: bag, black, cat, happy, sad. Say Today's sound is ... Pupils complete by saying a (the sound, not the letter name).

#### PB28. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 28, please. Point to the pictures of the clown and say Sad, Happy, emphasising the /æ/ sound in both words. Pupils practise saying the words.
- Point to the first picture of the cat and say Look! A sad cat. Sad cat. Emphasise the  $\frac{1}{2}$  sound in the words. Do the same with the second picture and Happy cat! Say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying Sad cat. Happy cat! as a tongue twister.

## CD 2, 14

MONTY: Hi, I'm Monty! Repeat after me!

/æ/ /æ/ sad

/æ/ /æ/ happy

Sad cat. Happy cat. Sad cat. Happy cat.

Sad cat. Happy cat!

## **PB28. ACTIVITY 10.** Listen and correct.

- Hold up your Pupil's Book, point to the old man and say Look at grandfather. He's young. Pupils correct you, e.g. No, he isn't. He's old. Repeat with another adjective and She. Make sure pupils use isn't in the correction.
- Say Look at Activity 10. Listen. Play the first line. Pupils put their hands up to correct: No, she isn't. She's beautiful. Play the rest of the CD. Pupils point and whisper the correction to their
- Play the CD again. Pause after each pair of sentences. Pupils put up their hands. Elicit each answer from a different pupil.
- Pupils play the game in pairs. One points to a picture and says, e.g. She's old. The other says, e.g. No, she isn't. She's young.

**Key:** Grandfather – No, he isn't. He's old. Father – No he isn't. He's happy. Sister - No, she isn't. She's young. Brother - No, he isn't. He's sad. Grandmother - No, she isn't. She's ugly.

#### CD 2, 15

Look at my mother. She's ugly. Look at my grandfather. He's young.

Look at my father. He's sad.

Look at my sister. She's old.

Look at my brother. He's happy. Look at my grandmother. She's beautiful.

#### **AB28. ACTIVITY 8.** Listen and circle the 'a' in the words.

- Stick the ten flashcards from the warmer on the board. Point to each one and elicit the word. Circle the ones with the sound /æ/.
- Say Open your Activity Books at page 28, please. Point to the first picture and play the first word on the CD. Gesture to show that pupils have to circle the 'a' in the word below the picture. Say Listen and circle the 'a' in the words.
- Pupils listen and complete the activity individually. Then they compare answers in pairs. Check as a class. Write the words on the board and call different pupils to the board to circle the letter 'a' in each one.

## CD 2, 16

- I. cat
- 2. sad 3. bag
- 4. happy
- 5. family
- 6. black

#### AB28. ACTIVITY 9. Listen and write the number. [YLE]

- Review the prepositions by placing an eraser on, under, in and next to the desk and eliciting where it is.
- Focus pupils on the pictures. Tell them to use a pencil. Play the first section of the CD. Elicit the picture. Play the rest of the CD. Pupils listen and write. They check in pairs. Play the CD again. Pause after each one and elicit the answer from a different pupil.

**Key:** 5, 6, 2, 4, 1, 3

## CD 2, 17

- I. My grandfather's in the car.
- 2. My father's under the car.
- 3. My grandmother's next to the table.
- 4. My mother's on the bike.
- 5. My sister's under the box.
- 6. My brother's on the chair.

## Extra activities: see page T112 (if time)

## **Ending the lesson**

• Hand out a selection of flashcards, including black, bag, cat, happy and sad, so that each pupil has a card. Choose pupils at random and ask them to say their word. Call out one or two instructions for the pupils whose word has the sound /a/, e.g. /a/ words: stand up! /a/ words: open your books! Check that the correct pupils are doing the actions, by asking them to hold up their flashcards. Collect the cards and redistribute them around the class. Repeat with different instructions. When pupils are familiar with the game, a volunteer can lead it by giving the instructions.

JECTIVES: By the end of the lesson, pupils will e listened to a story and reviewed language from unit

#### **ARGET LANGUAGE**

r language: language from the unit ditional language: mice, Is this ...? ision: mum, dad

#### **IATERIALS REQUIRED**

racter flashcards (6–8)
'a activity 1: The dice and boards from Photocopiable 4
page T100) or make them now.
'a activity 2: character flashcards (1–5, 45–46), plus
ction of other flashcards, maximum of 12
ional: Kid's Box Teacher's Resource Book 1 Unit 4 Extension
ksheet 2 (page 28) and/or animated version of the story
'n Kid's Box Interactive DVD 1 (Suzy's room section)

#### armer

Display the flashcards of Monty, Maskman and Marie. Elicit he names. Do a quick survey to find out what pupils think bout the toys. Ask, e.g. Is Monty young/old? Is Marie beautiful/gly? Is Maskman happy/sad? Pupils put their hands up each ime. Elicit the results, e.g. Marie is beautiful.

#### ory

#### 29. ACTIVITY II. Listen to the story.

ay Open your Pupil's Books at page 29, please. Say Listen and rok at the pictures. Who are Ben and Babs? Play the CD. upils look and listen. They check in pairs. Check with the lass (Marie's dad and mum / father and mother). Check nderstanding of mum and dad.

lay the CD again. Pause after each picture for pupils to epeat. Check comprehension by holding up your book, ointing and asking, e.g. Who's this? (Maskman). Who's this? Maskgirl). Is it his brother? (His sister). Is she old? (Young). Is darie Monty's sister? (No).

## 7410

s in the toy box,
ne alive.
k and talk,
the count of five.
two, three, four, five.
KMAN: Look at this!
IE: What is it?
KMAN: It's a picture of my family.

ITY: Who's this?

KMAN: She's my sister, Maskgirl.

ITY: And is this your young brother?

KMAN: Yes, that's Maskboy.

ITY: Wow!

IE: And look, here's my family.
ITY: Wow! She's beautiful. Is she your mother?
IE: Yes, she is. She's my mum, Babs.
ITY: And is this your father?
IE: Yes, that's Ben, my dad.

**MONTY:** Are you my brother, Maskman? **MASKMAN:** No, I'm not. **MONTY:** Are you my sister, Marie?

MARIE: No, I'm not.

MONTY: Where's my family?

MARIE: Look, Monty. Here's your family. It's the mouse family.

MONTY: Oohh! Look, my mum and dad. Marvin Mouse and Maxi Mouse.

**MASKMAN:** Are you happy now, Monty? **MONTY:** Yes, I am.

#### **PB29. ACTIVITY 12.** Listen and say the number.

 Say Now listen and say the number. Play the CD. Pause after each section to give pupils time to think and to check with each other before asking for the answer from the class.

**Key:** 4, 1, 5, 2, 6, 3

## CD 2, 19

Story as above, but in the order of the key.

#### AB29. MY PICTURE DICTIONARY.

• Say Open your Activity Books at page 29, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check. If appropriate, pupils trace around the words under the pictures.

#### AB29. MY STAR CARD.

- Focus pupils on the activity in their books. Say Can you say these words? Use the character flashcards to elicit the words in turn. Pupils say them in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.

 Elicit a word. Say Good. Now colour the star. Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

## Extra activities: see page T113 (if time)

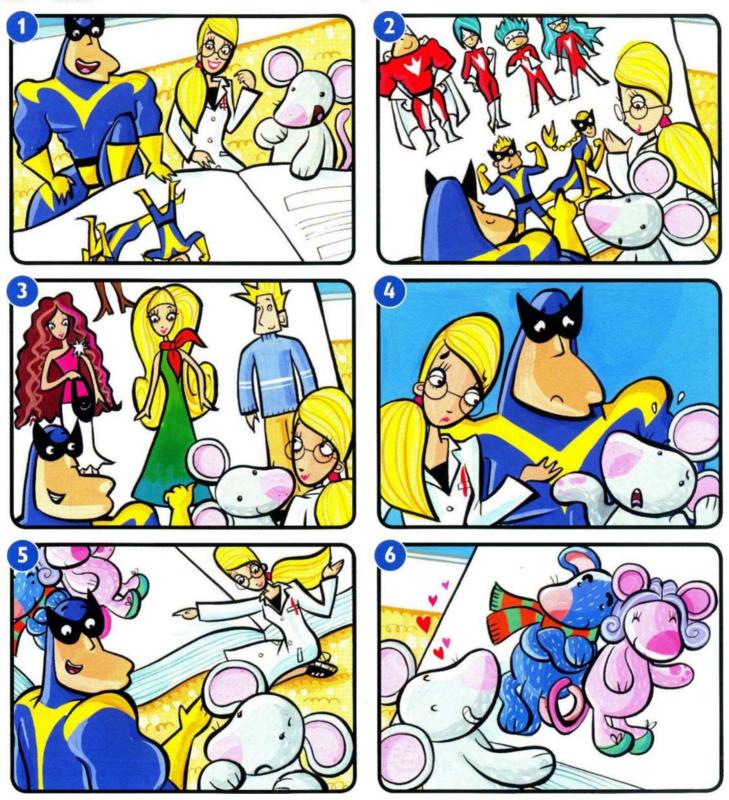
## **Optional activities**

- Unit 4 Extension worksheet 2 from Teacher's Resource Book 1 (pages 24 and 28).
- The animated version of the story from Kid's Box Interactive DVD I (Suzy's room section). See pages 41–44 of the Teacher's Booklet for the Interactive DVD.

## Ending the lesson

 Ask pupils which chant/song they like from the unit. Sing it together to end the unit.

# Listen to the story.







**OBJECTIVES:** By the end of the lesson, pupils will have had more practice talking about colours and will write about mixing two colours together.

## • TARGET LANGUAGE

**Key language:** Red and yellow is ...? Orange. What's red and blue? Purple.

Additional language: mixing colours

**Revision:** colours: blue, red, yellow, green, orange, purple, pink, white, black, brown, grey

## • MATERIALS REQUIRED

Colour flashcards (20-26)

Paints (blue, red, white, green), paper and paintbrushes Colouring pencils/crayons

#### Warmer

• Review colours using the flashcards. Show a flashcard and ask What colour is it? Pupils respond, e.g. It's green.

## **Presentation**

- Say Open your Pupil's Books at page 30, please. Point to the
  picture of Marie and elicit her name. Remind pupils that
  Marie's pages are about different subjects. Say This is Marie's
  art. Say Today's lesson is about art.
- Stick two colour flashcards on the board and draw a + sign between them. Point and ask, e.g. Blue and yellow is ...? Point to the space at the end and say What colour is it? Pupils put up their hands when they have the answer. Stick the correct colour flashcard in the space.

## PB30. ACTIVITY 1. Listen and say.

- Hold up your book. Point to the three colours at the top
  of the palette and elicit the names. Do the first one as an
  example, pointing to the red and yellow, and then the orange.
- Say Listen and say. Play the CD, pausing for pupils to respond.

Key: orange, green, grey

## CD 2, 20

Red and yellow is ...! Yellow and blue is ...! Black and white is ...!

## PB30. ACTIVITY 2. Look and guess. Do.

- Hold up your book and point to the pots of paint. Elicit the
  colours. Say Look and guess. Give the pupils time to think
  for each one. Pupils work individually and then check their
  answers in pairs. Call volunteers to the front to ask the class,
  e.g. What is blue and red? What is white and red? Pupils put up
  their hands when they have the answer.
- Choose pupils to come to the front to mix the colours from the activity with real paintbrushes and paint on a piece of paper. Hold up the paper with the new colour. The whole class chorus each question and answer.

**Key:** I Blue and red is purple. 2 Red and white is pink. 3 Green and red is brown.

## AB30. ACTIVITY 1. Read and colour. Write.

- Say Open your Activity Books at page 30, please. Point to and read the example. Hold up a black crayon and a white crayon. Say Black and White as you hold them up. Then hold up a grey crayon and say Grey.
- Say Now read and colour. Don't write. Pupils work individually to choose and colour the paint pots only. Pupils compare their colours in pairs. Monitor and check answers.
- Hold up your book and point to the word boxes. Say Write. Pupils can count the letters in the words and match the word shapes to the corresponding boxes to help. Check answers. Say, e.g. Red and white is ...?

Key: 2 pink, 3 green, 4 orange, 5 purple

## Extra activity: see page T113 (if time)

#### **Ending the lesson**

• Stick two colour flashcards (which make a new colour together) on the board. Say, e.g. What's blue and red? Pupils answer in chorus Purple. Get pupils to come and ask the question, as you stick different colour flashcards on the board. Pupils answer in chorus. Repeat to practise all the colour combinations in the lesson.

**IECTIVES:** By the end of the lesson, pupils will slistened to a story and practised making an apology, expliment and an offer.

#### **ARGET LANGUAGE**

language: Here you are. I'm sorry. That's OK. litional language: Wow! Your picture is beautiful. Let's ub!

ision: Thanks, classroom objects

#### **ATERIALS REQUIRED**

es of paper with one of the following phrases on: Ouch! orry. My pencil! Here you are. Your picture is beautiful. Your re is beautiful, too. There should be enough for each pupil ave one — and for them to be able to find a partner with a esponding phrase.

#### armer

Vrite the following lines from the CD script on the board :hey are not in the right order):

hat's OK.

luch!

m sorry!

upils suggest the correct order. Talk briefly about when it is good idea to say sorry.

#### 31. ACTIVITY 3. Listen to the story.

ay Open your Pupil's Books at page 31, please. Remind pupils f the meaning of values and ask them to identify the values hey see in the pictures. Ask Where's Sam? Pupils point to am. Point to the girl and say This is Kim. Write the name on he board. Teach beautiful using picture 3 or a picture you ave in the classroom. Say Listen to the story. Play the CD.

## 2,21

ı: Hello, Kim.

: Hello, Sam ... Wooah! Ouch!

ı: I'm sorry, Kim.

: That's OK.

: Oh no! My pencil!

ı: Here you are.

: Thanks, Sam.

: Wow! Your picture is beautiful.

1: Thank you. Your picture is beautiful, too.

: Thanks, Sam.

#### **Values**

• Talk to the class about the values in the story: when you hurt someone, you should say *l'm sorry*; it's nice to help people and it's good to compliment other people for their work (and to say *Thank you* when someone gives you a compliment). Use English as much as possible.

**PB31. ACTIVITY 4.** Listen and say the number. Act it out.

 Say Listen and say the number. Play the CD. Pause after each picture. Give pupils time to think and to check with each other before asking for the answer from the class.

Key: 2, 1, 3

## CD 2, 22

Story as above, but in the order of the key.

• Say Act out the story. Demonstrate the activity. Two pupils come to the front. Let each pupil choose a character (Sam or Kim). Play the CD and help them act out the story. Repeat with another pair. Divide the class into two groups. Point to one group and say Sam and the other and say Kim. Play the CD. Pupils act and join in with their character's lines. Repeat, so pupils play both roles.

**AB31. ACTIVITY 2.** Draw and complete the pictures.

• Say Open your Activity Books at page 31, please. Elicit the classroom objects pupils can see (box, pencil, paint). Say Draw and complete the pictures. Pupils compare books to check.

**Key:** Pupils draw: I a pencil, 2 a box, 3 some spilt paint They complete the faces in the three pictures.

## Extra activity: see page T113 (if time)

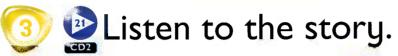
## **Ending the lesson**

 Give each pupil a piece of paper with a phrase on from the lesson, e.g. My pencil! Pupils move around the classroom, reading their phrase aloud, until they find another pupil with a phrase which could make a conversation, e.g. Here you are. When they have found a partner they practise their dialogue together.



# Trevor's values











Listen and say the number. Act it out.

Principles

Here you are. Thanks. I'm sorry. That's OK.



**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units I-4.

#### • TARGET LANGUAGE

**Revision:** family, school, toy vocabulary, numbers, colours, prepositions

#### • MATERIALS REQUIRED

Flashcards from Units 1-4

Extra activity 1: one of the photocopiables from Units 1-4

## Warmer

 Select any 12 flashcards from Units 1-4. Hand them out to different pupils in the classroom. Point to a flashcard in turn. The other pupils say what it is. The pupil comes to the front, holds up the flashcard, says what it is again and hands it to you.

## **PB32. ACTIVITY 1.** Listen and say the number.

 Say Open your Pupil's Books at page 32, please. Play the first one as an example. Pupils check in pairs. Play the rest of the CD. Pupils listen, point and whisper the number to their partner each time. Play the CD again. Pause after each number and elicit the answer.

**Key:** 6, 4, 1, 10, 9, 3, 7, 8, 5, 2

#### CD 2, 23

My brother's eight.
The car's in the bag.
Five pink pens.
My sister's sad.
My doll's on the chair.
The ball's under the table.
My father's on the bike.
My grandfather's next to the train.
Two black erasers.
My grandmother's happy.

## PB32. ACTIVITY 2. Say and guess.

- Point to the pictures in Activity I and say Listen. Which picture? They're black. Pupils respond by saying the number (Number five) and holding up five fingers.
- Pupils work in pairs to ask and answer in the same way. They
  make different sentences about the pictures if they can, or
  use the ones from the listening activity at the start of the
  lesson. Monitor and make sure they are making complete
  sentences.

## AB32. ACTIVITY 1. Listen and join the dots.

- Do a quick clapping game to review numbers. Say One, clap once, say Two, clap twice, etc. Say Open your Activity Books at page 32, please. Pupils take a pencil. Say Put your pencil on number 1. Play the CD. Pupils listen and join the dots. They check in pairs. Play the CD again. Check with the class. Elicit what it is (a book).
- Pupils colour the picture.

#### CD 2, 24

1-4-3-9-1-7-8-2-5-6-10-3

#### AB32. ACTIVITY 2. Look and draw.

- Focus pupils on the rows of pictures. Point to the first row and elicit the names of the items in order (bike train car bike train car). Say Bike train what? and elicit the next word car. Say Look and draw. Use a pencil.
- Pupils work in pairs to look at the rows of pictures and work out what comes next. Then they each draw the item in the box at the end of the row. Monitor and check pupils know what they have to do.
- Check answers as a class by asking volunteers to read out the words and give the answer.

Key: Pupils draw: 2 a pencil, 3 a sad face, 4 a girl

## Extra activities: see page TII3 (if time)

#### **Ending the lesson**

 Make two teams. Pupils close their books. In turn, team members say a sentence about the pictures in Activity I.
 Award points for correct sentences. The team with the most points wins. ECTIVES: By the end of the lesson, pupils will reviewed language from Units 1–4.

#### **ARGET LANGUAGE**

**sion:** family, school and toy vocabulary, numbers, ars, prepositions

#### **ATERIALS REQUIRED**

ly flashcards (I-5, 45-46)
her template (see page xiii), one for each pupil, scissors, thin card, one made up for demonstration onal: Evaluation I (page TI22), Practice Test I from Box Teacher's Resource Book I (pages 98-103), Kid's Box active DVD I: Stella's room Quiz I

#### ırmer

It the family flashcards face down on the desk and ask a spil to pick three. Hold up the three for everyone to see, ick them face down on the board. Slowly mix them up. spils have to try and follow where they are. Stop and take stee on who is where. Turn cards over to check. Repeat.

3. ACTIVITY 3. Listen and colour. Make a spinner. now the pupils your spinner and demonstrate how it works. y It's a spinner. Let's make one together. Look. Hand out the notocopies to pupils. They colour their spinners. ake sure pupils all have coloured pencils/crayons that clude yellow, red, green, orange, purple and blue. Say Listen. ake a dot for each colour. Gesture that you want pupils just make a dot on each numbered section of the spinner with e correct colour. Play the CD. Pupils make dots. Give them ne to colour in the spinner.

and out the scissors and glue. Pupils stick their spinners I thin card and then cut them out. (Alternatively, you can ake the photocopies directly onto thin card.) Say Look. Emonstrate the next step of the activity. Make a hole in the ntre of the spinner and push a sharp pencil through the Ide. Go round the class and make the hole in the spinners of the pupils. They push the pencil through themselves. Ipils put their rubbish in the bins and put their glue and issors back in the craft box.

pils quickly try their spinners. In pairs, they take turns to in their spinners and say the number. Say *Put your spinners your desks*.

## 2, 25

ur number 1 yellow. ur number 2 red. ur number 3 green. ur number 4 orange. ur number 5 purple. ur number 6 blue.

## 3. ACTIVITY 4. Play the game.

t the family flashcards on the board and number them in the activity. Demonstrate the game, A pupil spins air spinner. He/She says the number it lands on and the rresponding character on the game board, e.g. Five, andpa Star. Put a tick next to the character.

y Now you play the game. Pupils work in pairs, using the me boards in their books. If you do not wish them to write

in their Pupil's Books, they can write numbers I-6 in their notebooks and tick a number each time they spin it. The first to tick them all is the winner. Repeat.

Pupils keep their spinners for a later class.

#### **AB33. ACTIVITY 3.** Count and write the number.

- Say Open your Activity Books at page 33, please. Look at the small pictures. Hold up your book and point to the pictures of the book, pen, doll, train, bike and chair at the bottom of the activity and elicit the words.
- Focus pupils on the large picture with the items jumbled together. Point to the small picture of the book and say Look. How many books in the picture? Point to the books in the large picture and count them aloud: 1, 2, 3, 4, 5, 6. Say Six books. Write number 6 in the box. Point to the example answer.
- Pupils count and write the number of each item.
- Check with the class by asking, e.g. How many pens?

**Key:** pens -10, dolls -4, trains -2, bikes -3, chairs -5

## AB33. ACTIVITY 4. Say, look and answer.

- Point to the grid in Activity 4 and show pupils how it works. Read the example slowly (*Two*, pencil) and point to the number 2 at the top of the grid and the pencil at the side of the grid. Follow with your fingers to where this column and row meet (at the picture of the ugly monster). Read the example sentence: He's ugly! Make two or three more example sentences, e.g. Five, book. He's happy! One, eraser. She's beautiful! Once pupils have got the idea, say some numbers and items and elicit the sentences (e.g. *Three*, book pupils respond He's young).
- Pupils play the game in pairs. Pupil A says a number and item
  reference from the grid and Pupil B makes a sentence. They
  can score points for correct sentences. Monitor and make
  sure pupils are saying complete sentences. Set a time limit
  (e.g. two minutes) and then ask pupils to swap roles. Find out
  which pupil won in each pair and ask volunteers for some
  examples of the sentences they made.

## Extra activities: see page TII3 (if time)

## **Optional evaluations:**

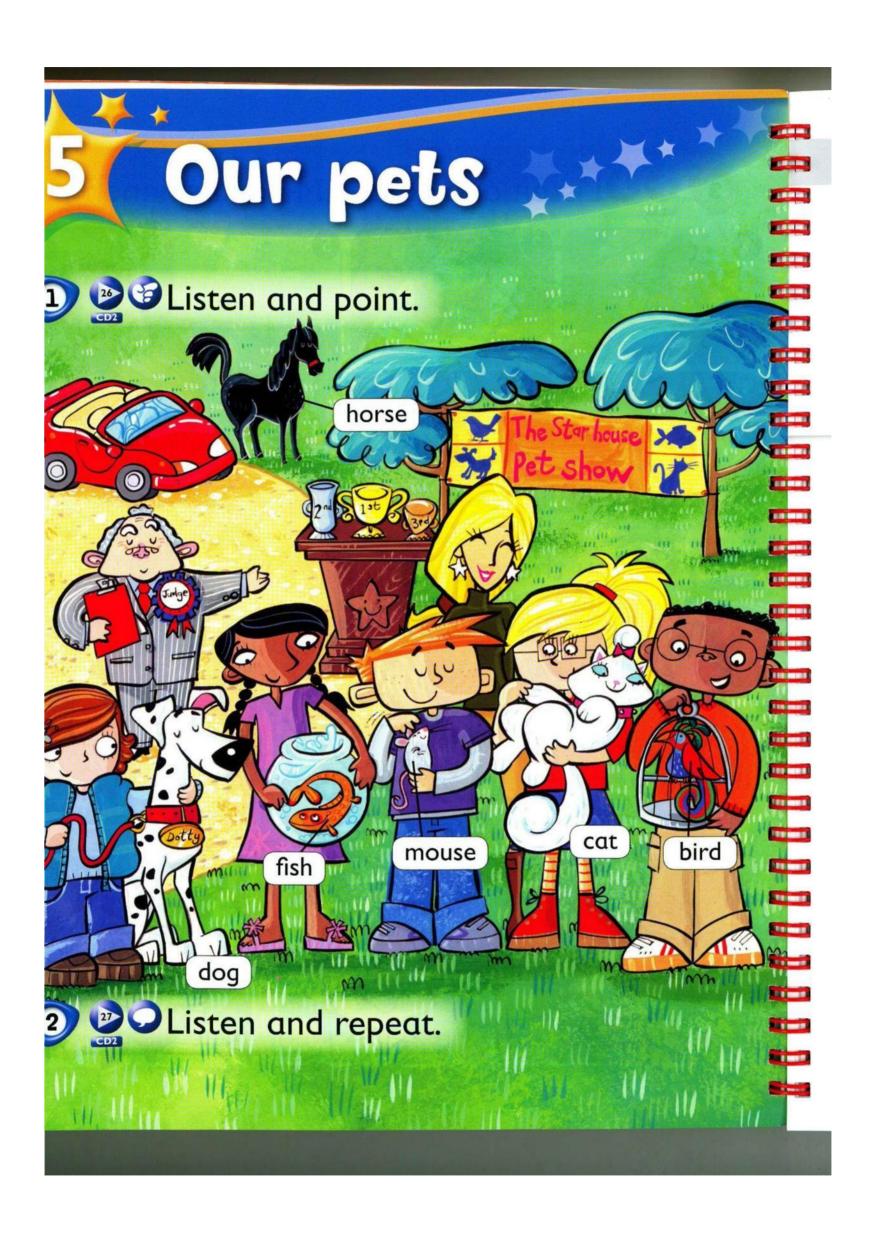
You may wish to carry out one or all of the following evaluations when your pupils have completed the Review section:

- Evaluation I (page TI22) see page xi of the Teacher's Book Introduction for instructions and teacher's script.
- Practice Test I from Kid's Box Teacher's Resource Book I (pages 98–103). For test key and tapescript see pages 138–139 of the Teacher's Resource Book.
- Quiz I from Kid's Box Interactive DVD I (Stella's room section).
   This quiz can be done as a whole-class activity or as a team competition. See pages 39–40 of the Teacher's Booklet for the Interactive DVD.

## **Ending the lesson**

- Pupils work in threes. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit I. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 2 and take turns to say the words. They choose which to cover for Units 3 and 4 (words or pictures).
- Talk about the units with the pupils, using L1 if necessary.
   Ask them which lessons, topics and/or activities are their favourites.





**OBJECTIVES:** By the end of the lesson, pupils will have named different pets.

#### • TARGET LANGUAGE

**Key language:** cat, dog, fish, horse, mouse, bird, (colour) and (colour)

Additional language: lovely, our

**Revision:** What's your favourite ...? Where's ...?, colours, adjectives

#### • MATERIALS REQUIRED

Colour and pet flashcards (20–26, 41–44, 47–52), pet names written on large pieces of card or pet word cards from *Kid's Box Teacher's Resource Book 1* 

Extra activity I: CD of lively music

Extra activity 2: two rulers

Optional: Kid's Box Teacher's Resource Book / Unit 5

Reinforcement worksheet I (page 3I)

#### Warmer

 Display the colour flashcards. Say, e.g. Where's grey? Pupils point and say Here! Repeat for other colours.

#### **Presentation**

• Teach or elicit the pets, using the flashcards. Show each flashcard in turn and elicit or say the word. Pupils repeat. Put the flashcards in a group on the board. Make a circling motion with your hands. Say They're our pets. A dog's a pet. A cat's a pet, etc. Elicit in LI which animal is a different kind of pet (horse – it lives outside).

## PB34. ACTIVITY 1. Listen and point.

- Say Open your Pupil's Books at page 34, please. Say Where's the star? Check by pointing to the star (on the stand under the prizes). Pupils say Here it is.
- Say Listen and point. Play the CD. Pupils point. Play the CD again. Pause after each animal. Pupils point to the animal.
- Ask, e.g. What colour's the cat? What's this? (point to the dog).

## CD 2, 26

**PET SHOW JUDGE:** Hello, children. It's a lovely day for the pet show. Are they your pets?

CHILDREN: Yes

SUZY: This is my pet. It's a black and white dog.

MEERA: This is my favourite fish. It's orange. What's your

favourite pet, Simon? simon: My mouse. It's grey.

MEERA: Oh! That's, er, nice.

**STELLA:** Look at my cat. It's white. What's your pet, Lenny? **LENNY:** It's a beautiful bird. It's red, blue and green. Where's your pet, Mrs Star?

MRS STAR: It's there, next to my car. That's my black horse.

## **PB34. ACTIVITY 2.** Listen and repeat.

 Say Listen and repeat. Play the CD. Pause after each animal so pupils can repeat. Make six groups. Hand each group a pet flashcard. Play the CD. Groups stand up and repeat for their animal.

## CD 2, 27

Horse, dog, fish, mouse, cat, bird

AB34. ACTIVITY 1. Listen and circle the tick or cross. [YLE]

- Put the horse flashcard on the board. Write a tick and a cross next to it. Point to the fish. Say It's a horse. Nod and circle the tick.
- Say Open your Activity Books at page 34, please. Listen and circle the tick or the cross. Play the CD. Pupils listen and circle. They check in pairs. Check with the class.
- In pairs, pupils take turns to play the game.

**Key:** 2 X, 3 √, 4 X, 5 X, 6 ✓

#### CD 2, 28

What's this?
It's a horse.

It's a mouse.

S.
What's this?
What's this?
It's a dog.

It's a cat.

What's this?
What's this?

What's this?
What's this?

## **Practice**

It's a fish.

 Put the pet flashcards on one side of the board and write the names on the other so that they don't match. Point to, e.g. the horse. Say, e.g. It's a mouse. Say Who can help me? A pupil comes and draws a line from the picture to the word. Repeat.

It's a bird.

Hand the flashcards to six pupils. Point to the words in turn.
 Pupils chorus the name. The pupil with the right picture puts it next to the word.

## **AB34.** ACTIVITY **2.** Look and write the words.

 Hold up your book, point to the mouse's ear and say What pet's this? Don't focus on the body part. Pupils respond It's a mouse. Say Write the word here and show them the example. Pupils work individually and write in pencil.

Key: 2 a horse, 3 a dog, 4 a cat, 5 a bird, 6 a fish

## Extra activity: see page T113 (if time)

## **Optional activity**

• Unit 5 Reinforcement worksheet I from Teacher's Resource Book I (pages 30 and 31).

## **Ending the lesson**

Hold the pet flashcards so pupils can't see. Look at one.
 Pupils ask questions to guess what it is, e.g. Is it a horse?
 Repeat.

ECTIVES: By the end of the lesson, pupils will talked about pets.

#### **ARGET LANGUAGE**

language: bird, cat, dog, fish, horse, mouse, They're ...,

itional language: too, show, house, my, friend sion: colours, adjectives, mice, here, pet

### ATERIALS REQUIRED

lashcards (47-52)

ocopiable 5 (see page TI01), copied onto thin card, one for each pair of pupils, cut into two before the lesson a activity: a wordsnake on poster paper written for all pupils to see: horsedollpencatballdogeraserbook sebikefishchairbird

onal: Kid's Box Teacher's Resource Book 1 Unit 5 forcement worksheet 2 (pages 30 and 32)

#### ırmer

evise the pets, using the flashcards. Hide one behind paper nd very slowly reveal the picture from one corner. Pupils 1ess. Repeat with the other flashcards. Ask questions, e.g. Is e dog young? Is the horse beautiful? to review adjectives.

#### esentation

old up one finger. Say, e.g. One dog. Hold up two fingers. 1y, e.g. Two dogs. Repeat for the other animals. Help pupils onotice the different plural sounds: /s/ cats, /z/ dogs, z/ horses. Make sure pupils notice that the plural of fish is sh and the plural of mouse is mice.

### 15 ACTIVITY 3. Say the chant.

ay Open your Pupil's Books at page 35, please. Play the CD. upils listen and look at the picture in their books. Play the D again. Pause after each line. Pupils repeat in chorus and nen in groups.

lake six groups. Each group is a pet. Each group stands up, ys a line and sits down. Everyone stands up and says the st two lines. Repeat with the groups in different roles.

### 2, 29

norse is beautiful.
log is too.
ish is ugly.
oird is blue.
:at is young,
my mouse is grey.
e are our pets,
bet show day.

**35. ACTIVITY 4.** Listen and say the number.

upils look at the pictures. Play the first part of the CD as n example. Elicit the number (6). Play the rest of the CD. upils point and whisper the number to their partner each me. Play the CD again. Check by eliciting the number. Then sk, e.g. What colour are the dogs? Are they young?

: 6, 8, 3, 7, 9, 10

#### CD 2, 30

Look at the dogs. They're old. Look at the fish. They're ugly. Look at the birds. They're happy. Look at the cats. They're young. Look at the mice. They're white. Look at the horses. They're brown.

### Photocopiable 5: see pages T95 and T101

#### AB35. ACTIVITY 3. Colour the pets.

- Pupils take out their crayons. Say Open your Activity Books at page 35, please. Colour the pets. Choose the colours. Pupils colour the four pets at the top of the page.
- Now tell pupils to sit facing one another, holding their books up so their partner can't see. Focus pupils on the speech bubbles. Ask a pupil What colour is the fish? The pupil answers, e.g. It's blue. Pupils work in pairs and take it in turns to ask about a pet and to colour it. Pupils check together.

### AB35. ACTIVITY 4. Read and answer.

- Focus pupils on the questions and the puzzle at the bottom of the page. Point to the pictures of the animals on the right and elicit the plural words (mice, horses, cats, birds, fish). Hold up your book and say Follow the line. Follow the line from the picture of the mice to line 3 and say Read and answer. Read the question and show pupils that they need to complete the sentence by writing a word from the box.
- Pupils work individually to follow the lines, choose and copy the words to complete the sentences. Monitor and help those who are having difficulty.
- Check answers by asking and answering the questions in open pairs around the class (e.g. choose a pupil to read question I aloud and another pupil to read his/her answer).
   Make sure the pupils are pronouncing the plural forms correctly.

Key: I fish, 2 cats, 4 horses, 5 birds

### Extra activity: see page T113 (if time)

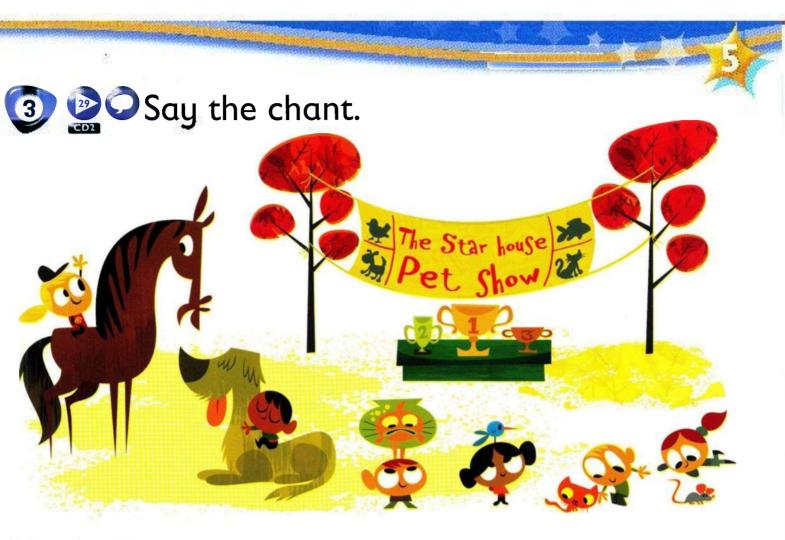
### **Optional** activity

 Unit 5 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 30 and 32).

### **Ending the lesson**

One cat, two cats, etc.

- Use the chant to count around the class and make five groups of animals.
- Note: There won't be any horses as horses doesn't work in this rhyme.
- Pupils stand together in their animal groups. Teach the chant.
   Pupils repeat the chant in animal groups, counting their group members as they chant. Remind them that the plural of mouse is mice and the plural of fish is fish. Repeat.
   One dog, two dogs, three dogs, four,
   Five dogs, six dogs, seven dogs, more ...







Vocabulary
bird cat dog fish horse mouse

Grammar They're ...

35



**OBJECTIVES:** By the end of the lesson, pupils will have talked about and described pets.

#### • TARGET LANGUAGE

**Key language:** It's / They're big / small / clean / dirty / long /

**Additional language:** follow, finger, differences **Revision:** colours, toys, classroom objects, adjectives, pets, Who? What?

#### • MATERIALS REQUIRED

Pet and character flashcards (1–5, 45–46, 47–52) Realia to teach *long*, *short*, *big*, *small*, *clean*, *dirty* Extra activity 2: Photocopiable 5 (see page T101) – see instructions for preparation in previous lesson Optional: *Kid's Box 1 Language Portfolio* page 10

#### Warmer

• Display the pet flashcards. Play the Please game. Say Point to the horse. Pupils don't point. Say Point to the dog, please. Pupils point to the dog. Continue, repeating animals and varying use of please.

#### **Presentation**

• Elicit or present the adjectives (long, short, big, small, clean, dirty), using realia and mime. Pupils repeat in chorus. Use thumbs up / thumbs down to check clean/dirty. Point to, e.g. the door and say, e.g. Is it small? Pupils chorus No, it's big. Repeat.

### PB36. ACTIVITY 5. Listen and point.

- Say Open your Pupil's Books at page 36, please. Say Listen and point. Play the CD. Pupils join in with the rhyme. Play the CD again.
- Check by holding up your book, pointing and saying, e.g. The chairs are clean (Pupils: No, the chairs are dirty).
- Point to Marie and Maskman. Ask Who are they? Pupils: They're Marie and Maskman. Point to, e.g. the chairs. Ask What are they? Pupils: They're chairs. Point to, e.g. the pencils and say Are they pens? Pupils: No, they aren't. They're pencils.
- Pupils work in pairs, taking turns to point to the pictures, friends and school objects and to ask and answer questions: Who are they? What are they?

### CD 2, 31

Toys in the toy box, Come alive. Walk and talk, On the count of five. One, two, three, four, five.

MARIE: Oh, look at the table. It's dirty. The chairs are dirty too. MASKMAN: Yes, they are. But the toy box is clean.

MARIE: And where are the pencils?

MONTY: Here they are. They're on these pictures. Here's a picture of a big dog.

MARIE: Aahh! The brown pencil's short.

**MASKMAN:** Yes, it is, but the grey pencil's long. **MONTY:** And this is a picture of a small mouse. It's beautiful.

#### PB36. ACTIVITY 6. Listen and repeat.

- Play the CD. Pupils repeat in chorus and in groups. Use the mimes and realia to check understanding.
- Make pairs. Pupils take turns to point to one of the pictures and say the phrase.

#### CD 2, 32

A dirty table, a long pencil, a small mouse, a big dog, a short pencil, a clean toy box

#### **AB36.** ACTIVITY **5.** Read and circle.

- Review the adjectives, using realia and mime from the presentation.
- Say Open your Activity Books at page 36, please. Point to the example (the dog). Say Read (look down and point to text) and circle. Pupils work individually and circle one adjective for each picture. They check in pairs.
- Check with the class. Ask, e.g. What's number 2? Pupils: It's a dirty cat. Say, e.g. Look at number 3. Is it big? Pupils: No, it's small.

Key: 2 dirty, 3 small, 4 short, 5 big, 6 clean

### AB36. ACTIVITY 6. Listen and follow. [YLE]

- Say Point to a big horse.
- Say Listen and follow. Use your finger. Hold up your finger. Play the CD. Pupils follow with their fingers. Say Use a blue crayon. Play route 1 again. Say Use a red crayon. Play route 2 again. Pupils check in pairs.
- Check with the class.

### CD 2, 33

- I. A big horse, a dirty dog, two short pencils, a small mouse, an old cat, two long pencils, a clean cat, an old man
- 2. A big horse, an ugly fish, a long pencil, a sad boy, a clean dog, a big ball, a dirty car, an old man

### Extra activities: see page TII3 (if time)

### Language Portfolio

Pupils complete page 10 of Kid's Box 1 Language Portfolio (My pet). Help with new language as necessary.

### **Ending the lesson**

 Mime a pet. Pupils ask, e.g. Is it a dog? Pupils take turns to mime other pets. Pupils can repeat pets but do different mimes. JECTIVES: By the end of the lesson, pupils will e sung a song and had more practice with nouns adjectives.

#### **ARGET LANGUAGE**

language: adjectives

**litional language:** This is a ...

ision: pets, school objects, toys, What's your favourite pet?  $\tilde{a}$  avourite (pet) is a  $\dots$  , big, small, long, short, clean, dirty, ugly, ıtiful, sad, happy, old, young

#### **ATERIALS REQUIRED**

flashcards (47-52)

ional: Kid's Box Teacher's Resource Book / Unit 5 Song ksheet (page 35)

#### armer

eview the 12 adjectives, using mime. Say and mime Long. 1ime short to elicit Short. Do the same for another pair, e.g. eautiful/ugly. Divide the class in half. One half chooses an djective. The other half says its opposite. Groups take turns ntil all the adjectives are paired.

### ng

**37. ACTIVITY 7.** Listen and do the actions.

each or review the actions: Long: hands wide apart Happy: smiling widely Clean: polishing the desk Big: legs and arms spread out as far apart as possible Beautiful: looking in imaginary mirror Small: squatting on the floor in a ball Ugly: pulling an ugly face Dirty: holding pencil with tips of fingers in disgust Short: hands close together 1ime the adjectives in turn. Pupils copy and chorus the rords. Call out the adjectives for pupils to mime. ay Open your Pupil's Books at page 37, please.

RA: My name's Meera, this is my fish.

ı long fish.

1 long fish.

NY: My name's Lenny, this is my bird. 1 happy bird. 1 happy bird.

.LA: My name's Stella, this is my cat. i clean cat. ı clean cat.

suzy: My name's Suzy, And this is my dog. It's a big dog. It's a big dog.

MRS STAR: My name's Mrs Star, And this is my horse. It's a beautiful horse. It's a beautiful horse.

simon: My name's Simon, And this is my mouse. lt's a small mouse. suzy: It's an ugly mouse. simon: No, it isn't. **STELLA:** It's a dirty mouse. MEERA: It's a short mouse. LENNY: It's a small mouse. ALL: Yes, it's a small mouse. simon: Yes, it is.

#### **PB37. ACTIVITY 8.** Sing the song.

 Play the CD. Pupils sing and mime. Make groups. Repeat. Say Listen. Point to the people and the pets. Play the CD. Pupils point. Play the CD again in small sections. Pupils repeat. Play the whole CD again. Pupils join in. Repeat several times, dividing the class into groups for the characters.

#### CD 2, 35

This is a repeat of the song in the previous recording.

#### CD 2, 36

Now sing the song again. (Karaoke version)

**AB37.** ACTIVITY **7.** Look and read. Put a tick  $(\checkmark)$  or a cross (X). [YLE]

- Say Open your Activity Books at page 37, please. Point to the picture of the horse and choose a volunteer to read the sentence aloud. Say This is a horse. Yes? (do a thumbs up gesture). Or no? (do a thumbs down gesture). Elicit Yes and point to the tick in the box next to the sentence. Say Yes. This is a horse. Put a tick in the box.
- Pupils work individually to read and put ticks or crosses next to the rest of the sentences. Then they compare answers in pairs.
- Check answers as a class.

Key: | X, 2 √, 3 X, 4 √

### Extra activities: see page T113 (if time)

### **Optional activity**

 Hand out copies of the Unit 5 song worksheet from Teacher's Resource Book 1 (pages 30 and 35). Pupils complete the gaps.

### **Ending the lesson**

• Invite small groups of pupils to the front. Pupils hold up a pet flashcard in turn for the class to see and say, e.g. My favourite pet is a mouse.







DESCRIPTIONS Listen and do the actions.







Sing the song.



**OBJECTIVES:** By the end of the lesson, pupils will have practised the sound /e/ and played a guessing game.

#### • TARGET LANGUAGE

Key language: the phoneme /e/ as in ten, red, pet Additional language: guess Revision: pets, adjectives

#### • MATERIALS REQUIRED

Flashcards Stella, ten, pen, red, cat (3, 18, 31, 20, 47) Optional: Kid's Box Teacher's Resource Book 1 Unit 5 Extension worksheet I (page 33)

#### Warmer

• Flash the cards for Stella, ten, pen and red and elicit the words. Stick the flashcards on the board. Say some names of pets (cat, dog, fish, etc.) and say What are these? Elicit Pets and write the word on the board. Say all the words on the board again and say Today's sound is ... Let the class complete by saying e (the sound, not the letter name).

#### PB38. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 38, please. Point to the number 10 and the colour red and say Ten, Red, emphasising the /e/ sound in both words. Pupils practise saying the words.
- Point to the larger picture of the pets and say Look! Ten red
  pets. Emphasise the /e/ sound in the words. Say Now listen to
  Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying Ten red pets as a tongue twister.

### CD 2, 37

MONTY: Hi, I'm Monty! Repeat after me!

/e/ /e/ ten /e/ /e/ red

/e/ /e/ red

Ten red pets.

Ten red pets.
Ten red pets!

### PB38. ACTIVITY 10. Say and guess.

- Focus pupils on the pictures. Say I'm thinking of some pets.
   They're beautiful and pink. Pupils look and guess by saying, e.g.
   Number two. The fish. Do another example with the class.
- Pupils play in pairs, taking turns to say and guess.

### AB38. ACTIVITY 8. Listen and write 'a' or 'e'.

- Stick the flashcards for cat and pen on the board and write the words with the vowels missing below the cards (c \_ t, p \_ n).
- Point to the cat and say Cat: a or e? (say the letter sounds, not their names). Make the shape of the letter 'a' in the air as you say a and the shape of the letter 'e' as you say e. Elicit the response (a). Write the letter a on the board to complete the word below the flashcard of the cat. Do the same with e and pen.

- Say Open your Activity Books at page 38, please. Say Listen and write 'a' or 'e'. Again, use the letter sounds, not their names.
- Play the example on the CD and point to the letter 'e' in pets. Play the rest of the CD. Pupils write the missing letter each time. Pupils check answers in pairs.
- Play the CD again. Check answers as a class.

**Key:** 2 a, 3 a, 4 e, 5 e, 6 a, 7 e, 8 a

#### CD 2, 38

- Pets
- 2. bag
- 3. cat
- 4. pen
- 5. ten
- sad
   Stella

8. нарру

#### AB38. ACTIVITY 9. Read and write the number. [YLE]

- Elicit what pupils can see (dogs). Point to the first phrase. Say A dirty dog. Pupils point to picture 3. Point to the example answer (3) in the box next to the phrase. Say Look, read and write the numbers for the dogs. Pupils work individually and write the numbers. They check in pairs.
- Check with the class by asking, e.g. What's number 2? Is number 1 long? Listen for correct use of the plural dogs for two of the numbers.

**Key:** a big dog 6, two short dogs 2, a long dog 4, three small dogs 5, a clean dog I

# Extra activities: see pages T113-114 (if time)

### **Optional** activity

 Unit 5 Extension worksheet 1 from Teacher's Resource Book 1 (pages 30 and 33).

### **Ending the lesson**

Repeat the tongue twister from the beginning of the lesson.
Divide the class into groups of four. Give them time to
practise together and then go around the class and see how
many groups can say it quickly without getting their tongues
in a twist.

**TIVES:** By the end of the lesson, pupils will tened to a story and reviewed language from

#### **GET LANGUAGE**

**iguage:** language from the unit in: language from the unit, adjectives

#### **ERIALS REQUIRED**

icards (47-52)

:tivity 1: two colour and two school flashcards :tivity 2: Prepare a large sheet of paper with split on it like this:

sh

se

rd

t rse

g

al: Kid's Box Teacher's Resource Book I Unit 5 Extension eet 2 (page 34) and/or animated version of the story d's Box Interactive DVD I (Suzy's room section)

#### mer

a mime game to review the pets. Mime a pet for the to guess. Pupils come up in turn to mime other pets for class to guess.

#### 1

#### ACTIVITY II. Listen to the story.

Open your Pupil's Books at page 39, please. Elicit who they see (Marie, Maskman and Monty). Say Listen and look. t's Maskman's favourite pet? Play the CD. Pupils listen and . They check in pairs. Check with the class (a fish). the CD again. Pupils listen and repeat. Encourage them ly it with feeling.

ck comprehension by holding up your book, pointing ach picture in turn and asking, e.g. Who's this? (Marie). t's her favourite pet? (A cat). Check that pupils understand Monty is upset when Maskman says Mice are small and and why Maskman changes from dogs to fish.

### , 39

the toy box, alive.
nd talk,
count of five.
wo, three, four, five.
an: Look, Marie. The pet show.
Oh, yes.

AN: What's your favourite pet, Marie?
Cats are my favourite pets. They're beautiful and clean.
AN: Yes, but they aren't big. Big dogs are my favourite

Hmm, but big dogs are ugly.

MARIE: Mice are good pets.

MASKMAN: Yes, but they're small and dirty.

**MONTY:** Pardon? Mice are small, but we aren't dirty ... and we're happy.

MASKMAN: Oops. Sorry, Monty.

**MASKMAN:** Mice aren't dirty and they're good pets. But my favourite pets are big dogs.

MONTY: But they're ugly and ...

ALL THREE TOYS: [Gasp.]

MARIE: Look at the puppet!

MONTY: Oh, no! MASKMAN: Eek!

**MASKMAN:** No, dogs aren't my favourite pets. My favourite pets are fish.

#### PB39. ACTIVITY 12. Act out the story.

Pupils work in groups of three. Play the CD. They act out
the dialogue as they listen. Act it together with pupils to
give ideas. Play the CD again. Fade the sound in and out as
pupils act to see if they can remember some of the dialogue.
Encourage pupils to help each other where necessary. More
confident groups can act out parts of the story for the class.

#### AB39. MY PICTURE DICTIONARY.

Say Open your Activity Books at page 39, please. Look at the
picture dictionary. Pupils prepare the stickers. Say the words
in turn. Pupils point to the correct sticker. Say the words
again in a different order. Pupils point to the correct word
in their books. Pupils stick the stickers in the correct place.
Monitor around the class to check. If appropriate, pupils
trace around the word under the picture.

## Extra activities: see page TII4 (if time)

### AB39. MY STAR CARD.

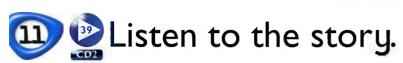
- Say Can you say these words? Use the flashcards to elicit
  the words in turn. Pupils say them in chorus. Ask pupils
  to repeat if necessary. Where pupils don't all say a word
  correctly, elicit the word from another pupil who can and
  then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.
- Say Colour the stars. Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

### **Optional activities**

- Unit 5 Extension worksheet 2 (pages 30 and 34) from Teacher's Resource Book 1.
- The animated version of the story from Kid's Box Interactive DVD I (Suzy's room section). See pages 41–44 of the Teacher's Booklet for the Interactive DVD.

### **Ending the lesson**

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.







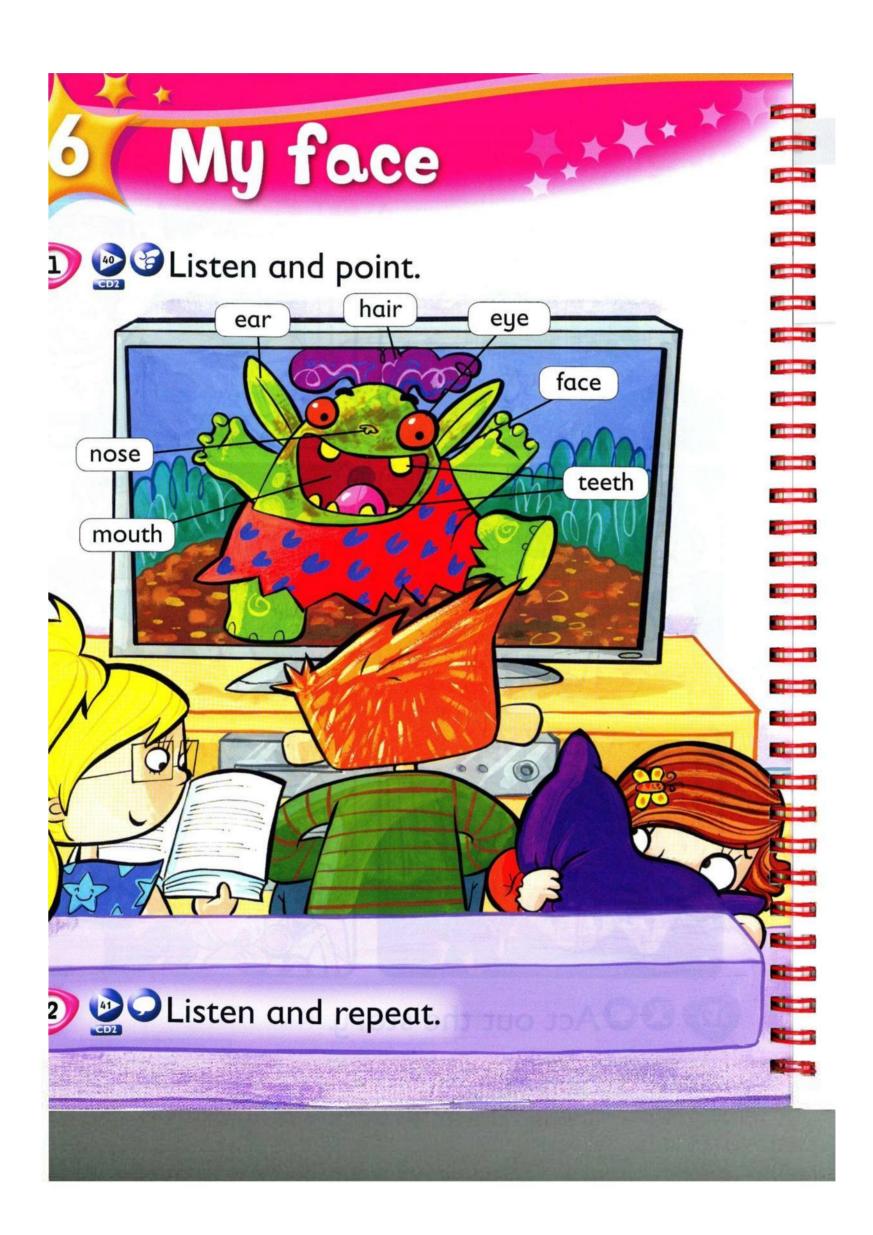












**OBJECTIVES:** By the end of the lesson, pupils will have identified and named parts of the face.

#### • TARGET LANGUAGE

**Key language:** face, ear, eye, mouth, nose, teeth/tooth, hair, head **Additional language:** programme, funny, fair, different, I've got **Revision:** adjectives

### • MATERIALS REQUIRED

Character and face flashcards (1–5, 45–46, 53–58)
Optional: face word cards from *Kid's Box Teacher's Resource Book 1*, Unit 6 Reinforcement worksheet 1 (page 37)

#### Warmer

 Review the characters. Display the flashcards. Point to Simon and say, e.g. He's Mr Star. Pupils correct, saying No, he's Simon. Repeat.

#### **Presentation**

• Display the face flashcards (picture side). Point to one eye and say *One* eye. Then point to two eyes and say *Two* eyes. Pupils point and repeat in chorus. Repeat for ear, two ears, face, tooth, teeth, nose, mouth. Teach hair as the final word.

### PB40. ACTIVITY I. Listen and point.

- Say Open your Pupil's Books at page 40, please. Say Where's the star? Pupils check together. Check with the class (on Stella's back). Pupils say Here it is. Point to the troll and say This is Trevor. He's a troll.
- Say Listen and point. Play the CD. Pupils listen and point.
- Check comprehension by asking, e.g. Is Trevor's head small?
   What colour are his teeth?

### CD 2, 40

simon: Ssshh, everybody. It's *The Troll Show*. It's my favourite programme.

STELLA: Yes, mmmm.

**SUZY:** Ooohh. They're big and ugly. **SIMON:** No, they aren't. They're funny.

BRESENTER: His boys and girls It's The Trall

PRESENTER: Hi, boys and girls. It's The Troll Show.

**TREVOR:** Hello, everybody. My name's Trevor Troll. I'm big and green ...

suzy: ... and ugly.

simon: Ssshh!

TREVOR: My head is big and I've got purple hair. Look at my face. It's dirty. My eyes are orange and my mouth is big. I've got yellow teeth and big green ears. My nose is short.

simon: Lovely!

### **PB40.** ACTIVITY **2.** Listen and repeat.

- Play the CD. Pupils point to the words on the page and repeat after the CD.
- Ask pupils about their faces, e.g. What colour's your hair? Is it long or short?
- Pupils ask and answer about their faces in open pairs across the class.

### CD 2, 41

Mouth, nose, ear, hair, eye, face, teeth

#### **Practice**

 Display the word side of the flashcards or use the word cards from Kid's Box Teacher's Resource Book 1. Say Point to your ... and point to the word eye. Pupils point to one of their eyes. Repeat with the other words.

#### AB40. ACTIVITY 1. Listen and draw coloured lines. [YLE]

 Say Open your Activity Books at page 40, please. Pupils take out the following colours: orange, purple, green, grey, pink, brown, black. Demonstrate the activity using the example. Play the CD. Pause after each one for pupils to think and draw. They check in pairs. Play the CD again. Check with the class. Elicit the colour they didn't use (pink).

#### CD 2, 42

- 1. Black. Nose.
- 2. Brown. Eyes.
- 3. Purple. Teeth.
- 4. Grey. Ears.
- 5. Green. Head.
- 6. Orange. Mouth.

### AB40. ACTIVITY 2. Circle the different word.

- Say Look at Activity 2. Read the words in the first line. Elicit why nose is different. Encourage pupils to notice, rather than telling them. Ask Is bike a toy? Repeat for nose, train, doll. For nose, pupils respond No, it's on my face.
- Pupils complete the activity in pairs. Pairs check with pairs.
   Give time for slower readers to finish. Check with the class.
   Note: If pupils give you an unexpected answer, ask them why.
   These activities rely on critical thinking and there can be more than one answer. Listen to pupils' reasons. Be prepared to accept their answer.

Key: 2 table, 3 ball, 4 car, 5 head, 6 dog

### Extra activities: see page T114 (if time)

### **Optional activities**

 Unit 6 Reinforcement worksheet | from Teacher's Resource Book 1 (pages 36 and 37).

### **Ending the lesson**

Say Shhhh and put your finger to your lips. Pupils who make a noise are out. Everyone stands up. Point to your hair and mouth the word Hair. Don't say it. Pupils point to their hair and mouth the word Hair. Repeat with the other parts of the face. Pupils who giggle or make any noise are out. Stop when you have a small group of winners. Say Hoorah! JECTIVES: By the end of the lesson, pupils will practised naming parts of the face and writing the words.

#### **ARGET LANGUAGE**

language: ears, eyes, face, hair, mouth, nose, teeth litional language: head, shoulders, knees, toes, body ision: head, adjectives, boy

#### **ATERIALS REQUIRED**

flashcards (53-58)

ocopiable 6 (see page T102), copied onto thin card, ors, glue, a lollypop stick for each pupil, different coloured I, a completed stick puppet for demonstration, an lope for each pupil

#### ırmer

eview the face vocabulary using the flashcards. Flash each ne and elicit the word. Pupils point to the part of the face. dd *Head, hair.* Say the words quickly one after another for spils to point, e.g. *Eye, ear, nose, face.* 

#### esentation

troduce Shoulders, knees, toes. Stand at the front of the ass. Point to your shoulders and say Shoulders. Pupils repeat. epeat for Knees, toes.

#### I. ACTIVITY 3. Say the chant.

y Open your Pupil's Books at page 41, please. Ask Who is it? Ipils respond It's Trevor Troll. Say Listen to the chant. Point to e pictures. Play the CD. Pupils listen and point. Repeat the ody parts and elicit the pictures. Play the CD again. Stand d touch the relevant body parts as you chant. Play the CD ain. Pupils stand and join in with the words and actions. Ppeat. When verses are repeated, pupils don't say the word ain; they say Hum, but they touch the part of the body.

### 2, 43

I, shoulders, knees and toes, knees and toes. I, shoulders, knees and toes, knees and toes. eyes and ears and mouth and nose. I, shoulders, knees and toes, knees and toes.

- , shoulders, knees and toes, knees and toes. , shoulders, knees and toes, knees and toes. eyes and ears and mouth and nose.
- , shoulders, knees and toes, knees and toes.

### **I. ACTIVITY 4.** Listen and correct.

cit what pupils can see in the picture (a monster). Play the D. Pause after the first line. Elicit the answer *No*, *I'm a girl onster*. Repeat in a monster voice.

sy the rest of the CD. Pause after each one for pupils to sisper the answer to their partner. Play the CD again. Elicit sponses from pupils.

y, e.g. I'm a girl. Pupils say No, you're a teacher | a man | a man. Say, e.g. My eyes are green. Continue in open pairs. girl, pink, big, blue, yellow, long, small, purple, happy

#### CD 2, 44

I'm a boy monster.
My hair's purple.
My nose is small.
I'm green.
My eyes are blue.
My hair's short.
My ears are big.
My mouth's red.
I'm sad.

## Photocopiable 6: see pages T95-96 and T102

AB41. ACTIVITY 3. Listen and write the number. [YLE]

- Say Open your Activity Books at page 41, please. Elicit that it's Trevor doing the Head, shoulders, knees and toes chant.
- Say Listen and write the number. Play the example. Elicit the body part. Play the rest of the CD. Pupils listen and number. They check in pairs. Check with the class.

**Key:** 6 nose, 4 ears, I head, 3 eyes, 2 knees, 5 mouth

### CD 2, 45

I head, 2 knees, 3 eyes, 4 ears, 5 mouth, 6 nose

### Extra activity: see page T114 (if time)

AB41. ACTIVITY 4. Write the words.

 Draw writing lines on the board. Copy the words as they appear in the Activity Book. Point to the ascenders and the descenders in each word to make sure pupils notice them.  Say Look at Activity 4. Write the words. Think about the shapes. Point to the example answer. Pupils work individually and write the words, using the shapes to help them. Monitor pupils as they are working. They check in pairs.

Key: (clockwise from top left) hair, eyes, mouth, teeth, nose

### **Ending the lesson**

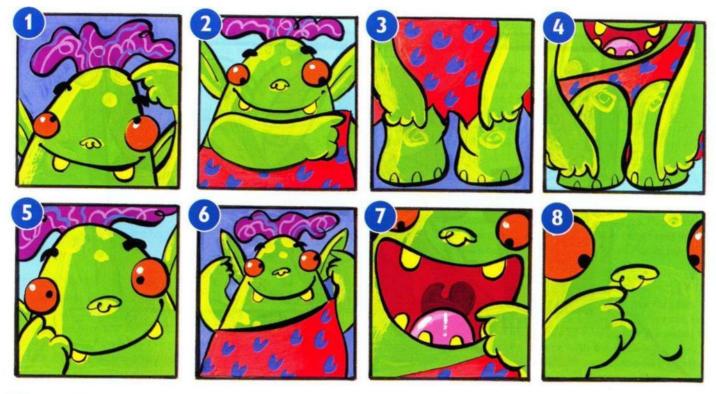
• Sing Head, shoulders, knees and toes again. This time, get faster and faster as the song progresses.







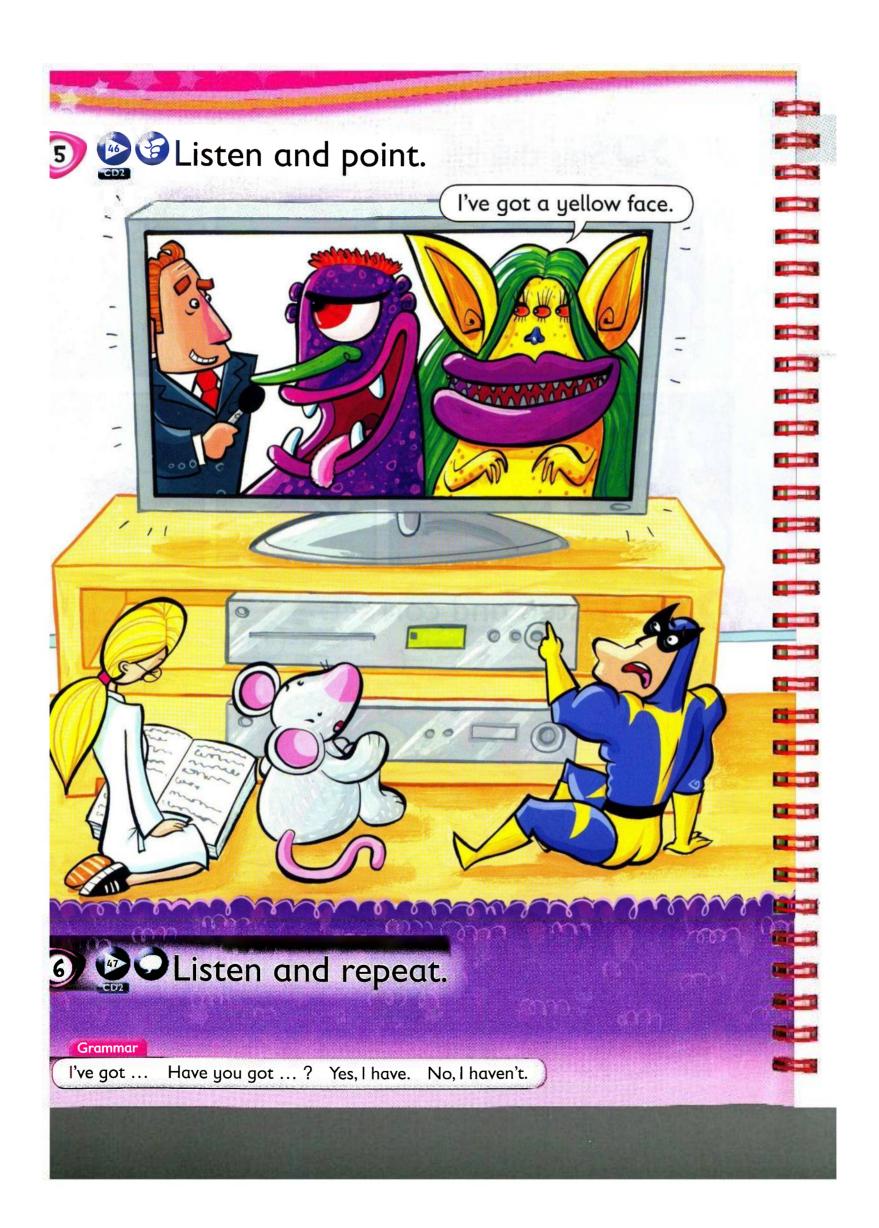
3 Say the chant.



Ψ Listen and correct.

I'm a boy monster. No. She's a girl monster.

ears eyes face hair mouth nose teeth



**OBJECTIVES:** By the end of the lesson, pupils will have talked about physical features using *have got*.

#### • TARGET LANGUAGE

**Key language:** I've got ... Have you got ... ? Yes, I have. No, I haven't.

Additional language: Shhh

Revision: face and body parts, adjectives, numbers

#### • MATERIALS REQUIRED

Troll puppet (see previous lesson)

Extra activity I: Photocopiable 3B (see page T99) – toy cards Optional: Kid's Box Teacher's Resource Book I Unit 6

Reinforcement worksheet 2 (page 38)

#### Warmer

 Show your puppet. Say in a troll voice, e.g. I've got blue eyes (incorrect). Teach the response Oh, no, you haven't! Pupils add the correction, e.g. They're green. Repeat with, e.g. I've got brown hair (purple). Listen for correct use of It's / They're.

#### **Presentation**

 Pupils with the same hair colour / eye colour as you come to the front. Say We've got (colour) hair/eyes. Ask, e.g. Who's got blue eyes? (not the same colour as yours). Pupils who answer come to the front. Say I've got (colour) eyes. They've got blue eyes. Repeat for short/long hair.

#### **PB42. ACTIVITY 5.** Listen and point.

- Say Open your Pupil's Books at page 42, please. Look! It's The Ugly Monster Show. Listen and point.
- Play the CD twice. Elicit the names of the monsters (Murk, Moss). Ask Are they ugly? Say in a monster voice, e.g. My name's Murk. I've got an orange head. Pupils correct in a monster voice: I've got a purple head. Repeat.
- Continue in open pairs.

### CD 2, 46

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five,

One, two, three, four, five.

**PRESENTER:** Hello, everybody. Welcome to *The Ugly Monster Show*.

MONTY: Look, Maskman. It's my favourite show.

**MASKMAN:** It isn't my favourite show. Those monsters are ugly. **MONTY:** Sshh! Be quiet, please!

MURK: Hello, boys and girls. My name's Murk. I've got a purple head and short orange hair. I've got one big red eye and a long green nose. I've got four small ears.

PRESENTER: Have you got a small mouth?

MURK: No, I haven't. I've got a big mouth and I've got four clean white teeth.

PRESENTER: Thank you, Murk. You are ugly.

MURK: Oh, thank you.

PRESENTER: And this is Moss. Hi, Moss.

Moss: Hello, everybody. I've got a yellow face and long green hair. I've got three orange eyes and a small blue nose. I've got a big purple mouth and a lot of beautiful teeth. My teeth are grey. PRESENTER: Have you got small ears?
MOSS: No, I haven't. I've got two big ears.
PRESENTER: Thank you, Moss. You're ugly too.

Moss: Thank you.

#### **PB42.** ACTIVITY **6.** Listen and repeat.

• Say Listen and repeat. Play the CD. Pause for pupils to repeat.

### CD 2, 47

MURK: I've got a purple head.
MOSS: I've got long green hair.
MURK: I've got one big red eye.
MOSS: I've got a yellow face.
MURK: I've got four small ears.
MOSS: I've got a small blue nose.

#### **Practice**

• Two pupils with the same colour hair come to the front. Ask What colour hair have they got? Pupils respond They've got (colour) hair. Repeat with other colour hair/eyes. Pupils ask and answer the questions. Ask a pupil What colour eyes have you got? The pupil replies I've got (colour) eyes. Pupils ask and answer in open pairs.

#### AB42. ACTIVITY 5. Listen and draw. Listen and colour. [YLE]

- Say Open your Activity Books at page 42, please. Say Put your pencils down. Listen. Play the first part of the CD. Play the first part again. Pause after each piece of information for pupils to draw. They check in pairs. Check with the class.
- Say Listen and colour. Play the second part of the CD. Pupils colour after listening. Check with the class.

### CD 2, 48

My name's Wibble. I've got four small eyes and two big noses. I've got a big mouth and a lot of teeth. My hair is long. What? Ears! I've got six big ears, of course!

Listen and colour.

My eyes are pink.

My noses are green.

My teeth are grey.

My hair is red.

My ears are purple.

### AB42. ACTIVITY 6. Draw your face and write.

- Pupils draw their face and complete the sentences. Early finishers can label their face.
- In groups, pupils talk about their drawings, e.g. I've got blue eyes. I've got a small mouth. I've got brown hair.

### Extra activities: see page TII4 (if time)

### Optional activities

• Unit 6 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 36 and 38).

### **Ending the lesson**

• Start very slowly, writing one of the face words on the board. Pupils guess what the word is. Repeat for the other words.

**JECTIVES:** By the end of the lesson, pupils will e had further practice talking about physical ures, using have got.

#### **ARGET LANGUAGE**

language: Have you got ... ? Yes, I have. No, I haven't. got ... We've got ...

**litional language:** Sorry. Can you repeat that, please? **ision:** face parts, adjectives

#### **ATERIALS REQUIRED**

tocopies of six troll faces from Photocopiable 6 (see 3 T102), coloured different colours, but with some of the ures coloured the same colour

e a number of objects, e.g. pencil, eraser, toy animal, toy in your pockets or bag before the class. ional: Kid's Box Teacher's Resource Book 1 Unit 6 Song ksheet (page 41)

#### armer

Display the coloured photocopies from Photocopiable 6. licit what they are (troll faces). Write a number under each (1-6). Describe one, e.g. I've got blue hair. I've got three yes. Pupils put up their hands to guess which number.

#### ass game

evise have got by playing a class game. Say you've got some hings in your pocket. Pupils guess, using the question Have ou got ...? Go around the class. Pupils ask. When you nswer Yes, put the object on the table for all to see. When upils have guessed them all, hide them again and pupils have o remember all the objects and say, e.g. You've got an eraser.

### ng

### 43. ACTIVITY 7. Sing the song.

ay Open your Pupil's Books at page 43, please. Elicit what they an see (a monster). Ask is it beautiful? Pupils respond No, it's gly! Play the CD. Pupils listen and point to the parts of the nonster (dirty ears, etc.).

Jse the CD to teach the song to the class. Pupils repeat in mall sections until they can sing the whole song. Practise a ew times with the whole class. Teach them actions, e.g. when hey sing I've got pink hair, they touch their hair.

### W. (42)

a very ugly monster, a very ugly monster, a very ugly monster. got six dirty ears. I have.

got pink hair, I my eyes are red. got a blue nose, I a purple head. got a green mouth, I my teeth are blue. name's Slime. o are you? I'm a very ugly monster, I'm a very ugly monster, I'm a very ugly monster. I've got six dirty ears. I've got six dirty ears. Yes, I have.

#### CD 2, 50

Now sing the song again. (Karaoke version)

#### Sing and move

Pupils sing the song and do the actions at the same time.
 Pupils stand up. Make sure they have room to move as they sing. Make three groups. Each group sings a verse. The other groups mime the actions when one group is singing.

#### PB43. ACTIVITY 8. Say and listen. Draw.

• Draw the face of a monster on the board. Using a 'monster' voice, say Look! I'm a monster. This is me! Describe the monster using the first person, e.g. I've got four ears. I've got a big eye. I've got a small nose.

- Say Draw a monster. The monster is you! Set a time limit of four minutes for pupils to draw and colour a picture of a monster face. Encourage them to use the face parts they have learned.
- Pupils work in pairs. They do not show each other their pictures. Pupil A describes his/her monster using the first person (I've got ...) while Pupil B draws. Then they compare pictures. They swap roles: Pupil B describes his/her monster and Pupil A draws.
- Nominate pupils to show their pictures and describe them to the class.

#### AB43. ACTIVITY 7. Read and write. [YLE]

- Say Open your Activity Books at page 43, please. Say Here's another monster. Look and read. Point to the first line of the paragraph below the picture and say The monster says 'I've got a big head.' Point to the monster's head in the picture. Show pupils that the word head has been crossed out in the box at the bottom of the page.
- Say Read and write. Use the words in the box. Point to the box again. Pupils work individually to complete the paragraph. Monitor and check that they are using the picture to help them and copying words from the box.
- Pupils compare answers in pairs. Check as a class. Read the paragraph aloud, stopping at the gaps and choosing pupils to say the missing words.

Key: I hair, 2 three, 3 nose, 4 teeth, 5 chair

### Extra activities: see page T114 (if time)

### **Optional activities**

 Hand out copies of the Unit 6 song worksheet from Teacher's Resource Book 1 (pages 36 and 41). Pupils listen and number, then sing the song again.

### **Ending the lesson**

Say a true sentence about yourself, e.g. I've got brown hair.
 Pupils show thumbs up. Say a false sentence about yourself, e.g. I've got purple eyes. Pupils show thumbs down. Repeat other sentences for pupils to respond with the action. Invite pupils to say sentences about themselves for the class to respond with an action.









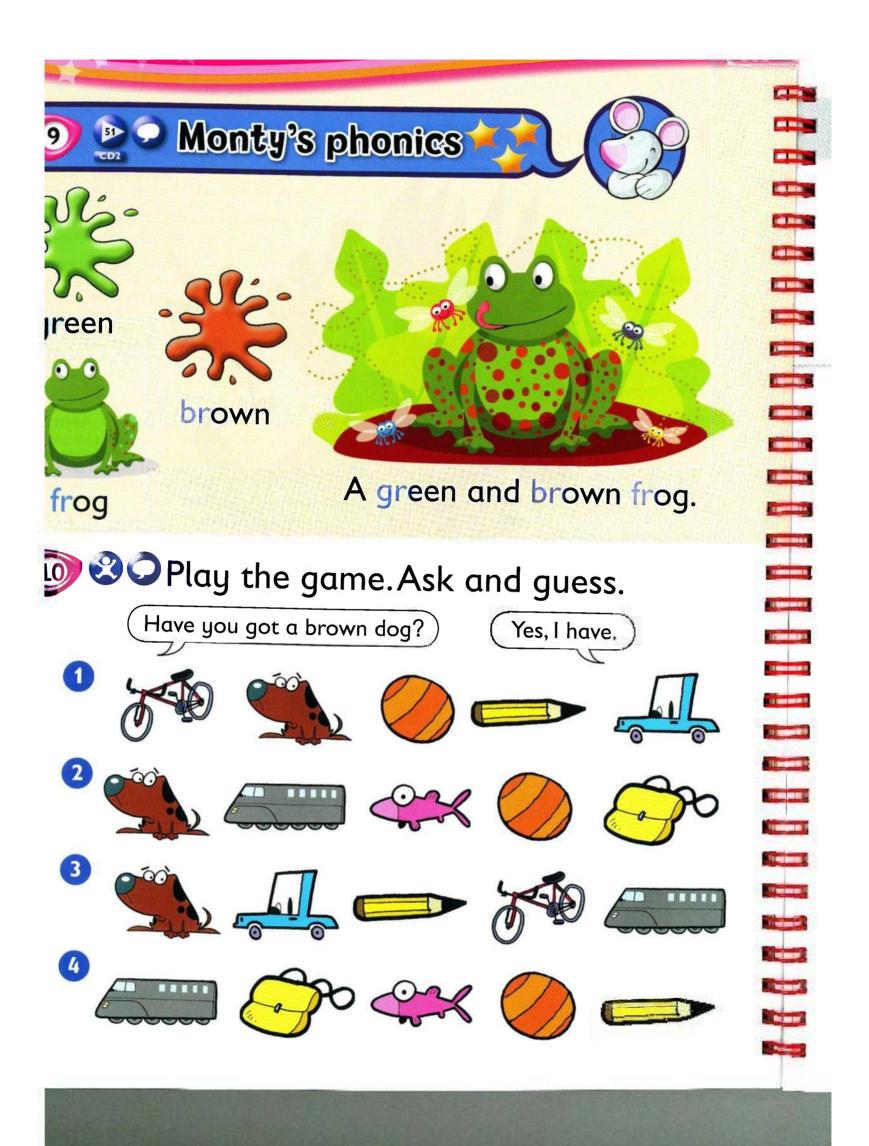
Sing the song.



Say and listen. Draw.



I'm a very ugly monster. I've got three eyes.



**OBJECTIVES:** By the end of the lesson, pupils will have practised the sound /gr/, /br/ and /fr/ and had more practice talking about physical features.

#### • TARGET LANGUAGE

Key language: Have you got ...? Yes, I have. No, I haven't. I've got ..., the phonemes /gr/, /br/, /fr/

Additional language: frog, I haven't got ... Revision: toy vocabulary

#### MATERIALS REQUIRED

Colour flashcards, picture of a frog Extra activity 1: spinners from Review Units 1-4 Extra activity 2: two plastic rulers Optional: Kid's Box Teacher's Resource Book 1 Unit 6 Extension worksheet I (page 39)

#### Warmer

 Present frog using a photograph or picture or draw a frog on the board. Say the word for pupils to repeat. Stick the flashcards for green and brown on the board and elicit the words. Say Today's sounds are gr, br and fr.

#### PB44. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 44, please. Point to the colours green and brown and the picture of the frog and say Green, Brown, Frog. Pupils practise saying the words.
- Point to the larger picture and say Look! A green and brown frog. Say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying A green and brown frog as a tongue twister.

### CD 2, 51

MONTY: Hi, I'm Monty! Repeat after me!

/gr/ /gr/ green /br/ /br/ brown /fr/ /fr/ frog A green and brown frog. A green and brown frog. A green and brown frog!

### PB44. ACTIVITY 10. Play the game. Ask and guess.

• Demonstrate the game. Choose a row, e.g. 3. Pupils ask questions, e.g. Have you got a brown dog? to guess the correct row. Pupils play the game in pairs. They take turns to choose a row and to ask questions to guess the row. Monitor pupils and help where necessary.

### **AB44. ACTIVITY 8.** Listen and complete the words.

- Stick the picture of the frog on the board or draw a frog. Elicit the word. Write  $\_\_{\rm og}$  under the picture. Elicit the missing letters and write them on the lines.
- Say Open your Activity Books at page 44, please. Look at the example. Play the example on the CD and say Now listen and complete the words. Tell pupils to look at the pictures and try to guess the missing letters before they listen. Play the rest of the CD. Pupils write the missing letters each time. Pupils check answers in pairs.

• Play the CD again. Check answers as a class. Elicit the sound/ letter that all the words have in common (r). Practise saying the words as a class.

Key: 2 br, 3 dr, 4 gr, 5 br, 6 tr

#### CD 2, 52

1. frog

2. brown

3. draw

4. green

brother

6. train

#### AB44. ACTIVITY 9. Listen, look and draw. Write. [YLE]

• Focus pupils on the pictures.

- Say Listen and draw the face part. Play the first part of the CD. Elicit the missing part (eye). Show them the example eye drawn in. Play each section of the CD. Pause to give pupils drawing time.
- Pupils check in pairs. Check with the class.
- Elicit the words in the word pool. In pairs, pupils find the words to label the face parts they've drawn. Encourage more confident pupils to use adjective-noun combinations, e.g. Big mouth.

Key: 2 mouth, 3 hair, 4 nose

#### CD 2, 53

- 1. Hello. My name's Crud. I'm very ugly. I've got four small ears and one eye. I've got short hair and a big mouth. My nose is
- 2. Hello. My name's Grot. I've got short hair. I've got three eyes and two big ears. I've got a big mouth.
- 3. Hello. My name's Dribble. I've got three eyes. I've got long hair and I've got two small mouths. I've got a small nose.
- 4. Hello. My name's Squidge. I've got one eye and a small nose. I've got short hair and four big ears. I've got a small mouth.

### Extra activities: see page T114 (if time)

### **Optional activity**

• Unit 6 Extension worksheet 1 from Teacher's Resource Book 1 (pages 36 and 39).

### **Ending the lesson**

 Make two groups. Groups line up facing the board. Whisper an instruction to the two pupils at the front, e.g. Touch your nose. Pupils whisper the instruction down the line. The last pupil in each team does the action. Award teams one point for finishing first and one for doing the correct action. Pupils at the front move to the back. Repeat.

JECTIVES: By the end of the lesson, pupils will a listened to a story and reviewed language from unit.

#### ARGET LANGUAGE

language: language from the unit litional language: friends

ision: language from the unit, How are you?

#### **ATERIALS REQUIRED**

flashcards (53-58)

a activity 2: stick puppets from Photocopiable 6 (see page

ional: Kid's Box Teacher's Resource Book 1 Unit 6 Extension ksheet 2 (page 40) and/or animated version of the Unit 6 y from Kid's Box Interactive DVD 1 (Suzy's room section)

#### armer

each the following action chant to pupils. As they say each vord, they point to or touch that part of the body. They hout the last part of the chant, e.g. MY FACE! Point to the ody part before you start the chant for that part, so they now which one to say. Repeat out of sequence to make sure upils watch you and to revise the words.

his is my face, my face, my face.

'his is my face. MY FACE!

tepeat for: my eye, my ear, my nose, my mouth, my hair, ny head.

### ory

### 45. ACTIVITY II. Listen to the story.

ay Open your Pupil's Books at page 45, please. Elicit who they an see (Trevor, Monty, Marie and Maskman). Say Listen and ook. Is Trevor happy? Play the CD. Pupils listen and look. They heck in pairs. Check with the class (yes).

'lay the CD again. Pupils listen and repeat.

Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. Who's this? (Trevor). Is the a monster? (No, he's a troll). What colour's Trevor's hair? Is this shead small? What colour are Trevor's eyes? Check hat pupils understand the meaning of friends and that Trevor's happy because he has got three friends.

'ersonalise, e.g. Have you got three friends? Who are they?

### 2,54

s in the toy box, ne alive. Ik and talk,

the count of five. e, two, three, four, five.

кман: Look, Marie. There he is. He's a monster.

\*\*IE: No, he isn't, Maskman. He's a troll.
\*\*\*KMAN: A troll? What's a troll? Look at his hair! It's long and ... purple! And his head ... it's big and green!
\*\*\*Yes, Maskman. Trolls are green.

KMAN: Look at his eyes, Marie ... They're orange. He's a nonster!

vor: I'm green, I've got purple hair and orange eyes, but I'm not a monster.

**MONTY:** Hello, Trevor! How are you? **TREVOR:** Hello, Monty. I'm fine, thank you.

MONTY: Trevor, this is Marie and this is Maskman. They're my

friends.

TREVOR: Hello. I'm Trevor.

MARIE: Hello, Trevor. How are you? Are you happy? TREVOR: Yes, I am. Now I've got three friends.

MASKMAN: Yes, we're your friends.

#### PB45. ACTIVITY 12. Listen and say 'yes' or 'no'.

- Say Listen and say yes or no. Play the CD. Pause after each one for pupils to respond as a class.
- Practise the game in open pairs. One says a sentence about the story, e.g. Trevor's got purple eyes, and another says yes or no. Pupils then continue the game in pairs.

Key: 1 No, 2 Yes, 3 No, 4 Yes, 5 No, 6 Yes

### CD 2, 55

- 1. Trevor's got orange hair.
- 2. Trevor's got a big green head.
- 3. Marie's got short hair.
- 4. Monty's got small eyes.
- 5. Maskman's got two noses.
- 6. Trevor's got three friends.

#### AB45. MY PICTURE DICTIONARY.

Say Open your Activity Books at page 45, please. Look at the
picture dictionary. Pupils prepare the stickers. Say the words
in turn. Pupils point to the sticker and to the word in their
books. Pupils stick the stickers in the correct place. Remind
them to check with each other or with you before sticking
them in their books. Monitor around the class to check. If
appropriate, pupils trace around the word under the picture.

### AB45. MY STAR CARD.

- Say Can you say these words? Use flashcards to elicit the words in turn from the class. Pupils chorus the words. Pupils repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and ask the first pupil to repeat
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.
- Say Colour the stars. Demonstrate the activity if necessary.
   Elicit a word. Say Good. Now colour the star. Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

### Extra activities: see page TII4 (if time)

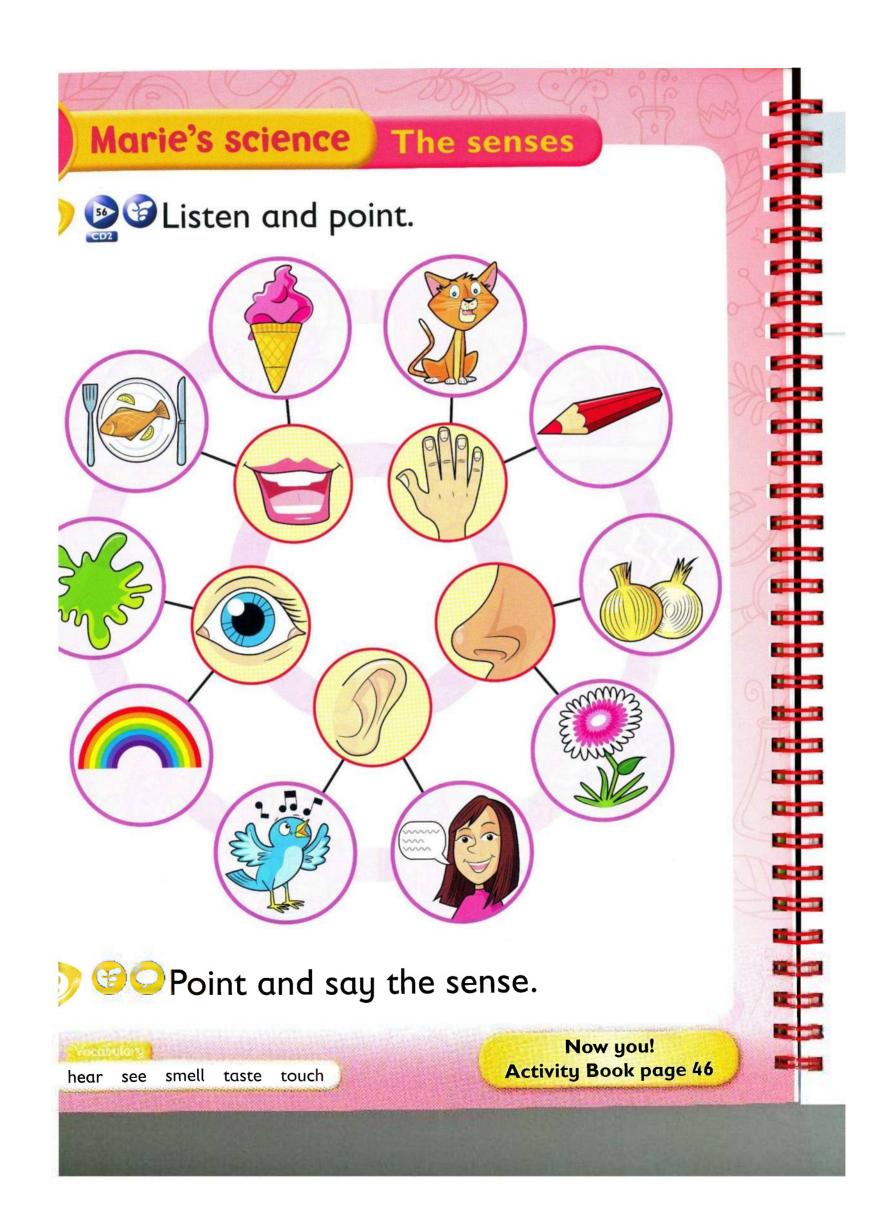
### **Optional activities**

- Unit 6 Extension worksheet 2 (see pages 36 and 40 of the Teacher's Resource Book 1).
- The animated version of the story from Kid's Box Interactive DVD 1 (Suzy's room section). See pages 41–44 of the Teacher's Booklet for the Interactive DVD.

### **Ending the lesson**

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.





**OBJECTIVES:** By the end of the lesson, pupils will have matched senses to parts of the body and drawn examples for each sense.

#### • TARGET LANGUAGE

Key language: hear, see, smell, taste, touch, hands Additional language: science, senses, What can you (hear)? Revision: eyes, mouth, nose, ears

#### • MATERIALS REQUIRED

Body parts flashcards (54–57) and a drawing of a pair of hands on a piece of card Extra activity: pieces of paper

#### Warmer

• Put the body parts flashcards on the board (ears, eyes, mouth, nose). Also introduce hands using the drawing. Turn all the cards over and stick them to the board again. Pupils have to remember where the pictures are as you say Where's the nose? Where are the eyes? Where are the ears? etc. Choose a pupil to come up and find the right card to turn over. If it is wrong, ask the group what the picture shows.

### **Presentation**

- Say Open your Pupil's Books at page 46, please. Point to the picture of Marie at the top of the page. Say This is Marie's science. Check pupils know the meaning of Science. Say Today's lesson is about the senses. Show the five senses through mime.
- Using the flashcards stuck on the board, write the sense word next to each flashcard, e.g. smell next to the picture of the nose.

### PB46. ACTIVITY 1. Listen and point.

- Hold up your book. Point to, e.g. the ear, and say What's this?
   Is it a mouth? Elicit the correct body part. Repeat for the other body parts in the pictures in the inner circle.
- Say Listen and point. Play the CD. Pupils listen and point to the body parts in the inner circle. Check by asking I hear with my ...? Pupils look at the body parts and point to answer. Check with the class by holding up your book and pointing to the ear. Say Here it is. Repeat for the other verbs.

### CD 2, 56

I see with my eyes. I touch with my hands. I taste with my mouth. I smell with my nose. I hear with my ears.

#### **PB46. ACTIVITY 2.** Point and say the sense.

- Point to one of the pictures around the outside of the circle and say the sense (e.g. point to the ice cream and say Taste or I taste an ice cream). Talk with the pupils about the names for the other pictures around the circle. Write any new items on the board.
- Say Point and say the sense. Pupils work in pairs, taking turns to point and say. They can say just the sense or they can make a sentence (e.g. See or I see green).

Key: I taste fish / ice cream. I touch a cat / a pencil. I smell an onion / a flower. I hear a girl / a bird. I see a rainbow / green.

#### AB46. ACTIVITY 1. Look and write. Find and draw.

- Say Open your Activity Books at page 46, please. Look at the example. Do the example with the class. Hold up your book and point to the senses words and the picture of the ear. Elicit the senses word they can see for the ear (hear). Say Look and write. Check pupils know what to do. Pupils work in pairs and write the senses word for each body part. Monitor pupils as they are working and help those who are having difficulty. Check answers with the class by eliciting: With my nose 1 ...?
- Point to picture 1 of the girl singing. Elicit a picture pupils could draw for nose and smell (e.g. flower). Say Find and draw.
   Pupils work individually to draw pictures to match the senses words. Tell them to use some of the pictures they remember from the Pupil's Book to help them. Remind pupils they were written on the board. Pupils check their answers together in Activity 2.

Key: 2 smell 3 taste, 4 see, 5 touch

### AB46. ACTIVITY 2. Point and say.

- Hold up your book. Point to and read the example question What can you smell? Point to the answer and pupils read it in chorus: Flowers.
- Pupils work in pairs. Say Point and say. They take turns to ask and answer the questions about the senses, using words for the pictures they have drawn. Monitor and provide new words if necessary.
- Call volunteer pairs to the front to show their pictures and to ask and answer.

### Extra activity: see page TII5 (if time)

### **Ending the lesson**

 Point to the flashcards of body parts on the board. Pupils put their hands up to make a sentence to match the body part, e.g. I can taste orange juice. **ECTIVES:** By the end of the lesson, pupils will listened to people talking about pets, played a ing game and learnt verbs to do with pets.

#### **RGET LANGUAGE**

anguage: brush, feed, walk, wash ional language: This is my ..., look after ion: pet, cat, dog, fish, horse, mouse, bird, happy, beautiful

#### TERIALS REQUIRED

shcards (47-52)

to of your own pet if you have one, or an imaginary pet nal: Kid's Box I Language Portfolio page 4

#### mer

w the photo of your pet, elicit the animal name and hind pupils of the word pet. Talk about what you do with r pet and how you look after it. Use the new vocabulary in the lesson. Pre-teach the verbs using mime. It the pet flashcards to elicit other animal names (cat, dog, horse, mouse, bird). Talk about and mime how to look in them in the same way as with the photo.

. ACTIVITY 3. Listen and say the number.

Open your Pupil's Books at page 47, please. Look at picture id point to the dog. Ask pupils What pet is it? Repeat for other pictures. Say Listen and say the number. the CD. Pause after each picture. Give pupils time to k and check their answers in pairs before asking for the wer from the class.

, 1, 4, 2

### 37

my cat. My cat is beautiful. ny dog. My dog is happy. my horse. My horse is beautiful. ny fish. My fish is happy.

### es

to the class about the importance of looking after pets. who has a pet and ask What's his/her name? What do you him/her? Do you wash him/her? Do you brush him/her?

### **ACTIVITY 4.** Do the actions. Guess.

If up the Pupil's Book, point to a picture (e.g. cat) and e that picture (brushing the cat). Pupils put up their is when they have the answer: I brush my cat. Do the actions and guess. Pupils work in pairs to take s at miming the actions and guessing. Pupils use the book elp at first.

volunteers to the front to do their mime for the rest of class to guess.

#### **AB47. ACTIVITY 3.** Read and match.

- Say Open your Activity Books at page 47, please. Say These are the pets. Point to the example and say I walk my dog. Do the next one together. Point to picture 2, read one of the sentences and ask Is it this one? When pupils agree on the answer, say Good. That's right. Which sentence is it? Pupils respond, e.g. I wash my horse.
- Pupils work individually to match the sentences and pictures, and then check their answers in pairs.
- Check answers with the whole class.

Key: 2 I wash my horse. 3 I feed my fish. 4 I brush my cat.

#### **AB47. ACTIVITY 4.** Draw and write.

Point to the box for the drawing and the gaps underneath.
 Say Draw and write. Pupils draw their own pet (or one they would like to have) and write about it by completing the sentences, using two suitable verbs from the box.

### Extra activity: see page TII5 (if time)

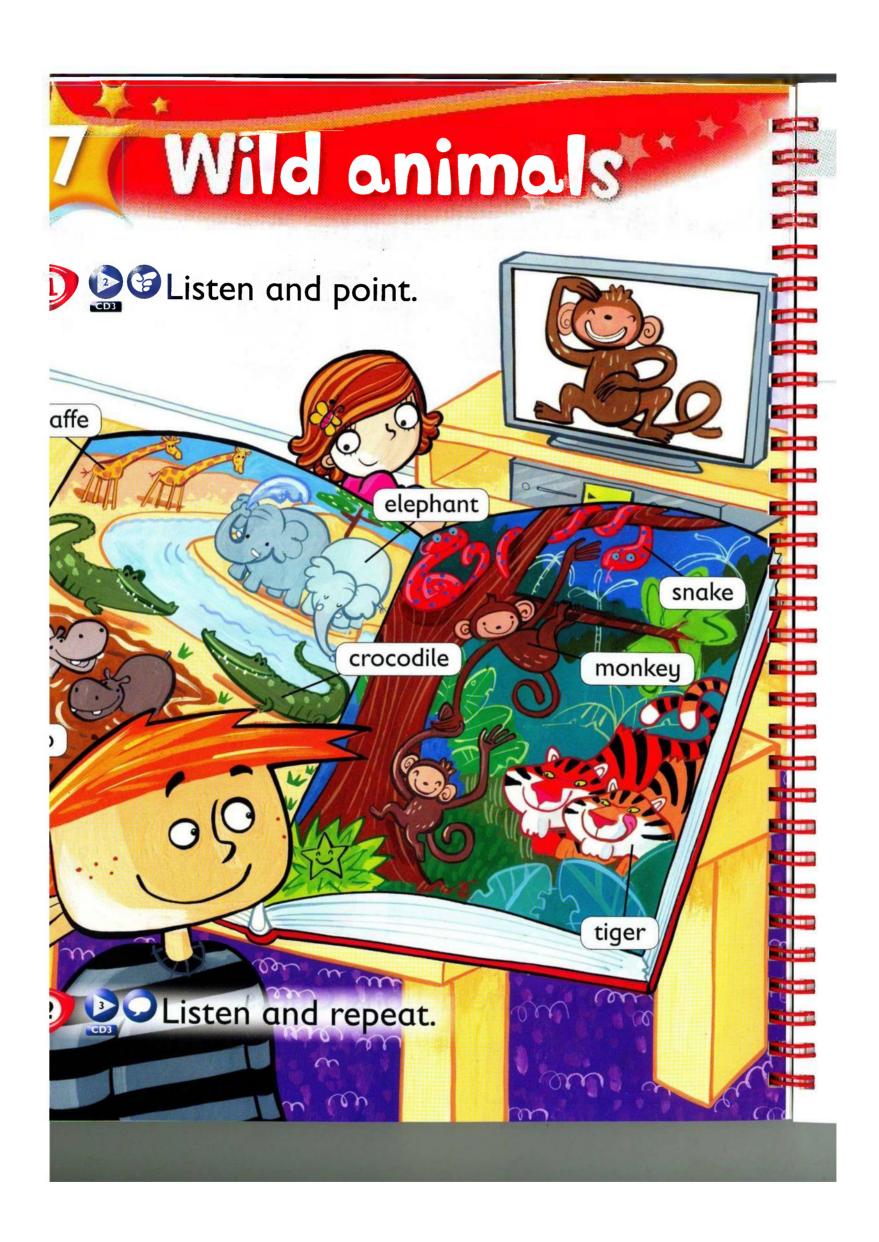
#### Language Portfolio

• Pupils complete page 4 of Kid's Box 1 Language Portfolio (1 can Units 4–6).

#### **Ending the lesson**

Call a volunteer to mime an action for looking after a pet.
 The class guess which pet it is. They ask, e.g. Is it a dog?
 Repeat with other pupils.





**OBJECTIVES:** By the end of the lesson, pupils will be able to name wild animals.

#### • TARGET LANGUAGE

**Key language:** crocodile, elephant, hippo, giraffe, snake, tiger, monkey, animal

Additional language: funny, It's my turn.

**Revision:** verb to be, colours, adjectives, head, nose, mouth, hair, I don't know, monkey, snake

#### • MATERIALS REQUIRED

Pet and wild animal flashcards (47–52, 59–65) Extra activity I: CD of lively music Optional: Kid's Box Teacher's Resource Book I Unit 7 Reinforcement worksheet I (page 43)

#### Warmer

• Flash each pet flashcard quickly in front of the class. Pupils put their hands up to say, e.g. It's a cat. Stick the flashcards on the board. Elicit what they are (pets) and introduce Animal.

#### **Presentation**

• Show each wild animal flashcard and elicit or say the word. Pupils repeat in chorus and then in groups. Place the flashcards in a group on the board. Point to each one. Pupils chorus the name. Point to all the flashcards and say They're wild animals. Point and elicit, e.g. Elephant. Say An elephant's a wild animal.

Note: Articles alan are for receptive purposes only.

### PB48. ACTIVITY 1. Listen and point.

- Say Open your Pupil's Books at page 48, please. Say Where's the star? Pupils check together. Check with the class (at the bottom of the tree). Pupils say Here it is.
- Say Listen and point to the animals. Play the CD. Pupils listen and point. Play the CD again. Pause after the description, but before the animal is named. Pupils chorus the animal. Check pupils understand the joke, saying What's the animal? It's small and white with red hair and a big mouth ... It's a Simon!
- Hold up your book. Point to, e.g. a tiger and say A crocodile.
   Pupils say the correct word: A tiger.

### CD 3, 02

simon: Let's play an animal game, Suzy!

suzy: OK, Simon.

**SIMON:** What's this animal? It's a big cat. It's orange and black. **SUZY:** That's easy. It's a tiger.

**SIMON:** Yes. Very good. What now? This animal is big and grey. **SUZY:** It's a hippo.

**SIMON:** No, it's big and grey with a long nose.

suzy: It's an elephant.

**SIMON:** OK. OK. What's brown and yellow with a small head? **SUZY:** Is it a monkey?

simon: No, it isn't.
suzy: I know! It's a giraffe.

**SIMON:** Yes, very good. OK. What's this? It's long and green and ...

suzy: Er, is it a snake?

**SIMON:** Hah! No, it isn't. This animal is big, long, green and ... **SUZY:** I know! I know! It's a crocodile.

simon: Yup!

suzy: Now it's my turn. What this? It's small and white with red hair and a big mouth.

simon: Er, I don't know. What animal's that, Suzy? suzy: It's a Simon! Ha! Ha! Ha! simon: Very funny, Suzy. Thank you.

#### PB48. ACTIVITY 2. Listen and repeat.

Play the CD. Pupils point to the words and repeat.

#### CD 3, 03

Giraffe, elephant, snake, hippo, crocodile, monkey, tiger

### AB48. ACTIVITY 1. Listen and join the dots. [YLE]

- Say Open your Activity Books at page 48, please. Check pupils recognise the silhouettes by saying, e.g. Point to the hippo.
- Hold up your book. Say Cat ... hippo. Mime drawing a line from the cat to the hippo. Play the CD. Pupils draw a line from one animal to another. They check in pairs. Play the CD again. Elicit what the picture is (a crocodile's head).

### CD 3, 04

Cat – hippo – dog – fish – tiger – horse – mouse – elephant – bird – giraffe – crocodile – snake – monkey – fish

#### **Practice**

• Draw four large circles. Say School things, animals, toys, numbers. Elicit an example for each one, e.g. Eraser, horse, train, one. In the numbers circle, draw, e.g. a ball. Say Is this OK? Pupils respond No. Say Where's the ball? Pupils say Toys. Repeat with other incorrect examples.

### AB48. ACTIVITY 2. Read and draw lines.

- Hold up your book. Point to the line in grid I (doll, bike, ball).
   Elicit the word family (toys). Mime drawing lines in different directions (up/down/diagonally).
- Pupils work individually. They look for three words from a family in a line in grids 2, 3 and 4 and draw lines. They check in pairs by saying their words.
- Check with the class. Pupils say the line aloud. Elicit the word family each time.

**Key:** 2 ten, seven, five 3 pencil, eraser, book 4 snake, monkey, giraffe

### Extra activities: see page 115 (if time)

### **Optional activity**

• Unit 7 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 42 and 43).

### **Ending the lesson**

 Pretend that there's an animal in your desk or your bag. Open it, peep in and close it quickly. Say Oh, dear! It's an animal!
 Look again and say, e.g. It's green. Continue looking and giving information until pupils guess, e.g. Is it a snake? Repeat. **CTIVES:** By the end of the lesson, pupils will have ore practice talking about wild animals.

#### GET LANGUAGE

nguage: crocodile, elephant, giraffe, hippo, monkey, snake,

on: numbers l-10, adjectives

#### **FERIALS REQUIRED**

nimal flashcards (59-65)

each animal word in large writing on with a line ntally through the middle of the word. Cut each word he line. Stick the half words at random on a large piece

al: Kid's Box Interactive DVD 1: The living room 'Let's go to o!' episode

#### mer

the mime game from the previous lesson (Extra activity review animals. A pupil comes to the front and mimes an Ial. The class guesses. Repeat with other animals.

#### **ACTIVITY 3.** Say the chant. Do the actions.

Open your Pupil's Books at page 49, please. Elicit the animals. the CD. Pupils listen and point to the animals. Play the again. Pupils say the chant. Say the chant with the class. Is repeat it line by line, faster, softly, etc.

ew or practise TPR actions for each animal, e.g. tiger (hand ing, scratching the air), elephant (arm in front of the face trunk), hippo (looking fat, rounded arms at sides, with pen mouth), snake (whole arm 'wriggling' away from the the trunk), giraffe (outstretched arm above head, thumb tucked in flat hand for head), crocodile (two outstretched arms in the of face making a snapping movement).

e six groups. Each group is an animal. Pupils stand up and he chant. Each group mimes their animal when they hear it.

### 05

lephant, hippo, snake, and crocodile. lephant, hippo, snake, and crocodile.

### **ACTIVITY 4.** Listen and point. Answer.

isten and point to the animals in the book. Play the CD. Is listen and point. Say now listen and answer. Play the track, pausing after each description. Pupils whisper the al to their partner. Check with the class. Play the CD I. Pupils repeat. After each question, pupils chorus the rer.

onkeys, crocodiles, hippos, elephants, tigers, snakes, fes

### 06

re the animals?
nd look.
the animals
ook.
small and brown,
long and green.
grey and dirty,

They're big and clean.
They're orange and black,
They're red and blue.
They're yellow and brown,
With small heads too.

#### Answer.

They're small and brown with big ears. What are they? They're long and green with big mouths and a lot of teeth. What are they?

They're big and grey with very big mouths and small ears. What are they?

They're big and grey with long noses and big ears. What are they?

They're orange and black with small ears and big teeth. What are they?

They're red and blue with small heads and no ears. What are they?

they?
They're yellow and brown with small heads. What are they?

#### AB49. ACTIVITY 3. Read and answer. Write 'yes' or 'no'.

- Revise the adjectives long, short, big, small, clean, dirty using items in the classroom. Say Open your Activity Books at page 49, please. Point to the picture and ask Which wild animals can you see? Elicit the names. Read the example question, hold up your book and point to the picture. Elicit the answer (no) and point to the example answer written on the first line.
- Pupils answer the rest of the questions individually. Check answers in open pairs.

.

.

11

H

MI M

Key: 2 yes, 3 yes, 4 no

### **AB49. ACTIVITY 4.** Colour the animals.

- Focus the pupils on the first row of pictures in Activity 4. Elicit the names of the animals. Elicit typical colours for each of the animals. Review the use of (colour) and (colour). Say Choose different colours. Colour the animals. Pupils colour the animals in the first row, hiding their book from their partner. They can use one or two colours for each animal.
- Demonstrate the ask and answer activity. Hide your Activity Book from pupils and describe the first animal, e.g. My giraffes are red and yellow. Gesture that pupils should colour the first picture in the second row.
- Pupils work in pairs. Still hiding his/her book from Pupil B, Pupil A makes sentences about the colour(s) of each animal, e.g. My giraffes are yellow and brown. Pupil B colours in the animals in the second row. Set a time limit of two minutes for this stage. Monitor and check pupils are using the plural are. Then pupils swap roles. They compare their books when they have finished colouring.

### Extra activities: see page TII5 (if time)

### **Optional activity**

• 'Let's go to the zoo!' episode from Kid's Box Interactive DVD I (The living room section). See pages 16–19 of the Teacher's Booklet for the Interactive DVD.

### **Ending the lesson**

 Mime each wild animal. Pupils say the word. Pupils come to the front and mime for the class to guess.



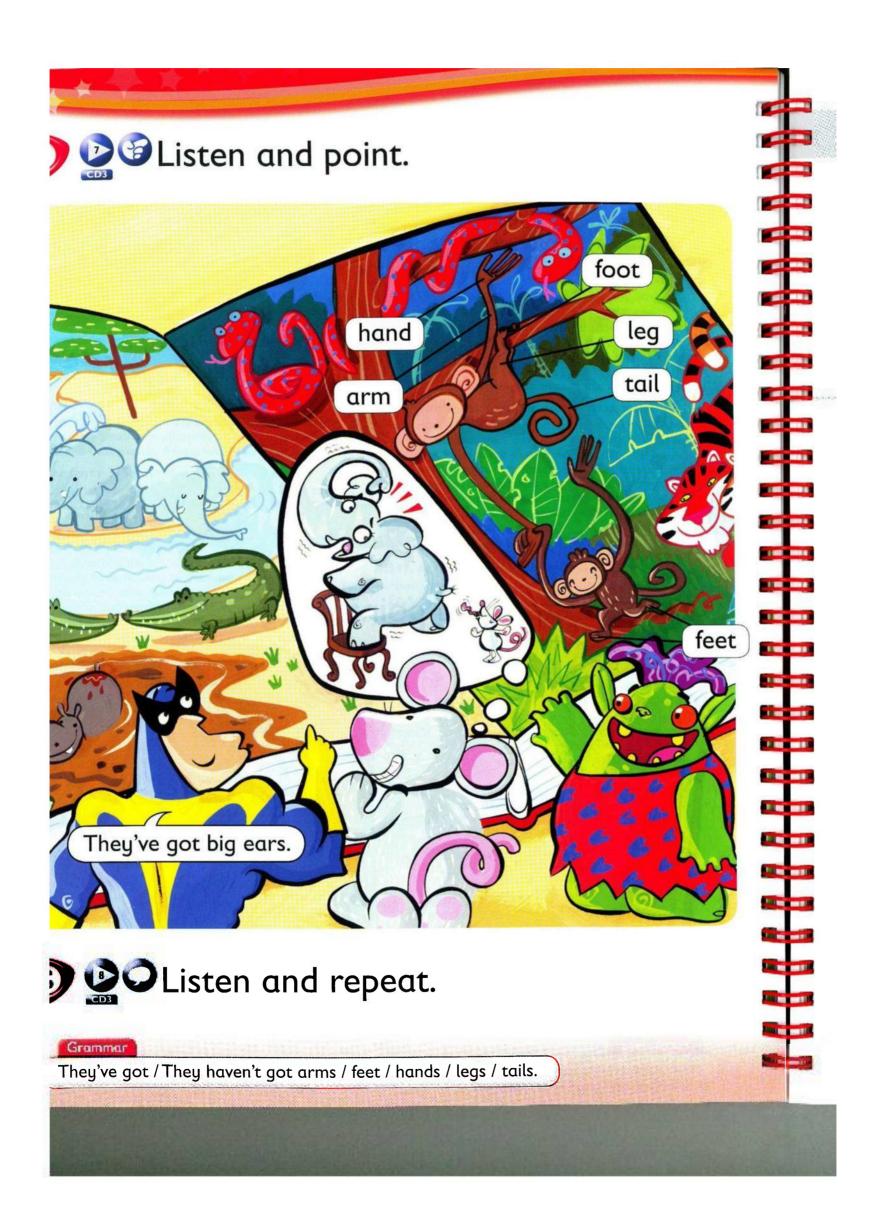


Listen and point. Answer.



crocodile elephant giraffe hippo monkey snake tiger

49



**OBJECTIVES:** By the end of the lesson, pupils will have described animals and their body parts.

#### • TARGET LANGUAGE

**Key language:** They've got ... / They haven't got arms / feet / hands / legs / tails. Have they got ... ? How many ... ?

Additional language: a lot Revision: teeth, ears, nose

### • MATERIALS REQUIRED

Face, pet and wild animal flashcards (53–58, 47–52, 59–65) Wool (for a tail)

Extra activity 1: 12 school objects, e.g. two erasers, seven pencils (two red, two green, three yellow), three books A cloth

Optional: Kid's Box Teacher's Resource Book 1 Unit 7 Reinforcement worksheet 2 (page 44)

#### Warmer

 Review the face vocabulary by playing the Please game. Say, e.g. Point to your nose, please. Pupils point. Say Point to your teeth. Pupils don't point. Repeat.

#### **Presentation**

- Teach or review the new vocabulary: body, arm, leg, foot/feet, tail. Put wool behind you for tail.
- Display the wild animal flashcards. Elicit the animal body parts. Say Come and point to a tail. A pupil comes and points. Repeat.

### PB50. ACTIVITY 5. Listen and point.

 Say Open your Pupil's Books at page 50, please. Say Listen and point to the animals. Play the CD. Pupils listen and point. Play the CD again. Check with the class.

### CD 3, 07

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: What have you got there, Trevor?

TREVOR: I've got a book on animals. Look at these monkeys. They're funny.

MASKMAN: Yes, they've got long arms and big hands. Ooohh. What are they?

TREVOR: They're crocodiles. They're long and green and they've got big mouths and long tails.

MONTY: How many teeth have they got?

TREVOR: They've got a lot of teeth.

MASKMAN: Have they got long legs?

**TREVOR:** No, they haven't. They've got short legs and feet. Look at the snakes. They've got no legs and no feet.

maskman: Look at the elephants. They're big and grey. They've got very big ears, long noses and short tails.

monty: Hmmm. Elephants. They're my favourite animals.

Repeat with other vocabulary, e.g. hands, teeth.

**Practice** 

### PB50. ACTIVITY 6. Listen and repeat.

- Say Listen and repeat. Play the CD. Pupils listen and repeat the sentences.
- Pupils listen again and say the animal being described each time.

Practise How many ... ?, saying e.g. Have I got four pencils?
 Pupils reply No. Say How many have I got? Pupils reply Three.

Key: monkeys, giraffes, crocodiles, snakes

#### CD 3, 08

They've got long arms and big hands. They've got long legs.

They've got short legs. They haven't got feet.

### AB50. ACTIVITY 5. Listen and write the number. [YLE]

• Say Open your Activity Books at page 50, please. Say Listen and write the number. Play the first one and check. Play the rest of the CD. Pupils write the numbers. They check in pairs.

Key: 2 tigers, 3 crocodiles, 4 hippos, 5 snakes, 6 giraffes

#### CD 3, 09

- 1. They're big and grey. They've got short tails and big ears.
- 2. They're big cats. They've got a lot of big teeth. They're orange and black.
- 3. They're green or brown. They've got four short legs and a long body. They've got a big mouth and a lot of big teeth.
- 4. They're big and grey. They've got big mouths and short tails. They haven't got hair.
- 5. They're long and they're a lot of colours. They haven't got arms or legs.
- 6. They've got four legs. They're yellow and brown. They haven't got big teeth.

### AB50. ACTIVITY 6. Read and cross (X) or tick (✓). [YLE]

- Display the snake flashcard. Say They haven't got hands (mime a cross). They've got tails (mime a tick).
- Pupils cross or tick for the other animals. Check, e.g. Tell me about monkeys. Pupils answer They've got (two) hands.

Key: X = birds: hands, arms; elephants: hands, arms; crocodiles: hands, arms; fish: hands, arms, legs, feet; tigers: hands, arms; dogs: hands, arms

✓ = monkeys: hands, arms, legs, feet, tails; birds: legs, feet, tails; elephants: legs, feet, tails; crocodiles: legs, feet, tails; fish: tails; tigers: legs, feet, tails; dogs: legs, feet, tails

### Extra activities: see page TII5 (if time)

### Optional activity

Unit 7 Reinforcement worksheet 2 Teacher's Resource Book 1
 (pages 42 and 44).

### **Ending the lesson**

Make six groups. Each group is an animal. Teach the chant.
 Each group mimes their animal when they hear it.
 Tigers, elephants, hippos, snakes,
 Giraffes and crocodiles.
 Tigers, elephants, hippos, snakes,
 Giraffes and crocodiles.

**CTIVES:** By the end of the lesson, pupils will ad more practice in describing animals and their parts.

#### GET LANGUAGE

nguage: body, hand, arm, leg, tail, foot/feet, They've got ey haven't got ..., Have they got ...? How many ...? onal language: a lot, shake, smile, laugh on: are, prepositions on, under, next to, adjectives

#### *TERIALS REQUIRED*

nimal flashcards (59–65)
al: audio or video recorder
copiable 7 (see page 103), copied onto thin card, one
each group of three, each photocopy pre-cut into
trips, scissors, one completed set for demonstration,
pes
al: Kid's Box Teacher's Resource Book 1 Unit 7 Song
neet (page 47)
ox Interactive DVD 1: The playroom 'Please, Mr Crocodile'
and coloured ribbons if your pupils wear school

#### mer

n)

r a definitions/guessing game with the class. Describe an nal. Pupils put up their hands to guess. Say, e.g. They've short legs and very big mouths. They are green (crocodiles). tinue with descriptions for other animals. Confident ils can offer definitions.

### g

### . ACTIVITY 7. Sing the song.

riew the body parts for the song (hands, feet, etc.).

Open your Pupil's Books at page 51, please.

the CD. Pupils listen and do the actions, e.g. move their ds and feet. Play the CD again, line by line. Teach the song the pupils. When pupils know the song, they repeat the ole song with the actions. Make six groups. Each group as a verse. All pupils do the actions together.

### 3, 10

Ils, animals, big and small, Ils, animals, short and tall. Ils, animals, dirty and clean, Ils, animals, brown and green. On, children, sing along, and move to the animal song.

all do the hippo show, all do the hippo show, all do the hippo show, your hands and feet.

all do the elephant dance, all do the elephant dance, all do the elephant dance, your arms and legs. Let's all do the snake shake, Move your head and tail. Let's all do the crocodile smile, Let's all do the crocodile smile, Let's all do the crocodile smile, Show your big white teeth.

Let's all do the giraffe laugh, Let's all do the giraffe laugh, Let's all do the giraffe laugh, And open your big clean mouth.

#### CD 3, 11

Now sing the song again. (Karaoke version)

#### PB51. ACTIVITY 8. Act it out and say.

- Act being one of the animals from the unit, e.g. a crocodile (its movements and sounds). Say What am I? Pupils guess: You're a ...
- Nominate volunteers to come to the front of the class and act being another animal. Encourage them to ask What am 1? afterwards and check that the other pupils are guessing using complete sentences, e.g. You're an elephant. Pupils repeat the activity in pairs (Pupil A acts and Pupil B guesses, and then they swap roles).

100

### Photocopiable 7: see pages T96 and T103

AB51. ACTIVITY 7. Look and read. Write 'yes' or 'no'. [YLE]

- Review prepositions by placing animal flashcards in different places around the classroom (e.g. under the chair, on the table, next to the bag). Ask Where's the ...? Pupils respond Under the chair, etc.
- Say Open your Activity Books at page 51, please. Say Look at the picture. It's a toy shop (use LI to explain what this is if necessary). Look at the animals. Can you see the elephants? Read the example sentence and elicit that it is false (pupils say No). Show them the example answer on the first line.
- Pupils complete the activity individually or in pairs. Monitor and give help as necessary. Check answers as a class.

Key: I yes, 2 yes, 3 yes, 4 no, 5 no

### Extra activity: see page TII5 (if time)

### **Optional activity**

- Pupils complete the Unit 7 song worksheet from Teacher's Resource Book 1 (pages 42 and 47).
- Watch the DVD clip 'Please, Mr Crocodile' from The playroom section of the Interactive DVD. Then play the game with your pupils. See page 35 of the Teacher's Booklet for the Interactive DVD.

### **Ending the lesson**

• Sing the song from the beginning of the lesson.





**OBJECTIVES:** By the end of the lesson, pupils will have practised the sound /I/ and had more practice with describing animals and their body parts.

#### • TARGET LANGUAGE

**Key language:** the phoneme  $/\tau$ / as in big, fish, six **Revision:** Have they got ...? My favourite wild animals are ..., They're ..., They've got ...

#### • MATERIALS REQUIRED

Colour, pet and wild animal flashcards (20–26, 41–44, 47–52, 59–65)

A selection of flashcards, e.g. train (40), horse (50), mouse (51), cat (47)

Extra activity 2: dominoes from Photocopiable 7 (see page T103), in envelopes from the previous lesson Optional: Kid's Box Teacher's Resource Book 1 Unit 7 Extension

#### Warmer

worksheet I (page 45)

• Show each flashcard and elicit the word. Put the flashcards with the sound /1/ in one group. Say *Today's sound is* ... Let the class complete by saying *i* (the sound, not the letter name).

#### PB52. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 52, please. Point to the pictures of the fish and the big box and say Fish, Big. Pupils practise saying the words and the sound /1/.
- Point to the larger picture and say Look! Six big fish. Say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sound and the words, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying Six big fish as a tongue twister

### CD 3, 12

MONTY: Hi, I'm Monty! Repeat after me!

/I/ /I/ fish /I/ /I/ big Six big fish. Six big fish.

Six big fish!

### PB52. ACTIVITY 10. Play the game. Ask and answer.

- Demonstrate the activity. A pupil thinks of an animal. Ask
  questions about it, e.g. Have they got long noses? Other pupils
  can ask questions. The first to guess thinks of an animal and
  play continues. Repeat.
- Pupils then play in pairs using the boxes on the page to help them.

### AB52. ACTIVITY 8. Listen and write 'a', 'e' or 'i'.

• Write the number 10 on the board in figures. Write the word ten with the vowel missing below (as in AB page 52 Activity 8): t\_n. Point and say Ten: a, e or i? (say the letter sounds, not their names). Make the shape of the letter 'a' in the air as you say a, the shape of the letter 'e' as you say e and the shape of 'i' (with the dot above it) as you say i. Elicit the answer (e). Write the letter e on the board to complete the word below the number.

- Say Open your Activity Books at page 52, please. Say Listen and write 'a', 'e' or 'i'. Again, use the letter sounds, not their names.
- Play the example on the CD and point to the letter 'e' in leg.
   Play the rest of the CD. Pupils write the missing letter each time. Pupils check answers in pairs.
- Play the CD again. Check answers as a class.

Key: 2 i, 3 a, 4 i, 5 i, 6 e, 7 i, 8 a

#### CD 3, 13

- I. leg
- fish
   black
- 4. big
- 5. hippo
- 6. pen
- 7. sister
- 8. hand

#### AB52. ACTIVITY 9. Draw and write.

- Focus pupils on the second activity on Activity Book page 52. Show or draw a picture of your favourite wild animal (from the animals pupils know). Say, e.g. My favourite wild animals are elephants. Then say two or more sentences about them, e.g. They're big and grey. They've got big ears. They've got four legs.
- Say Draw your favourite animal. Write sentences. Pupils draw and write individually. Monitor and help those who are having difficulty. Pupils work in small groups to share their pictures and read their sentences to their friends.

#### **Optional** activity

 Unit 7 Extension worksheet I from Teacher's Resource Book I (pages 42 and 45).

### Extra activities: see page T115 (if time)

### **Ending the lesson**

 Teach and then do this chant with pupils. Display relevant flashcards (picture side) on the board to help them with the words.

Give me a /t/

(Point to, e.g. the train.) Pupils respond Train.

Give me a /h/

(Point to, e.g. the horse.) Pupils respond Horse.

Give me a /m/

(Point to, e.g. the mouse.) Pupils respond Mouse. Give me a / k /

(Point to, e.g. the cat.) Pupils respond Cat.

 Repeat, with different flashcards for the sounds. Do the chant quietly, loudly, varying from loud to soft, etc. **JECTIVES:** By the end of the lesson, pupils will e listened to a story and reviewed language from unit.

#### **ARGET LANGUAGE**

r language: language from the unit ditional language: hero, help rision: language from the unit

## IATERIALS REQUIRED

d animal flashcards (59-65)

ra activity 1: a simple drawing of a 'sniger' (a combination snake and a tiger), e.g. long tail, snake body, stripy, no s, four short legs, big teeth

ra activity 2: pet flashcards (47-52)

cional: Kid's Box Teacher's Resource Book I Unit 7 Extension ksheet 2 (page 46) and/or animated version of the Unit 7 ry from Kid's Box Interactive DVD I (Suzy's room section)

#### armer

Review animals from the unit by doing a version of the chant rom the end of the previous lesson, but use the wild animals. Start softly and get louder and louder for each animal. Make sure you say the sound, e.g. /t/ and not the letter.

Give me a /t/
Point to the tiger.) Pupils respond Tiger.

Give me a /h/

Point to the hippo.) Pupils respond Hippo.

Give me a /k/

Point to the crocodile.) Pupil respond Crocodile.

Give me a /s/

Point to the snake.) Pupils respond Snake.

# ory

# 53. ACTIVITY 11. Listen to the story.

Say Open your Pupil's Books at page 53, please. Say Listen and ook. How many animals? How many legs have they got? Play the CD. Pupils listen and look. They check in pairs. Check with the class (three animals – snakes, crocodiles, elephants; no egs, four legs, four legs).

Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the sounds, e.g. Ooohh! Aaagghh!

Check comprehension by pointing to each picture in turn and asking, e.g. Who's this? (Marie). Is she happy? (No. There are makes.).

Check pupils understand *Hero* and *Superhero*. Elicit their superheroes, e.g. Superman, Spiderman, Batman, Cat Woman.

## 

rs in the toy box, me alive. .lk and talk, the count of five.

e, two, three, four, five.

NTY: Animals animals, big and small. Animals animals, short and tall.

RIE: Help! Help, Maskman! Look at these snakes. They're long and ugly and they've got two long teeth.

MASKMAN: I'm here, Marie. I've got the snakes. Snakes have got two long teeth, but I've got two big arms.

MARIE: Ooohhh, Maskman, thank you. You're a superhero!

TREVOR: Help! Help! Maskman! Look at these crocodiles. They've got big mouths ... and they've got a lot of teeth.

MASKMAN: I'm here, Trevor, I've got the crocodiles. Crocodiles have got big mouths and a lot of teeth, but I've got long legs and big hands.

TREVOR: Ooohhh, Maskman, thank you. You're a superhero!

maskman: Help! Help! Look at these elephants! They're very big ... and they've got very big feet.

MASKMAN, MARIE AND TREVOR: Aaagghh!

monty: I'm here, Maskman! Elephants are very big and they've got very big feet, but I'm a mouse ... and I'm very small.

maskman, marie, trevor: Thank you, Monty. You're a small mouse, but you're a big hero.

#### PB53. ACTIVITY 12. Act out the story.

 Make groups of four. Play the CD. Pupils act out the story along with the CD. Pupils practise their role plays, using the pictures in the book to help. More confident pupils act out parts of the story to the class.

#### AB53. MY PICTURE DICTIONARY.

Say Open your Activity Books at page 53, please. Look at the
picture dictionary. Pupils prepare the stickers. Say the words
in turn. Pupils point to the correct sticker and to the word in
their books. Pupils stick the stickers in the correct place. If
appropriate, pupils trace around the word under the picture.

## AB53. MY STAR CARD.

- Say Can you say these words? Use flashcards to elicit the words in turn. Pupils say them in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.
- Say Colour the stars. Check pupils remember what to do with the other words and stars. Pupils choose colours to colour their stars.

## Extra activities: see page T115 (if time)

## **Optional activities**

- Unit 7 Extension worksheet 2 from Teacher's Resource Book 1 (pages 42 and 46).
- The animated version of the Unit 7 story from Kid's Box Interactive DVD 1 (Suzy's room section). See pages 41–45 of the Teacher's Booklet for the Interactive DVD.

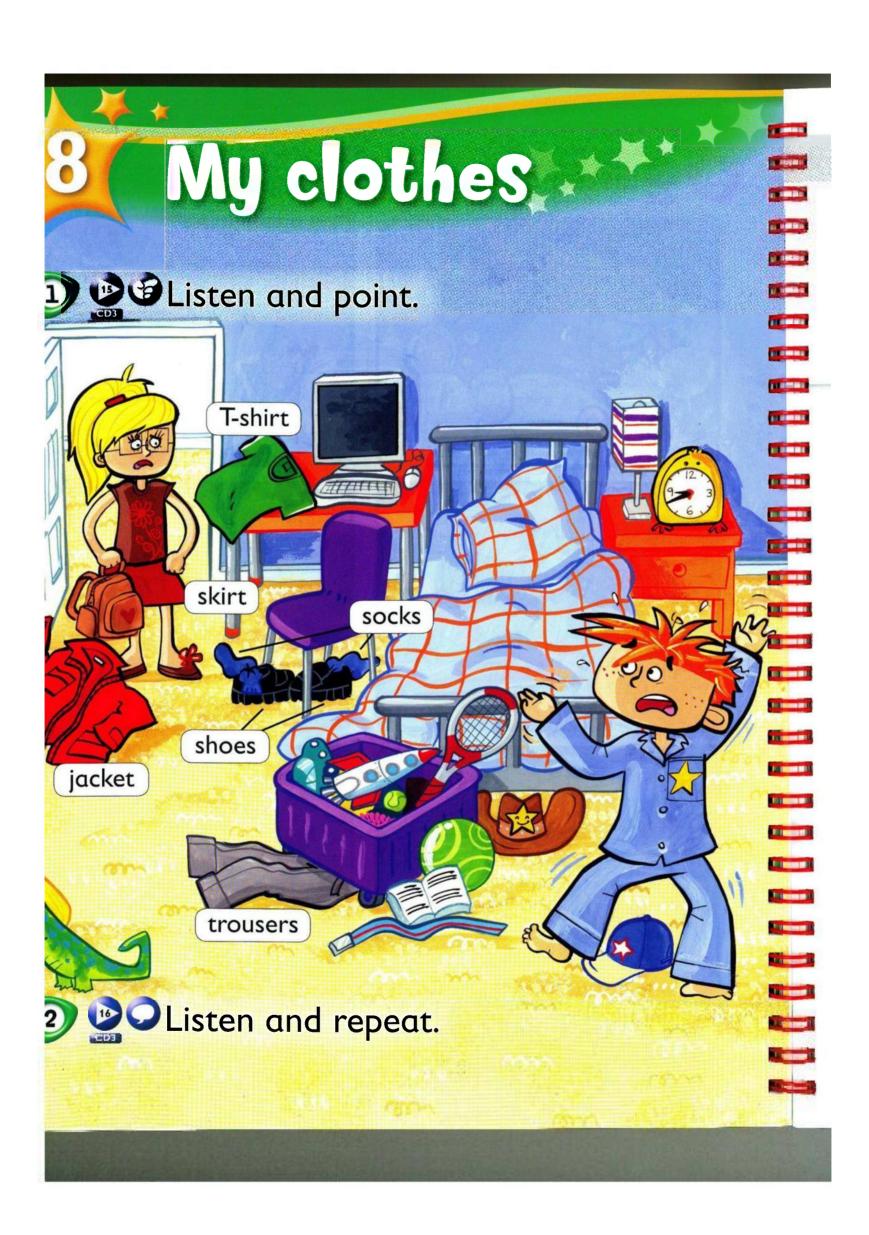
# **Ending the lesson**

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.









**OBJECTIVES:** By the end of the lesson, pupils will be able to name clothes.

#### • TARGET LANGUAGE

**Key language:** jacket, shoes, skirt, socks, trousers, T-shirt, How many ...?

Additional language: Come on, room Revision: Where ... ?, prepositions, colours

## • MATERIALS REQUIRED

Clothes flashcards (66-71)

Extra activity 1: flashcards computer (38), crocodile (59),

ball (36), chair (29)

Optional: Kid's Box Teacher's Resource Book / Unit 8 Reinforcement worksheet | (page 49)

#### Warmer

- Review prepositions next to, on, in, under. Show, e.g. an eraser.
   Place it under a book. Ask Where's the eraser? Elicit It's under the book.
   Repeat for on, in, next to.
- Do a TPR dictation with the class. Say, e.g. Pick up the blue pencil. Put it on the book. Pupils follow your instructions.

## **Presentation**

- Teach or elicit the clothes, using the flashcards. Show each flashcard and say the word clearly. Pupils repeat.
- Display the flashcards (picture side) on the board. Point to each one in turn. Elicit the word. Point to the first flashcard. Elicit the word and then turn it over so it is word side. Elicit the other five words. Repeat until all the flashcards are word side. Pupils read/chorus from memory. Continue, turning one flashcard back to picture side each time, until all the pictures are visible.
- Make a circling motion with your hands. Say They're clothes.

## PB54. ACTIVITY 1. Listen and point.

Say Open your Pupil's Books at page 54, please. Elicit what pupils can see (clothes) and say Where's the star? (on the hat). Pupils say Here it is. Say Listen and point to the clothes. Play the CD. Pupils listen and point. Play the CD again. Check comprehension by asking, e.g. What colour are the trousers? Where are the shoes?

## CD 3, 15

MR STAR: Come on, children. Time for school.

STELLA: OK, Dad.

simon: Stella, where are my grey trousers?

**STELLA:** They're under your toy box. **SIMON:** Now, where are my socks?

STELLA: Your blue socks? They're in your shoes.

**SIMON:** And where are my shoes? **STELLA:** Under the chair, Simon. Come on!

**SIMON:** OK. Is that my green T-shirt next to the computer?

STELLA: Yes, it is. And your jacket's next to the door.

#### **PB54. ACTIVITY 2.** Listen and repeat.

- Play the CD. Pupils listen. Point to the words and repeat.
   Play the CD again for pupils to repeat in chorus.
- Make six groups. Hand out one clothes flashcard to each group. Conduct groups like an orchestra. Point to a group. They stand, say their word in chorus and then sit. Move quickly from group to group, returning to the same group sometimes to make it more fun.

#### CD 3 16

T-shirt, skirt, socks, shoes, jacket, trousers

## **AB54. ACTIVITY 1.** Find and circle the number.

- Say Open your Activity Books at page 54, please. Say Look at the socks. How many (are there)? Let's count. Count with the class. At the count of 10, point to the circled 10 in the grid. Say Do the same for T-shirts, skirts, shoes, jackets, trousers.
- Pupils work individually. They check in pairs. Check with the class by asking, e.g. How many T-shirts? Pupils count aloud, e.g. One, two, three, ...

Key: T-shirt 4, skirt 7, shoe 9, jacket 3, trousers 5

## **AB54.** ACTIVITY 2. Listen and answer.

 Play the first question on the CD. Elicit the response from pupils. Play the rest of the CD. Pupils chorus the answers.

Key: three, nine, ten, five, seven, four

# CD 3, 17

How many jackets?

How many shoes?

How many socks?

How many pairs of trousers?

How many skirts?

How many T-shirts?

# Extra activities: see page TII6 (if time)

## **Optional** activity

 Unit 8 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 48 and 49).

# **Ending the lesson**

 Say, e.g. Point to some shoes, please. Pupils point (to their or another pupil's shoes). Say Point to a skirt. Pupils don't point. Continue with other clothes. Pupils who make a mistake sit down. Stop when you have a small group of winners. JECTIVES: By the end of the lesson, pupils will had more practice talking about clothes.

#### **ARGET LANGUAGE**

language: jacket, shoes, skirt, socks, trousers, T-shirt ision: have got, colours, adjectives, face and body parts

## **ATERIALS REQUIRED**

hes flashcards (66–71) or clothes word cards from *Kid's Teacher's Resource Book 1* ional: audio or video recorder a activity 2: CD of lively music

#### armer

eview clothes and instructions by playing a TPR game with ne class. Combine instructions, clothes, body parts and plours. Say, e.g. Stand up if you've got black shoes. Jump up if nu've got brown hair. Stamp your feet if you've got blue socks. Yave your arms if you've got a white shirt. Clap your hands if nu've got grey trousers. Use vocabulary which gives all pupils a nance to join in.

## **55. ACTIVITY 3.** Say the chant.

ay Open your Pupil's Books at page 55, please. Point to the ousers. What colour are they? Play the CD. Pupils listen and ap or tap the rhythm.

lay the CD. Pupils repeat line by line. Pupils say the chant as class. Repeat. Record the class, or video them if possible.

## END

got blue trousers, a green T-shirt. got a brown jacket, a purple skirt. got red shoes, long pink socks. 're on the floor, t to my box. (x2)

# **55. ACTIVITY 4.** Listen and say the number.

ay Listen. Play the first section of the CD. Pupils look at ne pictures. Wait for most pupils to raise their hands. Elicit ne answer (I). Play the rest of the CD. Pupils whisper the nswer to their partner. Play the CD again. Pause after each entence. Pupils put up their hands. Elicit answers from ifferent pupils.

: 1, 3, 4, 3, 4, 2, 1, 2, 4, 2, 1, 3, 4

## YMU

avourite clothes are my grey skirt and my purple jacket. avourite shoes are white. got an orange T-shirt. It's my favourite. got short grey trousers. They're my favourite. avourite shoes are red. avourite trousers are brown. avourite socks are pink.

My favourite T-shirt is big and yellow.
My favourite skirt is blue.
I've got brown shoes. They're my favourite.
My favourite shoes are black. They're beautiful.
My favourite jacket is green.
My favourite socks are white.

## Pair work

 Pupils do the activity in pairs. They take it in turns to speak and answer. Pupil A says, e.g. My favourite shoes are brown.
 Pupil B points and says, e.g. Number 2.

## AB55. ACTIVITY 3. Listen and colour. [YLE]

- Say Open your Activity Books at page 55, please. Pupils take out grey, blue, brown, yellow, green, red and orange crayons. Say Listen and colour. Make a dot first. Play the CD. Pupils make a dot on the clothes. They check in pairs. Play the CD again. Pause after each one to check and for pupils to colour.
- Elicit which colour they didn't need to use (green).

# CD 3, 20

I've got red trousers, And a blue T-shirt. I've got a grey jacket, And an orange skirt. I've got brown shoes, And yellow socks. They're on the floor, Next to my box.

## AB55. ACTIVITY 4. Draw and write.

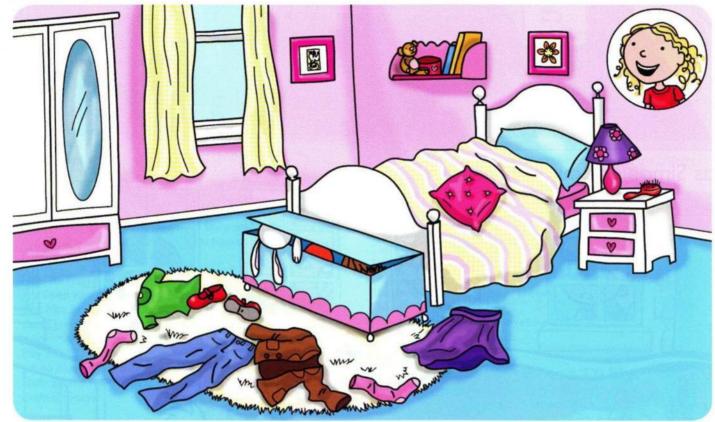
- Say Um, my favourite clothes are my brown shoes and my green jacket. (Name), what about you? Elicit ideas from pupils using the model. Ensure correct pronunciation of clothes.
- Say Draw your favourite clothes here (point to the box) and write the words here (point to the writing line). Display the flashcards on the board to give support with spelling.
- More confident pupils show their pictures to the class and say the sentence.

## Extra activities: see page T116 (if time)

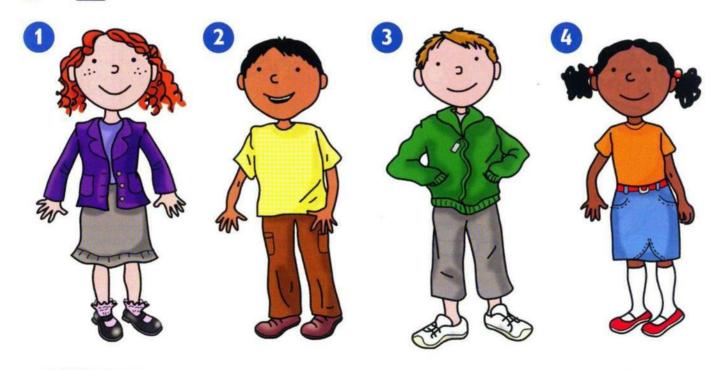
## **Ending the lesson**

 Display the clothes flashcards (word side) or use the clothes word cards from the Teacher's Resource Book. Pupils stand up. Point to one word, e.g. Socks. Pupils silently point to their socks. Continue pointing to different words quickly, one after another. Pupils who say the word (or who giggle) miss a turn.



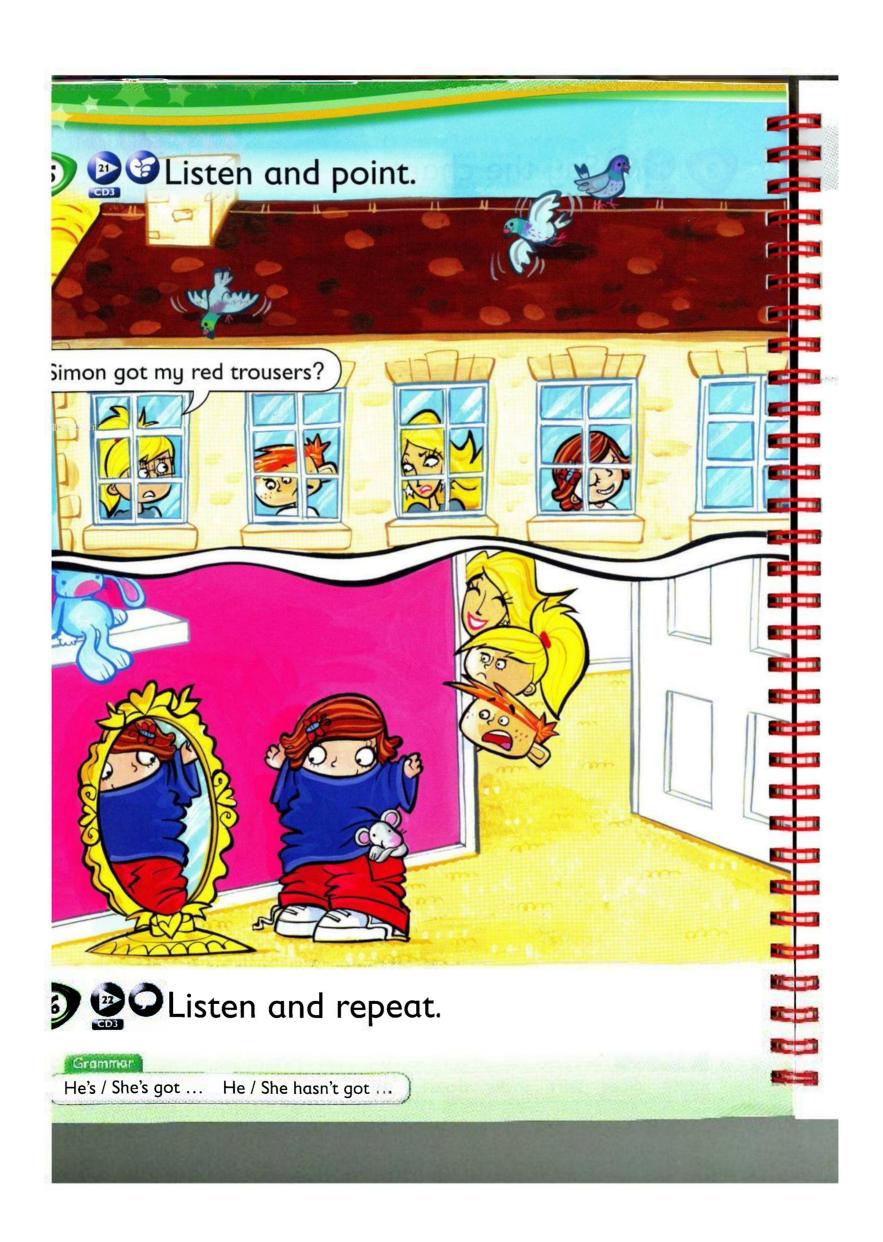


(4) Disten and say the number.



jacket shoes skirt socks trousers T-shirt

55



**OBJECTIVES:** By the end of the lesson, pupils will have had more practice with recognising and talking about clothes.

#### • TARGET LANGUAGE

**Key language:** He's / She's got ..., He / She hasn't got ..., jacket, shoes, skirt, socks, trousers, T-shirt

Additional language: Who's got ...? Is that right?

Revision: colours, I have got ... / I haven't got ... , I don't know

#### • MATERIALS REQUIRED

Real clothes: T-shirts, socks, trousers, skirts, jackets A big bag

Optional: Kid's Box Teacher's Resource Book / Unit 8 Reinforcement worksheet 2 (page 50)

## Warmer

• Play a version of the warmer from the previous lesson. Use negatives as well, e.g. Stand up if you haven't got black shoes. Jump up if you've got blue eyes.

#### PB56. ACTIVITY 5. Listen and point.

- Say Open your Pupil's Books at page 56, please. Remind pupils that Mrs Star is Suzy, Simon and Stella's mum. Say Listen to the CD and point to the clothes. Play the CD. Pupils listen and point.
- Play the CD again. Check understanding, e.g. Has Simon got his blue T-shirt? (no). Supply he hasn't. Continue, e.g. Has Stella got her red trousers? (No, she hasn't). Ask Who's got the clothes? (Suzy).

# CD 3, 21

STELLA: Mum, have you got my red trousers? Where are they?

MRS STAR: I don't know.

**STELLA:** Has Simon got my red trousers?

MRS STAR: Ask Simon, not me.

suzy: No, Stella. Simon hasn't got your red trousers.

simon: Mum, has Stella got my blue T-shirt?

MRS STAR: I don't know. Ask Stella, not me.

suzy: No, Simon. Stella hasn't got your blue T-shirt.

**STELLA:** No, I haven't got your blue T-shirt. Have you got my red trousers?

**SIMON:** No, I haven't. And who's got my favourite white shoes? **STELLA AND SIMON:** Where's Suzy?

MRS STAR: Look at Suzy. She's got your red trousers, Stella. She's got your blue T-shirt, Simon. SIMON: And she's got my favourite white shoes ... Not my

# **Practice**

shoes!

- Say, e.g. Has (name) got green eyes? Pupils answer Yes, helshe has or No, helshe hasn't. Continue. Pupils ask questions about their classmates for the class to answer.
- Introduce Who's got (long hair)? etc. Pupils continue, asking about other pupils in the class.

#### PB56. ACTIVITY 6. Listen and repeat.

• Play the CD. Pause after each sentence. Pupils point to and chorus the clothes. Walk around the room. Point to pupils' clothes for the class to say He's got ... / She's got ...

## CD 3, 22

He's got a blue T-shirt. She's got red trousers. He's got white shoes.

## AB56. ACTIVITY 5. Listen and colour. [YLE]

• Say Open your Activity Books at page 56, please. Say Listen. Don't write. Play the the CD. Pupils listen and take out the crayons they need (black, grey, green, pink, white, brown, purple, yellow, blue, orange, red). Say Listen. Put a coloured dot on the picture. Play the CD again. Elicit the colours and the objects (black shoe, grey mouse, etc.). Pupils colour them.

# CD 3, 23

The shoe under the table is black.

The mouse is grey.

The T-shirt on the chair is green.

The jacket is pink.

The cat is black and white.

The shoe under the chair is brown.

The skirt is purple.

The socks on the chair are yellow and blue.

The fish is orange and black.

The trousers are red.

## AB56. ACTIVITY 6. Listen and match. [YLE]

 Say Listen again. Who's got a black shoe and a pink jacket? Listen and draw lines. Play the CD. Elicit the answer (Sue). Play the rest of the CD in sections. Pupils check in pairs. Check with the class.

# CD 3, 24

Sue's got a black shoe and a pink jacket.
Nick's got a green T-shirt and an orange and black fish.
Kim's got a purple skirt and a grey mouse.
Tony's got a black and white cat and a brown shoe.
May's got red trousers and yellow and blue socks.

## Extra activities: see page TII6 (if time)

## Optional activity

 Unit 8 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 48 and 50).

## **Ending the lesson**

 Put the clothes in the bag. Pupils come up one by one, feel in the bag and guess the clothing. They take it out and hold it up to check. Repeat. **IECTIVES:** By the end of the lesson, pupils will sung a song and talked more about clothes.

#### **ARGET LANGUAGE**

itional language: Tell me about ... ision: She's got ..., He/She hasn't got ..., colours, book, car, ball, clothes

#### **ATERIALS REQUIRED**

ocopiable 8 (see page T104), one for each pupil, copied thin card, scissors, a complete coloured set for onstration, envelopes onal: Kid's Box Teacher's Resource Book I Unit 8 Song (sheet (page 53)

#### ırmer

ay the guessing game from Extra activity I in the previous sson to review clothes. Include pupils not included before.

## ηg

## 7. ACTIVITY 7. Listen and correct.

y Open your Pupil's Books at page 57, please. What clothes n you see? Elicit the names and colours of the clothes. Elicit her items in the picture.

y a false sentence about the picture using He's got or She's got, 3. He's got a green eraser. Then ask Yes or no? Pupils respond No nd do the 'thumbs down' gesture). Elicit the sentence with the rrect colour and He's got ... (He's got a white eraser). Say Listen d correct. Play the CD, pausing for pupils to respond.

She's got a yellow sock. She's got a pink pencil. He's got a le jacket. He's got a purple ball.

got a black sock. He's got a blue elephant. got a pink train. He's got a white ball.

# **7. ACTIVITY 8.** Sing the song.

cus pupils on the picture of the bedroom again. Elicit here the clothes are (in his/her hands). Say Listen to the song d point to the clothes. Play the CD. Pupils listen and point. ly the CD again. Pupils join in. Sing the song without the CD. pils stand up. Make four groups. Each group sings a verse. ley sing the song, changing the words to the other items e boy and girl are holding (a red T-shirt, a white eraser, own trousers, an orange book).

old an object, e.g. a green eraser. Pupils sing about you, e.g. e's got a green eraser in her hands. Pupils come to the front turn with objects for the class to sing about.

## 3, 26

got a blue jacket in his hands, e jacket. got a blue jacket in his hands, cet in his hands.

got a purple ball in his hands, ple ball. got a purple ball in his hands, in his hands.

She's got a yellow sock in her hands, A yellow sock. She's got a yellow sock in her hands, A sock in her hands.

She's got a pink pencil in her hands, A pink pencil. She's got a pink pencil in her hands, A pencil in her hands.

#### CD 3, 27

Now sing the song again. (Karaoke version)

# Photocopiable 8: see pages T96 and T104

**AB57.** ACTIVITY **7.** Listen and write a name or a number. **[YLE]** 

- Say Open your Activity Books at page 57, please. Say Look at the picture. Point to the girl. Point to the boy. Point to the dog.
- Read the example question aloud. Play the first part of the CD and show pupils the example answer on the first line and the line through the name in the box. Nominate pupils to read each of the other questions and check comprehension.
- Play the rest of the CD. Pupils write a name or number from the box on each line. Check answers as a class.

Key: I Kim, 2 9, 3 2, 4 Ben, 5 4

## CD 3, 28

Example.

Woman: Hello. Are you the boy in this picture?

Tom: Yes, I am.

Woman: What's your name?

Tom: I'm Tom.

WOMAN: Look at this girl. Is she your friend?

Tom: Yes, she is.

WOMAN: What's her name?

Tom: She's Kim.

Woman: Is Kim in your class?

Tom: Yes, she is.

WOMAN: Really? What class are you in?

Tom: We're in class nine.

WOMAN: Has Kim got a dog?

Tom: Yes, she has. She's got two dogs. One dog is here and one dog is at home.

Woman: What's the name of this dog?

Tom: He's Ben.

Woman: What's your favourite animal, Tom?

Tom: Birds. At home we've got four birds. They're beautiful.

## Extra activities: see page T116 (if time)

## **Optional activity**

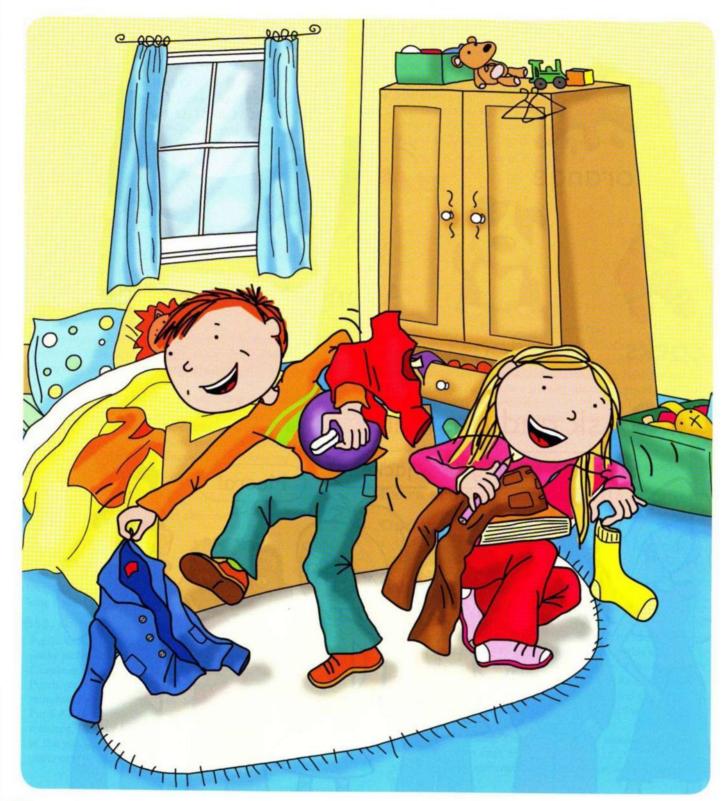
• Hand out the Unit 8 song worksheet from Teacher's Resource Book 1 (pages 48 and 53). Pupils do the gap fill activity and cut out and colour the cards, to use while singing the song.

- Mime putting on an item of clothing, e.g. a skirt. Pupils guess.
- Pupils play the game in pairs.

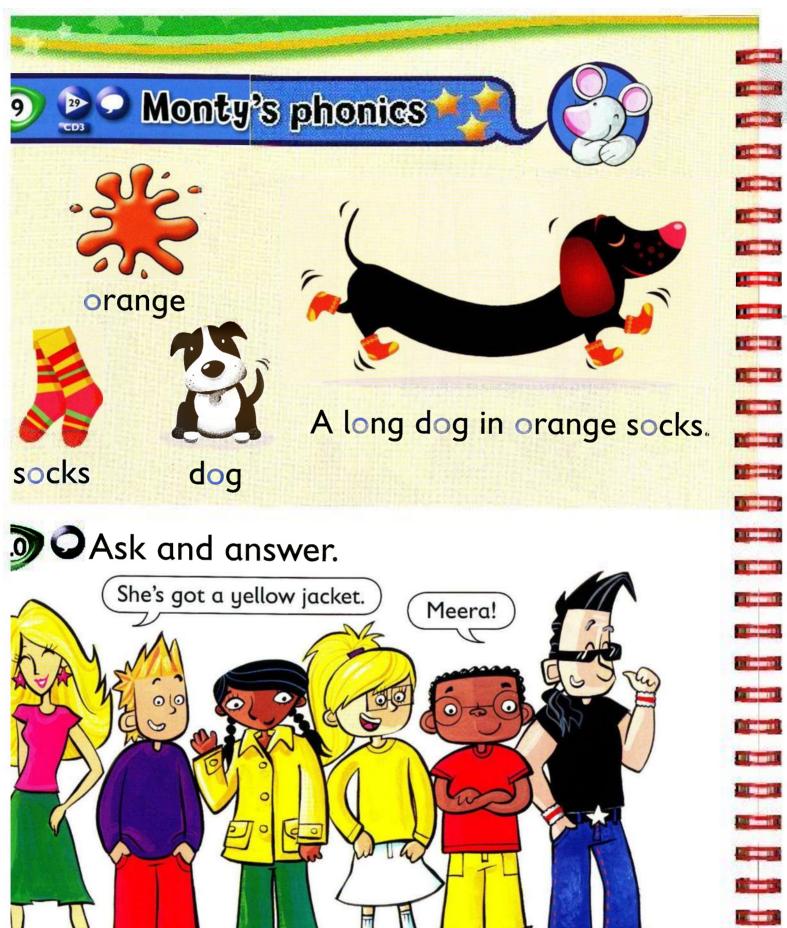








8 Sing the song.



# Mark and answer.



**OBJECTIVES:** By the end of the lesson, pupils will have practised the phoneme  $\langle D \rangle$  and writing the letters a, e, i, o.

#### • TARGET LANGUAGE

**Key language:** the phoneme /D/ as in orange, socks, dog a doll, a door

Revision: clothes vocabulary

#### • MATERIALS REQUIRED

Clothes, some pet, some toy, some school flashcards (66–71, 20, 23, 24, 47, 48, 49, 52, 37, 40, 39, 31, 32) Extra activity 2: cards from Photocopiable 8 (see page TI04) Optional: *Kid's Box Teacher's Resource Book I* Unit 8 Extension worksheet I (page 51)

## Warmer

Review colours (red, green, orange), some pets (dog, cat, fish) and some toys (doll, train, bike) using the flashcards. Elicit the word and stick the flashcard on the board. Put the flashcards with the sound /D/ in one group: orange, dog, doll. Point to them and say Today's sound is ... Let the class complete by saying o (the sound, not the letter name).

#### PB58. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 58, please. Point to the
  pictures of the colour orange, the socks and the dog and say
  Orange, Socks, Dog. Pupils practise saying the words and the
  sound /p/.
- Point to the larger picture and say A long dog in orange socks.
   Say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying A long dog in orange socks as a tongue twister.

# CD 3, 29

MONTY: Hi, I'm Monty! Repeat after me!

/p/ /p/ orange

/p/ /p/ socks

/p/ /p/ dog

A long dog in orange socks.

A long dog in orange socks.

A long dog in orange socks!

## PB58. ACTIVITY 10. Ask and answer.

- Pupils look at the pictures for 30 seconds. Say She's got a yellow jacket. Pupils answer Meera. Pupils close their books. Continue to see how much they can remember.
- Pupils work in pairs. They look at the picture for two minutes. Pupil A closes their book and Pupil B asks questions. Pupil As get one point for each correct answer. After two minutes, pupils swap roles. Give pupil Bs one minute to look at the pictures again before As ask the questions. Ask how many points pupils got at the end of the activity.

#### AB58. ACTIVITY 8. Listen and write 'a', 'e', 'i' or 'o'.

- Put the orange flashcard on the board. Write the word with the vowel missing below (as in AB page 58 Activity 8):
   \_ range. Point and say Orange: a, e, i or o? (say the letter sounds, not their names). Make the shape of the letters in the air as you say them. Elicit the answer (o). Write the letter o on the board to complete the word below the flashcard.
- Say Open your Activity Books at page 58, please. Say Listen and write 'a', 'e', 'i' or 'o'. Again, use the letter sounds, not their names.
- Play the example on the CD and point to the letter 'o' in doll.
   Play the rest of the CD. Pupils write the missing letter each time. Pupils check answers in pairs.
- Play the CD again. Check answers as a class.

Key: 2 a, 3 o, 4 e, 5 i, 6 o, 7 o, 8 i

## CD 3, 30

- I. doll
- 2. bag
- dogpen
- 5. fish
- 6. sock
- 7. box

## 8. six

#### **AB58. ACTIVITY 9.** Write the sentences.

- Focus pupils on the pictures and ask What are these? (Trains).
   Point to the words on the train engines and carriages and go through the example with the class. Say Read the words.
   Change the order (gesture moving the carriages of a toy train around). Write the sentences.
- Pupils work in pairs to write the remaining two sentences.
   Monitor and help any pairs who are having difficulty. Check

Key: 2 He's got a blue jacket. 3 They've got white shoes.

## Extra activities: see page TII6 (if time)

## Optional activity

 Unit 8 Extension worksheet I from Teacher's Resource Book I (pages 48 and 51).

- A pupil comes to the front. The pupil stands facing the board, so that the class can see his/her back. Write a letter (a, e or i) on the pupil's back, using your finger. (Alternatively, if you prefer, you can trace letters on the desk for this activity.) The pupil then says a word with this letter in it. If the pupil can't feel the letter, write it on their back again. Remind the class to be silent. Repeat with two other pupils and the other two letters. Overemphasise the shape and direction of the letter each time.
- Pupils work in pairs. They take turns to write one of the three letters on each other's backs and to say a word with the letter. It doesn't matter if they repeat words from earlier in the game.

**OBJECTIVES:** By the end of the lesson, pupils will have read a story and reviewed language from the unit.

#### TARGET LANGUAGE

**Cey language:** language from the unit **Revision:** language from the unit, *I don't know* 

## MATERIALS REQUIRED

Clothes flashcards (66-71)

xtra activity 2: Prepare a large piece of paper with split ords on it like this:

sers
shirt
ket
irt
ou oes
cks

ptional: Kid's Box Teacher's Resource Book 1 Unit 8 Extension orksheet 2 (page 52) and/or animated version of the Unit 8 ory from Kid's Box Interactive DVD 1 (Suzy's room section)

#### /armer

Play a mime game to review clothes. Mime taking off an item of clothing for pupils to guess. Individual pupils can come to the front and mime for the class. Encourage them to be inventive.

## ory

## **59.** ACTIVITY II. Listen to the story.

Say Open your Pupil's Books at page 59, please. Elicit who hey can see (Stella, Simon, Suzy, Trevor, Monty, Marie and Industrial Askman). Say Listen and look. What colour's Suzy's T-shirt? What's on it? Play the CD. Pupils listen and look. They check a pairs. Check with the class (orange, a mouse). If you have CD again. Pupils listen and repeat. Theck comprehension by holding up your book, pointing to

ach picture in turn and asking, e.g. Who's this? (Stella). Has ne got a blue T-shirt? What colour are her socks and shoes? ersonalise the activity. Ask Who's got a mouse on their T-shirt? ay the CD again. Pupils listen and repeat in sections. neourage them to say it with feeling.

# 3, 31

N: Here, Stella. Catch.

in the toy box, e alive. and talk, ne count of five. two, three, four, five.

: Look at Stella's clothes. She's got a yellow T-shirt, she's a blue skirt, she's got pink socks and she's got brown pes.

**1AN:** But she hasn't got a jacket. Look at these. Simon's got a jacket, he's got green trousers and he's got black shoes.

MARIE: Well, Maskman, Stella's got trousers too. Has Simon got a skirt?

MASKMAN: Huh! No, he hasn't! TREVOR: Oooohh! Hee, hee.

MONTY: Suzy's got a skirt, and she's got a beautiful orange T-shirt, with a mouse on it!

TREVOR: Ha, ha, ha!

## PB59. ACTIVITY 12. Listen and say the number.

Say Listen. What's the number? Play the first one as an example. Pupils whisper the number to their partner. Elicit the number from the class (5). Play the rest of the CD. Pause after each one to give pupils time to look, think and write down the number. Pupils check in pairs. Play the CD for a final time. Pause after each one for a hands-up-and-chorus answer.

**Key:** 5, 3, 1, 4, 2

## CD 3, 32

Story as above, but in the order of the key.

#### AB59. MY PICTURE DICTIONARY.

• Say Open your Activity Books at page 59, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils hold up the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check. If appropriate, pupils trace around the word under the picture.

## AB59. MY STAR CARD.

- Say Can you say these words? Use the flashcards to elicit the
  words in turn from the class. Pupils say them in chorus. Ask
  pupils to repeat if necessary. Where pupils don't all say a
  word correctly, elicit the word from another pupil who can
  and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.
- Say Colour the stars. Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

# Extra activities: see page TII6 (if time)

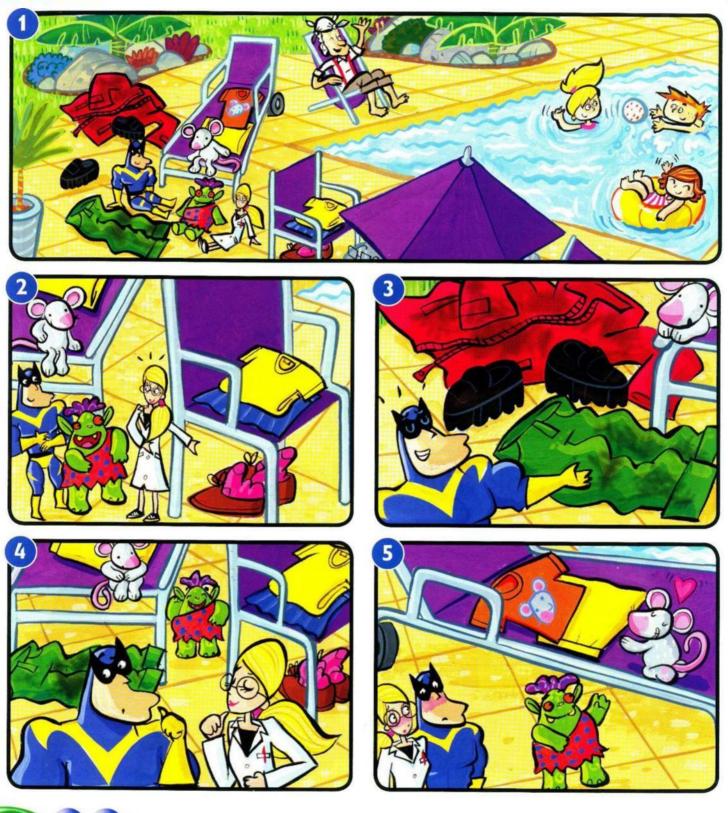
## **Optional activities**

- Unit 8 Extension worksheet 2 from Teacher's Resource Book 1 (pages 48 and 52).
- The animated version of the Unit 8 story from Kid's Box Interactive DVD 1 (Suzy's room section). See pages 41–45 of the Teacher's Booklet for the Interactive DVD.

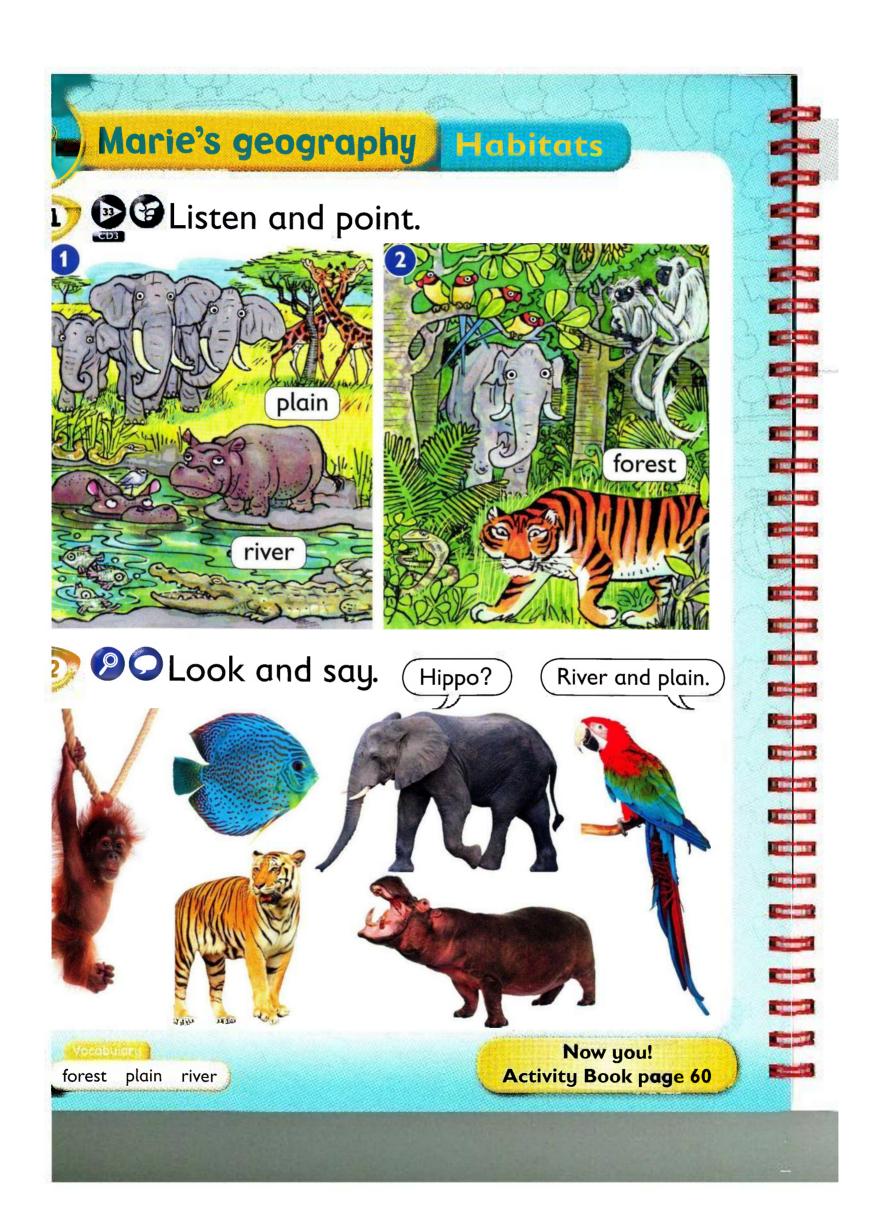
# **Ending the lesson**

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

# Listen to the story.







**OBJECTIVES:** By the end of the lesson, pupils will have learnt habitat vocabulary and matched animals with their correct habitats.

#### • TARGET LANGUAGE

Key language: forest, plain, river, habitat

Additional language: You tell me!

**Revision:** big, small, legs, fish, tigers, elephants, birds, monkeys, crocodiles, giraffes, snakes, hippos, very long nose

#### MATERIALS REQUIRED

Wild animal flashcards (52 and 59–65) with some copies (if possible)

Photos of wild animals cut from magazines or from the Internet

### Warmer

 Review wild animals using the flashcards (bird, crocodile, elephant, hippo, giraffe, snake, tiger, monkey). Slowly reveal the first flashcard from behind another (blank) card. Pupils put up their hands when they have the answer. Elicit the animal's name. Repeat for the other animals.

## **Presentation**

• Say Open your Pupil's Books at page 60, please. Point to the picture of Marie and say This is Marie's geography. Say Today's lesson is about geography. Check understanding of geography and habitat. Move your hand over the water in the river picture and say river. Pupils repeat. Do the same for the other habitats. Then point to each of the pictures and say, e.g. A river is a habitat. Then say Today's lesson is about habitats. Animals live in different habitats.

## PB60. ACTIVITY 1. Listen and point.

- Stick the tiger flashcard on the board. Say It's a tiger. Hold up your book. Point and say Where's the tiger? (In the forest).
   Pupils point to the tiger and say Here it is. Repeat with the other animals.
- Say Listen and point. Play the CD. Pupils point to the animals in their books as they hear them in the chant. Pause the CD after each line to check pupils' answers. Then play the chant again, pausing after each line for pupils to repeat.

## CD 3, 33

Elephants are big. Fish are small. Tigers are big.

Monkeys are small.

Crocodiles have got four legs.

Birds have got two legs.

Giraffes have got four legs. Snakes have got no legs.

And hippos?

You tell me!

#### PB60. ACTIVITY 2. Look and say.

- Point to the picture of the hippo. Elicit the name. Say What's the habitat for the hippo? Forest? Elicit No and the correct habitats, River and plain. Point to the example speech bubbles and read them aloud.
- Say Look and say. Pupils talk about the habitats of the other animals in the pictures in pairs. Monitor and help as necessary. Check each animal with the whole class.

**Key:** monkey – forest, fish – river, elephant – plain and forest, bird – forest, tiger – forest

## **AB60.** ACTIVITY **I.** Read and tick (✓) or cross (X).

- Say Open your Activity Books at page 60, please. Hold up your book and point to the example in the table. Say What's the habitat for a fish? Point to the word river in the table and ask River? Pupils answer in chorus Yes. Point to the tick. Say Look. River is the habitat for a fish. Put a tick. Repeat for the other habitat words, e.g. Plain? Pupils say No. Point to the cross. Say Plain isn't the habitat for a fish. Put a cross. Then say Read and tick or cross.
- Pupils work individually to complete the table and then check their answers in pairs. In order to help pupils complete the information in the table, say Look at the pictures in the Pupil's Book on page 60, please. Draw the table on the board and get pairs to come up and complete it for each animal.

## Key:

	river	plain	forest
giraffe	X	1	X
hippo	1	1	X
crocodile	1	X	X

## AB60. ACTIVITY 2. Read. Write and draw.

- Say Look at the words in the box. Point to the box and read each word together. Remind pupils of the meanings of the words.
- Hold up your book and point to the text. Read the first sentence and emphasise the word plains. Point to that word crossed out in the box and the example answer on the line. Read through the rest of the text, pausing at the gaps. Mime or point to some of the vocabulary as you read, e.g. nose.
- Say Write and draw. Pupils work in pairs to complete the text with words from the box and then draw a picture of the animal in the frame.

**Key:** forest, grey, long, elephant Pupils draw an elephant in the frame

# Extra activity: see page T117 (if time)

- Draw simple pictures to represent the habitats on the board,
   e.g. wavy lines for river, short dashes for plains and trees for forest. Write the words for each habitat below the pictures.
- Pupils come to the front to place the animal flashcards in the
  correct habitats and say, e.g. Crocodile in the river. Use copies
  of the flashcards or photos of animals cut from magazines for
  this activity, so that every pupil gets a turn (or remove the
  flashcards when they have all been used, mix them up and
  use them again with different pupils).

**ECTIVES:** By the end of the lesson, pupils have listened to a story and talked about the ortance of loving nature.

#### **ARGET LANGUAGE**

language: has got, hasn't got itional language: love nature ision: river, forest, happy, sad, clean, dirty

#### **ATERIALS REQUIRED**

ires of nature reserves or national parks in your region/

a activity: photos from magazines or the Internet showing s and natural places, enough for one per pair of pupils — of the pictures showing unspoilt places and half showing tats such as rivers and forests filled with rubbish/affected ollution

#### armer

fall a volunteer to the front of the class to mime happy or ad. Repeat with different pupils. The class say happy or sad in horus, depending on the expression. Make this a quick-paced ctivity.

## 51. ACTIVITY 3. Listen to the story.

ay Open your Pupil's Books at page 61, please. Elicit the neaning of values. Point to Trevor and the words Love nature. licit/explain the meaning of nature and say that the animals, irds and forests are all part of nature.

Hold up your book. Point to picture number I and ask Vhere's Mum? Pupils point. Ask: Where's Dad? Pupils point. Ask: Where's Ben? Pupils point to the young bird (Ben). Where's Ben? Pupils point to the young bird (Ben). What can you see? Elicit known ocabulary, e.g. river, frog.

vsk pupils What colour is the river? They put up their hands to nswer Grey. Ask Is it clean? and point to the rubbish in the iver. Elicit No, dirty.

'oint to the trees in picture 3. Say The forest hasn't got trees nd shake your head, looking sad.

'oint to the river in picture 4 and ask Is it dirty? Pupils answer Io, clean.

ay Listen to the story. Play the CD.

## D 3, 34

HER BIRD: Come on, Ben. It's time to go. JNG BIRD: OK, Dad. Come on, Mum. THER BIRD: I'm right here, next to you.

THER BIRD: The river is dirty.

JNG BIRD: The forest hasn't got trees.

'HER BIRD: The animals are sad.

'HER BIRD: And this river is dirty.

JNG BIRD: And this forest hasn't got trees.

THER BIRD: And these animals are sad.

MOTHER BIRD: This river is clean.
YOUNG BIRD: This forest has got trees.
FATHER BIRD: The animals are happy.

## **V**alues

• Talk to the class about looking after nature. Ask Are you happy or sad when you see a dirty place? Which clean places are there in (name of your country or region)? Talk about areas which are unspoilt, such as nature reserves or national parks, and the importance of looking after them and protecting the plants and animals that live there. Show pictures of these places if you can.

#### PB61. ACTIVITY 4. Listen. Say 'happy' or 'sad'.

Say Listen. Say 'happy' (make a happy face) or 'sad' (make a sad face). Play the CD and pause after each sentence. Give pupils a minute to think. They could draw a smiley face for happy and a grumpy face for sad in their notebooks. They check in pairs and put up their hands or hold up their notebooks when they have the answer.

Key: happy, sad, happy, happy, sad, sad

## CD 3, 35

The forest is clean.
The river is dirty.
The forest has got trees.
The river is clean.
The forest hasn't got trees.

The forest is dirty.

# AB61. ACTIVITY 3. Read and write the number.

• Say Open your Activity Books at page 61, please. Read the example sentence I and ask Which picture — one, two, three or four? Pupils point to picture 4. Elicit why the birds are sad. Say The forest hasn't got trees. Say Read and write the number. Pupils work individually to match the statements and pictures and then check their answers in pairs. Go through the answers with the class.

**Key:** 2 picture 3, 3 picture 2, 4 picture 3, 5 picture 4, 6 picture 2, 7 picture 1, 8 picture 1

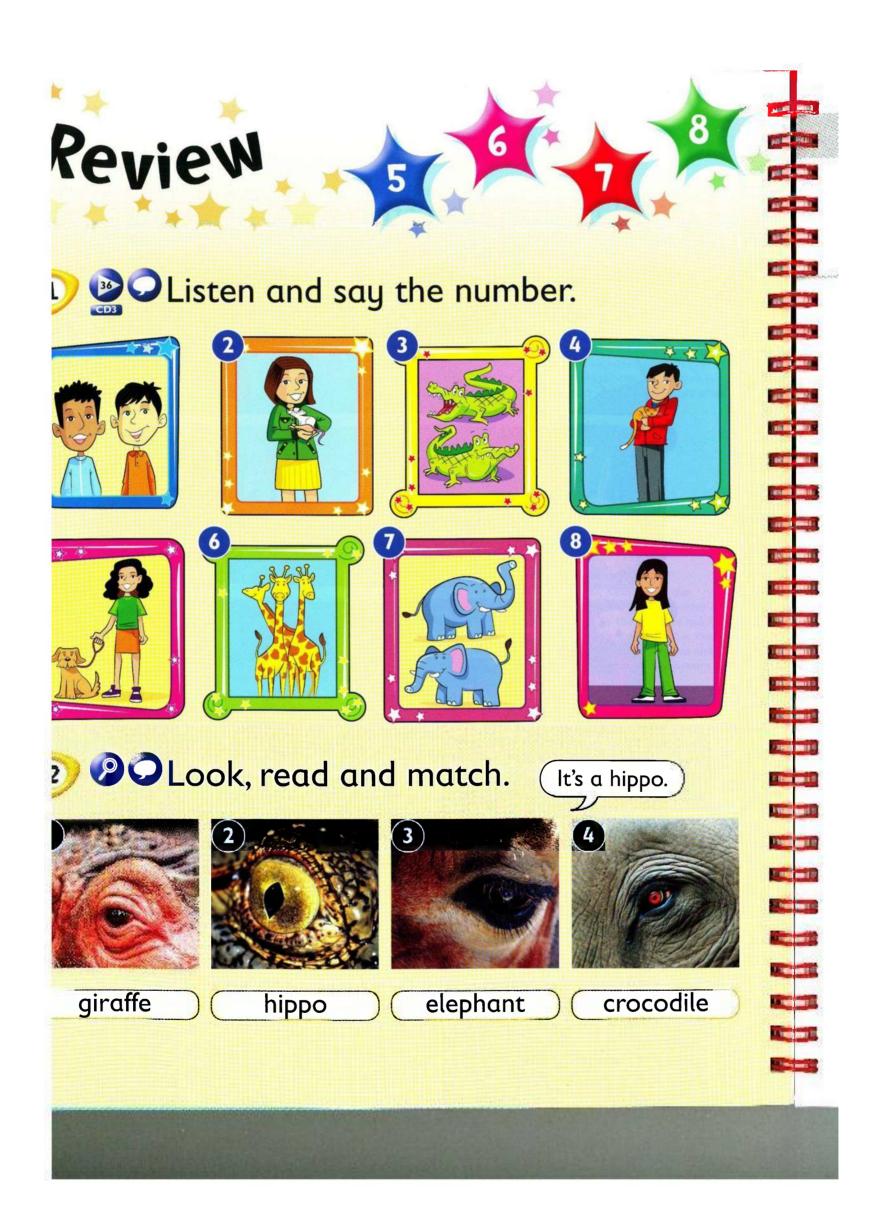
# Extra activity: see page TII7 (if time)

# **Ending the lesson**

• Draw two columns on the board. Write Happy nature at the top of the first column and Sad nature at the top of the second. Ask pupils to put their hands up to say sentences for each column. For Happy nature pupils say, e.g. The river is clean. The forest has got trees. The animals are happy. For Sad nature pupils say, e.g. The river is dirty. The animals are sad. Encourage pupils to think of new sentences.







**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 5-8.

#### • TARGET LANGUAGE

Key language: revision of Units 5-8, colours, have got, has got Additional language: clown

#### • MATERIALS REQUIRED

Flashcards from Units 5-8

#### Warmer

• Hand out the 25 flashcards. Point to a flashcard in turn. The class says the word. The pupil with the flashcard comes to the front, holds it up and says the word again.

## **PB62. ACTIVITY 1.** Listen and say the number.

- Say Open your Pupil's Books at page 62, please. Play the first speaker on the CD. Check with the class. Play the rest of the CD. Pupils whisper the numbers to their partner. Play the CD again. Pause after each speaker. Pupils raise their hands. Elicit the answer.
- Ask, e.g. What colour are the snakes?
- Elicit pupils' favourite animals.

**Key:** 7, 2, 6, 3, 4, 8, 1, 2, 5, 5, 4, 3

## CD 3, 36

They aren't crocodiles. They're elephants.

Her jacket's green.

They're brown and yellow and they've got small heads.

They've got short legs and they're green.

He's got a red jacket.

I haven't got a blue T-shirt. I've got a yellow T-shirt.

We've got black hair.

She's got short brown hair.

She hasn't got a cat. She's got a dog.

My skirt's orange.

He's got grey trousers.

They've got a lot of teeth.

## PB62. ACTIVITY 2. Look, read and match.

- Focus pupils on the four photographs. Point to the first one and say It's a giraffe. Yes or no? Pupils respond. No. It's a hippo.
- Pupils work in pairs. They take it in turns to say a sentence about one of the photographs, using the words in the boxes. Elicit answers from individuals, e.g. say Number 2. The pupil says It's a crocodile. Make sure pupils use an when necessary (It's an elephant).

Key: 1 It's a hippo. 2 It's a crocodile. 3 It's a giraffe. 4 It's an elephant.

## AB62. ACTIVITY 1. Read, draw and colour.

- Say Open your Activity Books at page 62, please. Elicit or teach the word clown. Say Look at this clown. What's his name? (Bill). Repeat for the other clown (Ben). Point to the text. Point to, e.g. Long shoes. Ask Bill or Ben? (Bill). Mime drawing long shoes on Bill. Do another example for Ben.
- Pupils complete the activity in pairs.

# AB62. ACTIVITY 2. Listen and say 'Bill' or 'Ben'.

• Say Listen and check. Play the CD. Pause after each sentence for pupils to say Bill or Ben in chorus.

Key: I Bill, 2 Ben, 3 Ben, 4 Bill, 5 Bill, 6 Bill

## CD 3, 37

- I. He's got black hair.
- 2. He's got short shoes.
- 3. He's got a red jacket.
- 4. He's got purple trousers.
- 5. He's got a dirty T-shirt. 6. He's got a sad mouth.

# **AB62. ACTIVITY 3.** Say the sentences.

- Point to the pictures of the fish and the snakes in the table and read the example sentence in the speech bubble. Elicit the next sentence (Cats and dogs haven't got hands). Write the sentence on the board. Make sure pupils realise they have to change no hands to haven't got hands.
- Pupils work in pairs to make the rest of the sentences. Check answers. Pupils then cover the example speech bubble on the Activity Book page and practise saying the sentences using only the pictures and words in the table. Fast finishers can draw some picture and word prompts to make sentences of

Key: Cats and dogs haven't got hands. Birds and giraffes haven't got arms. Elephants and crocodiles haven't got hair.

# Extra activities: see page T117 (if time)

## **Ending the lesson**

• Pupils stand up. Say, e.g. Point to your nose, please. (Pupils point to their noses.) Touch your ears. (Pupils don't respond because you didn't say please.) Continue, going faster and faster. Pupils who respond incorrectly sit down.

**CTIVES:** By the end of the lesson, pupils will eviewed language from Units 5–8.

#### **GET LANGUAGE**

**nguage:** revision of Units 5–8, pronunciation **onal language:** Start, Finish, It's my/your turn. I've got a ss me the spinner, please. Is this my counter? I'm the winner.

#### **'ERIALS REQUIRED**

rds from Units 5-8

s from Review I-4 (see pages xiii and T33), counters s (one per pupil)

nes with animal and clothes pictures

ctivity 2: Prepare a photocopiable sheet for pupils as on page T117.

al: Evaluation 2 (page T123), Practice Test 2 from x Teacher's Resource Book 1 (pages 104–113), Kid's Box ve DVD 1: Stella's room Quiz 2

#### mer

v three large circles on the board. In the middle of one epets, in the middle of another write Clothes, and in niddle of the third write Wild animals. Brainstorm with class (books closed) the words that complete the word ies. Either write the words on the board as pupils say 1, or hand out flashcards around the class and have pupils e and stick them in the right place. The class confirms if ight or wrong.

**ACTIVITY 3.** Play the game. Say the words.

Open your Pupil's Books at page 63, please. Point to some e squares on the board and elicit the words. oupils they are going to play a game. Demonstrate how ay. Take out a counter and the spinner you made for irst Review Unit (see pages xiii and T33) or use one of oupils' spinners. Hold up your book and put the counter ne Start arrow. Say This is the start. The green arrow. You your spinner ... Spin and show pupils how to move their ter along the board, e.g. Look! I've got a four. One ... ring your counter) two ... three ... four. I say 'Purple!' on this square. ... Then it's Yolanda's turn. And then it's s's turn. Now it's my turn again. Spin your spinner and e your counter again, e.g. to the square with the shoes. thoughtful and say Oh, I don't know this word. What are ? Move your counter back to the purple square. Say I know. I move back one, two three. If you say the word you If you don't say the word, you move back. Point to the Finish re and say This red square is the finish. The first person here : winner! Hooray!

te a list of useful language for games on the board, e.g. by turn. It's your turn. I've got a (five). Pass me the spinner, e. Is this my counter? I'm the winner. Pupils practise saying sentences chorally.

e groups of three or four pupils. They need one spinner group and a coin or counter for each pupil. Groups play game. Monitor and check they are saying the words in sh. Encourage pupils to use the language for games. The er is the first pupil to get to the finish or the pupil who thest along the board after a certain amount of time ten minutes).

## AB63. ACTIVITY 4. Read and write. [YLE]

- Say Open your Activity Books at page 63, please. Elicit what they
  can see (a monkey). Focus pupils on the text. Either read it
  aloud yourself, stopping at the pictures for pupils to supply
  the word, or read it with the class. Some pupils may find this
  amount of text difficult to process, so be ready to give a lot
  of support. Go through it orally with the class once or twice.
- Pupils work in pairs and write the words in the gaps. Remind them to use their picture dictionaries, to look back at the units in the book for help and to ask each other.
- Check with the class by reading the text around the class at the end.

Key: 2 two, 3 ears, 4 mouth, 5 arms, 6 two, 7 hands, 8 tail

# Extra activities: see page T117 (if time)

## **Optional evaluations:**

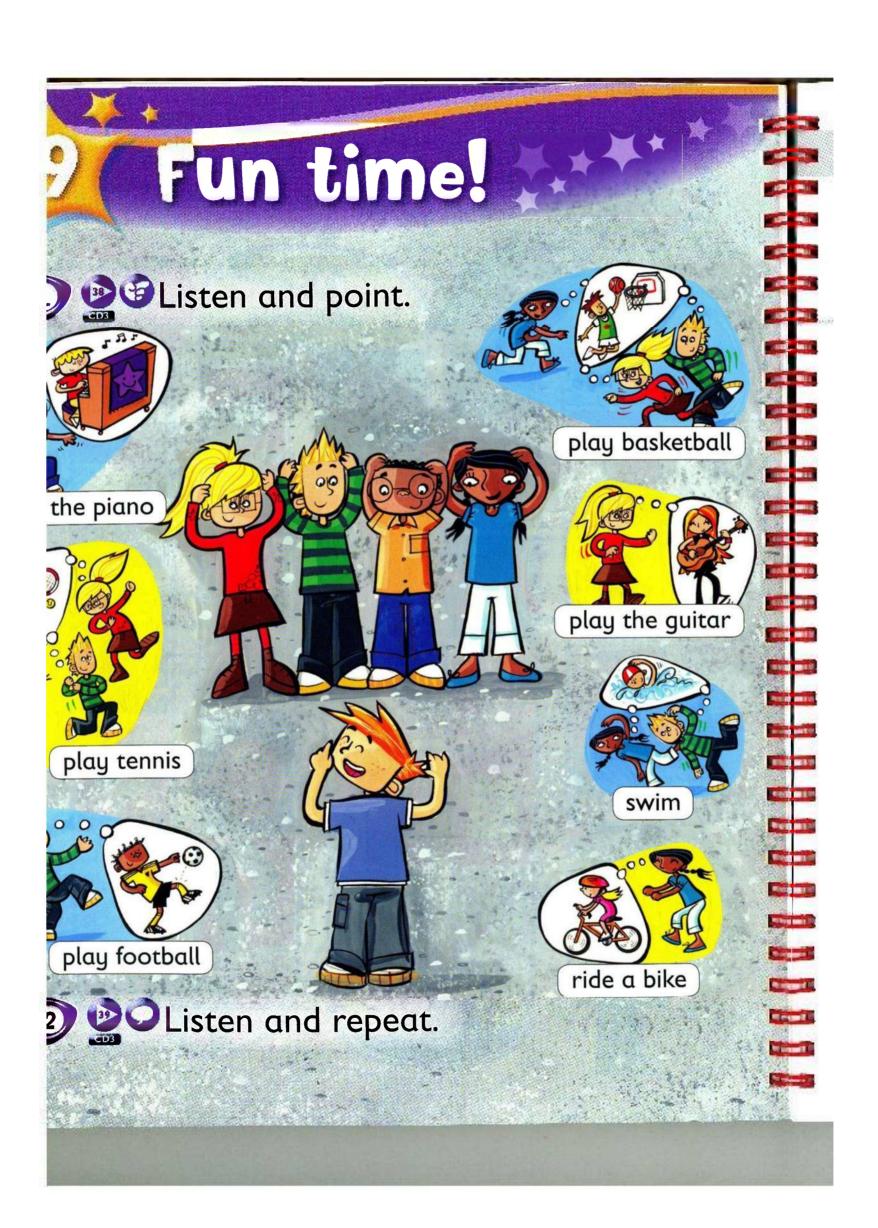
You may wish to carry out one or all of the following evaluations when your pupils have completed the Review section

- Evaluation 2 (page T123) see page xi of the Teacher's Book Introduction for instructions and teacher's script.
- Practice Test 2 from Kid's Box Teacher's Resource Book 1 (pages 104–113). For test key and tapescript see pages 139–141 of the Teacher's Resource Book.
- Quiz 2 from Kid's Box Interactive DVD 1 (Stella's room section).
   This quiz can be done as a whole-class activity or as a team competition. See pages 39–40 of the Teacher's Booklet for the Interactive DVD.

- Make groups of three. Groups need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 5. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 6 and take turns to say the words. They choose which to cover for Units 7 and 8 (words or pictures).
- Talk about the units with the pupils, using LI if necessary.
   Ask them which lessons, topics and/or activities are their favourites.
- Draw three large circles on the board. In the middle of one write animals, in the middle of another write face and body, and in the middle of the third write clothes. Brainstorm with the class (books closed) the words that complete the word families. Either write the words on the board as pupils say them, or hand out flashcards around the class and have pupils come and stick them in the right place. The class confirms if it's right or wrong.

3 Play the game. Say the words.





**OBJECTIVES:** By the end of the lesson, pupils will be able to name and talk about sports and activities.

#### • TARGET LANGUAGE

**Key language:** play football, play basketball, play tennis, play the guitar, swim, ride a bike, play the piano **Revision:** character names

#### • MATERIALS REQUIRED

Character and action flashcards (1–5, 19, 33–34, 72–78) Two rulers

#### Warmer

• Spread the character flashcards over the board. Make two teams. They line up, facing the board. Give the first pupil in each line a ruler. Say the name of a character, e.g. Suzy. The two pupils race to be the first to slap the picture. Award a point to the pupil's team. The two pupils hand the rulers to the two pupils at the front and go to the back of the line. Repeat.

#### **Presentation**

- Show the picture side of each action flashcard and teach or elicit the action. Use the simple infinitive, e.g. Play football.
   Pupils repeat in chorus and in groups. Then show flashcards at random. Pupils say the action.
- Practise doing the actions. Pupils stand up. Say, e.g. Simon says play the guitar. Pupils mime playing the guitar. Say Play football. Pupils don't mime. Repeat for the other actions.

## **PB64.** ACTIVITY 1. Listen and point.

- Say Open your Pupil's Books at page 64, please. Say Where's the star? Check by pointing to the star (on the piano). Pupils say Here it is.
- Say Listen and point to the actions. Play the CD. Pupils listen and point.
- Play the CD again. Pupils stand up and play the game as they listen.

## CD 3, 38

ALEX: Let's play 'Simon says'.

SIMON, LENNY, MEERA, STELLA: OK.

**SIMON:** OK, Simon says put your hands on your head.

simon: OK, good.

**SIMON:** Now, play the piano. Oh, sorry, Lenny. Come and stand next to me.

LENNY: Oops, yeah, OK.

**SIMON:** Simon says play basketball. Good. Simon says play tennis. Very good. Now play the guitar. Oh, dear, Stella. Come and stand next to Lenny.

STELLA: Ha ha ha! OK!

simon: OK. Meera and Alex. Simon says swim. Great! Now, play football. Oops, Alex! Stand next to Stella. OK, Alex, 'Simon says' stand next to Stella.

ALEX: Thank you.

simon: Great. Meera, Simon says ride a bike.

simon: OK, stop.

MEERA: Very good, Simon. Now it's my turn.

#### PB64. ACTIVITY 2. Listen and repeat.

- Say Listen and repeat. Play the CD. Pupils repeat in chorus.
   Check word stress on football, basketball, tennis, guitar.
- Play 'Simon says' again. Pupils give the instructions.

## CD 3, 39

Play football, swim, play basketball, play tennis, ride a bike, play the guitar

## AB64. ACTIVITY 1. Listen and write the number. [YLE]

 Say Open your Activity Books at page 64, please. Say Listen and write the number. Here's an example. Play the first one.
 Check pupils know what to do. Play the rest of the CD.
 Pupils check in pairs. Play the CD again. Pause after each one.
 Check with the class.

**Key:** 4, 1, 3, 2, 6, 5

#### CD 3, 40

- I. Ride a bike
- 2. Swim
- 3. Play tennis
- 4. Play basketball
- Play the guitar
- 6. Play football

## **AB64. ACTIVITY 2.** Read and match.

• Say Look at Activity 2. Use the example to check pupils know what to do. Say Read and match the others. Pupils work individually and then check in pairs. Monitor pupils as they are working. Check by displaying the flashcards (word side), pointing to them in the same sequence as on the Activity Book page and saying, e.g. Number 3? Pupils respond Ride a bike.

**Key:** I play tennis, 2 play basketball, 3 ride a bike, 4 play football, 5 play the guitar

# Extra activities: see page TII7 (if time)

# **Ending the lesson**

Play a guessing game with the action flashcards. Hold them
facing you so that no-one can see them. Hide the word side
too. Pupils take turns to guess, e.g. Ride a bike? Reply Yes, it
is / No, it isn't. The pupil who guesses correctly comes up and
has a turn. Repeat.

on, pupils will lking about g a song.

nnis, play the guitar /

ll do ... , match,

ece of paper nto thin card, one or demonstration,

Simon says', as in the

ase. Elicit who it is

n Activity 3. Say

ie as an example.

ce). Play the rest

:heir partner. Play

ipils to answer in

etball, 4 swim, 5 play

Unit 9 Song

CD 3, 42

Do the Maskman song, Do the Maskman song, Let's all do the Maskman song. Ride a bike. Play tennis, basketball. Play, play, play.

Do the Maskman song, Do the Maskman song, Let's all do the Maskman song. Now let's swim. Play football, the guitar. Play, play, play.

Do the Maskman song, Do the Maskman song, Let's all do the Maskman song.

## CD 3, 43

Now sing the song again. (Karaoke version)

# Photocopiable 9a: see pages T96 and T105

AB65. ACTIVITY 3. Find six words.

- Say Open your Activity Books at page 65, please. Elicit the circled word (ride). Hold up your book and point to the clues: pictures and question marks. Say Read and look. What are the missing words? Find them in the puzzle.
- Pupils work in pairs. They indentify the words first and then find them in the puzzle.
- Display the large piece of paper with the puzzle. In pairs, pupils come and circle the words they found for a class check.

Key: I ride, bike, 2 play tennis, 3 swim, 4 guitar

AB65. ACTIVITY 4. Write the words.

 Point to the picture of the guitar. Elicit Play the guitar. Point to number I and the example: guitar. Point to the word pool.
 Say Look. Use these words. Monitor pupils as they are writing to make sure they form the letters correctly. Pupils check and comment on each other's work in pairs.

Key: 2 play, 3 football, 4 tennis, 5 ride, 6 swim

# Extra activity: see page T117 (if time)

# **Optional activity**

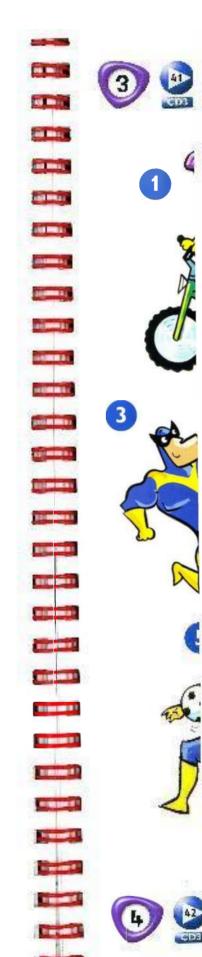
 Pupils complete the Unit 9 song worksheet from Teacher's Resource Book 1 (pages 54 and 59).

ne CD. Pupils listen the CD again in Pupils mime the

each action. Each

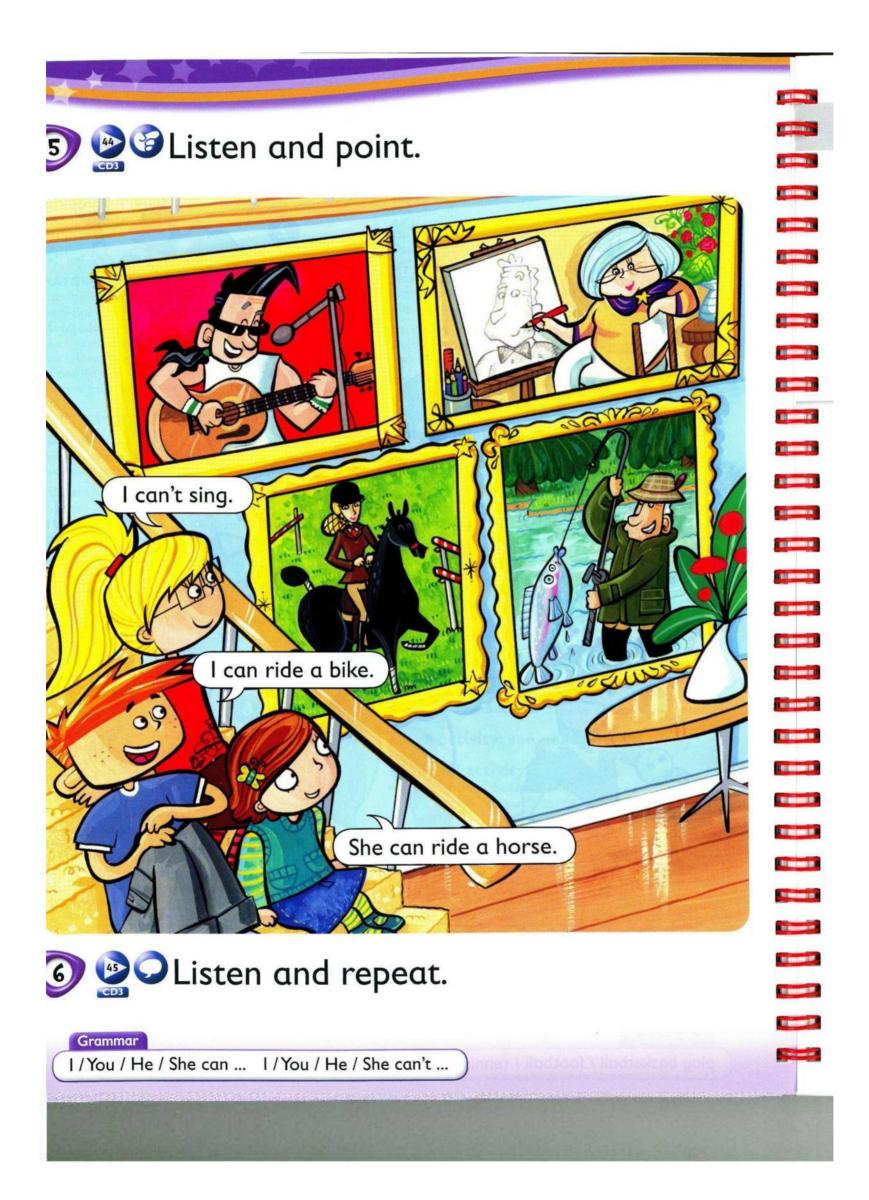
# **Ending the lesson**

 Clean the board. Start to write one of the actions in large writing on the board. Make sure everyone can see. Take time forming each letter. When pupils guess correctly, finish writing the action. Clean the board and repeat with the same or different actions.





Sing the song.



**OBJECTIVES:** By the end of the lesson, pupils will have talked about actions using can and can't.

#### • TARGET LANGUAGE

Key language: I / You / He / She can ... I / You / He / She can't ..., weak and strong forms of can, Who can (draw)?, ride a

Additional language: Can you (swim)?, be quiet Revision: play football, play basketball, play tennis, play the guitar, swim, ride a bike, play the piano, instructions, draw, rainbow, colours

## • MATERIALS REQUIRED

Action flashcards (72-78)

Extra activity 1: picture cards from Photocopiable 9a (see page T105), envelopes

Optional: Kid's Box Teacher's Resource Book 1 Unit 9 Reinforcement worksheet I (page 55)

#### Warmer

• Display the action flashcards. Pupils stand up. Say, e.g. Point to ride a bike, please. Pupils point. Say Point to swim. Pupils don't point. Repeat.

#### **Presentation**

• Display the action flashcards, picture side. Say, e.g. I can play football. Smile, look pleased and pretend to kick an imaginary ball. Say I can't play the guitar. Frown, look negative and shake your head. Mime playing a guitar badly. Repeat, using the other flashcards. Hand a flashcard to a pupil. Say Can you (swim)? The pupil says I can I I can't swim and does the appropriate action. Make sure actions show they can/can't do it, **not** they do/don't like it. Check the weak form of can: /cən/. Ask the class, e.g. Can he/she (play football)? Elicit Yes/No.

## **PB66.** ACTIVITY **5.** Listen and point.

- Say Listen. Who can draw? (mime draw). Who can play the guitar? Who can ride a horse? Play the CD. Pupils check in pairs. Check with the class (Grandma, Dad, Mum).
- Say Open your Pupil's Books at page 66. Pupils check, using the pictures. Say Listen and point. Play the CD. Pupils listen and point. More confident pupils read the speech bubbles aloud. Check pronunciation. Ask, e.g. Can Mrs Star ride a horse? Can Mr Star sing? Accept Yes/No answers.

## CD 3, 44

suzy: Look at Mum. She can ride a horse. Can you ride a horse, Simon?

simon: No, I can't, but I can ride a bike and I can play football and basketball too.

suzy: Ooh! Can you fish, too, Simon?

simon: No, I can't. Grandpa can fish.

STELLA: Yes, he can. And Grandma can draw pictures.

suzy: Look at Dad. He can sing and play the guitar. Can you play the guitar, Stella?

STELLA: Yes, I can, but I can't sing. What can you do, Suzy? suzy: I can draw and I can sing. Listen. Red and yellow and pink

simon: Yes, Suzy. You can sing. Can you be quiet too? suzy: No, I can't ... Orange and purple and blue. I can sing a rainbow ...

#### **PB66. ACTIVITY 6.** Listen and repeat.

• Focus pupils on the words can/can't. Play the CD. Pupils listen and repeat. Play the CD again. Pupils repeat.

## CD 3, 45

She can ride a horse.

He can ride a bike.

She can't sing.

She can draw.

He can play the guitar.

## AB66. ACTIVITY 5. Listen and tick (✓) or cross (X). [YLE]

• Say Open your Activity Books at page 66, please. Say Listen. What can Marie do? Tick or cross. Play the first one and elicit: She can't play basketball. Point to the example cross next to the picture of Marie. Play the rest of the CD. Pupils listen and tick or cross. They check in pairs. Play the CD again. Check with the class.

**Key:** 2 ✓, 3 X, 4 ✓, 5 ✓, 6 X

# CD 3, 46

MONTY: Marie, can you play basketball?

MARIE: No, I can't play basketball.

MONTY: Marie, can you swim?

MARIE: Yes, I can swim.

MONTY: Marie, can you play tennis? MARIE: No, I can't play tennis.

**MONTY:** Marie, can you ride a bike? MARIE: Yes, I can ride a bike.

MONTY: Marie, can you play the guitar?

MARIE: Yes, I can play the guitar.

MONTY: Marie, can you play football? MARIE: No! I can't play football.

# **AB66.** ACTIVITY **6.** What can you do? Draw and write.

- Ask pupils What can you do? Pupils respond, e.g. I can sing / I can draw / I can ride a bike.
- Say Draw two things you can do (point to the ticks) and two things you can't do (point to the crosses). Point to the gapped text. Say Complete the sentences. I can ... / I can't ... Monitor pupils and help where necessary.

## Extra activities: see page TII7 (if time)

## Optional activity

• Unit 9 Reinforcement worksheet 1 from Teacher's Resource Book I (pages 54 and 55).

## **Ending the lesson**

• Mime an action, doing it either well or badly. Pupils guess, e.g. You can't ride a bike. Pupils take turns to come and mime to the class.

**CTIVES:** By the end of the lesson, pupils will earnt a chant and had more practice using can n't.

#### **GET LANGUAGE**

nguage: can, can't, drive a car, Who can ...? onal language: chant on: actions, character names, and, but

## *TERIALS REQUIRED*

flashcards (72–78) and/or action word cards from *Kid's icher's Resource Book 1* ctivity 2: word cards from Photocopiable 9a (see page

ral: Kid's Box Teacher's Resource Book / Unit 9 rement worksheet 2 (page 56)

## mer

iew the actions and can and can't. Display the flashcards, id side, or use the word cards from the Teacher's Resource ik, and ask a pupil, e.g. Can you swim? The pupil answers I can swim I No, I can't swim. If the pupil needs support, eat the question and point to the flashcard. Repeat with er pupils and other actions. Continue the activity in open is: pupils take turns to ask and answer around the class.

## :tice

/ a memory game in groups of six to ten. Demonstrate to class first. Pupil A says, e.g. I can swim. Pupil B says She swim and I can play football. Continue until the chain has ie around the whole group. Divide the class into groups play the game again.

# '. ACTIVITY 7. Say the chant.

Open your Pupil's Books at page 67, please. Say Listen to the nt. Play the CD. Pupils listen and look. Play the CD again, by line. Pupils repeat, first as a whole class, and then in sups. Teach the whole chant in this way. Do the chant as a

## 3, 47

chant, chant the 'Can chant'.

play basketball, play the guitar, play football, can drive my car.

t ride a bike, t swim, t play tennis, I can't sing. But I can chant,
I can chant,
I can chant the 'Can chant'.

Can you chant?
Can you chant?
Can you chant the 'Can chant'?

## PB67. ACTIVITY 8. Listen and answer.

 Say Listen, look and answer the questions. Play the first question on the CD. Elicit the answer from the class (Grandma) and point to the speech bubbles. Play the rest of the CD. Pupils whisper the answer to their partner each time. Play the CD again. Elicit answers from pupils when most pupils' hands are raised.

Key: Grandma, Simon, Suzy, Stella, Mrs Star, Grandpa, Mr Star

## CD 3, 48

Who can draw?
Who can play basketball?
Who can swim?
Who can play tennis?
Who can ride a horse?
Who can play football?
Who can play the guitar?

# Extra activities: see page TII7 (if time)

AB67. ACTIVITY 7. Look and write the words. [YLE]

- Say Open your Activity Books at page 67, please. Point to the picture of the girl in the example and elicit the sport. Point to the flags on the right and say Find the word. Move the letters on the flags. Copy the letters in the order they appear on the flags on the board and show pupils how they make the words basket and ball, by crossing out each letter as you write the words with the letters in the correct order below.
- Pupils work individually to solve the rest of the anagrams.
   Elicit the answers and call volunteers to write the words on the board. Check spelling carefully.

Key: I horse, 2 guitar, 3 bike, 4 tennis, 5 swim

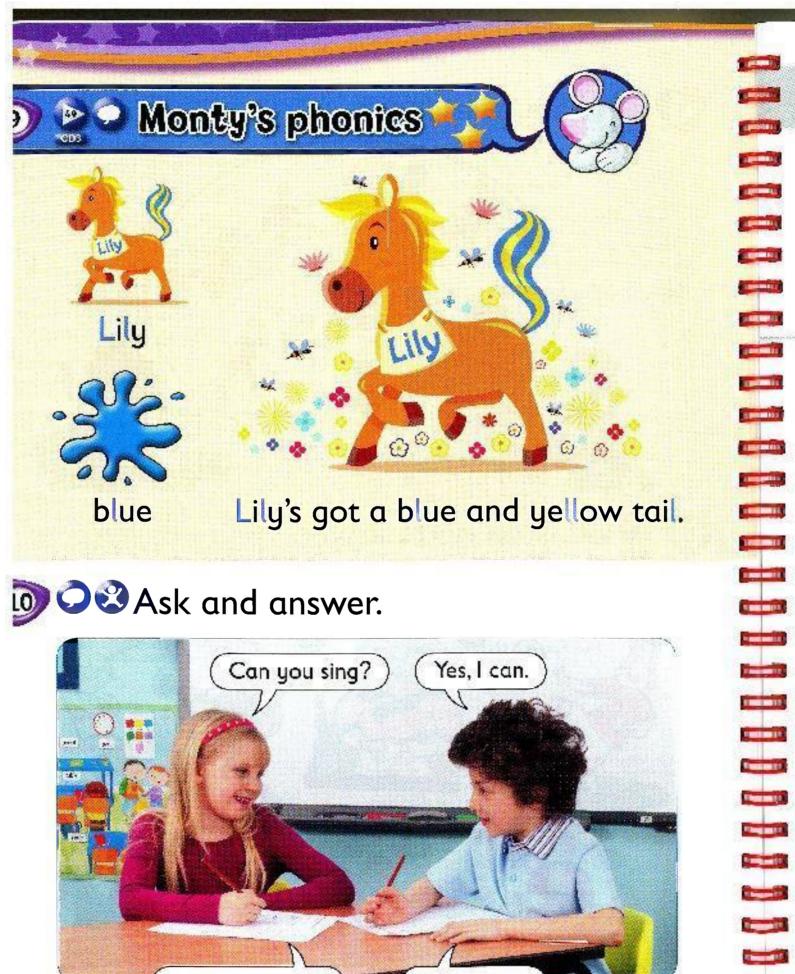
## **Optional** activity

• Unit 9 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 54 and 56).

# **Ending the lesson**

Play a version of the Please game. When you say you / a pupil can do an action, pupils mime it. When you say you / a pupil can't do it, they don't. Pupils stand up. Say, e.g. Paula can't swim. Pupils don't respond. Say, e.g. Paula can ride a bike. Pupils mime riding a bike. Continue with other activities and other persons (I, we, you, he, they).





# Mark and answer.



**OBJECTIVES:** By the end of the lesson, pupils will have practised the sound /l/ and asked and answered questions with *can*.

#### • TARGET LANGUAGE

**Key language:** the phoneme /1/ as in Lily, blue, yellow, Can you... Yes, I can. / No, I can't.

**Revision:** can, can't, play football, play basketball, play tennis, play the guitar, swim, ride a bike

## • MATERIALS REQUIRED

Colour flashcards (20-26, 41-44)

Action flashcards (72-78)

Photocopiable 9b (see page T106), one for each pupil Optional: Kid's Box Teacher's Resource Book 1 Unit 9 Extension worksheet 1 (page 57), Kid's Box 1 Language Portfolio page 11

#### Warmer

 Hold up the colour flashcards one by one and elicit the words. Put the flashcards on the board in two groups – one with blue, black, purple and yellow and one with the rest of the colours. Say the words blue, black, yellow, purple, emphasising the sound /l/. Say Today's sound is ... Let the class complete by saying l.

## PB68. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 68, please. Point to the picture of the horse and elicit her name: Lily. Point to the colour and elicit the word: Blue. Pupils practise saying the words and the sound I after you.
- Point to the larger picture and say Look and listen. Lily's got a blue and yellow tail. Say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying Lily's got a blue and yellow tail as a tongue twister.

## CD 3, 49

MONTY: Hi, I'm Monty! Repeat after me!

/1/ /1/ Lily

/1/ /1/ blue

Lily's got a blue and yellow tail.

Lily's got a blue and yellow tail.

Lily's got a blue and yellow tail!

## PB68. ACTIVITY 10. Ask and answer.

• Quickly review the actions, using the flashcards. Display them on the board. Hand out Photocopiable 9b. Demonstrate the activity. Point to swim and ask a pupil, e.g. Can you swim? The pupil answers Yes, I can / No, I can't. Put a tick or a cross next to swim. Prompt the short answer each time. Pupils respond in chorus. Make pairs or small groups. Pupils take turns to ask and answer. They write pupils' names at the top of the chart. They put a tick or a cross below the names for each action. Check in open pairs around the class.

#### **AB68. ACTIVITY 8.** Listen and circle '1' in the words.

- Say Open your Activity Books at page 68, please. Say Listen and circle 'i' in the words. Use the letter sound, not its name.
- Play the example on the CD and point to the circled letters 'L' and 'l' in Lily. Play the rest of the CD. Pupils circle the sound 'l' each time. They check answers in pairs.
- Play the CD again. Check answers as a class.

## CD 3, 50

I. Lily

2. blue

football
 pencil

5. play

o. play

6. clean7. yellow

8. plane

# Extra activities: see page T118 (if time)

#### AB68. ACTIVITY 9. Write the words.

- Hold up your book. Point to the example answer in the second column and say Write a word from the box. Elicit an example for the first column (e.g. draw) and make sure pupils understand the difference between the columns (the first column is for verbs which come directly after can, the second for sports or musical instruments you can play, the third for things you can ride).
- Pupils work individually and complete the sentences using the words. They check in pairs. Monitor pupils as they are working.
- Correct as a class. Elicit sentences from different pupils.

**Key:** I can draw, sing, swim. I can play football, the guitar, the piano, tennis. I can ride a bike, a horse.

## **Optional activities**

 Unit 9 Extension worksheet 1 from Teacher's Resource Book 1 (pages 54 and 57).

## Language Portfolio

Pupils complete page 11 of Kid's Box 1 Language Portfolio (Fun time).

- Draw a simple picture of a dog with a tail on the board (or show a photograph of a dog). Say This is Lulu. Hello, Lulu!
   Pupils practise saying Hello, Lulu!
- Draw a picture of a ball next to the dog and colour it black. Draw movement lines around the dog's tail as if it is wagging and say Say Look! Lulu loves her black ball. Pupils repeat the line after you. Say it at different volumes and speeds and have pupils practise saying Look! Lulu loves her black ball in pairs, as fast as they can, as a tongue twister.

**ECTIVES:** By the end of the lesson, pupils will read a story and reviewed language from the unit.

#### *RGET LANGUAGE*

language: language from the unit sion: language from the unit

#### **ATERIALS REQUIRED**

in flashcards (72–78). Mask the words on the back of the rards

activities I and 2: cards from Photocopiable 9a (see T105), envelopes

onal: Kid's Box I Teacher's Resource Book Unit 9 Extension sheet 2 (page 58) and/or animated version of the Unit 9 from Kid's Box Interactive DVD I (Suzy's room section) Box I Language Portfolio page 5

#### rmer

wiew the actions by playing the Disappearing flashcards me. Display the flashcards (picture side). Make sure pupils n't see the words on the back. Elicit what each one is. The iss chorus the response. Elicit again, this time turning over e first card. Repeat, with the class chorusing the actions, til all the flashcards are faced to the board. Ontinue, this time turning a flashcard back to face the issroom each time.

## ry

## 9. ACTIVITY 11. Listen to the story.

y This is a story about Maskman. Listen. What can he do? Play e CD. Pupils listen for the answer to the question. Give em time to check in pairs. Say Open your Pupil's Books at ge 69, please. Pupils look and check. Check with the class de a bike, play tennis, play basketball, swim, play football). By the CD again. Pupils listen and repeat. Encourage them say it with intonation and feeling.

neck comprehension by pointing to the pictures in turn and cing, e.g. Can Maskman sing? (No). Can he play the guitar? Io). Ask which pupils can play the guitar and which pupils n sing.

# 3, 51

in the toy box,

e alive.

and talk,

ne count of five. two, three, four, five.

MAN: Do the Maskman song, Do the Maskman song, Let's do the Maskman song.

'Y: Oooh! Look! There's Maskman. He can ride a bike and sy tennis!

or: I know, and he can play basketball.

'Y, TREVOR AND MASKMAN: Ride a bike. Play tennis, sketball. Play, play, play.

Y: Hello, Marie.

DR AND MASKMAN: Hello, Marie.

**TREVOR:** Marie! Listen to the Maskman song. He can swim and he can play football!

MARIE: What? Pardon? Oh! Sorry, Trevor.

MARIE: Yes, Trevor. Maskman can swim and he can ride a bike and he can play football, but ... he can't play the guitar and he can't sing.

## PB69. ACTIVITY 12. Act out the story.

- Make groups of four. Pupils decide which character they are (Maskman, Marie, Monty, Trevor). Play the CD again. Pupils say the words along with their character on the CD and act out the story. They use the book to help them too. Give pupils time to practise in their groups. Encourage them to be creative. They don't have to say it word for word.
- More confident groups role play their stories for the class.
   Ask pupils who their favourite character is.

## AB69. MY PICTURE DICTIONARY.

 Say Open your Activity Books at page 69, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Remind them to check before sticking them in their books. Monitor around the class to check. If appropriate, pupils trace around the word under the picture.

#### AB69. MY STAR CARD.

- Say Can you say these words? Use the action flashcards to elicit
  the words in turn from the class. Pupils say them in chorus.
  Ask pupils to repeat if necessary. Where pupils don't all say a
  phrase correctly, elicit the phrase from another pupil who can
  and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to the pictures in their books and to say the words.
- Say Colour the stars. Check pupils know what to do with the other words and stars. Pupils choose colours to colour their

# Extra activities: see page T118 (if time)

## Optional activities

- Unit 9 Extension worksheet 2 from Teacher's Resource Book 1 (pages 54 and 58).
- The animated version of the Unit 9 story from Kid's Box Interactive DVD 1 (Suzy's room section). See pages 41–45 of the Teacher's Booklet for the Interactive DVD.

## Language Portfolio

 Pupils complete page 5 of Kid's Box 1 Language Portfolio (I can Units 7–9).

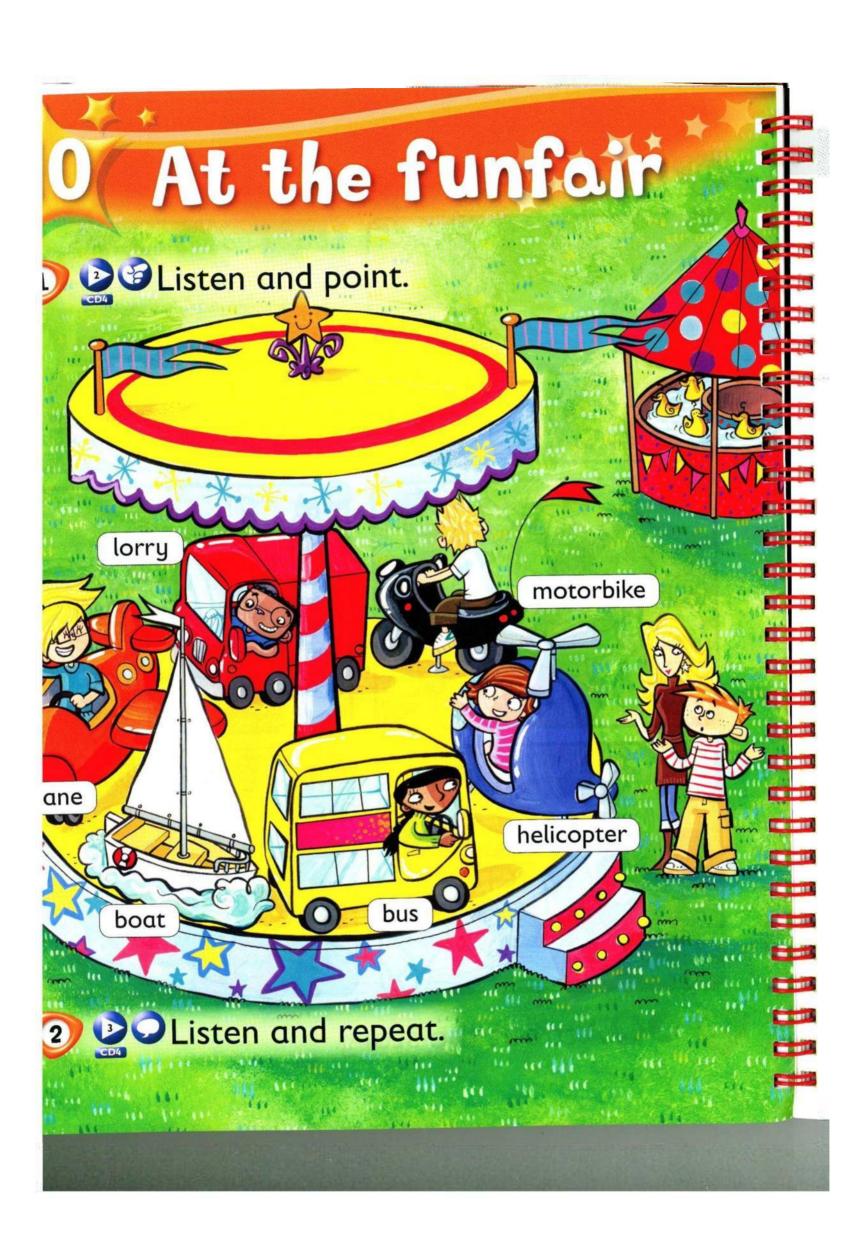
## **Ending the lesson**

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.









**OBJECTIVES:** By the end of the lesson, pupils will be able to name rides at a funfair.

#### • TARGET LANGUAGE

Key language: bus, lorry, motorbike, helicopter, plane, boat, funfair Additional language: start, Look at me! That's nice.

Revision: horse, car, train, in, on, under, next to, where, there, can, These are ..., colours

#### • MATERIALS REQUIRED

Funfair flashcards (79–84) and funfair word cards from Kid's Box Teacher's Resource Book I
Flashcards horse, car, train (50, 35, 40)
Optional: Kid's Box Teacher's Resource Book I Unit 10
Reinforcement worksheet I (page 61)

## Warmer

 Review colours. Pupils take out six different coloured pencils and put them on their desks (red, orange, black, yellow, blue, white). Play a game of Simon says, e.g. Simon says put the blue pencil next to the red pencil. Pupils respond. Hold up the yellow pencil. Pupils don't respond. Continue with other instructions and other prepositions, e.g. Point to ..., Put it on/under/in ...

#### **Presentation**

- Teach the new vocabulary, using the flashcards. Show each
  one, picture side, in turn. Say each word clearly for pupils.
  They repeat as a class and then in groups. Point to flashcards
  at random for the class to chorus the word.
- Say These are at the funfair. Check comprehension.

## PB70. ACTIVITY 1. Listen and point.

- Put the funfair flashcards on the board. Say Suzy, Simon, Stella, Meera, Alex, Lenny and Mrs Star are at the funfair. Point to the rides on the board. Say Listen and answer. Where's Suzy? Where's Stella? Where's Meera? Point to the board and say On the motorbike? In the lorry? Listen. Play the CD. Pupils listen for the answers. They check in pairs.
- Say Open your Pupil's Books at page 70, please. Look at the funfair. Listen again to check your answers. Play the CD again. Check with the class (in the blue helicopter, in the plane, on the yellow bus). Say Where's the star? Check by pointing to the star (on the top of the carousel). Pupils say Here it is.
- Play the CD again. Check comprehension by asking, e.g. What colour's the motorbike? Who's on the motorbike? Who's on the bus? Where's Lenny? Who's next to the white boat?

## CD 4, 02

suzy: Look at me, Mum! I'm in the blue helicopter. MRS STAR: That's nice, Suzy! Where's Stella? suzy: She's in the plane. MRS STAR: Oh, yes.

simon: Mum, can I ride on the black motorbike?

MRS STAR: One moment, Simon. No, sorry, you can't. Alex is on the motorbike, but you can go in the white boat, next to Meera.

simon: Where's Meera?
mrs star: She's on the yellow bus.
simon: OK. That's good.

MRS STAR: Now, where's Lenny?

SIMON: He's there, in the red lorry.

MRS STAR: Good! Go and sit in the boat, Simon. Now they can

#### PB70. ACTIVITY 2. Listen and repeat.

- Play the CD. Pupils listen and repeat in chorus. Make six groups, one for each ride. Point to the flashcard picture of one of the rides on the board, e.g. lorry. The lorry group stand up and say Lorry. Give groups different rides to say and repeat.
- Turn the flashcards over to show the word side. Continue the game, giving groups different words to say.

#### CD 4, 03

Lorry, motorbike, plane, helicopter, boat, bus

## AB70. ACTIVITY I. Write the words.

• Say Open your Activity Books at page 70, please. Focus pupils on the crossword puzzle. Point to picture 1 and to the small number 1 in the puzzle. Say Look. Picture 1 is for word number 1. What's the word? Elicit helicopter and show pupils that the answer is crossed out in the word box. Say Look at the pictures. Write words from the box. Don't colour the pictures.

Key: 2 bike, 3 train, 4, lorry, 5 plane, 6 boat, 7 car, 8, motorbike, 9 bus

## AB70. ACTIVITY 2. Listen and colour. [YLE]

Pupils take out the following crayons: brown, grey, black, yellow, purple, blue, orange, red, green, pink. Say Listen and make a dot with the colour. Play the first one as an example. Ask pupils What colour? Pupils hold up the black. Say What ride? Pupils answer The bike. Play the rest of the CD. Elicit which colour they didn't use (red). Pupils colour in the rides.

## CD 4, 04

Can you see the bike? Colour it black.
Look at the bus. Can you colour it yellow?
That's a big lorry. It's purple.
What colour's the boat?
It's green.

Can you see the plane? Colour it pink.
Look at that helicopter. Can you colour it orange?
Have you got a motorbike?
Yes, it's blue.

He's got a long train. Can you colour it grey? Can you see the car? Colour it brown.

# Extra activities: see page TII8 (if time)

## Optional activity

• Unit 10 Reinforcement worksheet I from Teacher's Resource Book I (pages 60 and 61).

## **Ending the lesson**

• Display the six funfair flashcards (picture side), plus horse, car, train, on the board. Pupils stand up. Pupils jump up when you say a true sentence and put their hands on their heads when you say a false one, e.g. point to the lorry and say It's a car.

CTIVES: By the end of the lesson, pupils will earnt a chant and practised answering questions locations of objects.

#### **IGET LANGUAGE**

**nguage:** boat, bus, helicopter, lorry, motorbike, plane **on:** horse, car, train, where, long, colours, prepositions

#### *TERIALS REQUIRED*

flashcards (79-84)

opiable 10 (see page T107). Copy B onto thin card, one h pair. Copy A onto paper, one copy for each pupil. omplete game for demonstration. Scissors, glue, coins,

nal: video or audio recorder activity: a stopwatch

nal: Kid's Box Interactive DVD 1: The living room 'A walk London' episode

#### mer

iew the funfair vocabulary using the flashcards. Hold one pupils can't see. They take turns to guess, e.g. Is it a lorry? In answer if they ask a complete question (don't accept, Lorry). When they guess correctly, show the card to the s. Repeat with the other vocabulary, and repeat words to make it more fun. Invite pupils to choose a flashcard answer questions.

. ACTIVITY 3. Say the chant. Do the actions.

Open your Pupil's Books at page 71, please. Elicit what they see. Play the CD. Pupils repeat each line of the chant. ch actions for the rides:

copter: arms as rotors above the head t: hand above eye as if looking to horizon n: arms by side going round in circles

torbike: hands on handlebars y: hands on big steering wheel

: finger on bell

ne: arms out as wings

te: If pupils don't have enough room to do these actions, ch ones which don't need so much space.

Deat the chant with the actions. Do it several times until bils are confident. You could record their performance ng audio or video. Play the recording to the class.

# 4, 05

opter, boat, blue train. rbike, lorry, and plane.

# **LACTIVITY 4.** Listen and answer.

/ Look at Activity 4. Elicit some of the things pupils can see d car, grey plane, etc.). Say Listen and answer. Play the first e as an example. Wait for all pupils to put up their hands fore eliciting the answer (yes, it is). Play the rest of the CD. pils whisper the answer to their partner each time. Play ≥ CD again. Pause after each one. Wait for most of the ss to raise their hands before eliciting the answer. When ≥ answer is no, elicit the correct sentence by asking, e.g. here's the pink boat?

#### CD 4, 06

Is the red car in the shoe?
Is the pink boat next to the shoe?
Is the green train under the chair?
Is the brown train next to the computer?
Is the purple plane next to the pink boat?
Is the black helicopter on the table?
Is the orange motorbike under the chair?
Is the yellow lorry in the toy box?
Is the white lorry under the chair?
Is the grey plane on the table?

# **Practice**

- Show pupils the board game you have made. Make pairs. Hand out one copy of Photocopiable 10 (page T107) part B and two copies of part A to each pair. They colour the small circles (A) in colours that they know in English, cut them out and stick them in the correct places on the board (B).
- Demonstrate the game. Pupils put their counters on *Start*. They spin a pencil and, when it lands, the person that the pencil is pointing to starts. The first player tosses the coin: heads they move one space, tails two. The pupil moves the counter to the space and says what it is, e.g. *A green helicopter*. If pupils make a mistake, e.g. say the wrong colour or the wrong ride, they miss a turn.
- Remind pupils of language for playing games, e.g. It's my turn. Also teach them That's wrong! Miss a turn.
- Pupils take turns to play. The player who gets to Finish first is the winner. Collect the game boards for use in another lesson.

#### AB71. ACTIVITY 3. Draw stars.

- Say Open your Activity Books at page 71, please. Point to the pictures at the top of the page and say Find the star. Pupils point. Say Yes, it's on the lorry. Draw stars. Draw them on, in, under or next to the bus, plane and helicopter. At the top of the page only (point to the four pictures in the row at the top). Pupils work individually, books hidden, to draw three more stars in different places using the pictures at the top only.
- Pupils take turns to ask and answer and to draw. Review classroom language, e.g. Sorry? Can you repeat that?

# AB71. ACTIVITY 4. Write the words.

• Focus pupils on Activity 4 and on the example answers written inside the lorry and T-shirt shapes. Point to the lorry outline and say Write transport words here. Elicit another word from the box which could go in this group (e.g. helicopter). Point to the T-shirt outline and say Write clothes words here. Elicit another clothes word from the box (e.g. trousers). Pupils work individually to complete the activity. Check answers as a class.

**Key:** In the lorry – helicopter, boat, plane, motorbike, bus In the T-shirt – trousers, skirt, jacket, shoes, socks

# Extra activity: see page T118 (if time)

# **Optional activity**

• The 'A walk round London' episode from Kid's Box Interactive DVD I (The living room section).

# **Ending the lesson**

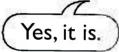
 Do the chant from the beginning of the lesson. Make different groups, e.g. trains, helicopters. Everyone says the chant, but only the pupils in, e.g. the train group, do the train actions.

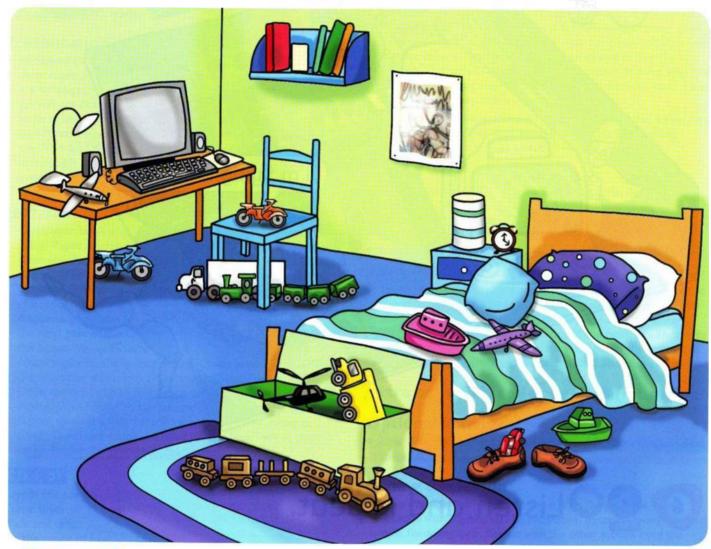




(1) Listen and answer.

Is the red car in the shoe?

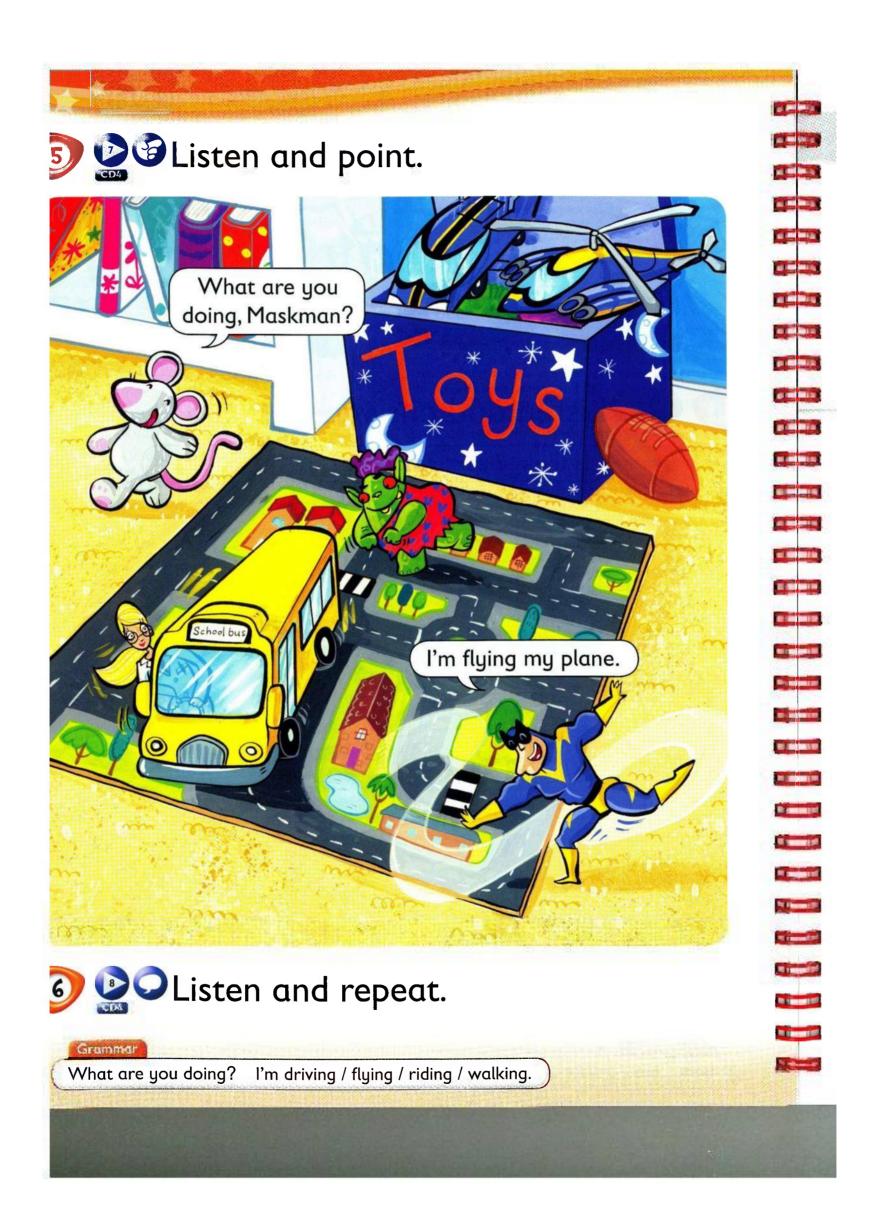




Vocabulary

boat bus helicopter lorry motorbike plane

71



**OBJECTIVES:** By the end of the lesson, pupils will have talked about actions at the moment of speaking.

#### • TARGET LANGUAGE

**Key language:** present continuous: What are you doing? I'm driving / flying / riding / walking.

Additional language: street, haven't got

**Revision:** train, car, bus, lorry, motorbike, helicopter, plane, boat, shoes, snake, hippo, elephant, trousers, crocodile, socks, T-shirt, skirt, giraffe, tiger, jacket, big, colours

#### • MATERIALS REQUIRED

Character flashcards (6–8, 53)
Extra activities I and 2: funfair flashcards (79–84) and flashcards of elephant, T-shirt, trousers, skirt, shoes, giraffe, snake, tiger, crocodile, jacket, hippo, socks
Optional: Kid's Box Teacher's Resource Book I Unit 10
Reinforcement worksheet 2 (page 62)

#### Warmer

 Review the funfair vocabulary by using the mimes from the chant in the previous lesson. Mime one of the actions, e.g. hands on big steering wheel (lorry). Pupils take turns to guess by saying, e.g. It's a bus.

# **Presentation**

- Introduce the present continuous, using mime and demonstration, e.g. start writing on the board and say (as you are writing) Look, I'm writing. Start drawing a picture and say (as you are drawing) Now I'm drawing.
- Invite a pupil to open/close a book. Say, e.g. Are you opening a book? (yes). Repeat with other pupils. Write on the board and ask What am I doing? Support pupils in the response You're writing. Invite pupils to do actions and ask, e.g. What are you doing? Don't expect pupils to ask questions and don't expect them to answer correctly. This phase is for awareness-raising only.

# PB72. ACTIVITY 5. Listen and point.

- Open your book and, as you are opening it, say What am I doing? Pupils respond, e.g. (You're) opening your book. Say Good. Open your Pupil's Books at page 72, please. Elicit what pupils can see. Hold up your book and point to the streets on the rug. Teach or elicit street. Say Listen and point. Play the CD. Pause after Monty's question What are you doing, Maskman? Elicit a response (they answer as Maskman: I'm flying my plane). Play the next part of the CD for them to check. Do the same with the other Wh- questions.
- Focus pupils on the question and answer on the page. Display the character flashcards (Monty, Maskman, Trevor, Marie). Draw speech bubbles from each one. Say, e.g. Where are you driving, Marie? Point to the picture of Marie and the speech bubble to elicit a first person response, e.g. I'm driving to school. Don't introduce the third person He's/She's at this stage. Repeat for the other characters.

# CD 4, 07

Toys in the toy box, Come alive. Walk and talk, On the count of five, One, two, three, four, five. MONTY: Hello, everybody.

MASKMAN, TREVOR, MARIE: Hello, Monty.

MONTY: Are you flying your helicopter, Maskman?

MASKMAN: No, I'm not.

MONTY: What are you doing, Maskman?

MASKMAN: I'm flying my plane.

MONTY: That's a nice bus, Marie. Where are you driving?

MARIE: I'm driving to school.

MONTY: Oh! Are you riding your bike, Trevor?

TREVOR: Bike! No, I'm not. I'm riding my big red motorbike.

MARIE: What are you doing, Monty?

**MONTY:** Well, I haven't got a bike, a motorbike, a helicopter or a plane, so ... I'm walking!

#### PB72. ACTIVITY 6. Listen and repeat.

 Say Listen and repeat. Play the CD. Pupils listen and repeat in chorus. Make sure they use the contraction l'm... Make four groups. One group is Marie, one Trevor, one Maskman and one Monty. They repeat in role. Change roles and pupils repeat again.

#### CD 4, 08

MARIE: I'm driving to school.

TREVOR: I'm riding my big red
motorbike.

**MASKMAN:** I'm flying my plane. **MONTY:** I'm walking!

#### AB72. ACTIVITY 5. Listen and draw coloured lines. [YLE]

Say Open your Activity Books at page 72, please. Elicit what and
who they can see. Pupils take out the following crayons: grey,
yellow, black, blue, brown, purple, red. Say Listen and draw lines.
Use the colours. Play the first one as an example. Play the rest
of the CD. Pupils listen and draw. They check in pairs. Play the
CD again, pausing after each one to check with the class. Elicit
which colour they didn't use (blue).

**Key:** 2 brown, Grandpa, plane; 3 red, Simon, motorbike; 4 grey, Mrs Star, horse; 5, yellow, Suzy, lorry; 6 purple, Mr Star, walking

# CD 4, 09

I. Black.

4. Grey.

STELLA: I'm driving a bus.

MRS STAR: I'm riding a horse.

2. Brown.

5. Yellow. suzy: I'm driving a lorry.

GRANDPA: I'm flying a plane.
3. Red.

6. Purple.

simon: I'm riding a motorbike.

MR STAR: I'm walking.

# AB72. ACTIVITY 6. Draw and write.

Focus pupils on the word box and the drawing frame. Point to
the space and say Imagine. It's you. What are you doing? Are you
riding a horse? Flying a plane? Driving a lorry? Look at the words.
Think. Draw a picture (mime drawing in the box). Say Then write
the words (point to the incomplete sentence at the bottom of
the page). Pupils draw and write. Monitor and help as necessary.

# Extra activities: see page T118 (if time)

# **Optional activity**

 Unit 10 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 60 and 62).

# **Ending the lesson**

 Do a mime, e.g. driving a car. Say, e.g. I'm flying a plane. Pupils respond with thumbs up / thumbs down (thumbs down). Say You're right. I'm driving a car. Repeat with the other actions from the listening activity, plus opening/closing a book, writing, drawing.



**BJECTIVES:** By the end of the lesson, pupils will ave sung a song and had more practice talking about tions at the moment of speaking.

#### **TARGET LANGUAGE**

ey language: present continuous: What are you doing? I'm -ing, sitting

evision: train, car, bus, lorry, motorbike, helicopter, plane, boat, ng, big, favourite, flying, driving, riding, walking, shoes, colours, epositions

#### **MATERIALS REQUIRED**

tra activity I: Photocopiable IO (see page TI07). If not used eviously, copy B onto thin card, one for each group of four. ppy A onto paper, two copies for each group of four. ne complete game for demonstration.

issors, glue, coins, counters

tra activity 2: 20 flashcards, selected from the following ord families: funfair (79–84), clothes (66–71), wild animals  $\theta$ –65), school (27–32)

otional: Kid's Box Teacher's Resource Book I Unit 10 Song orksheet (page 65)

#### /armer

Review the question form What are you doing?, using the mime game from the end of the previous lesson. Individual pupils do mimes in turn for the class to ask and for the pupil to respond.

# ng

# 173. ACTIVITY 7. Sing the song.

As you are opening your book, say What am I doing? Pupils respond You're opening your book. Say Good. Open your Pupil's Books at page 73, please. Say Listen. Point to the picture. Play the CD. Pupils point to the picture. Use the CD to teach the song line by line to the class. Sing the whole song as a class. Review or teach the actions: valking: two fingers walking on the table

orry: hands on big steering wheel poat: hand above eyes, as if looking to the horizon notorbike: hands on handlebars relicopter: arms as rotors above the head lepeat the song, with pupils doing the actions. Make

Repeat the song, with pupils doing the actions. Make five groups. Each group stands, sings their lines and does the action, and then sits down again. Repeat, with different groups having different roles.

# 9 4, 10

walking, walking.

walking in my favourite shoes, favourite shoes, favourite shoes. walking.

driving, driving.

driving in my long white lorry, long white lorry, long white y.

driving.

itting, sitting.

itting in my big green boat, big green boat, big green boat. itting.

I'm riding, riding.

I'm riding on my motorbike, motorbike, motorbike. I'm riding.

I'm flying, flying.

I'm flying in my helicopter, helicopter, helicopter.

I'm flying.

I'm walking, walking.

I'm walking in my favourite shoes, favourite shoes, favourite shoes. I'm walking.

#### CD 4, 11

Now sing the song again. (Karaoke version)

PB73. ACTIVITY 8. Do the actions. Play the game.

 Make groups of four. Pupils take turns to mime an action from the song to the class and ask What am I doing? The others guess and reply, e.g. You're riding a bike. They can also use Are you riding a bike? Yes/No.

# Extra activities: see page TI18 (if time)

# **AB73.** ACTIVITY **7.** Listen and tick (✓) the box. **[YLE]**

- Say Open your Activity Books at page 73, please. Elicit the things pupils can see. Read the first question and say Listen. Is it picture 1, 2 or 3? Play the example on the CD. Elicit the answer and say It's in the toy box. It's picture 1. Point to the example tick and say Look. There's a tick.
- Play the rest of the CD, pausing to give pupils time to think and tick. Pupils compare answers in pairs. Check as a class.

Key: I picture 1, 2 picture 3, 3 picture 3, 4 picture 2

# CD 4, 12

Example. Where's the lorry?

Have you got a lorry, Nick? Yes, I have.

Where is it?

It's in the toy box.

What's Sue doing?
Hello, Sue. Are you happy?

Yes, I am.

Are you flying a plane?

No. I'm flying a helicopter.

What toy is under the chair?Is the toy under the chair?

Yes, it is. What is it? It's a boat. 3.
What colour is the motorbike?
What have you got, Ben?
I've got a motorbike.

Is it grey?

No, it isn't. It's black.

4.
Which boy is Alex?

Can you play basketball, Alex?
Yes, I can.
Are you playing basketball now

Are you playing basketball now? No, I'm not. I'm playing tennis.

# **Optional activity**

 Pupils complete the Unit 10 song worksheet from Teacher's Resource Book 1 (pages 60 and 65).

# **Ending the lesson**

 Pupils sing the song again from the beginning of the lesson, without the CD, and do the actions.





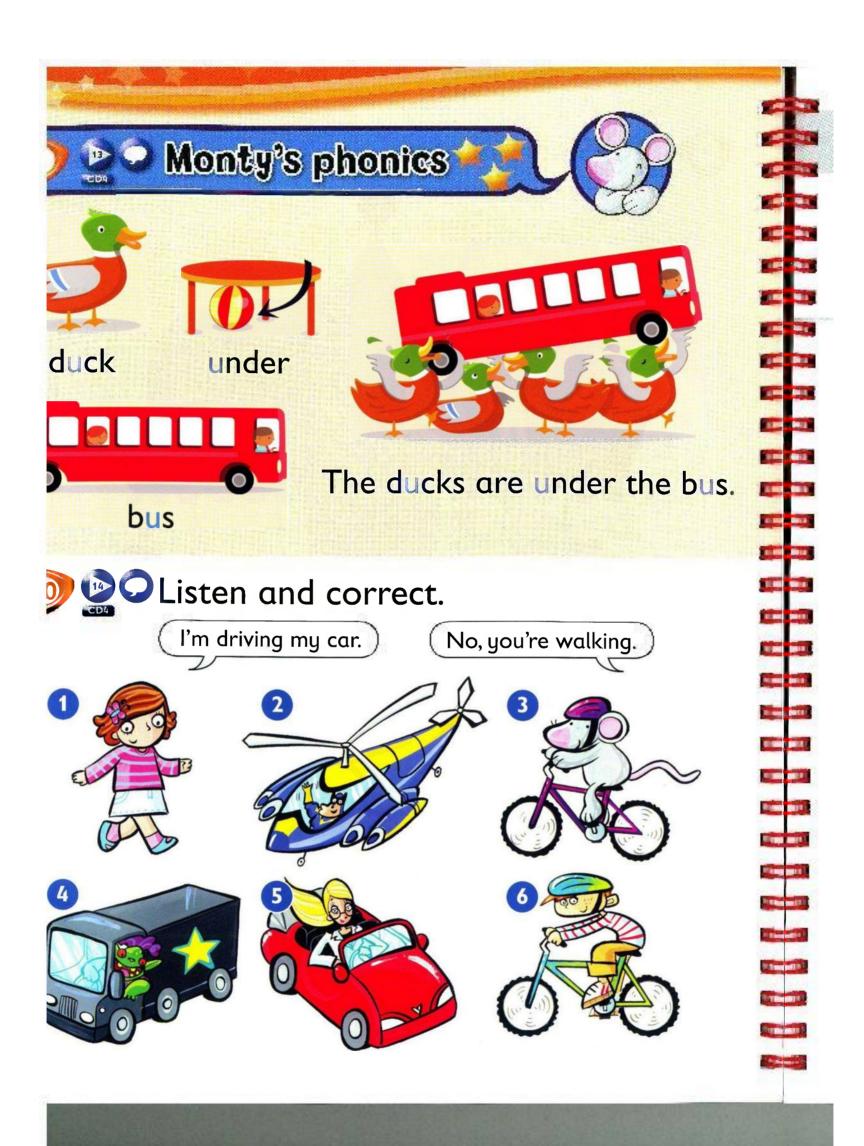
Sing the song.



100 Book the actions. Play the game.

What am I doing?)

You're driving a lorry.



OBJECTIVES: By the end of the lesson, pupils will have practised the sound /A/ and words with letters a, e, i, o, u.

#### • TARGET LANGUAGE

**Key language:** the phoneme  $/\Lambda$  as in duck, under, bus Revision: funfair vocabulary, prepositions

#### • MATERIALS REQUIRED

Extra activity 1: four large cards, each with a letter on: c, f, d, n Optional: Kid's Box Teacher's Resource Book / Unit 10 Extension worksheet | (page 63)

#### Warmer

• Say Listen. What's today's sound? Say the words cut, ugly, brother, mother, bus, duck, emphasising the sound /A/ in the middle of each word. Let the class respond by saying uh.

#### PB74. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 74, please. Point to the pictures of the duck, the ball under the table and the bus and elicit the three words: Duck, Under, Bus. Pupils practise saying the words and the sound uh after you.
- Point to the larger picture and say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying The ducks are under the bus as a tongue twister.

# CD 4, 13

MONTY: Hi, I'm Monty! Repeat after me!

 $/\Lambda//\Lambda/$  duck

/A/ /A/ under

/ʌ/ /ʌ/ bus

The ducks are under the bus.

The ducks are under the bus. The ducks are under the bus!

# **PB74.** ACTIVITY 10. Listen and correct.

• Say Look at the pictures. Listen to the first one. Play number one. Say Look at picture 1. Is that right? Elicit the response from pupils: No. Supply or prompt I'm walking (note pupils don't use he or she). Say Do the same for the others. Listen. Play the CD. Pupils whisper the response to their partners. Play the CD again. This time pause after each one to elicit the response from pupils.

Key: 2 No, I'm flying my helicopter. 3 No, I'm riding a bike. 4 No, I'm driving a lorry. 5 No, I'm driving a car. 6 No, I'm riding a bike.

# CD 4, 14

- I. suzy: I'm driving my car.
- 2. MASKMAN: I'm flying my plane.
- 3. MONTY: I'm riding a horse.
- 4. TREVOR: I'm driving a train. 5. MARIE: I'm driving a bus.
- 6. simon: I'm riding a motorbike.

# AB74. ACTIVITY 8. Listen and write 'a', 'e', 'i', 'o' or 'u'.

- Say Open your Activity Books at page 74, please. Say Listen and write the letter. Write 'a', 'e', 'i', 'o' or 'u'. Use the letter sounds, not their names.
- Play the example on the CD and point to the letter 'a' on the first line. Play the rest of the CD. Pupils complete the words with a single letter each time. They check answers in pairs.
- Play the CD again. Check answers as a class.

**Key:** 2 o, 3, u, 4 i, 5 u, 6 i, 7 a, 8, e

# CD 4, 15

- I. happy
- 2. socks
- 3. bus
- 4. sing
- duck 6. fish
- 7. sad
- 8. leg

#### **AB74. ACTIVITY 9.** Read and complete.

- Focus pupils on Activity 9. Elicit the names of the vehicles in the small pictures and do a mime for each one. Pupils respond with the present continuous form, e.g. You're riding a motorbike.
- Say Read and complete. Point to the words in the box and say Use these words. Look at the example. Point to the example answer on the first line and the word riding, which is crossed through in the box. Pupils complete the activity individually. Check as a class.

Key: 2 flying, 3 driving, 4 driving, 5 flying, 6 riding

# Extra activities: see page T119 (if time)

# Optional activity

 Unit 10 Extension worksheet 1 from Teacher's Resource Book 1 (pages 60 and 63).

# Ending the lesson

- Say Look at Activity Book page 74 and remember. Hold the book open, point to the pictures at the top of the page and mime looking and concentrating as if you are memorising them. Give pupils a minute to look at the pictures. Then say Close your books. Listen. Say one of the sounds from Activity 8 on page 74, e.g. Uh. Which words? Pupils respond bus, duck. Repeat with the other sounds.
- Pupils repeat the game in pairs. Pupil A looks at his/her Activity Book and says one of the sounds (a, e, i, o, u). Pupil B replies with one of the words containing that sound from Activity Book Activity 8.

**JECTIVES:** By the end of the lesson, pupils will e listened to a story and reviewed language from unit.

#### **ARGET LANGUAGE**

r language: language from the unit ditional language: cross the street vision: language from the unit, hero, can, can't, swim

#### **IATERIALS REQUIRED**

fair flashcards (79-84)

ional: Kid's Box Teacher's Resource Book 1 Unit 10 Extension ksheet 2 (page 64) and/or animated version of the Unit 10 by from Kid's Box Interactive DVD 1 (Suzy's room section)

#### armer

'lay a mime and guess game to review the actions, verbs and ocabulary, e.g. drive a car, fly a helicopter. Mime driving a car. ay What am I doing? Pupils guess, e.g. You're driving a car. The upil who guesses correctly comes and mimes for the class nd asks the question. Repeat.

#### ory

#### 75. ACTIVITY 11. Listen to the story.

ay Open your Pupil's Books at page 75, please. Elicit who pupils an see (Maskman, Trevor, Monty, Marie and a boy). Review he meaning of hero with the class (they had superhero before). ay Listen and look. Who's the hero? What's the boy's name? Play he CD. Pupils listen and look. They check in pairs. Check vith the class (Maskman and Monty, Sam).

'lay the CD again. Pupils listen and repeat. Encourage them o say it with intonation and feeling, especially the sounds, e.g. Vow! Ooh! Er!

Check comprehension by asking, e.g. What's Maskman doing? Where's Maskman? What's the boy doing? Can he swim? What's hat? (a green lorry). What's that? (a red man). Can he cross the treet?

Note: Monty is the real hero of this story, as Maskman was only dreaming about saving Sam.

'ersonalise by eliciting from pupils who their heroes are.

# 2 4, 16

s in the toy box, ne alive. k and talk, the count of five. two, three, four, five. Help! Help! I can't swim.

KMAN: I'm flying my helicopter. Look! I can see a boy. Oh! le can't swim.

кман: I can pick the boy up.

**KMAN:** Stand next to me, Sam. You can fly in my helicopter gain.

: Thanks, Maskman. Wow! You're my hero!

ITY: Maskman ... a green lorry! Stop! You can't cross the treet now. Look, the man's red!

MASKMAN: Ooh! Er! Thank you, Monty. Wow! You're my hero. MONTY: That's OK, Maskman.

#### MARIE AND TREVOR:

Do the Monty song,

Do the Monty song,

Let's all do the Monty song.

#### PB75. ACTIVITY 12. Listen and say the number.

 Say Look at the pictures. Listen to the story. Listen and say the number of the picture. Play the first one as an example. Wait until most pupils have raised their hands before eliciting the answer (3). Play the rest of the CD. Pupils whisper their answer to their partner and/or point to the picture in their books. Play the CD again. Pause after each section. Wait until most pupils have raised their hands before eliciting the answers.

**Key:** 3, 6, 4, 1, 5, 2

#### CD 4, 17

Story as above, but in the order of the key

# AB75. MY PICTURE DICTIONARY.

• Say Open your Activity Books at page 75, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check. If appropriate, pupils trace around the word under the picture.

#### AB75. MY STAR CARD.

- Say Can you say these words? Use the funfair flashcards to elicit
  the words in turn from the class. Pupils say them in chorus.
  Ask pupils to repeat if necessary. Where pupils don't all say
  a word correctly, elicit the word from another pupil who can
  and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.
- Say Colour the stars. Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

# Extra activities: see page T119 (if time)

# Optional activities

- Unit 10 Extension worksheet 2 from Teacher's Resource Book 1 (pages 60 and 64).
- The animated version of the Unit 10 story from Kid's Box Interactive DVD 1 (Suzy's room section). See pages 41–45 of the Teacher's Booklet for the Interactive DVD.

# **Ending the lesson**

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson. 



# Listen to the story.









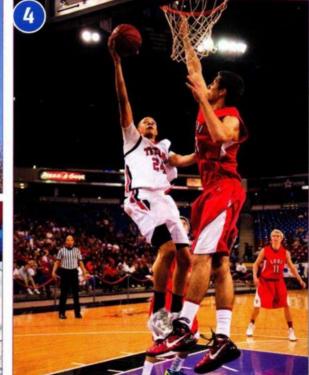
They're sailing.

playing basketball playing table-tennis riding bikes riding horses sailing











# 2 Say and answer.

They've got a big orange ball.

They're playing basketball.

play table-tennis sail

Now you!
Activity Book page 76

**OBJECTIVES:** By the end of the lesson, pupils will have learnt to describe sports activities.

#### • TARGET LANGUAGE

**Key language:** play table-tennis, sail, They've got  $a \dots$ , He/She's got  $a \dots$ , They're playing  $\dots$ 

Additional language: things, What are they doing?
Revision: playing basketball, riding bikes, riding horses, big, ball, small, sitting on the boat

#### • MATERIALS REQUIRED

Action flashcards (72–74 and 77–78)
Pictures of people doing new sports: sailing, playing tabletennis, riding horses

#### Warmer

- Write the sports activities from Unit 9 on the board (play football, play basketball, play tennis, swim, ride a bike). Show one of the five activity flashcards. Pupils put up their hands to answer with the correct phrase from the board. Repeat for the other sports.
- Present the new sports using pictures of people sailing, playing table-tennis and riding horses or the photos on Pupil's Book page 76.

#### **Presentation**

• Say Open your Pupil's Books at page 76, please. Point to the picture of Marie at the top of the page. Remind pupils that Marie's lessons are about different school subjects. Say This is Marie's sports. The lesson is about things we need for sports. Bikes, balls, boats — these are all things for sports. Point to the sports in the box and ask What's your favourite sport? Pupils answer My favourite is ... Ask what things pupils need to wear or have to do for each sport (they respond in LI).

# PB76. ACTIVITY 1. Listen and say.

- Hold up your book. Play the first item on the CD. Pupils listen and point to the correct photo. Elicit the number (5) and ask What are they doing? Pupils respond (They're) sailing. Point to the speech bubble at the top of the page and say That's right. They're sailing.
- Play the rest of the CD, pausing to give pupils time to think between each item. Pupils check in pairs and put up their hands when they have the answer. Elicit the number of the picture and the sentence.
- **Key:** 2 (picture 3) They're riding bikes. 3 (picture 4) They're playing basketball. 4 (picture 1) They're playing table-tennis. 5 (picture 2) They're riding horses.

# CD 4, 18

- I. They've got a small boat. They're sitting on the boat. What are they doing?
- 2. They've got T-shirts and trousers. And they've got bikes. What are they doing?
- 3. They're jumping. They've got a big orange ball. What are they doing?
- 4. They've got a small white ball and yellow T-shirts. What are they doing?
- 5. They're wearing black trousers, and T-shirts. They've got horses. What are they doing?

#### PB76. ACTIVITY 2. Say and answer.

- Hold up your book and point to the speech bubbles at the bottom of the page. Say They've got a big orange ball. Look. Which picture? Point. Wait until all the pupils are pointing to a picture and elicit the correct number (4). Say They're playing ... Pupils answer in chorus basketball. Elicit the sentence for another photo, e.g. say They've got horses. Pupils put up their hands to answer with the number of the picture (2) and the sentence They're riding horses.
- Say Say and answer. Pupils work in pairs to ask and answer about the sports in the photos. Pupil A says a sentence with They've got ... or the present continuous and Pupil B responds with a sentence about the sport they're doing/playing: They're ... ing ... Monitor and help as necessary. Check by choosing pairs to say their sentences for the class.

#### AB76. ACTIVITY I. Match and say.

- Say Open your Activity Books at page 76, please. Point to the girl in picture I and mime bouncing a ball. Say What's missing? and gesture that pupils need to point to one of the pictures of items connected with sports. Elicit big ball. Point to the example line drawn from the girl to the ball and to the speech bubble. Say She's got a big ball. Draw a line.
- Say Match and say. Pupils work individually and match the
  rest of the pictures. They compare answers by pointing and
  saying in pairs. Check by saying the number of the picture and
  getting volunteers to point to the correct piece of equipment
  and to say the sentence. Make sure pupils are using he/she as
  appropriate.

**Key:** 2 She's got a horse. 3 He's got a bike. 4 He's got a small ball. 5 He's got a boat.

# **AB76. ACTIVITY 2.** Match and write.

• Point to the pictures in Activity 2. Say Which sports? What am I doing? Point to the pictures and elicit playing table-tennis, sailing a boat / sitting on a boat, playing basketball, riding a bike, riding a horse. Read the example and get pupils to point to the correct picture. Elicit the missing word and show pupils that it is crossed through in the box. Read the next sentence. Look thoughtful. Say Match and write. Point to the example line from number I to the bike. Pupils work individually to complete the sentences using words from the box and draw lines to match the sentences with the pictures. Check by asking, e.g. 2 They're sitting on a ...? Pupils put up their hands to answer, reading what they have written, e.g. boat.

Key: 2 boat, 3 basketball, 4 table-tennis, 5 horse

# Extra activity: see page T119 (if time)

# **Ending the lesson**

- Write mixed up sentences from Activity Book Activities I and 2 on the board for pupils to write in the correct order in their notebooks, e.g.
  - I a she's big got ball
  - 2 bike a she's got
  - 3 basketball playing they're
  - 4 on sitting they're boat a

**JECTIVES:** By the end of the lesson, pupils will e listened to a story and talked about working in ms.

#### **ARGET LANGUAGE**

r language: work in teams, I can help you.
ditional language: Great! Come on! Let's go!
rision: You can (do it). I can't (do this). Yes, you can.

#### IATERIALS REQUIRED

ns you need to show something you can do and something can't do (e.g. art pad and pencil for drawing, balls for ling)

ra activity: two tennis balls or oranges our flashcards (20–26)

#### armer

Hold up items you need for something you can do well, e.g. you can draw, show pupils an art pad and pencil and mime lrawing a picture (or start drawing a picture). Look confident nd say I can do this. Hold up items for something you can't lo, such as juggling balls. Try to juggle and fail, look grumpy nd say I can't do this. Ask the pupils to encourage you. They ay Yes, you can! Come on! Great! Try to juggle again and show hat you are not so grumpy this time.

#### 77. ACTIVITY 3. Listen to the story.

ay Open your Pupil's Book at page 77, please. Point to Trevor at he top of the page and the title Work in teams. Elicit/explain he meaning of team (say that it is a group of people working ogether to do something, helping each other). Hold up your ook, pointing to picture I, and ask pupils Where's the redeam? Pupils point. Repeat for the yellow team.

ay Listen to the story. Play the CD, pausing after each dialogue o give pupils time to think.

# 4, 19

NOUNCER: Can you work in teams?
LDREN: Yes!
NOUNCER: Great! Come on! Let's go!
LDREN: Yes!

- · I: I can't do this. I can't ...
- L I: Yes, you can. Come on. I can help you.
- 1: Thanks.
- L 2: Phew. It's very hot. I haven't got any water.
- 2: That's OK. I've got some water. Here you are.
- L 2: Thank you!

LOW TEAM: You can do it! You can do it! You can do it!

# lues

oint to picture 2 and to the boy who is having difficulty. Say ook at the boy. Is he OK? Pupils respond No. Say No. Walking p the hill isn't easy (mime climbing up the hill). Point to the irl who is helping him and say Look at the girl. Is she in the red earn or the yellow tearn? Elicit Yellow. Say Yes, she is in the boy's earn. They're in the same tearn. The yellow tearn. The girl says ...

See if the pupils can remember the phrase I can help you from the story. Say She's helping the boy. Explain/show the meaning of help. Repeat for picture 3 (where the boy is helping the girl).

#### PB77. ACTIVITY 4. Listen and say the number. Act it out.

 Say Listen and say the number: one, two three or four. Point to the blue numbers in the corner of the pictures. Play the CD. Pause after each picture. Give pupils time to think and to check with each other before asking for the answer from the class.

Key: 4, 1, 3, 2

#### CD 4, 20

Story as above, but in the order of the key.

Say Act out the story. Demonstrate the activity. Five pupils come
to the front. Assign characters from the story (announcer, girl
from the yellow team, boy from the yellow team, girl from the
red team, boy from the red team). Play the CD and help the
five pupils act out the story for each picture. Have the whole
class chanting for picture 4. Make groups of five pupils. Assign
roles or let the pupils agree on roles amongst themselves. Play
the CD again. Groups act and join in with their characters'
lines.

#### AB77. ACTIVITY 3. Work in teams. Colour the boxes.

- Use the colour flashcards to quickly review colour names. Make sure all the pupils have coloured pencils or crayons. Say Open your Activity Books at page 77, please. Point to a group of four pupils and say You are a team. Work as a team. Choose a colour for box number 1. Which colour? Pupils decide amongst themselves and tell you a colour, e.g. Blue. Encourage the pupils to use English, e.g. Yellow for box 1, OK? No, I think red. Let's colour box 1 blue. Make sure the pupils all agree and the answer doesn't come from just one member of the group. Say OK. The team says blue. Colour box number 1 blue. Mime colouring in the box with a blue crayon.
- Make groups of four. Say Work in teams. Colour the boxes. Pupils work in their teams to decide which colours to use and they colour in the boxes. Monitor and make sure all four pupils are using the same colours for the boxes and that decisions are being made as a team (and that pupils are not simply copying colours from each other without speaking). Encourage pupils to use as much English as possible.

# **AB77. ACTIVITY 4.** Play the game in teams.

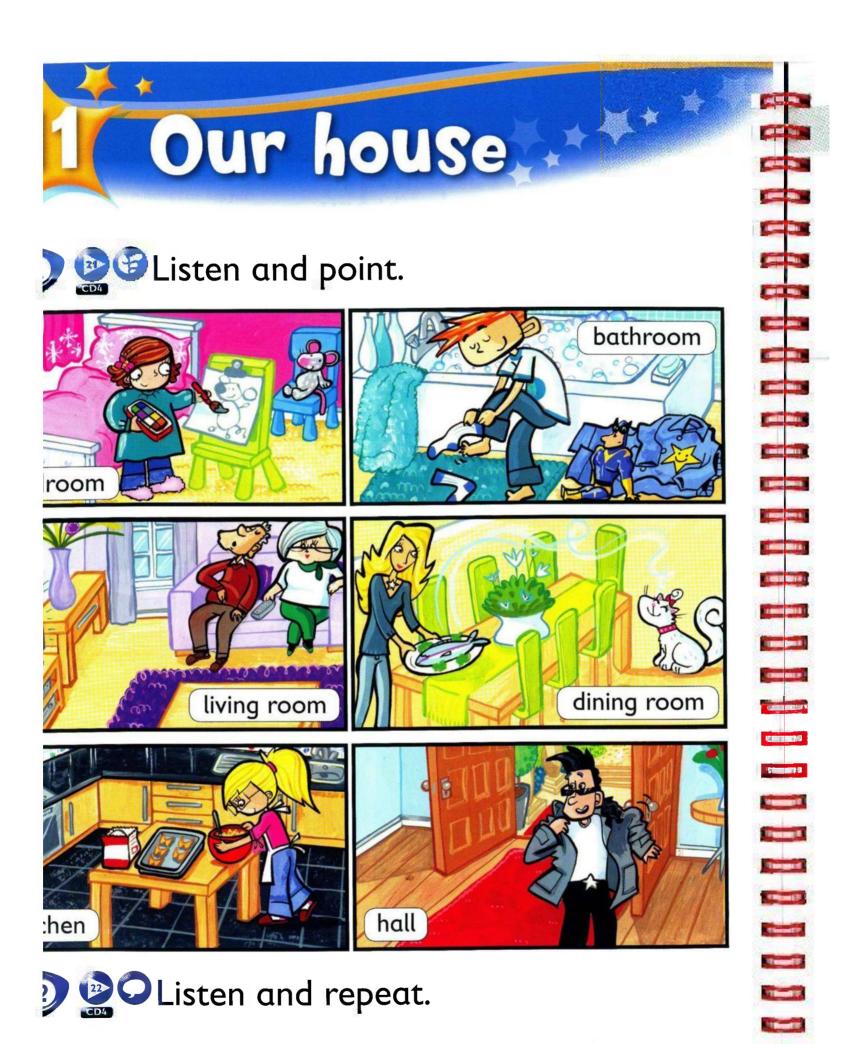
• Put pupils together in groups of eight (two teams in each group – team I and team 2). Say Play the game in teams. Pupils in team I keep their books hidden from team 2 and describe the colour of their boxes, e.g. Number one is yellow. Colour number two red. Team 2 colour the boxes as instructed, asking questions if necessary, e.g. What colour is box number three? Monitor and make sure that all pupils in the teams get to speak. When the boxes are all coloured in, the teams swap over, with team 2 describing colours. The first two teams to colour in their boxes correctly are the winners. They show their books to the class to check the colouring.

# Extra activity: see page TII9 (if time)

# **Ending the lesson**

Pupils act out the situations from the Pupil's Book story again.





**OBJECTIVES:** By the end of the lesson, pupils will be able to name rooms in a house.

#### • TARGET LANGUAGE

Key language: bathroom, bedroom, dining room, hall, kitchen, living room, house

Additional language: everybody, home

Revision: clothes, school and pet vocabulary, prepositions, Where ... ? We're ... , Hello, dad, mum, here, come in, sit down

#### MATERIALS REQUIRED

Room flashcards (85-90)

Photocopiable II (see page TI08) copied onto thin card - one copy for each pair of pupils and one copy for demonstration, scissors, glue, envelopes

#### Warmer

• Arrange some classroom objects on your desk, e.g. a pen under a book, an eraser next to the book, two red pencils on the book, a green pencil in the book. Ask questions of pupils, e.g. Where's the green pencil? Elicit a response from a pupil, e.g. It's in the book. Repeat with other questions, using Where ...? about the objects.

#### **Presentation**

- Use the flashcards to teach/elicit the new house vocabulary. Show each flashcard in turn. Say the word clearly and pupils repeat in chorus. Say the word quietly and then loudly and ask the whole class and then parts of the class to say it. Repeat for each word.
- Display the flashcards and play the Disappearing flashcard game. Point to each flashcard in turn and pupils say the word. Point to the flashcards again for pupils to chorus each word, but this time turn the first flashcard to face the board (word side showing) after pupils have said the word. Repeat until all the flashcards are facing the board and pupils are chorusing the words by reading / from memory. Continue, turning one flashcard back to face the class each time until all the flashcards are visible.
- Make a circling motion around the flashcards with your hands and say These are rooms in the house.

# **PB78.** ACTIVITY 1. Listen and point.

• Say Open your Pupil's Books at page 78, please. Elicit what pupils can see (house/rooms). Say Where's the star? Check by pointing to the star (on Simon's pyjama shirt - he's in the bathroom). Pupils say Here it is. Say Listen and point. Play the CD. Pupils point to the rooms. They check in pairs. Play the CD again. Say Listen. Where are the family? Write the names on the board: Grandpa and Grandma, Suzy, Mrs Star, Mr Star, Simon, Stella. Pupils listen to find the answers. They check in pairs. Check again with the class by asking, e.g. Where's Mr Star? Pupils respond In the hall.

MR STAR: Hello, everybody. I'm home! Where is everybody? GRANDMA: Hello. We're in the living room.

MR STAR: Where are the children?

GRANDMA: Stella's in the kitchen, Suzy's in her bedroom and Simon's in the bathroom.

MR STAR: Good. Stella! STELLA: Hi, Dad! Yes?

MR STAR: Where's Mum?

**STELLA:** She's in the dining room.

MRS STAR: I'm here, in the dining room. Where are you?

MR STAR: I'm in the hall.

MRS STAR: Well, come in and sit down.

#### **PB78.** ACTIVITY **2.** Listen and repeat.

• Say Listen and repeat. Play the CD. Pause after each room for pupils to repeat. Make six groups. Each group is a room. Play the CD again. Pupils stand, repeat their room after the CD and sit down again. Give groups other rooms and repeat.

#### CD 4, 22

Bedroom, bathroom, living room, dining room, kitchen, hall

# Photocopiable II: see pages T96 and T108

#### AB78. ACTIVITY I. Listen and draw lines. [YLE]

• Say Open your Activity Books at page 78, please. Look at the pictures. What can you see? Elicit the names of the rooms and some of the objects around, e.g. Shoes. Say Listen. Play the first sentence on the CD. Elicit the sentence from the class: The T-shirt is in the bedroom. Point to the example line from the T-shirt to the bedroom. Say Listen and draw. Use a pencil. Play the rest of the CD. Pupils listen and draw lines. They check in pairs. Play the CD again. Check by asking, e.g. Where's the jacket?

# CD 4, 23

The fish is in the living room. The jacket is in the hall. The ball is in the kitchen.

The T-shirt is in the bedroom. The shoes are in the bathroom. The skirt is in the bedroom. The trousers are in the bathroom. The cat is in the hall. The doll is in the dining room. The computer is in the living room.

# Extra activity: see page T119 (if time)

# **Ending the lesson**

• Display the room flashcards (picture side). Teach and say this chant with the class. Accentuate the sound at the beginning of each word. Pupils clap as they chant. Repeat in a different order, pointing to the flashcards in turn.

b ... b ... b ... bathroom

k ... k ... k ... kitchen

d ... d ... d ... dining room

h ... h ... h ... hall

1 ... 1 ... 1 ... living room

b ... b ... b ... bedroom

JECTIVES: By the end of the lesson, pupils will e had more practice naming rooms in a house.

#### **ARGET LANGUAGE**

· language: bathroom, bedroom, dining room, hall, kitchen, ¿ room, house

litional language: beds

ision: in, on, under, next to, is/are, has got, hasn't got, bers, colours, computer, toy box, toys, books

#### **IATERIALS REQUIRED**

m flashcards (85-90)

a activity 2: Photocopiable II (see page T108), copied thin card, one copy for each pair of pupils and one copy demonstration, scissors, glue ional: Kid's Box Teacher's Resource Book I Unit 11 forcement worksheet 1 (page 67)

#### armer

Display the room flashcards, picture side, on the board. Vrite a number between I and 10 under each one. Pupils ake out their notebooks and a pencil. Say, e.g. Bedroom. upils write the number under the bedroom flashcard in their ooks. Repeat for the other five cards. Pupils check in pairs. Theck by asking, e.g. What's number 4?

#### **79. ACTIVITY 3.** Listen and correct.

ay Open your Pupil's Books at page 79, please. Say Look at ne pictures on page 78. Listen. Play the first sentence. Pause fter bathroom. Give pupils time to look. Point to the speech ubbles and choose two pupils to read them. Say Shhh. Listen nd whisper the answers to your partner. Play the rest of the D. Pause after each one to give pupils time to think, look nd whisper. Play the CD again. Pause after each one and licit the answers from the class.

upils continue in pairs. One says a statement (true or false) bout the picture; the other either confirms or corrects.

: No. they aren't. They are in the living room.

Io, he isn't. He's in the bathroom.

Io, she isn't. She's in the dining room.

Jo, she isn't. She's in the kitchen.

Io, he isn't. He's in the hall.

lo, she isn't. She's in the bedroom.

Jo, she isn't. She's in the dining room.

lo, he isn't. He's in the bathroom.

# 0 4, 24

ity's in the bathroom. ndma and Grandpa are in the kitchen. kman's in the living room. cat's in the hall. a's in the bedroom. Star's in the dining room. 's in the kitchen. Star's in the bathroom. on's in the living room.

#### **PB79. ACTIVITY 4.** Listen and answer.

- Focus pupils on the picture of the house. Point to each room and elicit the name. Say Listen to the question. Look at the picture and answer. Play the first item on the CD. Elicit the answer (It's in the kitchen) and point to the speech bubbles with the example question and answer.
- Play the rest of the CD, pausing after each question for pupils to look and say the answer. Make sure pupils are using It's or They're appropriately.

**Key:** 2 They're in the dining room. 3 They're in the bathroom. 4 It's in the hall. 5 They're in the bedroom. 6 It's in the living

#### CD 4, 25

- I. Where's the computer?
- 2. Where are the fish?
- 3. Where are the trousers?
- 4. Where's the ball?
- 5. Where are the dolls?
- 6. Where's the book?

# **AB79.** ACTIVITY 2. Follow the lines and write.

- Say Open your Activity Books at page 79, please. Elicit what pupils can see (rooms of a house) and some of the people they can see above the rooms. Point to, e.g. Mrs Star and say Where's Mrs Star? Move your finger along the line to the bedroom. Say Find the room and write it here, pointing to the example answer on the line.
- Pupils work individually. They follow the lines to find the rooms. They write the rooms. They check in pairs. Monitor pupils and help with the writing. Make sure they form the letters correctly and write clearly.
- Check with the class by asking, e.g. Number 2. Where's Mr Star? Pupils respond He's in the kitchen.

Key: 2 Mr Star: kitchen, 3 Suzy: living room, 4 Simon: hall

# AB79. ACTIVITY 3. Draw your house.

- Talk to the class about their rooms and their houses before they do the drawing. Use LI if necessary. For the activity, pupils can draw their house from the outside, a cross section or a floor plan. They will talk to the other pupils in English about their drawing at the end, so it's important they are happy with what they draw.
- Pupils draw and write about their house. They work in small groups, showing each other their drawings and saying something about them, e.g. My house has got two bedrooms and a bathroom. More confident pupils can talk about their drawings to the class.

# Extra activities: see page T119 (if time)

# **Optional activity**

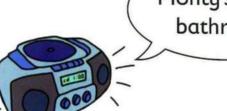
 Unit II Reinforcement worksheet I from Teacher's Resource Book I (pages 66 and 67).

# **Ending the lesson**

• Teach a mime for each room, e.g. bedroom: hands together at the side of the face, bathroom: washing the face, hall: opening door, kitchen: mixing spoon and bowl, dining room: eating, living room: sitting watching TV / sitting reading. Say, e.g. You're in your house. Go to the bedroom. Go to the bathroom. Pupils mime when they hear the rooms. Give the instructions quickly one after another. Pupils can take turns giving instructions to the class.







Monty's in the bathroom.

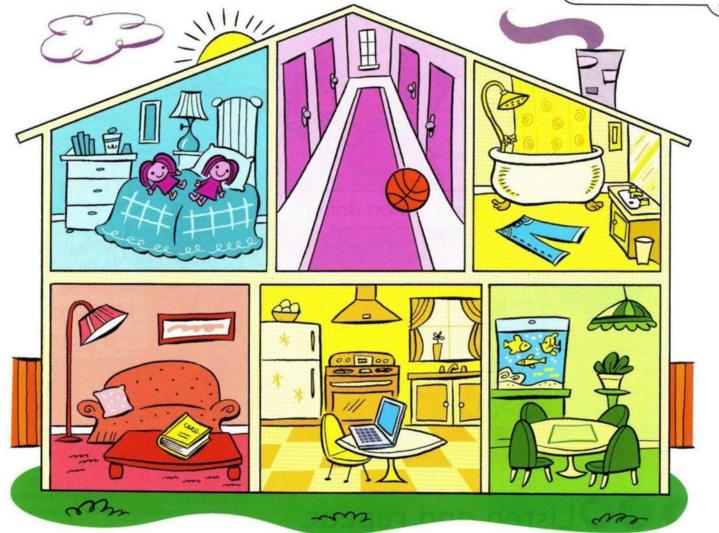
No, he isn't. He's in the bedroom.



(4) Disten and answer.

Where's the computer?

It's in the kitchen.



Vocabulary

bathroom bedroom dining room hall kitchen living room

79



**OBJECTIVES:** By the end of the lesson, pupils will have asked and answered about actions at the moment of speaking.

#### • TARGET LANGUAGE

**Key language:** present continuous: What's he / she doing? He's / She's ...-ing. What are they doing? Is she ...-ing? Yes, she is. No, she isn't. Spelling of present continuous, e.g. colouring, spelling, reading, playing

Additional language: sofa, food

Revision: colour, draw, open, listen, sit, read, play

#### • MATERIALS REQUIRED

Extra activity 1: the following split sentences, each part written on separate strips of large card/paper for matching:

They're sitting Stella's reading Meera's listening on the sofa. a book. to music.

Meera's listening Suzy's colouring They're playing He's drawing

a picture. a game. a picture.

Optional: Kid's Box Teacher's Resource Book | Unit | I Reinforcement worksheet 2 (page 68)

# Warmer

 Mime an action, e.g. writing on the board, and say What am I doing? Pupils respond You're writing. Continue with other mimes (flying, riding, walking, drawing, opening, driving).

# **Presentation**

- Give a boy a pencil and a piece of paper. The boy writes. Ask What's he doing? Prompt the response, e.g. He's writing. Get a girl to draw and ask What's she doing? Elicit or prompt the response, e.g. She's drawing.
- Ask two or more pupils to do an action to teach What are they doing? They're ...-ing.

# PB80. ACTIVITY 5. Listen and point.

- Open your book and ask What am I doing? Pupils respond You're opening your book. Say Good. Open your Pupil's Books at page 80, please. Say Listen and point to the actions.
- Play the CD. Pupils listen and point. Play the CD again and ask, e.g. What's Stella doing? What are Alex and Lenny doing?
- Ask, e.g. Is Meera drawing? Pupils respond No, she isn't. Then
  ask Is she listening to music? Prompt or elicit Yes, she is. Pupils
  ask and answer in open pairs.

# CD 4, 26

Toys in the toy box, Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MONTY: What have we got here? OK. The children are sitting in the living room. Meera's listening to music.

TREVOR: Er, pardon?

MASKMAN: Shh. Meera's listening to music.

TREVOR: Oh!

MONTY: Stella's reading a book and Suzy's colouring a picture. TREVOR: Yum yum. Pencils! They're my favourite food.

MASKMAN: Shh. Where are Alex and Lenny?

MONTY: They're sitting on the sofa. They're playing a game.

MASKMAN: What's Simon doing?
MONTY: He's drawing a picture.
MASKMAN: What's he drawing?
MONTY: He's drawing a ... a monster.
MASKMAN AND TREVOR: Aaagghh! Eeekk!
MARIE: Monty! What are you doing?
MONTY: Eek! I'm er, looking at the children.

# **PB80.** ACTIVITY **6.** Listen and repeat.

• Say Look at Activity 6. Listen and repeat. Play the CD. Pause after each one for pupils to repeat in chorus.

#### CD 4, 27

She's colouring a picture. He's drawing a monster. She's reading a book. They're playing a game.

She's listening to music.

#### AB80. ACTIVITY 4. Listen and colour the stars. [YLE]

- Say Open your Activity Books at page 80, please. Pupils take out orange, yellow, black, pink, purple, red and green crayons. Say Listen and colour the stars. Play the CD.
- Elicit which colour they didn't use (purple).

Key: I red, 2 orange, 3 pink, 5 green, 6 yellow

# CD 4, 28

Black.

Pink.

What are they doing?
They're sitting on the floor.

What's she doing? She's reading a book.

Orange.

What are they doing? They're playing a game.

What are they doing? They're listening to music.

Yellow.

Red.

Green.

What's he doing? He's opening the toy box. What's she doing?
She's drawing a picture.

# AB80. ACTIVITY 5. Match and write.

• Point to the example. Elicit the sentence. Point to the rest of the words on the right. Say *Draw a line and write the word*.

**Key:** 2 He's reading a book. 3 She's sitting on a chair. 4 They're listening to music. 5 He's driving a car. 6 They're playing

# Extra activities: see page T119 (if time)

# **Optional activity**

• Unit 11 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 66 and 68).

# **Ending the lesson**

Pupils come up to do mimes. Ask, e.g. What's he/she doing?
 What are they doing? to elicit She's ... He's ... They're ...-ing.

|ECTIVES: By the end of the lesson, pupils will had more practice asking and answering about ons at the moment of speaking.

#### **ARGET LANGUAGE**

-

language: present continuous: What's ... doing? eat fish, h TV, have a bath litional language: her ision: rooms, children, boy, girl

# **ATERIALS REQUIRED**

m flashcards (85-90)

a activity 1: Names of the six rooms each written on card, four copies of each or word cards from Kid's Box her's Resource Book 1

ional: audio or video recorder

Box Teacher's Resource Book I Unit II Song worksheet e 71)

#### armer

evise the question forms quickly, using mime and board rawings. Mime an action, e.g. drawing on the board, and ask ne class What am I doing? They reply, e.g. You're writing (no), pu're drawing (yes).

#### 31. ACTIVITY 7. Sing the song.

ay Open your Pupil's Books at page 81, please. Look at the ictures. Listen to the song. Play the CD. Pupils listen and look. Iold up your book and point to the picture of Grandpa ating fish. Ask What's he doing? Prompt or elicit the response le's eating fish. Mime eating. Repeat for Simon watching TV. lay the CD again. Pause after each section for pupils to epeat in chorus. Practise the complete song without the CD. 1ake two groups and practise as a prompt—response song one group sings the questions, the other answers). Groups wap roles. You could record pupils on audio or video.

# 4, 29

ere's Grandpa?

at's he doing? are's Simon?

ere's Simon? at's he doing?

ere's Suzy? at's she doing?

ere's Stella? at's she doing?

ere's Grandma? at's she doing?

In the dining room. He's eating fish.

In the living room. He's watching TV.

In the bathroom.

She's having a bath.

In her bedroom.

She's reading a book.

In the hall.

Opening the door.

ere's Grandpa?

#### CD 4, 30

Now sing the song again. (Karaoke version)

#### PB81. ACTIVITY 8. Ask and answer.

- Elicit the questions and answers from the speech bubbles.
   Make pairs. Pupils take turns to ask and answer more questions about the pictures in the book. Demonstrate the activity in open pairs first.
- Monitor pupils and help by pointing to scenes in the pictures in Activity 7 for them to ask about. Pupils can ask about pictures on the previous pages too.

#### AB81. ACTIVITY 6. Look, read and write. [YLE]

- Point to a boy in the class and say He's a ... Elicit boy. Review girl in a similar way. Then point to several boys and girls and say They're ... Elicit or present children.
- Say Open your Activity Books at page 81, please. Point to the example. Elicit the question and the answer. Say Read the questions. Look at the pictures. Write answers. Write one word.
- Pupils work individually to answer the questions. Monitor and make sure they are only writing one-word answers and that they are using correct forms of the words (e.g. the continuous for question 3). Check as a class.

Key: I fish, 2 car, 3 listening, 4 elephant

# Extra activities: see pages T119-120 (if time)

#### **Optional activity**

 Hand out copies of the Unit 11 song worksheet from Teacher's Resource Book 1 (pages 66 and 71). Pupils listen and number, then sing the song again.

# **Ending the lesson**

Repeat this chant with the class. Display the flashcards (word side). Accentuate the sound at the beginning of each word.
 Pupils clap as they chant and then mime the action for the room, e.g. bathroom: washing face. Repeat in a different order, pointing to a flashcard each time so pupils know which room it is. Pupils take turns to lead the chant.

b ... b ... b ... bathroom
 k ... k ... k ... kitchen
 d ... d ... dining room
 h ... h ... hall
 I ... I ... living room
 b ... b ... bedroom





# Ask and answer.





**OBJECTIVES:** By the end of the lesson, pupils will have practised the sound /h/ and had more practice with spelling.

#### • TARGET LANGUAGE

**Key language:** the phoneme /h/ as in horse, hippo, helicopter **Revision:** present continuous, questions and answers, action verbs, numbers

#### • MATERIALS REQUIRED

Room and colour flashcards (20–26, 41–44, 85–90)
Flashcards of horse, hippo, helicopter (50, 61, 82)
Extra activity I: three large cards, each with a letter on: g, h, f
Optional: Kid's Box Teacher's Resource Book I Unit II
Extension worksheet I (page 69)
Kid's Box I Language Portfolio page 12

#### Warmer

• Show the flashcards horse, hippo and helicopter and elicit the words. Stick the flashcards on the board (picture side). Draw a simple picture of a head with hair. Draw an arrow pointing to the hair and elicit hair. Gesture at the head and elicit head. Say Listen. What's today's sound? Repeat all the words, emphasising the initial sound /h/. Let the class respond by saying huh. Say Today's sound is ... Let the class complete by saying huh.

#### PB82. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 82, please. Point to the
  pictures of the horse, the hippo and the helicopter and elicit
  the words. Pupils practise saying the words and the sound
  huh after you.
- Say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying A horse and a hippo in a helicopter as a tongue twister.

# CD 4, 31

Monty: Hi, I'm Monty! Repeat after me! /h/ /h/ horse /h/ /h/ hippo A horse and a hippo in a helicopter. A horse and a hippo in a helicopter. A horse and a hippo in a helicopter!

# PB82. ACTIVITY 10. Say and guess.

- Review present continuous by asking about pupils in the classroom, e.g. Is he reading? Is she drawing? to elicit and practise Yes, she is. Yes, he is. / No, she isn't. No, he isn't.
- Say Look at Activity 10. Elicit the speech bubbles: They're eating fish. Number four.
- Pupils work in pairs and take turns to describe an action in one of the pictures and to say the number. Monitor pupils as they are working. Fast finishers can continue by pointing to a picture and asking What's he/she doing? / What are they doing?

**Key:** They're playing tennis -1, She's driving a lorry -2, He's flying a plane -3, He's reading -5, She's playing the guitar -6, They're swimming -7, They're watching television -8

#### AB82. ACTIVITY 7. Listen and circle the 'h' words.

- Say Open your Activity Books at page 82, please. Say Listen and circle the words with the sound 'h'. Use the letter sound, not its name
- Play the example on the CD and point to the circle around the picture of the hippo. Play the rest of the CD, pausing for pupils to think and circle, if appropriate. They check answers in pairs.
- Play the CD again. Check answers by eliciting the numbers of the pictures and the words with the 'h' sound.

**Key:** Pupils circle the pictures: 3 (hair), 4 (helicopter), 7 (horse), 8 (hand)

#### CD 4, 32

- I. hippo
- 2. boat
- 3. hair
- 4. helicopter
- car
   jacket
- 7. horse
- 8. hand 9. guitar

#### AB82. ACTIVITY 8. Complete the sentences.

- Focus pupils on the first picture and ask What's he doing? Elicit the example answer He's listening to music. Point to the word box and to the word listening. Say Complete the sentences. Use words from the box. Write them on the lines.
- Pupils work individually to complete the sentences. Check answers by asking What's helshe doing?

Key: 2 having, 3 eating, 4 reading

# Extra activities: see page T120 (if time)

# **Optional activity**

 Unit II Extension worksheet I from Teacher's Resource Book I (pages 66 and 69).

# Language Portfolio

 Pupils complete page 12 of.Kid's Box 1 Language Portfolio (My house). Help with new language as necessary.

# **Ending the lesson**

• Stick the flashcard of the hippo on the board again (picture side). Point to the picture and say This is Harry the hippo. Say Hello, Harry the hippo! Pupils repeat. Say How are you, Harry? Pupils repeat. Say Are you a happy hippo? Pupils repeat again. Say all three lines together for pupils to say as a chant:

Hello, Harry the hippo! How are you, Harry? Are you a happy hippo? IJECTIVES: By the end of the lesson, pupils will re listened to a story and reviewed language from

#### 'ARGET LANGUAGE

, language: language from the unit ditional language: I'm not eating.

rision: language from the unit, hero, haven't got, colours, can't

#### **IATERIALS REQUIRED**

m flashcards (85-90)

ra activity 2: Photocopiable II (see page T108), ied onto thin card, one copy for each pair of pupils and copy for demonstration, scissors, glue ional: Kid's Box Teacher's Resource Book I Unit II Extension ksheet 2 (page 70) and/or animated version of the Unit II by from Kid's Box Interactive DVD I (Suzy's room section)

#### armer

told one of the room flashcards so that no-one can see :. Give pupils a clue. Say, e.g. I'm in this room and I'm eating. upils take turns to guess, e.g. You're in the dining room (no). ou're in the kitchen (no). You're in the living room (yes). Repeat vith other cards and clues.

#### ory

#### 33. ACTIVITY II. Listen to the story.

ay Open your Pupil's Books at page 83, please. Say Listen and lok. What's Trevor doing? Play the CD. Check with the class eating pencils).

lay the CD again. Pupils listen and repeat. Encourage them 5 say it with feeling, especially Mm, Er, Sshh. Theck by asking, e.g. Who's this? (Suzy). What's she doing? ooking for her pencils). How many has she got? Are they under 11 table? Are they in the bedroom? Are they in the box? Where 12 they? Is he eating fish? What's he eating?

sk pupils what their favourite food is. Accept answers in LI.

# 4, 33

in the toy box, ne alive. c and talk, the count of five. , two, three, four, five.

": Where are my pencils? I've only got ten. I haven't got range, pink, yellow or black. Can you help me?

LA: Are they under the table?

: No, they aren't and they aren't in the box.

LA: Sorry, Suzy. I can't find your pencils. Are they in your adroom?

**E:** Hello, Trevor. What are you doing? **or:** Mmmm, er ..., mmmm ..., I'm not ... doing ...

E: Where are Maskman and Monty? Are they in the kitchen?OR: They're mmm.E: Pardon? Trevor! What are you eating?

or: I'm not ... eating.

MARIE: Trevor! What have you got in your mouth? Can you open your mouth, please?

TREVOR: Er, no.

MARIE: Trevor! Open your mouth. Now!

**TREVOR:** Er, pencils! Pencils are my favourite food. **MARIE:** Oh, Trevor! You can't eat pencils!

suzy: No, Stella. My pencils aren't in my bedroom, and they aren't in the kitchen or the dining room.

MARIE: Sshh! Be quiet. They're coming!
STELLA: Look, Suzy! Your pencils are here on the floor.
SUZY: What? Hmmmmm ...

#### PB83. ACTIVITY 12. Listen and say 'yes' or 'no'.

- Say Listen. Yes or no? Play the first one as an example. Pupils put up their hands. Elicit a response.
- Play the rest of the CD. Pupils whisper the answer to their partner. Say Sshh! Be quiet (as on the CD). Play the CD again. This time, pause after each one to elicit the response. When the answer is No, elicit the correction.

Key: yes, no, no, yes, no, yes, no, no, no

#### CD 4, 34

Suzy and Stella are in the living room. The pencils are under the table. Trevor and Marie are in the hall. Trevor's eating.
Trevor's eating fish.
Trevor's got the pencils in his mouth. The pencils are in the bedroom. The pencils are in the kitchen. The purple pencil's on the floor.

# AB83. MY PICTURE DICTIONARY.

• Say Open your Activity Books at page 83, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. If appropriate, pupils trace around the word under the picture.

# AB83. MY STAR CARD.

- Say Can you say these words? Use the flashcards to elicit the
  words in turn from the class. Pupils say them in chorus. Ask
  pupils to repeat if necessary. Where pupils don't all say a
  word correctly, elicit the word from another pupil who can
  and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.
- Say Colour the stars. Check pupils know what to do with the other words and stars.

# Extra activities: see page T120 (if time)

# **Optional activities**

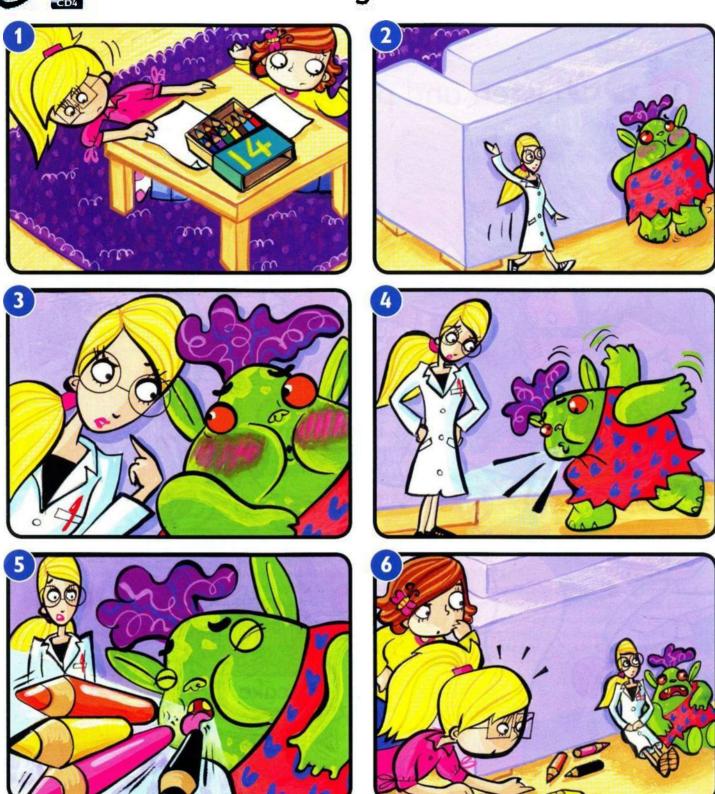
- Unit 11 Extension worksheet 2 from Teacher's Resource Book 1 (pages 66 and 70).
- The animated version of the Unit II story from Kid's Box Interactive DVD 1 (Suzy's room section). See pages 41–46 of the Teacher's Booklet for the Interactive DVD.

# **Ending the lesson**

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.



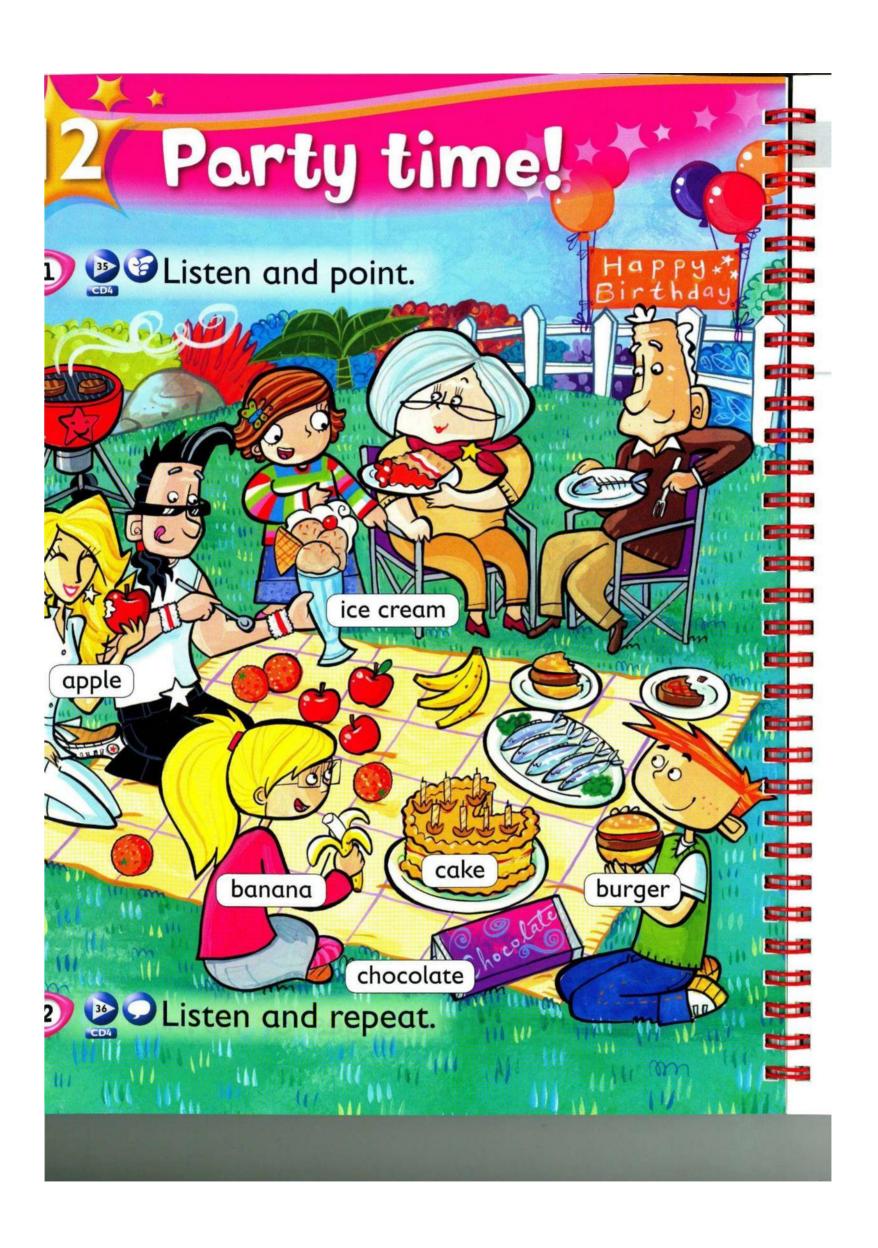
# Listen to the story.







Disten and say 'yes' or 'no'.



**OBJECTIVES:** By the end of the lesson, pupils will be able to name different foods.

#### • TARGET LANGUAGE

**Key language:** food, a/an, apple, banana, burger, ice cream, some cake, chocolate, fish, party time **Additional language:** yummy, barbecue

**Revision:** *orange, fish,* character names, What have you got?, present continuous

#### • MATERIALS REQUIRED

Colour flashcards (20–26, 41–44) Food flashcards (91–96) Pictures of an orange and some fish Extra activity 2: two plastic rulers

#### Warmer

 Display the colour flashcards around the room. Say, e.g. Point to grey (pupils don't point). Say Simon says point to green and blue (pupils point). Say Point to yellow (pupils don't point).
 Review all the colours in this way.

#### **Presentation**

- Elicit or teach the food vocabulary, using the flashcards and the two pictures (orange, fish). Pupils repeat as a class and then in groups. Stick the flashcards and pictures on the board. When all eight are on the board, point to different ones at random for the class to chorus.
- Make a circling motion with your arms to include all the flashcards and say *This is food. Yummy* and rub your stomach.

# PB84. ACTIVITY 1. Listen and point.

- Say Open your Pupil's Books at page 84, please. Elicit what pupils can see (food). Say Where's the star? Check by pointing to the star (on the barbecue). Pupils say Here it is. Say Listen and point to the food. Play the CD. Pupils listen and point. Check that pupils point to the right food as they listen.
- Play the CD again. Check by asking, e.g. What's Simon eating? What's Mr Star got? What's Mrs Star got? What's Grandpa eating? Make sure you and pupils use some with fish, chocolate and cake (uncountable) and alan with the others (countable).
   If pupils answer, e.g. A fish, recast the answer and say Yes, he's eating some fish. Don't tell pupils that, e.g. a fish is incorrect.
- Check understanding of Party time!

# CD 4, 35

suzy: What are you eating, everybody?
simon: I'm eating a big burger.
stella: And I'm eating a banana.
suzy: Hmmm. What have you got, Mum?
mrs star: I've got a big red apple.
suzy: What's that, Dad?
mr star: It's chocolate ice cream. My favourite.
suzy: Grandpa, are you eating ice cream too?
grandpa: No, I'm eating fish.
suzy: Hmmm. Can I have some cake, please? Cake's my favourite.
grandma: Yes, Suzy, I know. Here you are.
suzy: Ooooohh, thank you.

#### PB84. ACTIVITY 2. Listen and repeat.

 Say Now listen and repeat the food words. Play the CD. Pause each time for pupils to repeat. Say the words quietly, loudly, quickly and so on to give pupils as much practice as possible.

# CD 4, 36

Apple, ice cream, banana, cake, burger, chocolate

#### AB84. ACTIVITY I. Listen and colour. [YLE]

- Pupils take out the following crayons: blue, yellow, purple, black, pink, red, green. Say Open your Activity Books at page 84, please. Look at the monsters. Listen and colour. Play the CD. Pause after the first one and check with the class. Say What colour's the monster? (black). What's he eating? (an apple). Say Remember put a dot on the monster the first time you listen. Play the rest of the CD. Pupils check in pairs.
- Play the CD again. Check with the class.
- Elicit the colour they didn't use (pink).

**Key:** ice cream – yellow, banana – green, chocolate – red, burger – purple, cake – blue

#### CD 4, 37

The black monster's eating an apple.
The green monster's eating a banana.
The blue monster's eating cake.
The red monster's eating chocolate.
The purple monster's eating a burger.
The yellow monster's eating an ice cream.

#### **AB84.** ACTIVITY **2.** Circle and write the words.

- Focus pupils on the wordsearch. Elicit what's in the pictures. Point to the circled word. Elicit what it is (ice cream). Point to the word ice cream written on the right. Say Find the words here (point to the wordsearch) and write them here (point to the lines). Make sure pupils realise that the words can appear either horizontally or vertically in the grid.
- Pupils work in pairs. Monitor and help where needed.

**Key:** I apple, 2 banana, 3 fish, 4 burger, 5 cake, 7 orange, 8 chocolate

# Extra activities: see page TI20 (if time)

# **Ending the lesson**

• Do a quick action survey. Display the flashcards on the board. Say What's your favourite food? Look. Choose one. Say the foods in turn. Pupils stand up when they hear their favourite. Count the pupils and write the numbers on the board under the flashcard. Point to the one with the highest number and say Our favourite! JECTIVES: By the end of the lesson, pupils will a had more practice talking about food.

#### **ARGET LANGUAGE**

language: apple, banana, burger, cake, chocolate, ice cream, ge

litional language: jump, freeze ision: an orange, some fish, food, a/an

#### **IATERIALS REQUIRED**

d flashcards (91–96) pictures of an orange and some fish a activity 1: flashcards which form initial letter groups, e.g. *ike*, *car*, *crocodile*; b: *ball*, *blue*, *banana*, one per pupil ional: *Kid's Box Teacher's Resource Book 1* Unit 12 iforcement worksheet 1 (page 73)

#### armer

Review the foods using the six flashcards and two pictures. Give the flashcards/pictures to eight pupils. They come to the ront of the class and hold their flashcards/pictures. Whisper a number between I and IO to each of the eight pupils (don't number them in sequence). Shout, e.g. Four. The pupil who is number 4 holds up their flashcard/picture and the class thoruses the word. Repeat.

#### **85. ACTIVITY 3.** Say the chant.

Say Open your Pupil's Books at page 85, please. Say Listen to the chant. Play the CD. Play it again for pupils to repeat. Pupils stand up to make a train around the class and do the chant again.

Start the chant with a few pupils at the back of the train whispering. As the 'train' moves, the chant gets louder and louder until everyone is shouting the last word. Stop the train with a braking action. Repeat.

# D 4, 38

ple, apple.
nana, banana.
range and cake.
range and cake.
ream and chocolate.
ream and chocolate.
rger!
rger!

# 385. ACTIVITY 4. Listen and say 'yes' or 'no'.

Review vocabulary in the picture by doing a quick 'point to' game. Say, e.g. Point to the skirt. Point to the bike.

Say Listen to the CD. Play the example. Elicit the response (No, she isn't. She's eating a burger). Play the rest of the CD, pausing after each one. Pupils do the activity silently, indicating 'yes' or 'no' to their partner, using thumbs up / thumbs down. Play the CD again. This time pause after each one to elicit the response. For the 'no' answers, elicit a correct sentence.

#### Key:

No, she isn't. She's eating a burger.
No, he isn't. (He isn't eating.)
Yes, she has.
No, he isn't. He's looking at the tiger.
No, it isn't. It's eating an apple.
Yes, it is.
No, she isn't. (She isn't eating.)
No, he isn't. He's riding a red bike.
No, she isn't. She's next to the giraffe.

#### CD 4, 39

No, it isn't. (It isn't eating.)

The woman with a purple skirt is eating chocolate. The boy on the bike is eating ice cream. The girl next to the giraffe's got brown hair. The man with the green jacket is looking at the hippos. The snake in the house is eating an orange. The small elephant's eating a cake. The woman with the pink T-shirt is eating chocolate. The boy is riding a grey bike. The girl with the red trousers is next to the tigers. The big elephant's eating a banana.

#### AB85. ACTIVITY 3. Write the words.

• Say Open your Activity Books at page 85, please. Point to the example. Elicit each word in the line: Cake, apple, train. Elicit the initial letter for each word from the class and write them on the board: c a t. Elicit what the word says.

-

- Say Now you do the same with the other words. Monitor pupils as they are working. Remind them to look back at the Pupil's Book and at the picture dictionary activities.
- Check with the class.

Key: 2 old, 3 big, 4 ten

# AB85. ACTIVITY 4. Read and complete.

- Focus pupils on the picture in Activity 4 and ask What can you see? Elicit the food items and revise adjectives by saying Point to the old monkey. Point to the big monkey, etc.
- Read the beginning of the paragraph and point to the example answer. Show pupils that eating is crossed out in the word box. Say Read and complete. Use these words. Pupils work individually and then compare answers. Check as a class.

Key: cake, banana, young

# Extra activities: see page T120 (if time)

# Optional activity

 Unit 12 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 72 and 73).

# **Ending the lesson**

Repeat the food chant from earlier in the lesson.







(4) Listen and say 'yes' or 'no'.



Vocabulary

apple banana burger cake chocolate ice cream orange

85



**OBJECTIVES:** By the end of the lesson, pupils will have asked and answered about likes and dislikes.

#### • TARGET LANGUAGE

**Key language:** I like ..., I don't like ..., Do you like ...?, making a cake

**Revision:** an orange, some fish, food, alan, apple, banana, burger, ice cream, some cake, chocolate, yummy

#### • MATERIALS REQUIRED

Food flashcards (91–96) plus pictures of an orange and some fish Extra activity 1: Photocopiable cards 3B and 8 (see pages T99 and T104)

Optional: Kid's Box Teacher's Resource Book 1 Unit 12 Reinforcement worksheet 2 (page 74)

# Warmer

Review the food words using the flashcards and pictures.
 Make two groups on the board (ones you like and ones you don't like).

#### **Presentation**

- Point to one group of flashcards and say, e.g. I like chocolate, ice cream, burgers. They're really yummy. Mmmmm, I like them.
   Rub your tummy. Put a big smiley face under the group of flashcards. Point to the other group. Do the same, but this time say, e.g Ooh, I don't like oranges, cake, fish. I don't like them. They aren't yummy. Make a disgusted face and put a big sad face under the group of flashcards.
- Say I like ice cream. Rub your tummy and smile. Pupils copy. Repeat for don't like.

# PB86. ACTIVITY 5. Listen and point.

- Say Open your Pupil's Books at page 86, please. Look at the
  picture and listen. What cake is it? Play the CD. Pupils listen and
  check in pairs. Check with the class (banana cake).
- Play the CD again. Say, e.g. I'm making a cake. Pupils shout Stella! Repeat with other phrases from the listening.

# CD 4, 40

SIMON: Ooohh, Stella! What are you doing?

STELLA: I'm making a cake.

suzy: Oh, that's nice! I like cake.

simon: I like cake, too. I like chocolate cake.

**STELLA:** Well, sorry, Simon. It isn't chocolate cake. I don't like chocolate. It's banana cake.

simon: Oh! I don't like banana cake.

suzy: Look, Simon! It's a Maskman cake. Do you like Maskman cake?

simon: Great! Yes, I really like Maskman cake.

STELLA: Good! I'm really happy now, Simon. You like my banana cake.

simon: I like Maskman cake.

# **Practice**

Play the CD again. Pupils do actions as they listen:
 I like – rub their stomachs and smile
 I don't like – expression of disgust.

# PB86. ACTIVITY 6. Listen and repeat.

 Say Now listen and repeat. Play the CD. Pause for pupils to repeat. Make sure pupils use a rising tone for the question.

#### CD 4, 41

**SIMON:** I like chocolate cake. **SUZY:** Do you like Maskman cake? **STELLA:** I don't like chocolate.

#### AB86. ACTIVITY 5. Listen and tick (✓) or cross (X). [YLE]

- Say Open your Activity Books at page 86, please. Say Listen and tick or cross. Say I like, rub your tummy and write a large tick on the board. Say I don't like, look disgusted and write a large cross on the board. Point to the tick and elicit I like. Point to the cross and elicit I don't like.
- Play the example. Say *Tick or cross?* Pupils respond in chorus: *Tick.* Point at the example tick in the box.
- Play the rest of the CD. Pupils tick or cross. They check in pairs. Play the CD again. Pause after each one to check. Elicit the question and answer they heard, e.g. Do you like birds? Yes, I do

**Key:** I ✓, X, X, ✓ 2 X, ✓, ✓, X 3 X, ✓, ✓, X 4 ✓, X, X, ✓

#### CD 4, 42

1.

Do you like birds? Yes, I do.
Do you like cats? No, I don't.
Do you like fish? No, I don't.
Do you like dogs? Yes, I do.

2.

Do you like cake? No, I don't.
Do you like burgers? Yes, I do.
Do you like apples? Yes, I do.
Do you like chocolate? No, I don't.

3.

Do you like balls? No, I don't.
Do you like computers? Yes, I do.
Do you like bikes? Yes, I do.
Do you like dolls? No, I don't.

4.

Do you like snakes? Yes, I do.
Do you like tigers? No, I don't.
Do you like elephants? No, I don't.
Do you like crocodiles? Yes, I do.

# AB86. ACTIVITY 6. Write 'like' or 'don't like'.

Point to the first picture and say Do you like fish? Continue asking different pupils until someone says No and then encourage the pupil to make the sentence I don't like fish. Repeat with the other pictures. Point to the gapped sentences below the pictures and say Think about you. Do you like it? Write 'like' or 'don't like' on the line. Monitor and check.

# Extra activities: see page T120 (if time)

# **Optional activity**

• Unit 12 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 72 and 74).

# **Ending the lesson**

 Pupils stand up. Say a sentence with like or don't like (e.g. I don't like burgers). They put their hands up to show True and put their hands by their sides to show False. Repeat with a different sentence. CTIVES: By the end of the lesson, pupils will have song and practised asking and answering questions.

# RGET LANGUAGE

inguage: Do you like ... ? Yes, I do. / No, I don't. ional language: plate, What does ... like? on: food words

#### **TERIALS REQUIRED**

copiable 12 (see page T109), one copy for each one coloured copy with foods drawn / stuck on for istration, scissors, glue, food/supermarket adverts nal: Kid's Box Teacher's Resource Book / Unit 12 Song neet (page 77), Kid's Box / Language Portfolio page 13

#### mer

it how much pupils remember about the food you liked/ked in the previous lesson. Put pupils in the same pairs as ne likes/dislikes game from the previous lesson. They try remember what their partner liked/disliked.

#### 2

#### . ACTIVITY 7. Sing the song.

Open your Pupil's Books at page 87, please. Elicit what food ils can see on the page. Say Listen and point to the food. Play CD. Pupils listen and point.

the CD again. This time pause after each exchange, e.g. *you like bananas?* Yes, yes, yes, for pupils to repeat. Teach song in this way. Pupils sing with the CD. the two groups. One group asks; the other answers. Teach sture for them to use, e.g. thumbs up for *likes / thumbs yn for dislikes*, as they sing. Groups change roles. Make pupils say the question with rising intonation each time.

# KH

u like bananas?

s, yes.

u like fish?

s, yes.

u like fish?

bo you like apples?

Yes, yes, yes.

Do you like chocolate?

Yes, yes, yes.

U like ice cream?

Do you like burgers?

No, no, no.

# MA

ing the song again. (Karaoke version)

# . ACTIVITY 8. Ask and answer.

monstrate the activity in open pairs. Ask a pupil a question ut one of the foods on the page, e.g. Do you like ice cream? pupil responds Yes, I do. / No, I don't. This pupil then asks fferent question of another pupil in the class, e.g. Do you bananas? The pupil responds. Repeat three or four times. airs they ask and answer about the foods.

# tocopiable 12: see pages T96 and T109

# . ACTIVITY 7. Listen and colour. [YLE]

Open your Activity Books at page 87, please. Ask questions ut the picture to review the vocabulary: Where are they? they in the bedroom? (No. They're in the kitchen.) What's boy eating? (A burger.) What's on the table? (A book, some anas, some chocolate.), etc.

- Pupils take out crayons in green, red, blue, brown and yellow.
   Play the example on the CD. Say Point to the black book. Say
   Listen and colour. Make a dot first.
- Play the CD. Pupils make a coloured dot for each item. They
  check in pairs. Play the CD again. Check with the class. Pupils
  colour the objects. Elicit which colour they didn't use (yellow).

**Key:** cake = brown, burger = red, chocolate = brown, bananas = green, fish = blue

#### CD 4, 45

Example.

Can you see the book?

Is that the book on the table?

Yes, that's right. Colour it black.

Can you see the cake?
No, where is it?

It's next to the mother.

OK. The book is black.

Yes.

Can you colour it brown, please?

OK.

OK. Look at the boy. He's eating. Yes.

Colour his hamburger red, please.

3

Can you see the chocolate?

Yes, I can.

Good. Well, colour it brown, please.

OK.

Now, what can you see on the table?
I can see a book and two bananas next to it.
That's right. Colour the bananas green, please.

.

And can you colour the fish blue, please? The fish in the picture?

# Extra activity: see page T120 (if time)

# **Optional activity**

That's right. Well done.

 Pupils complete the Unit 12 song worksheet from Teacher's Resource Book 1 (pages 72 and 77).

# Language Portfolio

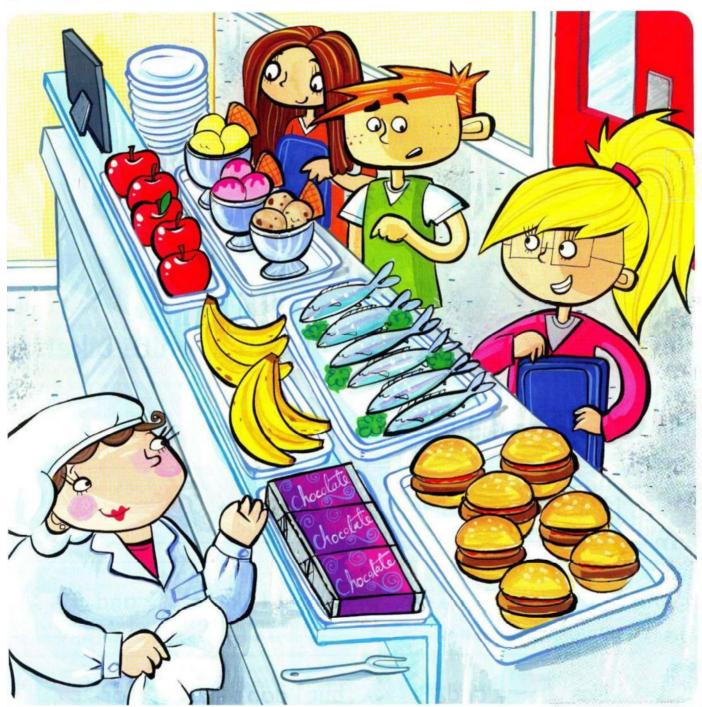
• Pupils can complete page 13 of Kid's Box 1 Language Portfolio (Food) for homework.

# **Ending the lesson**

• Split the class into groups of four pupils. Each group of four pupils sings the song from earlier in the lesson, but they make it about their group. Pupils take it in turns to sing the question and then each of the group members responds, e.g. Pupil 1: Do you like cake? Pupil 2: Yes. Pupil 3: No. Pupil 4: Yes. Pupil 2 sings a question for pupils 1, 3 and 4 to respond to, and so on.







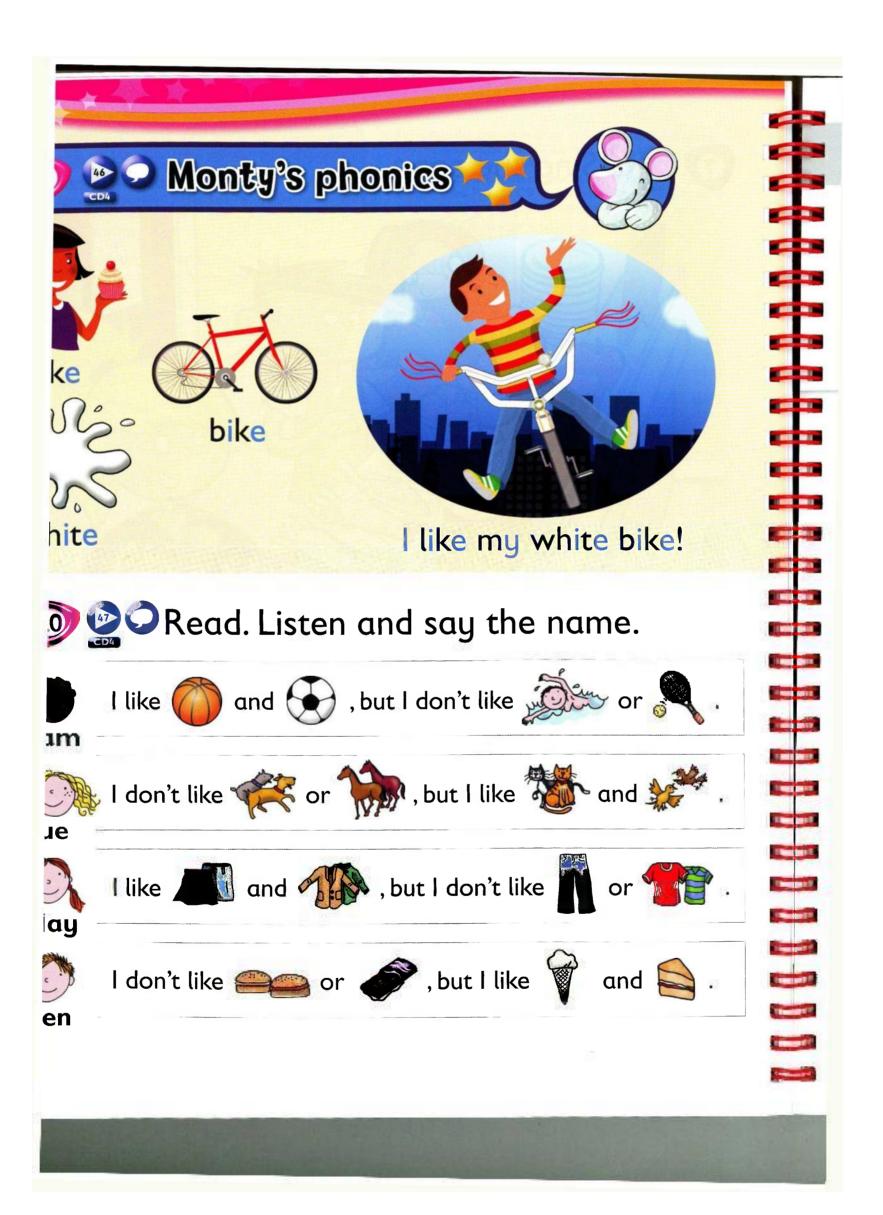
Ask and answer.

Do you like apples?

Yes, I do.

Do you like ice cream?

No, I don't.



**OBJECTIVES:** By the end of the lesson, pupils will have practised the sound /ai/ and asked and answered questions about likes and dislikes.

#### • TARGET LANGUAGE

Key language: the phoneme /ai/ as in like, white, bike Revision: present continuous for actions at the moment of speaking, animals, food

#### MATERIALS REQUIRED

white, eyes and ride (a bike) flashcards (39, 43, 55, 78) Food flashcards (91–96) plus pictures of an orange and some

Optional: Kid's Box Teacher's Resource Book / Unit 12 Extension worksheet I (page 75), Kid's Box Interactive DVD I: The living room 'Making a cake' episode

#### Warmer

• Show the flashcards white, bike, eye, ride (a bike) and elicit the words. Stick the flashcards on the board (picture side). Say Listen. What's today's sound? Repeat all the words, emphasising the sound /ai/. Let the class respond by saying /ai/.

#### PB88. ACTIVITY 9. Monty's phonics.

- Say Open your Pupil's Books at page 88, please. Point to the pictures of the girl, the bike and the colour white and elicit the words: Like, Bike, White. Pupils practise saying the words and the sound /ai/ after you.
- Say Now listen to Monty, point and repeat.
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying I like my white bike! as a tongue twister.

# CD 4, 46

Monty: Hi, I'm Monty! Repeat after me!

/aɪ / /aɪ/ like

/aɪ / /aɪ/ bike

/aɪ / /aɪ/ white

I like my white bike.

I like my white bike.

I like my white bike!

# PB88. ACTIVITY 10. Read. Listen and say the name. [YLE]

- Focus pupils on Activity 10. Elicit an example from the class, e.g. Sam: I like basketball and football, but I don't like swimming or tennis. Pupils use the pictures to complete the other sentences. They check in pairs. Elicit sentences. Make sure they use the plural, e.g. burgers, for the countables, and the singular, e.g. chocolate, for the uncountables.
- Play the first part of the CD to demonstrate what pupils have to do (say the name). Play the rest of the CD. Pupils listen and say the name to their partner. Play the CD again. Elicit the

Key: Sam, Ben, May, Sue, May, Sam, Ben, Sam, Sue, Ben

#### CD 4, 47

I don't like swimming.

I don't like chocolate.

I like jackets.

I don't like horses.

I don't like trousers.

I like football.

I don't like burgers.

I don't like tennis.

I like cats.

I like cake.

#### **AB88. ACTIVITY 8.** Listen and write the words.

- Say Open your Activity Books at page 88, please. Say Look at the pictures. All the words have the sound /aɪ/. Look and think. Give pupils time to guess what each word is.
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for pupils to write. They check answers in pairs. Play the CD again. Correct as a class.

Key: 2 five, 3 bike, 4 nine, 5 drive, 6 white

#### CD 4, 48

- I. like
- 2. five
- 3. bike
- 4. nine
- 5. drive 6. white

# **AB88.** ACTIVITY **9.** Tick ( $\checkmark$ ) the boxes.

- Say Open your Activity Books at page 88, please. Let's do a class survey. Let's find out what the class likes. Draw the grid quickly on the board and check pupils understand the first line is about themselves. They put a tick in the boxes to show which foods they like. Do the example on the board for yourself. Tell pupils to complete this part of the activity first.
- Get pupils' attention. Put pupils into groups of four. Say Now ask and answer in groups. Pupils write the name of the other three members of their group in the boxes on the left of the grid. They take turns to complete the grid for each pupil in the group by asking Do you like ...? questions. Monitor the groups as they are working to make sure they ask and answer, and don't just point and nod.

# Extra activities: see pages T120-121 (if time)

# **Optional activities**

- Unit 12 Extension worksheet I from Teacher's Resource Book I (pages 72 and 75).
- The 'Making a cake' episode from Kid's Box Interactive DVD I (The living room section). See pages 24-27 of the Teacher's Booklet for the Interactive DVD.

# **Ending the lesson**

• Say the tongue twister again with the class. Do it as a competition to see who can say it quickly six times without making a mistake.

ECTIVES: By the end of the lesson, pupils will listened to a story and reviewed language from

#### **ARGET LANGUAGE**

language: language from the unit sion: language from the unit

#### ATERIALS REQUIRED

| flashcards (91-96)

activity I: two pictures of your favourite food onal: Kid's Box Teacher's Resource Book 1 Unit 12 Extension sheet 2 (page 76) and/or animated version of the Unit 12 r from Kid's Box Interactive DVD 1 (Suzy's room section), Box Interactive DVD 1: The playroom 'One potato, two to' (and a potato)

#### ırmer

isplay the flashcards (picture side) of apples, bananas, cake 1 the board. Point to the bananas. Clap or hum the word: mm MMM mmm. Use your fingers to show it's three unds. Repeat with apples (two) and cake (one). y Listen. I like MMM mmm, but I don't like MMMM. Repeat id then say I like ... and wait for pupils to say the word ples. Say But I don't like ... and wait for the word cake. et pupils have a go.

#### 9. ACTIVITY II. Listen to the story.

y Open your Pupil's Books at page 89, please. Divide the class to four groups. Each group listens for different information. roup I: What's Monty's favourite food? Group 2: What's arie's favourite food? Group 3: What's Trevor's favourite food? roup 4: What's Maskman's favourite food? Say Listen and look. ay the CD. Pupils listen and look. Group members check in irs. Check with the class (cake, apples and bananas, pencils, e cream and chocolate).

ay the CD again. Pupils listen and repeat. heck comprehension by pointing to each picture in turn and king, e.g. What are they doing? (the food train). rsonalise by eliciting from pupils what their favourite foods e. They can shout as at the end of the story.

4, 49 in the toy box, e alive. and talk, he count of five. two, three, four, five. MAN: Apple, apple. Banana, banana. or: Orange and cake. Orange and cake. ry: Marie! Come and do the food train with us!

ry: Ice cream and chocolate. Ice cream and chocolate. F: BURGER!

E: STOP, EVERYBODY! or: Oooops! MAN: Ooooh, er! ry: Eeeek! Help!

MARIE: But I don't like burgers.

макман: And I don't like apples or bananas. Monty's got my ice cream and chocolate.

MONTY: But I don't like ice cream and chocolate. My favourite food's cake.

MARIE: Yuk! I like apples and bananas.

TREVOR: Listen! I know! Can we chant our favourite food? MASKMAN, MONTY AND MARIE: Yes! OK! Let's chant our favourite

MASKMAN: Hah! Now I've got the ice cream and chocolate.

MARIE: Apple, apple. Banana, banana. MONTY: Orange and cake. Orange and cake. MASKMAN: Ice cream and chocolate. Ice cream and chocolate. TREVOR: PENCILS!

#### **PB89. ACTIVITY 12.** Act out the story.

• Divide pupils into groups of four. They decide who is who. Play the CD again. Pupils act out the story along with the CD. They join in with the CD when they can. Give pupils time to practise their role plays in their groups. Remind them to use the pictures in the book to help them. Invite more confident pupils to act out parts of the story to the class.

#### AB89. MY PICTURE DICTIONARY.

 Say Open your Activity Books at page 89, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check. If appropriate, pupils trace around the words under the pictures.

#### AB89. MY STAR CARD.

- Say Can you say these words? Use the flashcards to elicit the words in turn from the class. Pupils say them in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.
- Say Colour the stars. Pupils choose colours to colour their

#### Extra activities: see page T121 (if time)

## Optional activities

- Unit 12 Extension worksheet 2 from Teacher's Resource Book 1 (pages 72 and 76).
- The animated version of the Unit 12 story from Kid's Box Interactive DVD 1 (Suzy's room section). See pages 41-46 of the Teacher's Booklet for the Interactive DVD.
- The DVD clip 'One potato, two potato' from The playroom section of the Interactive DVD. See page 33 of the Teacher's Booklet for the Interactive DVD.

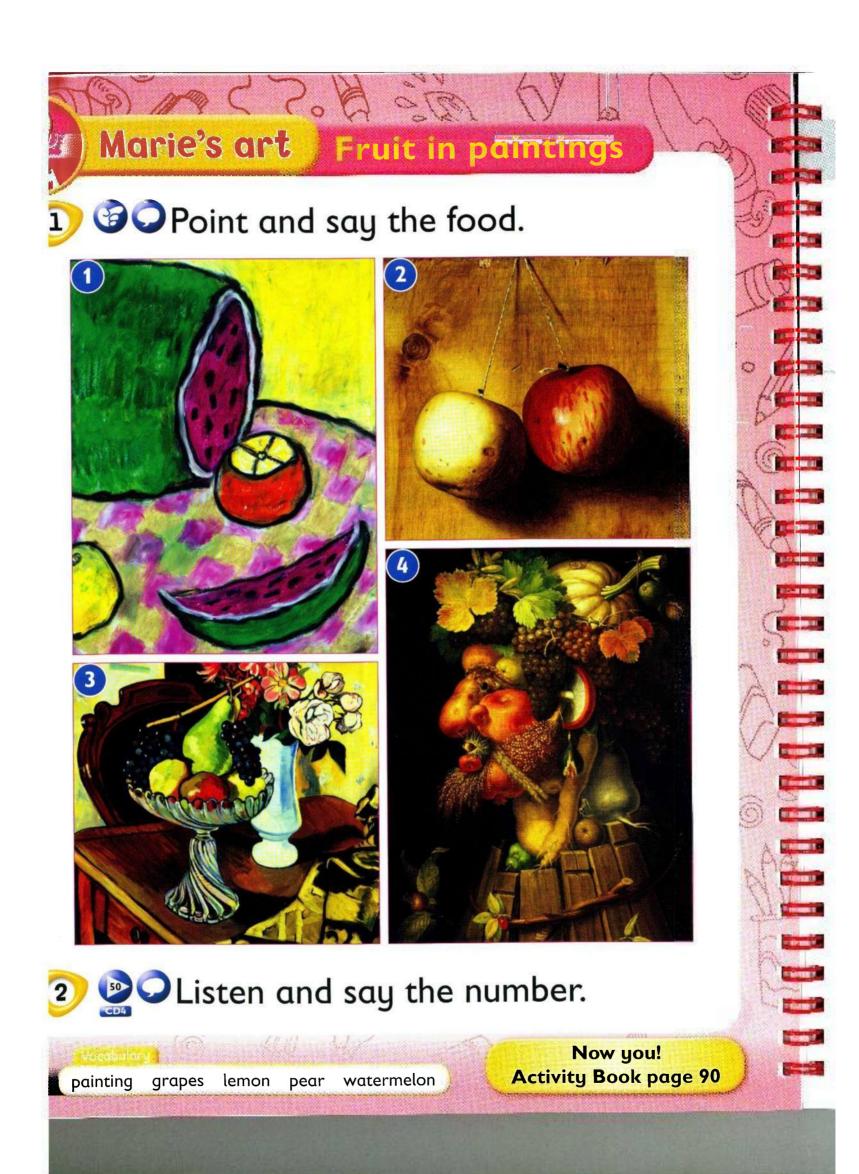
#### Ending the lesson

 Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

Listen to the story.



2 Act out the story.



**OBJECTIVES:** By the end of the lesson, pupils will have described still life paintings and created their own still life fruit picture.

#### TARGET LANGUAGE

**Key language:** painting, grapes, lemon, pear, watermelon **Additional language:** fruit, man

**Revision:** art, food, apple, banana, orange, ice cream, fish, burger, cake, head, parts of the face, chair, table, his/her, is/are

#### MATERIALS REQUIRED

Food flashcards (91–92 and 24, also 93–96)
Face flashcards (53–58)
A still life painting in a frame (or an image of a framed painting)

#### Warmer

• Review parts of the face (face, ears, eyes, mouth, nose, teeth) and food (apple, banana, orange) using the flashcards.

#### **Presentation**

- Put the flashcards of apple, banana and orange on the board and gesture to all three. Say Apples, bananas and oranges are food. And they are all fruits. I like fruit. Yum! Elicit other names of fruit pupils know in English. Say Today's lesson is about fruit and a art.
- Show pupils a real painting (or an image of one) and say This
  is art. It's a painting. Let's look at some more paintings. Paintings
  of fruit.

#### **PB90. ACTIVITY 1.** Point and say the food.

- Say Open your Pupil's Books at page 90, please. Elicit the name of the character at the top of the page (Marie). Say Look at these paintings. There's a lot of fruit. What can you see? Elicit the names of things and food in the pictures. Present the new fruit grapes, lemon, pear, watermelon, and practise pronunciation.
- Say Point and say the food. Pupils work in pairs. Pupil A points to a type of fruit in one of the paintings. Pupil B says the name. Then they swap.

#### **PB90. ACTIVITY 2.** Listen and say the number.

- Say Now listen and say the number one, two, three or four.
   Point to the blue numbers in the corner of each painting. Play the CD, pausing after each item for pupils to say the number.
- Ask pupils which painting is their favourite and tell them the names of the painters, if you wish (see below):

Painting I: Summertime by Anton Hinrichs

Painting 2: Two apples by Stanley S. David

Painting 3: Nature Morte Au Compotier by Suzanne Valadon

Painting 4: Autumn 1573 by Giuseppe Arcimboldi

**Key:** 3, 2, 4, 1

#### CD 4, 50

This is my favourite painting. The fruit is on a table. There are grapes, a pear and three apples.

This is my favourite painting. It's two apples. One apple is red and one apple is yellow. Apples are my favourite fruit. I'm hungry!

I like this painting. It's a man. His head is food. His hair is grapes and his face is an apple. The painting is old.

This is my favourite painting. It isn't old. It's a watermelon, an orange and a lemon. The watermelon is big. It's green and pink.

#### AB90. ACTIVITY 1. Read and circle a word.

- Draw a large outline of a face on the board (with no features or hair). Say This is Fiona. Fiona Food. Say Her face is food. Her nose is ....? Pupils respond with a type of food (or suggest a food yourself, e.g. an orange). Draw the food onto the face. Do the same for her mouth, ears, hair and eyes. When your picture is finished, wave at the face and say Hello, Fiona! Fional Food! Look! Her nose is an orange ... (etc., according to what you have drawn).
- Say Open your Activity Books at page 90, please. Read and circle a word. Point to the sentences at the top of the page. Pupils work individually to choose the food items for their picture. Monitor and help as necessary.

#### AB90. ACTIVITY 2. Draw and colour your Fred Food.

- Pupils take out crayons. Point to the frame and say Now draw your Fred Food. Make sure pupils realise they need to draw the face according to the words they circled in Activity I. Set a time limit of five minutes for the drawing.
- Put pupils in pairs or small groups. They take it in turns to show and talk about their pictures (This is Fred Food. His nose is an ice cream. His mouth is a burger, etc.). Nominate pupils to show and talk about their pictures to the class.

Note: Pupils can bring fruit to school to make their own fruit sculptures in the next lesson / as a project. Divide the class into groups of four or five and tell each pupil in the group to bring a different fruit, so that they have a variety to work with (e.g. one brings bananas, one oranges, one apples, one grapes, one a watermelon). If these fruits are not in season, they can bring any available fruit. Present the new fruit words as necessary during the project work.

#### Extra activities: see page T121 (if time)

#### **Ending the lesson**

• Draw an outline of a face on the board, and instead of features, write food words, e.g. where the eyes should be, write burger on the left and burger on the right, where the nose should be write fish, etc. Say Read and draw. Who can read and draw quickly? See which pupil can draw the complete face first. Have pupils hold up their pictures to check they have drawn the correct food in the right places.

**JECTIVES:** By the end of the lesson, pupils will e learnt a chant and talked about keeping clean and hing food.

#### **ARGET LANGUAGE**

language: clean your teeth, wash apples, wash your hands, ning, cleaning

litional language: keep clean

**ision:** parts of the body, present continuous, *his/her*, *clean*, *bathroom*, *kitchen*, *What's* ... *doing?* 

#### **ATERIALS REQUIRED**

a activity I: two toothbrushes, two bars of soap, two es, a CD of instrumental music ional: Kid's Box I Language Portfolio pages 6 and 7

#### armer

eview parts of the body by playing a TPR game with the ass. Say Stand up. Give the instructions below, one by one, ausing after each one until everyone is joining in doing the

tamp your feet. Clap your hands. Wave your arms. Point to your ead. Point to your leg.

how me your teeth. Move your nose. Point to your ears. Wave our hands.

epeat all the instructions, faster this time. Repeat a third me, getting faster, so that pupils have to change what they re doing quickly.

#### M. ACTIVITY 3. Listen and point.

ay Open your Pupil's Books at page 91, please. What can bu see? Elicit some of the things in the pictures (boy, girl, athroom, kitchen, apple). Present toothbrush using the picture ad/or a real toothbrush. Point to the first picture and ask /here is he? Elicit In the bathroom. Ask What's he doing? Elicit r teach Washing his hands. Point to the second picture and by What's she doing? Elicit Cleaning her teeth. Say Look at cture 3. Where is he? Elicit In the kitchen. Say What's he doing? ad elicit Washing apples.

by Listen and point to the picture. Play the CD. Pupils point.

### 4, 51

h, wash, wash your hands, h your hands, wash your hands. n, clean, clean your teeth, n your teeth, clean your teeth. h, wash, wash apples, h apples, wash apples.

#### **Values**

 Say The boy and girl are washing to keep clean. It's good to be clean. It's good to wash your hands before you eat and brush your teeth after you eat. It's good to wash fruit before you eat it. Use LI and gesture to help explain Trevor's value (keeping clean).

#### **PB91. ACTIVITY 4.** Say the chant. Do the actions.

Play the chant again. Pupils listen and repeat after each line.
 Practise the chant a few more times as a whole class. Then teach actions for wash your hands (mime washing your hands under a tap), clean your teeth (mime brushing from side to side with an imaginary toothbrush) and wash apples (mime washing an apple under a tap). Play the chant for pupils to say and do the actions.

#### CD 4, 52

As CD4, 51 above but this time the chant is played three times, each time becoming faster.

#### AB91. ACTIVITY 3. Order the pictures.

- Say Open your Activity Books at page 91, please. Point to the first row of pictures and say Look. This is picture 1. She's playing basketball. What's she doing in picture 2? Elicit Washing her hands. Say Yes. Look at picture 3. She's eating. So she washes her hands and after that she eats. She's keeping clean.
- Say Order the pictures. Write 1, 2 or 3. Pupils work in pairs to number the pictures in rows 2 and 3. Check the order as a class.

**Key:** 2: 3 2 1, 3: 1 3 2

#### AB91. ACTIVITY 4. Read and write.

- Focus pupils on Activity 4. Point to the sentences under the pictures and ask What's the missing word? Look at the picture. He's ... Write the word from the box (point to the box of words at the top of the activity). Pupils work individually to complete the sentences, and then compare their answers in pairs.
- Copy the sentences with gaps on the board as they work.
   Call volunteers to the board to write the answers.

Key: I washing, 2 cleaning, 3 washing

#### Extra activities: see page TI21 (if time)

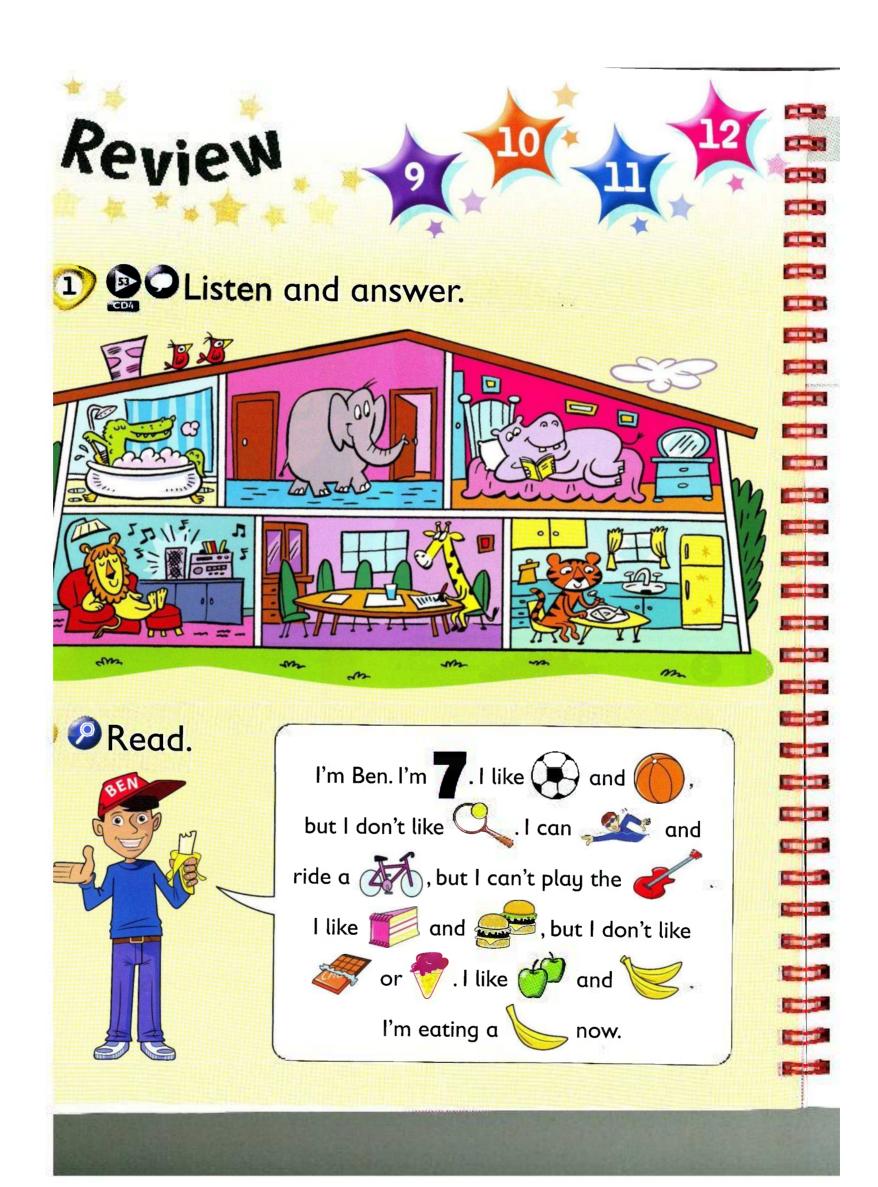
#### Language Portfolio

 Pupils complete pages 6 and 7 of Kid's Box 1 Language Portfolio (1 can Units 10-12 and English and me).

#### **Ending the lesson**

Play a mime game to practise language from the lesson. Mime doing one of the following actions: washing a car, brushing your hair, washing your hair, cleaning your shoes, cleaning your teeth, washing a dog, cleaning the kitchen. Ask What am I doing? Pupils guess by saying, e.g. Cleaning your teeth. The first pupil to guess correctly comes to the front and does another mime – whisper one of the actions in his/her ear.





**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 9–12.

#### • TARGET LANGUAGE

**Key language:** vocabulary from the units, present continuous for actions at the moment of speaking, *like*, *don't like*, *can't*, *can* 

Revision: vocabulary from all 12 units

#### • MATERIALS REQUIRED

Flashcards from Units 9–12, flashcards of cat, dog and computer Two rulers

Extra activity 1: three or four flashcards from each of the following groups: colours, face, toys, pets, wild animals, food, funfair, school

Optional: Word cards from Kid's Box Teacher's Resource Book 1

#### Warmer

• Play the board slap game. Choose 12 flashcards or use word cards from the Teacher's Resource Book, display them on the board word side and divide the class into two teams. The teams line up facing the board. Give a ruler to one member of each team. Say one of the words. The pupils run to slap the correct flashcard. The first to do so wins a point for their team. Repeat. Don't remove the ones already slapped. The team with the most points at the end of the game is the winner.

#### PB92. ACTIVITY 1. Listen and answer.

- Say Open your Pupil's Books at page 92, please. Elicit what pupils can see in the picture (rooms, animals and activities). Say Listen to the CD and answer. Play the first question (Where's the lion?). Pause for pupils to think and look at the picture. They raise their hands when they have the answer. Choose a volunteer to respond. Do the same with the second question (What's it doing?).
- Continue the activity either in the same way, with individuals giving the answers in open class, or as pair work (pupils confer after each question, write their answers in their notebooks and check answers as a class).
- Write a new question about the picture on the board, e.g. Is the lion standing up? Wait for pupils to find the answer and elicit No, it isn't. (It's sitting down.) Pupils work in pairs to write more new questions about the picture (which are not on the CD) for the class. Set a time limit of five minutes for this stage. Monitor and help as necessary. Encourage pupils to use a range of language (e.g. Does ... like ...? Has ... got ...? and Can ...?) as well as the question types on the CD (Is it ... ing? What's the ... doing?).
- Invite one pair to read their first question. The rest of the
  pupils look for the answer and raise their hands when they
  have found it. Elicit the answer from a volunteer. Continue in
  the same way, asking different pairs to read their questions
  aloud until there are no new questions.
- **Key:** I It's in the living room. It's listening to music. 2 It's in the kitchen. It's eating (some) fish. 3 It's in the bathroom. No, it isn't. (It's having a bath.) 4 It's in the bedroom. It's reading a book. 5 It's in the hall. Yes, it is. 6 It's in the dining room. It's writing.

#### CD 4, 53

I.
Where's the lion?
What's it doing?

2. Where's the tiger? What's it doing?

Where's the crocodile? Is it riding a bike?

Where's the hippo?
What's it doing?
5.
Where's the elephant?

Is it opening the door?

6.

Where's the giraffe?

Where's the giraffe? What's it doing?

#### PB92. ACTIVITY 2. Read.

- Write the following sentences on the board, using flashcards to represent the words cat, dog and computer: I'm (your name).
   I've got a (flashcard of cat) and a (flashcard of dog). I like my (flashcard of computer).
- Read the first part of the sentence, pointing to the words and saying the word cat when you point to the flashcard. Ask a volunteer to read the rest, encouraging him/her to say the words for the flashcards. Elicit both sentences from the whole
- Focus pupils on Activity 2. Say Look. This is Ben. Read the
  words and look at the pictures. Say the words for the pictures.
  Read the first two sentences aloud along with the class. Pupils
  work in pairs to figure out the rest of the text and practise
  saying it aloud.
- Read the whole text aloud with the class.
- Key: I'm Ben. I'm seven. I like football and basketball, but I don't like tennis. I can swim and ride a bike, but I can't play the guitar. I like cake and burgers, but I don't like chocolate or ice cream. I like apples and bananas. I'm eating a banana now.

#### **Practice**

• Review the adjectives old, young, big, small, happy, sad by using the mimes pupils learnt in Unit 4.

#### **AB92.** ACTIVITY 1. Tick $(\checkmark)$ a box.

- Say Open your Activity Books at page 92, please. Say, e.g. Point to the old monster to check they notice the monsters are different. Do the same for girl and boy monsters to check they notice some are 'she' and some 'he'.
- Copy the chart onto the board to show how the activity works. Tick one box for each monster (mime thinking and choosing). Ask a question, e.g. What's the happy monster doing? Pupils respond, e.g. She's having a bath. Elicit other questions and answers from pupils about your chart. Clean the board. Tell pupils to choose and tick six boxes about the monsters.
- Now pupils sit facing one another, holding their books up so their partner can't see. Pupils take turns to ask and answer about the monsters and to put a tick in the boxes at the bottom of the page. Then they look and check.

#### Extra activities: see page T121 (if time)

#### **Ending the lesson**

- Write questions on the board for pupils to ask and answer in pairs:
  - I What's your name?
  - 2 How old are you?
  - 3 Can you walk to school?
  - 4 Can you swim?
  - 5 Do you like tennis?
  - 6 Do you like ice cream?

**JECTIVES:** By the end of the lesson, pupils will e reviewed language from Units 9–12.

#### **ARGET LANGUAGE**

r language: language from Units 9–12, vocabulary, sent continuous for actions at the moment of speaking, can't, I like ..., I don't like ...

**ditional language:** Start, Finish, It's my/your turn. I've got ve). Pass me the spinner, please. Is this my counter? I'm the ner. code

rision: language from the units

#### **IATERIALS REQUIRED**

iners from Review I-4 (see pages xiii and T33), counters coins (one per pupil) heards of food (91-96)

cional: Evaluation 3 (page T124), Practice Test 3 from s Box Teacher's Resource Book 1 (pages 114–125), Kid's Box ractive DVD 1: Stella's room Quiz 3, End of Year Test from s Box Teacher's Resource Book 1 (pages 126–137)

#### armer

Draw three large circles on the board. In the middle of each write vehicles, rooms or food. Brainstorm with the class the words that complete the word families.

#### 93. ACTIVITY 3. Play the game. Say.

Say Open your Pupil's Books at page 93, please. Elicit the sentence in the speech bubble and ask pupils to point to the correct square on the game board (the one next to Finish). Point to two or three other squares on the board and elicit nore sentences in the present continuous. Make sure pupils ise He/She/They and the correct form of be (is or are). Tell pupils they are going to play a game. Take out a counter and the spinner you made for the first Review Unit (see pages xiii and T33). Hold up your book and put the counter on the Start square. Say This is the start. Spin and mime noving your counter along the board. Say e.g. Look! I've got 1 three. One ... (moving your counter) two ... three. I say 'They're playing basketball'. I stay on this square. ... Then it's Kasia's turn. And then it's Victor's turn. Now it's my turn again. Spin your spinner and move your counter to another square with a picture. Look thoughtful and say Oh, I don't know. What do I say? Move your counter back to the basketball square. Say I don't know. I move back. If you say the sentence, you stay. If you don't say the sentence, you move back. Point to the green Finish circle and say This is the finish. The first person here is the winner! Hooray! Move your counter to one of the squares next to a ladder and say Where do I move? Elicit from pupils that you go up the ladder to the square at the top. Do the same with one of the squares near a banana. Make it clear that you have to follow the banana back down. Elicit some useful language for games and write examples on

the board, e.g. It's my turn. It's your turn. I've got a (three). Pass me the spinner, please. Is this my counter? I'm the winner. Make groups of three or four pupils. They need one spinner per group and a coin or counter for each pupil. Groups play the game. The winner is the first pupil to get to the finish or the pupil who is furthest along the board after a certain amount of time (e.g. ten minutes).

AB93. ACTIVITY 2. Circle the different word.

- Say Look at Activity 2. Read the words in the first line. Elicit
  why guitar is different. Ask Is a banana food? Repeat for apple
  and orange. For guitar, pupils respond No, it isn't.
- Pupils complete the activity in pairs. Check with the class.

Note: If pupils give you an unexpected answer, ask them why. This activity relies on critical thinking (like the one on Activity Book page 40). It is possible for there to be more than one answer. Listen to pupils' reasons for their choice. Be prepared to accept their answer.

Key: 2 ice cream, 3 burger, 4 chocolate, 5 hall, 6 bike

AB93. ACTIVITY 3. Read and complete. Draw.

- Review food words using the flashcards. Show each card and elicit the words. Practise questions in open pairs around the class. Show a card (picture side), e.g. banana to Pupil A, and encourage him/her to make the question Do you like bananas? for the pupil of his/her choice (Pupil B) to answer. Pupil B answers Yes, I do or No, I don't. Show Pupil B a different food flashcard. Pupil B makes the next Do you like ...? question and chooses a different pupil to answer.
- Say Open your Activity Books at page 93, please. Point to the frame and say This is for a picture of you. First, let's write.
- Read the beginning of the first sentence and say I'm (your name). What's your name? Write your name. Elicit the next sentence and say Think. Imagine. You're in the kitchen in your house. What food do you like? What don't you like? What's your favourite food? Write 'I like ..., but I don't like ...'. Pupils work individually to complete the rest of the paragraph.
- Pupils draw a picture of themselves in their kitchen at home.
   They can draw a plate with their favourite food on or two plates one with food they like and one with food they dislike. They compare their pictures in pairs.

#### Extra activities: see page TI21 (if time)

#### **Optional evaluations:**

You may wish to carry out one or all of the following evaluations when your pupils have completed the Review section.

- Evaluation 3 (page T124) see page xi of the Teacher's Book Introduction for instructions.
- Practice Test 3 from Kid's Box Teacher's Resource Book 1 (pages 114–125). For test key and tapescript see pages 141–143 of the Teacher's Resource Book.
- Quiz 3 from Kid's Box Interactive DVD 1 (Stella's room section).
   This quiz can be done as a whole-class activity or as a team competition. See pages 39–40 of the Teacher's Booklet for the Interactive DVD.
- The End of Year Test from Kid's Box Teacher's Resource Book I (pages 126-137). For test key and tapescript see pages 143-144.

#### **Ending the lesson**

- Pupils work in groups of three. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 9. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 10 and take turns to say the words. They choose which to cover for Units 11 and 12 (words or pictures).
- Talk about the units with the pupils, using L1 if necessary.
   Ask them which lessons, topics and/or activities are their favourites.



# rammar reference

#### oil's Book

What's your name? I'm Suzy. How old are you? I'm three. 'm = I am

Who's he? **He's** Alex. How old is she? **She's** seven. he's = he is he's = she is hat's = that is

Where's the ball? t's **next to** the chair. t isn't **under** the table. s your ball **in** your bag? where's = where is sn't = is not

Ve're happy. Ve aren't ugly. Are we small? ve're = we are .ren't = are not

They're long.
They aren't big.
Are they short?

I / you / we've got purple hair.

Have you got a small mouth?

Yes, I have. / No, I haven't.

I've got = I have got
haven't = have not

They've got big mouths.
They haven't got tails.
Have they got long legs?
they've got = they have got
haven't got = have not got

She's got your red trousers. He hasn't got a white ball. Has he/she got a train? Yes, he/she has. / No, he/she hasn't. he's got = he has got she's got = she has got hasn't got = has not got

I can sing.
I can't play the guitar.
Can you ride a bike?
can't = cannot

What are you doing?
I'm flying.
Are you flying your helicopter?

What's he/she doing?
He's/She's listening to music.
What are they doing?
They're sitting on the sofa.
Is he/she listening to music?
Yes, he/she is. /
No, he/she isn't.
what's = what is

I like cake.
I don't like chocolate.
Do you like snakes?
Yes, I do. / No, I don't.
don't = do not

#### ivity Book

**194. ACTIVITY 1.** Order the words.

y: 1 What's your name? 2 How old are you?

**194. ACTIVITY 2.** Look and complete. **194.** He's, He's, 2 She's, She's

**94.** ACTIVITY **3.** Look and complete. **7:** 1 ls, is, 2 ls, isn't

**94.** ACTIVITY **4.** Circle the sentences. \*: We aren't sad. We're happy. Are we beautiful?

**95. ACTIVITY 5.** Look and complete. **r:** 1 It's, 2 They're

95. ACTIVITY 6. Order the words.r: | I've got a clean face. 2 You've got short hair.

AB95. ACTIVITY 7. Circle the sentences.

Key: They've got tails. They haven't got hair. Have they got legs?

AB95. ACTIVITY 8. Look and complete.

Key: I 's got, 2 hasn't got

AB96. ACTIVITY 9. Order the words.

Key: I He can sing. 2 They can't swim. 3 Can you ride a bike?

AB96. ACTIVITY 10. Look and complete.

Key: I Are, am, 2 Are, not

AB96. ACTIVITY 11. Circle the sentences.

Key: What's he doing? He is having a bath. Is he reading?

AB96. ACTIVITY 12. Look and complete.

Key: I like, 2 don't like

# Teaching notes for Photocopiables

#### Photocopiable | (Unit | page 5)

Hand out copies of Photocopiable I (page T97), one for each pupil.

Pupils cut the cards out (and colour them if there is time). Pupils work in pairs and take turns to play the game. Pupil A makes a line of five as in Activity Book page 5 Activity 3. Pupil B says the five names aloud and completes the sequence.

At the end of the game, each pupil puts their set of six cards into an envelope for use in another lesson.

#### Photocopiable 2 (Unit 2 page 13)

Hand out copies of Photocopiable 2 (page T98), one for each pupil.

Pupils colour in the puppets (about five minutes). Monitor the class carefully.

When all pupils are ready, hand out the scissors and the glue. Demonstrate cutting out one of the puppets. Pupils cut out their puppets.

Demonstrate how to curl back the tabs and glue one tab onto the other. Pupils glue the tabs in place and then play with their finger puppets (see page TI3).

#### Photocopiable 3A (Unit 3 page 20)

Show the class a completed sentence wheel from Photocopiable 3A. Turn the wheels and make sentences, e.g. *The car is under the chair.* 

Hand out copies of Photocopiable 3A (page T99), one for each pupil.

Pupils colour the pictures and cut out the three circles. Hand out the paper fasteners. Pupils clip the wheels together, with the largest wheel at the bottom and the smallest wheel on top.

Check pupils understand that the four cat pictures on the middle circle illustrate on, in, next to and under.

Practise by calling out sentences for pupils to make with their sentence wheels, e.g. *The train is under the toy box*. They line up their wheels accordingly. Pupils call out sentences too.

Pupils work in groups of four. They take turns to call out sentences for the others to make with their wheels. The first to make the sentence becomes the caller.

#### Photocopiable 3B (Unit 3 page 19)

Hand out copies of Photocopiable 3B (page T99), one for each pupil.

Pupils cut out the six cards.

Draw a  $3 \times 2$  grid on the board. Number the squares I-6. Pupils copy it into their notebooks. A card will need to fit in each square.

Turn away from the board. Use a pupil's grid and cards. Two pupils place six toy flashcards (35–40) in the squares on the board. Ask, e.g. What's number 2? Elicit a response, e.g. (It's) a car. Place the small car card in square 2 of the pupil's grid. Repeat for the other squares. Look and check if the position of the card pictures matches the flashcards.

Pupils play in pairs. They sit facing one another, hiding their grids so their partner can't see. Pupil A places the cards. Pupil B asks and then places his/her cards in the same squares. They look and check. They change roles and repeat.

Pupils put their cards in an envelope at the end of the game and write their name on the envelope. Collect the envelopes so the cards can be used in another lesson.

#### Photocopiable 4 (Unit 4 page 26)

Show pupils the dice you have already made and throw it. Pupils call out the word, e.g. Young. Check pupils understand that the dice illustrates old, ugly, young, beautiful, happy and sad.

Show pupils the game board. Elicit who they can see (Stella and the Star family). Say, e.g. Her mother is beautiful. Show thumbs up. Elicit other true sentences from the class.

Demonstrate the game. Explain that the coin will show how many squares to move and the dice will show which adjective to use. Toss a coin. Heads move one square, tails two squares. Use an eraser for a counter. Move to the square indicated by the coin. Then throw the dice and make a sentence about the person, using the adjective on the dice, e.g. Her father is beautiful. Show thumbs down to say that it isn't true. If pupils land on a square with a picture of a thumb, they don't make a sentence.

Divide the class into pairs. Hand out copies of Photocopiable 4 (page T100), one for each pair of pupils.

Pupils cut out the dice and the board. Show pupils how to glue the dice together.

Hand out a coin to each pair. Monitor pupils as they are working. The first player to reach the finish is the winner. Pairs who finish early can play again.

Collect the materials at the end of the game for use in another lesson.

#### Photocopiable 5 (Unit 5 page 35)

Make two groups. Hand out copies of Photocopiable 5 (page T101) part A to one group and part B to the other group.

Pupils work in pairs with the same pictures (A + A or B + B). They look at the pictures, find the animals and count them.

Make new pairs of pupils from different groups (A + B). They put their photocopies on the table and take turns to point and say, e.g. A: Six dogs. B: Five dogs. When there are differences, they circle them in pencil. Check with the class.

Key:

A: Six dogs B: Five dogs

A: One cat under the table B: Two cats on the table

A: Old horse B: Beautiful horse

A: Four mice B: One mouse

A: One fish B: Two fish A: Eight birds B: Nine birds

#### Photocopiable 6 (Unit 6 page 41)

Show pupils your completed puppet. Say in a troll voice Hi, my name's (name). I'm a troll. My eyes are (green), my hair is (green) and (red).

Hold up a copy of Photocopiable 6 (page T102). Show pupils what to do (draw ears, mouth, teeth, colour the troll and stick on hair).

nd out the photocopies (one for each pupil) and materials. or pupils as they are working. When pupils are ready, hand e scissors for pupils to cut out their trolls, and the lollypop and the glue for them to make the puppets. Pupils name their Put an envelope on each pupil's desk.

ow your puppet to the class again. Introduce yourself as at the sing. Encourage a pupil to reply in the same way, e.g. Hi. My; (name). I'm a troll. My eyes are (blue and red). My hair is (purple).

oils work in groups of four and introduce their trolls to their s.

#### :ocopiable 7 (Unit 7 page 51)

pupils the dominoes you have made. Demonstrate how to ne game. Remind pupils to say the animal word when they a match.

ke groups of three. Hand each group a copy of Photocopiable e T103) cut into three strips. Each pupil cuts a strip to make mines.

By place the dominoes face down on the table. Each pupil four dominoes. The first

ver places a domino face up on the table. The next player es either the word or the picture, saying the word and placing lomino next to the previous one on the table. If he/she can't 'she picks up one of the spare dominoes and the next player to. Play continues until there are no spare dominoes left and ayer has put down all their dominoes.

nind pupils of the language for playing games, e.g. It's your turn.

oups place their cards in envelopes for use in another lesson.

#### ocopiable 8 (Unit 8 page 57)

the class your set of cards. Elicit what they are, e.g. Green blue shoes. Hand out a copy of Photocopiable 8 (page to each pupil. Dictate the colours, e.g. Colour the skirt red. e different colours for each clothes item.

ils cut up the cards and write their name on the back of each they can identify them later.

four sets of cards together. Deal them to four pupils. Pupils :h other for cards to collect sets of four the same, e.g. Have blue shoes? They take it in turns to ask, going clockwise I the circle. They can ask whoever they choose in their group. they get a set, they put it down on the table. They continue I the sets are found, or the time is up.

iew language for playing games, e.g. It's my/your turn. Make of four. Pupils play the game.

he end, pupils take back their own cards and put them in an pe for use in another lesson.

#### ocopiable 9a (Unit 9 page 65)

rour set of cards. Hold up the card with the word swim nd the card with a picture of Marie playing the guitar. Say *1 match?* Pupils respond *No.* Show the other picture cards pils to choose the match (swim picture).

d out a copy of Photocopiable 9a (page TI05) to each pupil. ut out the I2 cards and put their initial in the corner of each They don't write on the back.)

ew language for playing games. Make pairs. Pairs put one 2 cards face down on the desk and mix them up. Pupils take 5 turn over two cards. They say or read the action on each they are the same (picture and phrase), the pupil takes the not, the pupil turns them face down again. Play continues the cards are matched. The winner is the pupil with the ards.

Is put their cards in envelopes for use in another lesson.

#### Photocopiable 9b (Unit 9 page 68)

Quickly review the actions from Unit 9, using the flashcards. Display them on the board.

Hand out copies of Photocopiable 9b (page TI06). Demonstrate the activity. Point to the picture of swim and ask a pupil, e.g. Can you swim? The pupil answers Yes, I can / No, I can't. Put a tick or a cross next to the swim picture. Prompt the short answer each time. Pupils respond in chorus.

Make pairs or small groups. Pupils take turns to ask and answer. They write pupils' names at the top of the chart. They put a tick or a cross below the names for each action. Check in open pairs around the class.

Note: Instructions for this activity are also on page T68.

#### Photocopiable 10 (Unit 10 page 71)

Show pupils the board game you have made. Make pairs. Hand out one copy of Photocopiable 10 (page T107) part B and two copies of part A to each pair. They colour the small circles (A) in colours that they know in English, cut them out and stick them in the correct places on the board (B).

Demonstrate the game. Pupils put their counters on Start. They spin a pencil and, when it lands, the person that the pencil is pointing to starts. The first player tosses the coin: heads they move one space, tails two. The pupil moves the counter to the space and says what it is, e.g. A green helicopter. If pupils make a mistake, e.g. say the wrong colour or the wrong ride, they miss a turn.

Remind pupils of language for playing games, e.g. It's my turn. Also teach them That's wrong! Miss a turn.

Pupils take turns to play. The player who gets to Finish first is the winner. Collect the game boards for use in another lesson.

#### Photocopiable II (Unit II page 78)

Show pupils your copy of Photocopiable II (page T108). Hand out a copy of parts A and B to each pair of pupils. They colour the cards in B and then cut them out. They place the house in A on the desk between them.

Pupils take turns to give instructions for six of the cards, e.g. Pupil A says *Put the trousers in the kitchen*. Pupil B puts the trousers card in the kitchen. Monitor pupils as they are working. Encourage them to use different cards each time.

Collect the materials at the end of the game. Pupils put them in envelopes with their names on for use in another lesson.

#### Photocopiable I2 (Unit I2 page 87)

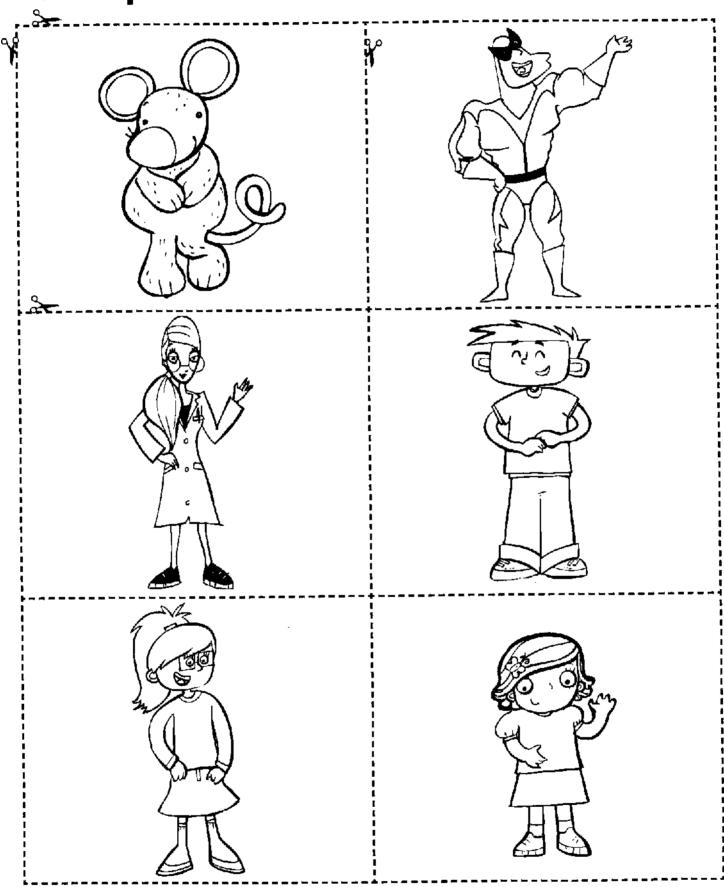
Show pupils your completed food market with different coloured foods (you only need two or three for each colour).

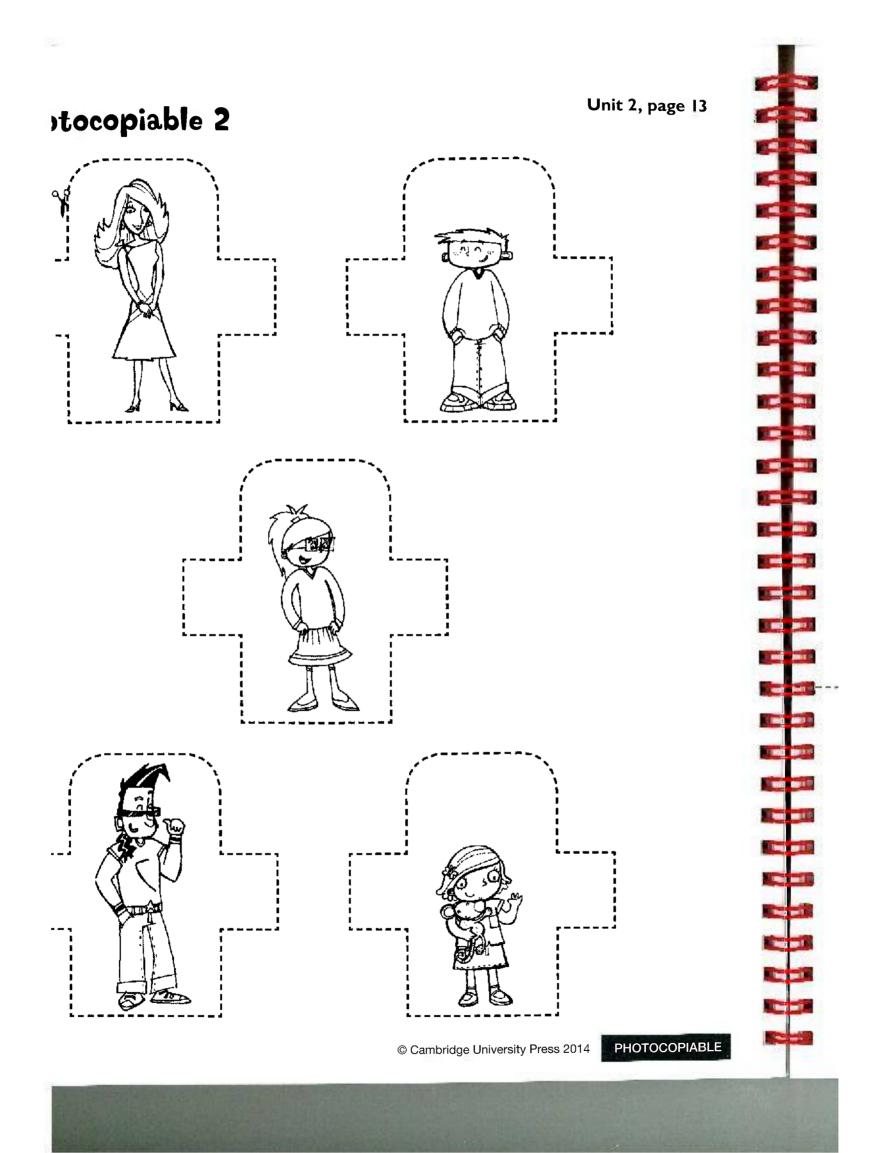
Pupils work in groups of four. Hand out a copy of Photocopiable 12 (page T109) to each group. They colour the headings in the correct colours.

Hand out supermarket adverts/leaflets to groups. They find pictures of coloured foods, cut them out and stick them on their photocopies. They can also draw different coloured foods they know. Elicit the known foods and provide other food words when appropriate.

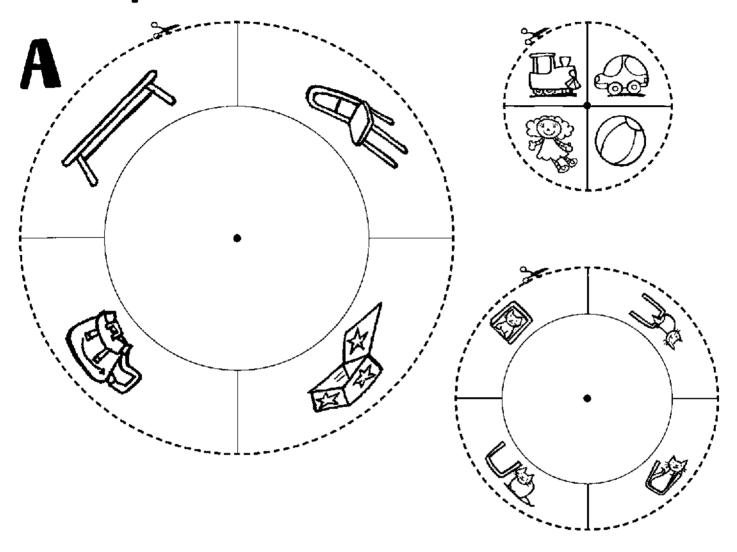
Groups show their food markets. Ask which colour food they have most of.

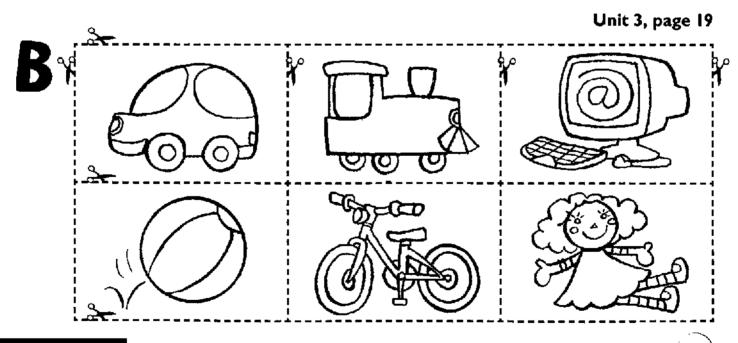
## Unit I, page 5





## Unit 3, page 20

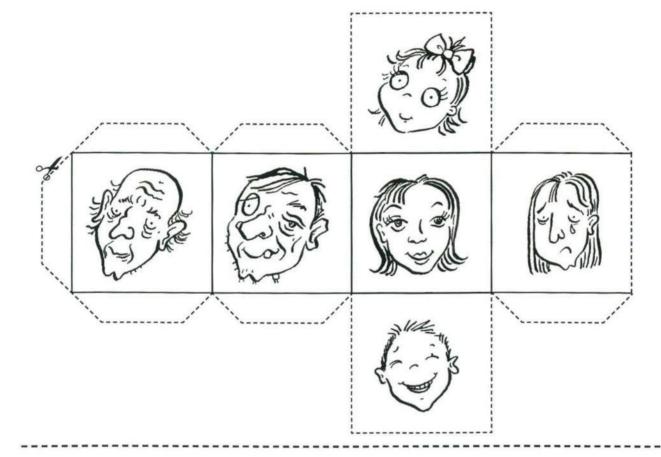


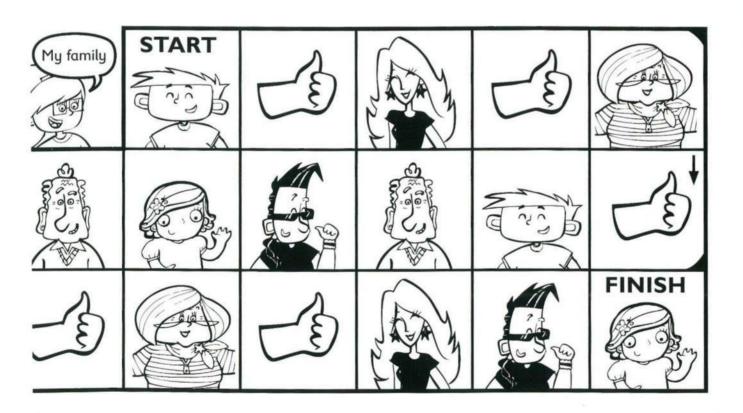


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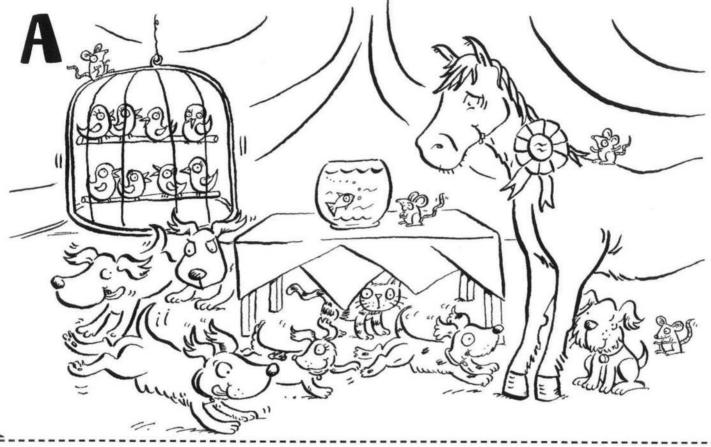


Unit 4, page 26





Unit 5, page 35

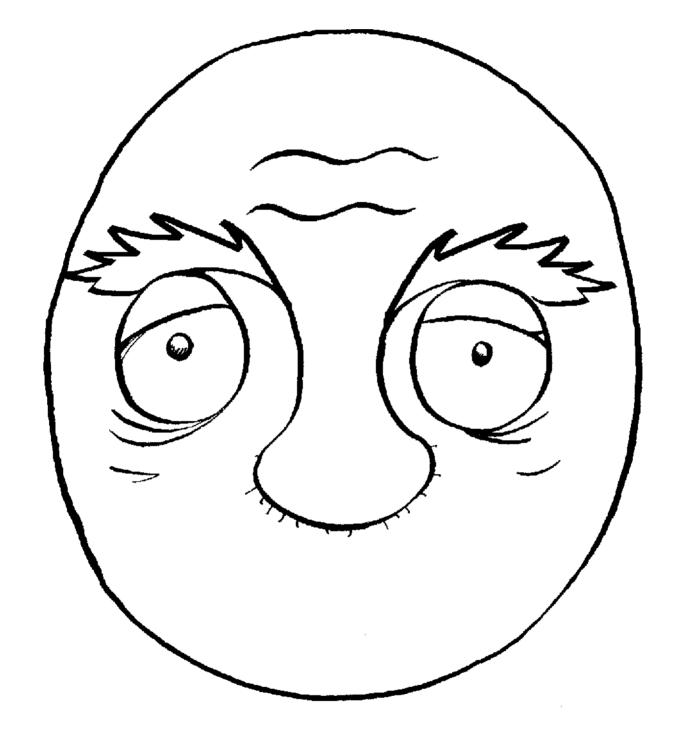




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Unit 6, page 41

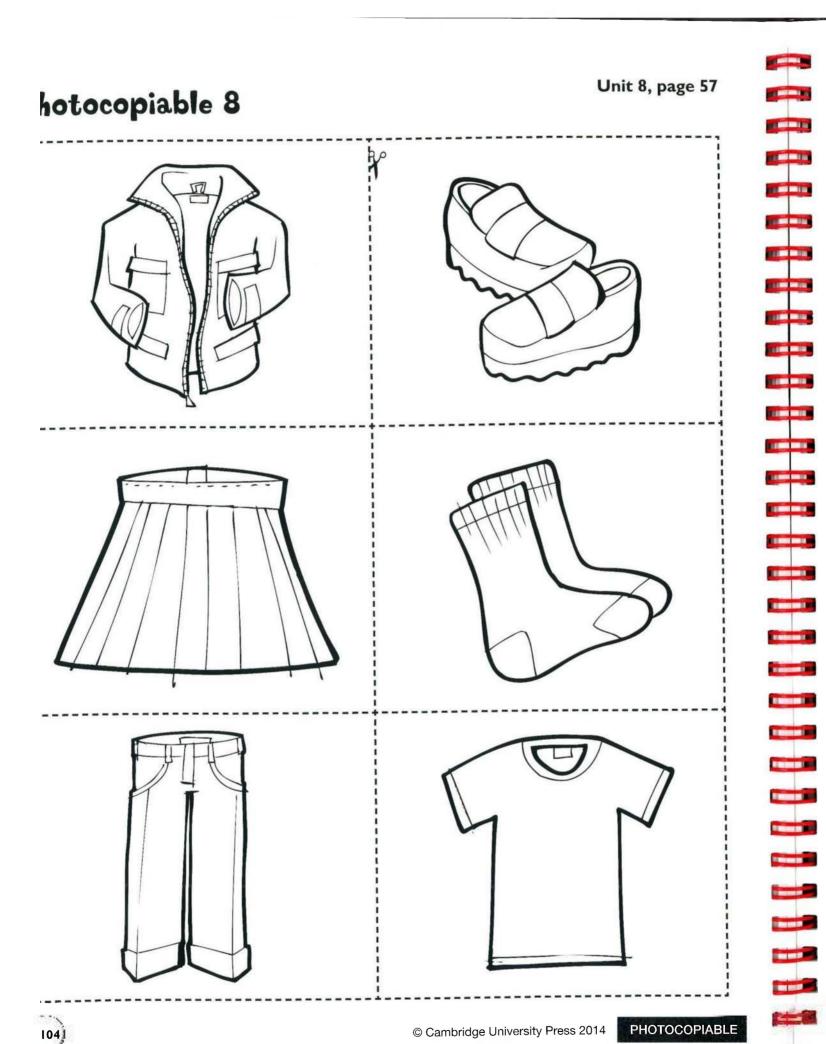


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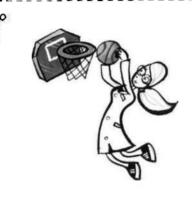
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PHOTOCOPIABLE

	giraffe		elephant		monkey			
	hippo		tiger		snake			
CANCE	crocodile		cat		horse			
	giraffe		elephant	CASE	monkey			
	hippo		tiger		snake			
	crocodile		cat		horse			
		hippo crocodile  giraffe  hippo	hippo  crocodile  giraffe  hippo  hippo	giraffe elephant  hippo tiger  crocodile cat  giraffe elephant  hippo tiger	hippo tiger  crocodile  giraffe  elephant  cat  hippo  figer  hippo  tiger  tiger  tiger  hippo  tiger			















play football

play basketball

play tennis

play the guitar

swim

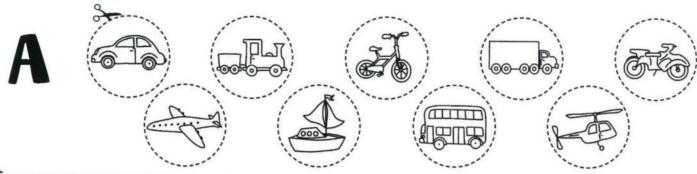
ride a bike

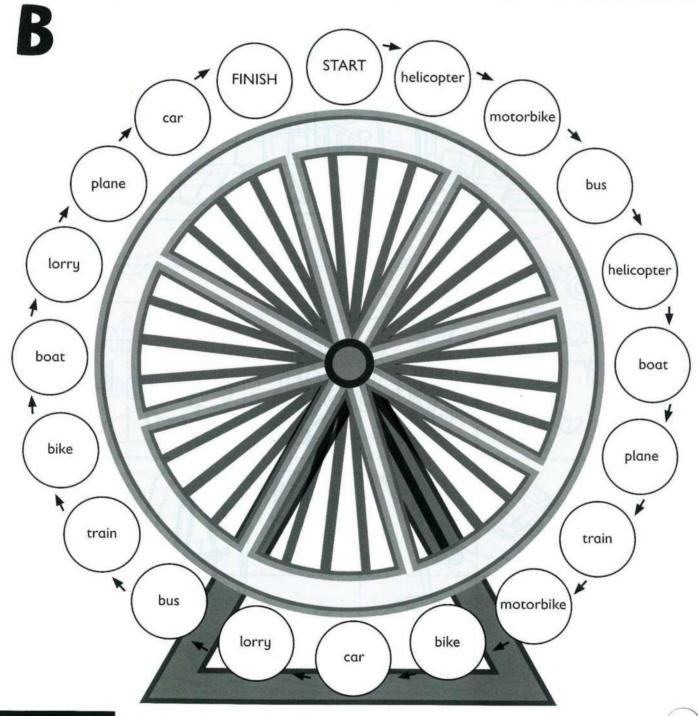
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TIOS

## Unit 10, page 71



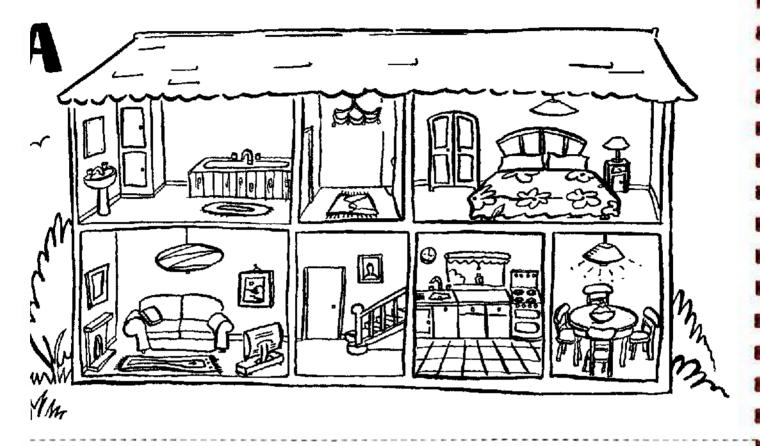


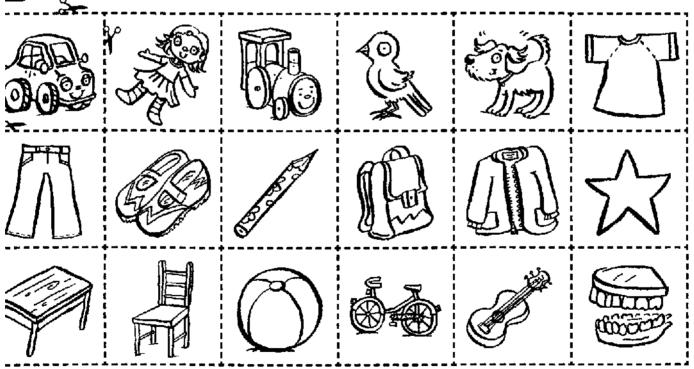
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T107

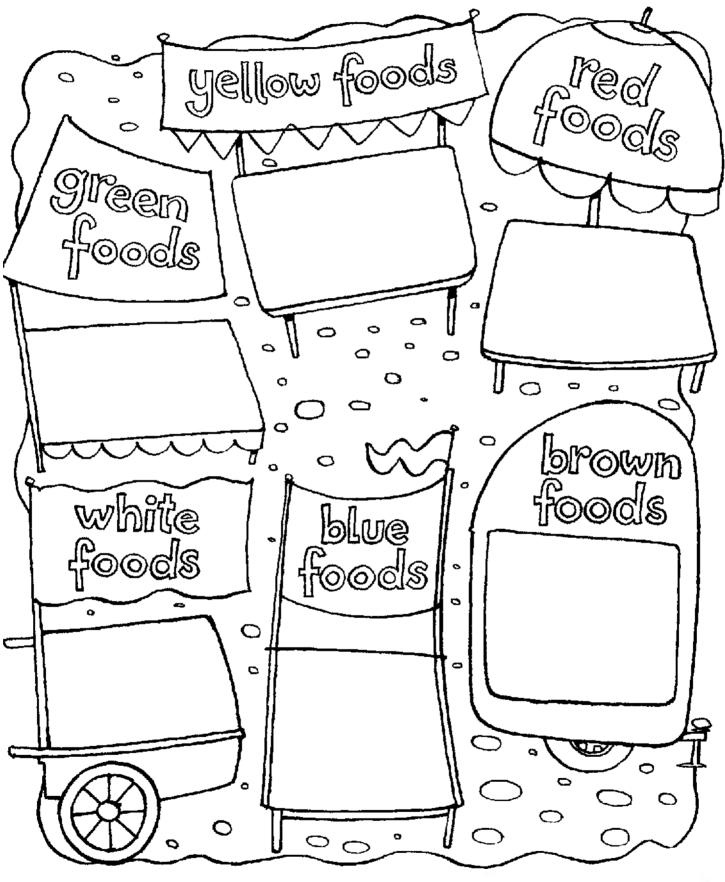
Unit II, page 78





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Unit 12, page 87



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# xtra activities

## 4

#### ra activity I: Guessing game

ne character flashcards (1-5+8) on the desk. Make sure :an't see. Take one flashcard and hold it facing you. Say his? Pupils take turns to guess. Show them when they guess :ly. Repeat.

#### ra activity 2: Role play

pils come to the front. Hand each pupil a character flashcard. :how their flashcards to the class in turn and say, e.g. Hello. y Star. Repeat.

#### 5

#### ra activity I: Air drawing game

2. Draw a *I* in the air with your finger. Repeat with the other s up to *ten* in sequence. Pupils draw the number in the air. ue, but say the numbers at random. Pupils work in pairs. They in turns to say a number for their partner to draw in the air.

#### ra activity 2: Pointing game

the ten cards each with a different number of dots between d ten around the room. Say numbers at random. Pupils point correct card. Say the numbers quickly and then quietly. Invite n turn to call the numbers.

#### 6

#### :ra activity I: Back drawing

pupil to come to the front and face the board. Stand so that ss can see you. Trace a large 3 with your finger on the pupil's Alternatively, if you prefer, you can trace numbers on the desk activity.) Repeat the drawing. Elicit the number from the pupil with the class. Repeat with another pupil and another number. work in pairs and play the game. Remind them to do it slowly make the number really big.

#### :ra activity 2: Matching the cards

the ten dot cards on the board at random. Write the wrong r between I and IO under each card, e.g. under the card with s, write 2. Invite pupils in turn to come and swap two cards one set of dots matches the number underneath. Repeat I the cards and the numbers match.

#### 7

#### ra activity I: Make a rainbow

ach pupil a paper plate and seven strips of tissue paper, each ferent colour. Pupils stick the tissue onto the plate to make a

ils get into groups of four and say the colour sequence of ainbow.

#### tra activity 2: Memory game

, five of the colour flashcards (from 20–26) on the board. rom pupils which colours are missing. Pupils say, e.g. Red. Take the flashcards off the board. Repeat with different s missing each time.

#### 8

#### tra activity I: Board slap

eams line up facing the board. Stick the colour flashcards is) on the board. Hand a ruler to the first pupil in each team. colour, e.g. Blue. The two pupils run to touch the colour. The in hit it with the ruler wins a point for their team. The two go to the back of the lines. Hand the rulers to the two pupils front. Continue until all the pupils have had a turn. The team ne most points is the winner.

#### Kid's Box Teacher's Book I

#### • Extra activity 2: Happy families

Pupils work in groups of four. They take the six character cards from Photocopiable I (see pages T95 and T97) out of the envelopes and place them face down on the desk. (There are 24 cards altogether.) Each pupil takes six cards in turn. Number the pupils: 1, 2, 3, 4. Number I starts. Pupil I asks Pupil 2, 3 or 4 (he/she can choose) for a card he/she wants, e.g. Maskman, please. If the pupil has it, he/she gives it to Pupil I. Then it is Pupil 2's turn to ask. The game continues. When one pupil has four cards the same, he/she puts them down on the desk and is the winner. Pupils put their cards in their envelopes.

#### Page 9

#### • Extra activity I: Counting game

Slowly look through Unit 1 of the book. Count aloud new vocabulary items that pupils have learnt, e.g. 1 snake, 2 stars, 3 toys. Pupils look at their books. Say a number. Pupils try to remember what the word is. Repeat.

#### • Extra activity 2: Pick a number

Show pupils the envelope containing numbers betwen *I* and *I0* on small pieces of paper. Say to a pupil *Come and pick a number*. The pupil comes and takes a piece of paper. He/She reads out the number and then goes back to his/her chair. Repeat with the other pupils. Say, e.g. *Threes stand up, please. Nines pick up a red crayon, please.* 

#### Unit 2

#### Page 10

#### • Extra activity I: Colour bingo

Review the seven colours. Pupils draw a small  $2 \times 2$  grid in their notebooks. They colour each square a different colour. Call out the colours one by one. When a pupil hears a colour, he/she puts a cross through that square. The first pupil to cross out all four squares is the winner and calls the colours in the next round. Repeat.

#### • Extra activity 2: Action game

Collect ten classroom objects from pupils, e.g. a red pencil, a green eraser. Pupils stand behind their chairs. Hold up, e.g. a blue pen, and say It's a blue pen. Hold up, e.g. four pencils and say Five pencils. Pupils stand still for true sentences and jump in the air for false ones. Pupils who do the wrong action sit on their chairs. Continue until you have a group of winners.

#### Page 11

#### • Extra activity I: True or false?

Pupils work in pairs. They take turns to make and correct other sentences about the pictures in Pupil's Book page 11 Activity 4. Some of the sentences can be true this time.

#### • Extra activity 2: Colour and say

Pupils colour their own pictures in Activity Book page II Activity 3. They take turns to tell each other about the colour of the objects, e.g. The book is red.

#### Page 12

#### • Extra activity I: Chant

Teach the following chant. Divide the class into different groups (e.g. boy/girl) and do the chant again.

How old are you?

How old is she?

How old are you?
I'm two, I'm two.
How old are you?
I'm two!

She's three, like me. How old is she? She's three!

How old is he? He's three. He's three. How old is he? He's three!

#### • Extra activity 2: Monster fun

Pupils draw and colour two pictures, one of a boy monster and one of a girl monster. They write the ages (between 1 and 10) on the back. Pupils work in groups of four. They put their pictures, monster side up, on the desks. They take it in turns to point to a picture by one of the other pupils and ask Is she (age)? They have one guess each time. When pupils guess correctly, they take the monster picture. The pupil in each group with the most monsters is the winner. Pupils take back their own monsters and stick them in their notebooks. They write the age underneath.

#### Page 13

#### Extra activity 1: Meet and greet!

You will need space for this activity.

Personalise the song from CDI, 27. Go up to a pupil. Say (Pupil's name x 2), how are you? The pupil replies I'm fine, thank you. I'm fine, thank you. How are you?

Repeat with different pupils.

Pupils stand up and find a space. Play the CD of lively music. Pupils move around. Pause the CD. Pupils make pairs and say: Pupil A: (Pupil's name x 2), how are you? Pupil B: I'm fine, thank you. I'm fine, thank you. How are you? Start the music again. Repeat.

#### • Extra activity 2: Match the words

You will need a stopwatch or timer and the classroom item flashcards. Make teams of six pupils. Stick the classroom item flashcards on one side of the board, in random order. Write the six words for the items on the other side (table, book, chair, eraser, pen, pencil), not in the same order as the pictures and with plenty of space between the words.

Demonstrate the game. Say Look, read and match. Point to the first word on the board and elicit the name (e.g. table). Ask pupils to point to the correct flashcard on the board. Move the flashcard next to the word label.

Say Now let's play. Call one team to the front of the class. They stand in a line. Call the first pupil from the team forward and say Look, read and match. Start the stopwatch or timer. The first pupil chooses one of the words and matches the flashcard. The other team members can help. The next pupil chooses a different word and matches the card, and so on, until all the words and cards are matched. Stop the stopwatch when the team have finished and check with the class that the words and cards match. Write the team's time down

Clean the board and set the game up again. Repeat with the next team of six pupils. Continue until each team has had a turn and then compare times to see which team was the fastest.

#### Page 14

#### Extra activity I: Memory game

Pupils use Pupil's Book page 14 Activity 10 for this game. They work in pairs. Pupil A closes his/her book. Pupil B asks Who's number 1? Pupil A responds, e.g. Mr Star. Then they swap roles.

#### • Extra activity 2: Colouring game

Give each pupil a blank piece of paper and read out the following instructions, using gesture to help show meaning and pausing after each instruction for pupils to draw:

Draw a table. Now draw these things on the table. Draw a book. Draw a pencil and an eraser. Draw a bag.

Say Colour your picture. Tell the pupils to choose a different colour for each item and to keep their picture hidden.

Pupils work in pairs. Pupil A asks about the colours of the objects in Pupil B's picture, e.g. What colour is the book? Pupil B responds without showing Pupil A the picture (e.g. It's red). After he/she has asked about all the items, Pupil A tries to remember all the colours of the objects in his/her partner's picture (The book is red, etc.). Pupil B checks and helps as necessary and then shows Pupil A the picture. Then pupils swap roles.

#### Page 15

#### • Extra activity 1: Matching game

Pupils play a game with the six picture dictionary stickers for Unit 2. They don't remove the backing sheets. Pupils work in groups of four. They place the 24 stickers face down on the tables in front of them. They take it in turns to turn over two stickers. They say what is on the pictures. If they match, the pupil takes them. If not, the pupil turns them face down again. Play continues until all the stickers have been matched.

#### • Extra activity 2: Chant

Teach the following chant line by line. Divide the class into different groups for different lines: quiet, loud, stand up, sit down and so on. Pupils can name other things in the room if they know them and create other verses.

School, school, we're in school. Desk, chair, pencil, We're in school.

School, school, I like school. Book, pen, eraser, I LIKE SCHOOL!

#### Page 16

#### Extra activity: Classroom object sums

Hand out pieces of paper for pupils to draw their own pictures of groups of classroom objects (one to ten objects) as in Pupil's Book Activity I. Have various pupils at the front to draw their sum on the board and ask their question. Pupils put their hands up to answer.

#### Page 17

#### • Extra activity: Greetings dialogues

Give pupils the photos cut from magazines of children with the information on the reverse. Tell the pupils to keep the pictures and information secret. Pupils move around the classroom greeting each other as if they were the people on the pictures. They ask and answer questions to gain information about one another. Tell them to think about the 'values' and make sure they are using friendly language such as Let's play and How are you? Choose pairs to act out their dialogues to the class.

#### Unit 3

#### Page 18

#### • Extra activity I: Disappearing flashcards

Display the toy flashcards (35–40) face up around the room. Elicit each one in turn and then turn each flashcard to face the wall. Point to each one in turn again. Pupils say them from memory. Continue. Turn one flashcard face up each time you elicit a word, until all the flashcards are face up again.

#### Extra activity 2: Pointing game

Display the school flashcards (27–32) and the toy flashcards (35–40) on the walls. Say, e.g. Point to the eraser. Point to the table. Point to the car. Give the instructions quickly, one after another. Pupils point.

#### Page 19

#### • Extra activity: Colour game

Show eleven crayons (one of each colour) to the class and hide them in your desk. Secretly take one and put it behind your back. Pupils ask questions to guess, e.g. Is it red? Answer Yes, it is. / No, it isn't. The pupil who guesses correctly comes to the front to choose a colour. Repeat.

#### Page 20

#### Extra activity: True or false

Place the toy flashcards (35-40) and the school flashcards (27-32) around the room, e.g. the doll under the desk. Pupils can help you. Pupils stand up. When you say a true sentence, pupils put their hands in the air. When you say a false sentence, pupils stay still. S sentences quickly, one after another, e.g. The bike is on the chair. The pen is under the table. Pupils who do the wrong action sit down. Continue until there is a small group of winners.

Extra activities (TIII



#### !1

#### a activity 1: Where is it?

ke out their sentence wheels from Photocopiable 3A. (If n't make them in the previous lesson, they can make them ne up the wheels to make a sentence. Pupils guess by asking, train next to the bag? The pupil who guesses correctly is r. Pupils play in pairs or in fours.

#### a activity 2: Guessing game

ressing game with the class. Place classroom objects around n where they are in, on, under and next to other objects. pupils don't notice (if you can). Divide the class into two ay, e.g. It's pink. It's under a chair. Pupils look around for the e.g. eraser. The first pupil to guess correctly wins a point team. Continue until all the objects have been found. The th the most points is the winner.

#### 22

#### a activity 1: Board slap

and slap from page 8 Extra activity I using the toy flashcards, the school flashcards (27–32) and the number flashcards

#### ra activity 2: Snap!

opiable 3B. **Either** pupils take out the envelopes with their is, **or** hand out the photocopies for pupils to make the cards 5 and T99). Pupils colour the objects on the cards as they

Is work in fours. They place the cards face down on the 'hey take turns to turn over two cards and say what they are, lue train, A red doll. If the objects and/or the colours match, sil takes the two cards. If not, the pupil turns them face down not it's the next pupil's turn. The player with the most cards is oner.

#### 23

#### ra activity 1: Role play

work in threes: Marie, Maskman and Monty. Play the CD story again (CDI, 51). Pause after each picture for pupils to in chorus in role. Pupils mime the actions as they speak. change roles. Repeat.

re confident threes can come to the front and perform their ays for the class.

#### tra activity 2: Say and mime

the actions for the prepositions. Play a game like Scissors, stone. Hold your hands behind your back and say *In*, *on*, *next to*. Just after you say *next to*, put your hands in front, showing one of the preposition mimes from page T20 itation. Hold your hands behind your back again, and say the thyme, but do a different action at the end. Pupils join in. They neir hands behind their backs, chant with you and then show osition mime. If it's the same as you, they stay in the game. If ferent, they sit down for one turn. Repeat.

#### t 4

#### 24

#### tra activity: True or false game

stand up next to their chairs. Say sentences in turn, e.g. is her sister. Simon is her father. Pupils sit on the floor when the nce is correct. They sit on their chairs when it's incorrect. one plays the game until the end.

#### Page 25

#### • Extra activity 1: Team game

Put the flashcard of Stella (3) in the centre of the board. Put the other family flashcards (1, 2, 4, 5, 45, 46) around Stella. Make two teams. Teams line up facing the board. Call out, e.g. Her mother. The first pupil in each team races to the board to touch the correct flashcard. Award a point to the first pupil to touch the correct card. The two pupils go to the back of their lines. Repeat.

#### • Extra activity 2: Family chant

Teach the following chant. Display the family flashcards (1–5, 45, 46). Pupils clap each line and then point to the flashcard when they say the name.

She's her mother, mother, mother, She's her mother, Mrs Star. She's her sister, sister, sister, She's her sister, Suzy Star. He's her father, father, father,

He's her father, Mr Star.

He's her brother, brother, brother, He's her brother, Simon Star. She's her grandma, grandma, grandma, She's her grandma, Grandma Star.

He's her grandpa, grandpa, grandpa, He's her grandpa, Grandpa Star.

#### Page 26

#### Extra activity: What's missing?

Display the family flashcards (1–5, 45, 46) on the board. Say *Put your heads on your desks and close your eyes*. Check that pupils aren't looking and then take away one flashcard. Say *Open your eyes*. What's missing? Pupils answer. Show the flashcard when they guess correctly. Repeat, removing a different flashcard each time.

#### Page 27

#### • Extra activity I: Team mimes

Place two chairs at the front, with the backs facing the board. Make two teams. Invite one member of each team to come and sit in a chair. Stick an adjective flashcard on the board. The class can see it, but the two pupils in the chairs can't. Make sure they don't turn around. Pupils in the teams mime the adjective. The first pupil in the chair to say the correct adjective wins a point for their team. Repeat with other pupils and other adjectives.

#### • Extra activity 2: Record it!

Practise the song from Pupil's Book page 27 Activity 7 (CD2, 11) again with the students. Tell them you are going to record them. Record them, using a cassette recorder or a video recorder. Play the recording back to the class.

#### Page 28

#### • Extra activity I: Body shapes

Review the phonemes /s/, /m/, /t/, /b/, /d/ and the letters (s, p, t, b, d). Pupils work in groups of three. The three of them make the shape of one or more of the letters with their bodies. Groups demonstrate to the class.

#### • Extra activity 2: What's in my bag?

Place about five small known objects in a bag, e.g. pencil, small book, small ball, ruler, eraser. Don't let pupils see what you put in the bag. Invite a pupil to come and put their hand in the bag. They don't look. They feel the object and guess what it is. The pupil takes it out to check. Repeat with the other objects.

#### Page 29

#### • Extra activity I: Board game

Photocopiable 4. If pupils have not played before, follow the instructions on page T95.

If pupils have played before, make pairs and hand out the dice, boards and a coin to each pair. Monitor pupils as they are playing. The first player to reach the Finish is the winner. Pairs who finish first can play again.

#### • Extra activity 2: Disappearing flashcards

Play the Disappearing flashcards game from Page 18 Extra activity I with some of the character flashcards (I-8, 33, 34) and a selection of the other flashcards (maximum of 12).

#### Page 30

#### • Extra activity: Colours challenge

Pupils use their colour knowledge to challenge the class. As with the palette in Pupil's Book Activity I, pupils colour two patches of colour on a piece of white paper, taking care to leave a space in the middle. Pupils pass the paper to another pupil to colour in the new colour (made by mixing the two together). The pupil colours, and then says the complete sentence, e.g. Yellow and blue is green.

#### Page 31

#### • Extra activity: Situations mime game

Pupils work in small groups to make up situations to mime to the group. Tell them to make up a situation in which there is a compliment, an apology or an offer. Write Wow!, I'm sorry! and Here you are on the board. Monitor and check that pupils are choosing one of the three situations. Choose groups to do their mime for the class. The rest of the class say what the situation is by reading a phrase from the board: a compliment (Wow!), an apology (I'm sorry) or an offer (Here you are).

#### Review Units 1-4

#### Page 32

#### • Extra activity I: Play a game

Play one of the photocopiable games from Units 1-4 with the pupils.

#### • Extra activity 2: Sing a song or do a chant

Choose one of the songs or chants from Units I–4 to do with the pupils. Do it without the CD.

#### Page 33

#### • Extra activity I: Chant

Teach the following chant to the pupils, to review the adjectives and the actions. Divide the class into two for the questions and answers. Change roles and do the chant again.

Who is happy, happy, happy? Who is happy now?

We are happy, happy, happy.

We are happy now.

Repeat for sad, young, old, ugly, beautiful.

#### • Extra activity 2: Object puzzle

Tell pupils to put the following objects on their desks: bag, eraser, blue pencil, red pencil, green pencil, book. Give pupils instructions to follow, e.g. Put the blue pencil in your bag. Put your bag under your chair. Put the red pencil next to the eraser. Put the green pencil on your chair. Pupils take turns to be the callers and then continue the game in pairs.

#### Unit 5

#### Page 34

#### • Extra activity: Board slap

Play Board slap from page 8 Extra activity I using the pet flashcards (47–52).

#### Page 35

#### • Extra activity: Wordsnake

Write *computertraincar* on the board. Elicit and circle the words (computer, train, car).

Make pairs. Display the large wordsnake on poster paper: horsedollpencatballdogeraserbookmousebikefishchairbird. Pupils race to find the words. Check by inviting pairs to say the words and to come and circle them on the snake.

#### Page 36

#### • Extra activity I: Class game

Draw a  $3 \times 3$  grid on the board. Number the squares (I-9). Stick a flashcard face down in each square. Choose from the characters (I-5, 45, 46) and the pets (47-52). Make two teams: Horses and Cats. Cats choose a square. Turn over the flashcard. Ask, e.g. What/Who is it / are they? or Is it/he/she big? If they answer correctly, draw a large O in the square. If not, replace the flashcard with another one. Horses choose a square. Continue until one team has a line of Os or Xs, or all the squares have Xs or Os.

#### • Extra activity 2: Spot the difference

Brainstorm the twelve known adjectives (long, ugly, etc.). Make pairs. Hand out Photocopiable 5A and B to each pair. Pupils look at the pictures and find differences. If pupils used the material for page 35, they find more differences (underlined below). If not, they can find the ones from the previous lesson, **plus** the ones below. They circle them in pencil. Check with the class.

#### Key:

A: One cat under a <u>clean</u> table

A: Big old horse

A: Six dogs, three big, three small

A: Four mice

A: One fish
A: Eight beautiful small birds

B: Two cats on a dirty table

B: Beautiful <u>small</u> horse B: Five dogs, <u>one long</u>,

four short B: One mouse

B: One mouse

B: Two fish (one small)
B: Nine beautiful small birds

#### Page 37

#### • Extra activity I: What is it?

Place a selection of classroom objects around the room. Look thoughtful. Say I'm thinking of something. It's red and long. What is it? (pencil). Pupils take turns to guess. Repeat with the other objects, practising as many adjectives as you can.

#### • Extra activity 2: Colour and say

Pupils work in pairs. Each pupil draws a new route in Activity Book page 36 Activity 6, using a green pencil. They don't look at each other's routes. They sit facing one another, holding their books up so their partner can't see. Pupils take turns to say their route and draw their friend's route, using a yellow pencil. They check together. Early finishers can colour the pictures.

#### Page 38

#### • Extra activity I: Draw and write

Review favourite by holding up pictures of favourite toys from Unit 3. Display the pet flashcards, look thoughtful and point to, e.g. the cat. Say My favourite pet's a cat. Nominate pupils and say (Name), what's your favourite pet? The pupil chooses from the pets on the board. Repeat with different pupils. Say Draw your favourite pet and write the word. Write the words for the pets under each flashcard on the board for pupils to copy (or call volunteers to the board to write the words). Pupils draw, write and then colour. Make a class display of their pictures.

Extra activities

#### ra activity 2: Our favourite dogs

out the dogs in Activity Book page 38 Activity 9. Draw a 4 row x 7 column grid on the board for pupils. At the top column (except the first), write the numbers I-6 to match nbers of the dogs. In three of the squares on the left of the vrite the names of three pupils. In the other square, write Ime. Ask one of the pupils whose name you've written: What's ourite dog? The pupil responds with a number corresponding Dicture, e.g. Number 4. Put a tick in square 4 for this pupil. with the other two pupils. Then put a tick in one of the 5 for yourself.

Is copy the empty grid and ask and answer in groups of four. ck for themselves first.

a show of hands to find out which dog is the class's favourite.

#### 39

#### ra activity I: Bingo game

ne pet flashcards (47–52) on the board. Add other flashcards e a total of ten, e.g. two colours and two school. Write a r between I and IO under each flashcard. Demonstrate the or pupils.

ils draw a  $2 \times 2$  grid in their notebooks. They choose four lours/school words from the board and in pencil write the bonding number in each square. Say, e.g. Horse. Pupils who le number corresponding to the horse make a line through lare. Continue calling out the other words. When pupils have dout all four squares, they shout Bingo!

#### ra activity 2: Match the halves

the large piece of paper with the split words: do - sh, fi - rd, mou - t, bi - rse, ca - g. Don't tell pupils what to donem time to work it out. As they do, invite individuals se and draw lines to make the whole word each time.

log, horse, fish, mouse, bird, cat

#### ; 6

#### 40

#### :ra activity I: Read and point

use Pupil's Book page 40 Activity I. They take it in turns to o the words and to the part of their face, e.g. Pupil A points word Eyes, and Pupil B points to his/her eyes and says Eyes.

#### tra activity 2: Chant

the following chant. As you say the words, count the numbers in fingers and at the end touch the face part. Pupils copy. We two groups. Everyone counts the numbers. One group asks estions, and the other replies. Change roles and repeat.

vo, three, four, five,

's your eye? Where's your eye?

vo, three, four, five, my eye. Here's my eye.

: for nose, ear, mouth, teeth (plural Where're ... / Here're ...).

#### 41

#### tra activity: Swapping game

y the face flashcards (53–58) on the board. Under each one, the wrong word, e.g. under eye, write *Ear*. Say *Is this OK?* In pupils match the words with the pictures. One pair comes to ard and swaps two flashcards around so that one flashcard is the correct word. Repeat with other pairs. Stop when all are it.

#### Page 42

#### • Extra activity I: Toy families

Pupils take out their toy cards from Photocopiable 3B. Quickly review the words by saying, e.g. Hold up the train.

Pupils work in fours. They put the 24 cards face down and mix them up. Each player takes six cards and looks at them. The aim is to get four toys the same. Pupil I asks any other player for a card by saying, e.g. Have you got a train? Pupil 2 replies Yes/No. If he/she has, he/she hands it to Pupil I. Pupil 2 asks for a card. When a player has a set of four, he/she puts them down on the table. The player(s) with the most sets at the end is/are the winners.

#### • Extra activity 2: TPR game

Play a TPR game with the class. Demonstrate the game. Say, e.g. Everyone with blue eyes, stand up. Everyone with short hair, point to the window. Continue, recycling the adjectives, face and body parts and instructions.

#### Page 43

#### • Extra activity I: Group song

Make groups of six. Groups will need their troll stick puppets from Photocopiable 6, or give them one of the troll faces from the warmer. They choose one of the puppets in their group. They practise singing the song from Pupil's Book page 43 Activity 7 (CD2, 49) about their puppet and changing the words to match the colours. Select more confident groups to come and sing their song to the rest of the class. Help the groups as they are singing to the class.

#### • Extra activity 2: Guess the word

Draw six circles on the board. In each one, write the letters for a face word. Don't write them in the right order. Put pupils into pairs. They write the words correctly, without looking in their books. Check by asking pairs to say the word, e.g. *Mouth* and point to their

#### Page 44

#### • Extra activity I: Spin and draw a monster

Pupils take out their number spinners from Review Units 1–4. Display the face part flashcards (53–58). Write a number between *I* and 6 under each one. Demonstrate the game. Spin a spinner, and say the number and the face part, e.g. *Two. A nose*. Draw a nose. Spin the spinner again. Say the number and the body part, e.g. *Four. Three* eyes and draw them to continue the monster's face. If you get the same number twice, miss a turn.

Make groups of four. Pupils take it in turns to spin and draw. The first in each group to draw the complete face is the winner.

#### • Extra activity 2: Board slap

Play Board slap from page 8 Extra activity I using some /fr/, /gr/, /br/words.

#### Page 45

#### • Extra activity I: Role play

Pupils work in groups of four. Play the CD of the story from Pupil's Book page 45 Activity 11 (CD2, 54) again. Groups do the actions along with the CD. More confident groups can role play the story for the class.

#### • Extra activity 2: Puppet game

Pupils take out their stick puppets from Photocopiable 6 and hold them up. Play an action game. Demonstrate it first with the class. Say, e.g. Puppets with blue hair, stand up. Pupils stand up if their puppets have blue hair. Continue combining face parts and actions to give pupils all a chance to move, e.g. big mouth / point to the door, small ears / sit down, red mouth / touch your nose.

#### Page 46

#### • Extra activity: Guess the sense game

Put the pupils into five groups, one for each sense. Give the groups the name of their sense on a piece of paper and tell them to keep it secret. In their groups, pupils think up things to draw to represent that sense. Pupils help each other with the vocabulary. A pupil from each group presents the pictures and says the words. The other pupils think in their groups and put their hands up to guess the sense the other group is describing. Repeat with the other groups.

#### Page 47

#### • Extra activity: Sentence jumble

Write these sentences on the board, but mixing up the order of the words, e.g. is cat My beautiful:

My cat is beautiful.

I feed my fish.

I look after my pet.

I wash my horse.

My fish is beautiful.

This is my dog.

Pupils write the correct sentences and put their hands up when they have the answer.

#### Unit 7

#### Page 48

#### • Extra activity I: Animal mime

Pupils stand in a space. Play the CD of lively music. Pupils move around. Pause the CD. Say *Now be elephants*. Pupils mime elephants. Clap your hands. Pupils stop. Restart the CD. Pupils move again. Repeat for the other animals. Check pupils are paying close attention by saying the same animal again.

#### • Extra activity 2: Word chains

Play a word game around the class. Start the chain. Say I've got a snake. Pupil I says I've got a snake and a giraffe. Pupil 2 says I've got a snake, a giraffe and an elephant. Continue for two or three more goes (pupils can use wild animals and pets). Clap your hands. Say School things. The next pupil starts a chain with school things. Repeat with other word families, e.g. face parts.

#### Page 49

#### • Extra activity I: Word shapes

Display the animal words cut in half and stuck on a large piece of paper. Say *Look at this. What animals are they?* Pupils work in pairs. They match the word halves. Check with the class, writing the other half in a different colour from the original.

#### • Extra activity 2: Draw the animals

Draw two rows of four simple rectangular frames on the board. Number the frames in each row 1 to 4. Say Copy these boxes. Write numbers 1, 2, 3, 4. Pupils draw the frames in their notebooks.

Draw a wild animal (giraffe, crocodile, etc.) in each frame in the top row on the board. Say *Hide your notebook*. *Draw animals in the boxes at the top*. *Choose different animals*. Pupils draw four animals in the boxes in the top row in their notebooks. Make sure they choose different animals from you and that they keep their pictures secret. Set a time limit of 3–5 minutes. While pupils are working, draw four animals in boxes numbered 1 to 4 (e.g. a tiger in box 1, a giraffe in box 2) on a piece of paper.

Pupils work in pairs. They sit facing one another, holding their notebooks up so their partner can't see. Demonstrate the language to the pupils. Hold up your piece of paper (with the pictures hidden) and say *In number 1, I've got a tiger. You draw a tiger in number 1.* Pupils take turns, e.g. Pupil A says a sentence and Pupil B draws the animal in the correct box. Set a time limit of five minutes.

Pupils look and check.

#### Page 50

#### • Extra activity I: Memory game

Place 12 classroom objects, e.g. two erasers, seven pencils (two red, two green, three yellow) and three books, where pupils can see them. Pupils look for one minute. Cover the objects with a cloth. Ask questions and pupils write the answers, e.g. How many books? How many yellow pencils? Pupils check in pairs. Take the cloth off for pupils to check.

#### • Extra activity 2: Animals

Display the wild animal flashcards (59–65) and pet flashcards (47–52). Make two teams. Place two chairs at the front, with backs facing the board. A pupil from each team sits on each chair. They don't look at the board. Write an animal name on the board, e.g. Hippos. Pupils in the teams shout clues to their team mates on the chairs, e.g. They've got big mouths. They've got short tails. They've got small ears. The first pupil on the chair to guess correctly wins a point. Two new team members come to the chairs. Repeat. The team with the most points at the end is the winner.

#### Page 51

#### • Extra activity: More wordsnakes

Pupils work individually. They use their picture dictionaries to make a wordsnake for another pupil in the class. Give them a limit of words to hide, e.g. six. Remind them to add extra letters to make it more difficult. Pupils swap wordsnakes, circle the words and then check in pairs.

#### Page 52

#### • Extra activity I: Sound families

Display flashcards (picture side) for all the pictures in Activity Book page 52 Activity 8 around the edge of the board. Draw three large circles across the middle of the board. Place an /a/ picture in the first circle, an /e/ picture in the second circle, and an /i/ picture in the third circle.

Pupils work in pairs and decide what other flashcards to put in the circles to make the sound families.

Check by asking pupils to come and place one of the flashcards in one of the circles and to say the vowel sound. Ask the class for confirmation.

#### • Extra activity 2: Colour dominoes

Photocopiable 7. Make groups of three. Hand out the domino envelopes. Pupils each take six cards and colour the animals, using unusual colours and more than one colour for each animal.

Pupils play the domino game again. They say the animal's colour as they make the match, e.g. A green and purple snake. They play the game in the same way as before.

#### Page 53

#### • Extra activity I: Crazy animals

Show the picture of a 'sniger'. Tell pupils it's half snake and half tiger. Say, e.g. Snigers have got short legs, black and yellow bodies, long tails and a lot of teeth, and they haven't got ears.

Show pupils how you made the name of the new animal from two animals. Elicit or suggest others, e.g. *Hiraffe*, *crocopo*, *telephant*, *girger*, *eleraffe*.

Pupils work in pairs. They invent a new animal, draw it and write the name. Pupils show their animal to other pairs and describe it. More confident pupils show theirs to the class.

Display the pictures.

#### • Extra activity 2: Animal bingo

Play the Bingo game from Page 39 Extra activity 1, but using wild animals (59-65) and pets (47-52).

#### 8

#### 54

#### ra activity I: Memory game

irs: A and B. Place the clothes flashcards (66–71), plus (38), crocodile (59), ball (36) and chair (29) on the board. number between I and IO under each one. After 30, Pupil B turns to face the back of the class (so he/she can't board). Pupil A asks, e.g. What's number 6? What colour rousers? Pupil B answers. Pupil A keeps a score of correct in After one minute, clap your hands. Pupil B looks at the picket. Move the flashcards. Repeat with Pupil B asking and answering. The pupil with the highest score in each pair is

#### a activity 2: How many?

oups of four. They look at the clothes they are all wearing. It your clothes. Point to, e.g. the skirts, and say Count. How irts? Pupils count the clothes in their group. Pupils respond, re got two skirts. We haven't got trousers.

the numbers from groups. Draw a simple grid on the board e clothes items x the number of groups) and record the s from each group. Comment on the information like this: t a lot of socks. We haven't got jackets.

#### 55

#### a activity I: Flashcard game

pils come to the front. Each one chooses a clothes flashcard 3–71). They hold them behind their backs. Ask one pupil 1s, e.g. Have you got a blue T-shirt? Continue asking until the 1ponds Yes, I have. The class ask questions of the other three the same way.

oupils sit down. Make teams of four. Each team chooses an ame, e.g. Cats. Write these on the board. One team comes ont and takes and holds behind their backs four flashcards. For of another team comes and asks questions, e.g. Have you rousers? to guess the clothes. He/She can ask five questions. or other team members.

ng: One point for each grammatically correct question, five the pupil answers yes on the first question, four points if ne second and so on.

s take turns. The team with the most points is the winner.

#### a activity 2: Snap!

CD of lively music. Pupils skip around the room. Pause the ils find a partner and take turns to say what their favourite are from Activity Book page 55 Activity 4. If any are the ey shout Snap! Elicit from pupils: Our favourite clothes are ... CD again. Pupils move on. Repeat.

#### 16

#### a activity I: Who is it?

or three sentences to describe a pupil in the class, e.g. Who s got blue eyes. She's got long, brown hair. She's got black shoes. ke turns to guess. They have three guesses. If they don't bu win a point.

work in pairs. Each pair looks around and thinks of three is about one of the pupils in the class. Elicit the sentences of the pairs. The other pupils have three guesses. If they ass, the pair wins a point. If a pair guesses correctly, they int.

#### nue

#### a activity 2: Look and remember

ok at the pictures in Activity Book page 56 Activity 5 for ds. They close their books. Ask questions, e.g. 1. Has May ? 2. Has Tony got a cat? Pupils write the number in their ks and a tick or a cross for 'yes' or 'no'. Ask ten questions.

Pupils exchange notebooks for checking. Ask the questions again. Elicit the correct response (Yes, he/she has. / No, he/she hasn't.). Pupils mark their friend's work.

#### Page 57

#### • Extra activity I: Do as I do

Pupils each draw a large  $2 \times 3$  grid in their notebooks. They number the squares l-6. They work in pairs, A and B. They place their notebooks so they can't see each other's grids. Pupil A places their cards from Photocopiable 8 in the squares. Pupil B asks questions, e.g. What have you got in number 2? and then places their cards in the same place. At the end, they check to see if the cards are in the same places. Pupils swap, with Pupil B placing the cards and Pupil A asking.

#### • Extra activity 2: Fashion show

Demonstrate the activity for the pupils. Ask a pupil to come up and walk in front of the class. Say *This is* (name). She's got black shoes (the pupil does a flourish with her shoes). She's got a white shirt (the pupil shows off her shirt). She's got brown hair (the pupil shakes her head), etc. Repeat with another pupil.

Pupils work in groups of four. They choose one person for their fashion show. Each pupil chooses one sentence to say about him/her. Groups take it in turns to do the fashion show in front of the class. The show can be videoed.

#### Page 58

#### • Extra activity 1: Spot the sound

Display flashcards of words with the sounds 'a', 'e', 'i' and 'o' on the board, picture side up (e.g. cat, black, bag, pen, ten, red, fish, hippo, six, orange, doll, crocodile). Make two or three teams. Teams line up with one person in each team at the front, nearest to the board. Say Listen and find cards with the sounds. Say one of the sounds (e.g. /i/). The pupil from each team who is near the board has to come to the board and take one of the flashcards with that sound (e.g. the hippo). Whoever does this first gets a point for their team. The pupils who were at the front move to the back of the line, Repeat with the pupils who are now at the front. Continue in this way, keeping score. Replace the flashcards so that all the team members get a turn. The winning team is the one with the most points at the end of the game (or after a time limit set by you).

#### • Extra activity 2: Matching game

Pupils play a matching game in groups of four, using their cards from Photocopiable 8. Pupils take out their six cards and place them face down on the desk. They mix the 24 cards around. The first player turns over two cards and says what they are, e.g. Yellow socks, a red shirt. If the cards are the same, the player keeps them. If they are different, the player turns them face down again. Play moves to the next player. Play continues until all the cards are matched. The player with the most pairs is the winner. Remind them of the game language It's my turn | It's your turn.

#### Page 59

#### • Extra activity I: Role play

Pupils work in groups of four. Play the story from Pupil's Book page 59 Activity 11, CD3, 31. They speak and act along with the CD. Give them time to practise without the CD. Monitor the groups and help where necessary. More confident pupils can come to the front and perform.

#### • Extra activity 2: Word halves

Display the large piece of paper with the split words on it: jac - sers, sh - shirt, sk - ket, so - irt, trou - oes, T - cks. Don't tell pupils what to do. Give them time to work it out. As they work it out, invite individuals to come and draw lines to make the whole word each time. Another pupil then comes and places the flashcard of the item next to the word.

Elicit each word from the class.

#### Page 60

#### • Extra activity: Animal gap fill

Pupils work in pairs to make their own gap fill about one of the animals. They can use the model in Activity Book page 60 Activity 2 to help them.

You might like to revise some colour and body parts vocabulary to help the pupils.

Check the texts and choose one or two to write on the board for the class to do together.

#### Page 61

#### Extra activity: Polluted or unspoilt picture?

Pupils work in pairs. Give each pair a photo of a place, e.g. a park, river or forest, which is either polluted or unspoilt. Pupils use the language and vocabulary that they have practised in the lesson to write two or three sentences about their picture in their notebooks.

Go around checking the sentences and then choose volunteer pairs to talk about their pictures in front of the class. Pupils do the talk without showing their picture and the rest of the class have to guess what the picture shows (they say happy or sad). Then the pair show the picture.

#### Review Units 5-8

#### Page 62

#### • Extra activity I: Play a game

Play one of the games from Units 5–8 with the pupils.

#### • Extra activity 2: Sing a song or do a chant

Choose one of the songs or chants from Units 5–8 to do with the pupils. Do it without the CD but with the actions.

#### Page 63

#### • Extra activity I: Guess the square

Make pairs. Pupils play a guessing game using the board on Pupil's Book page 63. Pupil A chooses a square without telling his/her partner which it is. He/She makes one or two sentences as a clue, e.g. It's small and grey. It's got four legs. Pupil B says the word and points to the correct picture (e.g. Mouse!). Then they swap roles.

#### • Extra activity 2: Consequences

Prepare sheets with text and lines as shown below and photocopy one for each pupil:

1. It's	(colour).
2. It's got a	(big/small) head.
3. It's got	(four/two/no) legs.
	ree. Each pupil needs a pencil. Hand out the

Make groups of three. Each pupil needs a pencil. Hand out the sheets you have prepared. Say Write. Then fold. Write. Then fold. It's a secret! Each pupil completes the first sentence with a word. They fold the paper so their friend can't see and pass it to the left. Continue until all the sentences are complete and pupils get their original paper back. Pupils unfold the paper and take turns to read the description of their animal to the rest of the group.

#### Unit 9

#### Page 64

#### • Extra activity I: Group game

Demonstrate the game. Six pupils come to the front. Make a group of seven, including yourself. Elicit an action from the class, e.g. *Ride a bike*. Mime riding a bike. Say a pupil's name in the group and another action, e.g. *Maria*, *play tennis*. 'Maria' mimes playing tennis and then says the name of another pupil in the group and another action. Repeat for all the actions, encouraging pupils to name each other at

random (not in order around the circle) and to repeat some of the actions.

In groups, pupils play the game.

#### • Extra activity 2: Mime game

Show the action flashcards (72–78), word side, quickly to pupils. Choose two pupils. One mimes the action; the other says it. Repeat. Use the flashcards more than once and include as many pupils as you can. Display the flashcards, word side, and point to each one. Pupils chorus the action.

#### Page 65

#### • Extra activity: Whisper game

Make four teams. Teams line up, facing the board. Whisper a different action to the first member of each team, e.g. Swim. Play the piano, etc. Say Ready, steady, GO! The first member of each team whispers the action to the next member and so on to the end of the line. The pupil at the end runs to the front and mimes the action. Elicit what the actions are from the members of the team. Award points for the correct mime and for the correct phrase. The pupil from the back comes to the front of the team. Repeat. The team with the most points at the end is the winner.

#### Page 66

#### • Extra activity I: Can you or can't you?

Photocopiable 9a. Pupils need only the picture cards. Make groups of four. Pupils put the 24 cards face down in front of them. Pupil A turns over a card and places it next to him/her and says, e.g. *I can swim* or *I can't swim*. Pupil A says to one of the group *Can you?* The pupil answers Yes or *No*. Pupil B turns over a card and does the same. Play continues until all cards have been turned over.

Say to one group *Tell me about* (group member, e.g. *Peter*). Can he swim? 'Peter' doesn't reply. The other group members answer. Check other groups in the same way. Pupils put their cards back into their envelopes.

#### • Extra activity 2: Class survey

Draw a 6-column x 2-row grid on the board. Write one action from Activity Book page 66 Activity 5 for each column. Write can next to the first row and can't next to the second. Make groups of six. Pupils report the numbers for their group for each activity, e.g. Six can swim. Three can't ride a bike. Write the totals, e.g. 25 in the grid. Circle two actions: one which most pupils can do, and one which most pupils can't.

#### Page 67

#### • Extra activity I: Can you?

Ask a pupil Can you swim? The pupil replies, e.g. Yes, I can. This pupil then asks another pupil a question about what they can do and the activity continues around the class. Encourage pupils to ask each other at random (not in desk order). Focus pupils on the use of the strong form of Can in questions and responses, e.g. Can you swim? Yes. I can, and the weak form in statements, e.g. I can ride a bike.

#### • Extra activity 2: Place the cards

Pupils take out copies of Photocopiable 9a. They need only the word cards. Draw a simple  $6 \times 2$  grid on the board for them to copy. Along the top, write the numbers I-6. At the side, write Can next to the top row and Can't next to the bottom row. Say six sentences, e.g. I. I can't swim. 2. I can ride a bike. 3. I can't play the guitar. 4. I can't play basketball. Pupils listen and place the cards in the right place on their grids. Make sure you say the sentences at normal speed, so that can sounds very short. They check in pairs. Check with the class, using the flashcards.

Pupils play the game in pairs, taking turns to place cards in their grid and to say sentences about them for their partner to listen and place. Remind them to sit facing one another, hiding their books so their partner can't see.

#### e 68

#### tra activity I: How many words?

teams of four or five. Pupils have their books closed. Each chooses someone to write. Pupils in their teams think of as words with the sound *l* as they can, and one person writes on a piece of paper. Set a time limit for the game. When me is up, the team with the most correct words wins. See nany words the class can think of working together – elicit ords from the winning team and write them on the board; 1sk the other teams to come up and write down words they ht of that the winning team didn't write. Examples of words are: hello, look, listen, yellow, purple, blue, black, table, pencil, ball, 1ll, basketball, doll, family, ugly, long, clean, beautiful, old, crocodile, 1nt, animal, leg, tail, play.

onot allow words where the letter *l* is silent or forms part by sound (e.g. walk, talk), as the game is about sounds not

#### tra activity 2: Clapping game

y the action flashcards (72–78) on the board at random. w them by asking around the class, e.g. Can you swim? Can you bike?

ach the following chant to the class. Pause after can/play/ride in rst two lines of each verse. During the pause, clap twice loudly. chorus, start very quietly and then get louder and louder. cit other actions to complete the verses and chant the new s with the class (can ... read, write, play the piano/basketball/... ride an elebhant).

.. swim. I can ride ... a bike.
.. draw. I can ride ... a horse.
can. Yes, I can.
can. Yes, I can.
Yes, I can. Yes, I can.
Yes, I can. Yes, I can.
Yes, I can. Yes, I can.

olay ... football. olay ... the guitar. can. Yes, I can. can. Yes. I can.

#### ∍ 69

#### tra activity I: Snap

game of Snap, using the cards from Photocopiable 9a. Pupils 1 pairs. Each pupil takes out their 12 cards, shuffles them and them so that they can't see them (their partner can't see them '). Pupils count together: 1, 2, 3. At the count of 3, they both 1e top card from their pile face up on the desk. They continue 1is until there is a match (two pictures the same, two phrases 1me, or a matching phrase and picture). Then pupils shout The first to say it says what the cards are (e.g. ride a bike), and 1akes all the cards in both face-up piles and puts them at the 1 of the cards in their hand. Play continues. Set a time limit for 1me. The first player to win all the cards from his/her partner winner.

#### tra activity 2: Matching cards

take out the cards from Photocopiable 9a. They colour the e cards. They then stick the cards in their notebooks, placing ord card underneath the picture card. They write one (or sentence(s) under each one, e.g. I can ride a bike. My bike is I can't swim.

#### t 10

#### e 70

#### ctra activity I: Bingo

he Bingo game from Page 39 Extra activity 1, but using bus, lorry, bike, helicopter, plane, boat (79–84); horse (50), car (35), train (40).

#### • Extra activity 2: Ask and answer

Pupils use the material in Activity Book page 70 Activity I for a game. They work in pairs and take turns to ask questions about the pictures, e.g. What colour's the lorry? What's yellow? Extend to a team game. Make two teams. Members of the teams take turns to ask a question of the other team. Award one point for a correct question and one point for a correct answer. The team with the most points at the end is the winner.

#### Page 71

#### • Extra activity: Tongue twister

Teach the following tongue twister. Say it slowly as a class first, then go faster and faster. Make pairs. Pairs practise saying it, seeing how fast they can say it and still say it correctly.

Invite pairs to come to the front and say it to the class. Time the pairs with a stopwatch. The pair who says it fastest is the winner. Red lorry, yellow lorry

#### Page 72

#### • Extra activity I: Run and touch

Spread the 18 flashcards (elephant, T-shirt, trousers, skirt, shoes, giraffe, snake, tiger, crocodile, jacket, hippo, socks, plus the six funfair ones) word side at random across the board. Make three or four teams. They line up, facing the board. Say one of the words, e.g. Giraffe. The pupils at the front of each team run to the board. The first to touch Giraffe wins it for their team. These pupils go to the back of the line and it's the next pupils' turn. Continue until all the cards have been 'won'. The team with the most cards is the winner.

#### • Extra activity 2: Memory game

Display the 18 flashcards from Extra activity I on the board again, this time picture side showing. Pupils put their heads on their desks, close their eyes and count to ten. Remove one of the flashcards. Pupils say which one is missing. Show them the card. Place it on the board again. Repeat, removing other flashcards.

#### Page 73

#### • Extra activity I: Funfair

Photocopiable 10. Pupils play the Funfair game again from page T71. This time pupils play in groups of four. Hand out a game board to each group of four. They also need a coin and coloured counters.

Demonstrate the game quickly to the class. They put their counters on *Start*. The first player tosses the coin: heads they move one space, tails two. The pupil moves the counter to the space and says what it is, e.g. A green helicopter. If pupils make a mistake, e.g. say the wrong colour or the wrong ride, they miss a turn. Pupils take turns to play. The player who gets to *Finish* first is the winner. Remind pupils of game language, e.g. *It's my turn. It's your turn. That's wrong! Miss a turn.* 

Collect the game boards for use in another lesson.

#### • Extra activity 2: Word families

Display about 20 flashcards (word side) around the edges of the board from the following word families: funfair (79–84), clothes (66–71), wild animals (59–65), school (27–32). Make sure each set is missing at least one known word. Draw four large circles. Write Funfair in the centre of one circle. Invite a pupil to come up and point to one flashcard in this set. If the class agree, move it to the edge of the Funfair circle. Let the pupils work out what words go in the middle of the other circles: Clothes, Wild animals, School. When they tell you, write them in.

Invite pupils in turn to come and move one card to the correct family. When all the cards are in place, elicit one more word for each family (the card you left out).

#### Page 74

#### • Extra activity I: Pointing game

Display the cards, each with a letter on (c, f, d, n) around the room, one on each wall. Pupils stand up. Call out the following words (in any order): Face, fish, five, four, foot, feet, crocodile, computer, car, clothes, door, dog, doll, draw, nine, nose, night, number. Pupils point to the card with the starting letter, e.g. when you say Face, they point to f. Call out the words quickly one after another to get pupils moving.

Make four teams. One team stands up. Call ten words, one after another, at random, for the team to point. If anyone makes a mistake, it's the end of the team's turn and they win the number of points up to that go: if they make a mistake on the seventh word, then they get six points. Repeat for the other teams. The team with the most points is the winner.

#### • Extra activity 2: My favourite funfair ride

Talk about the funfair with pupils, using the pictures in Pupil's Book page 74 Activity 10, and elicit which ride they like best. Supply other words if necessary. Pupils draw a picture of a funfair ride, colour it and write underneath, e.g. My favourite is the blue helicopter.

Pupils show and talk about their pictures to their friends. More confident pupils come to the front to show and talk about their pictures to the class.

#### Page 75

#### • Extra activity I: Role play

Make groups of three. Pupils decide roles (Monty, Maskman, Sam). Play the CD of the story from Pupil's Book page 75 Activity II (CD4, 16) again. Pupils act out the story along with the CD, joining in when they can. Give pupils time to practise their role plays in their groups. Remind them to use the pictures in the book to help them. More confident pupils can act out parts of the story to the

Ask pupils who their hero is: Maskman or Monty. Take a vote from the class

#### Extra activity 2: Star card review

Pupils work in pairs. They take it in turns to choose a star card from a previous unit of the Activity Book and to test each other. One points to the words and the other says them. They help each other with words they don't remember. Monitor and help where necessary.

#### Page 76

#### • Extra activity: Sports guessing game

Pupils work together in pairs to write descriptions for the sports on Pupil's Book page 76. They write, e.g. They've got a big boat. They're sitting in the boat. What are they doing? Do the first one yourself as an example. Ask pupils to close their books. Choose pairs to read out their descriptions to the class. The rest of the pupils guess which sport they are describing (e.g. Sailing).

#### Page 77

#### • Extra activity: Pass the ball

Make two teams with an equal number of pupils in each. The members of each team pass a tennis ball or an orange around. They encourage each other to pass it as fast as possible, by saying You can do it! Come on! Great! The first team to pass the ball all the way round to the first person wins the game.

If your pupils do not mind physical contact, they can play this game without using their hands, by placing the ball under their chins and passing it from person to person in this way.

#### Unit 11

#### Page 78

#### • Extra activity: Whispering game

Display the room flashcards (85-90) on the board. Make four teams. They line up, facing the board. Whisper the name of a different room to the first pupil in each team. They whisper back along the line to the end. The pupil at the back runs to the front and touches the flashcard of their room. The first to touch the right card – and to say the room correctly when asked – wins a point for their team. The pupils from the end of the lines join the front of the teams. Repeat about four or five times with other words. The team with the most points at the end is the winner.

#### Page 79

#### • Extra activity I: Matching game

Display the room flashcards (85–90), picture side. Write the name of a room under each one, but write the wrong names, e.g. Living room under the kitchen picture. Say Is this OK? Pupils say No. Ask one pupil to come and swap two cards so that one is correct, e.g. so the word Kitchen is under the kitchen picture. Ask other pupils to come and do the same until all the pictures and words match.

#### • Extra activity 2: Guessing game

Hand out Photocopiable 11 to pairs of pupils. They prepare the materials if they did not use them in the previous lesson.

Pupil A puts the house on the desk. Pupils sit facing one another, hiding their cards so their partner can't see them. Pupil B chooses six cards and hands them to Pupil A. Pupil A places them in rooms in the house. Pupil B has ten guesses to find the objects, e.g. The trousers are in the bathroom. After ten guesses, Pupil B writes the score (one point for each correct guess). Pupils swap roles. Pupil B takes the house and Pupil A chooses six object cards.

Pupils repeat. Elicit the scores from the class. The pupil(s) with the highest score is/are the winner(s). Collect the materials for use in another lesson.

#### Page 80

#### • Extra activity I: Sentence halves

Pupils close their books. Display the prepared sentence halves (see Materials required on page T80) on the board. Don't put the correct ones next to each other. Write numbers 1-6 in red next to the sentence openings, and 1-6 in blue next to the sentence ends.

Pupils work in pairs. They write the numbers in their books to match the sentences, e.g. 1 (in red), 5 (in blue). Elicit the correct sentences. Pupils come to the board and move the two parts of the sentences together. Do a noticing activity, e.g. all sentences that have -ing.

#### • Extra activity 2: Draw and write

Pupils draw a picture of their friend doing an action (drawing, writing, etc.) and underneath they write She's / He's ...-ing. Pupils come to the front and show their pictures to the class and say, e.g. This is Roberto. He's riding a bike.

#### Page 81

#### • Extra activity I: Role play

Make groups of eight. Hand out four room cards, each with the name of a room written on, to each group. Demonstrate the activity. Four pupils hold the room cards. Each pupil decides on a mime (what they're doing in the room). The other four pupils ask the class, e.g. Where's Nicola? 'Nicola' holds up her room card, e.g. dining room. The class responds She's in the dining room. The four pupils ask What's she doing? 'Nicola' mimes, e.g. drawing a picture. The class responds She's drawing a picture.

Pupils work in groups to prepare their performances for the class. Encourage them to be creative and funny.

#### ctra activity 2: Mime story

ne following simple story to the class. Each time they hear the monster, they pull a funny face; each time they hear the word 1g, they have to mime drawing; each time they hear the word 1, they have to mime eating; each time they hear watching TV, ean forward and watch a fixed spot on the wall.

e old monster is a happy monster. He's in the kitchen. Guess what onster's doing. Is he eating? No, he isn't. Is he watching TV? No, he s he drawing? Yes, he is. The old monster's drawing a picture of a ook! Oh, no! What's the monster doing? He's eating the picture of h. What a silly monster!

#### 9 82

#### tra activity I: Pointing game

ne game from Page 74 Extra activity I, using the following words r order): Face, fish, five, four, foot, feet, goat, girl, guitar, grandma, r0a, grey, green, horse, helicopter, hand, happy, hair.

#### tra activity 2: Tic tac toe

look at the pictures in Activity Book page 82 Activity 8 for sinute. Say Stop. Close your books and put them in your bags. the class into two teams. Draw a 3 x 3 grid on the board. eam is X; the other O. Write numbers 1–9 in the squares. rst team, e.g. the X team, chooses a number in a square, Ask question 2 below. They must answer it correctly. If they ase the 2 and draw a X. If they don't, then leave the 2 for er turn. Then the other team has a go. Repeat, with teams turns until one of the teams has a line of X or O or the grid

ne following (or your own) questions: ere's the crocodile? (In the bathroom) at's the lion doing? (Listening to music) at's the hippo doing? (Reading) at's the tiger eating? (A fish) ere's the tiger? (In the kitchen) at's the crocodile doing? (Having a bath) e lion sitting on a chair? (No, a sofa) he crocodile happy? (Yes, it is) ere's the hippo? (In bed/In the bedroom)

#### . 83

#### tra activity I: Role play

groups of four. Pupils decide who is who from the story in Book page 83 Activity 11. Play the story again (CD4, 33). Let out the story along with the CD.

#### tra activity 2: Room dictation [YLE]

out Photocopiable II to pairs of pupils. They prepare the als if they did not use them for page 79 Extra activity 2. a dictation about the objects and the rooms in the house. 3. This is my house. In the kitchen, I've got a jacket, a guitar and, pet bird. In the dining room, I've got ..., etc. Pairs place the s in the rooms. The pair(s) with the most correct objects in rrect rooms is/are the winners.

#### t 12

#### 84

#### tra activity I: Guessing game

the eight foods (flashcards 91–96 and pictures of an orange ish) on the board. Write a number between 1 and 10 under ne. Demonstrate the game for the class. Stick a small of paper on the board and secretly write a number under it ponding to one of the foods. Pupils take turns to guess, e.g. orange? Is it some cake? Is it a banana? Answer No, it isn't until less correctly and then say Yes, it is.

Pupils then play the game in pairs. Pupil A writes a number where Pupil B can't see it. Pupil B then tries to guess what the food is. Pupils swap roles. They repeat the game several times.

#### • Extra activity 2: Board slap

Play Board slap from page 8 Extra activity 1 using the six food flashcards (91-96).

#### Page 85

#### • Extra activity I: Making groups

Note: You will need a large empty space, such as a gymnasium, for this game.

Hand each pupil a flashcard. (Choose the flashcards so that they form initial letter groups, e.g. c: cake, car, crocodile; b: ball, blue, banana.) Give them time to check with their friends what it is (if they can't remember). Demonstrate the game, e.g. point to a corner and say All Icl words here. Pupils with an initial letter 'c' run to the corner. Repeat for other initial letters and other actions, e.g. Sit down, jump up, stand up, freeze. Pupils change cards. Continue with different instructions for the groups.

#### • Extra activity 2: Guessing game

Demonstrate the game for the pupils first. Say I'm thinking, I'm thinking. Can you guess? It's yellow ... and you can eat it. Pupils take turns to guess (banana). Do another example which is not so easy, e.g. I'm thinking, I'm thinking. Can you guess? We've got lots of them in the classroom. They're young and ... (pupils). Continue, revising adjectives, structures and vocabulary from the units. More confident pupils can take turns to give the clues.

#### Page 86

#### • Extra activity I: Likes and dislikes

Hand out a set of Photocopiable cards from Unit 3 (toys) and Unit 8 (clothes) to each pair of pupils. They put them face up on the desk and review the words. Pupil A says, e.g. 1 like dolls. 1 don't like computers. Pupil B moves the doll card to a 'like' pile and the computer card to a 'don't like' pile. They continue until all the cards are in two piles. Then they spread out the cards again and swap roles.

#### • Extra activity 2: How many ...?

Pupils work in groups of six. They look at all the group's sentences from Activity Book page 86 Activity 6 and count up the foods they dislike and like. Draw a simple 2 x 4 grid on the board, food words along the top, like and dislike at the side. Collect the information like this. Ask each group, e.g. How many pupils in your group like fish? How many pupils in your group don't like fish? Collate the information on the board. Repeat for the other foods.

#### Page 87

#### • Extra activity: Chain game

Demonstrate the game first for the class. Say On my plate I've got two bananas. Pupil I says, e.g. On my plate I've got two bananas and some cake. Pupils 2 says, e.g. On my plate I've got two bananas, some cake and five apples.

Pupils play in groups of six. They take turns to start the chain. The chain runs for six pupils. Pupils can't repeat the food in a chain.

#### Page 88

#### • Extra activity I: Pictograms

Review with pupils the foods they like and dislike.

Pupils work individually. They write a sentence as in Pupil's Book page 88 Activity 10, drawing two pictures for their likes and two for their dislikes. Remind them they can also include animals, sports, clothes, etc.

Pupils display their pictograms for the class to read.

#### • Extra activity 2: Spelling game

Pupils work in pairs. They choose one object, draw a picture of it and write the letters in scrambled order on/in the pictures. Make this a revision activity by giving pairs different units in the book to work from. They colour their pictures and cut them out. Collect the pictures.

Put four pairs together to make groups of eight. Place four pictures face down on their tables (make sure you give groups new pictures, not the ones pairs did). Each pair needs a pencil and paper. Say Ready, steady, go. They turn over one picture. Each pair races to write the letters of the word in the correct order on their paper. The first pair to do it correctly wins a point. They repeat for the other three pictures, doing one at a time.

Monitor the groups to make sure there is no cheating.

#### Page 89

#### • Extra activity 1: Class food train

Each pupil writes and draws their favourite food on a large piece of paper, e.g. if a pupil likes chocolate and oranges, they write and draw *chocolate* on one piece of paper and *oranges* on the other.

You will need space to do this activity. Pupils line up behind you to make the food train. Start moving slowly like a train, hold up one picture and say the word twice. Repeat for the other picture. The pupil behind you then does the same, and on down the line. The train snakes around the room as pupils say their words. If you have a big class, you can have three or four trains snaking around the room at the same time.

#### • Extra activity 2: Spell it

Optional: Primary Reading Box 0.3, Spell it. You will need to teach or elicit the new words before the pupils play the game: milk, water, bread, juice.

#### Page 90

#### • Extra activity I: Can you remember?

Hold up Pupil's Book page 90 and point to the painting by Giuseppe Arcimboldi. Write the following description on the board: It's a man. His head is food. His hair is grapes. His face is an apple. Read the description aloud. Say the first sentence and gesture that you want the pupils to repeat. Do the same with the rest of the sentences. Have pupils say the whole description in chorus several times. Now erase three key words from the description (e.g. man, food, face). Point to the beginning of the description and invite the class to say the whole thing, replacing the missing words from memory. Erase three more words (e.g. head, grapes, apple) and have pupils say the whole description again. Continue in this way, removing more and more words. See if the class can say the whole paragraph from memory. Ask volunteers to say the paragraph on their own. Give them lots of praise if they can do this.

#### • Extra activity 2: Picture dictation

Draw the outline of a face on the board (no features, no ears, no hair). Say Copy. Pupils draw the outline in their notebooks. Say Listen and draw a face. It's my friend. Her name is Flora Food. Read the following description line by line, pausing to give pupils time to draw each feature:

This is Fiona. Fiona Food. Her nose is a watermelon.

Her eyes are oranges.

Her mouth is a banana.

Her ears are fish. Her hair is burgers.

Pupils compare their pictures in pairs or small groups.

#### Page 91

#### Extra activity I: Activity mime game

Hand the toothbrushes, bars of soap and apples to six random pupils in the class. Play the music CD. Pupils pass the items to the pupil on their left. They keep passing them around until the music stops. When the music stops, pupils who are holding an object stand up and act either brushing their teeth (if they are holding a toothbrush), washing their hands (if they are holding a bar of soap) or washing an apple (if they are holding an apple). Ask the pupils who are acting in turn What are you doing? They reply, e.g. I'm washing an apple. Start the music again and repeat the game.

#### Extra activity 2: Clean or wash?

Write the words the bathroom, your hands, your shoes, pears, grapes, your teeth, the kitchen, apples on the board. Then draw two columns, one with the word clean at the top and one with the word wash. Say Read the words. Clean or wash? Copy and write. Pupils copy the table in their notebooks and work in pairs to put the words into the correct columns. Check answers with the class.

Key: clean – the bathroom, your shoes, your teeth, the kitchen; wash – your hands, pears, grapes, apples

#### Review Units 9-12

#### Page 92

#### • Extra activity I: Word families

Play a game with the class. Select three or four flashcards from each of the following groups: colours, face, toys, pets, wild animals, food, funfair, school. Display them, picture side, on the board. Divide the class into groups of four. Tell groups to work quietly so the others don't hear. Call out, e.g. *Number 1. Pets.* Pupils in the groups write the name of a pet from the board on paper. Continue calling numbers and word groups. There will be eight in all.

Pupils swap their papers with another group. Check with the class by eliciting the flashcards for each word family and moving them into a group on the board.

The group(s) with the most correct answers is/are the winners.

#### Extra activity 2: Play a game

Play one of the games from Units 9–12 with the class.

#### Page 93

#### • Extra activity I: Play a game

Play one of the games from the book with the class.

• Extra activity 2: Sing a song or do a chant Sing one of the songs or do a chant from Units 9–12 with the class.

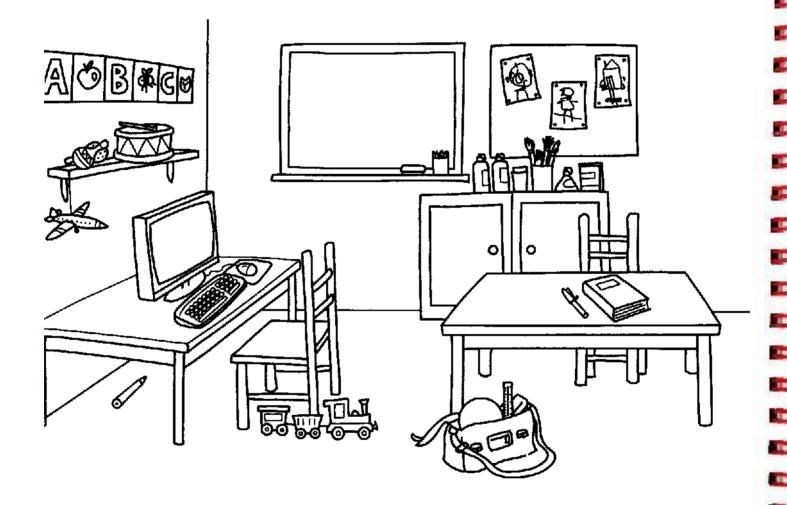
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·Va					

Listening 👺



Name:

isten and colour.















Units I-4

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PHOTOCOPIABLE

## Evaluation 2

Speaking 🔾

Name:

- Give your monster a name.

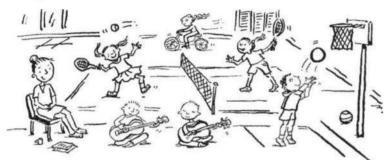
  My monster's name is
- 2 Colour the clothes. Colour the face.



Talk about your monster.



## Part 1. Look and read. Yes or no?



1 A boy is playing tennis.

2 A girl is riding a bike.

3 The boys are playing basketball.

4 There is a teacher on a chair.

5 The girls are playing the piano.

Units 9-12

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Part 2. Look at the pictures. Look at the letters. Write the words.

6

pealp

7

keca

8

rugreb

9

clocethoa

10

naaanb



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