







English for Spanish Speakers

Updated
Second Edition

Teacher's Book

Andalusian Edition

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Language Summary

Key grammar Key vocabulary **Phonics** Revision and functions Character names: Mr Greetings: Hello, I'm (Stella). Initial letter Hello! Star, Mrs Star, Stella, Goodbye. sound: 's' Simon, Suzy, Marie, What's your name? (<u>six</u>) Maskman, Monty, Meera How old are you? I'm (seven). Numbers: 1-10 What colour's (the pencil)? It's Colours: blue, green, orange, pink, purple, What's (blue) and (red)? rainbow, red, yellow (Purple.) How do I behave Trevor's values Marie's science **Make friends** School objects: book, chair, Who's that? He's (Alex). She's Initial letter colours, numbers 1-10, classroom My School eraser, pen, pencil, table sounds: 'p' and Meera. language, character and toy names Who's he/she? b' Character names: Alex, How old is he/she? He/She is (pink, blue) Lenny How are you? I'm fine, thank уои. Initial letter Toys: ball, bike, car, What's your favourite toy? school objects, colours, numbers, **Favourite** computer, doll, train My favourite toy is (a train). sounds: 't' and character and toy names, classroom Where's (your bag)? 'd' tous language Colours: black, brown, *Is (your bag) under (your chair)?* (ten, dolls) he/she grey, white Prepositions: in, next to, on, under Trevor's values Marie's science Computers Be kind Family: brother, sister, Short vowel toys, school objects, colours, We're (young). Mu familu father, mother, grandfather, Who's that? sound: 'a' (sad) numbers, character and toy names, grandmother classroom language Adjectives: beautiful, ugly, in, on, under, next to, happy, sad, old, young he/she Review They're (small), plurals Short vowel Pets: bird, cat, dog, fish, family, adjectives, prepositions, Our pets horse, mouse/mice sound: 'e' (ten) toys, school objects, colours, Adjectives: big, small, clean, numbers, character and toy names, dirty, long, short classroom language What's your favourite (pet)? My favourite (pet) is a ..., Where's ...? Who ...? What ...? Trevor's values Marie's science Look after pets The face: ears, eyes, face, Have you got (a small mouth)? Initial pets, family, adjectives, prepositions,

Yes, I have. No, I haven't.

We've got (six dirty ears).

I've got (purple hair).

consonant

blends: 'gr,' 'br'

and 'fr' (green,

brown, frog)

toys, school objects, colours,

classroom language

How are you?

numbers, character and toy names,

hair, mouth, nose, tooth/

Body parts: head,

shoulders, knees, toes

teeth,

Mu face

Key vocabulary

Key grammar and functions

Phonics

Revision



Animals: crocodile, elephant, giraffe, hippo, monkey, snake, tiger **Body parts:** arm, foot/ feet, hand, leg, tail

They've got (big mouths). They haven't got (tails). Have they got (long legs)? How many (teeth) have they qot?

Short vowel sound: 'i' (six) face and body, pets, family, adjectives, prepositions, toys, school objects, colours, numbers, character and toy names, classroom language

Marie's geography

Habitats

Trevor's values

Love nature



Clothes: jacket, shoes, skirt, socks, (pair of) trousers, T-shirt

He's/She's got (red trousers). He/She hasn't got (a jacket).

Short vowel sound: 'o' (dog)

animals, face and body, pets, family, adjectives, prepositions, toys, school objects, colours, numbers, character and toy names, classroom language Where ... ? I have got ... , I haven't got ... ,

Review









Fun time!

Activities: fish, play basketball / football / tennis, play the guitar / piano, ride a bike, sing, swim

I/You/He/She can (sing). I/You/He/She can't (drive a car). What can you do? Can you (fish)?

Consonant sound: 'I' (Lily, blue)

clothes, animals, face and body, pets, family, adjectives, prepositions, toys, school objects, colours, numbers, character and toy names, classroom language What's (number 1)?

Marie's sports Things for sports

Trevor's values

Work in teams

At the funfair

Vehicles: boat, bus, helicopter, lorry, motorbike, plane, ship

What are you doing? I'm (flying).

Short vowel sound: 'u' (d<u>u</u>ck)

activities, clothes, animals, face and body, pets, family, adjectives, prepositions, toys, school objects, colours, numbers, character and toy names, classroom language can/can't, favourite



Rooms: bathroom, bedroom, dining room, hall, kitchen, living room

Activities: eat fish, watch TV. have a bath

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 (reading)? Yes, he/she is. No, he/she isn't.

Verb + -ing spellings: colouring, playing

Initial consonant sound: 'h' (horse)

vehicles, activities, clothes, animals, face and body, pets, family, adjectives, prepositions, toys, school objects, colours, numbers, character and toy names, classroom language present continuous for present actions, have got, can't, We're (in the hall)

Marie's science

Trevor's values

Keep clean



Food: apple, banana, burger, cake, chocolate, ice cream, orange, kiwi make a cake

I like (cake). I don't like (chocolate). Do you like (snakes)? Yes, I do. No, I don't.

Long vowel sound: 'i e'/'y' (bike, fly)

rooms, vehicles, activities, clothes, animals, face and body, pets, family, adjectives, prepositions, toys, school objects, colours, numbers, character and toy names, classroom language present continuous for present actions, have got, to be





Say it with me

Festivals

Grammar reference

Cut-outs

Introduction

Kid's Box introduces pupils to the pleasures of learning English and enables them to consistently improve their level throughout the six books in the series.

All six levels develop pupils' abilities in the four skills, listening, speaking, reading and writing, as well as challenging them cognitively and helping them to feel a real sense of achievement in learning. As experienced teachers ourselves, we are aware of the demands and difficulties involved in managing a diverse and mixed ability classroom. 'If a doctor, lawyer or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job', Donald D. Quinn. Teaching younger learners can be at once the most rewarding and the most soul-destroying of pursuits. Sometimes we can have very bad days, but it's the good days that give us an exhilarating sense of achievement, a sense of being part of a child's future development.

Plutarch reminds us that 'The mind is not a vessel to be filled, but a fire to be ignited' and this concept of learning underpins *Kid's Box.* Pupils learn when they are interested and involved: when they want to find something out, when they are playing a game, when they are listening to a story, when they are doing craft activities. Learning is an active process in every way and Kid's Box makes sure that pupils are physically and mentally active and that they are encouraged to make sense of the language themselves. 'The art of teaching is the art of assisting discovery', Mark Van Doren.

The language syllabus has been carefully selected and graded to suit the age and level of the pupils. Language is introduced in context and in manageable chunks, giving pupils plenty of opportunities to practise and become familiar with the meanings and the sounds.

Language is recycled throughout the units and pupils can practise the language in different contexts. They can also personalise it. Recycling is particularly important for young learners, who tend to forget quite quickly and who do not have the study skills of older learners. For this reason, there is constant revision and recycling throughout the units and course.

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

Cambridge English: Young Learners Tests

In Kid's Box English for Spanish Speakers Updated Second Edition we have followed the syllabus for the Young Learners tests so that each cycle of two levels corresponds to one of the tests. Thus the material covered in the first cycle coincides with that which is required for Starters, cycle 2 with Movers, and cycle 3 with Flyers. Kid's Box English for Spanish Speakers Updated Second Edition covers all the relevant language structures, presents and practises the vocabulary and includes examples of the task types from the tests. Where certain topics include a vocabulary list which is too comprehensive to include all of the lexical items in the Pupil's Book, additional activities have been offered in the Teacher's Resource Book.

Each Cambridge English: Young Learners test consists of three papers: Listening, Reading and Writing, and Speaking. These tests are child-friendly and motivating, and have been specially written for primary learners. They are taken by pupils all over the world, have international recognition and are backed by the reputation and research of Cambridge English Language Assessment. They provide a gentle introduction to public exams, and research shows that children find the tests highly motivating. The tests can act as a stepping stone to other Cambridge English exams, as the highest level, Cambridge English: Flyers, is roughly equivalent in language level to Cambridge English: Key for Schools. The Cambridge English: 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:

www.cambridgeenglish.org/exams

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 (CEF). The CEF is a reference framework designed for language teachers and material developers so as to be able to define different levels of competences and performance. These objectives coincide with those of the Cambridge English: Young Learners tests:

Starters (towards Level A1)

Movers (Level A1)

Flyers (Level A2)

The framework places emphasis on values such as pupil autonomy, proposing a task-based methodology with functional evaluation criteria. Although large parts of the CEF 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 English Language Portfolio (ELP) 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 1 and 2 of Kid's Box English for Spanish Speakers Updated Second Edition consists of:

- Pupil's Book (with My Home Booklet)
- Activity Book (with stickers, CD-ROM & Language Portfolio)
- Teacher's Book
- Teacher's Resource Book (with Audio CD)
- Test Generator
- Posters
- Digital Box (for Interactive Whiteboard)
- Interactive DVD (with Teacher's Booklet)

There are also Flashcards and Wordcards for levels 1-4.

Pupil's Book

This 104-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 each odd-numbered unit, there is a CLIL page featuring content from a different subject, and a page focusing on values. After each fourth unit there is a Review Unit which revises the language from the four previous units. At the end of the book are a 'Say it with me' pronunciation section, festivals and a grammar reference section. Pupil's Book 1 also contains cut-out puppets for the main characters. We suggest that you mount the cut-out puppets on card to make them stiff and then to lollipop sticks, so that it is easy to hold them up. Children can then use them to act out the stories.

Lessons include a variety of interesting and motivating activities, for example pair work, role plays, craft activities, guessing games, songs, chants and stories. 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.

My Home Booklet (see page 13)

This 32-page full-colour booklet comes with the Pupil's Book. Pupils can do the activities in the book at home with their parents. As well as reviewing grammar and vocabulary, they can evaluate their own progress by reflecting on a range of competences they are developing through their learning of English.

Activity Book

This 104-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, which will also stimulate their creativity. At the early levels there is colouring, matching, drawing and other pre-writing activities. Pupils are also expected to write numbers and single words, and complete simple sentences.

In the later levels, activities become more and more challenging, with an increasing amount of reading and writing, as well as listening and speaking. The Activity Book also contains eight pages of practice activities for the Cambridge English: Young Learners tests, plus a grammar reference section. In addition, there is a Story pictogram for each unit (a narrative version of the unit story, where the key vocabulary has been replaced by pictures). 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.

Stickers

In a pull-out section of the Activity Book, there are six coloured stickers for each unit. These stickers have pictures of the six key vocabulary items from the unit. Pupils stick them in the Picture dictionary section of their Activity Books and trace (if you wish), and later write, the word underneath. This material steadily accumulates into an attractive and useful picture dictionary which they can use for reference and revision.

CD-ROM (see page 13)

The CD-ROM comes with the Activity Book. It covers the main contents of the course through different games that work on the vocabulary, structures, pronunciation, story and cross-curricular sections of each of the units. It can be used in class or at home.

Language Portfolio

In accordance with CEF 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. The Language Portfolio comes with the Activity Book.

Teacher's Book

This 232-page 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. 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 one or two Extra activities provided for most lessons in the Teacher's Book for times when you need more material. **S** towards these activities introduce children to the Starters test tasks to gain confidence in aspects of the task types.

s these activities are closer in format and content to the Starters test tasks.

Transcripts of Story pictograms

On pages (200-201) you will find complete transcript of the Story pictograms in the Activity Book.

Photocopiable pages

There is a photocopiable page for each unit on pages 202-216 of the Teacher's Book. These pages provide you with a range of manual activities to use with 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.

Evaluation activities

There are three evaluation pages for each level, one page to be used after each Review unit. The format and design of the evaluation pages is similar to the tasks in the Cambridge English: Young Learners tests. This is to help pupils become used to this type of evaluation. On page 11 of this Teacher's Book, there is a section on the Evaluation pages. This includes the listening material, to be read aloud by the teacher, and guidance on how to give feedback to

Teacher's Resource Book (with Audio CD)

The Teacher's Resource Book contains a wealth of activities to help with mixed ability classes. There are two reinforcement and two extension worksheets for each unit and other worksheets to further exploit the songs and stories, as well as playscripts. The Resource Book also includes extra Cambridge English: Young Learners-type tests with listening content on the bonus Audio CD.

Posters

There is one poster and the Online Teacher's Guide for each unit.

Digital Box (for Interactive Whiteboard)

This IWB disc contains interactive versions of all the activities from the Pupil's Book and Activity Book, plus audio and DVD content flashcards.

Interactive DVD (with Teacher's Booklet)

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 room, video documentaries in the living room, craft activities and indoor games in the play room, interactive games in Simon's room, a quiz in Stella's room and playground games and traditional rhymes in the garden.

Flashcards and Wordcards

There are 98 Flashcards and 98 Wordcards to accompany the first level of Kid's Box English for Spanish Speakers Second Edition. They are large enough for all pupils to see and there are numerous ideas of how to use them in the teaching notes for each lesson. They can be stuck on a magnetic board with magnets, or be stuck up with sticky tack.

Test Generator

The Test Generator is an evaluation tool that allows you to create and customise tests to suit your specific needs. You can track your pupils' progress using the Unit tests, Review tests, Final tests, Placement tests, Teacher's Resource Book tests and Cambridge English Exam tests.

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

- 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.
 - One of the tenets central to the writing of Kid's Box has been to make the course as motivating as possible for young learners. For the younger pupils, motivation is vital if the language acquisition process is to be successful. We have tried to include an element of humour in the presentations and, more particularly, in the story which rounds off each of the units. This story is designed to revise what pupils have been studying and galvanise them to study more because they want to follow the adventures of the characters. It also serves as an incentive and a reward at the end of each unit.
- Creativity and learning through action and activity 'It is the supreme art of the teacher to awaken joy in creative expression and knowledge', Albert Einstein. Drawing, colouring, 'make and do', songs, games and chants are all activities which might initially appear to have suspiciously little teaching value with regards to language acquisition. However, these activity types form an integral part of the learning process by enabling pupils to be creative and to help them anchor knowledge more effectively.
- Connecting to the world outside the classroom 'A child educated only at school is an uneducated child', George Santayana.
 - The cross-curricular sections (Marie's maths/art, etc) bring the outside world into the classroom and relate the pupils' language learning to their learning in other subjects. This helps them understand that English is more than a classroom subject and lets them realise ways in which English can be used as a tool for knowledge.
- Discovery and the development of learner autonomy 'Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it', Samuel Johnson.
 - For pupils to be able to learn effectively and to continue to learn, they need to be encouraged and enabled to find things out for themselves. Kid's Box includes self-correction activities, vocabulary self-check lists and other activities to develop learner autonomy. The series promotes this approach so that later pupils will be able to carry out independent research outside the classroom.
- Promoting tolerance and respect 'The highest result of Education is tolerance', Helen Keller. The material and activities in the book help pupils to appreciate cultural diversity, respect differences and develop human values. Respect for and protection of the natural environment goes hand in hand with the respecting of other human beings. This theme runs throughout the whole of Kid's Box.

- Teacher as guide and facilitator 'Teachers should guide without dictating, and participate without dominating', C.B. Neblette. Communicative activities, such as pair work, group work and role play, give pupils the opportunity to work independently of the teacher. In these types of activities, the teacher's role is as a guide and facilitator. We should stand back a little from the activity and monitor and assist when necessary.
- Meaningful practice through songs, games, chants, pair work, etc.
 - 'I hear and I forget. I see and I remember. I do and I understand', Chinese proverb.
 - Young learners need a lot of meaningful, contextualised practice if they are to become successful language learners. In Kid's Box there is plenty of 'hands on' practice. It's only through repeated practice that skills, awareness and understanding can be developed. Nobody ever learnt to swim out of the water!
- Learning styles / Multiple intelligences 'If a child can't learn the way we teach, maybe we should teach the way they learn', Ignacio Estrada. We now understand that people learn in different ways. We talk about 'intelligences'. We don't talk about 'intelligence' any more. The activities in Kid's Box are designed to stimulate different intelligences. This means there will always be something to appeal to every learner. Current thinking identifies seven main
- Linguistic intelligence: sensitivity to the written and spoken word and the ability to learn languages. It is therefore a core element of any language course, and in Kid's Box this is exploited in combination with the other intelligences.

intelligences:

- Interpersonal intelligence: effective communication with others. Communication activities have been incorporated from Level 1 onwards. It is a vital aspect of language learning and is essential in making younger learners aware that a language is a tool for communication and not just another school subject. Communication activities help interpersonal skills, encouraging children to work together and develop communication strategies.
- Intrapersonal intelligence: expression of inner thoughts and feelings. There are various reflective activities in the course, for example My star card, which helps pupils become more aware of themselves and discover their own world.
- Musical intelligence: appreciation of rhythm and music. This intelligence runs almost parallel to linguistic intelligence, as Howard Gardner points out. Each unit of Kid's Box includes at least one song as well as occasional raps, rhymes and chants.
- Bodily-kinaesthetic intelligence: coordination and connection with the whole body. This is extremely important for the developing minds and bodies of younger learners, as there is a significant relation between mental and physical activity. In Kid's Box there are plenty of action songs and rhymes, which can help develop bodily-kinaesthetic intelligence at the same time as offering a change of rhythm and activity to the ever restless young learner.
- Logical-mathematical intelligence: problem solving and logical thought. There is a range of different activity types for this intelligence in Kid's Box. These activities help develop logical reasoning, problem solving and the detection of patterns. Although they are not always fully exploited in the English language classroom, we feel they are vital, and extremely motivating if pitched correctly.
- Visual-spatial intelligence: expression and understanding through the visual world. This intelligence is one of the key ways that children learn. They are very aware of the world around

them and often think in pictures and images. This makes them creative and stimulates their imagination. In Kid's Box there are a range of ways in which pupils' visual-spatial intelligence is supported and developed, for example the full colour illustrations in the Pupil's Books, the flashcards and the colouring activities.

Tips for teachers

Preparation

- The most important thing with any kind of task is to make sure that pupils have been well prepared beforehand, that they know all the words they will need and that they understand the purpose of the activity. Equipping pupils properly with the linguistic tools to enable them to carry out the task or activity successfully will ensure that it is challenging and enjoyable for everyone. Without the necessary preparation, pupils may have a negative learning experience which will cause them to lose confidence and become frustrated with an activity that, quite simply, they have not got the capacity to do.
- Before starting an activity, demonstrate it. For pairwork activities, choose an individual pupil to help you. Do the first question of the pairwork task with the pupil for the class to get an idea. You can follow this up with an open pair demonstration, choosing two pupils from the class to do another question and answer for the whole class. When you divide the class into pairs or groups, point to each pupil and say, for example, A-B, A-B, A-B and so on, so they are in no doubt what their role is. You can follow this up with As, put up your hands. Bs, put up your hands as a further check. Try to give simple, clear instructions in English. Say, for example, As ask the question and Bs answer the question: A–B, A-B, A-B. Then Bs ask the question and As answer the question: B-A, B-A, B-A.
- Always bring a few extra copies of the photocopiable worksheets to avoid tears if any pupils do it wrong and want to start again.

Classroom dynamics

- Try to move around the classroom while explaining or doing the activities, circulating among the pupils. In this way you project an air of confidence, of being in command and of being accessible to pupils. Moving around the classroom also enables you more effectively to supervise and monitor pupils who may need more attention at times. Movement in the classroom tends to hold pupils' attention better and makes the class more lively and dynamic.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive pupils. For example, weaker pupils could be put next to stronger ones, and more hard-working pupils next to disruptive ones. Pupils might benefit from working with learners they may not usually associate with.
- When forming pairs or groups, we suggest that, whenever possible, pupils just move their chairs. For group work, they can bring chairs around one or two tables, allowing them an easy environment for discussion and written work. For pairwork, they can position their two chairs to face each other. This allows a more realistic eye-to-eye communication situation. This change of seating prepares them for the oral work they are about to begin.

Noise

Some activities, especially those that involve pupils speaking and moving around in the classroom, will generate a lot of excitement. When pupils are excited, they can become noisy and may even use their first language to talk about or discuss some

aspect of the activity. Although it can be difficult to get used to it at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. Regardless of which language they use, if pupils are sufficiently stimulated by an activity to want to talk about it, then this can only be interpreted as a positive response. You should ensure, however, that only English is used for the completion of tasks and when you are checking answers.

Teaching and learning

- Encourage pupils to use their own resources to try to solve a task. Try to guide pupils towards finding the right answers, even if this means allowing them to make mistakes.
- Making mistakes is a vital part of the learning process, so when pupils are asked to invent their own sentences, stories, chants, etc. we should not expect these to be perfect. Sometimes accuracy should be forfeited for the sake of creativity and enthusiastic participation - and learning.
- Activities that pupils traditionally find engaging include: moving about, singing, playing games, doing puzzles and colouring in. Wherever possible, use these as effective teaching tools. In this way, young learners can use language to practise English, and work very hard, without being conscious of it. They might think We've played all lesson. We know they have – and that they have learnt English too.
- When teaching language to pupils, it is important that they learn it within a context which makes sense to them. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach – and you will find that pupils will not have problems learning them. This approach makes the language more memorable for pupils and feeds children's own passions and interests.
- The Extra activities can be used when you feel that pupils need more practice with some of the language, or when you think you will finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- When pupils are doing listening activities, it is usual for them to listen to the material twice. After the first listening, it is a good idea for pupils to check their answers with each other. This makes them feel more confident if they have the same answers, and is less intimidating than checking with the class if they don't. This approach also gives them a purpose for listening the second time: to confirm or to check again. When checking answers with the whole class, try to include as many pupils as you can and encourage them to say longer phrases rather than single words.
- Pupils are sometimes shy to speak out. They say the answer quietly to the teacher and then the teacher repeats it for the class. This is effective - but it does not help the pupils develop their speaking or listening skills. Whenever possible, you should encourage pupils to speak loudly and clearly and, if the rest of the class didn't hear what the pupil said, you should ask the pupil to repeat, rather than repeat it yourself.
- 'A teacher is a person who never says anything once', Howard

Recycling is an important part of the learning process. Don't expect pupils to remember everything from a lesson in the next one. They will only absorb what attracts or interests them, and what they are ready to learn. Kid's Box builds in regular recycling

- and, as the pupils get older, they will come to realise that they can investigate something further by themselves.
- Be flexible within teaching. It is important to take time to listen to pupils and to connect with them. You should try to familiarise yourself with their likes and dislikes and identify both their learning and their emotional needs.

Assessment and evaluation

- At this age, it is best to use continuous assessment. This means we monitor their progress in the classroom and use this information to help us with our teaching. For example, we may find that we need to review language previously taught, or that we can add more challenging activities because pupils are ready for these.
- Children do not develop at the same rate and they do not learn in the same way. So we need to assess each pupil as an individual and not compare them with the other pupils in the class. We should look for progress and development in every pupil.
- With young children, we should assess and monitor their social and emotional development, as well as their learning of English. We should praise effort, and encourage them to share and to work in pairs and groups, and give them feedback on their English.

Discipline

- By channelling pupils' innate energy, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when pupils are underchallenged and bored, or when activities are too repetitive. The Kid's Box series has been written by experienced teachers who at all times have borne in mind the needs and requirements of pupils and have included a variety of activities for pupils to enjoy.
- However, it is important that you establish a context of discipline in your class. Make sure pupils know what is acceptable and what is not and make sure you treat all pupils in the same way. Pupils are very aware when we are not 'fair'. Clear and fair discipline parameters create a 'safe' classroom environment in which pupils can work confidently and freely.
- One of the most challenging aspects of teaching young learners is holding their interest in the classroom. Pupils have limitless energy, combined with an extremely limited attention span. We have to juggle these factors to try to avoid boredom, restlessness and demotivation, all of which lead to problems with discipline.

Songs, rhymes and chants

- For the activities based around songs, rhymes and chants, it is not always necessary for pupils to understand every word outside the key words being practised. In these activities, we are more interested in pupils understanding the gist, and we are using the rhyme as a means with which to practise language, rhythm and pronunciation. The visuals that accompany the rhymes, songs and chants, and the actions included in some, should provide pupils with sufficient information to be able to understand the overall concept.
- Get pupils to stand up when performing the songs, rhymes or chants. It can make a tremendous difference to their performance and enjoyment.
- It can be extremely motivating for children to watch their own performances on video. (Note: If you video or photograph the children, make sure you ask permission from parents first.)
- Songs, rhymes and chants can be presented in different ways to

- make them more interesting and challenging. These techniques are especially useful if you want to go back to previously used material for revision or further exploitation and want to avoid your pupils' reaction of We've already done 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, the second group starts to say the rhyme from the beginning.
- Ask your class if anybody wants to do a solo or a duet. The very fact that they are giving a public performance induces most pupils to surpass themselves. It also adds a bit of spice to the proceedings, as it gets their adrenalin flowing. If pupils are reluctant to participate in this, however, they should not be forced to do so.
- With your class audio or video recorder, record the class saying the rhyme collectively and/or individually. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again. When pupils have sung or said the rhyme or chant into the recorder, be sure to give them a round of applause and encourage the rest of the class to do the same.

Competition

- An element of competition can make many pupils try harder. 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.
- Competitions can also lead to a lot of noise and over-enthusiasm in the classroom. Any discipline problems can, however, be managed by keeping a running total of points on the board and deducting points for shouting out the answer or rowdiness.

Display

 Pupils find it extremely motivating to have their work displayed. 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 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 the scissors, etc. back in the box and that they put rubbish in the rubbish bin.
- 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 materials.

Evaluation pages

The evaluation pages in Kid's Box 1 English for Spanish Speakers Updated Second Edition are designed to be used after each Review section: Evaluation 1 after Review Units 1-4, evaluation 2 after Review Units 5-8 and Evaluation 3 after Review Units 9-12. You will notice that the evaluation pages use similar task types to Cambridge English: Starters.

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 the copy to each pupil and make sure they have the relevant 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. 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. Always focus on what they can do and what they have done, rather than on what they can't do.

Evaluation 1 (s) towards

INSTRUCTIONS

Tell pupils to take out their crayons and put them on their desks. Hand out Evaluation 1 (page 230). Say Look at the picture. What can you see? Elicit some of the things they can see and where they are. They do the test. At the end, tell pupils to write their names. Collect the papers.

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

CD4, 61

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 231). 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

Collect the papers from pupils.

Note: This is not a Starters test-type speaking task.

Evaluation 3 S Reading and Writing

Parts 2 and 3

INSTRUCTIONS

Hand out Evaluation 3 (page 232). Explain Parts 1 and 2 before pupils start. Say Look at Part 1. 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. Pupils work individually. Give pupils about five minutes to complete the evaluation.

Collect the papers from pupils.

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

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

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 2017.

Kid's Box English for spanish speakers Updated Second Edition

Kid's Box English for Spanish Speakers Updated Second Edition has been specially adapted to help Spanish-speaking learners overcome some of the difficulties they face when learning English and to provide content which is relevant to their particular learning situation. The following additional and improved features and components are new to the Updated Second Edition:

Explicit Cambridge English: Young Learners test preparation

In the Activity Book, there is always a page practising one of the parts of the Cambridge English: Young Learners tests in every unit. These pages have been designed to replicate the look and feel of the real exams, but are carefully graded.

Handwriting font (levels 1 and 2)

The Pupil's' Book, Activity Book, My Home Booklet, Language Portfolio, Posters and Wordcards all feature text in handwriting font.

New Grammar sections

The new edition has an enhanced grammar syllabus, with increased and improved grammar exploitation and practice.

New materials for story exploitation

We have introduced the following new and exciting story resources:

- Cut-out character puppets that can be used when acting out the stories (in the Pupil's Book)
- Story pictograms Story summaries with key words replaced by pictures, for retelling the stories (in the Activity Book)
- Playscripts for reading and acting out the stories (in the Teacher's Resource Book)

My Home Booklet

This new component is designed to strengthen home-school connections, and to enable pupils to review language content and development of competences with their parents.

New features on Digital Box

Digital Box (for Interactive Whiteboard) now has improved functionalities and some extra activities.

Wordcards

In addition to the flashcards, the new edition also has 98 new wordcards, covering all the core vocabulary.

The following popular features from the previous edition have been retained and improved:

Cross-curricular learning (CLIL)

The six CLIL pages, which aim to put language learning into context with the learning of other subjects, have been given a new look, and some new vocabulary has been added.

In addition, the needs of mixed ability classes have been taken into account to ensure full participation from all pupils. One of the main reasons why cross-curricular learning is so successful lies in the fact that English moves away from being just another school subject to being a vehicle for learning other subject matter such as science.

With this in mind, the Kid's Box 1 English for Spanish Speakers Updated Second Edition offers lessons focusing on the following areas of the curriculum: science, maths, art and physical education.

Social awareness lessons

At this early stage in a child's education teachers also play an important part in the development of the everyday life skills children need in order to participate actively and appropriately in society. To this end, and in response to educational beliefs worldwide, four areas were specifically highlighted in the *English for Spanish Speakers First* Edition. In the English for Spanish Speakers Updated Second Edition, these pages benefit from an improved design, some additional vocabulary and more relevant values. These lessons help pupils develop their interpersonal skills and make them more aware of the social behaviour expected of them in everyday situations, while at the same time introducing useful language that the pupils will encounter in the real world. The four social awareness areas covered in Kid's Box 1 English for Spanish Speakers Updated Second Edition are:

- Social and cultural integration: Make friends (after Unit 1); Work in teams (after unit 9)
- Working together in the classroom: Be kind (after Unit 3).
- Care for the environment and the world around us: Look after pets (after Unit 5); Love nature (after Unit 7).
- Moral and social behaviour: Keep clean (after Unit 11).

Pronunciation extension for Spanish speakers

The series has a strong focus on pronunciation from the very beginning. In each unit, there is a 'Monty's phonics' feature, which focuses on either vowel or consonant sounds. In addition to this regular practice, there is a special section at the end of the book entitled 'Say it with me'. This section was introduced in Kid's Box English for Spanish Speakers First Edition, and has been given an improved design for the Updated Second Edition. The 'Say it with me' section in Kid's Box 1 focuses on the following sounds which may prove to be particularly difficult for Spanish speakers. These are: /s/, /b/, /h/ and /g/.

These extra activities can be found on pages 94 and 95 of the Pupil's Books and pages 92 and 93 of the Activity Books, and the teaching notes, audio scripts and answer key to accompany these activities can be found on page 14 of the Teacher's Book.

Note that at the back of the Teacher's Book (pages 215 and 216), there are two photocopiable pages of delightful phoneme cards designed to be used to help pupils remember the sounds, using the animal characters used in the 'Say it with me' feature. They can be used in several ways, either as a class set, kept by the teacher or displayed on the wall, or they can be photocopied and given to the pupils to collect as each sound is presented. The pupils can colour the pictures and stick them onto card, keeping them in an envelope with their names on for future use. It is sensible for the teacher to collect in the envelopes and keep them in the classroom to avoid having to make them again. Games which can be played with the six phoneme cards include: memory/pelmanism in pairs; 'snap' in groups of four; and bingo with the whole class.

Festivals

One of the key objectives of the *Kid's Box* series is to promote tolerance and respect and one of the ways to help pupils practise this is to help them understand different cultures.

Kid's Box 1 English for Spanish Speakers Updated Second Edition provides material for four festivals in total:

- Christmas (Pupil's Book page 96 and Activity Book page 94 with teaching notes on page 197 of the Teacher's Book).
- St Valentine's Day (Pupil's Book page 97 and Activity Book page 95 with teaching notes on page 199 of the Teacher's Book).

These pages have been given a new and improved look, and some new vocabulary has been added.

In addition, there are four extra worksheets in the *Teacher's* Resource Book 1 covering two further festivals: Halloween (pages 80-81) and Easter (pages 82-83) with accompanying teaching notes on pages 78 and 79.

These festivals have been selected for its relevance and importance in British speaking countries.

CD-ROM

The Kid's Box 1 English for Spanish Speakers Second Edition CD-ROM aims to enhance the learning experience through dynamic games which practise the key vocabulary and structures in each unit, as well as encouraging them to reflect on pronunciation and aural comprehension. There are a maximum of five games per unit.

Spinning

This vocabulary game focuses on ten key words from the unit. The pupils first listen to the word, then click on the correct silhouette.

Magic square

This game helps pupils become familiar with structures in English. First they listen to the sentence and watch the squares as they light up. Then they click on the pictures and make the sentences.

Maze

This maze reinforces the target sound receptively. First they listen to the correct sound and then help Monty 'catch' those sounds. But they have to be careful not be caught by the other pictures which are not from the same sound group. They use the arrows on the keyboard to move Monty through the maze. Monty has three lives.

Movie box

In this game the pupils work on their listening and observation skills. First they watch the film and then drag the scenes to the correct place in the table to put them in order.

Searchlight

This game is only available in Units 1, 3, 5, 7, 9 and 11 where there is an additional content-based lesson in the Kid's Box 1 English for Spanish Speakers Second Edition. This game encourages pupils to remember the concepts they have learned related to other subject areas such as science, maths, art and physical education. First they listen to the short presentation and then answer the questions, moving the torchlight over the panel to find the correct picture.

For technical information including icons, functions, how to start the CD-ROM and system requirements, please see the CD-ROM sleeve.

My Home Booklet

My Home Booklet has been designed to enhance home-school connections, by keeping parents informed about what their children have been learning in their English lessons at school.

After completing each unit of Kid's Box at school, pupils can take My Home Booklet home, to show their parents what that they have been learning in class. Each of the 12 units in My Home Booklet contains the following activities:

Activity 1 practises the main vocabulary from the unit, and Activity 2 practises the main grammar. Pupils should try to complete each activity independently, but can ask their parents for help where necessary.

Activity 3 recaps on the story or the song from the unit. Children either order the pictures from the story then tell the story, or complete the song (or part of the song) then sing it. Parents and children can listen to all the stories and songs here: www.kidsboxapps.es. Alternatively, they can watch the story animations on the CD-ROM. **Activity 4** is a self-evaluation activity. The idea is that parents look at the pictures with their children, and read out the 'I can...' statements from the bottom of the page, explaining the meaning where necessary. Children should think about whether that statement is true for them, and colour the smiley face if it is.

The numbers given in brackets in My progress at the bottom of the right-hand page in each unit show how each 'I can...' statement corresponds with one or more of the basic competences, as set out by the Council of Europe and the Spanish Primary curriculum: 1 Language competence, 2 Mathematical competence and basic competences in science and technology, 3 Digital competence, 4 Learning to learn, 5 Social and civic competences, 6 Social and civic competences, 7 Cultural awareness and expression.

Activity 5 provides an opportunity for children to personalise some of the language they have learned. They draw and/or write about something that relates to their own lives.

Answer key

Unit 1 - Hello! (page 6)

- 1 10 orange, 4 yellow, 9 purple, 1 pink, 3 blue, 8 green
- 2 (from left to right) 5 candles, 3 candles, 7 candles
- 3 red, yellow, pink, green, orange, purple, blue

Unit 2 - My school (page 8)

- 1 6 erasers (pink), 7 pencils (yellow), 1 table (red), 4 books (purple), 3 pens (green)
- 2 He's six. He's seven. She's three.
- 3 The pictures should be numbered as follows: 6, 3, 4; 2, 1, 5

Unit 3 – Favourite toys (page 10)

- 1 a brown train, a black computer a grey bike, an orange ball, a white car
- 2 ball under the table; pencil in the bag; car next to the bag; book - on the table
- 3 chair, toybox, book, computer

Unit 4 - My family (page 12)

- 1 (left) sister, grandmother; (right) mother, father, grandfather
- 2 He's old. She's happy. He's sad. She's young. She's beautiful.
- 3 The pictures should be numbered as follows: 5, 6, 2; 1, 4, 3

Unit 5 - Our pets (page 14)

- 1 4 orange dogs, 6 yellow birds, 4 purple fish, 4 black cats, 1 grey mouse
- 2 the two smallest birds, the biggest book, the clean horse, the two dirty dogs, the three shortest fish
- 3 bird, cat, dog, horse, mouse

Unit 6 - My face (page 16)

- 1 ears (yelow), mouth (red), eyes (green), nose (purple)
- 2 Children should circle the answers that apply to themselves.
- 3 The pictures should be numbered as follows: 2, 4, 1; 5, 3, 6

Unit 7 Wild animals (page 18)

- 1 2 tiger, 3 elephant, 4 snake, 5 hippo, 6 monkey
- 2 2 hippos, 3 crocodiles, 4 snakes
- 3 hands, feet, arms, legs, head, body, teeth, mouth

Unit 8 - My clothes (page 20)

- 1 (girl) socks, skirt, T-shirt; (boy) trousers, shoes, jacket
- 2 2 He's got, 3 She's got, 4 He hasn't got
- 3 The pictures should be numbered as follows: 5, 6, 3; 4, 2, 1

Unit 9 - Fun time! (page 22)

- 1 (from left to right): play tennis 4, play the guitar 6, ride a bike - 2, ride a horse - 5, swim - 3
- 2 2 can 3 can't 4 can't
- 3 bike, tennis, basketball, skate, football, guitar

Unit 10 – At the funfair (page 24)

- 1 helicopter purple, boat blue, bus red, plane orange, motorbike
- 2 flying, walking, riding
- 3 The pictures should be numbered as follows: 1, 6, 3; 5, 4, 2

Unit 11 – Our house (page 26)

- 1 2 living room, 3 dining room, 4 bathroom, 5 kitchen, 6 bedroom
- He's listening to music. She's drawing a picture. It's eating fish.
- 3 The pictures should be numbered as follows: 6, 1, 5; 3, 2, 4

Unit 12 - Party time! (page 28)

- 1 apple, chocolate, cake, banana, ice cream
- 2 2 like, 3 like, 4 don't like, 5 don't like, 6 like
- 3 fish, ice cream, apples, chocolate, burgers

ay it with



Pupil's Book page 94

- The initial /s/ sound is particularly problematic for Spanish speakers when followed by one or more consonants. The tendency is to add an /e/ before the /s/, e.g. 'espeak', 'esnake'.
- Say Open your Pupil's Books at page 94, please. Play the audio and pause it after each line. Pupils repeat. Say Look at Mr Star. Who's he staring at? Samantha! Good! Continue. Divide the pupils into groups of six. Play the audio again and pupils repeat their parts with the recording.

CD 4, 52

STEVEN: Samantha, Samantha. Who can you see? **SAMANTHA:** I can see Mr Star staring at me. **SARAH:** Steven, Steven. Who can you see? **STEVEN:** I can see Mrs Star staring at me. **SAMANTHA:** Sarah, Sarah. Who can you see? SARAH: I can see Suzy Star staring at me. STEVEN: Samantha, Samantha. Who can you see? **SAMANTHA:** I can see Stella Star staring at me. SARAH: Steven, Steven. Who can you see? STEVEN: I can see Simon Star spying on me.

Activity Book page 92

Listen and draw lines.

• Say Open your Activity Books at page 92, please. Focus the pupils on the pictures. Say the names of the characters. Play the audio. Pupils listen. and match the characters.

CD 4, 53

See CD 4, 52

Key: Samantha - Mr Star, Stella Star - Steven - Mrs Star, Simon Star - Sarah - Suzy Star



Pupil's Book page 94

- The sound /b/ is often confused with /v/ by Spanish speakers. In Spanish these two sounds are almost the same.
- Say *Open your Pupil's Books at page 94*. Focus pupils on the pictures. Say A big box. Pupils repeat. Play the audio. Pupils listen and say the chant in chorus first. Then divide the class into two groups (A and B). Group A says the first line and group B says the second.

A big box, a brown bag A blue box, a big bag A box, a bag, blue, brown Join with me and chant along.

A blue book, a big bike A brown ball, a black bat A book, a bike, a ball, a bat Join with me and chant and clap.

Activity Book page 92

Listen and circle. Colour.

• Say Open your Activity Books at page 92, please. Say Listen and circle. Play the audio. Pupils listen and circle. Play the audio again and check comprehension. Pupils colour the pictures.

CD 4, 55

1 A blue book, a blue book 3 A brown ball, a brown ball 2 A black bike, a black bike 4 A black bat, a black bat

Pupil's Book page 95

- In Spanish the phoneme /h/ is mute. Initially when Spanish speakers try to produce the /h/ sound the result is a very strong sound similar to the /x/ sound, as in *jamón*.
- Say Open your Pupil's Books at page 95, please. Say Look, it's Herbert hamster and Henry horse. Play the audio. Divide the class in half. Groups take turns in saying the different parts.

CD 4, 56

HERBERT: Hello, Henry horse.

HENRY: Hi, Herbert hamster. How are you?

HERBERT: I'm fine, thanks. Henry, have you got hair?

HENRY: Yes. Yes, I have.

HERBERT: Have you got a head?

HENRY: Yes, I have.

HERBERT: Have you got a hat? HENRY: No, I haven't. **HERBERT:** Are you happy?

HENRY: Yes, I am. I'm a happy horse with hair on my head!

Activity Book page 93

Draw, colour and say.

• Say Open your Activity Books at page 93, please. Draw a head on the board. Say This is a head. Draw some hair. Draw much more hair. Say This is a hairy head. Continue with the other vocabulary in the boxes. Pupils draw and colour their pictures.



Pupil's Book page 95

- In English, words starting with 'g' can cause confusion, for example in *giraffe* and *general* the sound is /dẽ/, in *garden* the sound is g. Spanish speakers tend to say x.
- Say Open your Pupil's Books at page 95, please. Teach the word grapes. Play the audio. Pupils listen and point. Ask Where are the grapes? (In the garden). Who can you see? (Grandma).

CD 4, 57

Daisy Dog: Gertie goat got the grapes from Grandma's garden.

GERTIE GOAT: Who me? Daisy Dog: Yes you. GERTIE GOAT: Not me. Daisy Dog: Then who? GERTIE GOAT: Sid snake got the grapes from Grandma's garden.

SID SNAKE: Who me? GERTIE GOAT: Yes you.

SID SNAKE: Not me. **GERTIE GOAT:** Then who? SID SNAKE: Bertie bat got the grapes from Grandma's

garden.

BERTIE BAT: Who me? SID SNAKE: Yes you. BERTIE BAT: Not me. SID SNAKE: Then who? BERTIE BAT: Freddy frog got the grapes from Grandma's garden!

Activity Book page 93

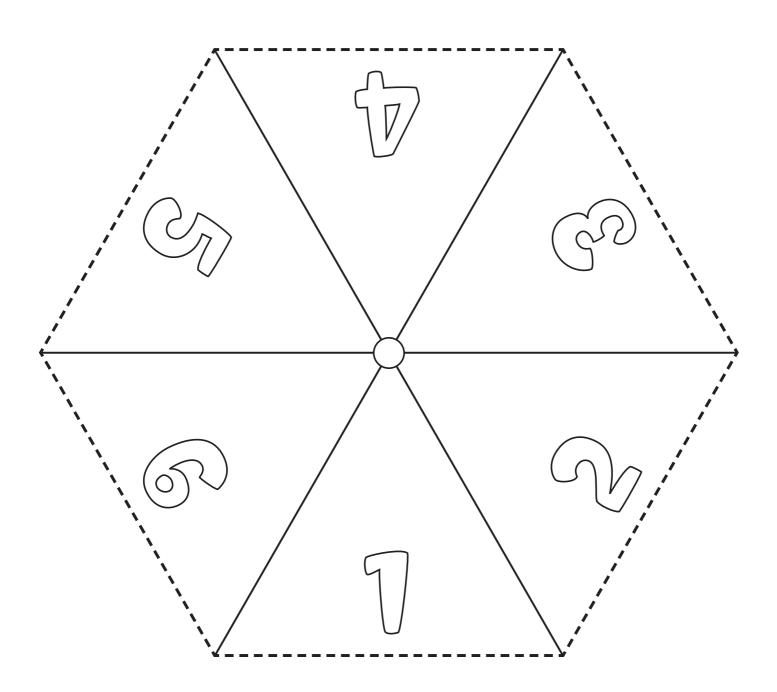
Count and colour. Write the number.

• Pupils say grape(s) after each number while they are counting, e.g. One grape, two grapes, etc. Then they colour the grapes and write the numbers.

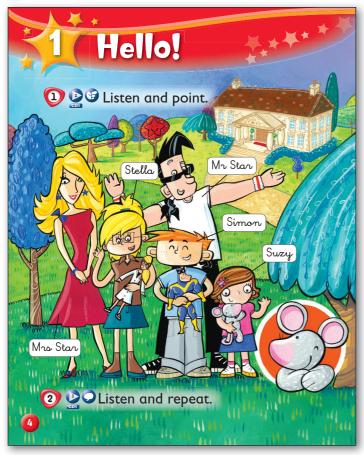
Key: ten, nine

Spinner template

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









Objectives: By the end of the lesson, pupils will have learned 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, Maskman, Marie, Monty, match, repeat, ball, circle, tick, cross

- Character flashcards (1-8)
- Scrunched up balls of paper
- Kid's Box Language Portfolio 1 (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.

1 Listen and point.

- 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 audio. 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?

2 Listen and repeat.

• Say Listen and repeat, please. Play the audio. 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.

Extra activity 1: see page 217 (if time)

Activity Book page 2

1 Match.

• Say Open your Activity Books at page 2, please. Point to and say the example in Activity 1 (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

2 Listen and circle the tick or cross. (S) towards Listening Part 1 / Reading and Writing Part 1

- Demonstrate by displaying the Simon flashcard on the board and drawing a tick and a cross below it. Point and say This is Suzy. Pupils respond by showing thumbs down (no). Circle the
 - 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 audio. Pupils listen and circle. Pupils check in pairs. Play the audio again. Check with the class by playing the audio and pausing after each one to check. Note: The numbers are for understanding only.

Key: 2 X, 3 \(\sqrt{,} 4 \) X

CD 1, 04

SIMON: Hello. I'm Simon.

MONTY: Hello. I'm Monty.

MONTY: Hello. I'm Monty.

suzy: Hello. I'm Suzy.

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 activity 2: see page 217 (if time)

Language Portfolio

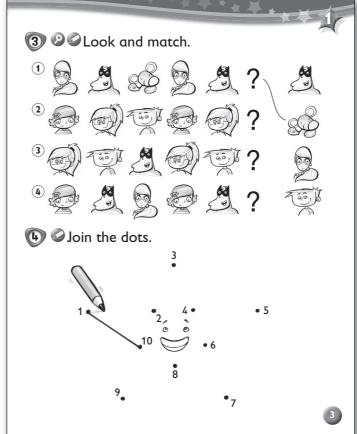
• Pupils complete the cover and pages 1 and 2 of Kid's Box Language Portfolio 1 (About me and My language skills). Help with new language as necessary.

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.







Objectives: By the end of the lesson, pupils have learned to name the rest of the toy characters, understand and use numbers 1–10 and will have learned a chant.

Target language

- Key language: numbers 1–10
- Additional language: Hi!, kids, Maskman, Marie, stand up, sit down, toy, toy box, come alive, walk, talk, join the dots, complete, do the actions, say the chant
- Revision: Hello. I'm (name). Goodbye. What's your name? character names

- Character flashcards (1-8)
- Number flashcards 1–10 (9–18)
- Extra activity 2: Photocopiable activity 1 (page 202), one for each pupil, an envelope for each pupil
- Ten pencils
- Ten cards, each with a different number of dots between one and ten
- Optional: Kid's Box Interactive DVD 1, The play room: 'One potato, two potato'

Warmer

- Greet the pupils. Say Hello, kids! Explain that Hi! is an alternative to Hello! Point out Kids in the title of the course and explain the meaning in L1 if necessary.
- Sit on a chair. Say Stand up. Stand up. Say Sit down. Sit down. Repeat. Pupils mime the actions.
- Review the characters by holding up the flashcards in turn and eliciting the name. Divide the class into six groups. Give each group a flashcard. Say Stand up, Mrs Star. Stand up, Mr Star. Sit down, Suzy. Stand up, Monty. Sit down, Simon. Groups do the actions. Repeat for all the characters.

Presentation

• Stick the flashcards of Maskman and Marie on the board face down. Turn each flashcard, point to the character and say the name, e.g. Maskman. Pupils repeat.

3 Listen and do the actions.

- Say Open your Pupil's Books at page 5, please. Focus pupils on the Functions box. Read the question and the sentences and tell pupils to repeat after you. Ask different pupils What's your name? Wave hello and goddbye. Then tell pupils to practise them in pairs.
- Divide the class into three new groups: Monty, Maskman and Marie. Play the audio. Pupils listen and stand when they hear their character's name.
- Play the audio again. This time pupils sit. Teach the actions: Toys in the toy box = head down on the desk, eyes closed Come alive = head up, open eyes Walk and talk = stand up On the count of five = rub eyes One ... five = march and count
- Play the audio again. Pupils do the actions.

CD 1, 05

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

MARIE: Hello. I'm Marie. What's your name? MASKMAN: Maskman. What's your name?

MONTY: Monty. ALL: Goodbye.

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.

4 Say the chant.

• Play the chant on the audio. 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.

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.

Extra activity 1: see page 217 (if time)

Activity Book page 3

3 Look and match.

- Say Open your Activity Books at page 3, 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

Extra activity 2: see page 217 (if time)

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).

Optional activity

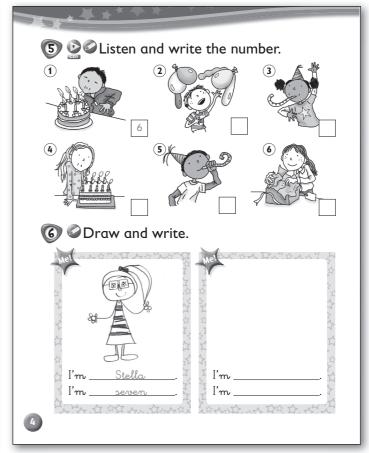
• Watch the DVD clip 'One potato, two potato' from playground section of the Interactive DVD 1. Then play the game with your pupils. See pages 32-33 of the Teacher's Booklet.

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 1-10, facing the class. Each pupil then says their number for the class to check. Repeat using the number flashcards.







Objectives: By the end of the lesson, pupils will have learned to ask and answer about age.

Target language

- Key language: How old are you? I'm ...
- Additional language: his/her, stand up, sit down, point to, pick up, please, draw, write, door, Meera
- **Revision:** numbers 1–10, What's your name? I'm ...

- Number flashcards (9–18) and ten cards with dots from previous lesson
- Flashcard of Meera (19)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 1 Reinforcement worksheets 1 and 2 and Extension worksheet 1 (pages 6-9); Grammar reference Unit 1, Pupil's Book 1 (page 98) and Activity Book 1 (page 96)

Warmer

- Hand out both sets of number cards. Hold up one finger and elicit One from the class. The pupils with the cards showing 1 come and stick their cards on the left of the board. Repeat until all ten numbers are on the board in the correct place.
- **5** Listen and point. (**S**) towards Listening Part 2
- Say Open your Pupil's Books at page 6, please. Say Point to Simon. Pupils point. Repeat for Stella and Suzy. Introduce Meera using the flashcard. Hold up your book, point and say This is Meera.
- Play the audio. Pupils listen and point when they hear the names. Play the audio again. Pupils listen and point a second time. Hold up your book. Point to Simon. Say What's his name? Repeat for the other three characters.
- Say How old is Meera? Elicit from the class (Eight). Ask about Simon and Suzy. Play the audio again if pupils can't remember.
- Focus pupils on the Functions box. Read the question and the answer and tell pupils to repeat after you. Ask a pupil How old are you? The pupil responds, e.g. I'm six or I'm seven. Ask several other pupils. If you have anyone who is a different age, ask them. Then tell pupils to practise in pairs.

CD 1, 07

STELLA: Hello, Meera.

MEERA: Hello, Stella. Hello. What's your name?

suzy: Suzy.

MEERA: How old are you?

suzy: I'm three.

SIMON: How old are you, Meera? MEERA: I'm eight, and you?

simon: I'm six.

6 Listen and repeat.

• Play the audio. Say Repeat and point to your mouth. Pupils repeat in chorus.

CD 1, 08

SIMON: Hello. I'm Simon. I'm six. MEERA: Hello. I'm Meera. I'm eight. suzy: Hello. I'm Suzy. I'm three. STELLA: Hello. I'm Stella. I'm seven.

Class game

• Say, e.g. Hello. I'm Jenny. I'm nine. Show thumbs up and thumbs down and ask pupils what they think (thumbs down - not true). Whisper to a pupil to say the truth, e.g. I'm (real name) and I'm (real age). The pupil says the sentence. Show thumbs up and thumbs down and ask pupils what they think (thumbs up). Invite other pupils to stand and say a sentence about their name and age. The class votes each time.

Extra activity 1: see page 217 (if time)

Activity Book page 4

- 5 Listen and write the number. (S) towards Listening Part 2
- Say Open your Activity Books at page 4, please. Tell pupils to use a pencil. Say Listen and cup your hand behind your ear. Play the audio. Pupils listen and write the ages. They check in pairs. Play the audio again. Check with the class. Ask questions, e.g. Number 1. How old is he? Write the correct answer on the board for each one.

Key: 2 = 3, 3 = 5, 4 = 9, 5 = 7, 6 = 10

CD 1, 9

- 1 I'm six.
- 2 I'm three.
- 3 I'm five.
- 4 I'm nine.
- 5 I'm seven.
- 6 I'm ten.

Extra activity 2: see page 217 (if time)

6 Draw and write.

- Point to Stella. Say Who's this? How old is she? Pupils respond. Tell pupils to draw (mime drawing a picture in the air) a picture of themselves in the other frame and to write their information. Elicit a few examples: I'm (name). I'm (age).
- Encourage pupils to show each other their drawings.

Class game

- Review Stand up and Sit down from the previous lesson. Check Point to (the door), Pick up (a pencil), Open (your books), Close (your books).
- Play an action game. Pupils do the action only when you say please, e.g. Stand up, please (pupils stand up). Open your books, please (pupils open their books). Close your books (pupils don't close their books). Repeat these and other instructions quickly, one after another. Pupils miss a turn when they make a mistake.

Note: This game can be repeated on a regular basis to revise and extend vocabulary and instructions.

Optional activities

- Unit 1 Reinforcement worksheets 1 and 2 and Extension worksheet 1 from Teacher's Resource Book 1 (pages 6-9).
- Grammar reference Unit 1 from Pupil's Book 1 (page 98) and Activity Book 1 (page 96).

Key: 1 What's your name? 2 How old are you?

Ending the lesson

• Put your hands behind your back. Hold out a number of fingers. Make sure pupils can't see. Say How many fingers (are there)? Pupils take turns to guess. Show your hands when pupils guess correctly. Repeat with different numbers.







Objectives: By the end of the lesson, pupils will have learned to name and talk about colours and sing a song.

Target language

- Key language: blue, green, orange, pink, purple, red, yellow, monster, rainbow, and, What colour's (the pencil)? It's ...
- Additional language: his/her, sing the song, colour, play bingo, take out
- Revision: How old are you? numbers 1–10, stand up, sit down, point to, pick up, open, close

- Colour flashcards (20-26)
- Extra activity 1: a paper plate for each pupil, seven colours of tissue paper cut into strips for each pupil
- Optional: Kid's Box Teacher's Resource Book 1 Unit 1 Song worksheet (pages 6 and 11); Kid's Box Interactive DVD 1, The music room, Unit 1 'The rainbow song'

Warmer

• Start to write very slowly a number on the board. Pupils guess which number it is. Ask a pupil to come and complete the number. Repeat for the other numbers.

Presentation

- Teach the colours using the flashcards. Show a flashcard. Say It's (colour). Stick the flashcards on the board. Point and say It's ... green. Pause before the colour to give pupils a chance to say it. Practise the colours by saying, e.g. Point to green. Point to red. Point to blue.
- Point to a flashcard, e.g. yellow. Elicit negative answers. Say Is it blue? Is it purple? Is it orange? Then say What colour is it? Pupils respond It's yellow. Repeat.
- Invite pupils to take turns to be the callers to give them practice with the questions.

7 Sing the song.

- Say Open your Pupil's Books at page 7, please. Say What can you see? Elicit or teach rainbow and monster.
- Play the audio. Pupils listen and point to the colours. Play the audio again. Pupils join in with the song. Play the audio one or two more times to give pupils confidence to sing. Pupils stand up and sing the song as a class.

Red and yellow and pink and green, Orange and purple and blue. I can sing a rainbow, Sing a rainbow, Sing a rainbow to you. (x2)

Now sing the song again. (Karaoke version)

Practice

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

8 Listen and say the colour.

Play the audio. Do the first one as an example. Pupils hear the number and say the colour which corresponds, e.g. 1 =pink. Pupils check in pairs. Play the audio again, stopping 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.

Extra activity 1: see page 217 (if time)

Activity Book page 5

7 Listen and colour. (S) towards

• 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 audio. Pupils listen and mark the numbers. They check in pairs. Play the audio again. Check with the class by asking, e.g. What colour's number one?

Key: 8 = red, 1 = purple, 7 = blue, 9 = yellow, 4 = orange

CD 1, 13

1 Look at number eight. Colour it red.

Red?

Yes, colour number eight red.

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.

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

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

Extra activity 2: see page 217 (if time)

Optional activities

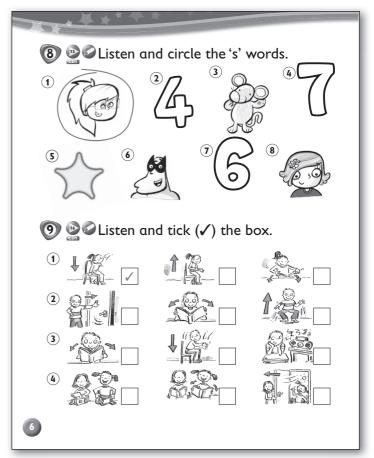
- Hand out copies of the Song worksheet from Teacher's Resource Book 1 (pages 6 and 11) and do the colour dictation.
- The music room, Unit 1 'The rainbow song' from Kid's Box Interactive DVD 1. See pages 28 and 29 of the Teacher's Booklet.

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.







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

Target language

- Key language: the phoneme /s/ as in star
- Additional language: Don't (colour)
- Revision: classroom language, blue, green, orange, pink, purple, red, yellow, and, rainbow

- Character flashcards (1-8, 19)
- Pupils' envelopes with the cards of the six characters from Photocopiable activity 1
- Extra activity 1: colour flashcards (20–26), two rulers
- Optional: Say it with me (S) from Pupil's Book 1 (page 94), Activity Book 1 (page 92) and Teacher's Book 1 (page 14)

Warmer

 Stick the character flashcards on the board and elicit the names. 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/.

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 audio. 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. They mix their cards up and put them face down on the desk. (There are 12 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.

10 Ask the questions.

• 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.

Extra activity 1: see page 217 (if time)

Activity Book page 6

8 Listen and circle the 's' words.

- Stick the six character flashcards on the board. Say the /s/ sound. Point to the /s/ flashcards (Simon, Suzy, Stella) and do thumbs up. Point to the other three flashcards and do thumbs down.
- Say Open your Activity Books at page 6, please. Elicit Stella from the class. Do thumbs up. Hold up a crayon. Say Circle this word. Elicit Four from the class. Do thumbs down and shake your head. Say Don't circle this word. Play the audio. Pupils circle the pictures of words that begin with the sound /s/. Check answers as a class.

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

- **9** Listen and tick (\checkmark) the box. (\mathbf{S}) towards Listening Part 3
- Focus pupils on the pictures. Say Listen and tick. Play the example. Point to the correct picture and the tick. Play the audio.

Key: 2 left, 3 right, 4 middle

CD 1, 16

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

Extra activity 2: see page 217 (if time)

Optional activity

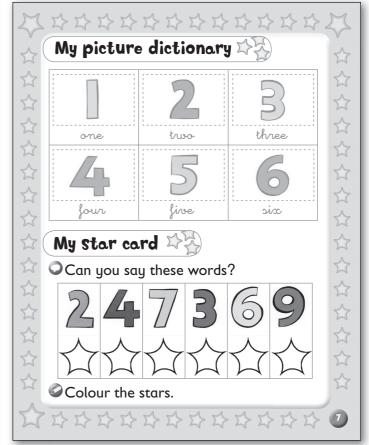
• Say it with me (S) from Pupil's Book 1 (page 92), Activity Book 1 (page 92). See notes on Teachers Book 1 (page 14).

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.







Objectives: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Additional language: here, thank you, my, very good, sticker
- Revision: pick up, point to, open, close, look at, listen, sing, door, class vocabulary

- Character flashcards (1-8, 19)
- Extra activity 2: small pieces of paper, the same number as there are pupils in the class, with a number between 1 and 10 written on each piece, e.g. 6, an envelope to put them in.
- Optional: Kid's Box Teacher's Resource Book
 1 Unit 1 Extension worksheet 2 (pages 6
 and 10); Kid's Box Interactive DVD 1: The
 living room, 'Gardening' episode and/or
 animated version of the Unit 1 story from
 Suzy's room; Playscript 1 from Kid's Box
 Teacher's Resource Book 1 (pages 84-86);
 Pupil's Book 1 cut-out puppets

Warmer

• Place the flashcards on the board and elicit the names. Say, e.g. Marie and clap twice. Pupils repeat. Repeat for the other flashcards. Vary the action, clapping, snapping fingers, stamping feet and so on. Point to the character flashcards for children to do the actions.

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 9, please. Look at the pictures. Point to Maskman. (Pupils point.) Point to Marie. (Pupils point.) Do the same for Monty and monster. Hold up your book. Point to the picture sequence 1-6 to check pupils know the order. Say Listen and look. What colour's the monster? What colour's the pencil? Play the audio. Pupils check their answers in pairs. Check with the class (blue).
- Play the audio again. Stop after each picture to check understanding. Point to the picture and ask, e.g. What's his name? What's her name? What's this? (toy box). What colour's the toybox / door?
- Say Open your Activity Books at page 100, please. Point to the Story pictogram Unit 1. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of Teacher's Book 1).

CD 1, 17

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Hello, Marie.

MARIE: Hello, Maskman. Close the door, please. Sit down

MASKMAN: Listen to my chant, Marie. 1, 2, 3, 4, 5, 6, 7, 8, 9

and 10.

MARIE: Very good, Maskman.

MASKMAN: Yes, good.

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

MARIE: No, Maskman. It's a ...

MASKMAN: 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.

12 Listen and say the number.

• Say Listen and say the number. Play the audio. Stop 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

MASKMAN: Listen to my chant, Marie. 1, 2, 3, 4, 5, 6, 7, 8, 9

MONTY: Look, a blue pencil. MARIE: Yes, a blue pencil.

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

MASKMAN: Listen! Look! What ... ? Aaaagghh! A blue

monster!

MARIE: No, Maskman. It's a ...

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

MASKMAN: Hello, Marie.

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

Extra activity 1: see page 217 (if time)

Activity Book page 7

MY PICTURE DICTIONARY

• Say Open your Activity Books at page 7, please. Look at the picture dictionary. Pupils prepare the stickers. Say the numbers (1, 2, 3, 4, 5, 6) in turn. Pupils point to the correct sticker. Pupils stick the stickers in the correct place. If appropriate, pupils trace around the number word under the sticker.

Extra activity 2: see page 217 (if time)

MY STAR CARD

- Say Can you say these words? Write the numbers in turn on the board. Elicit the words in chorus.
- 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 living room: 'Gardening' episode from Kid's Box Interactive DVD 1. See pages 8-11 of the Teacher's Booklet.
- Suzy's room: the animated version of the Unit 1 story from Kid's Box Interactive DVD 1. See pages 41-43 of the Teacher's Booklet.
- Pupils might like acting out the story from Pupil's Book page 9. Hand out a copy to each student of Playscript 1 from Teacher's Resource Book 1 (page 86). See notes on pages 84-85.
- Pupils can also use the *Pupil's Book 1* cut-out puppets to act out the story.

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 had practice talking about situations and identifying good and bad behaviour.

Target language

- Key language: I listen to my teacher. I am tidy. I share my things. I say sorry. I am kind. I help.
- Additional language: good, bad, Oh dear! What a mess! Are you tidy?
- Revision: colours: blue, green, orange, purple, red, yellow

- Colour flashcards: blue, green, orange, pink, purple, red and yellow
- Crayons: blue, green, orange, pink, purple, red and yellow

Warmer

- Review the colours using the flashcards. Show a flashcard and ask What colour is it? Pupils respond, e.g. It's green.
- Pupils place their crayons on their desks: blue, green, orange, pink, purple, red and yellow. Display the colour flashcards on the board. Point to one. Pupils say the colour and hold up their crayon of the same colour. Continue with all the flashcards.

Presentation

- Say Open your Pupil's Books at page 10, 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 science. Say Today's lesson is about how to behave.
- 1 Listen, point and say.
- Hold up your book. Point to the first picture. Elicit what the pupils can see in the first picture. Then say I am kind. Encourage the pupils to repeat after you. Continue with all the pictures.
- Say Listen and point. Play the audio, pausing for the pupils to point to the correct picture.
- Say Listen, point and say. Play the audio again and this time the pupils point and say the colour of each frame.

Key: a - 2 blue, b - 5 red, c - 1 orange, d - 4 purple, e - 3 yellow, f - 6 green

- 1 I share my things.
- 2 I am kind.
- 3 I listen to my teacher.
- 4 I say sorry.
- 5 I am tidy.
- 6 I help.

2 Look and say 'good' or 'bad'.

- Hold up your book and point to the first picture. Say Oh dear! What a mess! Look at the boys and their toys. Use your tone of voice and gestures to help illustrate meaning.
- Ask the pupils Good or bad? Elicit the answer. Continue with all the pictures.

Key: 1 bad, 2 good, 3 good, 4 bad

Extra activity

- Pupils look at Activity 2 again. Point to picture 1 and ask How do you behave? Are you tidy? Pupils answer yes or no.
- Continue with the other three pictures, asking *Are you kind?* Do you share? Do you help? Pupils answer yes or no.

Ending the lesson

• Hold up your book and point to Activity 1. Say the following chant while pointing to the pictures.

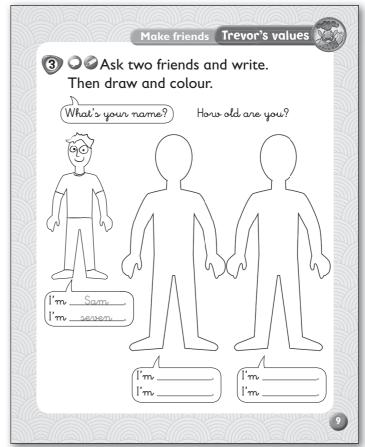
I listen to my teacher. I share my things. I help other people. And I say sorry.

I listen to my teacher. I share my things. I am tidy. And I am kind.

Say the chant again and clap to the rhythm. Encourage pupils to say the chant with you.







Objectives: By the end of the lesson, pupils will have listened to a story, practised greetings and introductions and talked about making friends.

Target language

- Key language: How are you? I'm fine, thank you.
- Additional language: make friends, values, Great! Come on! Let's play. OK.
- **Revision:** *Hello, I'm ... What's your name?* How old are you? I'm ...

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

Warmer

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

3 Listen to the story.

- Say Open your Pupil's Books at page 11, please. Point to the picture of Trevor at the top of the page. Elicit his name. Ask Is he happy or sad? Translate the meaning of values so the pupils know that Trevor's pages are about doing the right
- Focus pupils on the pictures of children at the playground. Point to the boy in picture 1 and say This is Ben. Ask Is he happy or sad? Why is he sad? Establish that he is sad because he is on his own. Say He hasn't got friends with him. Point to picture 2. Ask Who is in the picture? Pupils respond A boy and a girl. In the same way talk about picture 3: Is the boy happy or sad? Who is in the picture now? Pupils respond Two boys and a girl. Talk about picture 4: Are they happy? Yes! Say Look! They're playing together. Elicit He's/They've got a ball.
- Say Listen to the story. Ask the pupils to listen for the names of the girl (May) and the second boy (Sam). Say Listen to the story. Play the audio.
- Focus pupils on the Functions box. Read the sentences and tell pupils to repeat after you. Pupils find the expressions in the text and practise them in pairs.

CD 1. 20

BEN: Ohh!

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

May: I'm 7. BEN: Great! I'm 8. SAM: Hello.

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

SAM: I'm Sam. BEN: I'm Ben.

BEN: Come on! Let's play! MAY 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.

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 audio. 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, 21

Story as in CD1, 20, 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 audio 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 audio. Pupils act and join in with their character's lines. Repeat, so pupils play all three roles.

Activity Book page 9

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

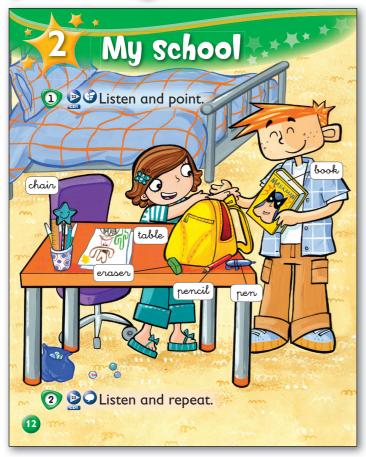
• Say Open your Activity Books at page 9, please. Focus pupils on the example questions and answers in their books: What's your name? I'm Sam. How old are you? I'm seven. Divide the class into groups of three. Pupils take turns to ask and answer. Give pupils time to write the name and age of the pupils 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 217 (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.

Ay School





Objectives: By the end of the lesson, pupils will have learned to name and count different classroom objects.

Target language

- Key language: book, chair, eraser, pen, pencil, table, Is this a ...? Yes, No, your
- Additional language: school, bag, stick, fold, read, cut, be quiet, stop, it's, a/an
- Revision: colours, numbers 1–10

- School flashcards (27–32)
- Colouring pencils / crayons
- Classroom objects
- Optional: Kid's Box Teacher's Resource Book 1 Unit 2 Reinforcement worksheet 1 (pages 12 and 13)

Warmer

 Pupils take out their crayons. Say Pick up the red crayon, 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.

1 Listen and point. S towards Listening Part 4

- Say Open your Pupil's Books at page 12, 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 school flashcards on the board. Say Listen and point.
 Play the audio. Pupils listen and point to the objects in their books. Point to the flashcards on the board to check.

CD 1, 22

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!

2 Listen and repeat.

 Say Now listen and repeat. Play the audio. Stop after each word. Pupils repeat in chorus. Pupils can say the words in different ways: quietly, loudly, etc.

CD 1, 23

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.

Extra activity 1: see page 217 (if time)

Activity Book page 10

1 Listen and colour. S towards Listening Part 4

- 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 audio. Pupils make a coloured dot. They check in pairs. Play the audio 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, 24

The table is red.

The chair is orange.

The eraser is pink.

The pen is blue.

The book is green.

The pencil is yellow.

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 activity 2: see page 217 (if time)

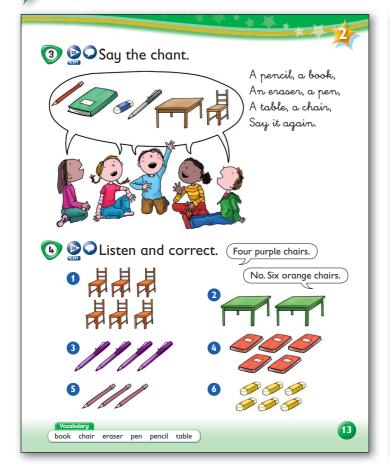
Optional activity

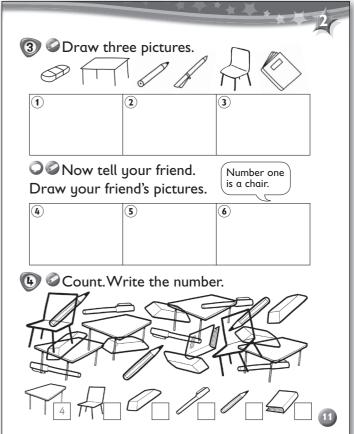
• Unit 2 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 12 and 13).

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.







Objectives: By the end of the lesson, pupils will have learned a chant about classroom objects.

Target language

- **Key language:** book, chair, eraser, pen, pencil, table, Is this a ... ? Yes, No
- Additional language: an, How many ...?
- Revision: numbers 1–10, colours

- School flashcards (27–32)
- About twelve classroom objects e.g. a blue pencil, a pink pencil, a green eraser, a yellow crayon; a cloth or a large piece of paper
- Optional: Kid's Box Teacher's Resource Book 1 Unit 2 Reinforcement worksheet 2 and Extension worksheet 1 (pages 12, 14 and 15)

Warmer

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

3 Say the chant.

- Say Open your Pupil's Books at page 13, please. Look at the picture. Listen and point. Play the chant. Pupils listen and point. Play the chant again. Pupils listen and repeat after each line. Practise the chant a few more times as a whole class.
- Divide the class into six groups. Hand a school flashcard to each group. The class say the chant group by group, holding up the flashcard and saying their words in turn.
 Swap flashcards and repeat.

CD 1, 25

A pencil, a book, An eraser, a pen, A table, a chair, Say it again. (x2)

Practice

- Revise numbers with the class by holding up a number of pencils in one hand (ten or fewer). Say *How many pencils?* Elicit the pupils' guesses and count the pencils aloud to check with the class.
- Repeat with different classroom objects.

4 Listen and correct.

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

Key: 2 Two green tables, 3 Four purple pens, 4 Five red books, 5 Three pink pencils, 6 Six yellow erasers

CD 1, 26

Four purple chairs.
 Three blue tables.
 Two orange pencils.
 Six red pens.
 Eight green erasers.

Extra activity 1: see page 218 (if time)

Activity Book page 11

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 second part of 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 page 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.

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 activity 2: see page 218 (if time)

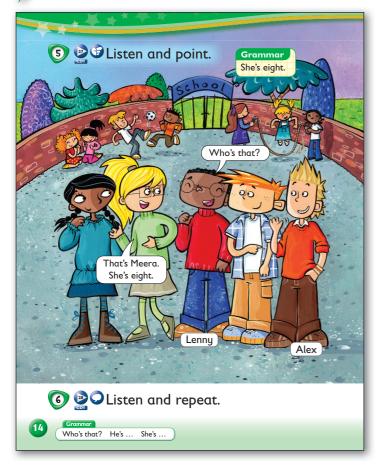
Optional activities

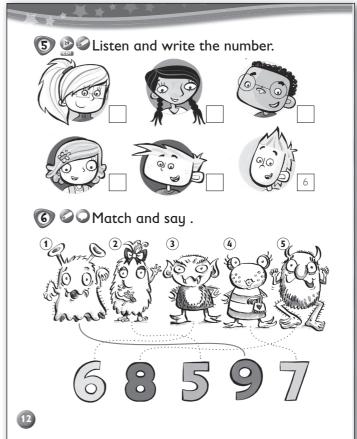
 Unit 2 Reinforcement worksheet 2 and/or Extension worksheet 1 from *Teacher's Resource Book 1* (pages 12, 14 and 15).

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

- Character flashcards (1-3, 19, 33-34) of the known and new (Alex, Lenny) characters
- Optional: Kid's Box Interactive DVD 1: The playroom 'Kim's game' (and 12 classroom objects); Grammar reference Unit 2 Pupil's Book 1 (page 98) and Activity Book 1 (page 96)

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 character flashcards 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.

5 Listen and point. (S) towards Listening Parts 1 and 2

- Say Open your Pupil's Books at page 14, please. Listen and point. Play the audio. Pupils listen and point as they hear the names. Play the audio 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.
- Focus pupils on the Grammar box. Read the sentence. Tell pupils to look at the picture and ask Who is eight? Pupils point at Meera and say She's eight. Then tell pupils to practise in pairs by telling their partner's age.

CD 1, 27

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.

6 Listen and repeat.

• Say *Listen and repeat*. Play the audio. Pupils listen and 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 why one is He and the other She. Elicit or teach the words boy and girl.

CD 1, 28

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?

Extra activity 1: see page 218 (if time)

Activity Book page 12

5 Listen and write the number. (**S**) towards Listening Parts 1 and 2

- 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 the numbers. Play the audio. Pupils check in pairs. Play the audio again. Check with the class. Say How old is Meera? Pupils respond She's eight.

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

CD 1, 29

Who's that? That's Alex. Is he six? Yes, he is.

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

Who's that? That's Simon. Is he eight? No, he isn't. He's six.

Who's that? That's Suzy Is she five? No, she isn't. She's three.

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

Who's that? That's Lenny.

Is he eight? No, he isn't. He's seven.

6 Match and say.

- Elicit what pupils can see (monsters). Ask *How many boy* monsters (are there)? How many girl monsters (are there)? Point to a boy monster. Ask How old is he? Pupils work individually and find the ages of the other monsters by following the lines.
- Check by asking 1 How old is he? Pupils respond He's nine.

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

Extra activity 2: see page 218 (if time)

Optional activities

- 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.
- Grammar reference Unit 2 from *Pupil's Book 1* (page 98) and Activity Book 1 (page 96).

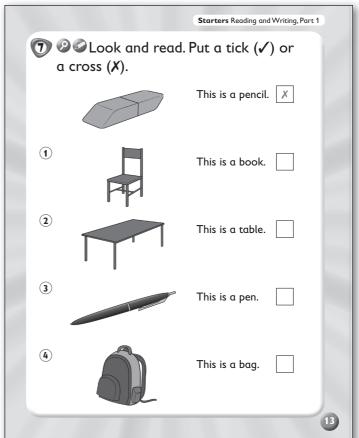
Key: 1 He's, He's, 2 She's, She's

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.







Objectives: By the end of the lesson, pupils will have exchanged personal greetings and made finger puppets.

Target language

- Key language: puppet, How are you? I'm fine, thank you.
- Additional language: I don't know, paper
- **Revision:** numbers 1–10, character names

- Character flashcards (1-5)
- Photocopiable activity 2 (page 203), one for each pupil, glue, scissors, a set of finished finger puppets for demonstration
- Extra activity 1: CD of lively music
- Extra activity 2: school flashcards and wordcards; a stopwatch or timer (27-32)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 2 Song worksheet (pages 12 and 17); Kid's Box Interactive DVD 1, The music room, Unit 2 'How are you?' song

Warmer

- Introduce your finger puppets. Put a finger puppet on in turn. Go up to one or two pupils. Say Hello. I'm (Simon). What's your name? How old are you? Repeat. Only wear one puppet at a time during this activity.
- Put all five puppets on your fingers. Point to each one and elicit the names.

7 Make the puppets.

• Review the character names, using the flashcards. Say Open your Pupil's Books at page 15, please. Let's make the puppets. Hand out Photocopiable activity 2 to each pupil. They colour in the puppets (about five minutes). Monitor the class carefully. When all pupils are ready, hand out the scissors and the glue. Say Cut the paper, pointing to the paper. Demonstrate cutting out one of the puppets. Pupils cut out their puppets. Demonstrate how to glue the tabs in place. Pupils glue the tabs in place.

8 Sing the song.

- Focus pupils on the Functions box. Read the question and answer and tell pupils to repeat after you. Ask different pupils the question and elicit the answer. Then tell pupils to practise in pairs.
- Put the puppets on your fingers in this order: Mr Star, Mrs Star, Stella, Simon, Suzy. Pupils do the same. Say Listen and look. Play the audio. Wiggle the appropriate finger with the greeting and do accompanying greeting actions. Pupils
- Play the audio again. Sing the song. Pupils do the actions and join in.
- Play the audio line by line. Do the actions with your fingers. Pupils repeat each line in chorus.
- Make five groups: a group for each character. Everyone says the first line. Then the Mr Star group stands, replies and sits down. Continue in this way for the other groups and characters.

CD 1, 30

Mr Star, Mr Star, How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

Mrs Star, Mrs Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How 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, 31

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.

Extra activity 1: see page 218 (if time)

Activity Book page 13

- **7** Look and read. Put a tick (\checkmark) or a cross (X). S towards Reading and Writing Part 1
- 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 sentence in the example aloud (This is 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 α 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.

Note: The actual Starters test also tests plural nouns with These are.

Key: 1 X, 2 √, 3√, 4 √

Extra activity 2: see page 218 (if time)

Optional activities

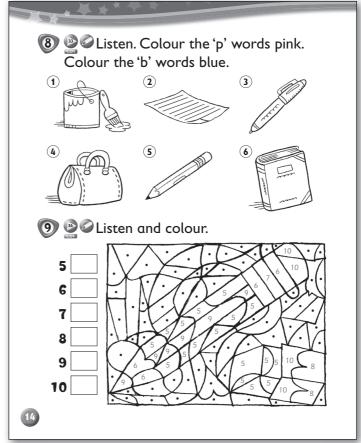
- Pupils make and play with the spinner on the Unit 2 Song wooksheet from Teacher's Resource Book 1 (pages 12 and 17)
- The music room, Unit 2 'How are you?' song from Kid's Box Interactive DVD 1. See pages 28-29 of the Teacher's Booklet.

Ending the lesson

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







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 *blue, bag*
- Additional language: crayons, Who's that? He's/She's Mr/Mrs Star
- Revision: imperatives, classroom objects

- Colour flashcards pink (22), blue (26)
- Character flashcards (1–8, 19, 33–34)
- School flashcards (27–32)
- Colouring pencils/crayons: pink, blue, yellow, green, purple, red
- A blank piece of paper (one for each pupil)
- Optional: Say it with me (B) from Pupil's Book 1 (page 94), Activity Book 1 (page 92) and Teacher's Book 1 (page 14)

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. Elicit items pupils know which begin with these sounds (e.g. pencil, pen, paper, book, bag).

9 Monty's phonics.

- Say Open your Pupil's Books at page 16, 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 audio. Pupils listen and repeat.
- Pupils work in pairs and practise saying A pink pen and a blue bag as a tongue twister.

CD 1. 32

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

10 Ask and answer.

- Stick the character flashcards on the board and elicit the
- 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. 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. 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

Extra activity 1: see page 218 (if time)

Activity Book page 14

- 8. Listen. Colour the 'p' words pink. Colour the 'b' words blue.
- Review the classroom objects using flashcards and a sheet of paper. Say Open your Activity Books at page 14, please. Hold up a blue crayon and a pink crayon. Say Two crayons. Pink for 'p' or blue for 'b'. Listen. Play the first item on the audio. 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 audio.
- Check the activity as a whole class, practising pronunciation.

Key: 1 blue, 2 pink, 3 pink, 4 blue, 5 pink, 6 blue

CD 1.33

1 Blue 2 Paper 3 Pen 4 Bag 5 Pencil 6 Book

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 audio. 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 audio, pausing after each line for pupils to find the crayon and colour. Check pupils are colouring the key, not 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 Seven, pink Ten, red

Extra activity 2: see page 218 (if time)

Optional activities

• Say it with me (B) from Pupil's Book 1 (page 94) and Activity Book 1 (page 92). See notes on Teacher's Book 1 (page 14).

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.







Objectives: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Additional language: everybody, here's, another, not
- Revision: pick up, point to, open, close, classroom vocabulary, colours

- Character flashcards (1-8)
- School flashcards (27–32)
- Colour flashcards (20–26)
- Extra activity 1: picture dictionary stickers
- Playscript 2 Kid's Box Teacher's Resource Book 1 (pages 84-85 and 87)
- Pupil's Book cut-out puppets
- Optional: Kid's Box Teacher's Resource Book 1 Unit 2 Extension worksheet 2 (pages 12 and 16); the animated version of The Unit 2 story from Kid's Box Interactive DVD1 (Suzy's room section)
- Kid's Box Language Portfolio 1 (page 8)

Warmer

• Play a game. Draw a 3 x 3 grid on the board. Number the squares 1-9. Place nine flashcards face down on the board. Write a number between 1 and 9 under each one. Divide the class into two teams. The first team chooses a number. Turn over the flashcard. One pupil says what it is. If they are correct, erase the number and put a large *O* in the square. The other team chooses a number. If they answer correctly, erase their number and put a large X in the square. Continue in turn. If the teams don't answer correctly, leave the number in 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.

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 17, please. Look at the pictures. Point to Marie (pupils point). Point to Maskman (pupils point). Point to Monty (pupils point). Hold up your book for the class. Say Listen to the story. Play the audio. Pupils look and listen.
- Play the audio again. Stop after each picture to check understanding. Hold up your book. Point and ask, e.g. What's this? (table, chair, activity book, pencil, eraser). What's her name? What's his name?
- Say Open your Activity Books at page 100, please. Point to the Story pictogram Unit 2. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 200 of Teacher's Book 1).

CD 1. 35

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MARIE: OK. Sit down, please, everybody.

MARIE: Open your activity books, please, and pick up

your pencils.

MARIE: Listen to the audio and draw the monster.

MASKMAN: Oops! Oh, my activity book! MONTY: Here's another book, Maskman.

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

MASKMAN: Er, no, Marie. Another activity book, please.

12 Act out the story.

- Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of three.
- To help children to act out the story, hand out a copy to each student of Playscript 2 from Teacher's Resource Book 1 (page 87). See notes on pages 84-85.
- 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 audio. Pupils act and join in. Repeat, so pupils play all three roles.
- Pupils can also use the *Pupil's Book 1* cut-out puppets to act out the story.

Extra activity 1: see page 218 (if time)

Activity Book page 15

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 word under the picture.

Extra activity 2: see page 218 (if time)

MY STAR CARD

- Say Can you say these words? Display the school 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).
- Suzy's room: the animated version of the Unit 2 story from Kid's Box Interactive DVD 1. See pages 41-44 of the Teacher's Booklet.

Language Portfolio

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

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.



Favourite toys





Objectives: By the end of the lesson, pupils will have learned to name different toys and practised asking questions.

Target language

- **Key language:** ball, bike, car, computer, doll, train, What's your favourite toy? My favourite ... is ...
- Additional language: Where's ...?
- **Revision:** What's this? It's a ... Where's ...?

- Character flashcards (1-3, 19, 33, 34)
- Toy flashcards (35-40)
- Extra activity 2: school flashcards (27–32)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 3 Reinforcement worksheets 1 and 2 (pages 18-20)

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.

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 audio. Pupils listen and point to the toys. Check which character has which toy and check understanding of favourite.

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?

2 Listen and repeat.

• Say Listen and repeat. Play the audio. Pupils repeat. Play the audio 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.

Extra activity 1: see page 218 (if time)

Activity Book page 16

1 Listen and circle the tick or cross.

- 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 16, 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 audio. Pupils listen and circle. Pupils check in pairs. Play the audio again. Check with the class.

Key: 2 X 3 ✓ 4 X 5 ✓ 6 X

CD 1, 38

- 1 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 activity 2: see page 218 (if time)

2 Look and match.

- 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

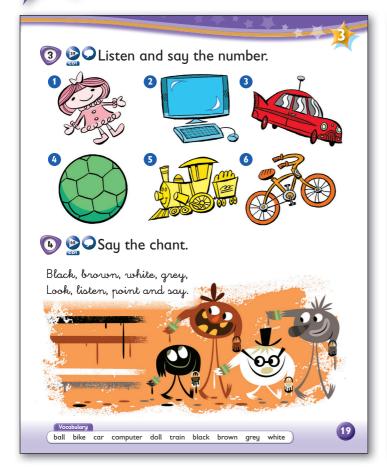
• Unit 3 Reinforcement worksheets 1 and 2 from Teacher's Resource Book 1 (pages 18-20).

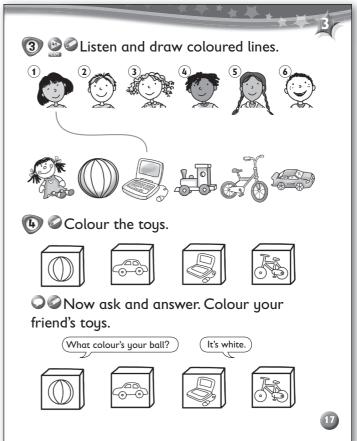
Ending the lesson

- 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 motion.
- 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.







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

Target language

- Key language: ball, bike, black, brown, car, computer, doll, grey, train, white,
- **Revision:** colours, numbers 1–6, What's your favourite toy?

- Colour flashcards (20–26, 41–44)
- Toy flashcards (35-40)
- Colouring pencils/crayons
- Extra activity 1: Photocopiable activity 3B (see page 204), photocopied onto thin card, scissors, envelopes
- Extra activity 2: eleven crayons, one of each colour

Warmer

• Use the chant from the end of the previous lesson to review the toys.

Presentation

• Review the known colours. Elicit or teach the four new colours, using the flashcards. Pupils repeat the new colours in chorus and group by group.

3 Listen and say the number.

- Say Open your Pupil's Books at page 19, please. Listen and say the number. Play the first one as an example. Pupils put up their hands to answer. Elicit from the whole class in chorus (3). Play the audio. Pupils whisper the answers to their partner.
- Play the audio again. Pupils put their hands up after each one. Elicit the answers.

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

CD 1, 39

What's your favourite toy? My favourite toy's my red car.

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

What's this? It's my blue computer.

What colour's your train? It's yellow.

What's your favourite toy? It's my orange bike.

What's this? It's my pink doll.

Pair work

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

4 Say the chant.

- Display the four new colour flashcards. Say, e.g. Grey. Pupils point. Repeat for the other colours.
- Say Listen and chant. Play the audio. Pupils point to the colours in their books. Play the audio again. Pupils join in. Vary the chant. Pupils say it in groups, loudly, softly, whispering and so on.

CD 1, 40

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

Extra activity 1: see page 218 (if time)

Activity Book page 17

3 Listen and draw coloured lines. (S) towards Listening Part 4

- 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 17, please. Play the audio. Do the first one as an example. Mime drawing from child 1 to the computer. Play the rest of the audio, leaving time for pupils to find the crayons and draw the lines in the appropriate colours. Pupils check in pairs. Play the audio 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.

4 Colour the toys.

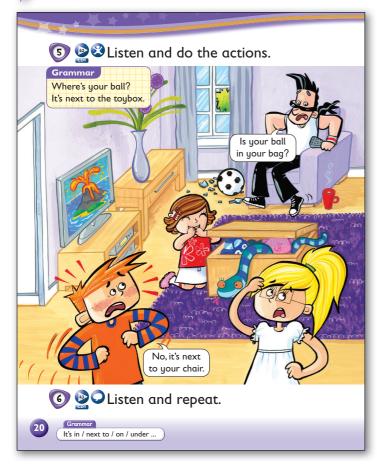
- Focus pupils on the four boxes at the top of the activity. Elicit the names of the items (ball, car, computer, bike).
- Say Colour the toys. Hold up brown, black, white and grey crayons or pencils. Say A ball. What colour? and mime thinking and choosing one of the four colours. I think black. A black ball. Hold up your black crayon and mime colouring the ball. Say You choose the colours. Brown, black, white or
- 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 17 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 It's brown, hold up a brown crayon). Mime colouring the ball at the bottom of page 17.
- 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.

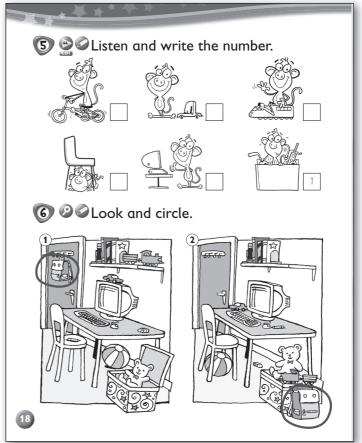
Extra activity 2: see page 219 (if time)

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.







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 ...? teddy, differences
- Revision: classroom objects, toys

- School flashcards (27–32)
- Optional: a teddy
- Extra activity 1: Photocopiable activity 3A (see page 204), one for each pupil copied onto thin card, paper fasteners, scissors, one completed activity for demonstration
- Extra activity 2: toy flashcards (35–40)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 3 Extension worksheet 1 (pages 18 and 21); Grammar reference Unit 3 Pupil's Book 1 (page 98) and Activity Book 1 (page 96)

Warmer

• Review the classroom 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

- Teach the prepositions on, in, under and next to, demonstrating with two hands.
- 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.

5 Listen and do the actions.

- Say Open your Pupil's Books at page 20, please. Focus pupils on the Grammar box. Read the question and the answer and tell pupils to repeat after you. Then tell pupils to look at the picture and ask Where is the ball? Then say It's next to the toybox. True or False? Elicit False and ask for the correct position It's next to the chair.
- Say Listen and do the actions. Play the audio. Pupils listen and do the actions when they hear the prepositions. Play the audio again for pupils to repeat.

CD 1, 42

MR STAR: Simon ... Simon, is your ball in your bag?

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

MR STAR: Simon, is your ball on the toy box?

sımon: Er, no, it isn't, Dad.

MR STAR: Simon, is your ball under the table?

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

MR STAR: Simon, where's your ball? **SIMON:** Er, it's next to your chair, Dad.

6 Listen and repeat.

• Say *Listen and repeat*. Play the audio. Stop after each stentence. Pupils repeat in chorus.

CD 1, 43

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

- Hold up a real teddy if possible and teach *teddy*. Point to the picture. Say Look at the teddy. Is it blue? (No, it isn't.) Is the teddy green? (No, it isn't.) What colour's the teddy? (It's pink.) Is the teddy on the table? (No, it isn't.) Is the teddy next to the toy box? (No, it isn't.) Say Suzie's teddy is ...? Pupils complete the sentence: in the tov box.
- Pupils work in pairs. They take turns to say a preposition and to mime the action.

Activity Book page 18

5 Listen and write the number. **(S)** towards

• Say Open your Activity Books at page 18, please. Point to the pictures of the monkey and say This is Ben. Elicit what the animal Ben is (a monkey). Pupils take out their pencils. 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 toybox). Play the audio. Pupils check their answers in pairs. Play the audio again. Check with the class.

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

CD 1, 44

1 Ben's in the toybox. 2 Ben's on the train.

- 4 Ben's on the bike.
- 5 Ben's next to the computer.
- 3 Ben's next to the car. 6 Ben's under the chair.

Extra activity 1: see page 219 (if time)

6 Look and circle. **S** towards

- 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 toybox. Say There are six more differences. Can you find them? Pupils work individually and circle the differences. They check in pairs. Elicit from the class. Pupils say, e.g. In picture 1 the teddy's in the toybox. In picture 2 the teddy's on the toybox.
- Pupils work in pairs and take turns to point to differences and to say the sentences.

Key:

Picture 1 The teddy's in the toybox.

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 teddy's on the toybox.

The train's on the toybox. 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 2: see page 219 (if time)

Optional activities

- Unit 3 Extension worksheet 1 from Teacher's Resource Book 1 (pages 18 and 21).
- Grammar reference Unit 3 from Pupil's Book 1 (page 98) and Activity Book 1 (page 96).

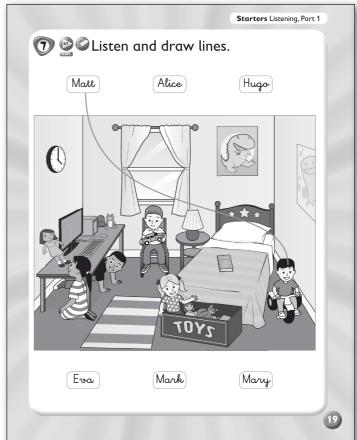
Key: 1 Is, is, 2 Is, isn't

Ending the lesson

• Do the preposition action game again from the presentation.







Objectives: By the end of the lesson, pupils will have practised using prepositions to talk about location.

Target language

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

- Toy flashcards (35–40)
- Extra activity 1: Photocopiable activity 3A (see page 204), **either** the completed sentence wheels **or** the material copied onto thin card, paper fasteners, scissors, one completed activity for demonstration
- Optional: Kid's Box Teacher's Resource Book 1 Unit 3 Song worksheet 1 (pages 18 and 23); Kid's Box Interactive DVD 1: The music room, Unit 3 'Where's Monty?' song; The living room 'Rocking horses' episode

Warmer

• Revise prepositions using the action game from the previous lesson. Use realia to elicit sentences from the class, e.g. place an eraser under the desk and ask Where's the eraser? Pupils put the following objects on their desks: pencil, pen, book, crayons. They take turns to place objects, to ask a question and to elicit a response from the class. Pupils play in pairs.

7 Sing the song.

- Say Open your Pupil's Books at page 21, please. Focus pupils on the picture in their books. Elicit what they can see (toybox, computer, etc.). Play the audio. Pupils listen and point. Sing along to the audio yourself and shake your head to indicate the meaning of isn't. Play the audio again. Pause after each line for pupils to repeat in chorus. Repeat. Use an upward motion with your hand to indicate the rising tone in the questions: Is he in the toybox? Is he under the book? Is he next to the computer?
- Divide the class in half. Groups sing alternate lines.

CD 1, 45

Monty? Monty isn't here, Monty isn't there. He isn't on the table. He isn't under the chair Oh, where? Where? Where is Monty?

Is he in the toybox? Is he under the book? Is he next to the computer? Look! Look! Look! Oh, where? Where? Where? Where? Where? Where? Where? Where's Monty?

Monty? CD 1, 46

Now sing the song again. (Karaoke version)

8 Ask and answer.

• Ask questions about the picture, 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 toybox? and an answer from the class. Focus pupils on the question marks in the picture in Activity 7. In pairs, pupils ask and answer about Monty. (He's in the bag.).

Extra activity 1: see page 219 (if time)

Activity Book page 19

7 Listen and draw lines. (S) towards

• Say Open your Activity Books at page 19, please. Look at the pictures. What can you see? Elicit the names of the objects in the bedroom (e.g. table, chair, toybox) and the toys and classroom objects.

- Say *Listen*. Play the example on the audio. Say *What is it?* The car? Elicit The bike. Ask Where's Matt? Elicit On the bike. Mime drawing a line from the bike to Matt.
- Say *Listen and draw. Use a pencil.* Play the rest of the audio. Pupils listen and draw lines. Check by asking, e.g. Where's Mary?

Key: 1 line between Hugo and boy on chair with toy car; 2 line between Eva and girl in toy box; 3 line between Mark and boy under the table; 4 line between Mary and girl next to the doll.

CD 1, 47

Example.

Look at Matt.

OK

He is on the bike.

Matt is on the bike?

Yes. he is.

Can you see the line? This is an example.

Now you listen and draw lines.

Look at Hugo.

Yes. He's on the chair.

Hugo is on the chair, he has got a toy car.

OK.

That's a good toy box.

Eva is in the toy box,

Eva?

Yes. That's right.

Look at Mark under the

Mark?

Yes, he's under the table.

OK.

My favourite toy is the doll.

Mary is next to the doll

Oh, Mary is next to the doll?

Yes. That's right.

Extra activity 2: see page 219 (if time)

Optional activities

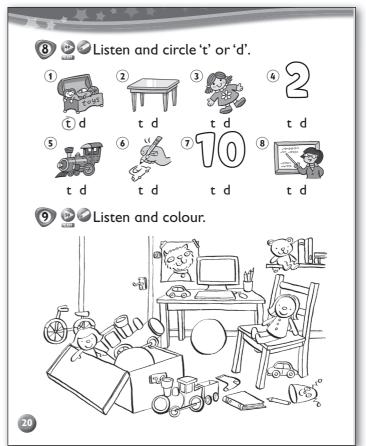
- Hand out copies of the Song worksheet from *Teacher's* Resource Book 1 (pages 18 and 23). Pupils make the character finger puppets and use them with the song.
- The music room: Unit 3 'Wheres's Monty?' song from Kid's Box Interctive DVD 1. See pages 28 and 29 of the Teacher's
- The living room: 'Rocking horses' episode from Kid's Box Interactive DVD 1. See pages 12–15 of the Teacher's Booklet.

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: Is he in the toybox? Is he under the book? Is he next to the computer?







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

- Number, school and toy flashcards (9-18, 27-32, 35-40)
- Colouring pencils/crayons
- Extra activity 1: two rulers
- Extra activity 2: Photocopiable activity 3B (see page 204), either the cards from the previous lesson or the materials copied onto thin card, scissors, a set of cards for demonstration
- 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.

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 audio. 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/d doll

Ten dolls on a train.

Ten dolls on a train.

Ten dolls on a train!

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 Yes or No. 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.
- Say Look at the posters and point to the two posters in the picture. Say Find the three teddies on the poster. Pupils point and say *Three teddies!* Say *Find the two trains on the poster.* Pupils point and say Two trains!

Extra activity 1: see page 219 (if time)

Activity Book page 20

- 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 20, please. Say Listen and circle 't' or 'd'. Use the letter sounds (tuh and duh), not their names. Play the audio. Pupils circle a letter each time. Play the audio 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 5 train 2 table 6 draw 3 doll 7 ten 4 two 8 teacher

9 Listen and colour. (S) towards Listening Part 4

Revise prepositions by placing flashcards in, on and under objects in the class. Pupils need nine crayons: brown, pink, yellow, purple, green, red, black, grey, blue. Say Listen and colour. Remind pupils to make a dot the first time. Play the audio. Pupils listen and dot. Pupils check in pairs. Play the audio again. They can check and colour the items more fully this time. 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 train next to toy box, red car under the poster, yellow car under chair, purple ball in toy box, green ball under table, black bike, grey teddy

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 green.

The train next to the toy box is red.

The car under the poster 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 bike is black.

The teddy is grey.

Note: In the actual Starters test, pupils are not asked to colour in white, black or grey.

Extra activity 2: see page 219 (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 32, 34-35 of the Teacher's Booklet.

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.







Objectives: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Additional language: Here you are
- **Revision:** language from the unit, *Where's*, prepositions

- Toy flashcards (35–40)
- Optional: Kid's Box Teacher's Resource
 Book 1 Unit 3 Extension worksheet 2
 (pages 18 and 22); the animated version
 of the Unit 3 story from Kid's Box
 Interactive DVD 1 (Suzy's room section);
 Playscript 3 Kid's Box Teacher's Resource
 Book 1 (pages 84-85 and 88); Pupil's Book
 1 cut-out puppets
- Kid's Box Language Portfolio 1 (pages 3 and 9)

Warmer

 Use the mime chant from the first lesson of the unit to review the vocabulary (page 45, Ending the lesson). Pupils call out the words. They copy your actions and join in with the chant. Then pupils take it in turns to do the actions for the class to join in and copy.

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 23, please. Look at the pictures. Elicit who they can see (Marie, Monty and Maskman). Hold up your book to check pupils remember the sequence of the pictures. Say Listen and look. Where's Maskman's car? Play the audio. Pupils listen and look. Check with the class (in the bag). Play the audio again. Pupils listen and repeat.
- Say Open your Activity Books at page 100, please. Point to the Story pictogram Unit 3. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of Teacher's Book 1).

CD 1, 51

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Hello, Marie. What's that?

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

MASKMAN: Oh. ...

MARIE: What's your favourite toy, Maskman?

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

MARIE: Oh. that's nice. Where is it? MASKMAN: It's there, next to the toy box.

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

MASKMAN: Oh, no! Where's my car?

MONTY: Is it in the toy box? MASKMAN: No, it isn't. MARIE: Is it under the table?

MASKMAN: No, it isn't under the table. Ooohh. Where's

MARIE: I don't know, Maskman. Is it on the chair?

MASKMAN: Noooo, it isn't.

MONTY: Look, Maskman. It's OK. It's here, in the bag.

MASKMAN: Oh, thank you, Monty. MASKMAN: My Maskman Car.

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

- Point to the first frame of the story. Say Marie's computer is red. 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 audio.

• 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

- 1 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.

Extra activity 1: see page 219 (if time)

Activity Book page 21

MY PICTURE DICTIONARY

• Say Open your Activity Books at page 21, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. 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.

MY STAR CARD

- Say Can you say these words? Use the flashcards to elicit the words. Pupils say them in chorus. Pupils work in pairs. They take turns to point to a word in their books and to say it.
- 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 activity 2: see page 219 (if time)

Optional activities

- Unit 3 Extension worksheet 2 from Teacher's Resource Book 1 (pages 18 and 22).
- Suzy's room: the animated version of the Unit 3 story from Kid's Box Interactive DVD 1. See pages 41-44 of the Teacher's Booklet.
- Pupils might like acting out the story from Pupil's Book 1 page 23. Hand out a copy to each student of Playscript 3 from Teacher's Resource Book 1 (page 88). See notes on pages 84-85.
- Pupils can also use the *Pupil's Book 1* cut-out puppets to act out the story.

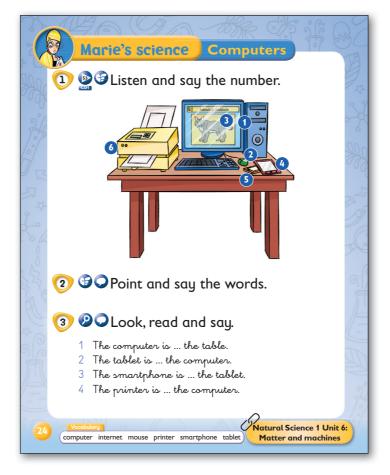
Language Portfolio

• Pupils complete pages 3 and 9 of Kid's Box Language Portfolio 1 (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 learnt the basic elements of computers and the internet.

Target language

- Key language: computer, mouse, internet, tablet, smartphone, printer
- Additional language: I use my (printer) to ..., I play games ..., I talk to ...
- Revision: in, next to, on, under, blue, red, green

- Toy flashcards
- Preposition flashcards
- Pencil

Warmer

- Place the toy flashcards on the board. Say an item and invite a pupil to point to the correct flashcard. Continue with all the toys.
- Invite a pupil to the front to the class. Hand him/her a flashcard and say, e.g. Put the computer on the chair. Continue with all the toys and prepositions on, next to and in.

Presentation

• Say Open your Pupil's Books at page 24. Point to the picture and ask What colours can you see? (blue, red, green). Point to the computer and ask What colour is the computer? (blue). Say Marie is doing computers today. This lesson is about computers and the internet.

1 Listen and say the number.

- Hold up your book and point to the picture. Say I can see lots of machines – a computer, a tablet, a smartphone and a printer.
- Say Listen and say the number. Play the audio, pausing so the pupils can say the number of the items.
- Ask pupils questions about the picture. Ask, e.g. Where is the smartphone? Pupils respond (under the tablet). What colour is the tablet? (red)

Key: computer – 1, internet – 3, mouse – 2, printer – 6, tablet - 4, smartphone - 5

CD 1, 53

This is my computer. It's blue.

I use my computer to get information from the internet. This is my mouse. It's green. I move the mouse with my hand to make the computer do what I want.

Next to my computer is a printer. I use the printer to print things I like.

Next to my computer on the table is my tablet. It's red. I play games on my tablet.

Under my tablet is my smartphone. I talk to people on my smartphone.

2 Point and say the words.

- Hold up your book and point to the computer. Ask What is number 1? (computer)
- Ask about all the items in Activity 1.
- Say *Point and say the words*. Pupils work in pairs. One pupil points to a number and the other says the word. They swap and repeat. Check that pupils are saying the words correctly.

Key: 1 computer, 2 mouse, 3 internet, 4 tablet, 5 smartphone, 6 printer

3 Look, read and say.

- Place the preposition flashcards on the board. Point and say the preposition. Pupils repeat.
- Pupils have their Pupil's Book and pencil on their desks. Give the instructions below, and pupils place the pencil in the correct position.

Put your pencil on your book. Put your pencil in your book. Put your pencil under your book. Put your pencil in your book.

• Pupils look at Activity 3. Read the first gapped sentence The computer is ... the table. Tell pupils to look at Activity 1 and find the computer. Say The computer is ON the table. Encourage pupils to repeat. Read the other gapped sentences and pupils say the missing preposition.

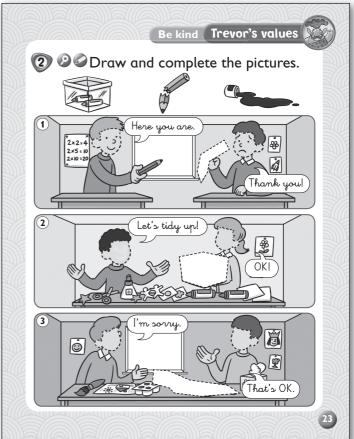
Key: 1 on, 2 next to, 3 under, 4 next to

Ending the lesson

• Pupils look at the picture on page 24 again. Ask What's your favourite machine? Encourage pupils to say My favourite machine is a (computer).







Objectives: By the end of the lesson, pupils will have listened to a story and practised making an apology, a compliment and an offer.

Target language

- Key language: Here you are. I'm sorry. That's OK.
- Additional language: Wow! Your picture is beautiful. Let's tidy up!
- Revision: Thanks, classroom objects

Materials required

• Pieces of paper with one of the following phrases on: Ouch! I'm sorry. My pencil! Here you are. Your picture is beautiful. Your picture is beautiful, too. There should be enough for each pupil to have one and for them to be able to find a partner with a corresponding phrase.

Warmer

• Write the following lines from the audio script on the board (they are not in the right order):

That's OK.

Ouch!

I'm sorrv!

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

3 Listen to the story.

- Say Open your Pupil's Books at page 25, please. Remind pupils of the meaning of values and ask them to identify the values they see in the pictures. Ask Where's Sam? Pupils point to Sam. Point to the girl and say This is Kim. Write the name on the board. Teach beautiful using picture 3 or a picture you have in the classroom. Say Listen to the story. Play the audio.
- Focus pupils on the Functions box. Read the sentences and tell pupils to repeat after you. Tell pupils to find the expressions in the text on page 25. Then tell pupils to practice them in pairs.

CD 1, 54

Sam: Hello, Kim.

KIM: Hello, Sam ... Wooah! Ouch!

SAM: I'm sorry, Kim. KIM: That's OK.

KIM: Oh no! My pencil! Sam: Here you are. KIM: Thanks, Sam.

KIM: Wow! Your picture is beautiful.

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

KIM: Thanks, Sam.

Values

Talk to the class about the values in the story: when you hurt someone, you should say I'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.

4 Listen and say the number. Act it out.

• Say Listen and say the number. Play the audio. 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

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 audio 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 audio. Pupils act and join in with their character's lines. Repeat, so pupils play both roles.

Activity Book page 23

2 Draw and complete the pictures.

Say Open your Activity Books at page 23, please. Elicit the classroom objects pupils can see (box, pencil, paint). Say Draw and complete the pictures. Pupils compare books to

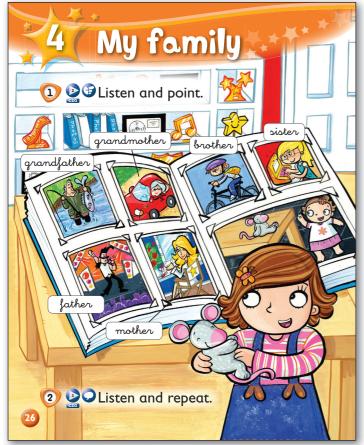
Key: Pupils draw: 1 a pencil, 2 a box, 3 some spilt paint They complete the faces in the pictures.

Extra activity: see page 219 (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.







Objectives: By the end of the lesson, pupils will have learned to name and talk 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*

- Family flashcards (1-5, 45-46)
- Colouring pencils/crayons
- Extra activity 1: Prepare ten true and false sentences about Stella's family, e.g. Simon is her mother. Mr Star is her father.
- Optional: *Kid's Box Teacher's Resource Book 1* Unit 4 Reinforcement worksheet 1
 (pages 24 and 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 as well as the names.
- Turn one flashcard to face the board. Elicit the names again. Repeat, each time turning one more flashcard to face the board until all are facing the board. Pupils repeat from memory. Turn over each one again to check. Repeat.

1 Listen and point.

- Say Open your Pupil's Books at page 26, please. Point to the picture. Say She's ... Pupils say Suzy.
- Say Look and point. Play the audio. 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.

2 Listen, point and repeat.

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

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, elicit the names and relationships, e.g. 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.

Extra activity: see page 219 (if time)

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 in their books.

Activity Book page 24

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 1 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

2 Listen and colour. (S) towards Listening Part 4

- 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 audio. The first time, pupils make a dot on the car in the correct colour. They check in pairs. Play the audio 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: father – red car, grandmother – green car, brother – orange car, mother – yellow car, sister - pink car, grandfather - grey 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 mother is in a yellow car.

My sister is in a pink car.

My grandfather is in a grey car.

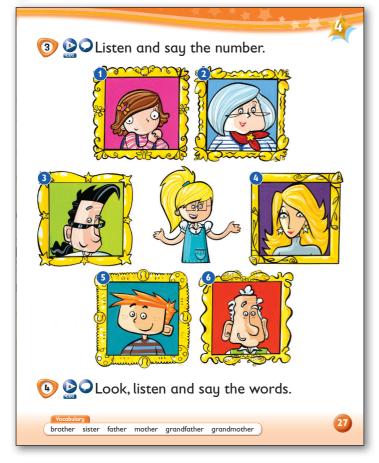
Optional activity

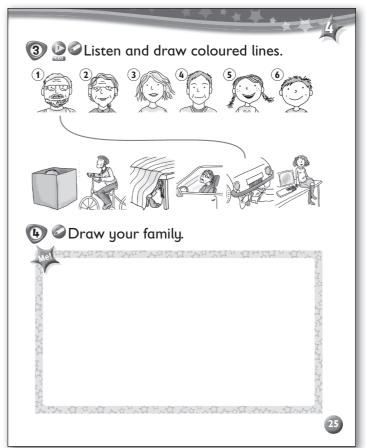
• Unit 4 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 24 and 25).

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.







Objectives: By the end of the lesson, pupils will have practised naming and talking about people in a family.

Target language

- Key language: family, mother, father, brother, sister, grandmother, grandfather, Who's that? box
- Revision: man, woman, colours, He's / She's

- Family flashcards (1–5, 45–46)
- Colouring pencils/crayons
- A picture of your family (or a picture of a family)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 4 Reinforcement worksheet 2 (pages 24 and 26)

Warmer

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

3 Listen and say the number.

- Say Open your Pupil's Books at page 27, please. Ask, e.g. Who's in picture 1? Pupils respond (Suzy). Say Listen and say the number. Play the audio. Stop at each pause. Pupils put up their hands. Elicit the number from the class. Play the audio. Stop at the next pause. Repeat as above.
- Play the audio again. Pause the audio at each pause. Pupils put up their hands. Invite a different pupil to say the number each time.

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

CD 2, 05

MAN: Who's that woman, Stella?

STELLA: That's my mother, Mrs Star. [Pause] **STELLA:** My sister Suzy's three. [Pause] MAN: Is that your father next to Simon? **STELLA:** No. He's my grandfather. [Pause] MAN: Where's your grandmother?

STELLA: She's here, next to my sister, Suzy. [Pause] STELLA: This is my brother, Simon. He's six. [Pause]

MAN: Who's that man? **STELLA:** My father. [Pause] MAN: How old is he? STELLA: Ooohh! I don't know.

4 Look, listen and say the words.

• Say Look, listen and say the words. Put pupils into pairs. Play the example. Pupils whisper the answer to each other. Elicit the answer from the whole class (mother). Play the audio. Pupils whisper answers to each other. Play the audio again and check.

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

CD 1, 59

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.

Extra activity 1: see page 219 (if time)

Activity Book page 25

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 audio. Pause after each instruction to give pupils time to think and draw. Pupils check in pairs.
- Play the audio 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 a bike, 5 orange – sister under the table, 6 purple - brother in the box

- 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 activity 2: see page 219 (if time)

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 1s, show your picture to your friends. Talk about your family. Pupils ask and answer about their pictures. Repeat for 2s and 3s.

Optional activity

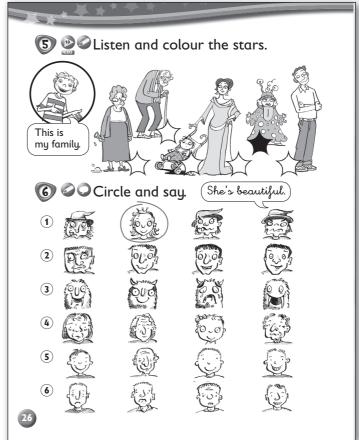
• Unit 4 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 24 and 26).

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

- Family flashcards (1-5, 45-46)
- Colouring pencils/crayons
- Extra activity 1: Photocopiable activity 4 (see page 205), 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 (pages 24 and 27); Grammar reference Unit 4 Pupil's Book 1 (page 98) and Activity Book 1 (page 97)

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 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. The pupil mimes and the class guesses. Repeat.

5 Listen and point.

- Say Open your Pupil's Books at page 28, please. Elicit who they can see. Play the audio. Pupils listen and point.
- Play the audio 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.
- Focus pupils on the Grammar box. Read the sentences and tell pupils to repeat after you. Tell pupils to look at the picture on page 28. Say He's old. Pupils point to the correct character (Mr Star). Then say She's beautiful. Pupils point to Mrs Star. Then tell pupils to practise similar sentences in pairs.

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.

6 Listen and do the actions.

• Play the audio. 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

Extra activity 1: see page 220 (if time)

Activity Book page 26

5 Listen and colour the stars.

• 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 audio. Hold up a black crayon and mime colouring the star next to the sister. Play the rest of the audio. Pupils make a coloured dot in the star. They check in pairs. Play the audio 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

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.

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, 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 2: see page 220 (if time)

Optional activities

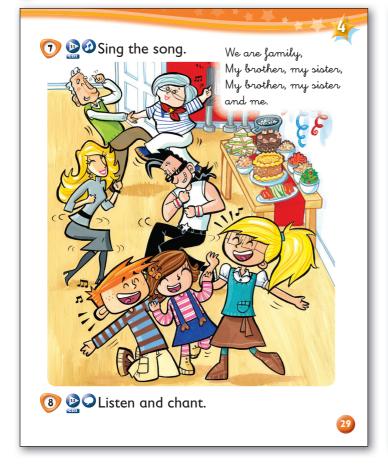
- Unit 4 Extension worksheet 1 from Teacher's Resource Book 1 (pages 24 and 27).
- Grammar reference Unit 4 from *Pupil's Book 1* (page 98) and Activity Book 1 (page 97).

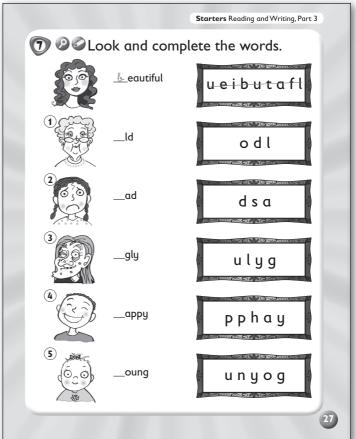
Key: We aren't sad. We're happy. Are we beautiful?

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.







Objectives: By the end of the lesson, pupils will have described people in a family, using adjectives, and sung a song.

Target language

- Key language: We're + adjective
- Revision: old, young, ugly, beautiful, happy, sad, mum, dad, He isn't, She isn't

- 12 empty faces (circles) for each pair of pupils, glue
- Extra activity 2: video or audio recording equipment
- Optional: Kid's Box Teacher's Resource Book 1 Unit 4 Song worksheet (pages 24 and 29); Kid's Box Interactive DVD 1, The music room, Unit 4 'We are family' song

Warmer

 Revise the adjectives using the game from Pupil's Book Activity 6 in the previous lesson.

Song

- **7** Sing the song.
- Say Open your Pupil's Books at page 29, please. Who can you see? What are they doing? Confirm it's the Star family singing. Say *Listen and point to the people you hear.* Play the audio.
- Play the audio again in sections (see //). Stop after each section for pupils to repeat. The next time, play two sections for pupils to repeat. Then play the audio again, this time for pupils to join in. Practise the song two or three times. Pupils stand up. Teach the actions.

Young or old: arms as if rocking baby and then stooping as if holding walking stick

Happy or sad: big smile and then frown Brother and sisters: arms out to the sides

Mum and dad: arms pointing diagonally upwards We are family: arms in a circle in front of the body (as if

My brother, my sister and me: one arm to the side, then the other, then a jump

He's my father: one arm pointing diagonally up She's my mother: the other arm pointing diagonally up She's my sister: one arm to the side

And he's my brother: the other arm to the side

Practise the song. Make three groups (Simon, Suzy and Stella). Everyone sings the first part. Then each group sings their part and mimes. Change group roles and repeat.

CD 2, 11

ALL THREE

CHILDREN: Young or old, Happy or sad.

Brother and sisters, Mum and dad. //

We are family. SUZY:

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

And me. //

STELLA: He's my father, She's my mother, //

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

SUZY: We are family.

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

And me. //

She's my mum, He's my dad. // SIMON:

Beautiful, not ugly, Happy, not sad. //

SUZY: We are family.

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

And me. // We are family.

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

And me. //

Now sing the song again. (Karaoke version)

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 audio. Pupils listen only.
- Play the audio again. Join in with the teacher's parts (T). Pause after each of the children's parts (CH) for pupils to repeat.
- 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 ... ugly сн: 1, 2, 3 ... father

Extra activity 1: see page 220 (if time)

Activity Book page 27

- **7** Look and complete the words. (S) towards Reading and Writing Part 3
- Say Open your Activity Books at page 27, please. 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/. Show that the letters have been reordered to make the word in the example.
- Pupils work individually to solve the rest of the anagrams. Note: In the actual Starters test, only nouns appear as whole-word anagrams.

Key: 1 old, 2 sad, 3 ugly, 4 happy, 5 young

Extra activity 2: see page 220 (if time)

Optional activities

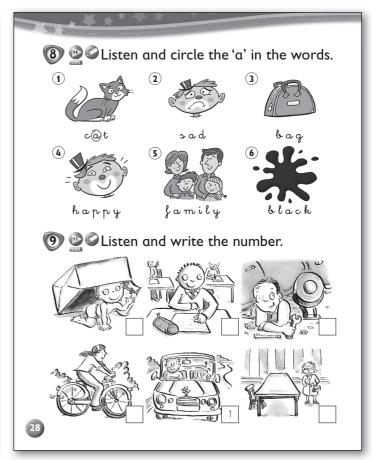
- Hand out copies of the Song worksheet from Teacher's Resource Book 1 (pages 24 and 29). Pupils make the mask and use it when they sing the song.
- The music room: Unit 4 'We are family' song from Kid's Box Interactive DVD 1. See pages 28-29 of the Teacher's Booklet.

Ending the lesson

• Hand out 12 empty faces to pairs of pupils. 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







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, silly, scary
- Revision: family members, numbers 1-6, adjectives, prepositions, colours

- Colour, school and toy flashcards to include bag, black, cat, happy, sad (20-26 and 41-44, 27-31, 35-40)
- 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 / a / (thesound).

9 Montu's phonics.

- Say Open your Pupil's Books at page 30, 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 /æ/ sound in the words. Do the same with the second picture and Happy cat! Say Now listen to Monty, point and repeat.
- Play the audio. 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!

CD 2, 14

MONTY: Hi, I'm Monty! Repeat after me! /æ/ /æ/ sad Sad cat. Happy cat. /æ/ /æ/ happy Sad cat. Happy cat. Sad cat. Happy cat!

10 Listen and correct.

- Pre-teach scary and silly using mime and making faces. Say Scary, silly, scary, etc. and pupils change their faces in quick succession.
- Pupils look again at Simon's mask on Pupil's Book page 26. Say Simon's mask is ugly and scary. Is a monster scary? (Yes, it is.) Is a teddy scary? (No, it isn't.)
- Pupils look at the clown on Pupil's Book page 28. Ask Is α clown silly? (Yes, it is.)
- Hold up your Pupil's Book. Say Look at this scary family. Point to the old man and say He's young. Pupils correct you, e.g. No, he isn't. He's old. Repeat with another adjective and She.
- Say Look at Activity 10. Listen. Play the first example. Pupils put their hands up to correct: No, she isn't. She's beautiful. Play the rest of the audio. Pupils whisper the correction to their partners.
- Play the audio again. Stop after each pair of sentences. Pupils put up their hands. Elicit each answer from a different pupil.
- Pupils play 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. Cat - No, he isn't. He's scary.

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. Look at my cat. He's silly.

Extra activity 1: see page 220 (if time)

Activity Book page 28

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 audio. 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

1 cat 3 bag 5 family 2 sad 4 happy 6 black

9 Listen and write the number.

- Review the prepositions by placing an eraser on/under/in/ next to the desk and eliciting where it is.
- Play the first section of the audio. Elicit the picture. Play the rest of the audio. Pupils listen and write. They check in pairs. Play the audio again. Stop after each one and elicit the answer.

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

CD 2, 17

- 1 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 activity 2: see page 220 (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 /æ/, e.g. /æ/ words: stand up! /æ/ 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.







Objectives: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Additional language: mice, Is this ...?
- Revision: mum, dad

- Character flashcards (6-8)
- Extra activity 1: The dice and boards from Photocopiable activity 4 (see page 205) or make them now
- Extra activity 2: character flashcards (1–8, 33–34), plus selection of other flashcards, maximum of 12
- Optional: Kid's Box Teacher's Resource Book 1 Unit 4 Extension worksheet 2 (pages 24 and 28); the animated version of the story from Kid's Box Interactive DVD 1 (Suzy's room section); Playscript 4 Teacher's Resource Book 1 (pages 84-85 and 89); Pupil's Book 1 cut-out puppets

Warmer

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

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 31, please. Say Listen and look at the pictures. Who are Ben and Babs? Play the audio. Pupils look and listen. They check in pairs. Check with the class (Marie's dad and mum / father and mother). Check understanding of mum and dad.
- Play the audio again. Stop after each picture for pupils to repeat. Check comprehension by holding up your book, pointing and asking, e.g. Who's this? (Maskman). Who's this? (Maskgirl). Is it his brother? (His sister). Is she old? (Young). Is Marie Monty's sister? (No).
- Say Open your Activity Books at page 100, please. Point to the Story pictogram Unit 4. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of Teacher's Book 1).

CD 2, 18

Toys in the toy box, Come alive. Walk and talk.

On the count of five. One, two, three, four, five. MASKMAN: Look at this! MARIE: What is it?

MASKMAN: It's a picture of my family.

MONTY: Who's this?

MASKMAN: She's my sister, Maskgirl. **MONTY:** And is this your young brother?

MASKMAN: Yes, that's Maskboy.

MONTY: Wow!

MARIE: And look, here's my family.

MONTY: Wow! She's beautiful. Is she your mother?

MARIE: Yes, she is. She's my mum, Babs. **MONTY:** And is this your father?

MARIE: 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.

12 Listen and say the number.

• Say Now listen and say the number. Play the audio. Stop 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.

Extra activity 1: see page 220 (if time)

Activity Book page 29

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.

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 word in their books and to say it.
- 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 activity 2: see page 220 (if time)

Optional activities

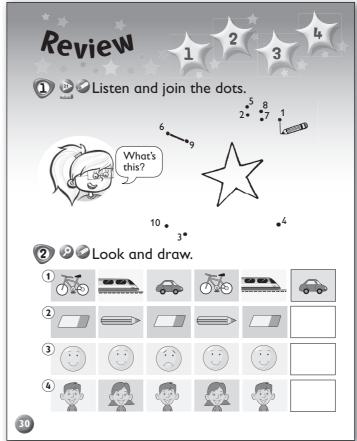
- Unit 4 Extension worksheet 2 from Teacher's Resource Book 1 (pages 24 and 28).
- Suzy's room: the animated version of the story from Kid's Box Interactive DVD 1. See pages 41-44 of the Teacher's
- Pupils might like acting out the story from *Pupil's Book* page 31. Hand out a copy to each student of Playscript 4 from Teacher's Resource Book 1 (page 89). See notes on pages 84-85.
- Pupils can also use the *Pupil's Book 1* cut-out puppets to act out the story.

Ending the lesson

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

Review Units 1–4





Objectives: By the end of the lesson, pupils will have reviewed language from Units 1–4.

Target language

• Revision: family, school and toy vocabulary, numbers, colours, prepositions

- 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.

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 audio. Pupils listen, point and whisper the number to their partner each time. Play the audio again. Pause after each number and elicit the answer.

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

CD 2, 20

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.

2 Say and guess.

- Point to the pictures in Activity 1 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.

Extra activity 1: see page 220 (if time)

Activity Book page 30

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 30, please. Pupils take a pencil. Say Put your pencil on number 1. Play the audio. Pupils listen and join the dots. They check in pairs. Play the audio again. Check with the class. Elicit what it is (a book).
- Pupils colour the picture.

CD 2, 21

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

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

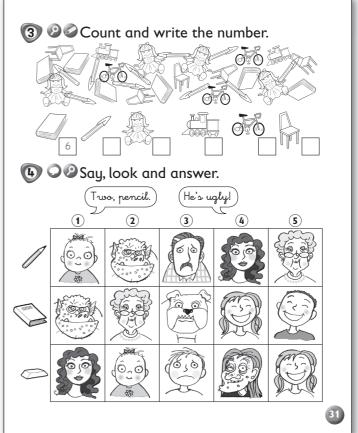
Extra activity 2: see page 220 (if time)

Ending the lesson

• Make two teams. Pupils close their books. In turn, team members say a sentence about the pictures in Pupil's Book Activity 1. Award points for correct sentences. The team with the most points wins.







Objectives: By the end of the lesson, pupils will have reviewed language from Units 1-4.

Target language

• Revision: family, school and toy vocabulary, numbers, colours, prepositions

- Family flashcards (1-5, 45-46)
- Spinner template (see *Teacher's Book 1* page 15), one for each pupil, crayons, scissors, glue, thin card, one made up for demonstration
- Extra activity 2: classroom objects, e.g. bag, eraser, pencil, book, etc.
- Optional: Evaluation 1, Kid's Box Teacher's Book 1 (page 230); Practice Test Units 1-4 from Kid's Box Teacher's Resource Book 1 (pages 98–103); Kid's Box Interactive DVD 1: Stella's room Quiz 1

Warmer

• Put the family flashcards face down on the desk and ask a pupil to pick three. Hold up the three for everyone to see. Stick them face down on the board. Slowly mix them up. Pupils have to try and follow where they are. Stop and take votes on who is where. Turn cards over to check. Repeat.

3 Listen and colour. Make a spinner.

- Show the pupils your spinner and demonstrate how it works. Say It's a spinner. Let's make one together. Look. Hand out the photocopies to pupils (Spinner template, page 7). They colour their spinners.
- Make sure pupils all have coloured pencils/crayons that include yellow, red, green, orange, purple and blue. Say Listen. Make a dot for each colour. Gesture that you want pupils just to make a dot on each numbered section of the spinner with the correct colour. Play the audio. Pupils make dots. Give them time to colour in the spinner.
- Hand out the scissors and glue. Pupils stick their spinners on thin card and then cut them out. (Alternatively, you can make the photocopies directly onto thin card.) Say Look. Demonstrate the next step of the activity. Make a hole in the centre of the spinner and push a sharp pencil through the hole. Go round the class and make the hole in the spinners for the pupils. They push the pencil through themselves.
- Pupils quickly try their spinners. In pairs, they take turns to spin their spinners and say the number. Say Put your spinners on your desks.

CD 2, 22

Colour number 1 yellow. Colour number 2 red. Colour number 3 green.

Colour number 4 orange. Colour number 5 purple. Colour number 6 blue.

4 Play the game.

- Put the family flashcards on the board and number them as in the activity. Demonstrate the game. A pupil spins their spinner. He/She says the number it lands on and the corresponding character on the game board, e.g. Five, *Grandpa Star.* Put a tick next to the character.
- Say Now you play the game. Pupils work in pairs, using the game boards in their books. If you do not wish them to write in their Pupil's Books, they can write numbers 1-6 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.

Extra activity 1: see page 220 (if time)

Activity Book page 31

3 Count and write the number.

• Say Open your Activity Books at page 31, 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

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 scary).
- 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 activity 2: see page 220 (if time)

Optional evaluations

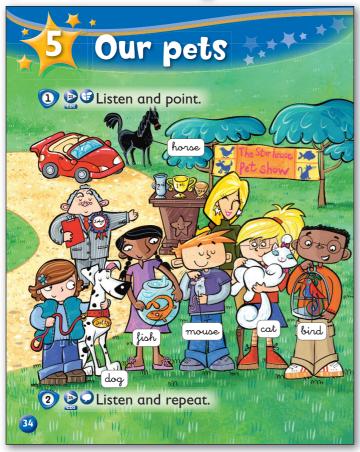
You may wish to carry out one or all of the following evaluations when your pupils have completed the Review section:

- Evaluation 1 see page 11 of the *Teacher's Book 1* Introduction for instructions and teacher's script. **S** towards
- Practice Test Units 1-4 from Kid's Box Teacher's Resource Book 1 (pages 98-103). For test key and audioscript see pages 138-139 of the Teacher's Resource Book 1.
- Stella's room: Quiz 1 from Kid's Box Interactive DVD 1. This quiz can be done as a whole-class activity or as a team competition. See pages 39-40 of the Teacher's Booklet.

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 1. 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 learned to name different pets.

Target language

- Key language: pets, bird, cat, dog, fish, horse, mouse (colour) and (colour)
- Additional language: lovely, our
- **Revision**: *What's your favourite ...*? Where's ...? colours, adjectives

- Colour and pet flashcards and wordcards (20-26, 41-44, 47-52), pet names written on large pieces of card
- Extra activity 1: CD of lively music
- Extra activity 2: two rulers, pet wordcards (47-52)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 5 Reinforcement worksheet 1 (pages 30 and 31)

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 L1 which animal is a different kind of pet (horse - it lives outside).

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 audio. Pupils point. Play the audio again. Stop after each animal. Pupils point to the animal.
- Ask, e.g. What colour's the cat? What's this? (pointing to the dog).

CD 2, 23

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.

2 Listen and repeat.

• Say Listen and repeat. Play the audio. Stop after each animal so pupils can repeat in chorus. Make six groups. Hand each group a pet flashcard. Play the audio again. Groups stand up and repeat for their animal.

CD 2, 24

Horse, dog, fish, mouse, cat, bird

Extra activity 1: see page 220 (if time)

Activity Book page 32

- 1 Listen and circle the tick or cross. (S) towards Listening Part 3
- Put the horse flashcard on the board. Write a tick and a cross next to it. Point to the horse. Say It's a horse. Nod and circle the tick.
- Say Open your Activity Books at page 32, please. Listen and circle the tick or the cross. Play the audio. Pupils listen and circle. They check in pairs. Check with the class.
- In pairs, pupils take turns to play the game.

Key: 2 **X** mouse, 3 **√**, 4 **X** cat, 5 **X** dog, 6 **√**

CD 2, 25

- 1 What's this? It's a horse.
- 2 What's this? It's a dog.
- 3 What's this? It's a fish.
- 4 What's this? It's a mouse.
- 5 What's this? It's a cat. 6 What's this?
- It's a bird.

Practice

- Put the pet flashcards on one side of the board and the wordcards 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.
- 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 wordcard.
- 2 Look and write the words. (S) towards Reading and Writing Part 3
- 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. Hold up your book. Say Write the word here and show them the example. Pupils work individually and write in pencil. Early finishers can colour the pets.

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

Extra activity 2: see page 220 (if time)

Optional activity

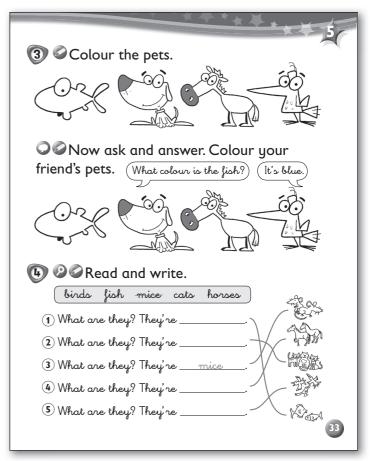
• Unit 5 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 30 and 31).

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.







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

Target language

- Key language: bird, cat, dog, fish, horse, mouse, They're, plurals
- Additional language: too, show, house, my, friend
- **Revision:** colours, adjectives, *mice, here,* pet

- Pet flashcards (47-52)
- Colouring pencils/crayons
- Extra activity 1: Photocopiable activity 5 (see page 206), copied onto thin card, one page for each pair of pupils, cut into two before the lesson
- Extra activity 2: a wordsnake on poster paper written large for all pupils to see: horsedollpencatballdogeraserbook mousebikefishchairbird
- Optional: Kid's Box Teacher's Resource Book 1 Unit 5 Reinforcement worksheet 2 (pages 30 and 32); Grammar reference Unit 5 Pupil's Book 1 (page 99)

Warmer

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

Presentation

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

3 Say the chant.

- Say Open your Pupil's Books at page 35, please. Play the audio. Pupils listen and look at the pictures in their books. Play the audio again. Pause after each line. Pupils repeat in chorus and then in groups.
- Make six groups. Each group is a pet. Each group stands up, says a line and sits down. Everyone stands up and says the last two lines. Repeat with the groups in different roles.

CD 2, 26

My horse is beautiful. My dog is too. My fish is ugly. My bird is blue. My cat is young. And my mouse is grey. Here are our pets, On pet show day. (x2)

4 Listen and say the number.

- Focus pupils on the Grammar box. Read the sentence pointing to the birds in Activity 4. Tell pupils to repeat after you. Then tell them to look at the pictures and elicit more examples (young, ugly, beautiful).
- Pupils look at the pictures. Play the first part of the audio as an example. Elicit the number (5). Play the rest of the audio. Pupils point and whisper the number to their partner each time. Play the audio again. Check by eliciting the number. Then ask, e.g. What colour's the dog? Is it young?

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

CD 2, 27

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.

Extra activity 1: see page 220 (if time)

Activity Book page 33

3 Colour the pets.

- Pupils take out their crayons. Say Open your Activity Books at page 33, please. Colour the pets. Choose the colours. Pupils colour the three pets at the top of the page.
- Make new pairs. 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.

4 Read and write.

- Focus pupils on the questions and the jumbled lines. 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 1 aloud and another pupil to read his/her answer). Make sure the pupils are pronouncing the plural forms correctly.

Key: 1 fish, 2 cats, 3 mice, 4 horses, 5 birds

Extra activity 2: see page 221 (if time)

Optional activities

- Unit 5 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 30 and 32).
- Gramar reference Unit 5 from *Pupil's Book 1* (page 99).

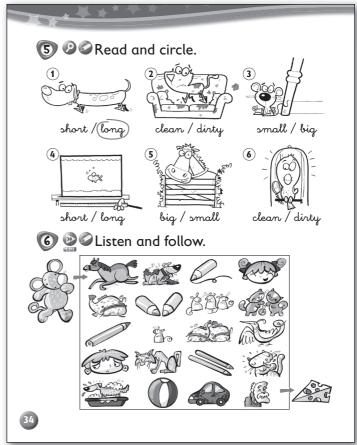
Ending the lesson

- 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 ... One cat, two cats, etc.







Objectives: By the end of the lesson, children will have talked about and described pets.

Target language

- **Key language:** It's / They're big / small / clean / dirty / long / short.
- Additional language: follow, finger, differences
- Revision: colours, toys, classroom objects, adjectives, pets, Who? What?

- Character and pet flashcards (1-5, 45-46, 47 - 52
- Realia to teach long, short, big, small, clean, dirty
- Optional: a board game
- Extra activity 1: Photocopiable activity 5 (see page 206) - see instructions for preparation in previous lesson
- Extra activity 2: green and yellow pencils
- Optional: Grammar reference Unit 5 Pupil's Book 1 (page 99) and Activity Book 1 (page 97)
- Kid's Box Language Portfolio 1 (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.

5 Listen and point.

- Say Open your Pupil's Books at page 36, please. Say Listen and point. Play the audio. Pupils join in the rhyme. Play the audio 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 answer They're chairs. Point to, e.g. the pencils and say Are they pens? Pupils answer No, they aren't. They're pencils.
- Focus pupils on the Grammar box. Read the sentences pointing to the table (It's dirty.) and the chairs (They're big.) on the picture. Tell pupils to repeat after you. Then tell them to look at the picture and practise more sentences in
- Pupils work in pairs, taking turns to point to the picture/ friends/classroom objects and to ask and answer questions: Who are they? What are they?

CD 2, 28

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.

6 Listen and repeat.

- Play the audio. 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, 29

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

- Hold up a real board game if possible and teach board
- Say Find a yellow board game. Pupils look at the picture and point. Continue with a green ball, a purple book, a blue crayon and a green star.

Extra activity 1: see page 221 (if time)

Activity Book page 34

5 Read and circle.

- Review the adjectives, using realia and mime from the presentation.
- Say Open your Activity Books at page 34, please. Point to the example (the dog). Say Read 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 answer It's a dirty cat. Say, e.g. Look at number 3. Is it big? Pupils answer No, it's small.

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

6 Listen and follow.

- Say Point to a big horse.
- Say Listen and follow. Use your finger. Hold up your finger. Play the audio. 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. 30

- 1 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 activity 2: see page 221 (if time)

Optional activity

• Grammar reference Unit 5 from Pupil's Book 1 (page 99) and Activity Book 1 (page 97).

Key: 1 It's, 2 They're

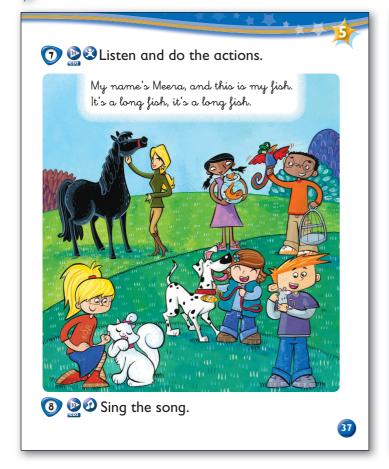
Language Portfolio

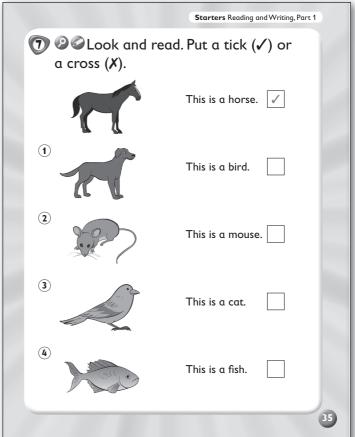
• Pupils complete page 10 of Kid's Box 1 Language Portfolio (My pet). Help with new language as necessary.

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.







Objectives: By the end of the lesson, pupils will have sung a song and had more practice with nouns and adjectives.

Target language

- Key language: adjectives
- Additional language: This is α ...
- Revision: pets, classroom objects, toys, What's your favourite pet? My favourite (pet) is a ..., big, small, long, short, clean, dirty, ugly, beautiful, sad, happy, old, young

- Pet flashcards (47-52)
- Classroom objects
- Extra activity 2: character and pets flashcards (1-5, 45, 46, 47, 47-52)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 5 Song worksheet (pages 30 and 35) Kid's Box Interactive DVD 1, The music room, Unit 5 'The pet song'

Warmer

• Review the 12 adjectives, using mime. Say and mime long. Mime short to elicit short. Do the same for another pair, e.g. beautiful/ugly. Divide the class in half. One half chooses an adjective. The other half says its opposite. Groups take turns until all the adjectives are paired.

Song

- 7 Listen and do the actions.
- Teach 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
 - Uqly: pulling an ugly face
 - Dirty: holding pencil with tips of fingers in disgust
 - Short: hands close together
- Mime the adjectives in turn. Pupils copy and chorus the word. Call out the adjectives for pupils to mime.

CD 2, 31&32

MEERA: My name's Meera, And this is my fish. It's a long fish. It's a long fish.

LENNY: My name's Lenny, And this is my bird. It's a happy bird. It's a happy bird.

STELLA: My name's Stella, And this is my cat. It's a clean cat. It's a 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. It'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.

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

CD 2, 33

Now sing the song again. (Karaoke version)

Extra activity 1: see page 221 (if time)

Activity Book page 35

- **7** Look and read. Put a tick (\checkmark) or a cross (\checkmark). S towards Reading and Writing Part 1
- Say Open your Activity Books at page 35, 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. Note: The actual Starters test also tests plural nouns with These are.

Key: 1 X, 2 \(\strace{1} \), 3 \(\text{X} \), 4 \(\strace{1} \)

Extra activity 2: see page 221 (if time)

Optional activities

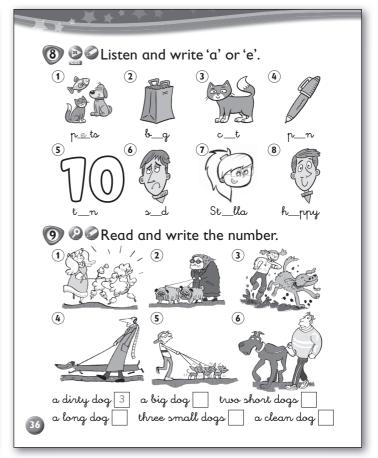
- Hand out copies of the Unit 5 Song worksheet from Teacher's Resource Book 1 (pages 30 and 35). Pupils complete the gaps.
- The music room: Unit 5 'The pet song' from Kid's Box Interactive DVD'. See pages 28 and 30 of the Teacher's Booklet.

Ending the lesson

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







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: quess
- Revision: pets, adjectives, favourite

- Flashcards of Stella, ten, red, pen, cat (3, 18, 20, 31, 47)
- Extra activity 1: pet flashcards and wordcards (47-52)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 5 Extension worksheet 1 (pages 30 and 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.

9 Montu'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 audio. 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, 34

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

/e/ /e/ ten /e/ /e/ red Ten red pets. Ten red pets. Ten red pets!

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.

Extra activity 1: see page 221 (if time)

Activity Book page 36

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
- 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 36, please. Say Listen and write 'a' or 'e'. Again, use the letter sounds, not their
- Play the example on the audio and point to the letter 'e' in pets. Play the rest of the audio. Pupils write the missing letter each time. Pupils check answers in pairs.
- Play the audio again. Check answers as a class.

Key: 2 a, 3 a, 4 e, 5 e, 6 a, 7 e, 8 a

CD 2, 35

1 pets	3 cat	5 ten	7 Stella
2 bag	4 pen	6 sad	8 happy

9 Read and write the number.

- Elicit what pupils can see (dogs). Do an example with the class. 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 1

Extra activity 2: see page 221 (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.







Objectives: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Revision: language from the unit, adjectives

- Pet flashcards (47-52)
- Playscript 5 Kid's Box Teacher's Resource Book 1 (pages 84-85 and 90)
- Pupil's Book cut-out puppets
- Extra activity 1: two colour flashcards and two school flashcards
- Extra activity 2: Prepare a large sheet of paper with split words on it like this: do, sh, mou, t, ho, se ,bi, rse, fi, rd, ca, g
- Optional: Kid's Box Teacher's Resource Book 1 Unit 5 Extension worksheet 2 (pages 30 and 34); the animated version of the story from Kid's Box Interactive DVD 1 (Suzy's room section)

Warmer

• Play a mime game to review the pets. Mime a pet for the class to guess. Pupils come up in turn to mime other pets for the class to guess.

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 39, please. Elicit who they can see (Marie, Maskman and Monty). Say Listen and look. What's Maskman's favourite pet? Play the audio. Pupils listen and look. They check in pairs. Check with the class (a
- Play the audio again. Pupils listen and repeat. Encourage them to say it with feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. Who's this? (Marie). What's her favourite pet? (A cat). Check that pupils understand why Monty is upset when Maskman says Mice are small and dirty and why Maskman changes from dogs to fish.
- Say Open your Activity Books at page 101, please. Point to the Story pictogram Unit 5. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of *Teacher's Book 1*).

CD 2, 36

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Look, Marie. The pet show.

MARIE: Oh, yes.

MASKMAN: What's your favourite pet, Marie?

MARIE: Cats are my favourite pets. They're beautiful

and clean.

MASKMAN: Yes, but they aren't big. Big dogs are my

favourite pets.

MARIE: 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.

12 Act out the story.

- Pupils work in groups of three. Play the audio. They act out the dialogue as they listen. Act it together with pupils to give ideas. Play the audio 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.
- To help children to act out the story, hand out a copy to each student of Playscript 5 from Teacher's Resource Book (page 90). See notes on pages 84-85.
- Pupils can also use the Pupil's Book cut-out puppets to act out the story.

Extra activity 1: see page 221 (if time)

Activity Book page 37

MY PICTURE DICTIONARY

• Say Open your Activity Books at page 37, 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 activity 2: see page 221 (if time)

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 word in their books and to say it.
- 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

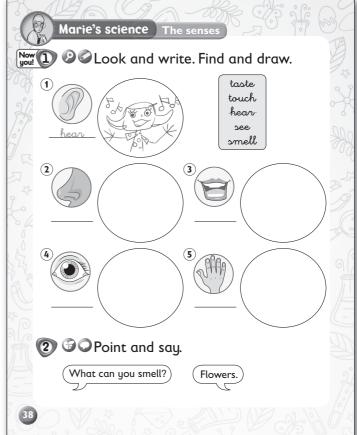
- Unit 5 Extension worksheet 2 from Teacher's Resource Book 1 (pages 30 and 34).
- Suzy's room: the animated version of the story from Kid's Box Interactive DVD 1. See pages 41-44 of the Teacher's Booklet.

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

- Body parts flashcards and wordcards (56-59) 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 40, 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, place the sense wordcards next to each flashcard, e.g. smell next to the picture of the nose.

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 audio. 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, 37

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.

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.

Activity Book page 38

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 stuck on the board. Pupils check their answers together in Activity 2.

Key: 2 smell 3 taste, 4 see, 5 touch

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.

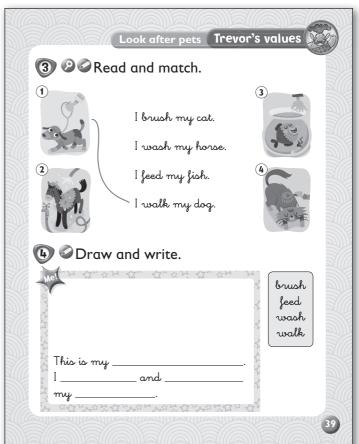
Extra activity: see page 221 (if time)

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.







Objectives: By the end of the lesson, pupils will have listened to people talking about pets, played a guessing game and learnt verbs to do with pets.

Target language

- Key language: brush, feed, walk, wash
- Additional language: This is my ..., look after, bee
- Revision: pet, cat, dog, fish, horse, mouse, bird, happy, beautiful

- Pet flashcards (47-52)
- A photo of your own pet if you have one, or an imaginary pet
- Kid's Box Language Portfolio 1 (page 4)

Warmer

- Show the photo of your pet, elicit the animal name and remind pupils of the word pet. Talk about what you do with your pet and how you look after it. Use the new vocabulary from the lesson. Pre-teach the verbs using mime.
- Use the pet flashcards to elicit other animal names (cat, dog, fish, horse, mouse, bird). Talk about and mime how to look after them in the same way as with the photo.

3 Listen and say the number.

- Say Open your Pupil's Books at page 41, please. Look at picture 1 and point to the dog. Ask pupils What pet is it? Repeat for the other pictures. Say Listen and say the
- Play the audio. Pause after each picture. Give pupils time to think and check their answers in pairs before asking for the answer from the class.
- Make a buzzing sound, flap your hands like little wings and teach the word bee.

Key: 3, 1, 4, 2

CD 2, 38

I brush my cat. My cat is beautiful. I walk my dog. My dog is happy. I wash my horse. My horse is beautiful. I feed my fish. My fish is happy.

• Say Look at the pictures. Find the bee. Pupils point to picture 1.

Values

• Talk to the class about the importance of looking after pets. Ask who has a pet and ask What's his/her name? What do you feed him/her? Do you wash him/her? Do you brush him/ her?

4 Do the actions. Guess.

- Hold up the Pupil's Book, point to a picture (e.g. cat) and mime that picture (brushing the cat). Pupils put up their hands when they have the answer: I brush my cat.
- Say Do the actions and guess. Pupils work in pairs to take turns at miming the actions and guessing. Pupils use the book to help at first.
- Call volunteers to the front to do their mime for the rest of the class to guess.

Activity Book page 39

3 Read and match.

- Say Open your Activity Books at page 39, 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.

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 221 (if time)

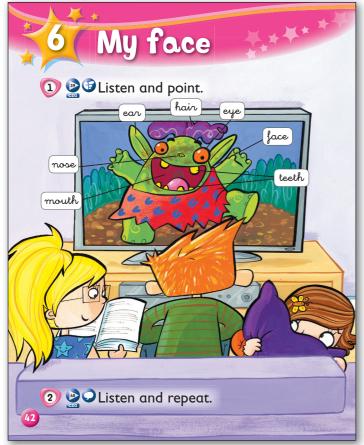
Language Portfolio

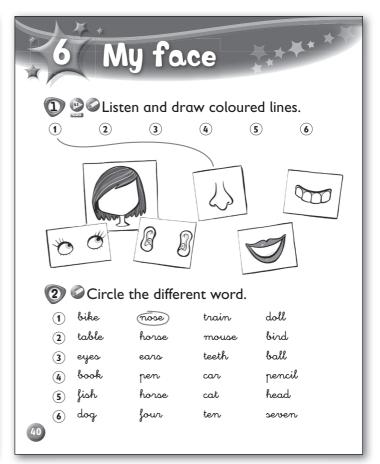
• Pupils complete page 4 of Kid's Box Language Portfolio 1 (I can Units 4-6).

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 have identified and named parts of the face.

Target language

- Key language: ear, eye, face, hair, head, mouth, nose, teeth/tooth,
- Additional language: programme, funny, fair, different, I've got
- Revision: adjectives

- Character and face flashcards and wordcards(1-5, 45-46, 55-60)
- Colouring pencils/crayons
- Optional: Kid's Box Teacher's Resource Book 1, Unit 6 Reinforcement worksheet 1 (pages 36 and 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. 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.

1 Listen and point.

- Say Open your Pupil's Books at page 42, 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 audio. Pupils listen and point.
- Check comprehension by asking, e.g. Is Trevor's head small? What colour are his teeth?
- Ask Is Trevor scary for Suzy? Is Trevor scary for you?

CD 2, 39

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.

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!

2 Listen and repeat.

- Play the audio. Pupils repeat after the audio.
- 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.

Mouth, nose, ears, eyes, face, teeth

Practice

Display the face wordcards. Say Point to your ... and point to the word eye. Pupils point to one of their eyes. Repeat with the other words.

Extra activity 1: see page 221 (if time)

Activity Book page 40

1 Listen and draw coloured lines. (S) towards Listening Part 4

• 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 audio. Pause the audio after each one for pupils to think and draw. They check in pairs. Play again. Check with the class. Elicit the colour they didn't use (pink).

CD 2, 41

- 1 Black, Nose.
- 2 Brown. Eyes.
- 3 Purple. Teeth.
- 4 Grey. Ears.
- 5 Green. Head.
- 6 Orange. Mouth.

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 a bike a toy? Repeat for nose, train, doll. For nose, pupils respond No, it's 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. It's possible for there to be more than one answer. Listen to pupils' reasons for their choice. Be prepared to accept their answer.

Key: 2 table, 3 ball, 4 car, 5 head, 6 dog

Extra activity 2: see page 221 (if time)

Optional activity

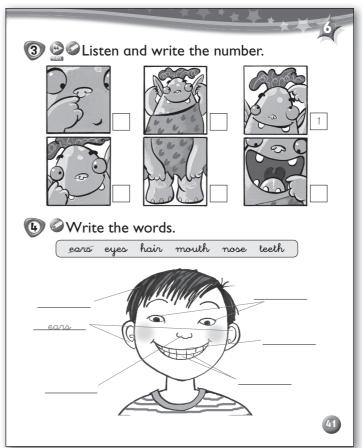
• Unit 6 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 36 and 37).

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!







Objectives: By the end of the lesson, pupils will have practised naming parts of the face and writing the face words.

Target language

- Key language: ears, eyes, face, hair, mouth, nose, teeth
- Additional language: head, shoulders, knees, toes, body
- Revision: boy, adjectives

- Face flashcards and wordcards (55–60)
- Extra activity 1: Photocopiable activity 6 (see page 207), copied onto thin card, scissors, glue, a lollipop stick for each pupil, different coloured wool, a completed stick puppet for demonstration, an envelope for each pupil

Warmer

• Review the face vocabulary using the flashcards. Flash each one and elicit the word. Pupils point to the part of the face. Add Head, hair. Say the words quickly one after another for pupils to point, e.g. Eye, ear, nose, face.

Presentation

• Introduce shoulders, knees, toes. Stand at the front of the class. Point to your shoulders and say Shoulders. Pupils repeat. Repeat for knees, toes.

3 Say the chant.

Say Open your Pupil's Books at page 43, please. Ask Who is it? Pupils respond It's Trevor Troll. Say Listen to the chant. Point to the pictures. Play the audio. Pupils listen and point. Repeat the body parts and elicit the pictures. Play the audio again. Stand and touch the relevant body parts as you chant. Play the audio again. Pupils stand and join in the words and actions. Repeat. When verses are repeated, pupils don't say the word again; they say Hum, but they touch the part of the body.

CD 2, 42

Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. And eyes and ears and mouth and nose. Head, shoulders, knees and toes, knees and toes.

Hum, shoulders, knees and toes, knees and toes. Hum, shoulders, knees and toes, knees and toes. And eyes and ears and mouth and nose. Hum, shoulders, knees and toes, knees and toes. etc.

4 Listen and correct.

- Elicit what pupils can see in the picture (a monster). Play the audio. Stop after the first line. Elicit the answer No, I'm a girl monster. Repeat in a monster voice.
- Play the rest of the audio. Stop after each one for pupils to whisper the answer to their partner. Play the audio again. Elicit responses from pupils.
- Say, e.g. I'm a girl. Pupils say No, you're a teacher / a man / a woman. Say, e.g. My eyes are green. Continue in open

Key: girl, pink, big, blue, yellow, long, small, blue, happy

CD 2, 43

I'm sad.

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.

Extra activity 1: see page 221 (if time)

Activity Book page 41

3 Listen and write the number.

- 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 audio. Pupils listen and number. They check in pairs. Check with the class.

Key: 6 nose, 4 ears, 1 head, 3 eyes, 2 knees, 5 mouth

CD 2, 44

1 head, 2 knees, 3 eyes, 4 ears, 5 mouth, 6 nose

Extra activity 2: see page 222 (if time)

4 Write the words.

- Draw writing lines on the board. Copy the words as they appear in the Activity Book and read them.
- Say Look at Activity 4. Look at the pictures and write the words. Pupils work individually and write the words. Monitor pupils as they are working. They check in pairs.

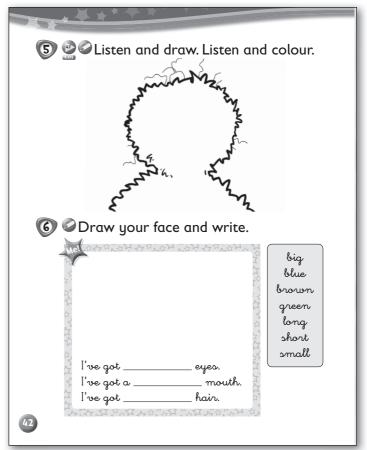
Key: (clockwise from top left) hair, eyes, mouth, teeth, nose, ears

Ending the lesson

• Say the chant Head, shoulders, knees and toes again. This time, get faster and faster as the song progresses.







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 1-5

- Troll puppet (see previous lesson)
- Colouring pencils/crayons
- Extra activity 1: Photocopiable activity 3B (see page 204) - toy cards
- Optional: Kid's Box Teacher's Resource Book 1 Unit 6 Reinforcement worksheet 2 (pages 36 and 38); Grammar reference Unit 6 Pupil's Book 1 (page 99) and Activity Book 1 (page 97)

Warmer

• Show your Troll puppet (Photocopiable activity 6). 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).

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.

5 Listen and point.

- Say Open your Pupil's Books at page 44, please. Focus pupils on the Grammar box. Read the sentence pointing to the yellow monster on the picture. Then tell them to look at the picture and practise similar sentences in pairs. Look! It's The Ugly Monster Show. Listen and point.
- Play the audio twice. Elicit the names of the monsters (Murk, Moss). Ask *Is he scary? Is she scary?* 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.

CD 2, 45

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

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.

6 Listen and repeat.

Say Listen and repeat. Play the audio. Pause for pupils to repeat.

CD 2, 46

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. Ask a pupil What colour eyes have you got? The pupil replies I've got (colour) eyes. Pupils ask and answer in open pairs.

Extra activity 1: see page 222 (if time)

Activity Book page 42

5 Listen and draw. Listen and colour. **(S)** towards Listening Part 4

- Say Open your Activity Books at page 42, please. Say Put your pencils down. Listen. Play the first part of the audio. Play the first part again. Stop 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 audio. Pupils colour the face after listening. Check with the class.

CD 2, 47 Listen and draw.

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 hair is red. My noses are green. My ears are purple.

My teeth are grey.

6 Draw your face and write.

• Pupils draw their face and complete the sentence. Early finishers can label their face. In groups, pupils talk about their drawings, e.g. I've got blue eyes. I've got brown hair. It's short.

Extra activity 2: see page 222 (if time)

Optional activities

- Unit 6 Reinforcement worksheet 2 from *Teacher's Resource* Book 1 (pages 36 and 38).
- Grammar reference Unit 6 from Pupil's Book 1 (page 99) and Activity Book 1 (page 97).

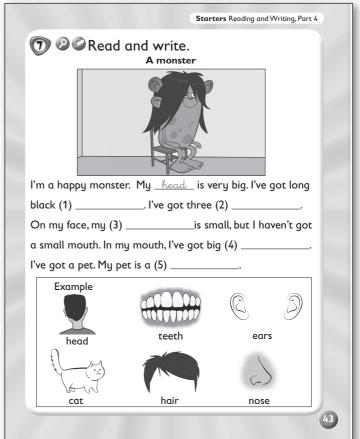
Key: 1 I've got a clean face. 2 You've got short hair.

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.







Objectives: By the end of the lesson, pupils will have sung a song and have further practised talking about physical features, using have got.

Target language

- **Key language:** I've got ..., We've got ..., Have you got ...? Yes, (I have). No, (I haven't).
- Additional language: Sorry? Can you repeat that, please?
- Revision: face parts, adjectives

- Photocopies of six troll faces from Photocopiable activity 6 (see page 207), coloured different colours, but with some of the features coloured the same colour
- Place a number of objects, e.g. pencil, eraser, toy animal, toy ball, in your pockets or bag before the class
- Optional: Kid's Box Teacher's Resource Book 1 Unit 6 Song worksheet (pages 36 and 41); Kid's Box Interactive DVD 1, The music room, Unit 6 'I'm a very ugly monster' song

Warmer

• Display the coloured photocopies from Photocopiable activity 6. Elicit what they are (troll faces). Write a number under each one (1-6). Describe one, e.g. I've got blue hair. I've got three eyes. Pupils put up their hands to number.

Class game

• Revise have got by playing a class game. Say I've got some things in my pocket. Pupils guess, using the question Have you got ... ? Pupils ask. When you answer Yes, put the object on the table for all to see. When pupils have guessed them all, hide them again and pupils have to remember all the objects and say, e.g. You've got an eraser.

Song

7 Sing the song.

- Say Open your Pupil's Books at page 45, please. Elicit what they can see (a monster). Ask Is it beautiful? Pupils respond No, it's ugly! Play the audio. Pupils listen and point to the parts of the monster (dirty ears, etc.).
- Use the audio to teach the song to the class. Pupils repeat in small sections until they can sing the whole song. Teach them actions, e.g. I've got pink hair, they touch their hair.

CD 2, 48

I'm a very ugly monster, I'm a very ugly monster, I'm a very ugly monster. I've got six dirty ears. Yes, I have.

I've got pink hair, And my eyes are red. I've got a blue nose, And a purple head. I've got a green mouth, And my teeth are blue. My name's Slime. Who 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, 49

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.

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! 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.

Extra activity 1: see page 222 (if time)

Activity Book page 43

7 Read and write. (S) towards Listening Part 4

- 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'm a happy monster. My head is very big.' Point to the monster's head in the picture and word 'head' that has been crossed out in the box.
- Say Read and write. Use the words in the box. Point to the box again. Pupils work individually to complete the paragraph.
- Pupils compare answers in pairs. Check as a class. Read the paragraph aloud, choosing pupils to say the missing words. Note: The actual Starters test does not test the content of a specific picture, and has eight answer options.

Key: 1 hair, 2 ears, 3 nose, 4 teeth, 5 cat.

Extra activity 2: see page 222 (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.
- The music room: Unit 6 'I'm a very ugly monster' song from Kid's Box Interactive DVD 1. See pages 28 and 30 of the Teacher's Booklet.

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.







Objectives: By the end of the lesson, pupils will have practised the sounds /gr/, /br/ and /fr/ and had more practice talking about physical features.

Target language

- Key language: the phonemes /gr/, /br/, /fr/, as in green, brown and frog
- Additional language: Have you got ...? Yes, I have. No, I haven't. I've got ..., I haven't got ...
- Revision: toy vocabulary

- Colour flashcards (23, 42), picture of a
- Extra activity 1: spinners from Review Units 1-4, face flashcards (55-60)
- Extra activity 2: two plastic rulers
- Optional: Kid's Box Teacher's Resource Book 1 Unit 6 Extension worksheet 1 (pages 36 and 39); Say it with me (G) from Pupil's Book 1 (page 95), Activity Book 1 (page 93) and Teacher's Book 1 (page 14)

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.

9 Monty's phonics.

- Say Open your Pupil's Books at page 46, 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 audio. 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.

HERBERT: 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!

10 Play the game. Ask and guess.

• Demonstrate the game using the example. 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.

Extra activity 1: see page 222 (if time)

Activity Book page 44

8 Listen and complete the words.

- Stick the picture of the frog on the board or draw a frog. Elicit the word. Write _ _ 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 audio 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 audio. Pupils write the missing letters each time. Pupils check answers in pairs.
- Play the audio 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, 51

■ 1 frog 2 brown 3 draw 4 green 5 brother 6 train

9 Listen, look and draw. Write.

- Play the first part of the audio. Elicit the missing part (eye). Show them the example eye drawn in. Play each section of the audio. 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, 52

- 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 small.
- 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 activity 2: see page 222 (if time)

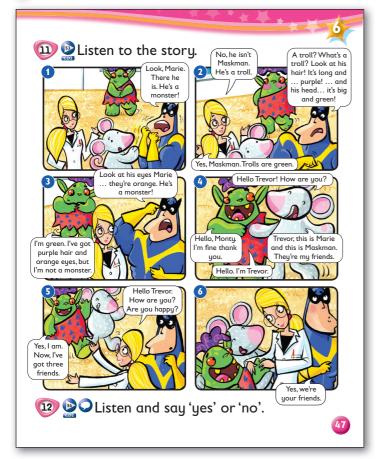
Optional activities

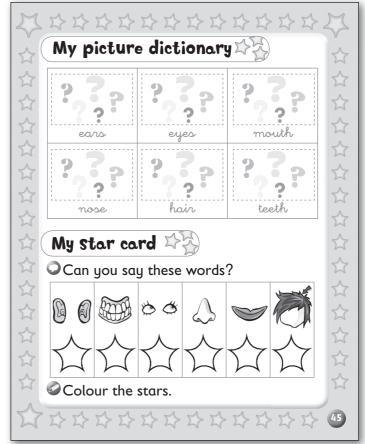
- Unit 6 Extension worksheet 1 from Teacher's Resource Book 1 (pages 36 and 39).
- Say it with me (G) from Pupil's Book 1 (page 95) and Activity Book 1 (page 93). See notes on Teacher's Book 1 (page 14).

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.







Objectives: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Additional language: friends
- Revision: language from the unit, How are you?

- Face flashcards (55-60)
- Extra activity 2: stick puppets from Photocopiable activity 6 (see page 207)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 6 Extension worksheet 2 (pages 36 and 40); the animated version of the Unit 6 story from Kid's Box *Interactive DVD 1 (Suzy's room section)*; Playscript 6 Teacher's Resource Book 1 (pages 84-85 and 91); *Pupil's Book 1* cut-out puppets

Warmer

- Teach the following action chant to pupils. As they say each word, they point to or touch that part of the body. Point to the body part before you start the chant for that part. This is my face, my face, my face. This is my face. MY FACE! (shouting)
- Repeat for: my eye, my ear, my nose, my mouth, my hair, my head.

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 47, please. Elicit who they can see (Trevor, Monty, Marie and Maskman). Say Listen and look. Is Trevor happy? Play the audio. Pupils listen and look. They check in pairs. Check with the class (yes).
- Play the audio 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 he a monster? (No, he's a troll). What colour's Trevor's hair? *Is it short? Is his head small? What colour are Trevor's eyes?* Check that pupils understand the meaning of friends and that Trevor is happy because he has got three friends.
- Say *Open your Activity Books at page 101*. Point to the Story pictogram Unit 6. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of Teacher's Book 1).

CD 2, 53

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Look, Marie. There he is. He's a monster.

MARIE: No, he isn't, Maskman. He's a troll.

MASKMAN: A troll? What's a troll? Look at his hair! It's long

and ... purple! And his head ... it's big and green!

MARIE: Yes, Maskman. Trolls are green.

MASKMAN: Look at his eyes, Marie ... They're orange. He's a

monster!

TREVOR: 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.

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

- Say Listen and say yes or no. Play the audio. Stop after each one for pupils to respond as a class.
- Practise the game in open pairs. One asks a *yes/no* question about the story, e.g. Trevor's got purple eyes, and another answers (no). Pupils then continue the game in pairs.

Key: 1 no, 2 yes, 3 no, 4 yes, 5 no, 6 yes

CD 2, 54

- 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.

Extra activity 1: see page 222 (if time)

Activity Book page 45

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. If appropriate, pupils trace around the word under the picture.

Extra activity 2: see page 222 (if time)

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 work in pairs. They take turns to point to a word in their books and to say it.
- 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.

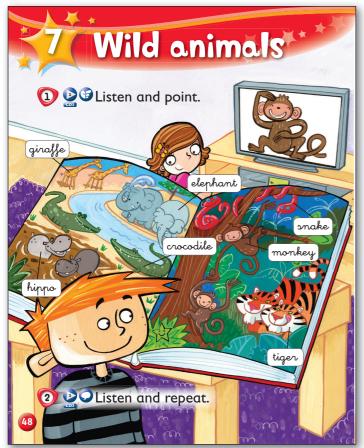
Optional activities

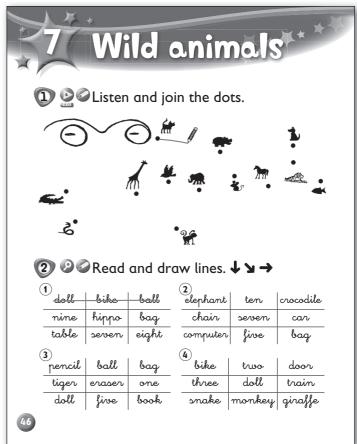
- Unit 6 Extension worksheet 2 from Teacher's Resource Book 1 (pages 36 and 40).
- Suzy's room: the animated version of the story from Kid's Box Interactive DVD 1. See pages 41-44 of the Teacher's
- Pupils might like acting out the story from Pupil's Book 1 page 47. Hand out a copy to each student of Playscript 6 from Teacher's Resource Book 1 (page 91). See notes on pages 84-85.
- Pupils can also use the Pupil's Book 1 cut-out puppets to act out the story.

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 learned to name wild animals.

Target language

- **Key language:** *animal, crocodile, elephant, giraffe, hippo, monkey, snake, tiger*
- Additional language: funny, It's my turn
- Revision: verb to be, colours, adjectives, head, nose, mouth, hair, I don't know

- Pet and wild animal flashcards (47–52, 61–67)
- Extra activity 1: CD of lively music
- Optional: *Kid's Box Teacher's Resource Book 1* Unit 7 Reinforcement worksheet 1
 (pages 42 and 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 in turn 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. Make a circling motion with your hands and say They're wild animals. Point and elicit, e.g. Elephant. Say An elephant's a wild animal.

Note: Articles a/an are for receptive purposes only.

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 audio. Pupils listen and point. Play the audio 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.

2 Listen and repeat.

• Play the audio. Pupils listen to the words and repeat.

Giraffe, elephant, snake, hippo, crocodile, monkey, tiger

Extra activity 1: see page 222 (if time)

Activity Book page 46

1 Listen and join the dots.

- Say Open your Activity Books at page 46, 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 audio. Pupils draw a line from one animal to another. They check in pairs. Play the audio again. Elicit what the picture is (a crocodile's head).

CD 3, 04

Cat - hippo - dog - fish - tiger - 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.

2 Read and draw lines.

- Hold up your book. Point to the example (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 (numbers) 3 pencil, eraser, book (school things) 4 snake, monkey, giraffe (animals)

Extra activity 2: see page 222 (if time)

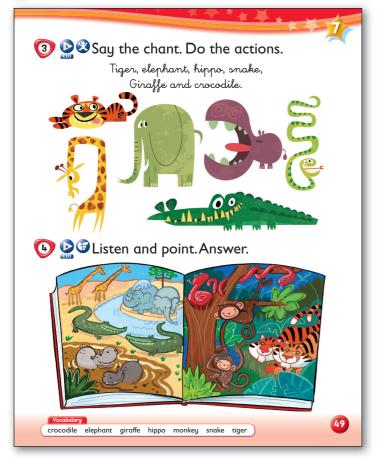
Optional activity

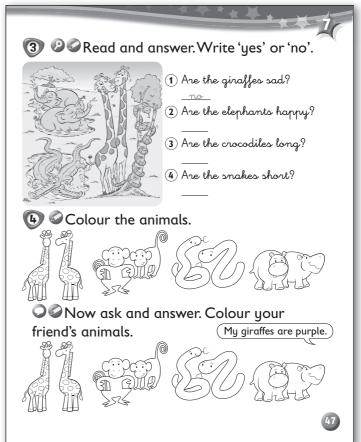
• Unit 7 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 42 and 43).

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.







Objectives: By the end of the lesson, pupils will have had more practice talking about wild animals.

Target language

- **Key language:** *crocodile, elephant, giraffe, hippo, monkey, snake, tiger*
- **Revision:** numbers *1–10*, adjectives

- Wild animal flashcards (61-67)
- Extra activity 1: Write each animal word in large writing on writing lines. Cut each word along the writing line. Stick the half words at random on a large piece of paper.
- Optional: *Kid's Box Interactive DVD 1: The living room* 'Let's go to the zoo!' episode

Warmer

• Use the mime game from the previous lesson (Extra activity 1) to review animals. A pupil comes to the front and mimes an animal. The class guesses. Repeat with other animals.

3 Say the chant. Do the actions.

- Say Open your Pupil's Books at page 49, please. Elicit the animals. Play the audio. Pupils listen and point to the animals. Play the audio again. Pupils say the chant. Say the chant with the class. Pupils repeat it line by line, faster, softly, etc.
- Review or practise TPR actions for each animal, e.g. tiger (hand clawing, scratching the air), elephant (arm in front of the face for a trunk), hippo (looking fat, rounded arms at sides, with big open mouth), snake (whole arm 'wriggling' away from the body), giraffe (outstretched arm above head, thumb tucked under flat hand for head), crocodile (two outstretched arms in front of face making a snapping movement).
- Make six groups. Each group is an animal. Pupils stand up and say the chant. Each group mimes their animal when they hear it.

CD 3, 05

Tiger, elephant, hippo, snake, Giraffe and crocodile. Tiger, elephant, hippo, snake, Giraffe and crocodile.

4 Listen and point. Answer.

• Say Listen and point to the animal in the book. Play the audio. Pupils listen and point. Say now listen and answer. Play the next track, pausing after each description. Pupils whisper the animal to their partner. Check with the class. Play the audio again. Pupils repeat. After each question, pupils chorus the answer.

Key: monkeys, crocodiles, hippos, elephants, tigers, snakes, giraffes

CD 3, 06

What are the animals? They're grey and dirty, Listen and look. They're big and clean. Point to the animals They're orange and black, In this book. They're red and blue. They're small and brown, It's yellow and brown, They're long and green. With small heads too.

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're yellow and brown with small heads.

What are they?

Extra activity 1: see page 222 (if time)

Activity Book page 47

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.

Key: 2 yes, 3 yes, 4 no

4 Colour the animals. (S) towards

- 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 activity 2: see page 222 (if time)

Optional activity

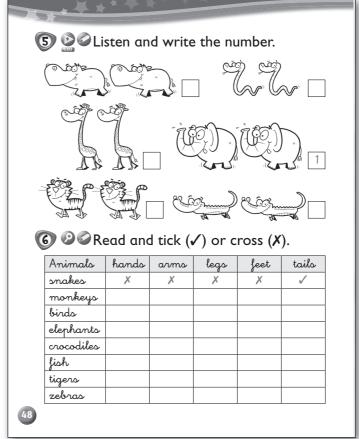
• The living room: 'Let's go to the zoo!' episode from Kid's Box Interactive DVD 1. See pages 16-19 of the Teacher's Booklet.

Ending the lesson

• Mime each wild animal. Pupils say the word. Pupils come to the front and mime for the class to guess.







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, zebra
- **Revision:** *teeth, ears, nose*

- Face, pet and wild animal flashcards (55-60, 47-52, 61-67)
- Wool (for a tail)
- Extra activity 1: 12 classroom 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 (pages 42 and 44); Grammar reference Unit 7 Pupil's Book 1 (page 99) and Activity Book 1 (page 98)

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.

5 Listen and point.

• Say Open your Pupil's Books at page 50, please. Say Listen and point to the animals. Play the audio. Pupils listen and point. Play the audio 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.

Say They're black and white. They've got four legs. They've got a small tail. What are they? Pupils point to the zebras on the page. Say Yes! They're zebras. Pupils repeat They're zebras.

Practice

- Focus pupils on the Grammar box. Read the sentences pointing to the crocodiles (They've got big mouths.) and the snakes (They haven't got feet.) on the picture. Pupils repeat after you. In pairs, they practise similar sentences.
- Practise How many ... ?, saying e.g. Have I got four pencils? Pupils reply No. Say How many have I got? Pupils reply Three. Repeat with other vocabulary, e.g. hands, teeth.

6 Listen and repeat.

Say Listen and repeat. Play the audio. Pupils repeat.

Key: monkeys, giraffes, crocodiles, snakes

They've got long arms and big hands. They've got short legs. They've got long legs. They haven't got feet.

5 Listen and write the number.

Activity Book page 48

• Say Open your Activity Books at page 48, please. Say Listen and write the number. Play the first one and check. Play the rest of the audio. 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.

6 Read and tick (✓) or cross (✗). (S) towards

- Display the *snake* flashcard. Say *They haven't got hands* (mime a cross). They've got tails (mime a tick).
- Pupils tick or cross for the other animals. Check, e.g. Tell me about monkeys. Pupils answer They've got (two) hands.

Key: ✓ = 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 **X** = birds: hands, arms; elephants: hands, arms; crocodiles: hands, arms; fish: hands, arms, legs, feet; tigers: hands, arms; zebras: hands, arms

Extra activity 2: see page 223 (if time)

Optional activities

- Unit 7 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 42 and 44).
- Grammar reference Unit 7 from Pupil's Book 1 (page 99) and Activity Book 1 (page 98).

Key: They've got tails. They haven't got hair. Have they got legs?

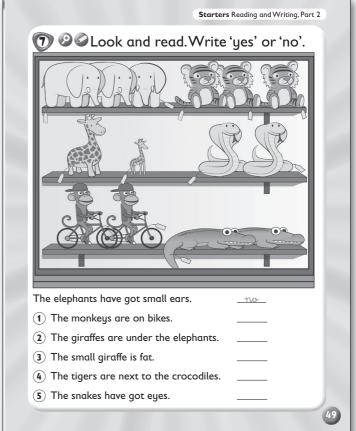
Ending the lesson

• 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.







Objectives: By the end of the lesson, pupils will have sung a song and had more practice in describing animals and their body parts.

Target language

- **Key language:** *arm, body, foot/feet, hand,* leg, tail, They've got ..., They haven't got ... , Have they got ... ? How many ... ?
- Additional language: a lot, shake, smile, laugh
- Revision: are, prepositions: on, under, next to, adjectives

- Wild animal flashcards (61-67)
- Optional: audio or video recorder
- Extra activity 1: Photocopiable activity 7 (see page 208), copied onto thin card, one set for each group of three, each photocopy pre-cut into three strips, scissors, one completed set for demonstration, envelopes
- Optional: Kid's Box Teacher's Resource Book 1 Unit 7 Song worksheet (pages 42 and 47); Kid's Box Interactive DVD 1; The music room, Unit 7 'The animal song'; The playroom 'Please, Mr Crocodile' game (coloured ribbons)

Warmer

• Play a definitions/guessing game with the class. Describe an animal. Pupils put up their hands to guess. Say, e.g. They've got short legs and very big mouths. They are green (crocodiles). Continue with descriptions for other animals. Confident pupils can offer definitions.

Song

- **7** Sing the song.
- Review the body parts for the song (hands, feet, etc.). Say Open your Pupil's Books at page 51, please.
- Play the audio. Pupils listen and do the actions, e.g. move their hands and feet. Play the audio again, line by line. Teach the song to the pupils. When pupils know the song, they repeat the whole song with the actions. Make six groups. Each group sings a verse. All pupils do the actions together.
- Record or video pupils and play the recording to the class.

CD 3, 10

Animals, animals, big and small, Animals, animals, short and tall. Animals, animals, dirty and clean, Animals, animals, brown and green. Come on, children, sing along, Sing and move to the animal song.

Let's all do the hippo show, Let's all do the hippo show, Let's all do the hippo show, Move your hands and feet.

Let's all do the elephant dance, Let's all do the elephant dance, Let's all do the elephant dance, Move 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, Open your big clean mouth.

CD 3, 11

Now sing the song again. (Karaoke version)

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 1? 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).

Extra activity 1: see page 223 (if time)

Activity Book page 49

- 7 Look and read. Write 'yes' or 'no'. (S) towards Reading and Writing Part 2
- 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 49, please. Say Look at the picture. It's a toy shop (use L1 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: 1 yes, 2 yes, 3 no, 4 no, 5 yes

Extra activity 2: see page 223 (if time)

Optional activities

- Pupils complete the Unit 7 Song worksheet from Teacher's Resource Book 1 (pages 42 and 47).
- The music room: Unit 7 'The animal song' from Kid's Box Interactive DVD 1. See pages 28 and 30 of the Teacher's Booklet.
- 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 1 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 /i/ as in big, fish, six
- Revision: How many ... ? Have you got ... ?

- Colour, pet and wild animal flashcards (20-26, 41-44, 47-52, 61-67)
- Extra activity 2: dominoes from Photocopiable activity 7 (see page 208), in envelopes from the previous lesson
- A selection of flashcards, e.g. train (40), cat (47), horse (50), mouse (51), etc.
- Optional: Kid's Box Teacher's Resource Book 1 Unit 7 Extension worksheet 1 (pages 42 and 45)

Warmer

• Show each flashcard and elicit the word. Put the flashcards with the sound /i/ in one group (e.g. pink, fish, hippo, giraffe, monkey) Say Today's sound is ... Let the class complete by saying *i* (the sound, not the letter name).

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 /i/.
- Point to the larger picture and say Look! Six big fish. Say Now listen to Monty, point and repeat.
- Play the audio. 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!

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? How many legs have they got? 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.

Extra activity 1: see page 223 (if time)

Activity Book page 50

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 50 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 50, please. Say Listen and write 'a', 'e' or 'i'. Again, use the letter sounds, not their
- Play the example on the audio and point to the letter 'e' in leg. Play the rest of the audio. Pupils write the missing letter each time. Pupils check answers in pairs.
- Play the audio again. Check answers as a class.

Key: 2 i, 3 a, 4 i, 5 i, 6 e, 7 i, 8 a

9 Draw and write.

- Focus pupils on the second activity on Activity Book page 50. Show or draw a picture of your favourite wild animal (from the animals pupils know). Say, e.g. My favourite wild animals are zebras. Then say two or more sentences about them, e.g. They're big. They're black and white. They've got small 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.

Extra activity 2: see page 223 (if time)

Optional activity

• Unit 7 Extension worksheet 2 from Teacher's Resource Book 1 (pages 42 and 46).

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. horse.) Pupils respond Horse.

Give me a /m/

(Point to, e.g. the mouse.) Pupils respond Mouse.

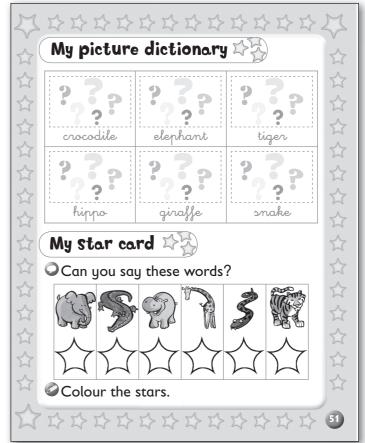
Give me a /k/

(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.







Objectives: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Additional language: hero, help
- Revision: language from the unit

- Wild animal flashcards and wordcards
- Playscript 7 Kid's Box Teacher's Resource Book 1 (pages 84-85 and 92)
- Pupil's Book cut-out puppets

- Extra activity 1: a simple drawing of a 'sniger' (a combination of a snake and a tiger), e.g. long tail, snake body, stripy, no ears, four short legs, big teeth
- Extra activity 2: pet flashcards and wordcards (47-52)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 7 Extension worksheet 2 (pages 42 and 46); the animated version of the Unit 7 story from Kid's Box *Interactive DVD 1 (Suzy's room section)*

Warmer

· Review animals from the unit by doing a version of the chant from 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.

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 53, please. Say Listen and look. How many animals? How many legs have they got? Play the audio. Pupils listen and look. They check in pairs. Check with the class (three animals - snakes, crocodiles, elephants; eight legs).
- Play the audio again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the sounds, e.g. Ooohhh! Aaagghh!
- Check comprehension by pointing to each picture in turn and asking, e.g. Who's this? (Marie). Is she happy? (No. There are snakes.)
- Check pupils understand Hero and Superhero. Elicit their superheroes, e.g. Superman, Spiderman, Batman, Cat Woman.
- Say Open your Activity Books at page 102, please. Point to the Story pictogram Unit 7. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of Teacher's Book 1).

CD 3, 14

Toys in the toy box.

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MONTY: Animals animals, big and small. Animals animals, short and tall.

MARIE: 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. 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.

12 Act out the story.

- Make groups of four. Play the audio. Pupils act out the story along with the audio. 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.
- To help children to act out the story, hand out a copy to each student of Playscript 7 from Teacher's Resource Book 1 (page 92). See notes on pages 84-85.
- Pupils can also use the *Pupil's Book 1* cut-out puppets to act out the story.

Extra activity 1: see page 223 (if time)

Activity Book page 51

MY PICTURE DICTIONARY

• Say Open your Activity Books at page 51, 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.

Extra activity 2: see page 223 (if time)

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 word in their books and to say it.
- Say Colour the stars. Check pupils remember what to do with the other words and stars. Pupils choose colours to colour their stars.

Optional activities

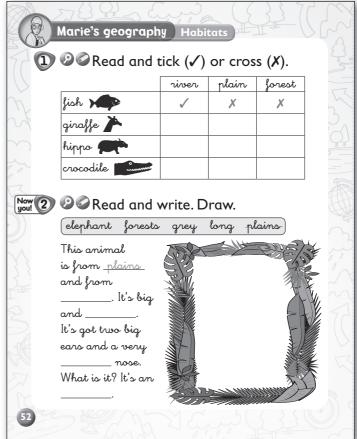
- Unit 7 Extension worksheet 2 from Teacher's Resource Book 1 (pages 42 and 46).
- Suzy's room: the animated version of the story from Kid's Box Interactive DVD 1. See pages 41-44 of the Teacher's Booklet.

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 learned 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, zebra

- Wild animal flashcards (61-67) and bird flashcard (52) 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 54, 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.

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 audio. Pupils point to the animals in their books as they hear them in the chant. Pause the audio after each line to check pupils' answers. Then play the chant again, pausing after each line for pupils to repeat.

CD 3, 15

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!

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, zebra - plain, tiger - forest

Activity Book page 52

1 Read and tick (\checkmark) or cross (\cancel{X}).

- Say Open your Activity Books at page 52, 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 54, 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	Х	Х

2 Read and write. Draw. (S) towards Reading and Writing Part 4

- 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 Read and write. 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: forests, grey, long, elephant Pupils draw an elephant in the frame.

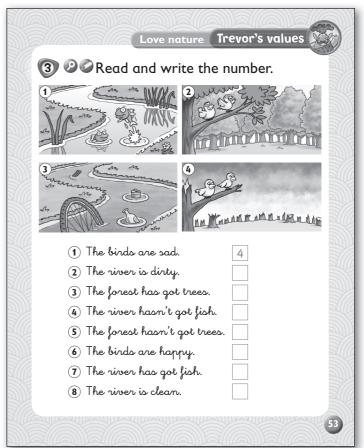
Extra activity: see page 223 (if time)

Ending the lesson

- 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).







Objectives: By the end of the lesson, pupils will have listened to a story and talked about the importance of loving nature.

Target language

- Key language: has got, hasn't got
- Additional language: love nature
- Revision: river, forest, happy, sad, clean, dirty

- Pictures of nature reserves or national parks in your region/country
- Extra activity: photos from magazines or the internet showing parks and natural places, enough for one per pair of pupils - half of the pictures showing unspoilt places and half showing habitats such as rivers and forests filled with rubbish/ affected by pollution

Warmer

• Call a volunteer to the front of the class to mime happy or sad. Repeat with different pupils. The class say happy or sad in chorus, depending on the expression. Make this a quickpaced activity.

3 Listen to the story.

- Say Open your Pupil's Books at page 55, please. Elicit the meaning of values. Point to Trevor and the words Love nature. Elicit/Explain the meaning of nature and say that the animals, birds and forests are all part of nature.
- Hold up your book. Point to picture number 1 and ask Where's Mum? Pupils point. Ask: Where's Dad? Pupils point. Ask: Where's Ben? Pupils point to the young bird (Ben).
- Point to picture 2 and ask What can you see? Elicit known vocabulary, e.g. river, frog.
- Ask pupils What colour is the river? They put up their hands to answer Grey. Ask Is it clean? and point to the rubbish in the river. Elicit No, dirty.
- Point to the trees in picture 3. Say The forest hasn't got trees and shake your head, looking sad.
- Point to the river in picture 4 and ask Is it dirty? Pupils answer No, clean.
- Say Listen to the story. Play the audio.

CD 3, 16

FATHER BIRD: Come on, Ben. It's time to go. YOUNG BIRD: OK, Dad. Come on, Mum. MOTHER BIRD: I'm right here, next to you.

MOTHER BIRD: The river is dirty. YOUNG BIRD: The forest hasn't got trees. FATHER BIRD: The animals are sad.

FATHER BIRD: And this river is dirty.

YOUNG BIRD: And this forest hasn't got trees. MOTHER 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.

Values

• 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.

4 Listen. Say 'happy' or 'sad'.

• Say Listen. Say 'happy' (make a happy face) or 'sad' (make a sad face). Play the audio 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, 17

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.

Activity Book page 53

3 Read and write the number.

- Say Open your Activity Books at page 53, please. Read the example sentence 1 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.

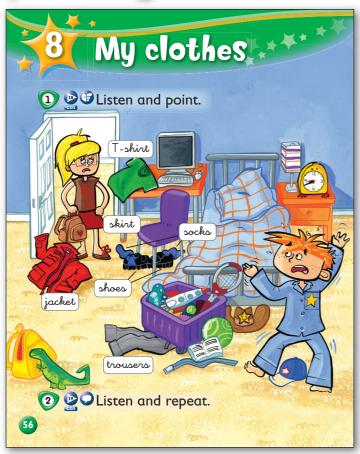
Key: 2 picture 3, 3 picture 2, 4 picture 3, 5 picture 4, 6 picture 2, 7 picture 1, 8 picture 1

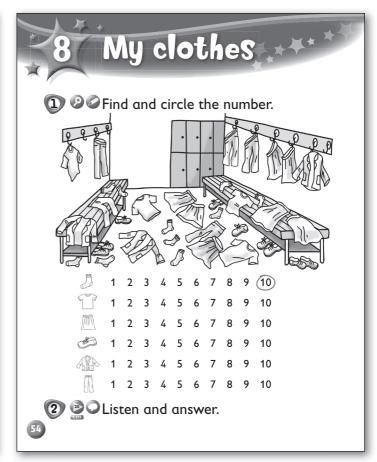
Extra activity: see page 223 (if time)

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.

My clothes





Objectives: By the end of the lesson, pupils will have learned 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

- Clothes flashcards (68-73)
- Extra activity 1: flashcards of computer (38), crocodile (61), ball (36), chair (29)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 8 Reinforcement worksheet 1 (pages 48 and 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 on the board. Point to each one in turn. Elicit the word. Point to the first flashcard. Elicit the word and then stick the wordcard under the flashcard. Elicit the other five words. Repeat with all the wordcards. Pupils read/chorus from memory.
- Make a circling motion with your hands. Say *They're clothes*.

1 Listen and point.

• Say Open your Pupil's Books at page 56, 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 audio. Pupils listen and point. Play the audio again. Check comprehension by asking, e.g. What colour are the trousers? Where are the shoes?

CD 3, 18

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.

2 Listen and repeat.

- Play the audio. Pupils listen and repeat. Play the audio 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 twice sometimes to make it more fun.

CD 3, 19

T-shirt, skirt, socks, shoes, jacket, trousers

Extra activity 1: see page 223 (if time)

Activity Book page 54

1 Find and circle the number. (S) towards

- 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: ten, four, seven, nine, three, five

2 Listen and answer.

• Play the first question on the audio. Elicit the response from pupils. Restart the audio for them to check. Play the rest of the audio. Pupils chorus the answers.

CD 3, 20

How many jackets? How many shoes?

How many socks?

How many pairs of trousers?

How many skirts?

How many T-shirts?

Extra activity 2: see page 223 (if time)

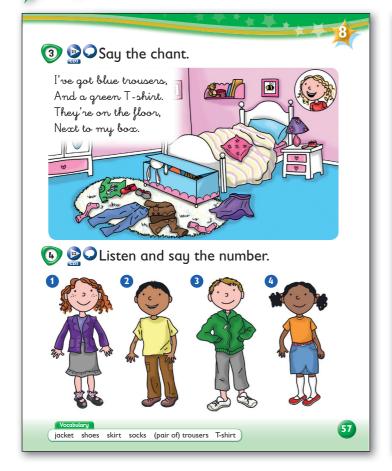
Optional activity

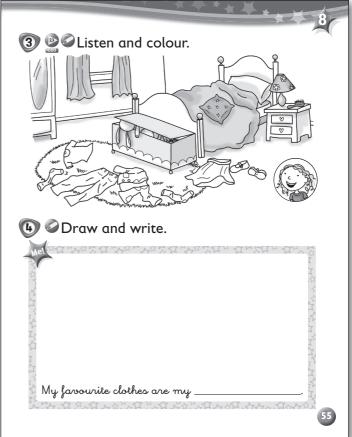
• Unit 8 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 48 and 49).

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.







Objectives: By the end of the lesson, pupils will have had more practice talking about clothes.

Target language

- Key language: jacket, shoes, skirt, socks, (pair of) trousers, T-shirt
- **Revision:** *have got,* colours, adjectives, face and body parts, zebra, bee

- Clothes flashcards and wordcards (68-73) and wordcards
- Optional: audio or video recorder
- Colouring pencils/crayons
- Extra activity 2: CD of lively music

Warmer

- Review clothes and instructions by playing a TPR game with the class. Combine instructions, clothes, body parts and colours. Say, e.g. Stand up if you've got black shoes. Jump up if you've got brown hair. Stamp your feet if you've got blue socks. Wave your arms if you've got a white shirt. Clap your hands if you've got grey trousers. Use vocabulary which gives all pupils a chance to join in.
- Say Open your Pupil's Books at page 55, please. Find the zebra. Find the bee. What colour is the teddy? Point to the trousers. What colour are they?

3 Say the chant.

- Play the audio. Pupils listen and clap or tap the rhythm.
- Play the audio. Pupils repeat line by line. Pupils say the chant as a class. Repeat. Record the class, using audio or video if possible.

CD 3, 21

I've got blue trousers, And a green T-shirt. I've got a brown jacket, And a purple skirt. I've got red shoes, And long pink socks. They're on the floor, Next to my box. (x2)

4 Listen and say the number.

• Say Listen. Play the first section of the audio. Pupils look at the pictures. Wait for most pupils to raise their hands. Elicit the answer (1). Play the rest of the audio. Pupils whisper the answer to their partner. Play the audio again. Stop after each sentence. Pupils put up their hands. Elicit answers from different pupils.

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

CD 3, 22

My favourite clothes are my grey skirt and my purple jacket. My favourite shoes are white.

I've got an orange T-shirt. It's my favourite.

I've got short grey trousers. They're my favourite.

My favourite shoes are red.

My favourite trousers are brown.

My favourite 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.

Extra activity 1: see page 223 (if time)

Activity Book page 55

3 Listen and colour. (S) towards Listening Part 4

- 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 audio. Pupils make a dot on the clothes. They check in pairs. Play the audio again. Stop after each one to check and for pupils to colour.
- Elicit which colour they didn't need to use (green).

CD 3, 23

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.

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.

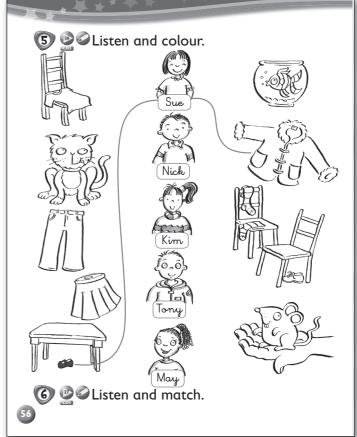
Extra activity 2: see page 224 (if time)

Ending the lesson

• Display the clothes wordcards. 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.







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 got ... / She's got ... , He hasn't got ... / 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

- Colouring pencils/crayons
- Real clothes: T-shirts, socks, trousers, skirts, jackets
- A big bag
- Optional: Kid's Box Teacher's Resource Book 1 Unit 8 Reinforcement worksheet 2 (pages 48 and 50); Grammar reference Unit 8 Pupil's Book 1 (page 94) and Activity Book 1 (page 98)

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.

5 Listen and point.

- Say Open your Pupil's Books at page 58, please. Focus pupils on the Grammar box. Read the sentences pointing to a boy in the class with red trousers (He's got red trousers.) and to a girl (She hasn't got a blue T-shirt.). Tell pupils to repeat after you. Then tell them to look at the picture and practise similar sentences in pairs.
- Remind pupils that Mrs Star is their mum. Say Listen to the audio and point to the clothes. Play the audio. Pupils listen and point.
- Play the audio again. Check understanding, e.g. Has Simon got his blue T-shirt? (no). Supply He/She hasn't ... Continue, e.g. Has Stella got her red trousers? (No, she hasn't). Ask Who's got the clothes? (Suzy).

CD 3, 24

STELLA: Mum, have you got my red trousers? Where are they?

MUM: I don't know.

STELLA: Has Simon got my red trousers?

MUM: Ask Simon, not me.

suzy: No, Stella. Simon hasn't got your red trousers.

SIMON: Mum, has Stella got my blue T-shirt? MUM: 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 shoes!

Practice

- Transfer the structures to pupils and their clothes, etc. Say, e.g. Has (name) got green eyes? Pupils answer Yes, he/she has or No, he/she 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.

6 Listen and repeat.

• Play the audio. Pause after each sentence. Pupils chorus the clothes. Walk around the room. Point to pupils' clothes for the class to say He's got ... / She's got ...

CD 3, 25

He's got a blue T-shirt. She's got red trousers. He's got white shoes.

Extra activity 1: see page 224 (if time)

Activity Book page 56

5 Listen and colour. (**S**) towards

• Say Open your Activity Books at page 56, please. Say Listen. Don't write. Play the first part of the audio. 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 first part of the audio again. Elicit the colours and the objects (black shoe, grey mouse, etc.). Pupils colour them. Complete the activity.

CD 3, 26 Listen and colour.

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.

6 Listen and match.

• Say Listen again. Who's got a black shoe and a pink jacket? Listen and draw lines. Play the audio. Elicit the answer (Sue). Play the rest of the audio in sections. Pupils check in pairs. Check with the class.

CD 3, 27 Listen and match.

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 activity 2: see page 224 (if time)

Optional activities

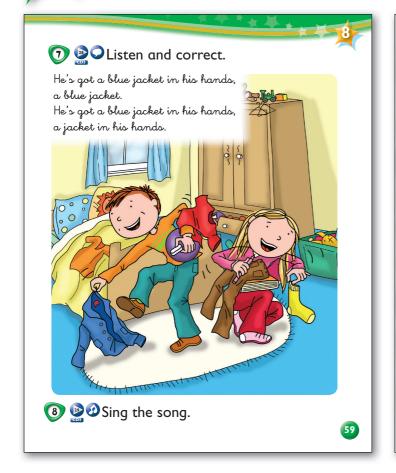
- Unit 8 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 48 and 50).
- Grammar reference Unit 8 from Pupil's Book 1 (page 99) and Activity Book 1 (page 98).

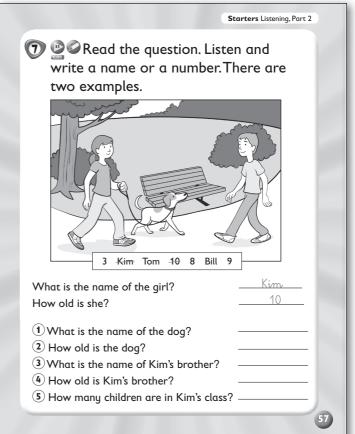
Key: 1 's got, 2 hasn't got

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.







Objectives: By the end of the lesson, pupils will have sung a song and talked more about clothes.

Target language

- Additional language: Tell me about ...
- **Revision:** *She's got ... , He/She hasn't got ... ,* book, train, car, ball, colours, clothes

- Group game and Extra activity 1: Photocopiable activity 8 (see page 209), one for each pupil, copied onto thin card, scissors, a complete coloured set for demonstration, envelopes
- Optional: Kid's Box Teacher's Resource Book 1 Unit 8 Song worksheet (pages 48 and 53); Kid's Box Interactive DVD 1, The music room, Unit 8 'He's got a blue jacket' song

Warmer

• Play the guessing game from the previous lesson.

Song

7 Listen and correct.

- Say Open your Pupil's Books at page 59, please. What clothes can you see? Elicit other items in the picture.
- Say a false sentence about the picture using, e.g. He's got a green eraser. Then ask Yes or no? Pupils respond No. Elicit the sentence with the correct colour and He's got ... (He's got a white eraser). Say Listen and correct. Play the audio, pausing for pupils to respond.

Key: She's got a yellow sock. She's got a pink pencil. He's got a blue jacket. He's got a purple ball.

CD 3, 28

She's got a black sock. He's got a blue elephant.

She's got a pink train. He's got a white ball.

8 Sing the song.

- Say Listen to the song and point to the clothes. Play the audio. Pupils listen and point. Play the audio again. Pupils join in. Pupils stand up. Make four groups. Each group sings a verse.
- They sing the song, changing the words to the other items the boy and girl are holding (a red T-shirt, a white eraser, brown trousers, an orange book).
- Hold an object, e.g. a green eraser. Pupils sing about you, e.g. She's got a green eraser in her hands.

He's got a blue jacket in his hands, A blue jacket.

He's got a blue jacket in his hands, A jacket in his hands.

He's got a purple ball in his hands, A purple ball.

He's got a purple ball in his hands, A ball 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, 29

Now sing the song again. (Karaoke version)

Group game

• Take out Photocopiable activity 8. Show the class your set of cards. Elicit what they are, e.g. Green socks, blue shoes. Hand out a photocopy to each pupil. Dictate the colours,

e.g. Colour the skirt red. Pupils cut up the cards and write their name on the back. Mix four sets of cards together. Deal them to four pupils. Pupils ask each other for cards to collect sets of four the same, e.g. Have you got red shoes?

Extra activity 1: see page 224 (if time)

Activity Book page 57

- 7 Read the question. Listen and write a name or a number. There are two examples. (S) towards Listening Part 2
- Say Open your Activity Books at page 57, please. Say Look at the picture. Point to the girl, the boy and the dog.
- Read the example question aloud. Play the audio and show pupils the example. Check answers as a class. Note: In the actual Starters test, answer options are not given.

Key: 1 Bill, 2 3, 3 Tom, 4 9, 5 8

CD 3, 31

Hello. What's your

name?

It's Kim.

Kim? That's a beautiful

name.

Thank you.

And how old are you,

Kim?

I'm ten.

Ten?

Yes.

1 Is this your dog?

Yes. This is Bill.

Bill. That's a good name

for a dog.

Thank you.

2 How old is your dog?

He's three.

Three? He's a young dog. Yes, he is. And he's very

happy!

3 And who's this? He's my brother.

Oh, yes? Is his name

Tom?

Yes, it is. Tom's my favourite brother.

4 How old is your brother? He's nine.

Nine? Is he in your class

at school?

Yes, he is.

5 Is your class at school big?

No, it's small.

How many children are

in your class?

Eight.

Eight children. That's

great.

Extra activity 2: see page 224 (if time)

Optional activities

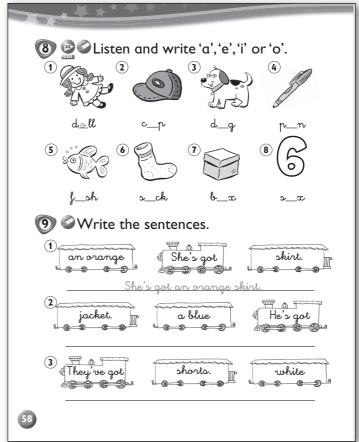
- Hand out the Unit 8 Song worksheet from Teacher's Resource Book 1 (pages 48 and 53). Pupils do the gap fill activity and cut out and colour the cards, to use while singing the song.
- The music room: Unit 8 'He's got a blue jacket' song from Kid's Box Interactive DVD 1. See pages 28 and 30 of the Teacher's Booklet.

Ending the lesson

• Mime putting on an item of clothing, e.g. a skirt. Pupils guess. Pupils play the game in pairs.







Objectives: By the end of the lesson, pupils will have practised the phoneme /o/ and writing the letters a, e, i, o.

Target language

- Key language: the phoneme /o/ as in orange, socks, dog, a doll, a door
- Additional language: shorts, baseball cap
- Revision: clothes vocabulary

- Clothes (68-73), colour (20, 23, 24), pet (47-49, 52), toy (37, 39, 40), school (31, 32) flashcards
- Optional: shorts and a baseball cap
- Extra activity 2: cards from Photocopiable activity 8 (see page 209)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 8 Extension worksheet 1 (pages 48 and 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 /o/ 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).

9 Monty's phonics.

- Say Open your Pupil's Books at page 60, 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 /o/.
- Point to the larger picture and say A long dog in orange socks. Say Now listen to Monty, point and repeat.
- Play the audio. 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, 32

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

/o/ /o/ orange /o/ /o/ socks /o/ /o/ dog

A long dog in orange socks.

A long dog in orange socks.

A long dog in orange socks!

10 Ask and answer.

- Show a real pair of shorts if possible and say Shorts. Pupils repeat. Do the same with Baseball cap.
- Pupils look at the pictures for 30 seconds. Say *She's got α* vellow jacket. Pupils answer Meera. Pupils close their books. Continue to see how much they can remember.
- Pupils work in pairs. They look at the pictures for two minutes. Pupil A closes their book and Pupil B asks questions. As get one point for each correct answer. After two minutes, pupils swap roles. Give Bs one minute to look at the pictures again before As ask the questions. Elicit how many points pupils got at the end of the activity.

Extra activity 1: see page 224 (if time)

Activity Book page 58

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 Activity Book page 58 Activity 8): Orange. 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
- 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 audio and point to the letter 'o' in doll. Play the rest of the audio. Pupils write the missing letter each time. Pupils check answers in pairs.
- Play the audio again. Check answers as a class.

Key: 2 a, 3 o, 4 e, 5 i, 6 o, 7 o, 8 i

CD 3, 33

1 doll	3 dog	5 fish	7 box
2 cap	4 pen	6 sock	8 six

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 answers.

Key: 2 He's got a blue jacket. 3 They've got white shorts.

Extra activity 2: see page 224 (if time)

Optional activity

• Unit 8 Extension worksheet 1 from *Teacher's Resource Book* 1 (pages 48 and 51).

Ending the lesson

- 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 in it. 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

- Key language: language from the unit
- Revision: language from the unit, I don't know

Materials required

- Clothes flashcards (68-73)
- Extra activity 2: Prepare a large piece of paper with split words on it like this:

jac	sers	SO	irt
sh	shirt	trou	orts
sk	ket	T-	cks

• Optional: Kid's Box Teacher's Resource Book 1 Unit 8 Extension worksheet 2 (page 52); the animated version of the Unit 8 story from Kid's Box Interactive DVD 1 (Suzy's room section); Playscript 8 Teacher's Resource Book 1 (pages 84-85 and 93); Pupil's Book 1 cut-out puppets

Warmer

• Play a mime game to review clothes. Mime taking off an item of clothing for pupils to guess, e.g. shoes or cap. Individual pupils can come to the front and mime for the class.

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 61, please. Elicit who they can see (Stella, Simon, Suzy, Trevor, Monty, Marie and Maskman). Say Listen and look. What colour's Suzy's T-shirt? What's on it? Play the audio. Pupils listen and look. They check in pairs. Check with the class (orange, a mouse).
- Play the audio 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? (Stella). Has she got a blue T-shirt? What colour are her socks and shoes? etc. Play the audio again. Pupils listen and repeat in
- Say Open your Activity Books at page 102, please. Point to the Story pictogram Unit 8. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of Teacher's Book 1).

CD 3, 34

SIMON: Here, Stella. Catch.

Toys in the toy box,

Come alive.

Walk and talk.

On the count of five.

One, two, three, four, five.

MARIE: Look at Stella's clothes. She's got a yellow T-shirt, she's got a blue skirt, she's got pink socks and she's got brown shoes.

MASKMAN: But she hasn't got a jacket. Look at these. Simon's got a red 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!

12 Listen and say the number.

• Say Listen. What's the number? Play the first one. Elicit the number from the class (5). Play the rest of the audio. Pause after each one to give pupils time to look, think and write down the number. Pupils check in pairs. Play the audio for a final time. Stop after each one for a hands-up-and-chorus answer.

Key: 5, 3, 1, 4, 2

CD3, 35

Story as in Activity 11, but in the order of the key.

Extra activity 1: see page 224 (if time)

Activity Book page 59

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. Pupils stick the stickers in the correct place. If appropriate, pupils trace around the word under the picture.

Extra activity 2: see page 224 (if time)

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.
- Pupils work in pairs. They take turns to point to a word in their books and to say it.
- 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 8 Extension worksheet 2 from Teacher's Resource Book 1 (pages 48 and 52).
- Suzy's room: the animated version of the Unit 8 story from Kid's Box Interactive DVD 1. See pages 41-45 of the Teacher's Booklet.
- Pupils might like acting out the story from *Pupil's Book* page 61. Hand out a copy to each student of Playscript 8 from Teacher's Resource Book 1 (page 93). See notes on pages 84-85.
- Pupils can also use *The Pupil's Book 1* cut-out puppets to act out the story.

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.

Review Units 5–8





Objectives: By the end of the lesson, pupils will have reviewed language from Units 5–8.

Target language

- Revision: pets, the face, animals, body parts, clothes, colours, plurals, adjectives, have got, has got, haven't got, hasn't got
- Additional language: clown

Materials required

• Flashcards from Units 5-8 (47-73)

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.

1 Listen and say the number.

- Say Open your Pupil's Books at page 62, please. Play the first speaker on the audio. Check with the class. Play the rest of the audio. Pupils whisper the numbers to their partner. Play the audio 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.

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 zebra. 4 It's an elephant.

Extra activity 1: see page 224 (if time)

Activity Book page 60

1 Read, draw and colour.

- Say Open your Activity Books at page 60, 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.

2 Listen and say 'Bill' or 'Ben'.

• Say Listen and check. Play the audio. Pause after each sentence for pupils to say Bill or Ben in chorus.

Key: 1 Bill, 2 Ben, 3 Ben, 4 Bill, 5 Bill, 6 Bill

CD 3, 37

- 1 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.

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 their own.

Key: Cats and dogs haven't got hands. Zebras and giraffes haven't got arms. Elephants and crocodiles haven't got hair.

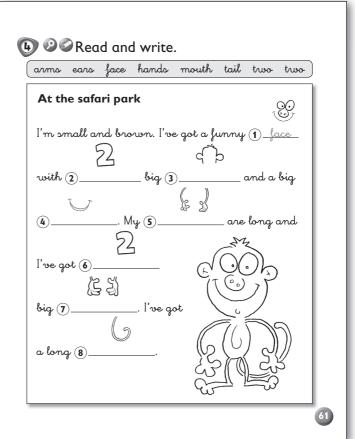
Extra activitiy 2: see page 224 (if time)

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.







Objectives: By the end of the lesson, pupils will have reviewed language from Units 5–8.

Target language

- Revision: pets, the face, animals, body parts, clothes, colours, plurals, adjetives, have got, has got, haven't got, hasn't got, pronunciation
- Additional language: Start, Finish, It's my/your turn. I've got a (five). Pass me the spinner, please. Is this my counter? I'm the winner.

- Flashcards and wordcards from Units 5-8 (47 - 73)
- Spinners from Review 1–4 (see pages 7 and 75), counters or coins (one per pupil)
- Magazines with animal and clothes pictures
- Extra activity 2: Prepare a photocopiable sheet for pupils as shown on page 225
- Optional: Evaluation 2 (page 231), Practice Test 2 from Kid's Box Teacher's Resource Book 1 (pages 104-113); Kid's Box *Interactive DVD 1: Stella's room Quiz 2*

Warmer

- Draw three large circles on the board. In the middle of one write Pets, in the middle of another write Clothes, and in the middle of the third write Wild animals. 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.
- Say Open your Pupil's Books at page 63, please. Point to some of the squares on the board and elicit the words.
- Tell pupils they are going to play a game. Demonstrate how to play. Take out a counter and the spinner you made for the first Review Unit (see pages 7 and 75) or use one of the pupils' spinners. Hold up your book and put the counter on the Start arrow. Say This is the start. The green arrow. You spin your spinner ... Spin and show pupils how to move their counter along the board, e.g. Look! I've got a four. One ... (moving your counter) two ... three ... four. I say 'Purple!' I stay on this square. ... Then it's Yolanda's turn. And then it's Carlos's turn. Now it's my turn again. Spin your spinner and move your counter again, e.g. to the square with the shoes. Look thoughtful and say Oh, I don't know this word. What are these? Move your counter back to the purple square. Say I don't know. I move back one, two three. If you say the word you stay. If you don't say the word, you move back. Point to the Finish square and say This red square is the finish. The first person here is the winner! Hooray!
- Write a list of useful language for games on the board, e.g. It's my turn. It's your turn. I've got a (five). Pass me the spinner, please. Is this my counter? I'm the winner. Pupils practise saying the sentences chorally.
- 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. Monitor and check they are saying the words in English. Encourage pupils to use the language for games. 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).

Extra activity 1: see page 224 (if time)

Activity Book page 61

- 4 Read and write. S towards Reading and Writing Part 2
- Say Open your Activity Books at page 61, 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 activity 2: see page 224 (if time)

Optional evaluations

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

- Evaluation 2 (page 231) see page 13 of the Teacher's Book 1 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 audioscript see pages 139-141 of the Teacher's Resource Book.
- Stella's room: Quiz 2 from Kid's Box Interactive DVD 1. This quiz can be done as a whole-class activity or as a team competition. See pages 39-40 of the Teacher's Booklet.

Ending the lesson

- 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 L1 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 wordcards around the class and have pupils come and stick them in the right place. The class confirms if it's right or wrong.





Objectives: By the end of the lesson, pupils will be able to name and talk about sports and activities.

Target language

- Key language: play basketball, play football, play tennis, play the guitar, play the piano, swim, ride a bike
- Revision: character names

- Character and action flashcards and wordcards (1-5, 19, 33, 34, 74-80)
- Two rulers
- Extra activity 2: action wordcards (74-80)

Warmer

• Display the character flashcards on 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.

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 audio. Pupils listen and point.
- Play the audio 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.

2 Listen and repeat.

- Say Listen and repeat. Play the audio. Pupils repeat in chorus. Check word stress on *football*, *basketball*, *tennis*, qui<u>tar</u>.
- Play Simon says again. Pupils give the instructions.

Play football, swim, play basketball, play tennis, ride a bike, play the guitar

Extra activity 1: see page 225 (if time)

Activity Book page 62

1 Listen and write the number.

• Say Open your Activity Books at page 62, 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 audio. Pupils check in pairs. Play the audio again. Stop after each one. Check with the class.

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

CD 3, 40

- 1 Ride a bike
- 2 Swim
- 3 Play tennis
- 4 Play basketball
- 5 Play the guitar
- 6 Play football

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 wordcards, pointing to them in the same sequence as on the Activity Book page and saying, e.g. Number 3? Pupils respond Ride a

Key: 1 play tennis, 2 play basketball, 3 ride a bike, 4 play football, 5 play the guitar

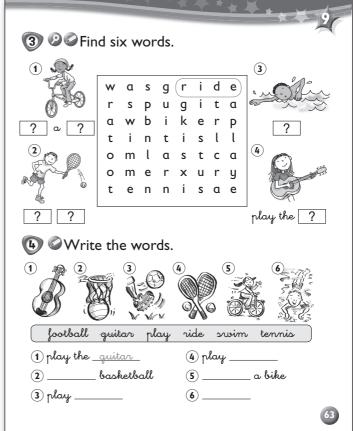
Extra activity 2: see page 225 (if time)

Ending the lesson

• Play a guessing game with the action flashcards. Hold them facing you so that no one can see them. 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.







Objectives: By the end of the lesson, pupils will have had more practice naming and talking about sports and activities and will have sung a song.

Target language

- Key language: play basketball / football / tennis, play the guitar / piano, ride a bike, swim
- Additional language: Now let's ... , Let's all do ..., match, Ready, steady, go
- **Revision**: *Maskman, What's (number 1)?*

- Action flashcards (74–80)
- Activity Book Activity 3 drawn on a large piece of paper
- Extra activity 1: Photocopiable activity 9a (see page 210), copied onto thin card, one for each pupil, one completed set of cards for demonstration, scissors, envelopes
- Optional: Kid's Box Teacher's Resource Book 1 Unit 9 Song worksheet (pages 54 and 59); Kid's Box Interactive DVD 1, The music room, Unit 9 'The Maskman song'

Warmer

· Review the actions by playing Simon says, as in the previous lesson.

3 Listen and answer.

- Say Open your Pupil's Books at page 65, please. Elicit who it is (Maskman). Focus pupils on the pictures.
- Say Listen. What's the number? Play the first one as an example. Stop the audio. Elicit the answer (ride a bike). Play the rest of the audio. Pupils whisper the answer to their partner. Play the audio again. Stop after each one for pupils to answer in chorus.

Key: 1 ride a bike, 2 play tennis, 3 play basketball, 4 swim, 5 play football, 6 play the guitar

CD 3, 41

What's number 1?

What's number 2?

What's number 3?

What's number 4?

What's number 5?

What's number 6?

Song

4 Sing the song.

- Say *Listen to the song. Do the actions.* Play the audio. Pupils listen and do the actions (e.g. riding a bike). Play the audio again in sections. Pupils repeat. Play the audio again. Pupils mime the actions and sing the song.
- Pupils stand up. Make six groups, one for each action. Each group sings their lines and does their action. The whole class sings the chorus.

CD 3, 42

Do the Maskman song,

Do the Maskman song,

Let's all 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.

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)

Extra activity 1: see page 225 (if time)

Activity Book page 63

3 Find six words.

- Say Open your Activity Books at page 63, please. Elicit the circled word (ride). Hold up your book and point to the clues: pictures and gapped text. Say Read and look. What are the missing words? (point to the gaps). Find them in the puzzle.
- Pupils work in pairs. They complete the sentences first and then find the words 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: 1 ride, bike, 2 play tennis, 3 swim, 4 guitar

4 Write the words.

• Point to the picture of the guitar. Elicit *Play the guitar*. Point to number 1 and the example: quitar. 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 2: see page 225 (if time)

Optional activities

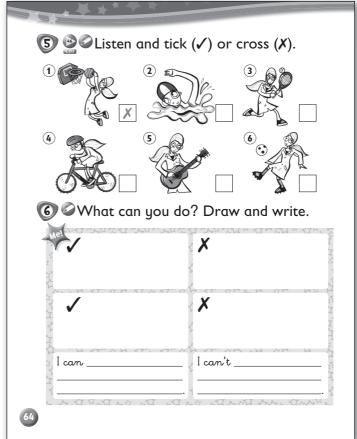
- Pupils complete the Unit 9 Song worksheet from Teacher's Resource Book 1 (pages 54 and 59).
- The music room: Unit 9 'The Maskman song' from Kid's Box Interactive DVD 1. See pages 28 and 30 of the Teacher's Booklet.

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.







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 horse, sing, fish
- 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

- Action flashcards (74-80)
- Extra activity 1: picture cards from Photocopiable activity 9a (see page 210), envelopes
- Optional: Kid's Box Teacher's Resource Book 1 Unit 9 Reinforcement worksheet 1 (pages 54 and 55); Grammar reference Unit 9 Pupil's Book 1 (page 99) and Activity Book 1 (pege 98)

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. Say, e.g. I can play football. Smile, look pleased and pretend to kick an imaginary ball. Say I can't play the quitar. 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 can't swim and makes 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: / kən/. Ask the class, e.g. Can he/she (play football)? Elicit Yes/ No.

5 Listen and point.

- Say Open your Pupil's Books at page 66, please. Focus pupils on the Grammar box. Read the sentences pointing to Stella (She can ride a bike.) and to Mr Star (He can't sing.) on the picture. Tell pupils to repeat after you. Then in pairs pupils practise similar sentences about themselves.
- Say Listen. Who can draw? (mime draw). Who can play the quitar? Who can ride a horse? Play the audio. Pupils check in pairs. Check with the class (Grandma, Dad, Mum).
- Pupils check, using the pictures. Say Listen and point. Play the audio. 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 and green ...

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 ...

6 Listen and repeat.

• Focus pupils on the words *can/can't*. Play the audio. Pupils listen and repeat. Play the audio 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.

Extra activity 1: see page 225 (if time)

Activity Book page 64

5 Listen and tick (\checkmark) or cross (X). (S) towards Listening Part 3

• Say Open your Activity Books at page 64, please. Say Listen. What can Marie do? Tick or cross. Play the example. Elicit: She can't play basketball. Play the rest of the audio. Pupils listen and tick or cross. They check in pairs. Play the audio again. Check with the class.

Key: 2 ✓, 3 X, 4 ✓, 5 ✓, 6 X

CD 3, 46

1 **MONTY:** Marie, can you play basketball?

MARIE: No, I can't play basketball.

2 **MONTY:** Marie, can you swim?

MARIE: Yes, I can swim.

3 MONTY: Marie, can you play tennis?

MARIE: No, I can't play tennis.

4 **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.

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 activity 2: see page 225 (if time)

Optional activities

- Unit 9 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 54 and 55).
- Grammar reference Unit 9 from *Pupil's Book 1* (page 99) and Activity Book 1 (page 98).

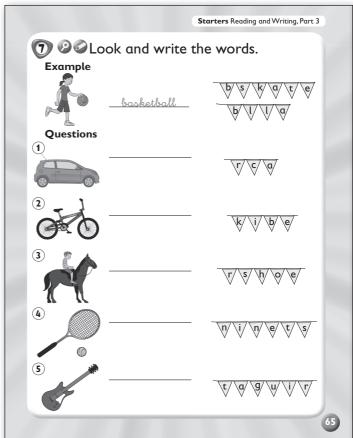
Key: 1 He can sing. 2 They can't swim. 3 Can you ride a bike?

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.







Objectives: By the end of the lesson, pupils will have learned a chant and had more practice using can and can't.

Target language

- Key language: can, can't, drive a car, *Who can ... ?*
- Additional language: chant
- Revision: actions, character names, and, but

- Action flashcards and/or wordcards (74-80)
- Extra activity 2: wordcards from Photocopiable activity 9a (see page 210)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 9 Reinforcement worksheet 2 (pages 53 and 56)

Warmer

• Review the actions and can and can't. Display the flashcards, and/or the wordcards, and ask a pupil, e.g. Can you swim? The pupil answers Yes, I can swim. / No, I can't swim. If the pupil needs support, repeat the question and point to the flashcard. Repeat with other pupils and other actions. Continue the activity in open pairs: pupils take turns to ask and answer around the class.

Practice

• Play a memory game in groups of six to ten. Demonstrate to the class first. Pupil A says, e.g. I can swim. Pupil B says She can swim and I can play football. Continue until the chain has gone around the whole group. Divide the class into groups to play the game again.

7 Say the chant.

• Say Open your Pupil's Books at page 67, please. Say Listen to the chant. Play the audio. Pupils listen and look. Play the audio again, line by line. Pupils repeat, first as a whole class, and then in groups. Teach the whole chant in this way. Do the chant as a class.

CD 3, 47

I can chant, I can chant,

I can chant the 'Can chant'.

Yeah!

I can play basketball,

I can play the guitar,

I can play football,

And I can drive my car.

I can't ride a bike,

I can't swim,

I can't play tennis,

And 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'?

Yeah!

Extra activity 1: see page 225 (if time)

8 Listen and answer.

• Say Listen, look and answer the questions. Play the first section of the audio. Elicit the answer from the class (Grandma). Play the rest of the audio. Pupils whisper the answer to their partner each time. Play the audio again. Elicit answers from pupils when most pupils' hands are

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 activity 2: see page 225 (if time)

Activity Book page 65

7 Look and write the words. (S) towards Reading and Writing Part 3

- Say Open your Activity Books at page 65, 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: 1 car, 2 bike, 3 horse, 4 tennis, 5 guitar

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 that either you or a pupil can do an action, pupils mime it. When you say that either you or 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. I can ride a bike. Pupils mime riding a bike. Continue with other activities and other persons (I, we, you, he, she, they).







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 /l/ as in Lily, blue, yellow
- Additional language: Can you...?, Yes, I can. / No, I can't.
- **Revision:** *can / can't, play football, play* basketball, play tennis, play the guitar, ride a bike, swim

- Colour flashcards (20–26, 41–44)
- Action flashcards (74-80)
- Photocopiable activity 9b (see page 211), one for each pupil
- Optional: Kid's Box Teacher's Resource Book 1 Unit 9 Extension worksheet 1 (pages 53 and 57)
- Kid's Box Language Portfolio 1 (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 I.

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 / 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
- Play the audio. 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!

Extra activity 1: see page 225 (if time)

10 Ask and answer.

• Quickly review the actions, using the flashcards. Display them on the board. Hand out Photocopiable activity 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.

Activity Book page 66

8 Listen and circle 'l' in the words.

- Say Open your Activity Books at page 66, please. Say Listen and circle 'I' in the words. Use the letter sound, not its name.
- Play the example on the audio and point to the circled letters 'L' and 'l' in Lily. Play the rest of the audio. Pupils circle the sound 'I' each time. They check answers in pairs.
- Play the audio again. Check answers as a class.

CD 3, 50

- 1 Lily
- 2 blue
- 3 football
- 4 pencil
- 5 play
- 6 clean 7 yellow
- 8 plane

Extra activity 2: see page 225 (if time)

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
- Correct as a class. Elicit sentences from different pupils.

Key: I can draw, sing, swim. I can play basketball, football, the guitar, the piano, tennis. I can ride a bike, a horse.

Optional activity

• Unit 9 Extension worksheet 1 from Teacher's Resource Book 1 (pages 54 and 57).

Language Portfolio

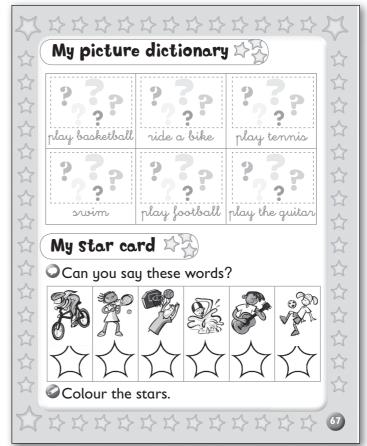
• Pupils complete page 11 of Kid's Box Language Portfolio 1 (Fun time).

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 see how many groups can say it quickly without getting their tongue in a twist.







Objectives: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Revision: language from the unit

- Action flashcards (74–80)
- Playscript 9 Teacher's Resource Book 1 (pages 84-85 and 94)
- Pupil's Book 1 cut-out puppets
- Extra activities 1 and 2: cards from Photocopiable activity 9a (see page 210), envelopes
- Optional: Kid's Box Teacher's Resource Book 1 Unit 9 Extension worksheet 2 (pages 54 and 58); the animated version of the Unit 9 story from Kid's Box *Interactive DVD 1 (Suzy's room section)*
- Kid's Box Language Portfolio 1 (page 5)

Warmer

- Review the actions by playing the Disappearing flashcards game. Display the flashcards. Elicit what each one is. The class chorus the response. Elicit again, this time turning over the first card. Repeat, with the class chorusing the actions, until all the flashcards are faced to the board.
- Continue, this time turning a flashcard back to face the classroom each time.

Story

11 Listen to the story.

- Say This is a story about Maskman. Listen. What can he do? Play the audio. Pupils listen for the answer to the question. Give them time to check in pairs. Say Open your Pupil's Books at page 69, please. Pupils look and check. Check with the class (ride a bike, play tennis, play basketball, swim, play football).
- Play the audio again. Pupils listen and repeat. Encourage
 - to say it with intonation and feeling.
- Check comprehension by pointing to the pictures in turn and asking, e.g. Can Maskman sing? (No). Can he play the guitar? (No). Ask which pupils can play the guitar and which pupils can sing.
- Say Open your Activity Books at page 102, please. Point to the Story pictogram Unit 9. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of the Teacher's Book).

CD 3, 51

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Do the Maskman song, Do the Maskman song, Let's all do the Maskman song.

MONTY: Oooh! Look! There's Maskman. He can ride a bike

and play tennis!

TREVOR: I know, and he can play basketball.

MONTY, TREVOR AND MASKMAN: Ride a bike. Play tennis, basketball. Play, play, play.

MONTY: Hello, Marie.

TREVOR 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.

12 Act out the story.

- Make groups of four. Pupils decide which character they are (Maskman, Marie, Monty, Trevor). Play the audio again. Pupils say the words along with their character on the audio 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.
- To help children to act out the story, hand out a copy to each student of Playscript 9 from Teacher's Resource Book 1 (page 94). See notes on pages 84-85.
- Pupils can also use the *Pupil's Book* cut-out puppets to act out the story.

Extra activity 1: see page 226 (if time)

Activity Book page 67

MY PICTURE DICTIONARY

• Say Open your Activity Books at page 67, 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.

Extra activity 2: see page 226 (if time)

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.
- Pupils work in pairs. They take turns to point to the words in their books and to say them.
- 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 9 Extension worksheet 2 from Teacher's Resource Book 1 (pages 54 and 58).
- Suzy's room: the animated version of the Unit 9 story from Kid's Box Interactive DVD 1. See pages 41-45 of the Teacher's Booklet.

Language Portfolio

• Pupils complete page 5 of Kid's Box Language Portfolio 1 (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 have learned to describe sports activities.

Target language

- Key language: play table-tennis, sail, They've got a ..., He/She's got a ..., They're playing ...
- Additional language: things, What are they doing?
- **Revision**: playing basketball, riding bikes, riding horses, big, ball, small, sitting on the boat

- Action flashcards (74-76 and 79-80)
- Pictures of people doing new sports: sailing, playing table-tennis, 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 70.

Presentation

• Say Open your Pupil's Books at page 70, 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.

1 Listen and say.

- Hold up your book. Play the first item on the audio. 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 audio, 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 3, 52

- 1. 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?

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.

Activity Book page 68

1 Match and say.

- Say Open your Activity Books at page 68, please. Point to the girl in picture 1 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.

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 tabletennis, 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 1 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.

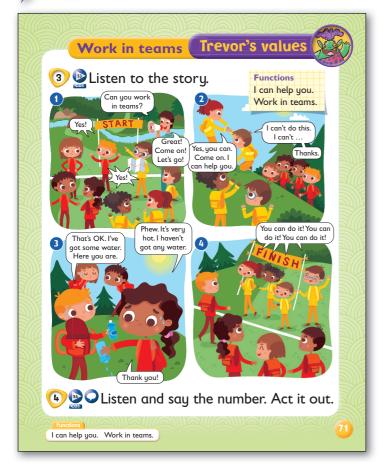
Key: 2 boat, 3 basketball, 4 table-tennis, 5 horse

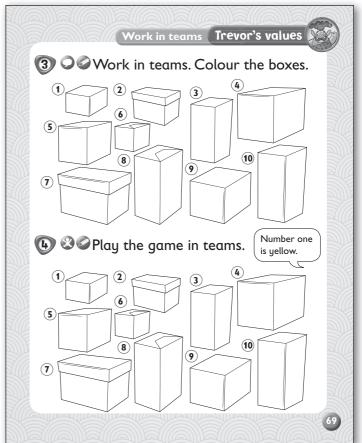
Extra activity: see page 226 (if time)

Ending the lesson

- Write mixed up sentences from Activity Book Activities 1 and 2 on the board for pupils to write in the correct order in their notebooks, e.g.
 - 1 a she's big got ball
 - 2 bike a she's got
 - 3 basketball playing they're
 - 4 on sitting they're boat a







Objectives: By the end of the lesson, pupils will have listened to a story and talked about working in teams.

Target language

- Key language: work in teams, I can help you.
- Additional language: Great! Come on! Let's go!
- Revision: You can (do it). I can't (do this). Yes, you can.

- Items you need to show something you can do and something you can't do (e.g. art pad and pencil for drawing, balls for juggling)
- Extra activity: two tennis balls or oranges
- Colour flashcards (20–26)

Warmer

• Hold up items you need for something you can do well, e.g. if you can draw, show pupils an art pad and pencil and mime drawing a picture. Look confident and say I can do this. Hold up items for something you can't do, such as juggling balls. Try to juggle and fail, look grumpy and say I can't do this. Ask the pupils to encourage you. They say Yes, you can! Come on! Great! Try to juggle again and show that you are not so grumpy.

3 Listen to the story.

- Say Open your Pupil's Book at page 71, please. Point to Trevor at the top of the page and the title *Work in teams*. Elicit/Explain the meaning of team (say that it is a group of people working together to do something, helping each other). Point to picture 1, and ask pupils Where's the red team? Pupils point. Repeat for the yellow team. Say Listen to the story. Play the audio, pausing after each dialogue to give pupils time to think.
- Focus pupils on the Functions box. Read the sentences pointing to picture 2 (I can help you.) and to picture 1 (Work in teams.) in the story. Elicit examples from pupils where they have recently worked in teams.

CD 3, 53

ANNOUNCER: Can you work in teams?

CHILDREN: Yes!

ANNOUNCER: Great! Come on! Let's go!

CHILDREN: Yes!

Boy 1: I can't do this. I can't ...

GIRL 1: Yes, you can. Come on. I can help you.

Boy 1: Thanks.

GIRL 2: Phew. It's very hot. I haven't got any water. Boy 2: That's OK. I've got some water. Here you are.

GIRL 2: Thank you!

YELLOW TEAM: You can do it! You can do it! You can do it!

Values

• Point to picture 2 and to the boy who is having difficulty. Say Look at the boy. Is he OK? Pupils respond No. Say No. Walking up the hill isn't easy (mime climbing up the hill). Point to the girl who is helping him and say Look at the girl. Is she in the red team or the yellow team? Elicit Yellow. Say Yes, she is in the boy's team. They're in the same team. The yellow team. The girl says ... Elicit I can help you from the story. Say She's helping the boy. Repeat for picture 3 (where the boy is helping the girl).

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 audio. Pause after each picture. Give pupils time to think and to check with each other.

CD 3, 54

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 audio 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 audio again. Groups act and join in with their characters' lines.

Activity Book page 69

- 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 69, 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.

4 Play the game in teams.

• Put pupils together in groups of eight (two teams in each group - team 1 and team 2). Say Play the game in teams. Pupils in team 1 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.

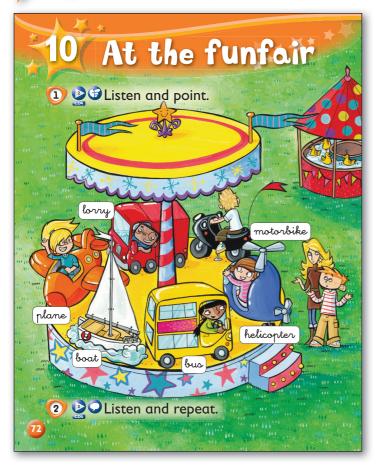
Extra activity: see page 226 (if time)

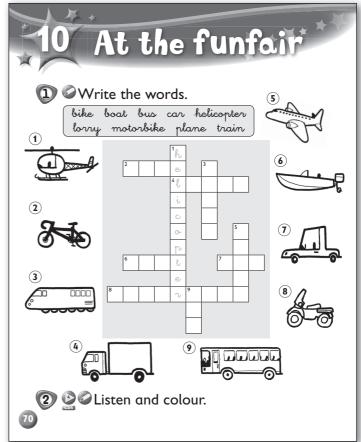
Ending the lesson

 Pupils act out the situations from the Pupil's Book story again.

Key: 4, 1, 3, 2

At the funfair





Objectives: By the end of the lesson, pupils will have learned to name rides at a funfair.

Target language

- Key language: boat, bus, funfair, lorry, helicopter, motorbike, plane
- Additional language: start, Look at me! That's nice
- **Revision:** *horse, car, train, in, on, under,* next to, where, there, can, These are, colours

- Funfair flashcards and wordcards (81–86)
- Flashcards of horse, car, train (50, 35, 40)
- Colouring pencils/crayons
- Optional: Kid's Box Teacher's Resource Book 1 Unit 10 Reinforcement worksheet 1 (pages 60 and 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 in turn and elicit the word. Say each one 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.

1 Listen and point.

- 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 audio. Pupils listen for the answers. They check in pairs.
- Say Open your Pupil's Books at page 72, please. Look at the funfair. Listen again to check your answers. Play the audio 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 audio again. Check comprehension by asking, e.g. What colour's the motorbike? Who's on the motorbike? Who's in the bus? Who's in the lorry? 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

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 start.

2 Listen and repeat.

• Play the audio. 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.

• Stick the wordcards below each flashcard. Continue the game, giving groups different words to say.

Lorry, motorbike, plane, helicopter, boat, bus

Extra activity 1: see page 226 (if time)

Activity Book page 70

1 Write the words.

• Say Open your Activity Books at page 70, please. 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

2 Listen and colour. (S) towards Listening Part 4

• 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 audio. 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?

Extra activity 2: see page 226 (if time)

Can you see the car? Colour it brown.

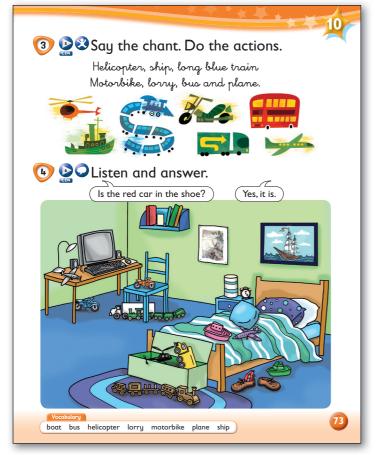
Optional activity

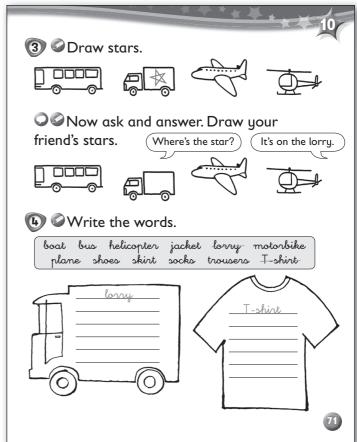
• Unit 10 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 60 and 61).

Ending the lesson

• Display the six funfair flashcards, 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. Say the words quickly and repeat some to make it more fun. Pupils who respond incorrectly sit down.







Objectives: By the end of the lesson, pupils will have learned a chant and practised answering questions about locations of objects.

Target language

- Revision: boat, bus, helicopter, lorry, motorbike, plane, ship
- Revision: horse, car, train, where, long, colours, prepositions

- Funfair flashcards (81-86)
- Extra activity 1: Photocopiable activity 10 (see page 212). Copy part B onto thin card, one for each pair. Copy part A onto paper, one copy for each pupil. One complete game for demonstration. Scissors, glue, coins, counters
- Optional: video or audio recorder
- Extra activity 2: a stopwatch
- Optional: Kid's Box Interactive DVD 1: The living room 'A walk round London' episode

Warmer

· Review the funfair vocabulary using the flashcards. Hold one so pupils can't see. They take turns to guess, e.g. Is it a lorry? Only answer if they ask a complete question (don't accept, e.g. Lorry). When they guess correctly, show the card to the class. Repeat with the other vocabulary, and repeat words too to make it more fun. Invite pupils to choose a flashcard and answer questions.

3 Say the chant. Do the actions.

- Say Open your Pupil's Books at page 73, please. Elicit what they can see. Play the audio. Pupils repeat each line of the
- Tell pupils that another word for a big boat is *a ship*. Say Point to the ship in Activity 3. What colour is the ship?
- Teach actions for the rides:

helicopter: arms as rotors above the head ship: hand above eye as if looking to horizon train: arms by side going round in circles motorbike: hands on handlebars lorry: hands on big steering wheel

bus: finger on bell plane: arms out as wings

Repeat the chant with the actions. Do it several times until pupils are confident. You could record their performance using audio or video. Play the recording to the class.

CD 4, 05

Helicopter, ship, Motorbike, lorry, Long, blue train. Bus and plane. (x2)

4 Listen and answer.

• Say Look at Activity 4. Elicit some of the things they can see (red car, grey plane, etc.). Say Listen and answer. Say as an example: Is the brown ship on the picture? Wait for all pupils to put up their hands before eliciting the answer (yes, it is). Play the rest of the audio. Pupils whisper the answer to their partner each time. Play the audio again. Stop after each one. Wait for most of the class to raise their hands before eliciting the answer. When the answer is no, elicit the correct sentence by asking, e.g. Where's the pink boat?

Key: yes, no, yes, no, yes, no, no, yes, yes, yes

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?

Extra activity 1: see page 226 (if time)

Activity Book page 71

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
- 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?

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.
- Pupils work individually to complete the activity. Check answers as a class.

Key: In the lorry – boat, bus, helicopter, motorbike, plane; In the T-shirt – jacket, shoes, skirt, socks, trousers

Extra activity 2: see page 226 (if time)

Optional activity

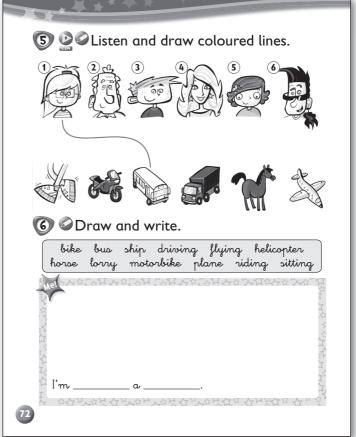
• The living room: 'A walk round London' episode from Kid's Box Interactive DVD 1 see pages 20-23 of the Teacher's Booklet.

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.







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: big, ship, bus, car, crocodile, elephant, giraffe, helicopter, hippo, jacket, lorry, motorbike, plane, shoes, skirt, snake, socks, tiger, T-shirt, train, trousers, colours

- Character flashcards (6-8, 53)
- Colouring pencils/crayons
- Extra activities 1 and 2: funfair flashcards (81–86) and flashcards of elephant (62), T-shirt (73), trousers (72), skirt (70), shoes (69), giraffe (64), snake (65), tiger (66), crocodile (61), jacket (68), hippo (63), socks (71)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 10 Reinforcement worksheet 2 (pages 60 and 62); Grammar reference Unit 10 Pupil's Book 1 (page 100) and Activity Book 1 (page 99)

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 Look, I'm writing. Start drawing a picture and say 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 questions.

5 Listen and point.

- Say Open your Pupil's Books at page 74, please. Elicit what pupils can see. Teach or elicit street. Say Listen and point.
- Focus pupils on the Grammar box. Read the question and the answer pointing to Maskman (I'm flying a plane.) on the picture. Tell pupils to repeat after you. Then in pairs pupils practise similar sentences about themselves.
- Play the audio. Stop after Monty's question What are you doing, Maskman? Elicit a response from the pupils (they answer as Maskman, e.g. I'm flying my plane). Play the next part of the audio 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, e.g. 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!

6 Listen and repeat.

• Say Listen and repeat. Play the audio. Pupils listen and repeat in chorus. Make sure they use the contraction I'm ... Make four groups. One group is Marie, one Trevor, one Maskman and one Monty. They repeat in role. Change roles.

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!

Extra activity 1: see page 226 (if time)

Activity Book page 72

5 Listen and draw coloured lines. **S** towards Listening Part 1

• 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 example. Play the rest of the audio. Pupils listen and draw. They check in pairs and then 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

1 Black. 4 Grey.

STELLA: I'm driving a bus. MRS STAR: I'm riding a horse.

2 Brown. 5 Yellow.

GRANDPA: I'm flying a plane. suzy: I'm driving a lorry.

6 Purple.

SIMON: I'm riding a motorbike. MR STAR: I'm walking.

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? Sitting on a ship? Look at the words. Think. Draw a picture. Say Then write the words (point to the incomplete sentence).

Extra activity 2: see page 226 (if time)

Optional activities

- Unit 10 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 60 and 62).
- Grammar reference Unit 10 from Pupil's Book 1 (page 100) and Activity Book 1 (page 99).

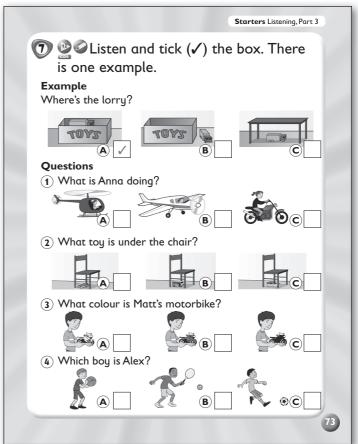
Key: 1 Are, am, 2 Are, not

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. Say You're right. I'm driving a car. Repeat with the other actions.







Objectives: By the end of the lesson, pupils will have sung a song and had more practice talking about actions at the moment of speaking.

Target language

- Key language: present continuous: What are you doing? I'm ...-ing, sitting
- **Revision**: *big, boat, bus, car, driving,* favourite, flying, helicopter, long, lorry, motorbike, plane, riding, shoes, train, walking, colours

- Extra activity 1: Photocopiable activity 10 (see page 212); one complete game for demonstration, scissors, glue, coins, counters
- Extra activity 2: 20 wordcards, selected from the following word families: funfair (81-86), clothes (68-73), wild animals (61–67), school (27–32)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 10 Song worksheet (pages 60 and 65); Kid's Box Interactive DVD 1, The music room, Unit 10 'I'm walking' song

Warmer

• 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 respond.

Song

7 Sing the song.

• Say Open your Pupil's Books at page 75, please. Say Listen. Point to the pictures. Play the audio to teach the song line by line. Sing the whole song as a class. Review or teach the actions:

walking: two fingers walking on the table lorry: hands on big steering wheel a boat: hand above eyes, as if looking to the horizon motorbike: hands on handlebars helicopter: arms as rotors above the head

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.

CD 4, 10

I'm walking, walking. I'm walking in my favourite shoes, favourite shoes, favourite shoes. I'm walking.

I'm driving, driving. I'm driving in my long white lorry, long white lorry, long white lorry. I'm driving.

I'm sitting, sitting. I'm sitting in my big green boat, big green boat, big green boat.

I'm sitting. I'm riding, riding.

I'm riding on my motorbike, motorbike, motorbike.

I'm riding.

I'm 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)

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 activity 1: see page 226 (if time)

Activity Book page 73

7 Listen and tick (\checkmark) the box. There is one example. S towards Listening Part 3

- 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 audio. 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 audio, pausing to give pupils time to think and tick. Pupils compare answers in pairs. Check as a class.

Note: in the actual Starters test there are 5 items to answer.

Key: 1 A, 2 C, 3 C, 4 B

CD 4, 12

Where's the lorry? Have you got a lorry, Nick?

Yes, I have.

Is it under the table?

No, look. It's in the toy box.

Can you see the tick?

Now you listen and tick the box.

1 What is Anna doing?

What is Anna doing? Is she riding a motorbike?

No. She's flying!

Is she flying a plane?

No, she's flying a helicopter.

2 What toy is under the chair?

Can you see that toy under the chair?

Yes. Is it a plane?

No. it's my boat.

Have you got a bus, too?

No, I haven't.

3 What colour is Matt's motorbike?

Have you got a motorbike, Matt?

Yes, I have.

Is it grey?

No, it isn't and it isn't white.

What colour is it?

It's black. That's my favourite colour!

4 Which boy is Alex?

Where's Alex? Is he playing football?

No, he's playing tennis.

Can he play basketball?

No, he can't.

Extra activity 2: see page 226 (if time)

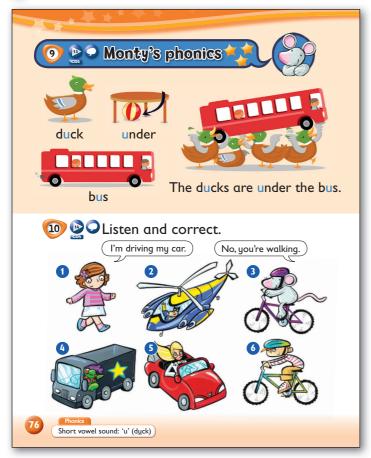
Optional activities

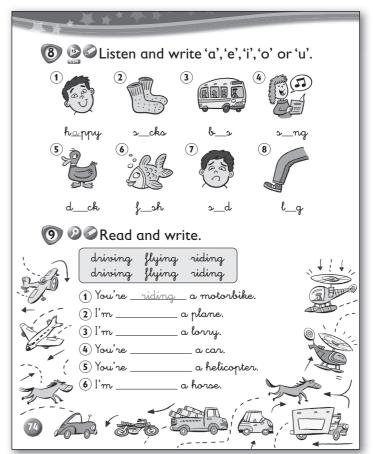
- Pupils complete the Unit 10 Song worksheet from *Teacher's* Resource Book 1 (pages 60 and 65).
- The music room: Unit 10 'I'm Walking' song from Kid's Box Interactive DVD 1. See pages 28 and 30 of the Teacher's Booklet.

Ending the lesson

• Pupils sing the song again from the beginning of the lesson, without the audio, and do the actions.







Objectives: By the end of the lesson, pupils will have practised the sound /n/ and words with letters a, e, i, o, u.

Target language

- Key language: the phoneme /A/ as in duck, under, bus
- Revision: funfair, vocabulary, prepositions

- Extra activity 1: four large cards, each with a letter on: c, f, d, n
- Optional: Kid's Box Teacher's Resource Book 1 Unit 10 Extension worksheet 1 (pages 60 and 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.

9 Monty's phonics.

- Say Open your Pupil's Books at page 76, 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 audio. 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.

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

 $/\Lambda//\Lambda/$ duck $/\Lambda//\Lambda/$ under $/\Lambda//\Lambda/$ bus

The ducks are under the bus.

The ducks are under the bus.

The ducks are under the bus!

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 audio. Pupils whisper the response to their partners. Play the audio 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

1. 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.

Extra activity 1: see page 226 (if time)

Activity Book page 74

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 audio and point to the letter 'a' on the example. Play the rest of the audio. Pupils complete the words with a single letter each time. They check answers
- Play the audio again. Check answers as a class.

Key: 2 o, 3 u, 4 i, 5 u, 6 i, 7 a, 8 e

CD 4, 15

1 happy

2 socks

3 bus

4 sing

5 duck

6 fish

7 sad

8 leg

9 Read and write.

- 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 write. 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 activity 2: see page 227 (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.







Objectives: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Additional language: cross the street
- Revision: language from the unit, hero, can, can't, swim

- Funfair flashcards (81–86)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 10 Extension worksheet 2 (pages 60 and 64); the animated version of the Unit 10 story from Kid's Box *Interactive DVD 1 (Suzy's room section)*; Playscript 10 Teacher's Resource Book 1 (pages 84-85 and 95); Pupil's Book 1 cut-out puppets

Warmer

• Play a mime and guess game to review the actions, verbs and vocabulary, e.g. drive a car, fly a helicopter. Mime driving a car. Say What am I doing? Pupils guess, e.g. You're driving a car. The pupil who guesses correctly comes and mimes for the class and asks the question. Repeat.

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 77, please. Elicit who they can see (Trevor, Monty, Marie, Maskman and a boy). Review the meaning of hero with the class (they had superhero before). Say Listen and look. Who's the hero? What's the boy's name? Play the audio. Pupils listen and look. They check in pairs. Check with the class (Maskman and Monty, Sam).
- Play the audio again. Pupils listen and repeat.
- Check comprehension by asking, e.g. What's Maskman doing? Where's Maskman? What's the boy doing? Can he swim? What's that? (a green lorry). Can he cross the street? Note: Monty is the real hero of this story, as Maskman was only dreaming about saving Sam.
- Personalise by eliciting from pupils who their heroes are.
- Say Open your Activity Books at page 102, please. Point to the Story pictogram Unit 10. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of the Teacher's Book 1).

CD 4, 16

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

SAM: Help! Help! I can't swim.

MASKMAN: I'm flying my helicopter. Look! I can see a boy.

Oh! He can't swim.

MASKMAN: I can pick the boy up.

MASKMAN: Stand next to me, Sam. You can fly in my

helicopter again.

SAM: Thanks, Maskman. Wow! You're my hero!

MONTY: Maskman ... a green lorry! Stop! You can't cross the

street 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. 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 audio. Pupils whisper their answer to their partner and/or point to the picture in their books. Play the audio again. Stop 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 audio 4, 16, but in the order of the key.

Extra activity 1: see page 227 (if time)

Activity Book page 75

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.

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.
- Pupils work in pairs. They take turns to point to a word in their books and to say it.
- Say Colour the stars. Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

Extra activity 2: see page 227 (if time)

Optional activities

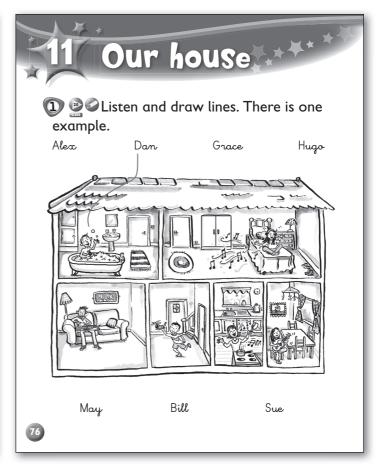
- Unit 10 Extension worksheet 2 from *Teacher's Resource* Book 1 (pages 60 and 64).
- Suzy's room: the animated version of the Unit 10 story from Kid's Box Interactive DVD 1. See pages 41-45 of the Teacher's Booklet.
- Pupils might like acting out the story from *Pupil's Book 1* page 77. Hand out a copy to each student of Playscript 10 from Teacher's Resource Book 1 (page 95). See notes on pages 84-85.
- Pupils can also use the *Pupil's Book 1* cut-out puppets to act out the story.

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 learned 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

- Classroom objects
- Room flashcards and wordcards (87–92)
- Extra activity 2: Photocopiable activity 11 (see page 213) copied onto thin card one copy for each pair of pupils and one copy for demonstration, scissors, glue, envelopes

Warmer

• Arrange classroom objects on your desk, e.g. a pen under a book, an eraser next to the book, two red pencils on it, a green pencil it. Ask, e.g. Where's the green pencil?

Presentation

- Use the flashcards to teach/elicit the new house vocabulary. Show each flashcard in turn. Say the word clearly and pupils repeat. Say the word quietly and then loudly and ask the whole class and then parts of the class to say it.
- Display the flashcards and play the Disappearing flashcard game. Point to each flashcard in turn. Pupils say the word. Point to the flashcards again for pupils to chorus, but this time turn the first flashcard to face the board and stick the wordcard below it. Repeat until all the flashcards are facing the board and pupils are chorusing the words by reading / from memory. Continue, turning one back to face the class
- Indicate the flashcards. Say *These are rooms in the house.*

1 Listen and point.

- Say Open your Pupil's Books at page 78, please. Elicit what they can see (house/rooms). Say Where's the star? Check by pointing to the star (on Simon's shirt - he's in the bathroom). Pupils say Here it is. Say Listen and point. Play the audio. Pupils point to the rooms. They check in pairs. Play the audio 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 e.g. Where's Mr Star? Pupils respond In the hall.

CD 4, 18

Hello, everybody. I'm home! Where is everybody? Hello. We're in the living room. Where are the children? Stella's in the kitchen, Suzy's in her bedroom and Simon's in the bathroom.

Good. Stella! Hi, Dad! Yes? Where's Mum? She's in the dining room. I'm here, in the dining room. Where are you? I'm in the hall. Well, come in and sit down.

2 Listen and repeat.

• Say Listen and repeat. Play the audio. Stop after each room for pupils to repeat. Make six groups. Each group is a room. Play the audio again. Pupils stand, repeat their room after the audio and sit down again. Give groups other rooms and repeat.

Bedroom, bathroom, living room, dining room, kitchen, hall

Extra activity 1: see page 227 (if time)

Activity Book page 76

- 1 Listen and draw lines. There's one example. S towards Listening Part 1
- Say Open your Activity Books at page 76, please. Look at the pictures. What can you see? Elicit the names of the rooms. Say Listen. Play the example and point to the example line. Play the audio. Pupils listen and draw lines.

Key: 1 Grace = woman in kitchen, singing

- 2 Sue = girl in bedroom, listening to music
- 3 May = girl in dining room, playing the guitar
- 4 Alex = small boy in hall, with toy helicopter
- 5 Bill = boy in living room, eating fish

CD 4, 20

Look, Mrs White. This is a picture of my family in our

That's nice. Who's that in the bathroom?

It's my dad. His name's Dan.

Dan?

Yes. He's having a bath.

1 Where's your mum in this picture? She's in the kitchen. Her name is Grace.

Grace? Is she singing?

Yes, that's right. My mum's very happy. That's good.

2 Have you got a sister?

Yes. Can you see that girl? She's listening to music.

In the bedroom?

Yes. Her name is Sue.

Sue's a nice name.

3 And the girl in the dining room is my sister, too.

She's playing the guitar.

Yes. That's May.

Is May good?

Yes, she's very good.

4 And I've got two brothers. Can you see the small boy? That's Alex.

Is Alex in the hallway?

Yes, that's right.

What's that in his hand?

His helicopter. It's his favourite toy.

5 And the boy in the living room. Is that your big brother? Yes. His name is Bill.

What is Bill eating?

A fish.

It's got a very long tail!

Ha ha.

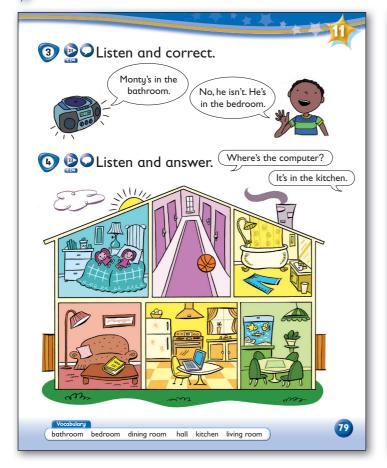
Extra activity 2: see page 227 (if time)

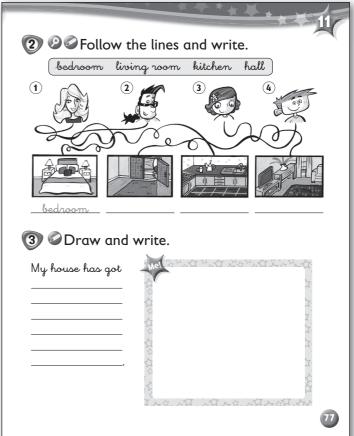
Ending the lesson

• Display the room flashcards. Teach this chant.

b ... *b* ... *b* athroom h ... h ... h ... hall k ... k ... k ... kitchen *1 ... 1 ... 1 ... living room* d ... d ... d ... dining room *b* ... *b* ... *b* ... bedroom







Objectives: By the end of the lesson, pupils will have had more practice naming rooms in a house.

Target language

- Key language: bathroom, bedroom, dining room, hall, kitchen, living room, house
- Additional language: beds
- **Revision:** *in, on, under, next to, is/are,* has got, hasn't got, numbers, colours, computer, toy box, toys, books

- Room flashcards and wordcards (87–92)
- Extra activity 2: Photocopiable activity 11 (see page 213), copied onto thin card, one copy for each pair of pupils and one copy for demonstration, scissors, glue
- Optional: Kid's Box Teacher's Resource Book 1 Unit 11 Reinforcement worksheet 1 (pages 66 and 67)

Warmer

• Display the room flashcards on the board. Write a number between 1 and 10 under each one. Pupils take out their notebooks and a pencil. Say, e.g. Bedroom. Pupils write the number under the bedroom flashcard in their books. Repeat for the other five cards. Pupils check in pairs. Check by asking, e.g. What's number 4?

3 Listen and correct.

- Say Open your Pupil's Books at page 79, please. Say Look at the pictures on page 78. Listen. Play the first sentence. Pause after bathroom. Give pupils time to look. Elicit the answer: No, Monty's in the bedroom. Say Shhh. Listen and whisper the answers to your partner. Play the rest of the audio. Pause after each one to give pupils time to think, look and whisper. Play the audio again. Stop after each one and elicit the answers from the class.
- Pupils continue in pairs. One says a statement (true or false) about the picture; the other either confirms or corrects.

Key: No, they aren't. They are in the living room.

No, he isn't. He's in the bathroom.

No, she isn't. She's in the dining room.

No, she isn't. She's in the kitchen.

No, he isn't. He's in the hall.

No, she isn't. She's in the bedroom.

No, she isn't. She's in the dining room.

No, he isn't. He's in the bathroom.

CD 4, 21

Monty's in the bathroom.

Grandma and Grandpa are in the kitchen.

Maskman's in the living room.

The cat's in the hall.

Stella's in the bedroom.

Mr Star's in the dining room.

Suzy's in the kitchen.

Mrs Star's in the bathroom.

Simon's in the living room.

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 audio. 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 audio, 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 room.

CD 4, 22

- 1 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?

Extra activity 1: see page 227 (if time)

Activity Book page 77

2 Follow the lines and write.

- Say Open your Activity Books at page 77, please. Elicit what they can see (rooms of a house) and some of the people they can see above the house. 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 writing space for each room.
- 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 1. Where's Mrs Star? Pupils respond She's in the bedroom.

Key: 2 Mr Star: kitchen, 3 Suzy: living room, 4 Simon: hall

3 Draw and write.

- Talk to the class about their rooms and their houses before they do the drawing. Use L1 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 activity 2: see page 227 (if time)

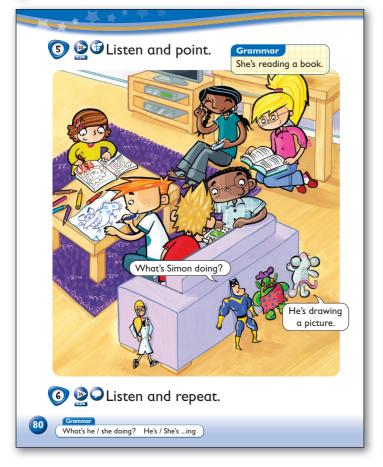
Optional activity

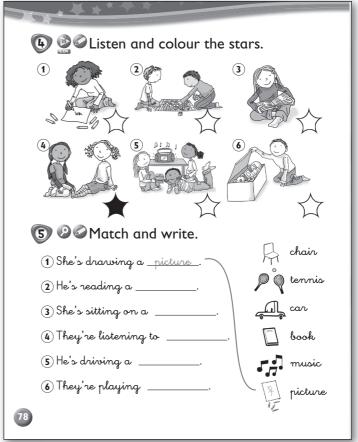
• Unit 11 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 66 and 67).

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.







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/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, sleeping
- Additional language: sofa, food
- Revision: colour, draw, open, listen, sit, read, play

- Colouring pencils/crayons
- Extra activity 1: split sentences written on separate strips of large card/paper: They're sitting / on the sofa. Stella's reading / a book. Meera's listening / to music. Suzy's colouring / a picture. They're playing / a game. He's drawing / a picture.
- Optional: Kid's Box Teacher's Resource Book 1 Unit 11 Reinforcement worksheet 2 (pages 66 and 68); Grammar reference Unit 11 Pupil's Book 1 (page 100) and Activity Book 1 (page 99)

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, sleeping).

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.

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. Focus pupils on the Grammar box. Read the sentence (She's reading a book.) pointing to Stella on the picture. Tell pupils to repeat after you. Then in pairs pupils practise similar sentences about the picture.
- Point to Grandpa on Pupil's Book page 78. Ask What's Grandpa doing? (He's sleeping.)
- Say *Listen and point to the actions*. Play the audio. Pupils listen and point. Play the audio again and ask, e.g. What's Stella doing? What are Alex and Lenny doing? What's Simon drawing?
- 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, 23

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. MARIE: Come to the toy box, everybody!

Extra activity 1: see page 227 (if time)

6 Listen and repeat.

• Say Look at Activity 6. Listen and repeat. Play the audio. Stop after each one for pupils to repeat in chorus.

CD 4, 24

She's colouring a picture. He's drawing a monster. She's listening to music.

She's reading a book. They're playing a game.

Activity Book page 78

- 4 Listen and colour the star. (S) towards Listening Part 4
- Say Open your Activity Books at page 78, please. Pupils take out orange, yellow, black, pink, purple, red and green crayons. Say Listen and colour the stars. Play the audio.
- Elicit which colour they didn't use (purple).

Key: 1 red, 2 orange, 3 pink, 4 black, 5 green, 6 yellow

CD 4, 25

Black. Pink. What are they doing?

What's she doing? She's reading a book. They're sitting on the floor.

Orange.

What are they doing? They're playing a game. Green.

What are they doing? They're listening to music.

Yellow.

What's he doing? What's she doing? He's opening the toy box. She's drawing a picture.

5 Match and write.

• Point to number 1. Elicit the sentence and the missing word (*She's drawing a ... picture*). Point to the words on the right. Say Draw a line and write the word here.

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 tennis.

Extra activity 2: see page 227 (if time)

Optional activities

- Unit 11 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 66 and 68).
- Grammar reference Unit 11 from *Pupil's Book 1* (page 100) and Activity Book 1 (page 99).

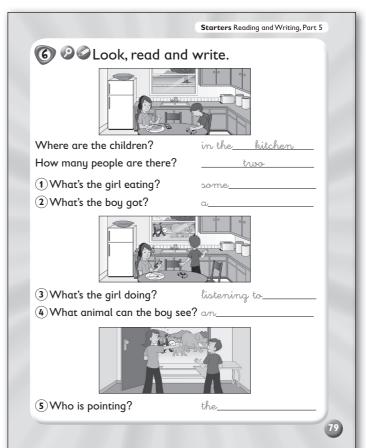
Key: What's he doing? He is having a bath. Is he reading?

Ending the lesson

• Play a mime game. Pupils come up to do mimes for the class to guess. Ask, e.g. What's he/she doing? What are they doing? to elicit the answers She's ... He's ... They're ... -ing.







Objectives: By the end of the lesson, pupils will have sung a song and have had more practice asking and answering about actions at the moment of speaking.

Target language

- **Key language:** present continuous: What's ... doing? eat fish, watch TV, have a bath
- Additional language: her
- Revision: rooms, children, boy, girl

- Room flashcards and wordcards (87-92)
- Extra activity 1: Names of the six rooms each written on large card, four copies of each or wordcards
- Optional: audio or video recorder
- Optional: Kid's Box Teacher's Resource Book 1 Unit 11 Song worksheet (pages 66 and 71); Kid's Box Interactive DVD 1, The music room Unit 11 'Where's grandpa?' song

Warmer

• Revise the question forms quickly, using mime and board drawings. Mime an action, e.g. drawing on the board, and ask the class What am I doing? They reply, e.g. You're writing (no), You're drawing (yes).

7 Sing the song.

- Say Open your Pupil's Books at page 81, please. Look at the pictures. Listen to the song. Play the audio. Pupils listen and look. Hold up your book and point to the picture of Grandpa eating fish. Ask What's he doing? Prompt or elicit the response He's eating fish. Mime eating. Repeat for Simon watching TV. Play the audio again. Stop after each section for pupils to repeat in chorus. Practise the complete song without the audio.
- Make two groups and practise as a prompt-response song (one group sings the questions, the other answers). Groups swap roles. You could record pupils on audio or video.

CD 4, 26

Where's Grandpa? In the dining room. What's he doing? He's eating fish. Where's Simon? In the living room.

What's he doing? He's watching TV. Yeah.

Where's Suzy? In the bathroom. What's she doing? She's having a bath.

Where's Stella? In her bedroom. She's reading a book. Yeah. Yeah. What's she doing?

Where's Grandma? What's she doing? Opening the door. Yeah. Yeah. Yeah.

Where's Grandpa?

CD 4, 27

Now sow sing the song again. (Karaoke version)

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 Activity 7 in the book. Demonstrate the activity in open pairs first.
- Monitor pupils and help by pointing to scenes in the pictures in Activity 7. Pupils can ask about pictures on the previous pages too.

Extra activity 1: see page 227 (if time)

Activity Book page 79

6 Look, read and write. (S) towards Reading and Writing Part 2

- 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.
- · Pupils work individually to answer the questions. Check as a

Key: 1 fish, 2 car, 3 music, 4 elephant, 5 sister / girl

Extra activity 2: see page 227 (if time)

Optional activities

- 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.
- The music room: Unit 11 'Where's grandpa?' song from Kid's Box Interactive DVD 1. See pages 28 and 31 of the Teacher's Booklet.

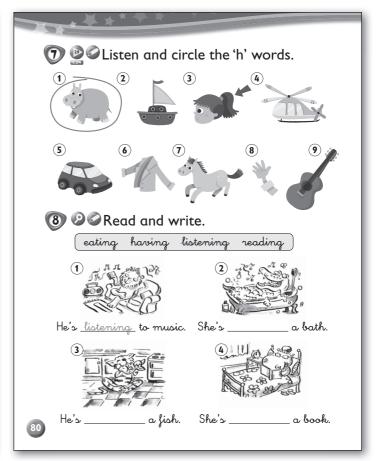
Ending the lesson

• Repeat this chant with the class. Display the flashcards and the wordcards. Accentuate the sound at the beginning of each word. Pupils clap as they chant and then mime the action for the room at the end of each line, e.g. bathroom: washing face. Repeat in a different order, pointing to a flashcard each time so pupils know which room it is. Pupils can take turns to lead the chant.

b ... *b* ... *b* ... *bathroom k* ... *k* ... *k* itchen d ... d ... d ... dining room h ... h ... h ... hall *1 ... 1 ... 1 ... living room* b ... b ... b ... bedroom







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, hair

- Colour and room flashcards (20–26, 41-44, 87-92)
- Flashcards of horse, hippo, helicopter (50, 63, 84)
- Extra activity 1: three large cards, each with a letter on: q, h, f
- Optional: Kid's Box Teacher's Resource Book 1 Unit 11 Extension worksheet 1 (pages 66 and 69); Say with me (H) from Pupil's Book 1 (page 95), Activity Book 1 (page 93) and Teacher's Book 1 (page 14)
- Kid's Box Language Portfolio 1 (page 12)

Warmer

• Show the flashcards horse, hippo and helicopter and elicit the words. Stick the flashcards on the board. 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.

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 audio. 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, 28

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!

Extra activity 1: see page 227 (if time)

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

Activity Book page 80

7 Listen and circle the 'h' words.

- Say Open your Activity Books at page 80, please. Say Listen and circle the words with the sound 'h'. Use the letter sound.
- Play the example on the audio and point to the circle around the picture of the hippo. Play the rest of the audio, pausing for pupils to think and circle. They check answers in pairs.
- Play the audio 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, 29

1 hippo	4 helicopter	7 horse
2 boat	5 car	8 hand
3 hair	6 jacket	9 guitar

8 Read and write. **S** towards

- 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 he/she doing?

Key: 2 having, 3 eating, 4 reading

Extra activity 2: see page 228 (if time)

Optional activities

- Unit 11 Extension worksheet 1 from Teacher's Resource Book 1 (pages 66 and 69).
- Say it with me (H) from Pupil's Book 1 (page 95) and Activity Book 1 (page 93). See notes on Teacher's Book 1 (page 14).

Language Portfolio

• Pupils complete page 12 of Kid's Box Language Portfolio 1 (My house). Help with new language as necessary.

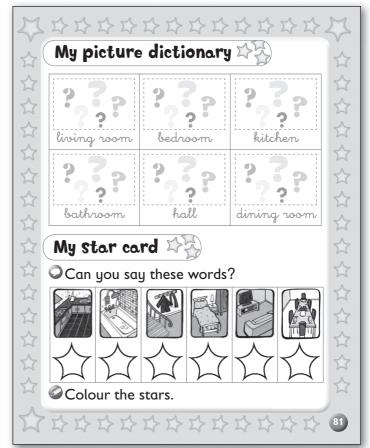
Ending the lesson

• Stick the flashcard of the hippo on the board again. 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?







Objectives: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Additional language: I'm not eating
- Revision: language from the unit, hero, haven't got, colours, can't

- Room flashcards (87–92)
- Extra activity 2: Photocopiable activity 11 (see page 213)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 11 Extension worksheet 2 (pages 66 and 70); the animated version of the Unit 11 story from Kid's Box *Interactive DVD 1 (Suzy's room section)*; Playscript 11 Teacher's Resource Book 1 (pages 84-85 and 96); *Pupil's Book 1* cut-out puppets

Warmer

 Hold one of the room flashcards so that no-one can see it. Give pupils a clue. Say, e.g. I'm in this room and I'm eating. Pupils take turns to guess, e.g. You're in the dining room (no). You're in the living room (yes). Repeat.

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 83, please. Say Listen and look. What's Trevor doing? Play the audio (eating pencils).
- Play the audio again. Pupils listen and repeat.
- Check by asking, e.g. Who's this? (Suzy). What's she doing? (looking for her pencils). How many has she got? Are they under the table? Where are they?
- Say Open your Activity Books at page 102, please. Point to the Story pictogram Unit 11. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of the Teacher's Book 1).

CD 4, 30

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

suzy: Where are my pencils? I've only got ten. I haven't got

orange, pink, yellow or black. Can you help me?

STELLA: Are they under the table?

suzy: No, they aren't and they aren't in the box.

STELLA: Sorry, Suzy. I can't find your pencils. Are they in

your bedroom?

MARIE: Hello, Trevor. What are you doing?

TREVOR: Mmmm, er ..., mmmm ..., I'm not ... doing ...

MARIE: Where are Maskman and Monty? Are they in the

kitchen?

TREVOR: They're mmm.

MARIE: Pardon? Trevor! What are you eating?

TREVOR: 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 ...

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 audio. Pupils whisper the answer to their partner. Say Sshh! Be quiet (as on the audio). Play the audio 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, 31

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.

Extra activity 1: see page 228 (if time)

Activity Book page 81

MY PICTURE DICTIONARY

• Say Open your Activity Books at page 81, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. If appropriate, pupils trace around the word under the picture.

Extra activity 2: see page 228 (if time)

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.
- Pupils work in pairs. They take turns to point to a word in their books and to say it. 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 11 Extension worksheet 2 from *Teacher's Resource* Book 1 (pages 66 and 70).
- Suzy's room: the animated version of the Unit 11 story from Kid's Box Interactive DVD 1. See pages 41-46 of the Teacher's Booklet.
- Pupils might like acting out the story from *Pupil's Book 1* page 83. Hand out a copy to each student of playscript 11 from Teacher's Resource Book 1 (page 96). See notes on
- Pupils can also use the *Pupil's Book 1* cut-out puppets to act out the story.

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 practised talking about helping at home.

Target language

- Key language: make the bed, tidy up, wash the dishes, put the rubbish out, water the plants, lay the table
- Additional language: It's important to ..., What do you do?
- Revision: rooms: bathroom, bedroom, dining room, hall, kitchen, living room; family: brother, sister, mother, father, grandfather, grandmother

- Room flashcards
- Family flashcards

Warmer

- Review the rooms in the house using the flashcards. Reveal the room flashcards slowly from behind a piece of card or paper. Pupils put up their hands and say the room.
- Put the room flashcards on the board next to one of the family flashcards. For example, put the bathroom flashcard next to the brother flashcard and so on. Ask Where is the brother? Elicit In the bathroom. Repeat with all the flashcards.

Presentation

• Say Open your Pupil's Books at page 84. Point to the picture of Marie and ask Who's this? Elicit Marie. Say Today's lesson with Marie is about helping at home.

1 Listen and say the letter.

- Hold up your book and point to Activity 1. Say Look at the children. They are helping at home. Point to the first picture and say She is watering the plants. Continue with the other pictures, say She is making the bed. She is putting the rubbish out. He is washing the dishes. He is tidying up. She is laying the table.
- Say Listen and say the letter. Play the audio, pausing after each sentence to give the pupils time to think and say the
- Repeat the last line of the audio It's important to help at home. What do you do? Point to the first picture and ask Do you water the plants? Elicit answers. Continue with all the tasks.

Key: 1 - b, 2 - e, 3 - d, 4 - c, 5 - a, 6 - f

CD 4, 32

- 1 I make the bed.
- 2 I tidy up.
- 3 I wash the dishes.
- 4 I put the rubbish out.
- 5 I water the plants.
- 6 I lay the table.
- It's important to help at home. What do you do?

2 Point and say 'yes' or 'no'.

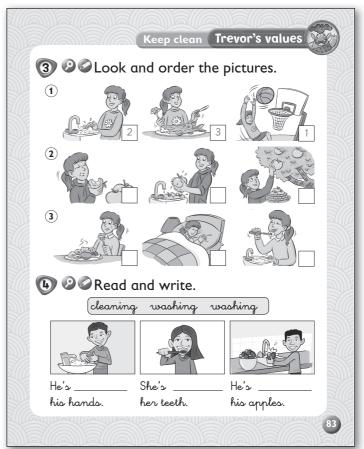
- Pupils look at Activity 2. Read the phrases in the box aloud. Invite pupils to say the corresponding picture from Activity 1.
- Pupils work in pairs. They take turns to say a task from the word box and answer Yes or No, depending on whether they do it or not. Check the pupils are saying the sentences correctly.

Ending the lesson

• Invite pupils to come to the front of the class. They mime one of the tasks from page 84. The pupil who guesses correctly comes up and has the next turn, and so on.







Objectives: By the end of the lesson, pupils will have learned a chant and talked about keeping clean and washing food.

Target language

- Key language: clean your teeth, wash apples, wash your hands, washing, cleaning
- Additional language: keep clean
- Revision: parts of the body, present continuous, his/her, clean (adj), bathroom, kitchen, What's ... doing?

- Extra activity 1: two toothbrushes, two bars of soap, two apples, a CD of instrumental music
- Kid's Box Language Portfolio 1 (page 7)

Warmer

- · Review parts of the body by playing a TPR game with the class. Say Stand up. Give the instructions below, one by one, pausing after each one until everyone is joining in doing the action:
 - Stamp your feet. Clap your hands. Wave your arms. Point to your head. Point to your leg. Show me your teeth. Move your nose. Point to your ears. Wave your hands.
- Repeat all the instructions, faster this time. Repeat a third time, getting faster.

3 Listen and point.

- Say Open your Pupil's Books at page 85, please. What can you see? Elicit some of the things in the pictures (boy, girl, bathroom, kitchen, apple). Present toothbrush using the picture and/or a real toothbrush. Point to the first picture and ask Where is he? Elicit In the bathroom. Ask What's he doing? Elicit or teach Washing his hands. Point to the second picture and say What's she doing? Elicit Cleaning her teeth. Say Look at picture 3. Where is he? Elicit In the kitchen. Say What's he doing? and elicit Washing apples.
- Say Listen and point to the picture. Play the audio. Pupils point.

CD 4, 33

Wash, wash, wash your hands, Wash your hands, wash your hands. Clean, clean, clean your teeth, Clean your teeth, clean your teeth. Wash, wash, wash apples, Wash 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 L1 and gesture to help explain Trevor's value (keeping clean).
- 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, 34

As audio4, 33 above but this time the chant is played three times, each time becoming faster.

Extra activity 1: see page 228 (if time)

Activity Book page 83

3 Look and order the pictures.

- Say Open your Activity Books at page 83, 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

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: 1 washing, 2 cleaning, 3 washing

Extra activity 2: see page 228 (if time)

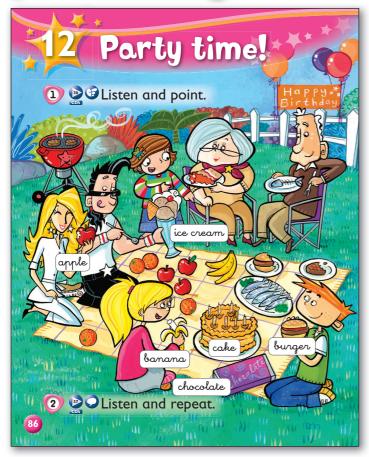
Language Portfolio

• Pupils complete page 7 of Kid's Box Language Portfolio 1 (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.

Party time!





Objectives: By the end of the lesson, pupils will have learned 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

- Colour flashcards (20-26, 41-44)
- Food flashcards (93–98)
- Colouring pencils/crayons
- 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.

1 Listen and point.

- Say Open your Pupil's Books at page 86, please. Elicit what they 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 audio. Pupils listen and point. Check that pupils point to the right food as they listen.
- Play the audio 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 a/an 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, 36

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.

2 Listen and repeat.

• Say Now listen and repeat the food words. Play the audio. 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, 37

Apple, ice cream, banana, cake, burger, chocolate

Extra activity 1: see page 228 (if time)

Activity Book page 84

1 Listen and colour.

- 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 audio. 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 to put a dot on the monster the first time you listen. Play the rest of the audio. Pupils check in pairs.
- Play the audio 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, 38

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.

Extra activity 2: see page 228 (if time)

2 Circle and write the words.

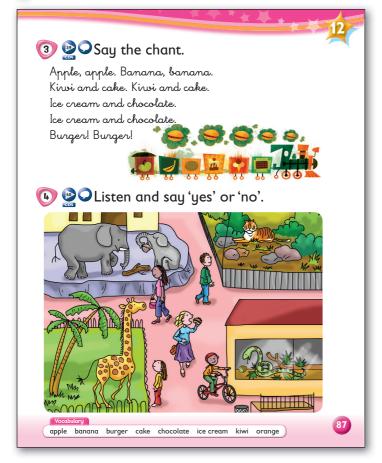
- Focus pupils on the wordsearch. Elicit what's in the pictures. Point to the circled word. Elicit what it is (ice cream). Point to the word ice cream written on the right. Say Find the words here (point to the wordsearch) and write them here (point to the lines). Make sure pupils realise that the words can appear either horizontally or vertically in the grid.
- Pupils work in pairs. Monitor and help where needed.

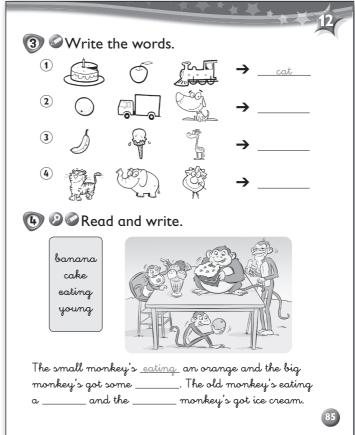
Key: 1 apple, 2 banana, 3 fish, 4 burger, 5 cake, 6 ice cream, 7 orange, 8 chocolate

Ending the lesson

• Do a quick action survey. Display the food 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!







Objectives: By the end of the lesson, pupils will have had more practice talking about food.

Target language

- Key language: apple, banana, burger, cake, chocolate, ice cream, kiwi, orange
- Additional language: jump, freeze
- Revision: an orange, some fish, food, a/an

- Food flashcards (93-98) plus pictures of an orange and some fish
- Extra activity 1: enough flashcards to have one for each pupil in the class. Choose the flashcards so that they form initial letter groups, e.g. c: cake, car, crocodile; b: ball, blue, banana
- Optional: Kid's Box Teacher's Resource Book 1 Unit 12 Reinforcement worksheet 1 (pages 72 and 73)

Warmer

• Teach kiwi using a picture. Review the other foods using the six flashcards and two pictures. Give the flashcard/picture to nine pupils. They come to the front of the class and hold their flashcards/pictures. Whisper a number between 1 and 10 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 choruses the word. Repeat.

3 Say the chant.

- Say Open your Pupil's Books at page 87, please. Say Listen to the chant. Play the audio. Play it again for pupils to repeat. Pupils stand up to form the shape of 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.

CD 4, 39

Apple, apple.

Banana, banana.

Kiwi and cake.

Kiwi and cake.

Ice cream and chocolate.

Ice cream and chocolate.

Burger!

Burger! (x2)

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. Point to the kiwi.
- Say Listen to the audio. Play the example. Elicit the response No, she isn't. She's eating a burger. Play the rest of the audio, pausing after each one to give pupils processing time. Pupils do the activity silently, indicating 'yes' or 'no' to their partner, using thumbs up / thumbs down. Play the audio again. This time stop 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 a kiwi.

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.

No, it isn't. (It isn't eating.)

CD 4, 40

The woman with a purple skirt is eating chocolate.

The boy on the bike's 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's riding a grey bike.

The girl with the red trousers is next to the tigers.

The big elephant's eating a banana.

Extra activity 1: see page 228 (if time)

Activity Book page 85

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, 3 ten

4 Read and write.

- 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 activity 2: see page 228 (if time)

Optional activity

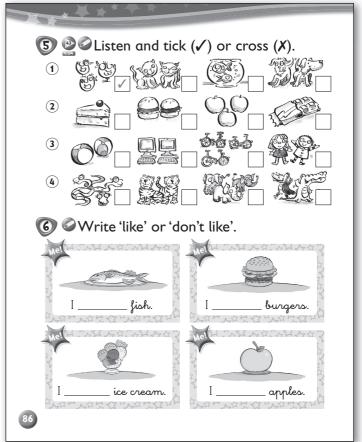
• Unit 12 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 72 and 73).

Ending the lesson

• Repeat the food chant from earlier in the lesson.







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, a/an, apple, banana, burger, ice cream, some cake, chocolate, yummy

- Food flashcards (93–98) plus pictures of an orange and some fish
- Extra activity 1: Photocopiable activity 3, cards 3B and 8 (see pages 204 and 209)
- Optional: Kid's Box Teacher's Resource Book 1 Unit 12 Reinforcement worksheet 2 (pages 72 and 74); Grammar reference Unit 12 Pupil's Book 1 (page 100) and Activity Book 1 (page 99)

Warmer

• Review the food words using the flashcards and pictures. Make two groups (ones you like and ones you don't like).

Presentation

• Point to one group of flashcards and say I like, e.g. 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 Ooh, I don't like, e.g. 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.

5 Listen and point.

- Say Open your Pupil's Books at page 88, please. Focus pupils on the Grammar box. Read the question and the answers pointing to yourself smiling (I like chocolate.) or looking disgusted (I don't like chocolate.). Ask pupils the same question. They answer using I like/I don't like.
- Say Look at the picture and listen. What cake is it? Play the audio. Pupils listen and check in pairs. Check with the class (banana cake).
- Play the audio again. Say, e.g. I'm making a cake. Pupils shout Stella! Repeat with other phrases from the listening.

CD 4, 41

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 audio again. Pupils do actions as they listen: (I like - rub their stomachs and smile; I don't like - expression of disgust.)

6 Listen and repeat.

• Say *Now listen and repeat*. Play the audio. Pause for pupils to repeat. Make sure pupils use a rising tone for the question.

CD 4, 42

SIMON: I like chocolate cake. STELLA: I don't like chocolate. suzy: Do you like Maskman cake?

Extra activity 1: see page 228 (if time)

Activity Book page 86

5 Listen and tick (\checkmark) or cross (X). (S) towards Listening Part 3

- 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. *Tick*.
- Play the rest of the audio. Pupils tick or cross. They check in

Key: 1 🗸, X, X, 🗸 2 X, 🗸, X, X 3 X, 🗸, X, X 4 🗸, X, X, 🗸 5 X, X, 🗸, 🗸

- 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 tigers? No, I don't. Do you like elephants? No, I don't. Do you like crocodiles? Yes, I do.
- 5 Do you like trousers? No, I don't. Do you like T-shirts? No, I don't. Do you like skirts? Yes, I do. Do you like jackets? Yes, I do.

6 Write 'like' or 'don't like'.

Point to the first picture and say Do you like fish? Continue asking different pupils. 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.

Extra activity 2: see page 229 (if time)

Optional activities

- Unit 12 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 72 and 74).
- Grammar reference Unit 12 from *Pupil's Book 1* (page 100) and Activity Book 1 (page 99).

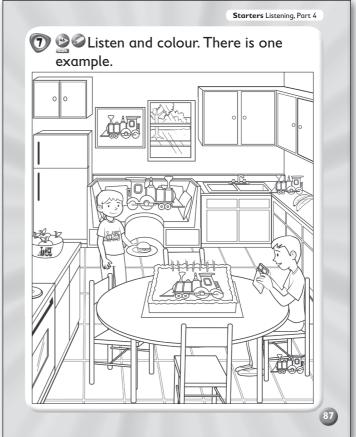
Key: 1 like, 2 don't like

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.







Objectives: By the end of the lesson, pupils will have sung a song and practised asking and answering questions.

Target language

- Key language: Do you like ...? Yes, I do. No, I don't.
- Additional language: What does ... like? plate
- Revision: food words

- Colouring pencils/crayons
- Extra activity 2: Photocopiable activity 12 (see page 214), one copy for each pupil, one coloured copy with foods drawn/stuck on for demonstration, scissors, glue, food/supermarket magazines
- Optional: Kid's Box Teacher's Resource Book 1 Unit 12 Song worksheet (pages 72 and 77); Kid's Box Interactive DVD 1, The music room, Unit 12 'Do you like bananas?' song
- Kid's Box Language Portfolio 1 (page 13)

Warmer

• Elicit how much pupils remember about the food you liked/ disliked in the previous lesson.

Song

- 7 Sing the song.
- Say Open your Pupil's Books at page 89, please. Elicit what food pupils can see on the page. Say Listen and point to the food. Play the audio. Pupils listen and point.
- Play the audio again. Pause for pupils to repeat.
- Make two groups. One group asks; the other answers.

CD 4, 44

Do you like apples? Do you like bananas? Yes, yes, yes. Yes, yes, yes.

Do you like fish? Do you like chocolate?

Yes, yes, yes. Yes, yes, yes.

Do you like ice cream? Do you like burgers?

Yes, yes, yes. No, no, no.

CD 4, 45

Now sing the song again. (Karaoke version)

8 Ask and answer.

• Demonstrate the activity in open pairs. Ask a pupil a question about one of the foods on the page, e.g. Do you like ice cream? The pupil responds Yes, I do. / No, I don't. This pupil then asks a different question of another pupil in the class, e.g. Do you like bananas? The pupil responds. Repeat three or four times.

Extra activity 1: see page 229 (if time)

Activity Book page 87

- 7 Listen and colour. There is one example. (S) towards
- Say Open your Activity Books at page 87, please. Ask questions about the picture to review the vocabulary: Where are they? Are they in the bedroom? (No. They're in the kitchen.) What's the boy eating? (Chocolate.) What's on the table? (A cake), etc.
- Pupils take out crayons in green, orange, red, blue, brown and yellow. Play the example on the audio. Say Point to the black book. Say Listen and colour. Make a dot first.
- Play the audio. Pupils make a coloured dot for each item. Play the audio again. Check with the class. Pupils colour the objects. Elicit which colour they didn't use (brown).

Key: 1 train on cake - blue 2 train next to the bananas yellow 3 train under the chair of the boy eating chocolate - green 4 train on the boy's T-shirt - orange 5 train on the sofa - red

CD 4, 46

Look at the trains in this picture, Mum!

Yes. Can you colour them?

OK. Can you see the train on the apples?

The train on the apples? Oh, yes.

That train is black.

OK.

1 I like the train on the cake.

I can colour that train.

OK. Colour it blue.

Right. I'm colouring the train on the cake now. Good.

2 What are you colouring now?

Can you see the train next to the two bananas?

I'm colouring that train yellow.

That's a good colour for a train next to two bananas. Ha ha. Yes, it is.

3 What is the boy on the chair eating?

Chocolate. I think.

There's a train under his chair.

Oh, yes. I can colour the train under the chair green. OK.

And look at the boy with the burger.

The boy with a burger? Oh, yes. He's got a train on his T-shirt.

Can you colour that train?

Yes. I'm doing an orange train on the boy's T-shirt. That's good.

5 The boys have got a lot of trains! Look at the train on the

That's a big train.

Yes, it is.

OK. I'm colouring that train red.

Great. That's a nice picture now.

Thanks.

Extra activity 2: see page 229 (if time)

Optional activities

- Pupils complete the Unit 12 Song worksheet from Teacher's Resource Book 1 (pages 72 and 77).
- The music room: Unit 12 'Do you like bananas?' song from Kid's Box Interactive DVD 1. See pages 28 and 30 of the Teacher's Booklet.

Language Portfolio

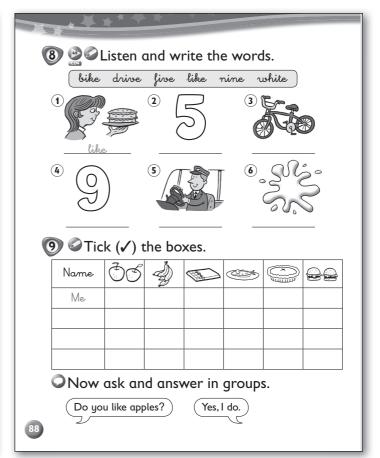
• Pupils can complete page 13 of Kid's Box Language Portfolio 1 (Food) for homework.

Ending the lesson

• In groups, pupils sing the song answering about themselves.







Objectives: By the end of the lesson, pupils will have practised the sound /aɪ/ and asked and answered questions about likes and dislikes.

Target language

- Key language: the phoneme /aɪ/ as in like, pie, white, bike
- Revision: present continuous for actions at the moment of speaking, animals, food

- Flashcards of white, eyes and ride (a bike) (43, 57, 80, 39)
- Food flashcards (93-98) plus pictures of an orange and some fish
- Optional: Kid's Box Teacher's Resource Book 1 Unit 12 Extension worksheet 1 (pages 72 and 75); Kid's Box Interactive DVD 1: The living room 'Making a cake' episode

9 Monty's phonics

- Say Open your Pupil's Books at page 90, please. Point to the pictures of the girl, the pie, the bike and the colour white and elicit the words: Like, Pie, Bike, White. Pupils practise saying the words and the sound /ai/ after you.
- Say Now listen to Monty, point and repeat.
- Play the audio. 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, 47

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!

10 Read. Listen and say the name.

- 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 from the class. 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 audio to demonstrate what pupils have to do (say the name). Play the rest of the audio. Pupils listen and say the name of the character to their partner. Play the audio again. Elicit the names from pupils.

Key: Sam, Ben, May, Sue, May, Sam, Ben, Sam, Sue, Ben

CD4, 48

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 pies.

I don't like tennis.

I like cats.

I like cake.

Extra activity 1: see page 229 (if time)

Activity Book page 88

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 audio and point to the answer on the first line. Play the rest of the audio, pausing for pupils to write. They check answers in pairs. Play the audio again. Correct as a class.

Key: 2 five, 3 bike, 4 nine, 5 drive, 6 white

CD4, 49

1 like 4 nine 5 drive 2 five 3 bike 6 white

9 Tick (✓) 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
- 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 activity 2: see page 229 (if time)

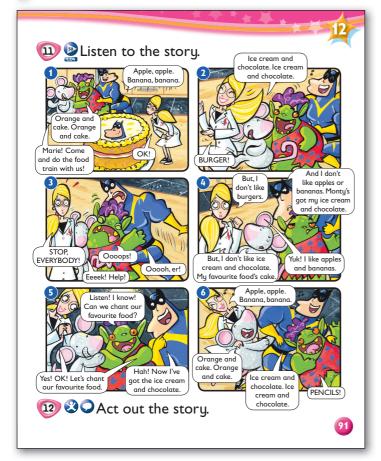
Optional activities

- Unit 12 Extension worksheet 1 from *Teacher's Resource* Book 1 (pages 72 and 75).
- The living room: 'Making a cake' episode from Kid's Box Interactive DVD 1. See pages 24-27 of the Teacher's Booklet.

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.







Objectives: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- Key language: language from the unit
- Revision: language from the unit

- Food flashcards (93–98)
- Playscript 12 Teacher's Resource Book 1 (pages 84-85 and 97)
- *Pupil's Book 1* cut-out puppets
- Extra activity 1: two pictures of your favourite food
- Optional: Kid's Box Teacher's Resource Book 1 Unit 12 Extension worksheet 2 (pages 72 and 76); the animated version of the Unit 12 story from Kid's Box *Interactive DVD 1 (Suzy's room section)*; Kid's Box Interactive DVD 1: The playroom 'One potato, two potato' (and a potato)

Warmer

- Display the flashcards of apples, bananas, cake on the board. Point to the bananas. Clap or hum the word: mmm MMM mmm. Repeat with apples (two) and cake (one).
- Say Listen. I like MMM mmm, but I don't like MMMM. Repeat and then say I like ... and elicit the word apples. Say But I don't like ... and elicit cake.

Story

11 Listen to the story.

- Say Open your Pupil's Books at page 91, please. Divide the class into four groups. Each group listens for different information. Group 1: What's Monty's favourite food? Group 2: What's Marie's favourite food? Group 3: What's Trevor's favourite food? Group 4: What's Maskman's favourite food? Say Listen and look. Play the audio. Check with the class (cake, apples and bananas, pencils, ice cream and chocolate).
- Play the audio again. Pupils listen and repeat.
- Check comprehension by pointing to each picture in turn and asking, e.g. What are they doing? (the food train).
- Say Open your Activity Books at page 102, please. Point to the Story pictogram Unit 12. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of the Teacher's Book).

CD 4, 50

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Apple, apple. Banana, banana. TREVOR: Orange and cake. Orange and cake. MONTY: Marie! Come and do the food train with us!

MARIE: OK!

MONTY: Ice cream and chocolate. Ice cream and chocolate.

MARIE: BURGER!

MARIE: STOP. EVERYBODY!

TREVOR: Oooops! MASKMAN: Ooooh, er! MONTY: Eeeek! Help!

MARIE: But I don't like burgers.

MASKMAN: 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 food.

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!

12 Act out the story.

- Divide pupils into groups of four. They decide who is who. Play the audio again. Pupils act out the story along with the audio. They join in with the audio 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.
- To help children to act out the story, hand out a copy to each student of Playscript 12 from Teacher's Resource Book 1 (page 97). See notes on pages 84-85.
- Pupils can also use the *Pupil's Book 1* cut-out puppets to act out the story.

Extra activity 1: see page 229 (if time)

Activity Book page 89

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.

Extra activity 2: see page 229 (if time)

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 word in their books and to say it.
- Say Colour the stars. Check. Pupils choose colours to colour their stars.

Optional activities

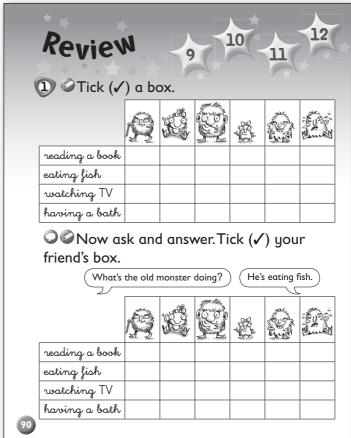
- Unit 12 Extension worksheet 2 from *Teacher's Resource* Book 1 (pages 72 and 76).
- Suzy's room: the animated version of the Unit 12 story from Kid's Box Interactive DVD 1. See pages 41-46 of the Teacher's Booklet.
- The DVD clip 'One potato, two potato' from *The playroom* section of the Interactive DVD. See page 33 of the Teacher's Booklet.

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.

Review Units 9–12





Objectives: objectives: By the end of the lesson, pupils will have reviewed language from Units 9-12.

Target language

• Revision: activities, vehicles, rooms, food, present continuous for actions at the moment of speaking, can't, can, like, don't like

- Flashcards or wordcards from Units 9-12, flashcards of cat (47), dog (48) and computer (38)
- Two rulers
- Extra activity 1: three or four flashcards from each of the following groups: colours, face, toys, pets, wild animals, food, funfair, school

Warmer

• Play the board slap game. Choose 12 flashcards or use wordcards, display them on the board 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.

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 audio 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. Do the same with the second question (What's it doing?).
- Continue the activity either in the same way. Pupils write their answers in their notebooks and check answers as a class.
- Pupils work in pairs to write more new questions about the picture (which are not on the audio) for the class. Set a time limit of five minutes. Encourage pupils to use a range of language (e.g. Does ... like ...? Has ... got ...? and Can ...?) as well as the question types on the audio.
- 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. Continue in the same way.

Key: 1 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, 51

1 Where's the lion? Where's the hippo? What's it doing? What's it doing? Where's the tiger? Where's the elephant? What's it doing? Is it opening the door? Where's the crocodile? Where's the giraffe? Is it riding a bike? What's it doing?

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 class.

- 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 kiwis. I'm eating a banana

Extra activity 1: see page 229 (if time)

Practice

• Review the adjectives old, young, big, small, happy, sad by using the mimes pupils learned in Unit 4.

Activity Book page 90

1 Tick (\checkmark) a box.

- Say Open your Activity Books at page 90, 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.
- Make new pairs. 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.

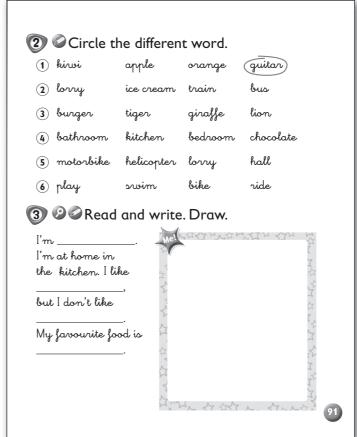
Extra activity 2: see page 229 (if time)

Ending the lesson

- Write questions on the board for pupils to ask and answer in pairs:
 - 1 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?







Objectives: By the end of the lesson, pupils will have reviewed language from Units 9–12.

Target language

- Revision: activities, vehicles, rooms, food, present continuous for actions at the moment of speaking, can, can't, I like ..., I don't like ...
- Additional language: Start, Finish, It's my/your turn. I've got a (five). Pass me the spinner, please. Is this my counter? I'm the winner, Hooray!, code

- Spinners from Review 1–4 (*Teacher's Book 1* page 15), counters or coins (one per pupil)
- Food flashcards (93–98)
- Optional: Evaluation 3 (page 232), Practice Test 3 from Kid's Box Teacher's Resource Book 1 (pages 114–125); End of Year Test from Kid's Box Teacher's Resource Book 1 (pages 126–137); Kid's Box Interactive DVD 1: Stella's room Quiz 3

Warmer

• 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.

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 more sentences in the present continuous. Make sure pupils use 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. Hold up your book and put the counter on the Start square. Say This is the start. Spin and mime moving your counter along the board. Say e.g. Look! I've got a 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). Pupils say Hooray! when they reach the Finish.

Extra activity 1: see page 229 (if time)

Activity Book page 91

2 Circle the different word.

- Say Open your Activity Books at page 91, please. Look at Activity 2. Read the words in the first line. Elicit why quitar is different. Ask Is a kiwi food? Repeat for apple and orange. For quitar, 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

3 Read and write. 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, 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. Pupils swap roles.
- Say Open your Activity Books at page 91, 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 activity 2: see page 229 (if time)

Optional evaluations

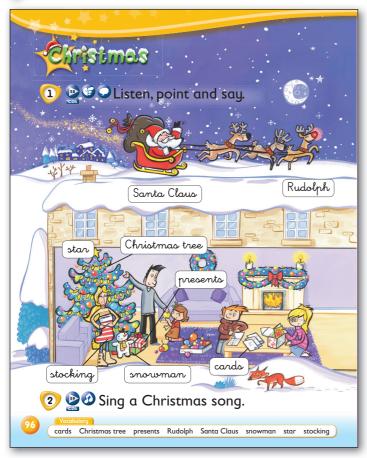
You may wish to carry out one or all of the following evaluations when your pupils have completed the Review section.

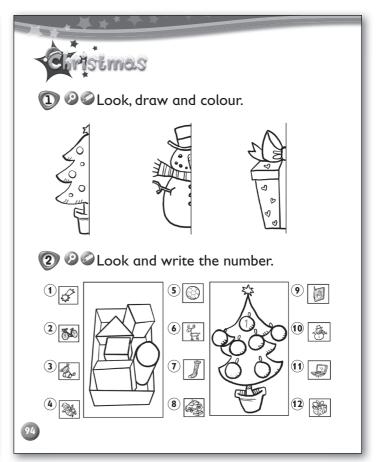
- Evaluation 3 (page 232) see page 11 of the *Teacher's Book* Introduction for instructions.
- Practice Test 3 from Kid's Box Teacher's Resource Book 1 (pages 114-125). For test key and audioscript see pages 141-143 of the Teacher's Resource Book.
- The End of Year Test from Kid's Box Teacher's Resource Book 1 (pages 126-137). For test key and audioscript see pages 143-144.
- Stella's room: Quiz 3 from Kid's Box Interactive DVD 1. This quiz can be done as a whole-class activity or as a team competition. See pages 39-40 of the Teacher's Booklet.

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.







Objectives: By the end of the lesson, pupils will have sung a Christmas song and learned Christmas vocabulary.

Target language

- Key language: Christmas, Christmas cards, Christmas tree, Christmas stocking, presents, Rudolph, Santa Claus, snowman, star
- Additional language: Christmas tree lights, ornaments, a sleigh, Santa Claus is coming to town
- Revision: What's ... ? Where's ... ? What colour is ...? colours, prepositions

- Christmas objects (Christmas cards, a present, a stocking, a star, etc.)
- Classroom objects

Cultural notes

The following cultural notes describe both the origins and the current traditions of this festival. Explain as much as you feel is relevant to the class.

- Christmas is an annual holiday in a lot of countries. It celebrates the birth of Jesus Christ and takes place on 25th December. The day before Christmas Day is called Christmas Eve and the day after is St Stephen's Day or Boxing Day.
- On Christmas Eve stockings are hung near the fireplace for Santa Claus to fill with presents. Children leave out mince pies and milk for Santa, and carrots for Rudolph. Traditionally a candle was placed on the windowsill to welcome the baby Jesus and any strangers that might be passing by.
- Christmas dinner consists of roast turkey or goose with stuffing. Starters vary and dessert is usually Christmas pudding. Christmas crackers are placed on the table. They contain a party hat, a joke and a little present.

Warmer

• Review the structures What colour is ...? Where's ...? Hide several Christmas or classroom objects around the classroom while pupils have their eyes closed. Say Open you eyes! Where's the pencil? What colour is it? Continue with other objects.

1 Listen, point and say.

- Say Open your Pupil's Books at page 96, please. Say Look! It's Christmas. Display the Christmas picture cards on the board. You can also use real Christmas objects if you have them. Pupils find them on the page. Pupils point to the pictures and repeat the words.
- Hold the picture cards in front of you but facing the pupils so that you can't see the picture. Guess what is on each card. Ask Is it Rudolph? Pupils answer Yes, it is or No, it isn't.
- Say Listen and point. Play the audio. Stop after each sentence to check understanding. Pupils repeat.
- Divide the class into groups of three. Give time for pupils to practise their roles. More confident pupils can act out the conversation for the class.

MONTY: Look, it's the Star family. It's Christmas.

GIRL: Stella and Simon have got cards. BOY: Mrs. Star has got a stocking.

MONTY: Look at the star. It's on the tree. What colour is it?

GIRL: It's yellow.

MONTY: Is the tree blue?

BOY: Yes, it is! It's a blue Christmas tree. MONTY: Can you see a snowman? Where is he? GIRL: He's under the tree. His favourite colour is white.

MONTY: And where are Santa and Rudolph?

BOY: They're in the sky!

2 Sing a Christmas song.

- Focus pupils on the picture. Say Look! It's Santa Claus. Point to the town. Say It's a town. Santa Claus is coming to town.
- Play the audio. Pupils listen. Mime the actions for the song. Pause after each action and encourage the pupils to do the actions with you. Play the audio again. Pupils sing and mime.

CD 4, 59

You'd better watch out,

You'd better not cry,

Better not pout,

I'm telling you why:

Santa Claus is coming to town.

He's making a list, And checking it twice; Gonna find out

Who's naughty and nice. Santa Claus is coming to town. [Repeat]

Actions for the song:

Point and shake your finger as if warning someone. Shake your head to say no and rub under your eyes. Shake your head to say no fold arms and make a sulky face. Point and shake your finger as if warning someone. Point to the picture card of Santa Claus – beckon towards you and then point at the floor. Pretend to write a list. Pretend to check the list. Point and shake your finger as if warning someone.

Show the picture card of Santa Claus – beckon towards you and then point at the floor.

Activity Book page 94

1 Look, draw and colour.

Draw half a book on the board and say What's this? Pupils respond A book! Ask Is it finished? (No). Invite a pupil to come to the front and finish the drawing. The pupils draw the other halves of the pictures. Pupils colour the pictures when they have finished.

2 Look and write the number.

- Say Look at the toy box and the Christmas tree. Look and write the number.
- Pupils put the toys in the toy box and the Christmas objects on the Christmas tree. Say Where does the star go? Pupils respond. Say Write number 1 on one of the Christmas tree ornaments. Say Where does the bike go? Pupils answer In the toy box. Say Write number 2 on one of the toy bricks.
- Pupils continue with the other objects. Monitor pupils as they are working and help where necessary.

Key: Toy bricks - a bike, a doll, a ball, a toy car, a small computer; Christmas tree – a star, Santa Claus, Rudolph, a stocking, a snowman, cards, presents

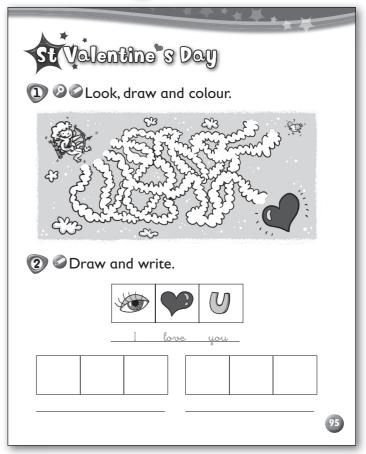
Ending the lesson

• Sing Santa Claus is coming to town again to end the lesson.



Valentine S





Objectives: By the end of the lesson pupils will have played a game and learned St Valentine's Day vocabulary.

Target language

- Key language: St Valentine's Day, a heart, arrow, kiss, Cupid, chocolates, roses
- Additional language: shoot, I love you, I like you, flowers
- Revision: sad, numbers, colours, prepositions

- Classroom objects
- Spinner (Teacher's Book 1 page 15) or dice
- Eraser or sharpener as a counter

Cultural notes

The following cultural notes describe both the origins and the current traditions of this festival. Explain as much as you feel is relevant to the class.

- All over the world St Valentine's Day is known as the day of love and is celebrated on 14th February. It is said that St Valentine was executed on that day. There are many theories as to who the original St Valentine was. The most popular theory is that he was a priest who was executed for secretly marrying couples in ancient Rome.
- Traditionally the day was celebrated by romantic couples sending cards, flowers and chocolates to show their love. Single men and women send unsigned cards to people that they would like to be their Valentine. They usually contained some sort of clue so that the other person can guess who sent it.
- Nowadays people take the opportunity to wish anyone they love 'Happy Valentine's Day' - parents, grandparents, siblings, friends, co-workers or anyone special to them. The idea behind this tradition is to celebrate love and friendship.
- In Greek mythology Cupid was Eros, the son of Aphrodite, the goddess of love and beauty. He has always been connected to celebrations of love. He shoots little arrows that pierce the hearts of his victims causing them to fall deeply in love.

Presentation

- Review prepositions in, on, under and next to. Ask the pupils where things are in the classroom. Say Where's the glue? Choose a pupil to answer your question. The first pupil to answer correctly asks the next question.
- Write St Valentine's Day on the board. Draw some hearts and write I love you and a kiss on the board too. Point to a heart and say What's this? It's a heart? Yes. Read I love you and elicit its meaning from the pupils. Read A kiss and blow a big kiss in the air.
- Show the arrow to the pupils and ask What's this? Say It's an arrow. Show them the bow and say This is a bow.

1 Look and say. Play the game.

- Focus pupils on the six small pictures. Hold up your book and point to the pictures. Go through the words. Pupils listen and repeat. In pairs, pupils point and repeat the words.
- Pupils look at the game. Ask What can you see? (Hearts). How many? (Ten). Ask more confident pupils to say the objects in turns Number 1? Flowers! Number 2? Heart? No, a broken heart or sad! Continue with all the words.
- Pupils play the game in pairs. Say Let's play. Pupils take out their spinners from previous lessons. A pupil spins the spinner. If it lands on 1, 3 or 5, they move 1 heart. If it lands on 2, 4 or 6, they move 2 hearts. Write the key on the board 1, 3 or 5 = 1 heart and 2, 4 or 6 = 2 hearts.

• Pupils say what they see or read the sentence. Pupils must answer correctly to be able to move on. The first one to get to 10 is the winner. Monitor pupils as they are playing and encourage the use of English.

Key: 1 flowers, 2 sad, 3 Cupid, 4 red and pink, 5 I love you, 6 an arrow, 7 a big heart and a small heart, 8 a kiss, 9 I like you, 10 chocolates

2 Listen and say.

- Say Look at Cupid. Can you see him? Let's listen to his chant.
- Play the audio. Pupils listen. Say Let's listen again. Play the audio a second time. This time stop after each line to check understanding. Pupils repeat each line.
- Make four groups. Play the audio again. Pupils repeat the chant, one line for each group. Swap lines and repeat.

CD 4, 60

Cupid has got an arrow An arrow just for two He is going to shoot it To see who loves you. [Repeat]

Activity Book page 95

1 Look, draw and colour.

- Draw a heart on the board. Draw an arrow through the heart. Say Is the arrow on the heart? (No). Say Is the arrow under the heart? (No). Say Where's the arrow? Pupils will probably say *In the heart*. Say *Through the heart*. *The arrow* is through the heart.
- Say Open your Activity Books at page 95, please. Look at Cupid. He has to shoot the arrow through the heart. Point to the maze and say This is a maze. Draw a line on the maze to the heart.
- Show pupils what they need to do. Monitor pupils as they are working. When they finish, they draw an arrow through the heart.

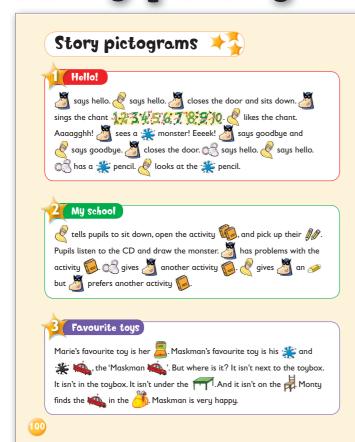
2 Draw and write.

- In this activity pupils use hieroglyphics to write about things they love. Draw an eye on the board and say What's this? Draw a heart on the board and say What's this? Elicit love for the heart shape. Prompt if necessary, say A heart is ... love. Draw the letter 'u' on the board and say What's this? Pupils read the message using all the pictures I love you.
- Pupils draw two messages using hieroglyphics, e.g. I love apples. I love blue.

Ending the lesson

- More confident pupils come to the front of the class and read their messages to the class.
- Say Cupid's chant from the Pupil's Book.

Story pictograms









Activity Book pages 100-103

Unit 1 Hello!

Maskman says hello. Marie says hello. Maskman closes the door and sits down. Maskman sings the chant 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. Marie likes the chant. Aaaagghh! Maskman sees a blue monster! Eeeek! Maskman says goodbye and Marie says goodbye. Maskman closes the door. Monty says hello. Marie says hello. Monty has a blue pencil. Marie looks at the blue pencil.

Unit 2 My school

Marie tells pupils to sit down, open the activity books, and pick up their pencils. Pupils listen to the audio and draw the monster. Maskman has problems with the activity book. Monty gives Maskman another activity book. Marie gives Maskman an eraser but Maskman prefers another activity book.

Unit 3 Favourite toys

Marie's favourite toy is her computer. Maskman's favourite toy is his blue and black car, the 'Maskman car'. But where is it? It isn't next to the toybox. It isn't in the toybox. It isn't under the table. And it isn't on the chair. Monty finds the car in the bag. Maskman is very happy.

Unit 4 My family

Maskman, Monty and Marie look at a picture of Maskman's family: Maskgirl is his sister and Maskboy is his brother. Then they look at a picture of Marie's family: Babs is her mother; she is beautiful. And Ben is her father. But Monty is sad: Maskman isn't his brother and Marie isn't his sister. So where is his family? Then Marie shows a picture of Monty's family: Marvin is his father and Maxi is his mother. Now Monty is happy.

Unit 5 Our pets

Maskman, Marie and Monty look at a pet show. Marie likes cats because they're beautiful and clean. Maskman thinks they are small. He likes big dogs. Mary thinks they are ugly. Marie likes mice too, but Maskman thinks they're small and dirty. Monty says they aren't dirty; they are happy. Then they see a big dog eating a puppet. Now Monty is terrified. Now he likes fish not dogs.

Unit 6 My face

Maskman sees a big and green monster. But Marie says he isn't a monster; he's a troll. He's Trevor. He's green. He has got purple hair and orange eyes. Monty and Trevor say hello. Then Marie, Maskman and Trevor say hello, too. Trevor is happy now because he has got three friends. They are all happy now. They are all friends.

Unit 7 Wild animals

Monty is dreaming. Marie needs help. Two long and ugly snakes with long teeth are with her. Maskman helps Marie: he has got two big arms. He's a Superhero. Then Trevor needs help. Two crocodiles with big mouths and a lot of teeth are with him. Maskman helps Trevor: he has long legs and big hands. He's a Superhero. Now Maskman needs help. Two big elephants with big feet are with him. Monty helps Maskman: he's a mouse and he's small. He's a big hero!

Unit 8 My clothes

Stella, Simon and Suzy are in the swimming pool. Marie looks at Stella's clothes. She's got a yellow T-shirt, a blue skirt, pink socks and brown shoes. But she hasn't got a jacket. Maskman looks at Simon's clothes. He's got a red jacket, green trousers and black shoes. But he hasn't got a skirt. Monty looks at Suzy's clothes. She has got a skirt and an orange T-shirt with a mouse. Monty is happy.

Unit 9 Fun time!

Maskman can sing the Maskman song. He can ride a bike, he can play tennis, he can play basketball, he can swim and he can play football too. Monty, Trevor and Maskman sing the Maskman song. They say hello to Marie, but Marie can't hear them. Trevor tells Marie to listen to Maskman song. But Marie thinks Maskman can do many things, but he can't play the guitar and he can't sing!

Unit 10 At the funfair

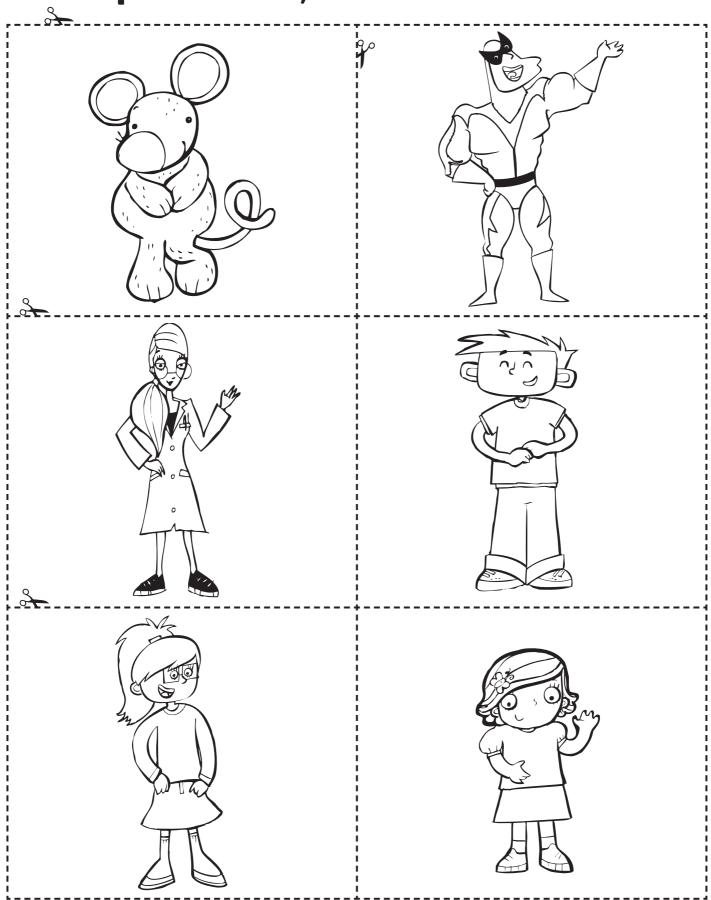
Maskman is daydreaming. A boy needs help because he can't swim. Maskman is flying his helicopter. He can see the boy and pick him up. The boy is happy now. Maskman is a hero! Suddenly, Monty shouts at Maskman: he can't cross the street now because the man's red and there's a green lorry coming. Now Monty is a hero! Then Marie and Trevor sing the Monty song.

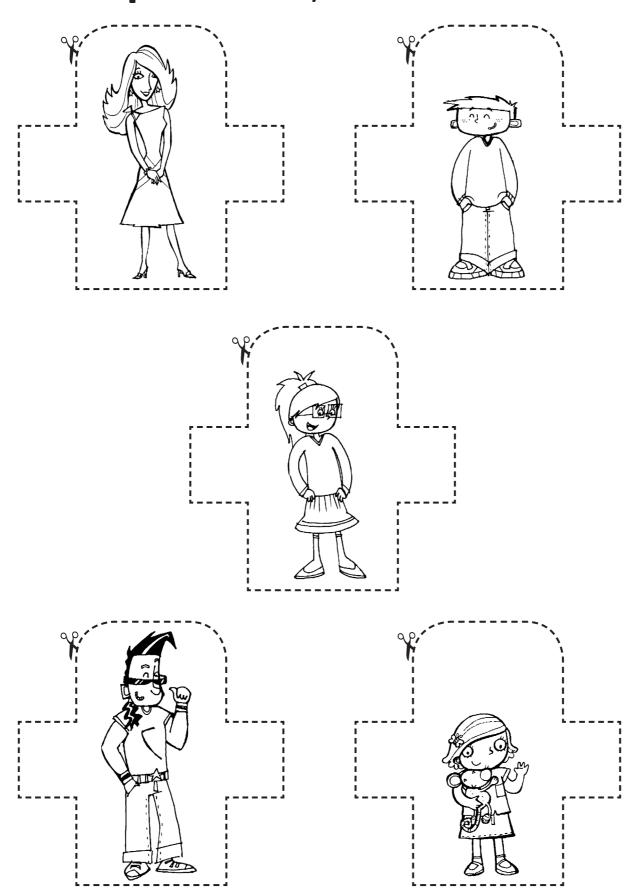
Unit 11 Our house

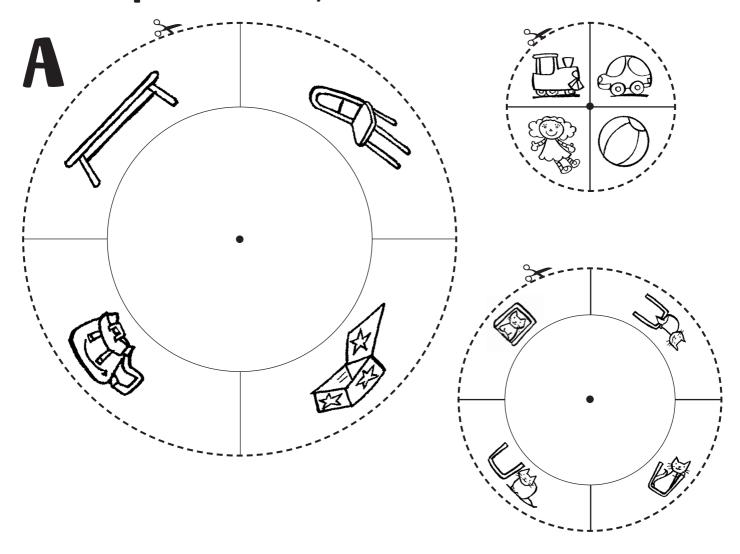
Suzy and Stella are colouring. Suzy can't see the orange, pink, yellow or black pencils. Where are they? Stella helps Suzy. The pencils aren't under the table. They aren't in the box. They aren't in her bedroom. They aren't in the kitchen or the dining-room. So where are they? At the same time, Marie sees Trevor. Trevor is eating. Marie asks him what he's eating. He's eating pencils! Then Suzy and Stella are coming. They see the pencils on the floor!

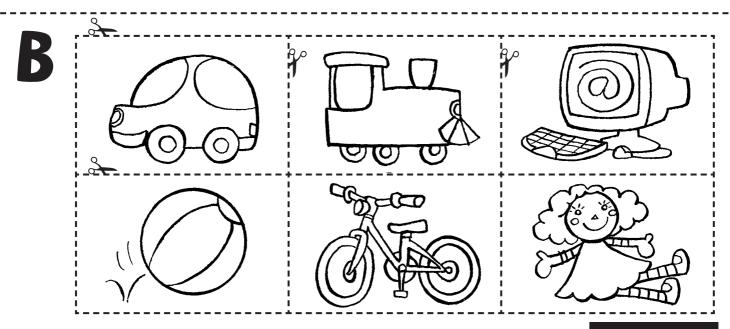
Unit 12 Party time!

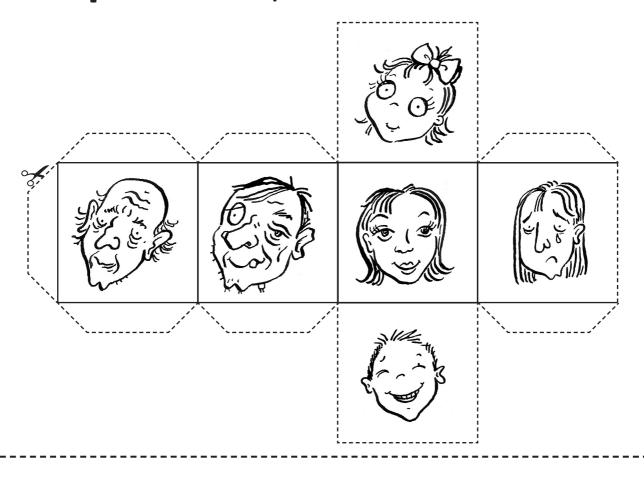
Maskman, Trevor, Monty and Marie are singing the food chant: apple, banana, orange, cake, ice cream, chocolate, burger ... Then Marie stops the song. She doesn't like burgers. She likes apples and bananas. Maskman doesn't like apples or bananas. He likes ice cream and chocolate. And Monty doesn't like ice cream and chocolate. He likes cake. So they decide they are singing their favourite food. They start singing the food song again.

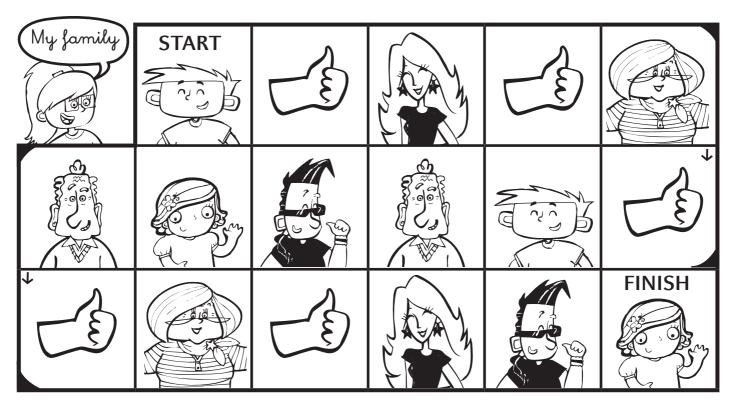


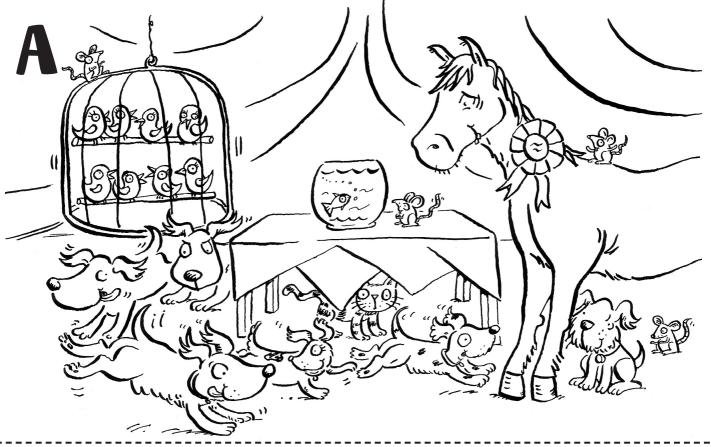


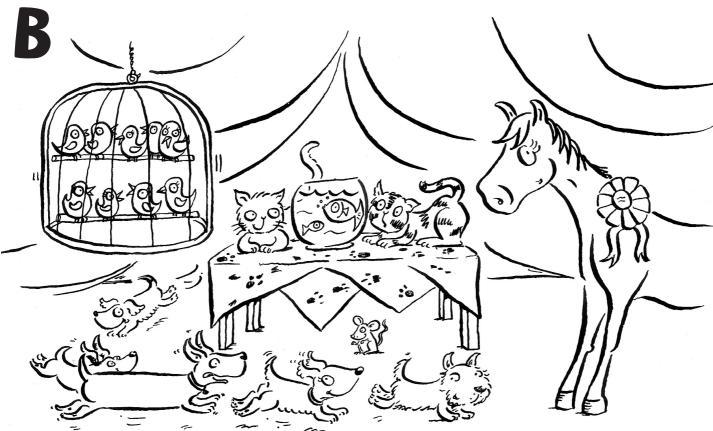


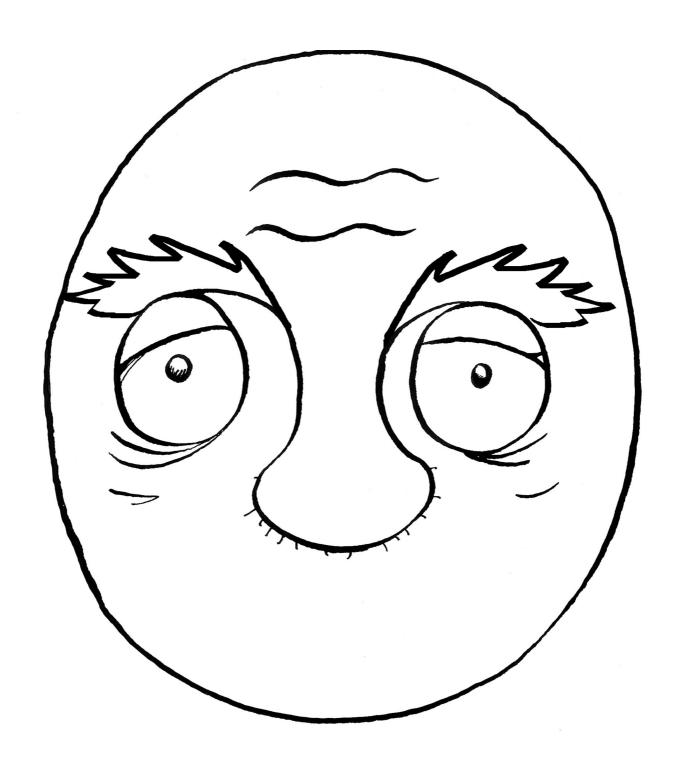




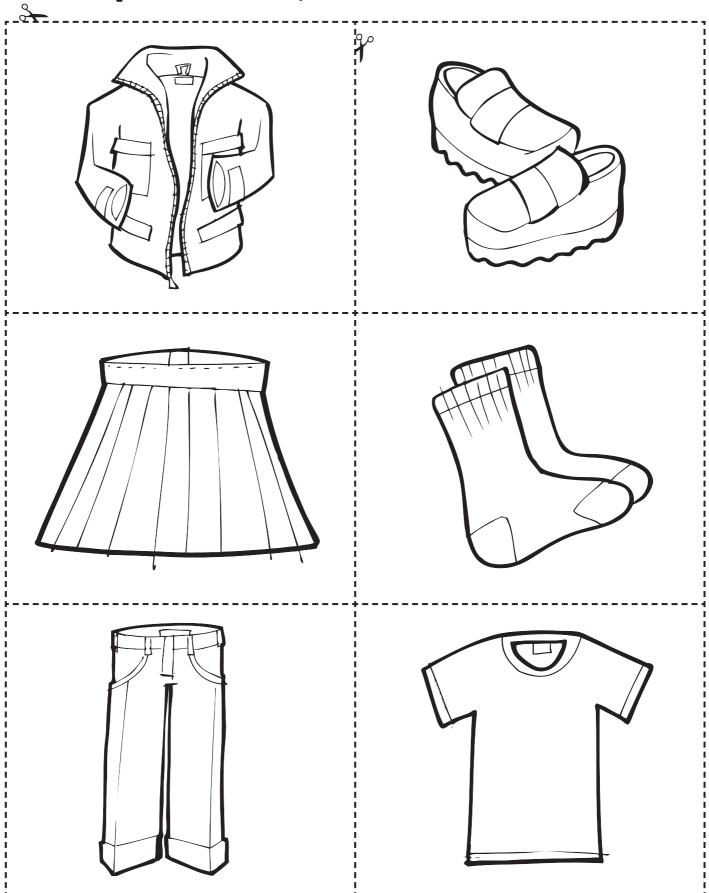






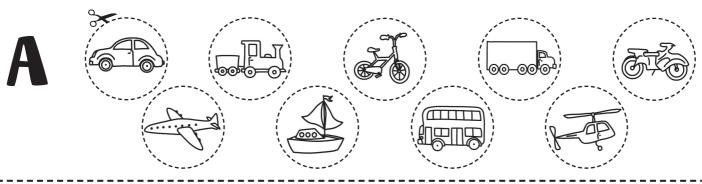


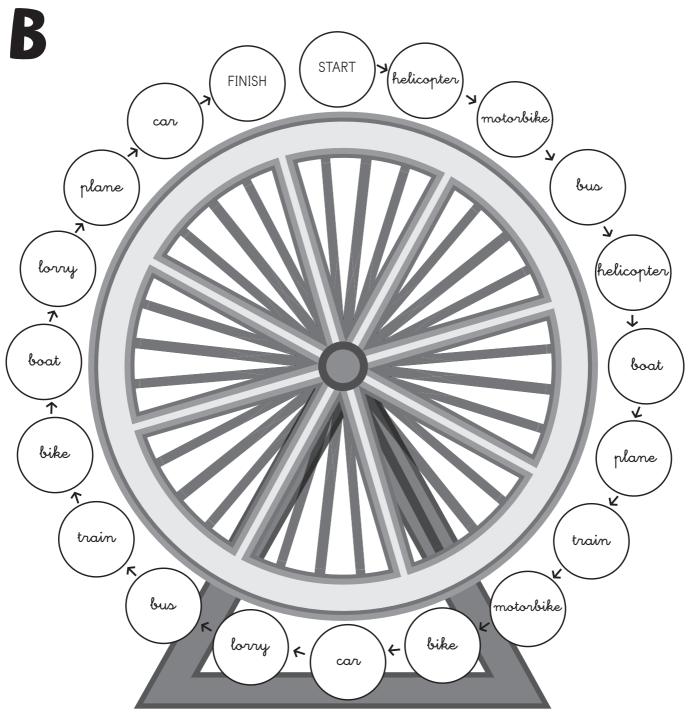
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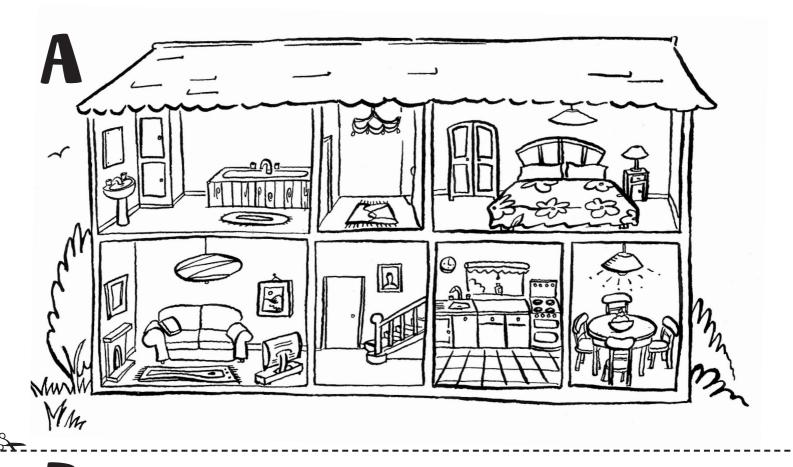


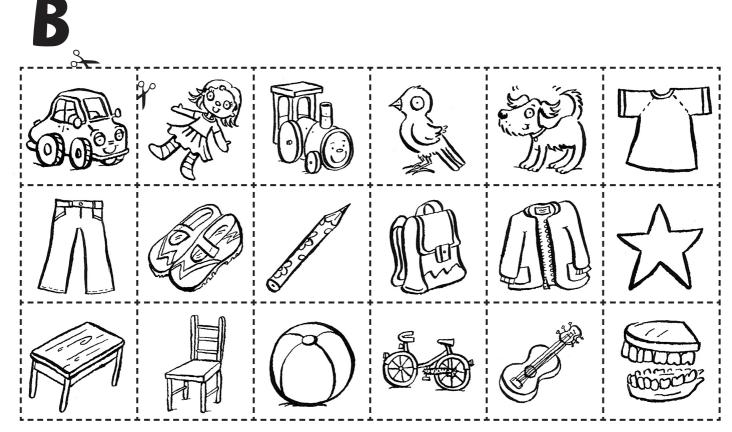
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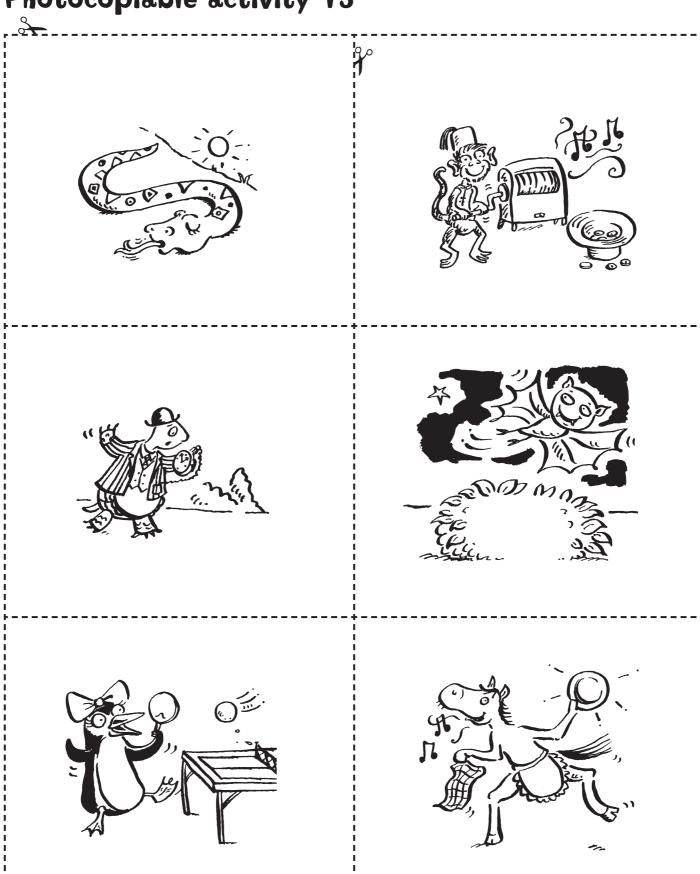


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Extra activities

Unit 1 Hello!

Page 4

• Extra activity 1: Guessing game

Place the character flashcards (1–8) on the desk. Make sure pupils can't see. Take one flashcard and hold it facing you. Say Who's this? Pupils take turns to guess. Show them when they guess correctly. Repeat.

• Extra activity 2: Role play

Six pupils come to the front. Hand each pupil a character flashcard (from 1-8). Pupils show their flashcards to the class in turn and say, e.g. Hello. I'm Monty. Repeat.

Page 5

Extra activity 1: Pointing game

Display the ten cards each with a different number of dots between one and ten around the room. Say numbers at random. Pupils point to the correct card. Say the numbers quickly and then quietly. Invite pupils in turn to call the numbers.

• Extra activity 2: Card game

Hand out the copies of Photocopiable activity 1 (page 202). Pupils cut them out (and colour them). Pupils work in pairs and take turns to play the game. Pupil A makes a line of five as in Activity Book Activity 3. Pupil B says the five names aloud and completes the sequence.

Page 6

Extra activity 1: Back drawing

Invite a pupil to come to the front and face the board. Stand so that the class can see you. Trace twice a large 3 with your finger on the pupil's back. (Alternatively, if you prefer, you can trace numbers on the desk for this activity.). Elicit the number from the pupil. Check with the class. Repeat with another pupil and another number. Pupils work in pairs and play the game.

• Extra activity 2: Matching the cards

Display the ten dot cards on the board at random. Write the wrong number between 1 and 10 under each card, e.g. under the card with six dots, write 2. Invite pupils in turn to come and swap two cards so that one set of dots matches the number underneath. Repeat until all the cards and the numbers match.

Page 7

• Extra activity 1: Make a rainbow

Give each pupil a paper plate and seven strips of tissue paper, each of a different colour. Pupils stick the tissue onto the plate to make a rainbow. Pupils get into groups of four and say the colours.

• Extra activity 2: Memory game

Display five of the colour flashcards (from 20–26) on the board. Elicit from pupils which colours are missing. Pupils say, e.g. Red. Green. Take the flashcards off the board. Repeat.

Page 8

• Extra activity 1: Board slap

Two teams line up facing the board. Stick the colour flashcards (20-26) on the board. Hand a ruler to the first pupil in each team. Say a colour, e.g. Blue. The two pupils run to touch the colour. The first to hit it with the ruler wins a point for their team. The two pupils go to the back of the lines. Hand the rulers to the two pupils at the front. Continue until all the pupils have had a turn.

Extra activity 2: Happy families

Pupils work in groups of four. Take the six character cards from Photocopiable activity 1 and place them face down on the desk. (24 cards altogether.) Each pupil takes six cards in turn. Number the pupils: 1, 2, 3, 4. Number 1 starts. Pupil 1 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 1. Then it is Pupil 2's turn to ask. When one pupil has four cards the same, he/she puts them down on the desk and is the winner.

Page 9

Extra activity 1: Counting game

Slowly look through Unit 1 of the book. Count aloud new vocabulary items that pupils have learned, e.g. 1 monster, 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 1 and 10 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.

Page 11

• 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 2 My School

Page 12

Extra activity 1: Colour bingo

Review the seven colours. Pupils draw a small 2 x 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.

• 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.

Extra activity 1: 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 13 Activity 3. They take turns to tell each other about the colour of the objects, e.g. The book is red.

Page 14

• Extra activity 1: 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 is he? He's three. He's three. She's three, like me. I'm two, I'm two. How old is she? How old are you? How old is he? I'm two! He's three! She'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. Pupils take back their own monsters and stick them in their notebooks. They write the age underneath.

Page 15

Extra activity 1: Meet and greet!

Personalise the song from CD1, 30. 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? Pupils stand up and find a space. Play the audio of lively music. Pupils move around. Stop the audio. 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 school item flashcards on one side of the board. Stick the wordcards on the

Say Look, read and match. Point to the first wordcard on the board and elicit the name (e.g. table). Ask pupils to point to the correct flashcard. Move the flashcard next to the wordcard. 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 wordcards and matches the flashcard. The other team members can help. The next pupil chooses a different wordcard and matches the card, and so on, until all the wordcards and flashcards are matched. Stop the stopwatch when the team have finished and check with the class. Write theteam's time down. Repeat with all teams and then compare times to see which team was the fastest.

Page 16

• Extra activity 1: Memory game

Pupils use Pupil's Book page 16 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 (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 shows Pupil A the picture. Then pupils swap roles.

Page 17

• 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.

• 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, chain, pencil, we're in school. School, school, I like school. Book, pen, erase, I LIKE SCHOOL!

Unit 3 Favourite toys

Page 18

• Extra activity 1: 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 1: Just like me

Hand out Photocopiable activity 3B to pupils. They cut out the six cards. Draw a 3 x 2 grid on the board. Number the squares 1-6. 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.

Pupils play in pairs. They sit facing one another. 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.

• Extra activity 2: 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 1: Sentence wheels

Show the class your completed sentence wheel from Photocopiable activity 3A. Turn the wheels and make sentences, e.g. The car is under the chair. Hand out Photocopiable activity 3A. Pupils colour the pictures and cut out the circles. Hand out the paper fasteners. Pupils clip the wheels together.

Practise by calling out sentences for pupils to 'make' with their sentence wheels, e.g. The train is under the toy box.

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.

• Extra activity 2: 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 stand up. When you say a true sentence, pupils put their hands in the air. When you say a false sentence, pupils stay still. Say sentences quickly e.g. The bike is on the chair. The pen is under the table. Pupils who do the wrong action sit down.

Page 21

• Extra activity 1: Where is it?

Pupils take out their sentence wheels from Photocopiable activity 3A. (If they didn't make them in the previous lesson, they can make them now.) Line up the wheels to make a sentence. Pupils guess by asking, e.g. Is the train next to the bag? The pupil who guesses correctly is the caller. Pupils play in pairs or in fours.

Alternatively, you could use your sentence wheel to play a team game. Set a sentence on your wheel. Teams take turns to ask questions to guess. The pupil who guesses correctly wins a point for their team. Continue for about ten more turns.

Extra activity 2: Guessing game

When pupils are doing Activity Book page 19 Activity 7, place classroom objects around the room where they are in, on, under and next to other objects. Do it so pupils don't notice (if you can). Divide the class into two teams. Say, e.g. It's pink. It's under a chair. Pupils look around for the object, e.g. eraser. The first pupil to guess correctly wins a point for their team.

Page 22

• Extra activity 1: Board slap

Play Board slap from page 8 Extra activity 1 using the toy flashcards (35–40), the school flashcards (27–32) and the number flashcards (9-18).

• Extra activity 2: Snap!

Photocopiable activity 3B. Either pupils take out the envelopes with their toy cards, or hand out the photocopies for pupils to make the cards. Pupils work in fours. They place the cards face down on the table. They take turns to turn over two cards and say what they are, e.g. A blue train, A red doll. If the objects and/or the colours match, the pupil takes the two cards. If not, the pupil turns them face down again and it's the next pupil's turn.

Page 23

• Extra activity 1: Role play

Pupils work in threes: Marie, Maskman and Monty. Play the audio of the story again (CD1, 51). Stop after each picture for pupils to repeat in chorus in role. Pupils mime the actions as they speak. Pupils change roles. Repeat.

Extra activity 2: Say and mime

Review the actions for the prepositions. Play a game like Scissors, paper, stone. Hold your hands behind your back and say In, on, under, next to. Just after you say next to, put your hands in front of you, showing one of the preposition mimes from page 49 Presentation. Hold your hands behind your back again, and say the same rhyme, but do a different action at the end. Pupils join in. They hold their hands behind their backs, chant with you and then show a preposition mime. If it's the same as you, they stay in the game. If it's different, they sit down for one turn. Repeat.

Page 25

• 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. 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).

Unit 4 My family

Page 26

Extra activity: True or false game

Pupils stand up next to their chairs. Say sentences in turn, e.g. Stella is her sister. Simon is her father. Pupils sit on the floor when the sentence is correct. They sit on their chairs when it's incorrect.

Page 27

• 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.

Extra activity 1: Board game

Photocopiable activity 4. Show pupils the dice and throw it. Pupils call out the word. Show pupils the 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. Toss a coin. Heads move one square, tails two squares. Use an eraser for a counter. Throw the dice, move to the square and make a sentence about the person, using the adjective, e.g. *Her father is beautiful*. Show thumbs up or thumbs down to show if it's true (thumbs down). If they land on a thumbs up square, they don't make a sentence.

Divide the class into pairs. Hand out the photocopies. Pupils cut out the dice and the board. Show pupils how to glue the dice together. Hand out a coin to each pair. The first player to reach the Finish is the winner.

• Extra activity 2: 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 29

• Extra activity 1: 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 29 Activity 7 (CD2, 11) again with the students. Tell them you are going to record them using a cassette or video recorder. Play the recording back to the class.

Page 30

• Extra activity 1: Body shapes

Review the phonemes /s/, /m/, /t/, /b/ and the letters (s, m, t, b). 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 31

Extra activity 1: Board game

Photocopiable activity 4. If pupils have not played before, follow the instructions in Extra activity 1 from page 28.

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.

• Extra activity 2: Disappearing flashcards

Play the Disappearing flashcards game with some of the character flashcards (1–8, 33, 34) and a selection of the other flashcards which you think pupils need to revise (maximum of 12).

Show each flashcard in turn and place it on the board. Turn one to face the board. Elicit the word for each one again, including the one the pupils can't see. Repeat, each time turning one more flashcard to face the board until all of them are facing the board. Pupils then repeat from memory. Turn over each one again as they say it to check that they are right.

Review Units 1-4

Page 32

• Extra activity 1: Play a game

Play one of the 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 1-4 to do with the pupils. Do it without the audio.

Page 33

• Extra activity 1: 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 Our pets

Page 34

• Extra activity 1: Animal moves

Play the audio of lively music. Pupils move around to the music. Stop the audio. Say, e.g. *We're dogs!* Pupils move around like dogs. Clap your hands. Start the audio. Pupils move to the music. Repeat for all the pets.

• Extra activity 2: Board slap

Display the pet wordcards (47–52), on the board. Make two teams. They line up, facing the board. Hand a ruler to each of the two pupils at the front. Say, e.g. *A horse.* The pupils run to hit the word with their rulers. The first pupil to hit it wins a point for their team. Pupils hand the rulers to the pupils at the front of the line and go to the back. Repeat.

Page 35

A: Eight birds

• Extra activity 1: Spot the difference

Photocopiable activity 5. Make two groups. Hand out photocopies of A to one group and photocopies of B to the other. Pupils work in pairs (A + A or B + B). They look, find and count.

Make A–B pairs. 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**:

B: Nine birds

A: One cat under the table
A: Old horse
A: Six dogs
A: Four mice
B: Two cats on the table
B: Beautiful horse
B: Five dogs
B: One mouse
A: Four fish
B: Two fish

• Extra activity 2: Wordsnake

Write computertraincar on the board. Elicit and circle the words (computer, train, car). Make pairs. Display this wordsnake on poster paper: horsedollpencatballdogeraserbookmousebikefishchairbird. Pupils race to find the words. Pupils come and circle them on the snake.

Page 36

• Extra activity 1: Spot the difference

Brainstorm the twelve known adjectives (long, ugly, etc.). Make pairs. Hand out Photocopiable activity 5A and B to each pair. Pupils look at the pictures and find differences. If pupils used the material in Extra activity 1 page 35, they find more differences (underlined below). They circle them in pencil. Check with the class. **Key**:

A: One cat under a <u>clean</u> table B: Two cats on a dirty table A: Big old horse

B: Beautiful small horse

A: Six dogs, three big, three small B: Five dogs, one long,

four short

A: Four mice A: Four fish

B: One mouse B: Two fish (one small)

A: Eight beautiful small birds

B: Nine beautiful small birds

• Extra activity 2: Colour and say

Pupils work in pairs. Each pupil draws a new route in Activity Book page 34 Activity 6, using a green pencil. They don't look at each other's routes. They sit facing one another. Pupils take turns to say their route and draw their friend's route, using a yellow pencil. They check together.

Page 37

• Extra activity 1: 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.

• Extra activity 2: Class game

Draw a 3 x 3 grid on the board. Number the squares (1-9). Stick a flashcard face down in each square. Choose from the characters (1-5, 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.

Page 38

• Extra activity 1: 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. Display the wordcards for the pets under each flashcard on the board for pupils to copy. Pupils draw, write and then colour. Make a class display of their pictures.

• Extra activity 2: Our favourite dogs

Talk about the dogs in Activity Book page 36 Activity 9. Draw a simple 4 row x 7 column grid on the board for pupils. At the top of each column (except the first), write the numbers 1-6 to match the numbers of the dogs. In three of the squares on the left of the rows, write the names of three pupils. In the other square, write your name. Ask one of the pupils whose name you've written: What's your favourite dog? The pupil responds with a number corresponding to the picture, e.g. Number 4. Put a tick in square 4 for this pupil. Repeat with the other two pupils.

Then put a tick in one of the squares for yourself. Pupils copy the empty grid and ask and answer in groups of four. They tick for themselves first. Find out which dog is the class's favourite.

Page 39

• Extra activity 1: Bingo game

Place the pet flashcards (47-52) on the board. Add other flashcards to make a total of ten, e.g. two colours and two school. Write a number between 1 and 10 under each flashcard.

Pupils draw a 2 x 2 grid in their notebooks. They choose four pets/colours/school words from the board and in pencil write the corresponding number in each square. Say, e.g. Horse. Pupils who have the number corresponding to the horse make a line through the square. Continue calling out the other words. When pupils have crossed out all four squares, they shout Bingo! Repeat.

Extra activity 2: Match the halves

Display the large piece of paper with the split words: do - sh, ho - se, fi - rd, mou - t, bi - rse, ca - g. Don't tell pupils what to do. Give them time to work it out.

Key: dog, horse, fish, mouse, bird, cat

Page 40

• 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. A pupil from each group presents the pictures and says the words. The other pupils think in their groups and guess the sense.

Page 41

• 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.

This is my dog.

I feed my fish. I wash my horse. I look after my pet. My fish is beautiful.

Pupils write the correct sentences.

Unit 6 My face

Page 42

• Extra activity 1: Read and point

Pupils use Pupil's Book page 42 Activity 1. They take it in turns to point to the words and to the part of their face, e.g. Pupil A points to the word Eyes, and Pupil B points to his/her eyes and says Eyes.

• Extra activity 2: Chant

Teach the following chant. As you say the words, count the numbers on your fingers and at the end touch the face part. Pupils copy.

Make two groups. Everyone counts the numbers. One group asks the questions, and the other replies. Change roles and repeat.

One, two, three, four, five,

Where's your eye? Where's your eye?

One, two, three, four, five,

Here's my eye. Here's my eye.

Repeat for nose, ear, mouth, teeth (plural Where're ... / Here're ...).

Page 43

• Extra activity 1: I'm a troll

Photocopiable activity 6. Show your completed puppet to the class. Say in a troll voice Hi, my name's (name). I'm a troll. My eyes are (green), my hair is (green) and (red), etc. Hold up the

photocopy. Show pupils what to do (draw ears, mouth, teeth, colour the troll and stick on hair). Hand out the photocopies and materials. Hand out the scissors for pupils to cut out their trolls. and the lollipop sticks and the glue for them to make the puppets. Pupils name their trolls. Show your puppet to the class again. Introduce yourself as at the beginning. Encourage a pupil to reply in the same way, e.g. Hi. My name's (name). I'm a troll. My eyes are (blue and red). My hair is (purple). Repeat. Pupils work in groups of four and introduce their trolls to their friends.

Extra activity 2: Swapping game

Display the face flashcards (55-60) on the board. Under each one, stick the wrong wordcard, e.g. under eye, stick Ear. Say Is this OK? In pairs, pupils match the words with the pictures. One pair comes to the board and swaps two flashcards around so that one flashcard is above the correct word. Repeat with other pairs. Stop when all are correct. Repeat.

Page 44

• Extra activity 1: Toy families

Pupils take out their toy cards from Photocopiable activity 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 1 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 1. Pupil 2 asks for a card. When a player has a set of four, he/she puts them down on the table.

• 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 45

• Extra activity 1: Group song

Make groups of six. Groups will need their troll stick puppets from Photocopiable activity 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 45 Activity 7 (CD2, 48) about their puppet and changing the words to match

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 mouth.

Page 46

• Extra activity 1: Board slap

Play Board slap from page 8 Extra activity 1 using some /fr/, /gr/, /br/ words.

• Extra activity 2: Spin and draw a monster

Pupils take out their number spinners from Review Units 1–4. Display the face part flashcards (55-60). Write a number between 1 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.

Page 47

• Extra activity 1: Role play

Pupils work in groups of four. Play the audio of the story from Pupil's Book page 47 Activity 10 (CD2, 53) again. Groups do the actions along with the audio.

• Extra activity 2: Puppet game

Pupils take out their stick puppets from Photocopiable activity 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.

Unit 7 Wild animals

Page 48

• Extra activity 1: Animal mime

Pupils stand in a space. Play the audio of lively music. Pupils move around. Stop the audio. Say Now be elephants. Pupils mime elephants. Clap your hands. Pupils stop. Restart the audio. Pupils move again. Repeat for the other animals.

Extra activity 2: Word chains

Play a word game around the class. Start the chain. Say I've got a snake. Pupil 1 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 1: 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

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 1: 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 (61-67) 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 1: Animal dominoes

Photocopiable activity 7 (page 208). Show pupils the dominoes you have made. Demonstrate how to play the game. Remind pupils to say the animal word when they make a match. Make groups of three. Hand each group a photocopy cut into three strips. Each pupil cuts a strip to make six dominoes. They place the dominoes face down on the table. Each pupil takes four dominoes. The first player places a domino on the desk. The next player matches either the word or the picture, saying the word. If he/she can't go, he/she picks up one of the spare dominoes and the next player has a go. Play continues until there are no spare dominoes left and one player has put down all their dominoes.

Extra activity 2: 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 1: Sound families

Display flashcards 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 activity 7. Make groups of three. Hand out the domino envelopes from page 51 Extra activity 1. 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.

Page 53

• Extra activity 1: 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.

Extra activity 2: Animal bingo

Display ten animal wordcards. Choose from wild animals (61-67) and pets (47-52). Under each word, write a number between 1 and 10. Pupils draw a 2 x 2 grid. They write a number in each square to correspond with one of the animals.

Say the animal names at random. When pupils hear the name that matches the number they've written, they put a cross through the square. The first pupil to cross out all four animals shouts *Bingo!* Check. Change the numbers and repeat.

Page 54

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 52 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 55

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. Choose volunteer pairs to talk about their pictures. 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).

Unit 8 My clothes

Page 56

• Extra activity 1: Memory game

Make pairs: A and B. Place the clothes flashcards (68-73), plus computer (38), crocodile (61), ball (36) and chair (29) on the board. Write a number between 1 and 10 under each one. After 30 seconds, Pupil B turns to face the back of the class (so he/she can't see the board). Pupil A asks, e.g. What's number 6? What colour are the trousers? Pupil B answers. Pupil A keeps a score of correct answers. After one minute, clap your hands. Pupil B looks at the board to check. Move the flashcards.

Extra activity 2: How many?

Make groups of four. They look at the clothes they are all wearing. Say Count your clothes. Point to, e.g. the skirts, and say Count. How many skirts? Pupils count the clothes in their group, e.g. We've got two skirts. We haven't got trousers. Draw a simple grid on the board (6 for the clothes items x the number of groups) and record the numbers from each group. We've got a lot of socks. We haven't got jackets.

Page 57

• Extra activity 1: Flashcard game

Four pupils come to the front. Each one chooses a clothes flashcard (from 68-73). They hold them behind their backs. Ask one pupil questions, e.g. *Have you got a blue T-shirt?* Continue asking until the pupil responds Yes, I have. The class ask questions.

The pupils sit down. Make teams of four. One team comes to the front and takes and holds behind their backs four flashcards. A member of another team comes and asks questions, e.g. Have you got red trousers? to guess the clothes. He/She can ask five questions. Repeat for other team members.

Scoring: One point for each grammatically correct question, five points if the pupil answers yes on the first question, four points if it's on the second and so on. Teams take turns.

• Extra activity 2: Snap!

Play the audio of lively music. Pupils skip around the room. Stop the audio. Pupils find a partner and take turns to say what their favourite clothes are from Activity Book page 55 Activity 4. If any are the same, they shout Snap! Elicit from pupils: Our favourite clothes are ... Start the audio again. Pupils move on. Repeat.

Page 58

Extra activity 1: Who is it?

Say two or three sentences to describe a pupil in the class, e.g. Who is it? She's got blue eyes. She's got long, brown hair. She's got black shoes. Pupils take turns to guess. They have three guesses. If they don't guess, you win a point.

Pupils work in pairs. Each pair looks around and thinks of three sentences about one of the pupils in the class. Elicit the sentences from one of the pairs. The other pupils have three guesses. If they don't guess, the pair wins a point. If a pair guesses correctly, they win a point. Continue.

Extra activity 2: Look and remember

Pupils look at the pictures in Activity Book page 56 Activity 5 for 30 seconds. They close their books. Ask questions, e.g. 1. Has May got socks? 2. Has Tony got a cat? Pupils write the number in their notebooks 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 59

• Extra activity 1: Do as I do

Pupils each draw a large 2 x 3 grid in their notebooks. They number the squares 1-6. 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 activity 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. Swap roles.

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.

Note: This can be extended into a project, with pupils bringing in clothes for the fashion show and rehearsing what they're going to say. The show can be videoed.

Page 60

Extra activity 1: Spot the sound

Display flashcards of words with the sounds /a/, /e/, /i/ and /o/ on the board (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/). A pupil from each team 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.

• Extra activity 2: Matching game

Pupils play a matching game in groups of four, using their cards from Photocopiable activity 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 61

• Extra activity 1: Role play

Pupils work in groups of four. Play the story from Pupil's Book page 61 Activity 11, CD 3, 34. They speak and act along with the audio. Give them time to practise without the audio. Monitor the groups and help where necessary.

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 – orts, 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.

Review Units 5-8

Page 62

- Extra activity 1: 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 audio but with the actions.

Page 63

• Extra activity 1: 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!). Swap roles.

Extra activity 2: Consequences

Prepare sheets with text and lines as shown below and photocopy one for each nunil.

1 It's	(colour).
2 It's got a	(big/small) head.
3 It's got	(four/two/no) legs.

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 Fun time!

Page 64

• Extra activity 1: Group 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, make groups of seven (or smaller groups, if you prefer). Pupils play the game.

• Extra activity 2: Mime game

Show the action wordcards (74-80), 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 1: Matching game

Photocopiable activity 9a. Show your set of cards. Hold up the card with swim on it and the card with a picture of Marie playing the guitar. Say Is this a match? Pupils respond No. Show the other picture cards for pupils to choose the match (swim picture).

Hand out a photocopy to each pupil. They cut out the 12 cards and put their initial in the corner of each card. (They don't write on the back.) Make pairs. Pairs put one set of 12 cards face down on the desk and mix them up. Pupils take turns to turn over two cards. They say or read the action on each card. If they're the same, the pupil takes the pair. If not, the pupil turns them face down again. Play continues until all the cards are matched.

• Extra activity 2: 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 1: Can you or can't you?

Photocopiable activity 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.

Extra activity 2: Class survey

Draw a 6-column x 2-row grid on the board. Write one action from Activity Book page 64 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 1: 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. 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 activity 9a. They need only the word cards. Draw a simple 6 x 2 grid on the board for them to copy. Along the top, write the numbers 1-6. At the side, write *Can* next to the top row and *Can't* next to the bottom row. Say six sentences, e.g. 1. 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.

Page 68

• Extra activity 1: How many words?

Make teams of four or five. Pupils have their books closed. Each team chooses someone to write. Pupils in their teams think of as many words with the sound /l/ as they can, and one person writes them on a piece of paper. Set a time limit for the game. When the time is up, the team with the most correct words wins. Elicit the words from the winning team and write them on the board; then ask the other teams to come up and write down words the winning team didn't write. Examples of words with I are: hello, look, listen, yellow, purple, blue, black, table, pencil, ball, football, basketball, doll, family, ugly, long, clean, beautiful, old, crocodile, elephant, animal, leg, tail, play.

Do not allow words where the letter I is silent or forms part of a vowel sound (e.g. walk, talk).

• Extra activity 2: Clapping game

Display the action flashcards (74-80) on the board at random. Review them by asking around the class, e.g. Can you swim? Can you ride a bike?

Teach the following chant to the class. Pause after can/play/ride in the first two lines of each verse. During the pause, clap twice loudly. In the chorus, start very quietly and then get louder and louder.

Elicit other actions to complete the verses and chant the new verses with the class (can ... read, write, play the piano/basketball/ tennis, ride an elephant).

I can ... swim.

I can ... draw.

Yes, I can. Yes, I can.

Yes, I can. Yes, I can.

I can play ... football.

I can play ... the guitar.

Yes, I can. Yes, I can. Yes, I can. Yes, I can.

I can ride ... a bike.

I can ride ... a horse. Yes, I can. Yes, I can.

Yes, I can. Yes, I can.

• Extra activity 1: Snap

Play a game of Snap, using the cards from Photocopiable activity 9a. Pupils play in pairs. Each pupil takes out their 12 cards, shuffles them and holds them so that they can't see them (their partner can't see them either). Pupils count together: 1, 2, 3. At the count of 3, they both put the top card from their pile face up on the desk. They continue like this until there is a match (two pictures the same, two phrases the same, or a matching phrase and picture). Then pupils shout *Snap!* The first to say it says what the cards are (e.g. *ride a bike*), and then takes all the cards in both face-up piles and puts them at the back of the cards in their hand. Play continues. Set a time limit for the game. The first player to win all the cards from his/her partner is the winner.

• Extra activity 2: Matching cards

Pupils take out the cards from Photocopiable activity 9a. They colour the picture cards. They then stick the cards in their notebooks, placing the word card underneath the picture card. They write one (or two) sentence(s) under each one, e.g. *I can ride a bike. My bike is blue. | I can't swim.*

Page 70

• Extra activity: Sports guessing game

Pupils work together in pairs to write descriptions for the sports on Pupil's Book page 70. 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 71

• 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 10 At the funfair

Page 72

• Extra activity 1: Bingo

Display these wordcards on the board: *bus, lorry.* Play the Bingo game from Page 39 Extra activity 1, but using *bus, lorry, motorbike, helicopter, plane, boat* (81–86); *horse* (50), *car* (35), *train* (40).

Extra activity 2: Ask and answer

Pupils use the material in Activity Book page 70 Activity 1 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 73

• Extra activity 1: Funfair game

Photocopiable activity 10. Show pupils the board game you have made. Make pairs. Hand out one copy of B and two copies of A to each pair. They colour the small circles (A), 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 to see who 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. Pupils take turns to play. The player who gets to *Finish* first is the winner. Remind pupils of the game language, e.g. *It's my turn*. *It's your turn*. Also teach them *That's wrong! Miss a turn*. Collect the game boards for use in another lesson.

• Extra activity 2: 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* x 6

Page 74

• Extra activity 1: Run and touch

Spread the 18 wordcards (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 1 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 75

• Extra activity 1: Funfair game

Photocopiable activity 10. Pupils play the Funfair game again from page 73 Extra activity 1. 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.

Extra activity 2: Word families

Display about 20 wordcards around the edges of the board from the following word families: funfair (81–86), clothes (68–73), wild animals (61–67), 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 76

• Extra activity 1: 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 76 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 77

Extra activity 1: Role play

Make groups of three. Pupils decide roles (Monty, Maskman, Sam). Play the audio of the story from Pupil's Book page 77 Activity 11 (CD4, 16) again. Pupils act out the story along with the audio, 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 class.

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.

Unit 11 Our house

Page 78

• Extra activity 1: Whispering game

Display the room flashcards (87-92) 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.

• Extra activity 2: Do as I say

Show pupils your copy of Photocopiable activity 11. Hand out a copy of 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. They 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 card in the kitchen.

Page 79

• Extra activity 1: Matching game

Display the room flashcards (87-92). Stick the wordcards of a room under each one, but in the wrong order, 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 activity 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.

Page 80

• Extra activity 1: Sentence halves

Pupils close their books. Display the prepared sentence halves (see Materials required on page 168) 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 1: Role play

Make groups of eight. Hand out four room flashcards and wordcards 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.

• Extra activity 2: Mime story

Tell the following simple story to the class. Each time they hear the word monster, they pull a funny face; each time they hear the word drawing, they have to mime drawing; each time they hear the word eating, they have to mime eating; each time they hear watching TV, they lean forward and watch a fixed spot on the wall.

Repeat the story, this time telling it a little faster for the pupils, to make it more fun and to keep the pupils active.

The old monster is a happy monster. He's in the kitchen. Guess what the monster's doing. Is he eating? No, he isn't. Is he watching TV? No, he isn't. Is he drawing? Yes, he is. The old monster's drawing a picture of a fish. Look! Oh, no! What's the monster doing? He's eating the picture of the fish. What a silly monster!

Page 82

• Extra activity 1: Pointing game

Play the game from Page 74 Extra activity 1, using the following words (in any order): Face, fish, five, four, foot, feet, goat, girl, guitar, grandma, grandpa, grey, green, horse, helicopter, hand, happy, hair.

• Extra activity 2: Tic tac toe

Pupils look at the pictures in Activity Book page 80 Activity 8 for one minute. Say Stop. Close your books and put them in your bags. Divide the class into two teams. Draw a 3 x 3 grid on the board. One team is X; the other O. Write numbers 1-9 in the squares. The first team, e.g. the X team, chooses a number in a square, e.g. 2. Ask question 2 below. They must answer it correctly. If they do, erase the 2 and draw a X. If they don't, then leave the 2 for another turn (you can use one of the extra questions). Then the other team has a go. Repeat, with teams taking turns until one of the teams has a line of X or O or the grid is full.

Use the following (or your own) questions:

- 1 Where's the elephant? (In the hall)
- 2 What's the elephant doing? (Opening the door)
- 3 What's the hippo doing? (Reading)
- 4 What's the tiger eating? (A fish)
- 5 What's the giraffe doing? (Drawing)
- 6 What's the lion doing? (Listening to music / Sitting on the sofa)
- 7 Where's the mouse? (In the hall)
- 8 Where's the giraffe? (In the dining room)
- 9 What's the crocodile doing? (Having a bath / Singing)

Extra questions:

Where's the hippo? (In bed) Where's the tiger? (In the kitchen)

Page 83

• Extra activity 1: Role play

Make groups of four. Pupils decide who is who from the story in Pupil's Book page 83 Activity 11. Play the story again (CD4, 30). They act out the story along with the audio.

• Extra activity 2: Room dictation

Hand out Photocopiable activity 11 to pairs of pupils. They prepare the materials if they did not use them for page 79 Extra activity 2.

Do a dictation about the objects and the rooms in the house. Say, e.g. This is my house. In the kitchen, I've got a jacket, a guitar and, oh, my pet bird. In the dining room, I've got ..., etc. Pairs place the objects in the rooms. The pair(s) with the most correct objects in the correct rooms is/are the winners.

Page 85

Extra activity 1: 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.

Unit 12 Party time!

Page 86

Extra activity 1: Guessing game

Display the eight foods (flashcards 93-98 and pictures of an orange and a fish) on the board. Write a number between 1 and 10 under each one. Demonstrate the game for the class. Stick a small piece of paper on the board and secretly write a number under it corresponding to one of the foods. Pupils take turns to guess, e.g. Is it an orange? Is it some cake? Is it a banana? Answer No, it isn't until they guess 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 (93-98).

Page 87

• Extra activity 1: 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 /c/ 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 88

• Extra activity 1: Likes and dislikes

Hand out a set of Photocopiable activity 3 cards from 3B (toys) and 8 (clothes) to each pair of pupils. They put them face up on the desk and review the words. Pupil A says, e.g. I like dolls. I 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 8 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 chocolate? How many pupils in your group don't like chocolate? Collate the information on the board. Repeat for the other foods.

Extra activity 1: Chain game

Say On my plate I've got two bananas. Pupil 1 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. The chain runs for six pupils. Pupils can't repeat the food.

Extra activity 2: Food colours

Photocopiable activity 12. Show pupils your completed food market with different coloured foods. Pupils work in groups of four. Hand out a photocopy to each group. They colour the headings in the correct colours. Hand out magazines to groups. They find pictures of coloured foods, cut them out and stick them on their photocopies. They can also draw foods they know. Elicit the foods and the colours.

Page 90

• Extra activity 1: Pictograms

Review with pupils the foods they like and dislike. Pupils work individually. They write a sentence as in Pupil's Book page 90 Activity 10, drawing two pictures for their likes and two for their dislikes. They can 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. They colour their pictures and cut them out. Collect the pictures.

Put four pairs together. Place four pictures face down on their tables. 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.

Page 91

• Extra activity 1: Class food train

Each pupil writes and draws their favourite food on a large piece of paper, (on one piece of paper for each food). 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.

• Extra activity 2: Spell it

Spell it. You will need to teach or elicit the new words before the pupils play the game: milk, water, bread, juice.

Review Units 9-12

Page 92

• Extra activity 1: Word families

Select three or four flashcards from each of the following groups: colours, face, toys, pets, wild animals, food, funfair, school. Display them 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. 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.

Extra activity 2: Play a game

Play one of the games from Units 9-12 with the class.

Page 93

• Extra activity 1: 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.

Evaluation 1

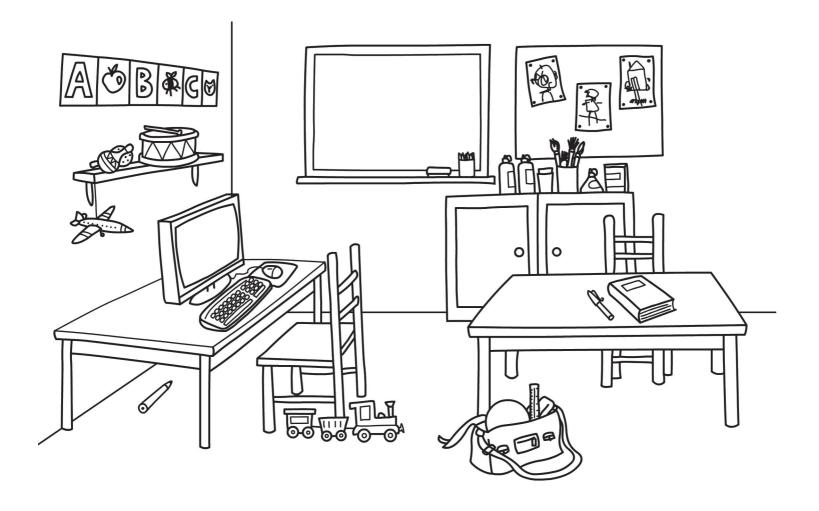
Listening	
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Name: _____





Listen and colour.



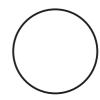












Evaluation 2

Name: _____

Give your monster a name.

My monster's name is ______.

2 Colour the clothes. Colour the face.



3 Talk about your monster.



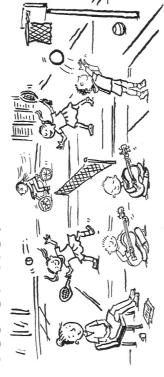
Evaluation 3

Name:

Reading and writing (

Part 1. Look and read.





A boy is playing tennis.

A girl is riding a like. ~

A boy is playing basketball. \sim



There is a woman on a chair. 4

The boys are playing the piano. **^**

Part 2. Look at the pictures Look at the letters.Write the words.





9

keca



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clocethoa rugre



9

10

naaan

