CAMBRIDGE

Second Edition

Kid's Box

Teacher's Book

Perfect preparation for
Cambridge English: Young Learners (YLE)

Starter

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Language summary

	Key vocabulary	Key grammar and functions	Revision
1 Hello! page 4	**Character names:** *Marie, Maskman, Monty* **Numbers:** *one, two, three, four, five, six*	*What's your name?* *I'm …* *How old are you?* *I'm …*	
2 My class page 10	**Classroom objects:** *bag, book, chair, eraser, pencil, table*	**Imperatives:** *open your books, close your books, stand up, sit down, listen, look, point* *What's this?* *It's a …*	character names, numbers *1–6* *Hello, Goodbye, What's your name? I'm (Marie). How old are you? I'm (six).*
Marie's maths Shapes page 16	*circle, triangle, square*		*How many (triangles)?*
Trevor's values Ask nicely page 17	*Pass me the … please.* *Here you are.* *Thank you.*		
3 My colours page 18	**Colours:** *black, blue, brown, red, white, yellow*	**Adjectives:** *It's red.* *It's a red pencil.* *What's your favourite colour?* *It's …*	classroom objects numbers *1–6* *How many (yellow pencils)?* *Point to (a white eraser).*
4 My toys page 24	**Toys:** *ball, bike, car, doll, kite, robot*	*Where's …?* *It's here.* *… isn't here.*	colours, classroom objects, shapes, numbers *1–6*, imperatives *What colour is it? What colour's your eraser? It's (black). What's your favourite (toy)? It's a (robot). Please. Thank you.*
Marie's art Butterfly colours page 30	*orange, green, pink*		colours *What colour is it?*
Trevor's values Giving page 31	*Mummy, Daddy* *Here's a … for you.*		classroom objects, toys *What's this? It's a (pencil).* *Pass me the (pencil), please.* *Here you are. Thank you.*

Review 1 2 3 4 page 32

	Key vocabulary	Key grammar and functions	Revision
5 My house page 34	**Home:** *bedroom, kitchen, living room, bed, door, sofa*	*He's …* *She's …* *in, on, under*	colours, numbers *1–6*, toys *chair, table, Where's (the ball)? It's here. It's a (robot). Open the door, please. What colour's (your bedroom)? It's (red).*
6 My body page 40	**The body:** *arm, eye, hand, head, leg, mouth*	*I've got …*	colours, numbers *1–6*, classroom objects, toys *favourite, How many (eyes)? Where's your (hand)? What colour (are your eyes)?*
Marie's technology Wood and trees page 46	*house, tree, wood*		*bed, chair, door, house, table*
Trevor's values Take turns page 47	*Let's play pairs.* *OK.* *You start.* *It's my turn.*		*bed, bike, chair, doll, kite, robot, sofa, table*
7 My animals page 48	**Animals:** *bird, dog, duck, fish, frog, tiger*	*I can …* *I can't …* *fly, jump, swim*	toys, numbers *1–6*, colours, imperatives *I've got a (ball). It's (yellow and blue). What's your favourite (animal)? How many (fish)? What colour's (a frog)?*
8 My food page 54	**Food:** *cake, chips, egg, fruit, milk, tomato*	*I like …* *I don't like …*	colours, numbers *1–6*, toys, imperatives *I've got (tomatoes). Here's a (doll). Thank you, Daddy. What's your favourite (food)?*
Marie's Science Life cycles page 60	*frog's eggs, tadpole, water*		colours, animals *egg, fly, legs, jump, swim, can/can't*
Trevor's values Share page 61	*Let's share*		food *Here you are. Thank you. I've got (water). I haven't got (water). I like (cake).*
Review 5 6 7 8 page 62			

Introduction

Kid's Box introduces pupils to the pleasures of learning English and enables them to consistently improve throughout the seven books in the series. The Starter level focuses on developing pupils' abilities in listening and speaking whilst levels 1 to 6 focus on all the four skills – listening, speaking, reading and writing. All seven levels of *Kid's Box* challenge learners cognitively and help 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. 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 of *Kid's Box* 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 of the Starter Class Book are based around three toy characters – a mouse (Monty), an action figure (Maskman) and a doll (Marie). 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 (YLE) Tests

In *Kid's Box* 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 the Starters test, cycle 2 with the Movers test, and cycle 3 with Flyers. The Starter level gives pupils a head start so they can move into the YLE syllabus with ease. *Kid's Box* 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 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 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 test, Flyers, is roughly equivalent in language level to Key (KET) for Schools. The Young Learners tests are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit: www.cambridgeenglish.org/exams-and-qualifications/

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

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

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

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

The Common Reference Levels offer a description of what a language learner 'can do' at different stages of the learning process.

The Language Portfolios for levels 1 to 6 are 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

The new Starter Level offers a Class Book with CD-ROM, Class Audio CDs, Flashcards, Teacher's Book, Teacher's Resource Book, Presentation Plus, Interactive DVD and Posters. Levels 1 to 6 of *Kid's Box* include a Pupil's Book, Activity Book, Class Audio CDs, Teacher's Book, Teacher's Resource Book, Presentation Plus, Online Resources, Interactive DVD, Language Portfolio, Tests CD-ROM and Posters. There are also Flashcards for Levels 1 to 4.

Class Book

This 64-page full-colour book consists of eight units. After alternate units there is both a Content and Language Integrated Learning (CLIL) page to learn about other subjects through English and a Values page to develop social awareness. After each set of four units there is a Review section.

Each unit is six pages in length, with each page providing sufficient material for one lesson. The lessons include a variety of interesting and motivating activities such as songs, chants, craft activities, guessing games and puzzles. The pupils will have fun doing the activities and you will find that they stimulate their creativity too.

The series' strong cast of characters appears throughout the book and their antics are played out in a picture story in each unit.

At the end of the book there are six coloured stickers for each unit illustrating key vocabulary items. Pupils use these stickers to complete bright and entertaining pictures whilst reviewing key grammar and vocabulary.

Interactive CD-ROM

The Starter CD-ROM comprises a song, a game and three new interactive exercises for every unit. It recycles course content for extra practice and reinforcement and can be used independently by learners or in the classroom with an Interactive Whiteboard or projector.

Class Audio CDs

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

Teacher's Resource Book with Online Audio

The Teacher's Resource Book contains a wealth of photocopiable activities to help with mixed ability classes. There are two reinforcement and two extension worksheets for every unit, as well as song and story worksheets for further exploitation.There are also extra listening activities with online audio.

Interactive DVD

As you navigate your way through the *Kid's Box* department store on our interactive DVD, you will find animated versions of the stories in the book department, animated versions of the songs in the music department, video documentaries in the TV department, craft activities and games in the toy department and interactive games in the computer department.

Teacher's Book

This 144-page interleaved Class and Teacher's Book provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all activities, an overview of the syllabus for each level, extra activities and photocopiable pages.

Teaching notes

The teaching notes provide step-by-step guidelines for each page. Lesson objectives are clearly described and the materials needed for each lesson are specified. Each lesson starts with a *Warmer* and finishes with an *Ending the lesson* activity. There are Extra activities provided for each lesson for times when you need even more material. These Extra activities only appear in the Teacher's Book and there are suggestions in the teaching notes as to when each activity should be used in the lesson. They are not designed only for the end of the lesson.

Photocopiable pages

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

Presentation Plus

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

Posters

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

Flashcards

There are 78 flashcards to accompany *Kid's Box* Starter. These colourful flashcards illustrate the key vocabulary items of each unit on one side and have the words on the other. They are large enough for all pupils to see and there are numerous ideas of how to use them in the Teacher's Book for each lesson.

What does *Kid's Box* offer?

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

- **Humour through the characters and the stories**
  'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn', John Lubbock.
  For 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 in 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.
- **Creativity and learning through action and activity**
  '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. Drawing, colouring, 'make and do', songs, games and chants are all activity types which form an integral part of the learning process. These enable pupils to be creative and they help to anchor knowledge more effectively. It's only through repeated practice that skills, awareness and understanding can be developed.
- **Connecting to the world outside the classroom**
  'A child educated only at school is an uneducated child', George Santayana.
  The CLIL sections bring the outside world into the classroom so that pupils learn about the world around them as they learn English. 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.
  'I like a teacher who gives you something to take home to think about besides homework', Lilly Tomlin (Edith Ann).
- **Discovery and the development of learner autonomy**
  'The object of teaching a child is to enable him to get along without his teacher', Elbert Hubbard.
  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 and other activities to develop learner autonomy. 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. In this instance we should stand back a little from

the activity and monitor and assist when necessary.

- **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* and in particular in the Values sections of the Class Book.

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 don't talk about 'intelligence' any more, we talk about 'intelligences'.

The activities in *Kid's Box* are designed to stimulate these different intelligences. This means there will always be something to appeal to every learner.

- **Linguistic intelligence:** sensitivity to the written and spoken word and the ability to learn languages.

  It is a core element of any language course, and in *Kid's Box* this is exploited in combination with the other intelligences.

- **Interpersonal intelligence:** effective communication with others.

  Communication activities have been incorporated from the Starter Level onwards. It is a vital aspect of language learning and is essential in making younger learners aware that language is a tool for communication and not just another school subject. Communication activities help interpersonal skills, encouraging children to work together and develop important communication strategies.

- **Intrapersonal intelligence:** expression of inner thoughts and feelings.

  Throughout the course there are various reflective activities, for example 'end of unit stickers' and the personalisation activities, which help pupils become more aware of themselves.

- **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 a song as well as occasional 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. We feel they are vital and extremely motivating.

- **Visual-spatial intelligence:** expression and understanding through the visual world.

  This intelligence is one of the key ways that children learn. In *Kid's Box* there is a range of ways in which pupils' visual-spatial intelligence is supported and developed, such as the full colour illustrations, the flashcards and the drawing and colouring activities.

Tips for teachers

Preparation

- In order to guarantee a positive learning experience, pupils need to be properly prepared before doing any task. Ensure they have the language they need to carry out an activity and that they know exactly how to do it.
- Before starting an activity, demonstrate it. For pair-work activities, choose an individual pupil to help you. Do the first question of the pair-work 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

'A good teacher, like a good entertainer, first must hold his audience's attention, then he can teach his lesson', John Henrik Clarke.

- Try to move around the classroom while explaining or doing the activities. Circulating among the pupils enables you more effectively to supervise and monitor those who may need more attention at times.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils themselves 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 pair work, 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

- While speaking activities which involve movement around the classroom can make the class more lively and dynamic, they will also 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

Classroom language

The following language appears at the end of Class Audio CD 2.

CD 2, 50

1 Greetings

Hello.
Good morning.
Good afternoon.
Goodbye.
See you tomorrow.

CD 2, 51

2 Classroom activities

Open your Pupil's Book.
Close your Activity Book.
Look at page 1.
Look at the picture.
Look at the flashcard.
Look at the board.
What can you see?
Look at me.
Look at your partner.
Listen to the CD.
Listen to me.
Listen to your partner.

CD 2, 52

3 Songs and chants

Let's sing a song.
Let's say a chant.
Clap your hands.
Click your fingers.
Stamp your feet.
Make a circle.
Watch me, please.
Do the actions.
All together.

CD 2, 53

4 Stories

Let's listen to a story.
Listen to the next part.
Who wants to act out the story?
Who wants to be Maskman?
Can you remember the story?
What happens?

CD 2, 54

5 Crafts and projects

Find your felt tips.
Have you got some paper?
Have you got some glue?
Fold here.
Cut out the picture.
Cut here.
Stick the pictures on the card.

CD 2, 55

6 Classroom management

Sit down, please.
Stand up, please.
Come here, please.
Work in pairs.
Hands up!
Open your books.
Close your books.
Have you got a pen?
Have you got a pencil?
Have you got an eraser?
Have you got a sharpener?
Have you got a ruler?

CD 2, 56

7 Praise

Good.
Very nice.
Well done.
That's lovely.
That's very good.
I'm pleased with you today.
Much better.

CD 2, 57

8 Taking turns

Take it in turns.
It's your turn.
Wait a moment. It isn't your turn.
One at a time.

CD 2, 58

9 Discipline

Quietly, please.
Sssshhhh.
There's a lot of noise today.
Be quiet, please.

1 Hello!

1 2 CD1 Listen and point.

2 3 CD1 Say the chant.

OBJECTIVES: By the end of the lesson, pupils will be able to introduce themselves and name the toy characters in *Kid's Box Starter*.

• TARGET LANGUAGE

Key language: *What's your name? Hello, Goodbye, I'm* (name)
Additional language: numbers *1–3, mouse, star, Monty, Maskman, Marie, look, listen, repeat, wake up, walk and talk, watch me, please, close your books, stand in line, time to go, sit down, here we go*

• MATERIALS REQUIRED

Character flashcards (1–3)
Photocopiable 1a–c (see pages T64–T66), copied onto thin card (all three masks for each pupil), scissors, a piece of elastic for each mask, crayons
A set of three character masks completed for demonstration
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 1 Reinforcement worksheet 1 (page 7)

Warmer

- Greet the pupils. Wave and say *Hello. I'm* (your name). Point to yourself. Go up to a pupil and repeat. Add *What's your name?* The pupil responds *I'm* (pupil's name). Repeat with four or five different pupils. Pupils then ask each other.

Presentation

- Hold up each character flashcard in turn and say the name. Pupils repeat.
- Stick the character flashcards on the board. Elicit the names. Say the names in different ways. Pupils repeat in the same way: loudly, quietly, as a question and as if surprised.
- Point to the flashcard of Monty. Say *Monty's a mouse. Mouse. Eek, Eek!* (squeak like a mouse). Pupils repeat *Mouse* and the noise.

PB4. ACTIVITY 1. *Listen and point.*

- Say *Look at me.* Hold up your book and open it. Say *Open your books. Open your books at page 4.* Hold up four fingers. Point to the page number in the book. Pupils do the same. Show your book to check pupils have the right page.
- Draw a simple star shape on the board. Make it the same as the hidden blue star with the face in the picture. Point to it and say *It's a star.* Pupils repeat *star.* Point to your book and say *Where's the star?* Pause to give pupils time to look. They check in pairs, and then hold up their books to show you. Point to the star in the picture. Say *Here it is.* Pupils repeat.
- Stick the character flashcards on the board. Elicit the names. Point to one of the flashcards. Pupils point to the same character in their books. Repeat.
- Say *Listen* and cup your hand behind your ear. Play the CD. Pupils listen.
- Say *Listen and point. Monty? Marie? Maskman?* Hold up your book and point to the characters. Say *Listen and point* again. Play the CD again. Pupils listen and point to the characters in their books as they introduce themselves.

CD 1, 02

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MARIE: Hello. I'm Marie. What's your name?
MONTY: Hello. I'm Monty. I'm a mouse.
… Hello! I'm Monty. What's your name?
MASKMAN: I'm … Maskman!
MARIE: Hello, Maskman! I'm Marie.
MASKMAN: Hello, Marie.

PB4. ACTIVITY 2. *Say the chant.*

- Divide the class into three groups: Monty, Maskman and Marie. Play the CD. Pupils listen and stand when they hear their character's name. Play the CD again. This time pupils stay seated. Teach the actions: Before the chant = head on the desk, eyes closed; *Wake up! Wake up!* = head up, open eyes, rub eyes; *Monty, Maskman Marie* = stand up; *Walk and talk now* = take two steps, hands by side; *One … two … three* = march and count in time.
- Write numbers *1, 2, 3* on the board and say them. Pupils repeat. Play the CD again. Pupils do the actions.
- Say *Listen* and *repeat.* Play the chant again. Pupils listen and repeat each line. Practise the chant.

CD 1, 03

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Photocopiable 1a–c: see pages T64–T66

- Show pupils your completed character masks. Say *Let's make the masks.* Hand out Photocopiable 1a–c (pages T64–T66). Pupils colour the masks. Demonstrate cutting out a mask. Pupils cut out their masks. Make two holes at the side of each pupil's mask. Give out the elastic. Demonstrate threading the elastic through the holes and tying a knot. Pupils thread the elastic and put on their masks.
- Demonstrate three poses: Maskman: clench your fists and show your arm muscles. Marie: put one hand on your chin as if thinking. Monty: cup your hands on your head to represent mouse ears. Say each name and do the pose. Pupils copy.
- Put on the Maskman mask and ask a pupil to put on the Marie mask. Do the Maskman pose. Say *Hello, I'm Maskman. What's your name?* The whole class repeats. The 'Marie' pupil says *Hello, Maskman. I'm Marie.* Encourage the pupil to use Marie's voice and to do the Marie pose. The whole class repeats. Repeat with the Monty mask.
- Divide the class into groups of three. Each pupil chooses a mask, so that each group has one of each character. They practise greeting each other and asking *What's your name?*
- Pupils write their names on the masks. Collect them at the end of the activity to use in future lessons.

Extra activity (if time)

- Teach the following routine, with appropriate actions.
  Close your books. *Time to go!*
  Stand in line. *Goodbye! Goodbye!*

Optional activity

- Unit 1 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 7).

Ending the lesson

- Put the character flashcards on the board. Wave at each one and say, e.g. *Goodbye, Monty.* Repeat and this time pupils wave and say *Goodbye,* (character's name) with you. This activity can be repeated at the end of each lesson.
- Say the closing routine (see Extra activity above).

OBJECTIVES: By the end of the lesson, pupils will have practised introductions and be able to understand and use numbers *1–3*.

• TARGET LANGUAGE

Key language: *Marie, Maskman, Monty,* numbers *1–3*
Additional language: *tick, draw*
Revision: *Hello, I'm* (name). *What's your name?*

• MATERIALS REQUIRED

Character masks from previous lesson, one set for each pair of pupils (or materials listed on page T4 if your pupils haven't made the masks yet)
Extra activity 1: two rolled-up newspapers

Warmer

- Say/Teach the following opening routine. Pupils can join in with the words and actions when they feel confident:
  Good morning/afternoon!
  Hello! Hello!
  Sit down, please.
  Here we go!
- Say *Hello! I'm* (your name). Ask several pupils *What's your name?*
- Play the chant from the previous lesson (CD 1, 03). Pupils join in and do the actions.
- Say *Sit down, please.* Repeat the last line of the chant and clap: *One* (one clap), *two* (two claps), *three* (three claps). Pupils copy. Repeat. Invite a pupil to say the numbers and clap the correct number of times. Repeat with different pupils.

PB5. ACTIVITY 3. *Listen and tick (✓).*

- Review the character names, using the flashcards. Show a flashcard, covering half with a blank piece of card, e.g. show Marie from the waist down. Ask *Maskman? Marie? Monty?* Pupils say, e.g. *Marie.* Show the flashcard and say, e.g. *Yes, Marie! Hello, Marie!* Pupils repeat, *Hello, Marie!* Repeat with the other flashcards.
- Say *Open your books at page 5, please.* Hold up five fingers. Hold up your book to check pupils have the right page. Point to the page number in the book. Pupils do the same. Point to the pairs of pictures. Stick the flashcards of Maskman and Monty on the board. Say *Listen and look.* Cup your hand behind your ear. Point to first pair of pictures in the book. Play the example on the CD. Put a large tick next to the flashcard of Monty on the board. Say *Tick.* Point to the correct picture in the book and the tick.
- Say *Listen and tick.* Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Play the CD. Stop after each one for pupils to think and tick. Pupils check answers in pairs. Play the CD again. Elicit answers.

Key: 2 Marie, 3 Maskman, 4 Monty

CD 1, 04

1. **MONTY:** Hello. I'm Monty.
2. **MARIE:** Hello. I'm Marie.
3. **MASKMAN:** Hello. I'm Maskman.
4. **MONTY:** Hello. I'm Monty.

Practice

- Demonstrate the activity. Put three different character masks in front of a confident pupil. Say (without acting) *I'm Monty.* Gesture that the pupil needs to give you the correct mask. Put it on and say, in a 'Monty' voice, *Hello. I'm Monty. What's your name?* The pupil chooses one of the other masks, puts it on and answers, e.g. *I'm Maskman.*
- Pupils work in pairs. Each pair has the three character masks. Pupil A chooses a character and says *I'm* (name of the character). Pupil B finds the correct mask. Pupil B chooses one of the other two masks and says *I'm* (name of the character). Pupil A finds the correct mask. They put their masks on and practise greetings, using the character voices.

PB5. ACTIVITY 4. *Look and draw. Say the number.*

- Write *1, 2, 3* on the board. Elicit the numbers. Pupils practise the numbers in order. Point to one of the numbers. Pupils repeat in chorus. Ask a pupil to say the three numbers in order. Point to the numbers in a different order. The pupil says them. Repeat with different pupils.
- Focus pupils on Activity 4. Say *Look and draw.* Mime drawing a line as in the example, linking all the numbers that are the same. Make sure pupils understand that they are looking for, e.g. three number 3s. They are not matching colours. Say *Look! Three, three and three. I draw a line.* Pupils work individually or in pairs. They draw lines for each set of numbers. Monitor and help as necessary. Elicit the number for each set.

Key: 2 2, 3 1, 4 3

Extra activity 1 (if time)

- Practise the character mimes from Activity 2 in the previous lesson (see page T4). Say one of the character names. Pupils all do the correct mime. Repeat, getting faster and faster.
- Divide the class into three groups. Point to the first group and say *One.* Point to the second group and say *Two.* Point to the third group and say *Three.* Give instructions for each group. Say, e.g. *Two, Maskman!* The pupils in Group 2 only do the Maskman mime. Say *One, Marie.* The pupils in Group 1 do the Marie mime, and so on. Speed up so it is challenging for pupils to follow. Say two groups as the pupils get used to the game, e.g. *One and Three, Monty!*

Extra activity 2 (if time)

- Divide the class into two teams. Display the character flashcards 1–3 on the board (picture side). Teams line up facing the board. Hand a rolled-up newspaper to the first pupil in each team. Say one of the character names. Pupils race to touch the correct flashcard with their newspaper. The first to do this wins a point for their team. The two pupils go to the back of the team. Hand the newspapers to the next two pupils at the front and continue. Repeat characters to make it more challenging. When all pupils have had a go, the team with the most points is the winner.

  Note: If you don't wish to use newspapers, pupils can touch the correct flashcard instead.

Ending the lesson

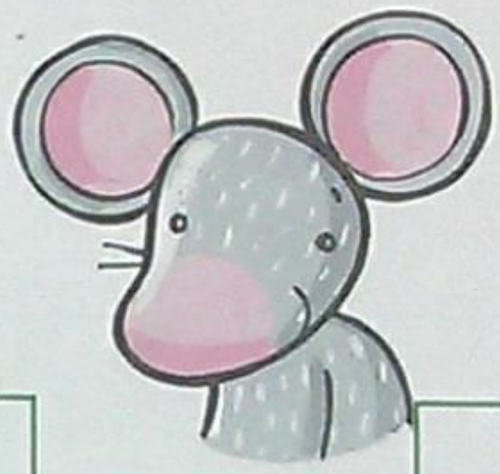
- Write numbers *1, 2, 3* on the board and elicit the words. Say a number, e.g. *Two* and clap twice. Pupils copy. Say a different number, e.g. *Three* and clap three times. Repeat several times. Say a number. Pupils clap the correct number of times. Repeat with different numbers from *1* to *3*.
- Say the closing routine (see page T4). Pupils can join in with the words and actions.

3 CD1 Listen and tick (✓).

1

✓

2



3

4

4 Look and draw. Say the number.

1

3	1	2
3	3	1
2	1	3

2

1	3	2
3	2	2
3	1	2

3

2	3	1
3	1	2
1	1	3

4

2	1	1
1	3	2
3	3	3

Marie Maskman Monty one two three What's your name? I'm ...

5 Listen and point. Sing the song.

OBJECTIVES: By the end of the lesson, pupils will be able to understand and use numbers *1–6*, understand *How old are you?* and sing a song.

• TARGET LANGUAGE

Key language: numbers *1–6*
Additional language: *How old are you? I'm (four), bird, baby, sing, Let's sing a song.*
Revision: *Hello*

• MATERIALS REQUIRED

Character flashcards (1–3)
Number flashcards (4–9)
Extra activity 2: classroom objects, e.g. six books, six pencils, six erasers
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 1 Reinforcement worksheet 2 and/or Unit 1 Song worksheet (pages 8 and 11)

Warmer

- Say the opening routine (see page T5). Pupils can join in with the words and actions.
- Stick the number flashcards 1, 2, 3 on the board (picture side up) in the wrong order (e.g. 3, 1, 2). Elicit the numbers. Ask a pupil to come and put the cards in the correct order. The pupil says the numbers. The whole class says the numbers. Repeat with two or three more pupils.

Song

- Stick the number flashcards 4, 5, 6 on the board after 1, 2 and 3. See if any of the pupils already know how to say these numbers in English. Say each number. Pupils repeat. Point to the flashcards in order. Pupils say them in chorus several times. Point to individual flashcards. Elicit the number from the whole class.
- Teach *How old are you?* Ask a pupil the question. The pupil responds *I'm …* (help them with the number if they are older than six). Repeat with other pupils around the class.

PB6. ACTIVITY 5. *Listen and point. Sing the song.*

- Say *Open your books at page 6, please.* Help pupils find the page. Hold up your book and point to the page number. Point to the large owl and say *Look! A bird!* Point to all the baby owls and say *Birds. Baby birds.* Count the baby owls aloud as you point at them: *One, two, three, four, five, six baby birds!*
- Say *Listen and point.* Cup your hand behind your ear. Play the CD. Pupils point at the birds in turn, as they hear the numbers on their T-shirts. Hold up your book and demonstrate.
- Say *Let's sing a song.* Play the CD again. Pupils join in with the song. Play the CD one or two more times to give pupils confidence to sing. Pupils stand up and sing the song together.

CD 1, 05

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm one, I'm one, I'm one.

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm two, I'm two, I'm two.

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm three, I'm three, I'm three.

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm four, I'm four, I'm four.

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm five, I'm five, I'm five.

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm six, I'm six, I'm six.

CD 1, 06

Now sing the song again. (Karaoke version)

Extra activity 1 (if time)

- Ask six pupils to come to the front. Give each pupil a number flashcard, in random order. The pupils each say their number. They stand in the correct order, 1 to 6 from left to right. Elici the numbers again. Repeat with six more pupils.

Extra activity 2 (if time)

- Hold up different numbers of classroom objects, e.g. five pencils. Pupils say the number. This game can also be played ir pairs.

Optional activity

- Unit 1 Reinforcement worksheet 2 and Unit 1 Song worksheet from the *Starter Teacher's Resource Book* (see pages 8 and 11 of the *Starter Teacher's Resource Book*).

Ending the lesson

- Say numbers *1* to *6* in order. For each number hold up the correct number of fingers. Pupils repeat the numbers and copy you. Say a number. Pupils hold up the correct number of fingers. Repeat with different numbers, getting faster and faster.
- Say the closing routine (see page T4). Pupils can join in with the words and actions.

OBJECTIVES: By the end of the lesson, pupils will be able to ask and answer about age.

• TARGET LANGUAGE

Key language: numbers *4–6*, *How old are you? I'm (four).*
Additional language: *birthday, candle, Happy birthday!*
Revision: numbers *1–6*

• MATERIALS REQUIRED

Number flashcards *1–6* (cards 4–9)
Extra activity 2: CD with music for *Happy Birthday to you* (or music from the Internet)
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 1 Extension worksheet 1 (page 9)

Warmer

- Say the opening routine (see page T5).
- Start to draw a number between *1* and *6* on the board, very slowly. Pupils guess which number it is. Ask a pupil to come to the board and complete the number. Repeat for the other numbers.

PB7. ACTIVITY 6. *Look and draw. Say the numbers.*

- Say *Open your books at page 7, please.* Help pupils find the right page. Point to the first domino and the figure 2. Say *Trace.* Follow the shape of the number with your finger.
- Point to the two dots and say *Look. Draw two. One, two.* Make sure pupils understand that they need to trace over the number, and then draw the correct number of dots.
- Pupils work individually. They read and trace the figures and draw dots. Copy the remaining five dominoes on the board. Pupils check in pairs. Then check with the class. Ask pupils to come and draw the correct number of dots and say the number aloud.
- Early finishers can circle the domino which shows their own age or draw a new domino to show their age. Help them with this if they are older than six.

PB7. ACTIVITY 7. *Listen and circle.*

- Focus pupils on the pictures. Hold up your book. Point to the candles on the first cake in picture 1 and say *Two candles? Three candles?* Pupils respond *Three.* Repeat with the rest of the cakes.
- Say *Listen and circle.* Draw a circle on the board as you say *circle.* Play number 1 and elicit the answer (Three). Point to the circle around the cake with three candles. Demonstrate how to circle the picture of the cake in the book. Make sure pupils know that they have to circle one of the pictures each time. Tell them to use pencil, not pen.
- Play the rest of the CD. Stop after each answer for pupils to think and circle. They check in pairs. Play the CD again. Stop after each answer and check with the class.

Key: 2 second picture (6 candles), 3 second picture (5 candles), 4 first picture (4 candles)

CD 1, 07

1.
How old are you?
I'm three.
2.
How old are you?
I'm six.
3.
How old are you?
I'm five.
4.
How old are you?
I'm four.

Extra activity 1 (if time)

- Say *How old are you?* Pupils repeat. Say the question loudly, quietly, whispering, etc. Pupils repeat in the same way.
- Pupils work in pairs. Pupil A draws a cake with candles on (in secret). He/She chooses a number between *1* and *6*. Pupil B draws a cake without any candles. Pupil B then asks *How old are you?* Pupil A responds according to the number of candles he/she has drawn, e.g. *I'm four.* Pupil B then draws the correct number of candles on his/her empty cake. Pupils compare pictures. They then swap roles and repeat.

Extra activity 2 (if time)

- Teach the class *Happy birthday to you.* Use a CD with the appropriate music or find the music and words online.
- Tell pupils that British people sing this before someone blows out the candles on their cake. Sing this song with the class when someone has a birthday.

Optional activity

- Unit 1 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 9).

Ending the lesson

- Draw a cake on the board with no candles on it. Hand one of the number flashcards to a pupil. Say *It's your birthday! Happy birthday!* Gesture at the number card and ask *How old are you?* The pupil responds with the number on the flashcard, e.g. *I'm two.* Ask the pupil to come and draw the correct number of candles on the cake. Clean the board and repeat with four or five more pupils.
- Say the closing routine (see page T4).

6 Look and draw. Say the numbers.

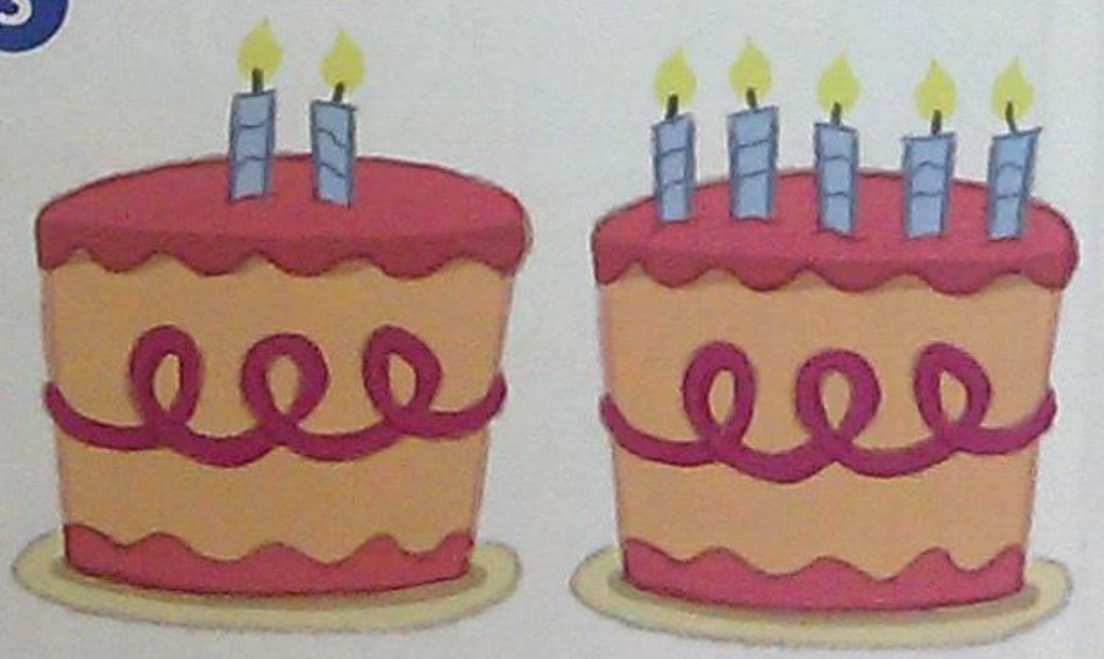
2 ●●	6	3
5	1	4

7 CD1 Listen and circle.

1

2

3



4

four five six How old are you? I'm ...

8 Listen to the story.

CD1

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: *Let's listen to a story, look, let's play, yes*
Revision: numbers *1–6*, *How old are you? I'm (four)*, character names and vocabulary from Unit 1

• MATERIALS REQUIRED

Character flashcards (1–3)
A4 pieces of card or paper, one for each pupil, with a number between *1* and *6* on each piece
Extra activity: small ball or counter to act as a pretend dice (one for each group of three pupils), set of character masks for each group of three pupils (see Photocopiable 1a–c, pages T64–66)
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 1 Extension worksheet 2 (page 10) and/or animated version of the Unit 1 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine (see page T5).
- Place the flashcards on the board and elicit the names. Say, e.g. *Maskman* and clap twice. Pupils repeat. Repeat for the other flashcards with a different action for each character (e.g. stamp feet for Monty, snap fingers for Marie). Point to a flashcard. Pupils say the name and do the action.

Story

PB8. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 8, please.* Help pupils find the right page. Say *Look at the pictures. Point to Maskman.* (Pupils point.) *Point to Marie.* (Pupils point.) Do the same for Monty. Hold up your book. Point to the small numbers in the corner of each picture. Count aloud *One, two, three, four, five, six*, to check pupils know the order to follow as they listen. Say *Let's listen to a story. Listen and point to the pictures.* Play the CD. Pupils listen and point the first time.
- Say *Listen and look. Who is six? Maskman, Monty or Marie?* Play the CD again. Pupils check their answer in pairs. Check with the class (Maskman).
- Play the CD again. Stop after each picture to check understanding. Point to the picture and ask, e.g. *How old is Monty?* (Four) *How old is Marie?* (Five). Elicit answers from the whole class. It is important for pupils to enjoy the story at this stage. They should not feel pressure to 'get the answers right'.

CD 1, 08

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MONTY: Look! Let's play *How old are you?*
MASKMAN & MARIE: Yes.

MARIE: How old are you, Monty?

MASKMAN & MARIE: Oooh!
MONTY: I'm four! … How old are you, Marie?

MONTY: Oooh!
MARIE: I'm five! … How old are you, Maskman?

MASKMAN: Oh no! I'm … err … umm …

MASKMAN: Yes! I'm six! … I'm six.

Class game

- Demonstrate the game. Give out four or five of the pieces of card with numbers. Pupils look at the number on their card and remember it. Take a number yourself. Make sure it is the same number as one of the numbers given out. Look at your number and hold it up to show the class. Say *I'm …* and elicit the number on your card, e.g. *Five*. Say the sentence *I'm five*.
- Ask one of the pupils with a number *How old are you?* The pupil responds according to the number on his/her card, e.g. *I'm three*. Hold up your card and say, e.g. *I'm not three. I'm five. No. That's not right.* Move to a different pupil and ask *How old are you?* in the same way. Repeat until you find a pupil with the same number as you. The pupil responds *I'm five*. Say *Yes! I'm five!* Stand next to the pupil. Show the class that you are a pair because you both have the same number card.
- Practise the question *How old are you?* with the class. Say the question. Pupils repeat in chorus. Choose individual pupils to say the question. Repeat with *I'm six*.
- Mix up all the cards. Hand them out at random around the class, so that each pupil has a number between 1 and 6. Pupils stand up and walk around the class. They ask *How old are you?* until they find a partner with the same number.
- Monitor carefully. Make sure pupils are using English, not showing each other their number cards.

Extra activity (if time)

- Pupils act out the story. Make groups of three. Point to each pupil in the groups and say *Monty, Maskman, Marie*, so they know which character they are. They put on their character masks. Hand out a small ball or counter to each group to act as the dice, if you wish.
- Play the CD for pupils to act only the first time. They mime throwing the 'dice' as the characters do. Play the story again. Encourage pupils to join in with the characters' lines and the extra noises they make.

Optional activities

- Unit 1 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 10).
- The animated version of the Unit 1 story from *Kid's Box Starter Interactive DVD*. See pages 34–36 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say *One*. Draw a *1* in the air with your finger. Repeat with the other numbers up to six in sequence. Pupils draw the numbers in the air. Continue, but say the numbers at random. Pupils work in pairs. They take turns to say a number. Their partner draws it in the air.
- Say the closing routine (see page T4).

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit
Additional language: *balloon, stick, talk to Maskman*
Revision: numbers *1–6*, *Hello*, *I'm* (name), *What's your name? How old are you? I'm (four).*

• MATERIALS REQUIRED

Maskman mask for the teacher
Number flashcards (4–9)
Extra activity 1: one Maskman mask for each pair of pupils
Optional: *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine (see page T5).
- Say a number between *1* and *6*. Pupils write the number (not the word) in their notebooks. Repeat with different numbers until you have said all six. Say the numbers again in the same order. Pupils check in pairs. Elicit the numbers and write them (as figures) on the board.

PB9. ACTIVITY 9. *Listen and stick.*

- Say *Open your books at page 9, please.* Help pupils find the right page. Pupils prepare the stickers of the balloons. Point to one of the balloons. Say *Look! A balloon!* Pupils repeat *Balloon.* Count the balloons aloud with the pupils.
- Hold up the stickers and say *Listen and point.* Play the CD. Pupils listen and point at the correct balloons. They don't take the stickers off the page. Play the CD again. Pupils listen and point at the children in the book. Check they are pointing at the correct child each time.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place. Play the CD. Stop after each answer. Check pupils have the correct sticker and the right position. Pupils stick the stickers in the correct place. Monitor around the class to check.

CD 1, 09

1.
How old are you?
I'm three.
2.
How old are you?
I'm five.
3.
How old are you?
I'm one.
4.
How old are you?
I'm two.
5.
How old are you?
I'm six.
6.
How old are you?
I'm four.

PB9. ACTIVITY 10. *Talk to Maskman.*

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question. Ask one of the pupils the question, still acting and speaking like Maskman. The pupil responds *I'm* (pupil's name) or *I'm* (pupil's age), as appropriate. Continue asking the two questions around the class, until you have asked each pupil at least one question.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 1, 10

Hello … I'm Maskman!
What's your name?
How old are you?

Extra activity 1 (if time)

- Pupils prepare the Maskman mask (see instructions on page T4), if they have not done so in a previous lesson. Pupils work in pairs. Pupil A puts on the mask, stands like Maskman and says (in a 'Maskman' voice) *Hello. I'm Maskman! What's your name?* Pupil B responds *I'm* (pupil's name). Pupil A says (still acting as Maskman) *How old are you?* Pupil B responds *I'm* (pupil's age). They swap roles.

Extra activity 2 (if time)

- Ask a pupil to come and stand at the front, facing the board. Stand so that the class can see you. Trace a large number three with your finger on the pupil's back. (Alternatively, if you prefer, you can trace numbers on the desk for this activity.) Repeat the drawing. Ask the pupil *How old are you?* The pupil responds with the number you have traced (*I'm …*). Check with the class. Repeat with different pupils and different numbers.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the unit.
- Say the closing routine (see page T4).

9 CD1 Listen and stick.

10 CD1 Talk to Maskman.

2 My class

1 11 CD1 Listen and point.

2 12 CD1 Say the chant.

OBJECTIVES: By the end of the lesson, pupils will have named different classroom objects and learnt a chant.

• TARGET LANGUAGE

Key language: *bag, book, chair, eraser, pencil, table*
Additional language: *What's this? It's a ..*
Revision: numbers *1–6, How old are you? I'm (four), star*

• MATERIALS REQUIRED

Character flashcards (1–3)
Classroom object flashcards (10–15) and real classroom objects
One set of character masks from Unit 1 (see pages T4 and T64–T66)
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 2 Reinforcement worksheet 1 (page 13)

Warmer

- Say the opening routine from Unit 1 (see page T5). Pupils join in with the words and actions.
- Sing the song from Unit 1 (CD 1, 05) with the pupils. They hold up the correct number of fingers for each verse.

Presentation

- Teach the new words, using flashcards and realia. Hold up each flashcard/object in turn. Say the word. Pupils repeat in chorus. Hold up the flashcards/objects in a different order. Pupils say the word. Repeat several times.
- Introduce *What's this? It's a ...* Hold up a pencil and ask a pupil *What's this?* The pupil responds *Pencil.* Say *Yes. It's a pencil.* The class repeats *It's a pencil.* Repeat with the other objects.
  Note: Do not insist on pupils using *a* or *an* correctly at this stage.

PB10. ACTIVITY 1. *Listen and point.*

- Say *Open your books at page ten, please.* Hold up your book to check pupils have the right page.
- Put on the character masks in turn (or stick the character flashcards on the board). Elicit the names. Say the names. Pupils point to the characters in the picture.
- Draw a simple star shape on the board, the same as the hidden one with the face in the picture. Elicit *star.* Point to your book and say *Where's the star?* Pause to give pupils time to look. They check in pairs, and then hold up their books to show you. Point to the star in the picture. Say *Here it is.* Pupils repeat.
- Put the flashcards of the classroom objects on the board. Elicit the words. Say *Listen and point.* Play the CD. Pupils listen and point to the objects in their books. Play the CD again. Pupils join in with the chant at the beginning and point at the objects again. Point to the flashcards on the board at the same time.

CD 1, 11

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One ... two ... three.

MONTY: Ooh, Marie!
MARIE: Yes, Monty?
MONTY: Look! What's this?
MARIE: It's a pencil, Monty.
MONTY: And what's this?
MARIE: It's an eraser ... Look! This is a book and this is a table.
MASKMAN: A chair, please! ... A chair! ... Look! ... It's a ... bag.
MARIE: Yes, Maskman. It's a bag.

PB10. ACTIVITY 2. *Say the chant.*

- Place the *eraser, table* and *pencil* flashcards in a row on the board in the same order as they appear in the chant. Place the *bag, book, chair* flashcards in a row below the first three cards. Say *Listen.* Play the CD. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the CD again. Point to the flashcards as each object is mentioned. Pupils copy. Then say *Let's say the chant. Listen, repeat and point.* Play the CD. Stop after each line. Pupils repeat in chorus and point to the flashcards.

CD 1, 12

Eraser, table, pencil,
Bag, book, chair.
Eraser, table, pencil,
Bag, book, chair.

Repeat x3

Practice

- Hold up your book. Point to one of the six objects in the picture. Ask *What's this?* Pupils respond, e.g. *(It's a) pencil.* Repeat with the other items.
- Pupils practise the question and answer in chorus.
- Pupils work in pairs. They take it in turns to ask and answer about the objects in the picture in the same way.

Extra activity 1 (if time)

- Walk around the classroom and pick up/point to one of the six new items. Say a false sentence, e.g. point to a bag and say *It's a table.* Pupils correct you (e.g. *No! It's a bag.*). Repeat with other items. Pupils can also play this game in pairs.

Extra activity 2 (if time)

- Stick the classroom object flashcards on the board. Elicit the words. Ask *What's this?* for each one. Let pupils look at the flashcards for 30 seconds. Then say *Close your eyes.* Demonstrate. Pupils copy. Remove one of the flashcards. Pupils open their eyes. Elicit which flashcard is missing. Elicit the word from a pupil. Show the missing flashcard to check. Move the flashcards around on the board and repeat. When pupils have got the idea, ask a pupil to come and lead the game.

Optional activity

- Unit 2 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 13).

Ending the lesson

- Write numbers *1* to *6* in order in a row on the board. Point to them. Pupils say them in chorus. Stick a classroom object flashcard below each number. Say, e.g. *It's a chair.* Pupils say the corresponding number. Repeat with the other flashcards. Then say the numbers. Pupils say the objects.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have practised counting classroom objects and completing patterns.

• TARGET LANGUAGE

Key language: *pencil, eraser, book, table, chair, bag*
Additional language: *What's this? It's a …, What's the number? complete*
Revision: numbers *1–6*

• MATERIALS REQUIRED

Classroom object flashcards (10–15) and real classroom objects
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 2 Reinforcement worksheet 2 (page 14)

Warmer

- Say the opening routine.
- Place the classroom object flashcards on the board. Elicit the words. Write numbers between *1* and *6* under the flashcards in random order. Pupils take out their notebooks. Say *Eraser.* Pupils write the number under the eraser, e.g. *2*. Repeat for the rest of the words. Pupils check in pairs. Check with the class.

PB11. ACTIVITY 3. *Listen and circle the number.*

- Say *Look at me.* Hold up three pencils. Say *Pencil, pencil, pencil.* Say *One, two, three or four?* Pupils respond *Three.* Repeat with different classroom objects and different numbers up to six. Then repeat the name of a classroom object without showing the object. Hold a finger up for each word to show you are counting. Say *One, two, three or four?* Elicit the correct number. Repeat for other objects.
- Say *Open your books at page 11, please.* Help pupils find the right page. Focus on the pictures. Point to the objects and elicit the words. Ask *What's this?*
- Say *Listen.* Point to the two numbers below the first picture. Say *Bag. Four or five?* Play the example on the CD. Count with your fingers as you hear the words. Show pupils the example circle around the number 5.
- Make sure pupils understand that they have to circle one of the numbers each time. Say *Listen and circle.* Play the rest of the CD. Stop after each one for pupils to count with their fingers and circle. They check in pairs. Play the CD again. Stop after each one and check with the class. Pupils hold up the correct number of fingers each time.

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

CD 1, 13

Bag, bag, bag, bag, bag.
Table, table.
Eraser, eraser, eraser, eraser.
Chair, chair, chair.
Book, book, book, book, book, book.
Pencil.

PB11. ACTIVITY 4. *Look and complete.*

- Focus pupils on the rows of pictures. Point to the pictures in the first row and elicit the words. Say them clearly as pairs (*pencil, table … pencil, table, … pencil, …*). Follow the example answer line to the table with your finger and elicit *table.*
- Check pupils know that they have to draw a line to the next object in the sequence. Pupils complete the other rows by drawing lines. Pupils check in pairs. They say the names of the objects in the rows. Check with the class. Pupils say the objects in each row in chorus.

Key: 2 eraser, 3 book

Extra activity 1 (if time)

- Say *Watch me, please.* Teach the following actions:
  pencil = mime writing with a pencil in the air
  eraser = mime rubbing something out in the air / on a desk
  book = open an imaginary book
  table = lean on an imaginary table, arms folded
  chair = mime sitting down
  bag = mime picking up a bag and putting it on your shoulder
- Say one of the words. Pupils do the action. Repeat for the other words. Repeat, getting quicker.
- Do one of the actions. Say *What's this?* Pupils chorus the word. Repeat for the other actions.
- Ask a pupil to come and do an action. He/She says *What's this?* The rest of the class says the word. Repeat with different pupils.

Extra activity 2 (if time)

- Hold up the classroom object flashcards in turn and ask *What's this?* The class answers. Repeat as a sentence, e.g. *It's a table.* Pupils repeat. Hand out the classroom object flashcards to different pupils. Pupils with flashcards take it in turns to stand up, show the flashcard and ask the class *What's this?* The class answers.

Optional activity

- Unit 2 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 14).

Ending the lesson

- Place the smaller classroom objects (eraser, pencil, book, bag) on a table. Put a chair nearby. Say *Look and listen.* Point to the objects and say the words, e.g. *Chair, table, bag, eraser, pencil, book.* Point again in the same order and repeat the words. Invite a pupil to come and point to the objects and say the words in the same order. Pupils repeat the activity in pairs. They use their own objects, the chair they are sitting on and their/a table in the classroom.
- Say the closing routine. Pupils join in with the words and actions.

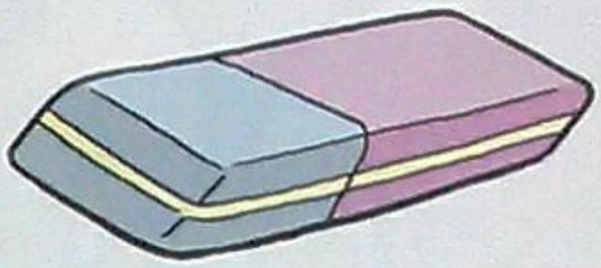
3 CD1 13 Listen and circle the number.

1

4 (5)

2

2 3

3 

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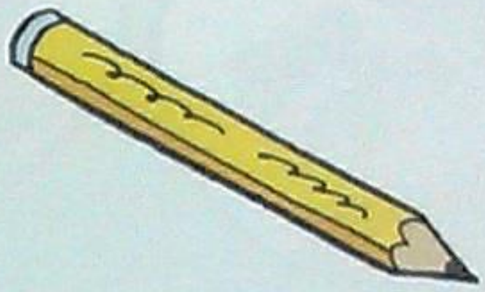
6 

1 2

4 Look and complete.

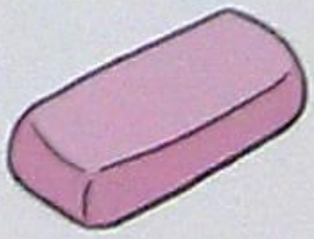
1

?

2

?

3

? 

5 Listen and point. Sing the song.

OBJECTIVES: By the end of the lesson, pupils will be able to follow classroom instructions and sing a song.

• TARGET LANGUAGE

Key language: *sit down, stand up, open/close your books, point, look, listen*
Additional language: *listen to me*
Revision: *Hello, Goodbye,* numbers *1–3*

• MATERIALS REQUIRED

Instruction flashcards (16–22)
Maskman mask for each pair of pupils
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 2 Song worksheet (page 17)

Warmer

- Say the opening routine.
- Use the chant from Lesson 1 (CD 1, 12) to review the classroom objects. Encourage pupils to point to real objects around them as they chant.
- Say *Open your books.* Pupils open their books. Demonstrate if pupils are unsure. Say *Close your books.* Pupils close their books. Say the two instructions. Pupils repeat.
- Pupils work in pairs. Pupil A gives the instructions (*Open your books. Close your books.*). Pupil B follows. Then they swap roles.

Presentation

- Teach/Review the instructions *sit down, stand up, point, look, listen.* Use the following actions:
  Sit down = sit down
  Stand up = stand up
  Point = point to the front
  Look = look straight ahead and gesture from your eye towards what you are looking at
  Listen = cup one hand behind one ear
- Say one of the instructions. Pupils do the action. Repeat for the rest of the instructions. Do one of the actions. Pupils chorus the instruction.

Song

PB12. ACTIVITY 5. *Listen and point. Sing the song.*

- Say *Open your books at page 12, please.* Help pupils find the right page. Point to the smaller pictures of actions and elicit the words/phrases.
- Say *Listen and point.* Play the CD. Pupils point at the smaller pictures in turn. Hold up your book and do the same.
- Play the CD line by line. Pupils repeat.
- Play the CD again. Stop after each line and do an action. Use the actions above and teach the following:
  Hello! = stand up and wave
  1, 2, 3 = count one, two, three on your fingers
  Listen to me = cup one hand behind one ear and then point to yourself
  Goodbye! = wave, turn around and walk on the spot as if leaving
  Pupils repeat each line and do the actions.
- Say *Let's sing the song.* Play the whole song. Pupils join in and do the actions.

CD 1, 14

Hello! Hello! Hello!

Sit down, sit down.
Open your books.
Listen and point.
Look! Look! Look!

Stand up, stand up.
1, 2, 3.
Close your books.
And listen to me.

Repeat from 'Sit down, sit down.' to 'Look! Look! Look!'

Goodbye! Goodbye! Goodbye!

CD 1, 15

Now sing the song again. (Karaoke version)

Practice

- Demonstrate the activity. Put on the Maskman mask and stand in a 'superhero' pose. Give instructions in a 'Maskman' voice, e.g. *Stand up. Open your books.* Pupils do the actions.
- Make pairs. Pupil A puts on the Maskman mask and gives instructions in the same way. Pupil B does the actions. Then pupils swap roles.

Extra activity 1 (if time)

- Stick the instruction flashcards in a row on the board. Pupils stand up. Point to each flashcard in turn. Pupils say the instruction and do the action. Point to the flashcards out of order. Pupils say and mime in the same way.
- Ask a pupil to come and rearrange the flashcards. He/She then points to one of the flashcards. The rest of the class say the instruction in chorus and do the action/mime. Repeat with different pupils.

Extra activity 2 (if time)

- Review the actions for the classroom instructions.
- Play a game. Hold your hands behind your back and say the following rhyme:
  Listen, point, look,
  Sit down, open your books.
  Just after you say *open your books*, put your hands in front of you and do one of the actions (e.g. point). Don't say the word. Repeat the rhyme, but do a different action at the end. Pupils join in. They hold their hands behind their backs, chant with you and then do an action (which they choose). Pupils who do a different action to you sit down for one turn. Repeat.
- Pupils can play the game in groups of six. They take it in turns to be the caller.

Optional activity

- Unit 2 Song worksheet from the *Starter Teacher's Resource Book* (page 17).

Ending the lesson

- Show the instruction flashcards and elicit the actions. Show them again. Pupils say the action and do a mime. Repeat in different orders, getting faster and faster.
- Say the closing routine. Pupils join in.

OBJECTIVES: By the end of the lesson, pupils will be able to give and follow classroom instructions.

• TARGET LANGUAGE

Key language: *sit down, stand up, open/close your books, point, look, listen, draw*
Additional language: *please*
Revision: classroom objects

• MATERIALS REQUIRED

Extra activity 1: soft ball
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 2 Extension worksheet 1 (page 15)

Warmer

- Say the opening routine.
- Play the song from the previous lesson (CD 1, 14). Pupils sing and do the actions.

PB13. ACTIVITY 6. *Listen and tick (✓).*

- Say *Open your books at page 13, please.* Help pupils find the right page. Point to the pairs of pictures. Say *Listen and look.* Point to the first pair of pictures. Play the example. Point to the correct picture in the book and the tick.
- Say *Listen and tick.* Draw a tick on the board. Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Play the CD. Stop after each instruction for pupils to think and tick. Pupils check answers in pairs. Play the CD again. Elicit answers.

Key: 2 first picture, 3 second picture, 4 first picture

CD 1, 16

1. Point to the chair, please.
2. Open your books, please.
3. Sit down, please.
4. Stand up, please.

Class game

- Play an action game. Pupils do the action only when you say *please*. Say *Stand up, please* (pupils stand up), *Open your books, please* (pupils open their books), *Close your books* (pupils don't close their books).
- Say the instructions quickly. Pupils miss a turn when they make a mistake.
  Note: This game can be repeated on a regular basis to revise vocabulary and instructions.

PB13. ACTIVITY 7. *Draw your classroom. Say.*

- Focus pupils on the frame in the bottom half of the page. Draw a rectangle on the board. Draw items from the classroom in the picture roughly where they are (tables, chairs, windows, doors). Pupils draw their own picture in the same way. Monitor and point to objects pupils are drawing. Ask *What's this?*
- Pupils work in pairs or small groups. They point to objects in their picture and say the words.

Extra activity 1 (if time)

- The class stands in a circle or at their desks. They throw a soft ball from pupil to pupil. When a pupil drops the ball, give an instruction (e.g. *Sit down. / Open your book. / Point to a bag.*). The pupil follows the instruction. Pupils throw the ball again. The game continues in this way. When the pupils are confident with the game, ask a pupil to say the actions instead of you.

Extra activity 2 (if time)

- Pupils work in pairs. Pupil A pretends to be a teacher and gives Pupil B instructions, e.g. *Listen. Look. Sit down.* Pupil B follows the instructions/mimes. If Pupil B makes a mistake, Pupil A scores one point. After a certain amount of time, pupils swap roles. Make sure both pupils have the same amount of time to give instructions. They count their points at the end to see who wins.

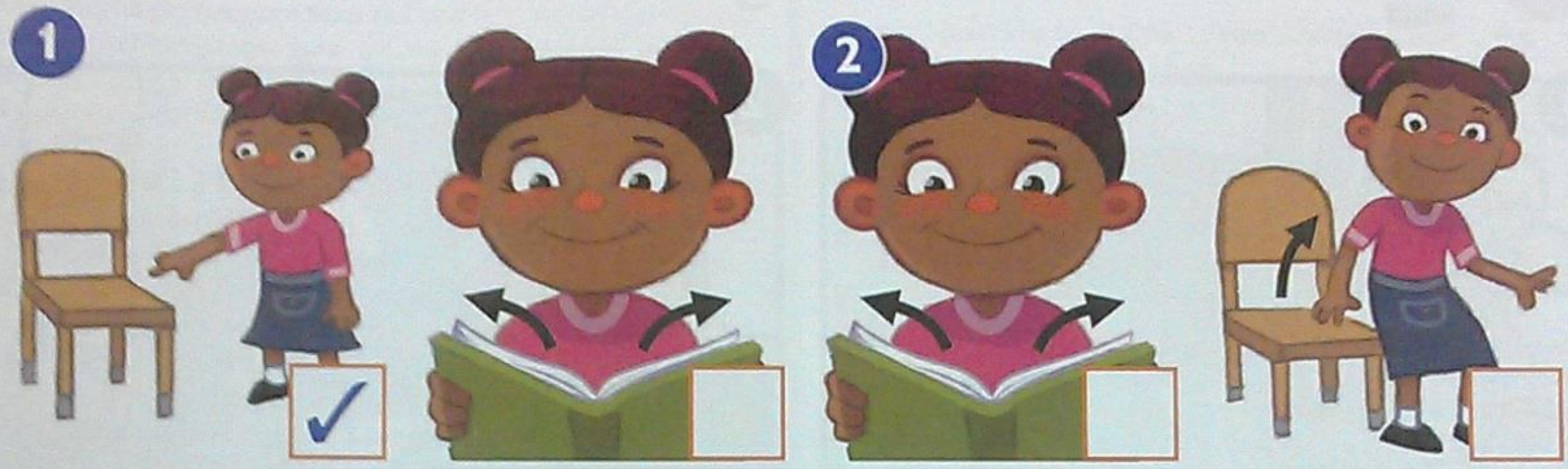
Optional activity

- Unit 2 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 15).

Ending the lesson

- Pupils stand up. Give each pupil a number between 1 and 6. Call out an instruction with a number, e.g. *Number 3, point to your chair.* All the pupils who are number 3 do the action or mime. Repeat with other instructions, e.g. *Number 5, stand up. Number 5, sit down. Number 2, close your books. Number 6, point to a pencil. Number 1, listen. Number 1, look. Number 3 and number 4, stand up,* etc. You can make the game competitive by choosing the best number 'team' at the end of the game. (This is the team that has followed your instructions with the fewest mistakes.)
- Say the closing routine. Pupils join in with the words and actions.

6 CD1 16 Listen and tick (✓).



7 Draw your classroom. Say.

Me!

8 CD1 17 Listen to the story.

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: *good, the, my, here's your bag, thank you, now*
Revision: vocabulary from Unit 2

• MATERIALS REQUIRED

Instruction flashcards (16–22)
Classroom object flashcards (10–15)
Character flashcards (1–3)
Extra activity 1: one set of character masks, one table, two chairs, three erasers, four pencils, six bags
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 2 Extension worksheet 2 (page 16) and/or animated version of the Unit 2 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine.
- Review the instructions using flashcards. Hold up each flashcard, elicit the instruction and hand the flashcard to a pupil. One of the pupils with a flashcard shows it to the class, says the instruction and sticks it on the board. The class follows the instruction with an action or a mime. Repeat for the rest of the pupils with flashcards.
- Point to the flashcards on the board in turn. The whole class says the instruction and does the action/mime.

Story

PB14. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 14, please.* Help pupils find the right page. Say *Look at the pictures. Point to Maskman.* (Pupils point.) *Point to Marie.* (Pupils point.) Do the same for Monty. Point to the small numbers in the corner of each picture and count *One, two, three, four, five, six.* Pupils copy.
- Say *Let's listen to a story. Listen and point to the pictures.* Play the CD. Pupils listen and point.
- Say *Listen and look. Four bags, five bags or six bags?* Play the CD again. Pupils check their answer in pairs. Check with the class (six).
- Play the CD again. Stop after each picture to check understanding. Point to the picture and ask, e.g. *Erasers: three, four or five?* (Three).

CD 1, 17

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One ..., two ..., three.

MARIE: OK now. Hmmm. One table and ... one ..., two chairs.
MONTY: Yes, Marie! Two chairs!

MASKMAN: And look! ... One ..., two ..., three erasers.
MARIE: Yes! Good, Maskman! Three erasers.

MONTY: Eegh! Look! ... One ..., two ..., three ...

MASKMAN: Four pencils!
MARIE: Maskman!

MASKMAN: Hmmm. The bags ... Er, the bags!

MARIE: Now! The bags! One ... two ... three ... four ... five bags. Yes! ... Good! Five bags.
MASKMAN: Huh!!?? No, no, Marie! ... My bag!

MONTY: Look, Maskman! Here's your bag!
MASKMAN: My bag! ... Oh! Thank you, Monty!
MARIE: Yes, six bags. Now ... Stand up, please Maskman!

Extra activity 1

- Ask three confident pupils to come to the front. Each pupil chooses a character. They put on the character masks. Make sure they have the items from the story to hand (table, two chairs, three erasers, four pencils, six bags). Play the CD and help the pupils act out the story. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Extra activity 2

- Stick the flashcards of classroom objects and instructions on the board in random order. Make sure your pupils can reach the cards. Say one of the items and ask a pupil to come and take the flashcard as quickly as possible. The pupil takes the card and sits down in his/her place. He/She turns the card over so the rest of the class can't see the picture. (He/She also covers the word or phrase.) Repeat until no flashcards are left on the board. See if the pupils can remember the items from the board (the pupils with flashcards may not look at them). Elicit the words and phrases one by one. Ask the pupil with the corresponding flashcard to come and stick it back on the board.

Optional activities

- Unit 2 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 16).

Ending the lesson

- Say a line from the story, acting if you can, e.g. *One table and one, two chairs!* Ask *Monty, Marie or Maskman?* Pupils say the name of the speaker (e.g. Marie). Repeat with other lines, e.g. *Yes, Marie! Two chairs!* (Monty), *No, no Marie! My bag!* (Maskman), *Look! One, two, three erasers!* (Maskman), *Four pencils!* (Maskman), *Stand up, please, Maskman!* (Marie)
- Say the closing routine. Pupils join in with the words and actions.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit
Additional language: *What's this? It's a …*
Revision: *What's your name? How old are you?*

• MATERIALS REQUIRED

Classroom object flashcards (10–15)
Maskman mask for the teacher
Extra activity 1: one Maskman mask for each pair of pupils

Warmer

- Say the opening routine.
- Hold up one of the classroom object flashcards. Hide the picture with a piece of paper/card. Slowly reveal the flashcard. Ask *What's this?* Pupils respond, e.g. *Chair.* Say *Yes. It's a chair.* Repeat with the rest of the flashcards.

PB15. ACTIVITY 9. *Listen and stick.*

- Say *Open your books at page 15, please.* Help pupils find the right page. Pupils prepare the stickers of the classroom objects. Hold up the stickers. Point to them and elicit the words. Say *Listen and point.* Play the CD. Pupils listen and point at the correct stickers. They don't take the stickers off the page.
- Point to page 15 and say *Listen and point.* Play the CD again. Pupils listen and point. Check they are pointing at the correct places in the picture.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place. Play the CD. Stop after each item. Check pupils have the correct sticker and the correct position. Pupils stick the stickers in the correct place. Monitor around the class to check.

CD 1, 18

1.
What's this?
It's a book.

2.
What's this?
It's a table.

3.
What's this?
It's a pencil.

4.
What's this?
It's an eraser.

5.
What's this?
It's a bag.

6.
What's this?
It's a chair.

PB15. ACTIVITY 10. *Talk to Maskman.*

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question or instruction and repeat, still acting and speaking like Maskman. Choose a pupil to respond. The pupil responds or follows the instruction, as appropriate. Continue around the class, until each pupil has responded at least once.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 1, 19

Hello … I'm Maskman!
What's your name?
How old are you?
Stand up!
Point to a chair.
Point to a pencil.
Sit down!

Extra activity 1 (if time)

- Pupils work in pairs. Each pair needs a Maskman mask. Pupil A puts on the mask, stands in a 'superhero' pose and gives instructions in a 'Maskman' voice, e.g. *Close your book. Stand up. Listen to me.* Pupil B follows the instructions. Pupils then swap roles.

Extra activity 2 (if time)

- Call a pupil to the front. Hand him/her a classroom object flashcard. The pupil looks at the card, but keeps it hidden. He/She then does a mime of the object (e.g. sitting down for *chair*, sharpening a pencil or writing for *pencil*). The rest of the class guesses the object. They put up their hands and say, e.g. *It's a pencil.* The pupil at the front shows the flashcard when another pupil guesses correctly. Repeat with a different pupil.

Ending the lesson

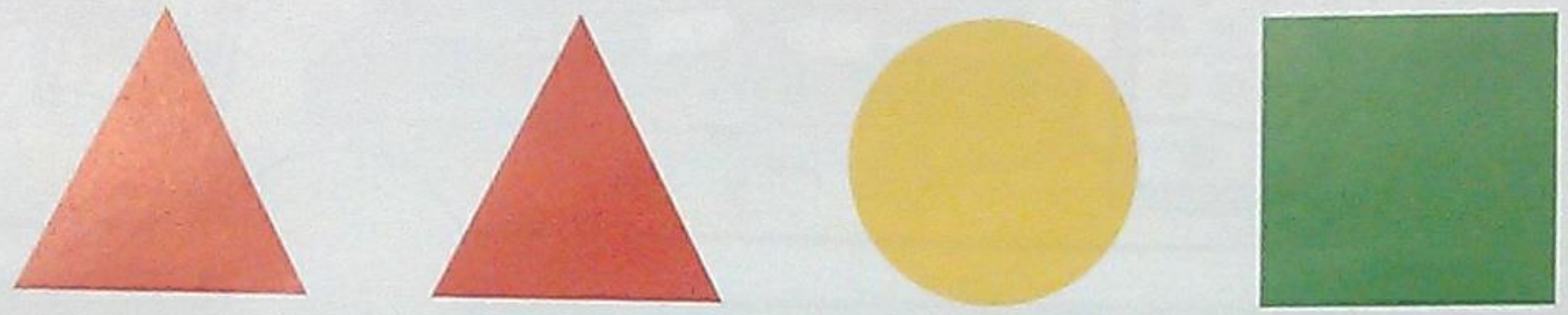
- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.
- Say the closing routine. Pupils join in with the words and actions.

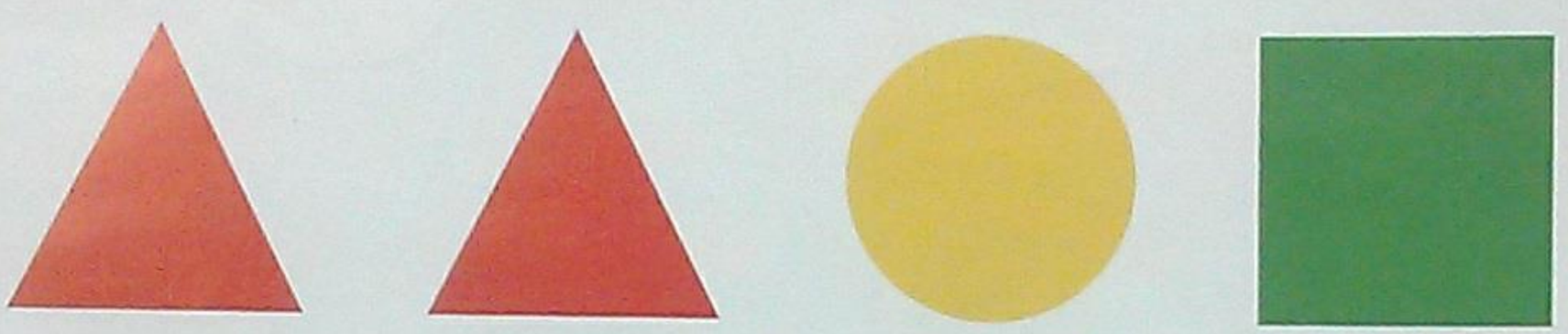
9 18 CD1 Listen and stick.

10 19 CD1 Talk to Maskman.

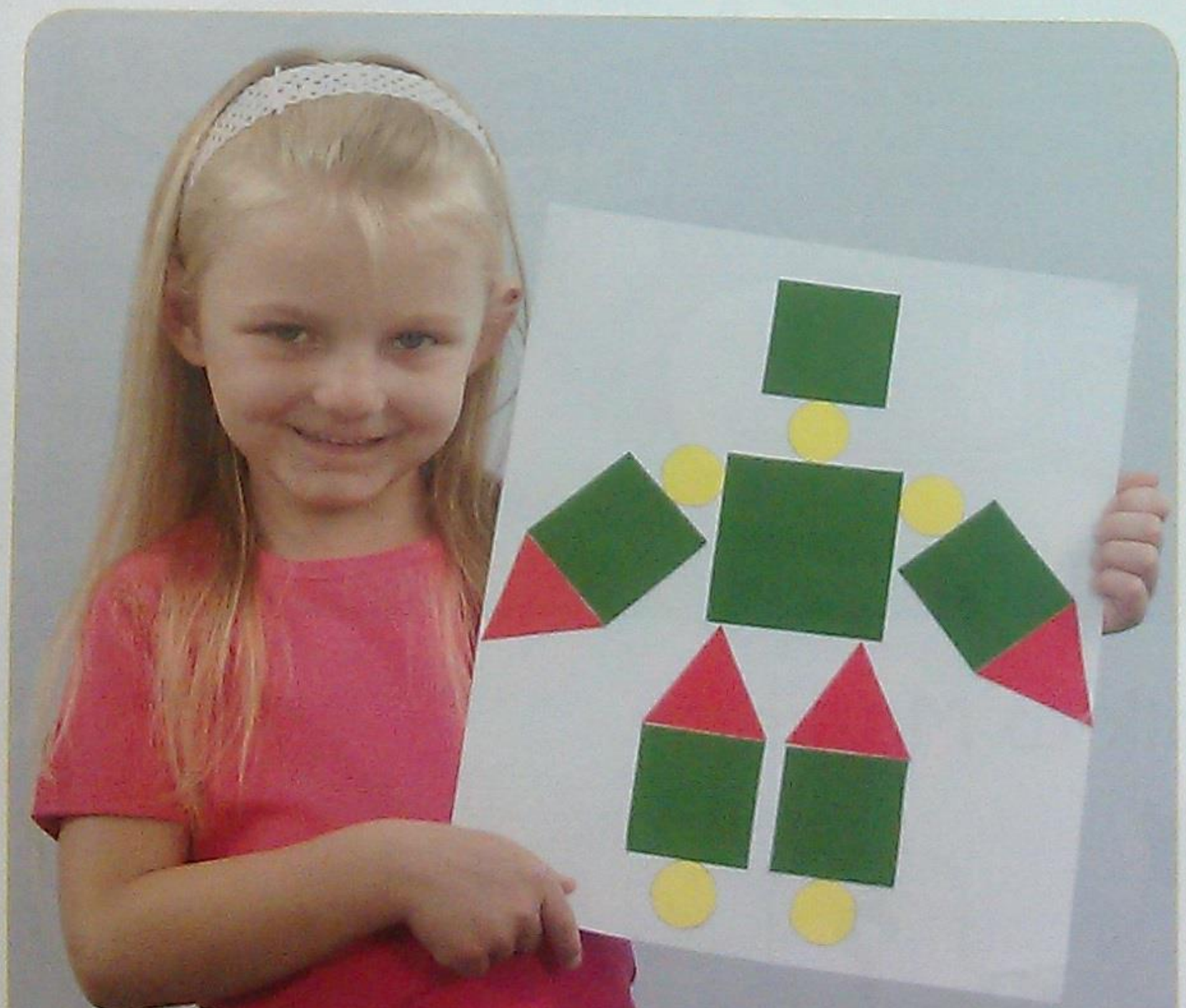
Marie's maths Shapes

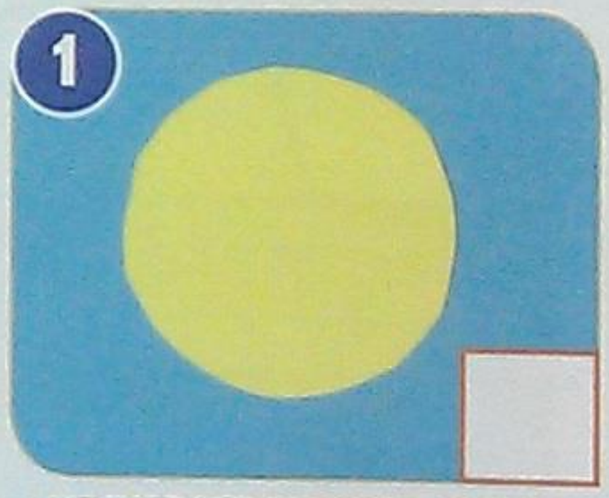
1 20 CD1 Listen and point. Say the chant.





2 Look and count. Make and say.





OBJECTIVES: By the end of the lesson, pupils will be able to name basic shapes and will have made a picture of a robot out of shapes.

• TARGET LANGUAGE

Key language: *triangle, circle, square*
Additional language: *maths, shape, robot, count, make, how many …?*
Revision: *What's this? It's a …*, numbers *1–6*

• MATERIALS REQUIRED

Shape flashcards (23–25)
Photocopiable 2 (see page T67), copied onto thin card or paper (one copy for each pupil), crayons, A4 paper (one piece for each pupil), glue, scissors (if time is short, use coloured card or paper and cut out the shapes before the lesson)
Optional: *Kid's Box Starter Interactive DVD*: 'Playground shapes' documentary

Warmer

- Say the opening routine.
- Play the *Please* action game again. Pupils do the action only when you say *please*. Say, 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). Pupils miss a turn when they make a mistake.

Presentation

- Teach the new words for shapes using the flashcards or by drawing a triangle, a circle and a square on the board. Make sure pupils say each word several times. Ask them to say each word loudly, softly, whispering, and so on.
- Show the shape flashcards in turn. Ask *What's this?* Elicit, e.g. *(A) circle*. Then shuffle the cards and show them in a different order. Elicit the shapes as before.
- Say *Point to a triangle*. Point to an object in the classroom that is shaped like a triangle in the classroom. Pupils copy. Repeat for the other two shapes.

PB16. ACTIVITY 1. *Listen and point. Say the chant.*

- Say *Open your books at page 16, please*. Help pupils find the right page. Point to the picture of Marie and elicit her name. Point to the shapes in Activity 1 and say *It's maths*. Check understanding of *maths*.
- Say *Listen and point*. Play the CD. Hold up your book and point to each shape. Go back to the beginning of the shapes when the chant is repeated. Pupils listen and point to the pictures in the same way. Check that they are pointing to the correct shapes.
- Say *Let's say the chant. Listen and repeat*. Play the CD. Stop after each line. Pupils repeat in chorus. Then play the whole chant for pupils to join in.

CD 1, 20

Triangle, triangle, circle, square.
Triangle, triangle, circle, square.

Triangle, triangle, circle, square.
Triangle, triangle, circle, square.

Practice

- Hide the shape flashcards around the classroom. Put them in places where they are partially visible. Say, e.g. *Find the triangle*. Pupils find and point to the correct shape. Don't ask them to say where the shapes are.

PB16. ACTIVITY 2. *Look and count. Make and say.*

- Teach *How many …?* Hold up five pencils. Say *Two pencils?* Pupils say *No*. Say *Three pencils?* (No). Then say *Four pencils?* (No). Look confused and ask *How many pencils?* Pupils respond *Five*. Say *How many?* again. Pupils chorus the question. Repeat with different numbers (1 to 6) of other classroom objects.
- Focus pupils on the the girl and the picture of the robot. Say *It's a robot*. Hold up your book and point to the shapes that form the robot. Say *Point to a circle. Point to a square. Point to a triangle*. Pupils point to the shapes in their books.
- Say *Let's count the circles. How many?* Point to the circles in the picture of the robot and count aloud with the pupils. Say *Five circles*. Demonstrate writing the number 5 in the small box next to the circle on the right-hand side of the page.
- Pupils work in pairs. They count the triangles and the squares. They write the numbers in pencil next to the shapes on the right. Elicit answers by pointing at the shape and asking *What's this?* (A triangle) *How many (triangles)?*

Key: 2 six squares, 3 four triangles

Photocopiable 2: see page T67

- Tell pupils they are going to make their own robot. Hand out Photocopiable 2. Pupils colour and cut out the shapes. They arrange the shapes to make their own robot. They stick the shapes on a piece of A4 paper. They can either make the robot in the photograph or make a different robot. Monitor and help as necessary. Point to the shapes in the pupils' pictures and ask *What's this? How many squares?*, etc.
  Note: If time in class is limited, photocopy the page onto coloured paper so the pupils don't have to colour the shapes. You can also cut out the shapes before the lesson.

Extra activity (if time)

- Draw a mouse on the board made up of squares, circles and triangles. Draw the picture gradually (e.g. a square for the body first, a circle for the head, two smaller circles for ears, a triangle for a nose, etc.). After each shape you draw, elicit the shape. Ask pupils to guess the animal. If they don't guess, continue drawing. When you have finished the picture, ask *How many squares?* Repeat for the other shapes.

Optional activity

- The 'Playground shapes' documentary from *Kid's Box Starter Interactive DVD*. See pages 8–11 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Draw a row of shapes on the board to form a 'What's next?' puzzle, e.g. square, square, triangle, square, square, triangle, square, square. Elicit the shape to complete the row. Ask *How many squares? How many triangles?*
- Pupils work in pairs. They make their own puzzle. They then swap with another pair and solve the puzzle.
- Say the closing routine. Pupils join in.

OBJECTIVES: By the end of the lesson, pupils will have listened to examples of polite English and practised asking for items politely and responding.

• TARGET LANGUAGE

Key language: *please, thank you, pass me the (pencil), please.*
Additional language: *values, ask nicely, here you are*
Revision: classroom objects

• MATERIALS REQUIRED

Classroom object flashcards (10–15)
Real classroom objects (pencils, erasers, bags, books)

Warmer

- Say the opening routine.
- Show the classroom object flashcards one by one and elicit the words. Pupils repeat.
- Hold up four pencils. Ask *How many pencils?* Count aloud with the class: *One, two, three, four!* Repeat with different numbers and different classroom objects.
- Practice the question *How many …?* Say the question. Pupils repeat several times. Vary it by asking them to say it loudly, softly, angrily, whispering, and so on.
- Show three books to a confident pupil and ask *How many books?* The pupils respond *Three.*
- Pupils work in pairs. They ask and answer about classroom objects in the same way. Monitor and check they are using *How many …?* correctly.

PB17. ACTIVITY 3. *Listen and point.*

- Say *Open your books at page 17, please.* Help pupils find the right page. Point to the picture of Trevor at the top of the page. Say *This is Trevor.* Wave at Trevor and say *Hello, Trevor!* Pupils say *Hello, Trevor!* and wave. Translate *values*, so the pupils know that Trevor's pages are about doing the right thing. Point to the four large pictures of the children at school and at home. Say *Listen* and *point*. Play the CD. Pupils point to the characters as they speak.

CD 1, 21

Pass me the pencil, please.

Here you are.
Thank you.

Pass me the bag, please.

Here you are.
Thank you.

Practice

- Play the CD again, line by line. Pupils repeat in chorus. Encourage them to use the same intonation as on the recording.

PB17. ACTIVITY 4. *Act it out.*

- Pupils work in pairs. They act out the situations in the pictures using real objects (a pencil and a bag). Act together with a pupil first to demonstrate. Monitor and help as necessary.
- Pupils swap partners and make up new dialogues using erasers, e.g. Pupil A: *Pass me the eraser, please.* Pupil B: *Here you are.* Pupil A: *Thank you.* More confident pairs can act out the situations for the class. Encourage pupils to use the phrases every day in class.

Extra activity 1 (if time)

- Pupils look at the pictures on page 17. Mime and say the lines for one of the pictures, e.g. *Pass me the bag, please.* Pupils point to the picture and say the number, e.g. *Three.* Repeat with the other pictures. You can repeat the whole activity, saying the lines more quickly.

Extra activity 2 (if time)

- Start a chain. Put a book on a pupil's desk at the front. Say *Pass me the book, please.* He/She passes you the book and says *Here you are.* Say *Thank you.* Another pupil says to you *Pass me the book, please.* Pass it saying *Here you are.* The second pupil says *Thank you.* The pupil next to this pupil continues the chain (*Pass me the book, please …*).
- When pupils are confident with the game, start a new chain in a different place in the classroom with a different object, e.g. a pencil.

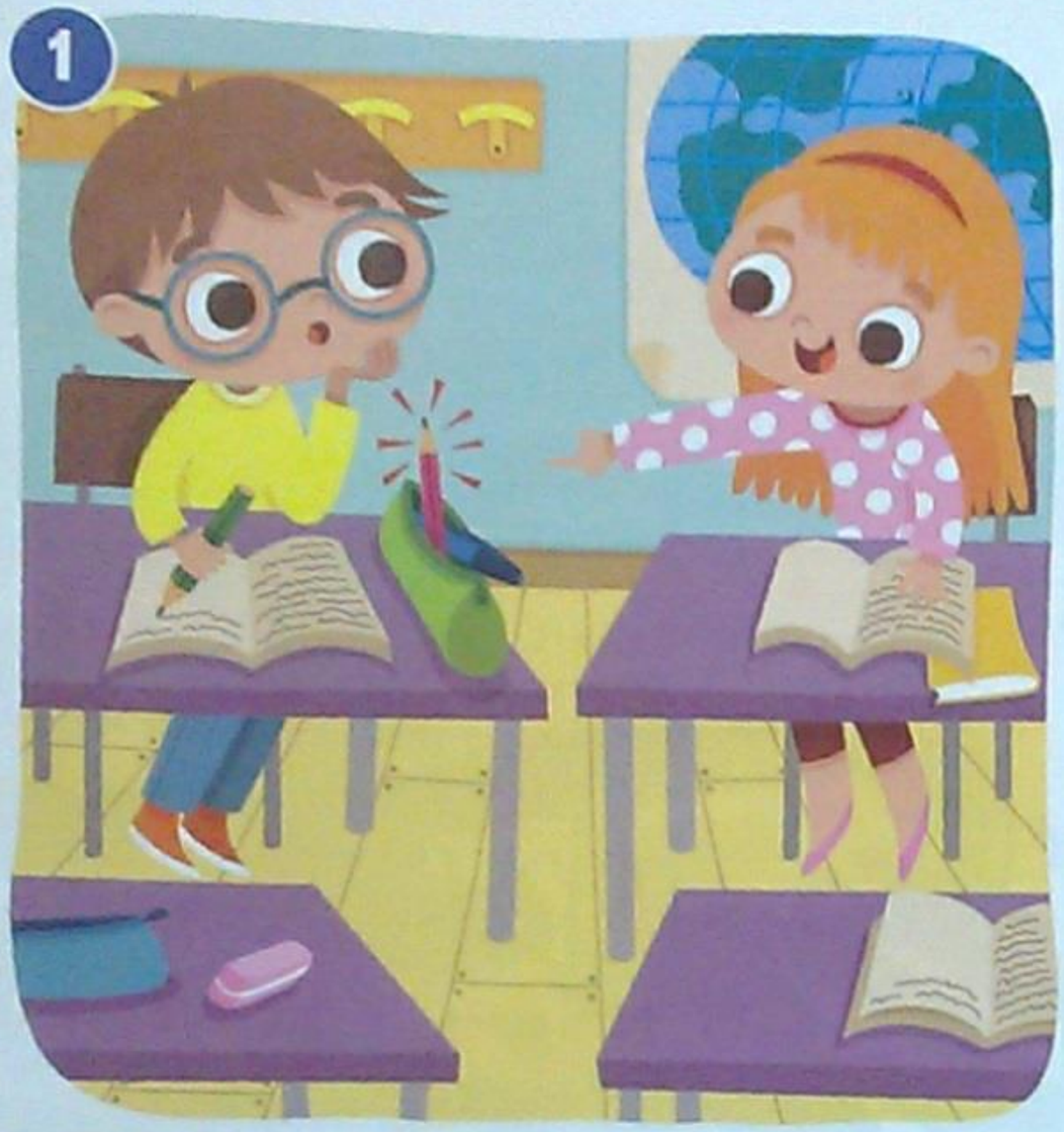
Ending the lesson

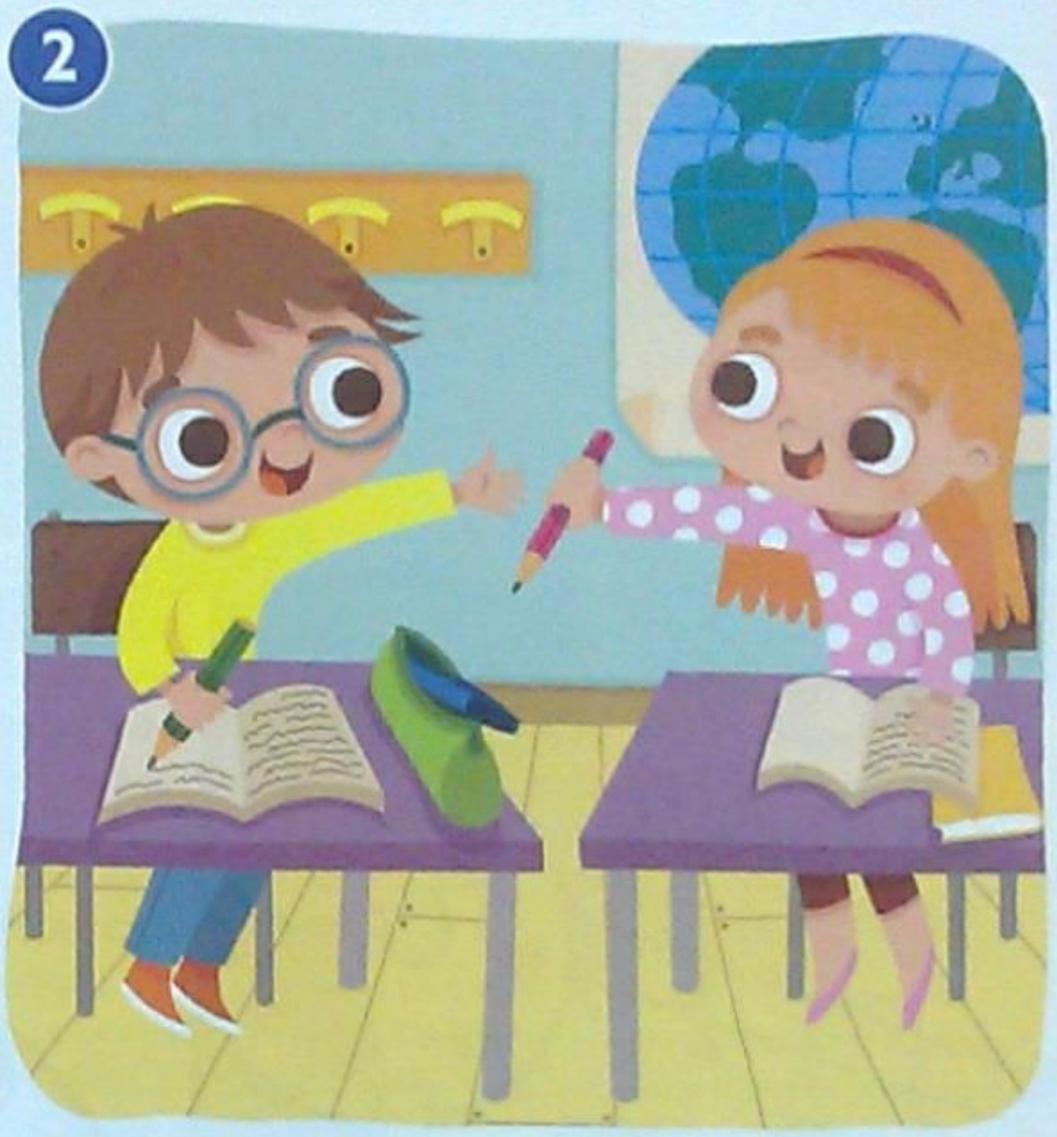
- Mime one of the actions from the situations in the lesson, e.g. handing something to someone. Pupils say the correct phrase, e.g. *Here you are.* Repeat with other actions (receiving something from someone, smiling and looking grateful – pupils say *Thank you*; gesturing that you want a pencil – pupils say *Pass me the pencil, please.*). Pupils repeat the game in pairs.
- Say the closing routine.

Ask nicely

Trevor's values

3 CD1 Listen and point.





4 Act it out.

Pass me the ... please. Here you are. Thank you.

3 My colours

1 CD1 Listen and point.

2 23 CD1 Say the chant.

OBJECTIVES: By the end of the lesson, pupils will have named different colours and learnt a chant.

• TARGET LANGUAGE

Key language: *black, blue, brown, red, white, yellow*
Additional language: *My favourite colours are (blue) and (black), What's your favourite colour? My favourite colour's yellow, I'm a mouse.*
Revision: *star, mouse, yes, thank you, point to …*

• MATERIALS REQUIRED

Colour flashcards (26–31)
One set of character masks
Crayons for each pupil: blue, black, red, white, yellow, brown
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 3 Reinforcement worksheet 1 (page 19)

Warmer

- Say the opening routine.
- Review asking for things politely. Point to a pupil's book. Say *Pass me the book, please.* Encourage the pupil to hand over the book and say *Here you are.* Say *Thank you.* Pupils practise this dialogue in pairs with different classroom objects.

Presentation

- Present the colours using the flashcards. Hold up each flashcard. Elicit/Teach the colour word. Pupils repeat. Show all the flashcards again. Pupils repeat the words after you.
- Make three or four groups. Show the flashcards in different orders. Elicit the words in chorus and group by group.
- Show a flashcard. Say the wrong colour, e.g. show the red flashcard and say *Black!* Pupils respond in chorus, e.g. *No! Red!* Repeat with the other flashcards.

PB18. ACTIVITY 1. *Listen and point.*

- Hold up your book and open it. Say *Open your books at page 18, please.* Help pupils find the right page.
- Say the names of the characters. Pupils point to the characters in the picture.
  Draw a simple star shape on the board, the same as the one hidden in the picture. Elicit *star.* Point to your book and say *Where's the star?* Pause to give pupils time to look. They check in pairs, and then hold up their books to show you. Point to the star in the picture (on the easel). Say *Here it is.* Pupils repeat.
- Put the colour flashcards on the board. Elicit the words. Say *Listen and point.* Play the CD. Pupils listen and point to the colours in their books. Play the CD again. Pupils join in with the chant at the beginning and point at the colours again. Point to the flashcards on the board at the same time.
- Check understanding by saying *My favourite colour's* (a colour from the lesson). If possible, point to something of this colour that you are wearing/holding. Smile broadly and say *It's my favourite.* Put on the Maskman mask and ask *What's my favourite colour?* Repeat for the other characters.

CD 1, 22

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MASKMAN: Blue …, blue, blue … Blue and black. My favourite colours are blue and black. What's your favourite colour, Marie?

MARIE: Red … Red's my favourite colour … and white. Red and white. What's your favourite colour, Monty?

MONTY: Yellow. Mmmm … I'm a mouse. My favourite colour's … yellow.

MASKMAN: … and brown Monty.

MONTY: Oh, yes. Thank you, Maskman. My favourite colours are yellow and brown.

PB18. ACTIVITY 2. *Say the chant.*

- Place the colour flashcards on the board in the same order as they appear in the chant. Say *Listen.* Play the CD. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the CD again. Point to the flashcard for each colour as it is mentioned. Pupils copy. Then say *Let's say the chant. Listen, repeat and point.* Play the CD. Stop after each line. Pupils repeat in chorus and point at the flashcards.

CD 1, 23

Yellow, red, blue,
Black, brown white.
Yellow, red, blue,
Black, brown white.
Yellow, red, blue,
Black, brown white.
Yellow, red, blue,
Black, brown white.

Practice

- Hold up a red crayon and say *Red.* Repeat for the other colours in the chant. The pupils prepare crayons (red, white, yellow, blue, black and brown) and place them on their desks. Call out a colour. Pupils hold up the correct crayon. Repeat with the other colours. Then call out the colours again in a different order. Repeat several times, speeding up.
- Pupils repeat the activity in pairs.

Extra activity 1 (if time)

- Pupils prepare crayons in red, white, yellow, blue, black and brown. Call out three colours, e.g. *red, brown, yellow.* Pupils put three crayons in the correct order from left to right on their desks. Check around the class. Repeat with different colours and changing the order.
- Pupils can also play this game in pairs.

Extra activity 2 (if time)

- Stick the colour flashcards on the board. Point to the cards and ask a pupil *What's your favourite colour?* The pupil responds, e.g. *Blue.* Repeat with different pupils.

Optional activity

- Unit 3 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 19).

Ending the lesson

- Pupils stand up. Check there is an object in the classroom of a known colour/colours. Say, e.g. *Point to something black.* Pupils look around and point. Repeat with different colours or two colours together (e.g. *Point to something black and white.*).
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have had more practice of colours and followed instructions to colour a picture.

• TARGET LANGUAGE

Key language: *black, blue, brown, red, white, yellow*
Additional language: *What colour is it? What colour is number (one)?, My favourite colours are … and …, What are his/her favourite colours?, line*
Revision: numbers *1–6*

• MATERIALS REQUIRED

Classroom objects
Colour flashcards (26–31)
Crayons for each pupil: blue, black, red, white, yellow, brown
Extra activity 2: large piece of paper
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 3 Reinforcement worksheet 2 (page 20)

Warmer

- Say the opening routine.
- Show the colour flashcards in turn. Ask *What colour is it?* each time. Pupils respond, e.g. *Yellow.*
- Point at a pupil's bag and ask *What colour is it?* The pupil says the colour. Repeat with different pupils and different objects.
- Pupils practise the question in chorus. Say *What colour is it?* Pupils repeat. Pupils say the question in different ways: quietly, loudly, angrily, etc.
- Pupils work in pairs and ask and answer in the same way.

PB19. ACTIVITY 3. *Listen and draw lines.*

- Review *favourite*. Place the colour flashcards on the board. Point to them and ask a pupil *What's your favourite colour? Say and point.* He/She responds, e.g. *Blue* and points to the correct flashcard on the board. Repeat with three or four more pupils.
- Say *Open your books at page 19, please.* Help pupils find the right page. Focus on the pictures of children. Point to each colour below the children and say *What colour is it?*
- Point to the first boy and say *What are his favourite colours? Look.* Point to the example lines. Elicit the colours (yellow and black). Play the example on the CD to confirm. Make sure the pupils know they need to draw two lines for each child. Tell them to use pencil. Play the rest of the CD. Stop after each one for pupils to think and draw lines. They check in pairs.
- Play the CD again. Stop after each one and check answers as a class.

Key: 2 blue and red, 3 white and brown

CD 1, 24

1. My favourite colours are yellow and black.
2. My favourite colours are blue and red.
3. My favourite colours are white and brown.

PB19. ACTIVITY 4. *Listen and colour.*

- Write numbers *1* to *6* on the board and elicit the words. Practise counting from *1* to *6* and from *6* to *1*. Point to single numbers. Individual pupils say the number.
- Focus on the puzzle picture. Point to the numbered boxes on the left. Say *One, two, three, four, five, six. What colour is number one?* Point to the example coloured box. Elicit *Blue*. Say *Listen and colour numbers two, three, four, five and six* (point to the rest of the boxes in the key). Pupils prepare their crayons. Play the CD. Stop after each colour for pupils to colour the box. They check in pairs. Play the CD again. Check with the class. Ask, e.g. *What colour's number two?*
- Hold up your book. Point to the puzzle and say *Look. Numbers on the picture. Point to number one.* Pupils point to the sky areas in the puzzle picture. Ask *What colour is it?* Point to the key on the left and elicit *Blue*. Say *Yes. Colour number one blue.* Point to the sections of the puzzle numbered 1. Mime colouring with a blue crayon. Pupils colour the picture individually. Monitor and check they are following the colour key. They can complete the activity at home.

Key: 2 white, 3 yellow, 4 brown, 5 red, 6 black

CD 1, 25

Colour number one blue.
Colour number two white.
Colour number three yellow.
Colour number four brown.
Colour number five red.
Colour number six black.

Extra activity 1 (if time)

- Play an instruction game. Make six groups. Give each group a different colour. Use instructions from Unit 2, e.g. *Red, stand up. Yellow, open your book. Red, sit down. Black, point to the table.* Pupils follow the instruction only if they are in the named group. Continue, making sure you involve all the pupils. You can make the game competitive – pupils who make a mistake are 'out'.

Extra activity 2 (if time)

- Place a large piece of paper on the board. Draw an object on it with six sections only. Number the sections *1* to *6*. Elicit ideas about how to colour the picture. Ask individual pupils, e.g. *What colour is number one? What colour is number two?* Colour your picture according to the pupils' instructions or invite pupils to colour the picture.

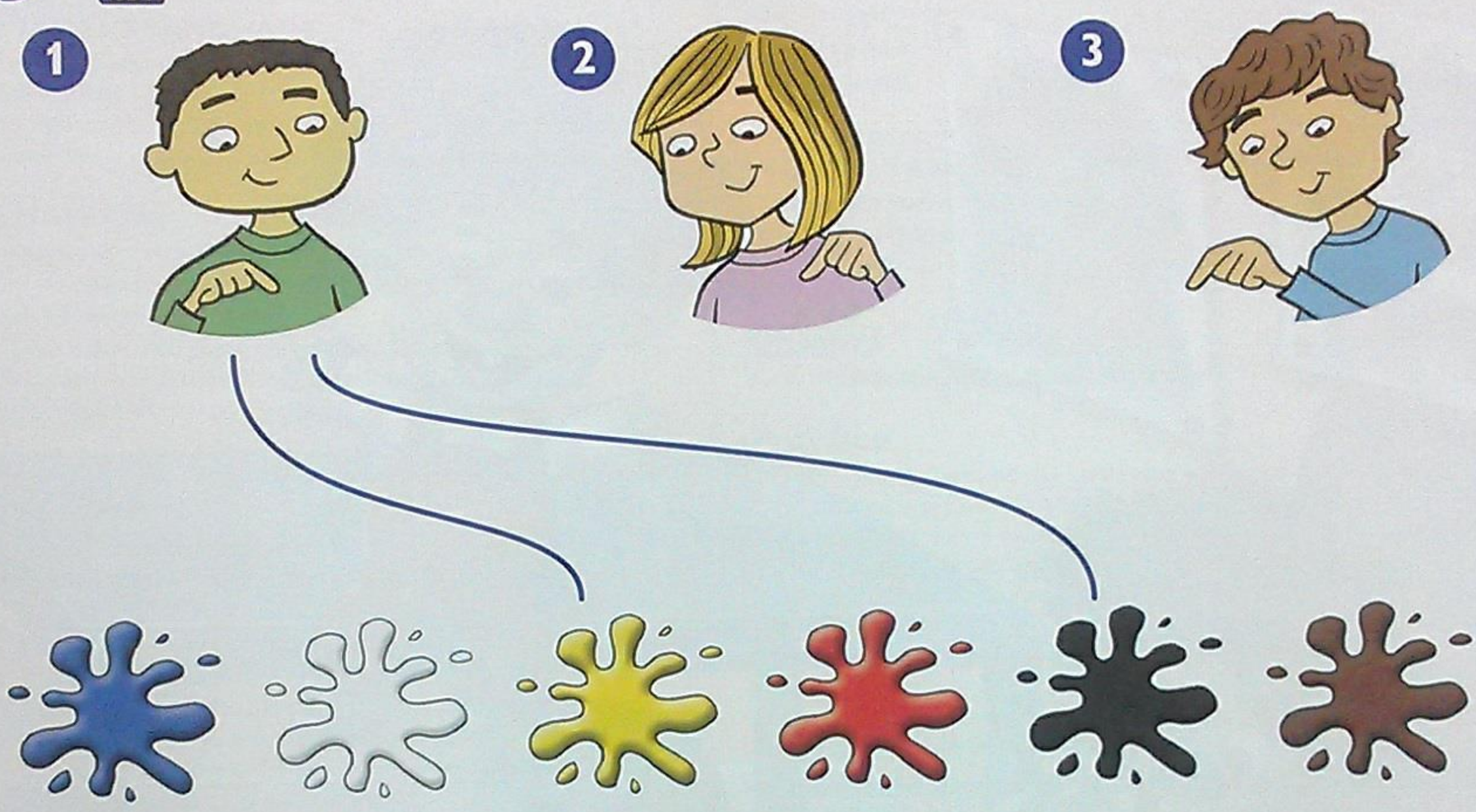
Optional activity

- Unit 3 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 20).

Ending the lesson

- Place the colour flashcards on the board in the order they appear in the chant in the previous lesson. Elicit the colours. Point to each flashcard and say *What colour is it?* Pupils say the chant (CD 1, 23) and point to the flashcards.
- Say the closing routine.

3 24 CD1 Listen and draw lines.



4 25 CD1 Listen and colour.

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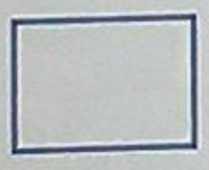
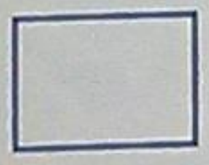
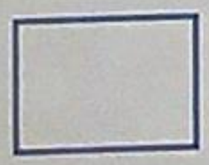
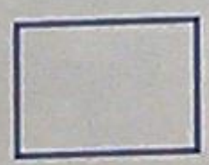
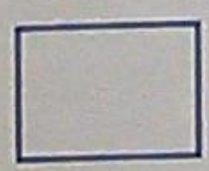
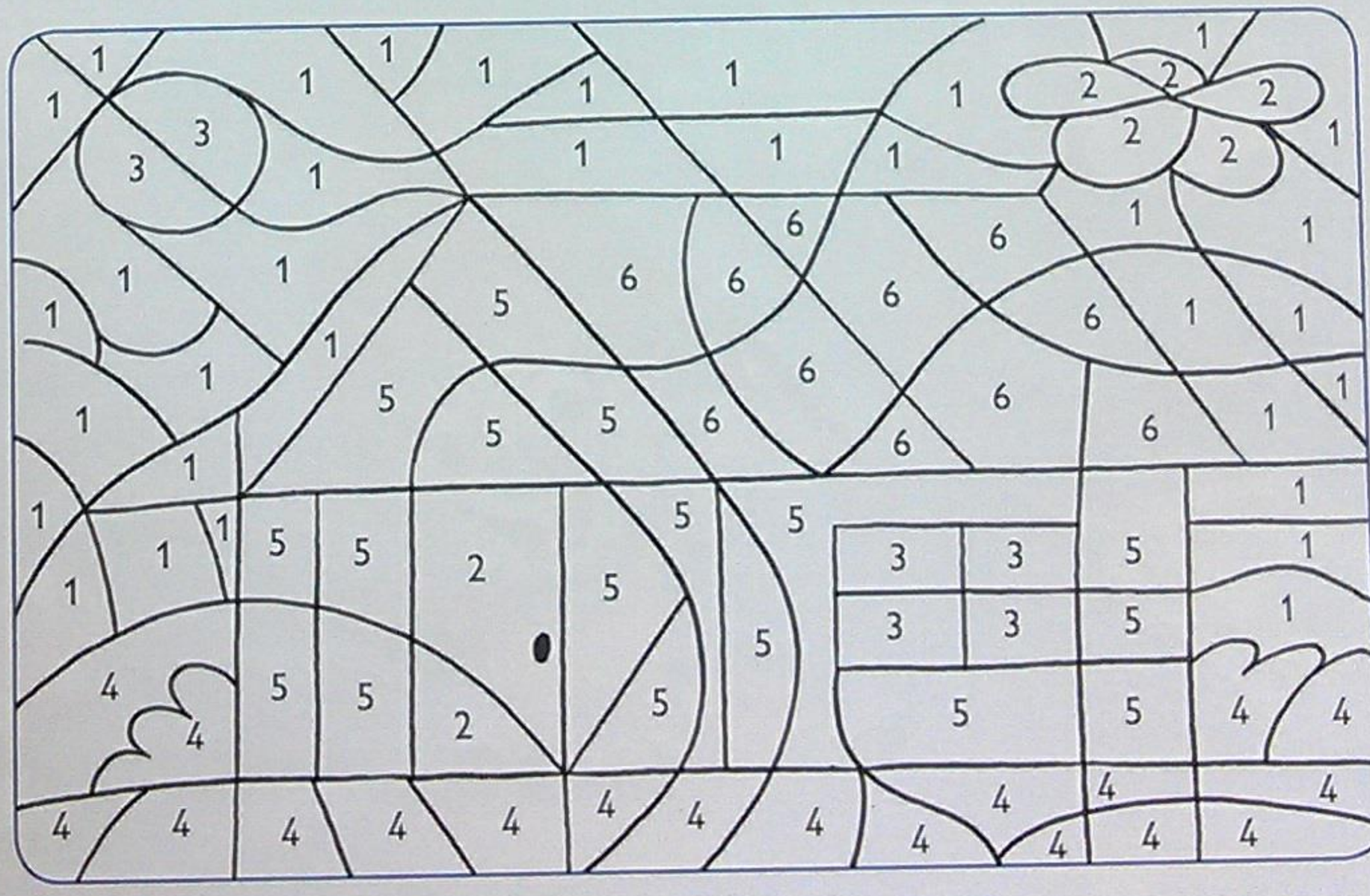
2 

3 

4 

5 

6 



black blue brown red white yellow

5 26 CDT

Listen and point. Sing the song.

OBJECTIVES: By the end of the lesson, pupils will be able to understand colours used as adjectives and sing a song.

• TARGET LANGUAGE

Key language: *It's a (brown) (chair).*
Additional language: *troll, yeah, crayon*
Revision: *black, blue, brown, red, white, yellow, my favourite colour, What colour is it?* classroom objects from Unit 2

• MATERIALS REQUIRED

Classroom object and colour flashcards (10–15, 26–31)
Pencils, erasers, crayons, bags and books that are blue, black, red, white, yellow or brown
Crayons for each pupil: blue, black, red, white, yellow, brown
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 3 Song worksheet (page 23)

Warmer

- Say the opening routine.
- Review classroom objects using the flashcards or realia.

Presentation

- Show the bag flashcard and ask *What colour is it? Red? Blue?* Pupils answer *Yellow.* Say *Yes. It's a yellow bag.* Do the same thing with real objects in the classroom which are blue, black, red, white, yellow or brown. Make a sentence for each one with the colour used as an adjective.
  Note: these sentences are for recognition only at this stage.

Song

PB20. ACTIVITY 5 *Listen and point. Sing the song.*

- Say *Open your books at page 20, please.* Help pupils find the right page. Say *Look at the picture. What can you see?* Point to your eyes and then to an object on the page. Say the word for the object. Repeat *What can you see?* Elicit the classroom objects (*table, chair, pencil, bag, eraser, book*). Teach *troll.* Ask *How many trolls?* Pupils respond *Six* (four real trolls and two in the pictures on the wall).
- Say *Listen and point.* Play the CD. Pupils point to the items in the picture as they are mentioned. Hold up your book and do the same.
- Play the song line by line. Pupils repeat.
- Say *Let's sing the song.* Play the whole song. Pupils join in. Hold up the colour flashcards (brown, white, blue, red) or place them on the board to help pupils remember the order of the colours.

CD 1, 26

Brown, brown, brown.
It's a brown chair.
It's a brown chair.

White, white, white.
It's a white eraser.
It's a white eraser.

My favourite colour!
My favourite colour!
My favourite colour!
My favourite colour!

Blue, blue, blue.
It's a blue table.
It's a blue table.

Red, red, red.
It's a red pencil.
It's a red pencil.

My favourite colour!
My favourite colour!
My favourite colour!
My favourite colour!

Yeah!

CD 1, 27

Now sing the song again. (Karaoke version)

Practice

- Point to items around the classroom and make true or false sentences, e.g. point to a brown table and say *It's a red table* (false) or point to a black and yellow bag and say *It's a black and yellow bag* (true). Pupils stand up for 'true' and stay sitting for 'false'. Emphasise the wrong word to give pupils a clue if necessary. Vary the false sentences so that sometimes it is the colour that is wrong and sometimes the name of the item.

Extra activity 1 (if time)

- Make four groups: brown, white, blue and red. Pupils sing the song. Each group sings only the verse about their colour (e.g. the brown group sing the first verse). The whole class joins in with the *My favourite colour lines.*

Extra activity 2 (if time)

- Make up a new version of the song with the pupils, using actual items in your classroom. Sing it using the karaoke version of the song. Point to / Hold up the items as pupils sing, to help them remember the new words.

Optional activity

- Unit 3 Song worksheet from the *Starter Teacher's Resource Book* (page 23).

Ending the lesson

- Pupils prepare crayons in the six colours from the lesson. Say, e.g. *A black crayon.* Pupils hold up the correct crayon as fast as they can. Repeat with the other colours. Do the same thing again with the colours in a different order, getting faster and faster. You could make this competitive – the last pupil to hold up the correct crayon each time is 'out'.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will be able to describe the colour of an object.

• TARGET LANGUAGE

Key language: *It's (red). It's a (red) (pencil).*
Additional language: *How many (yellow pencils) are there?*
Revision: colours, classroom objects, numbers *1–6*

• MATERIALS REQUIRED

Crayons for each pupil: blue, black, red, white, yellow, brown
Classroom object flashcards (10–15)
Groups of up to six classroom objects (five pencils, three erasers, etc.)
Extra activity 1: pencils, erasers, crayons, bags and books which are blue, black, red, white, yellow or brown
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 3 Extension worksheet 1 (page 21)

Warmer

- Say the opening routine.
- Play the song from the previous lesson (CD 1, 26). Pupils sing along.

Presentation

- Hold up a book and say, e.g. *It's blue.* Pupils repeat. Say *It's a blue book.* Pupils repeat again. Do the same with a different classroom object. (Say, e.g. *It's yellow. It's a yellow bag.*) Hold up / Point to different objects. Pupils make sentences, e.g. *It's red* or *It's a red eraser.*

PB21. ACTIVITY 6. *Listen and colour.*

- Say *Open your books at page 21, please.* Help pupils find the right page. Hold up your book and point to the pictures of classroom objects. Elicit the words. Ask, e.g. *What's number one?* Pupils respond *(A) pencil.* Say *Yes. It's a pencil.*
- Say *Listen.* Play the example. Point to the example colouring. Ask *What colour is it?* Elicit *Red.* Tell pupils to place the six crayons on their desks. Say *Listen and colour.* Pupils mark each item with a dot in the right colour. They colour the object in fully after the listening. Play the CD. Stop after each one. Pupils listen and mark the item. They check in pairs.
- Play the CD again. Check with the class. Say, e.g. *Number two.* Pupils respond *It's black* or *It's a black book.*

Key: 2 black, 3 brown, 4 blue, 5 white, 6 yellow

CD 1, 28

1. It's a red pencil.
2. It's a black book.
3. It's a brown chair.
4. It's a blue table.
5. It's a white eraser.
6. It's a yellow bag.

Practice

- Say *Open your books at page 20, please.* Help pupils find the right page. Say *Listen and point. It's a red pencil.* Pupils find the red pencil in the picture and point. They hold up their books for you to check. Repeat with the other items (a brown chair, a white eraser, a blue table, a yellow book, a black bag).

Pair work

- Pupils work in pairs. Pupil A makes sentences about the picture on page 20. Pupil B points. Then they swap roles. Monitor the activity and check pupils are making complete sentences with the colours.

PB21. ACTIVITY 7. *Listen, count and answer.*

- Prepare groups of classroom objects, e.g. three erasers, five pencils, two bags. Put, e.g. five pencils on the table. Say *Two pencils? Say 'yes' or 'no'.* (Pupils say *No*). Look confused and say *Ah! Four pencils?* (Pupils say *No*). Ask *Six pencils?* Then, as if giving up, ask *How many pencils are there?* Pupils respond *Five (pencils).*
- Repeat the question with different classroom objects, e.g. *How many erasers are there? How many books are there?* Get faster and faster. Be careful not to use more than six objects.
- Focus pupils on Activity 7. Point to the large picture. Say *Look and count. How many blue bags are there?* Pupils look and then check with a partner. Elicit *One.* Repeat with the question *How many blue chairs are there?* (Three)
- Say *Listen, count and answer.* Play the CD. Stop after the first question. Pupils whisper the answer to their partner. Do not elicit answers at this stage. Play the rest of the CD. Pause after each question. Play the CD again. Check with the class.

Key: two brown tables, one red book, three blue chairs, two white erasers, one black bag, four yellow pencils

CD 1, 29

How many brown tables are there?
How many red books are there?
How many blue chairs are there?
How many white erasers are there?
How many black bags are there?
How many yellow pencils are there?

Extra activity 1 (if time)

- Hold up two or three classroom objects of known colours. Say a sentence about one of them, e.g. *It's brown.* Pupils say the object in chorus, e.g. *Pencil.* Repeat for the other objects.
- Hold up the objects in random order. Elicit a sentence for each from individual pupils, e.g. *It's a brown pencil.* Pupils then chorus the sentence.

Extra activity 2 (if time)

- Pupils play a memory game. They work in pairs. They look at the pictures at the top of page 21 for a minute. Pupil B then closes his/her book. Pupil A hides his/her book from view, and then makes a sentence about the colour of one of the objects, e.g. *It's red.* Pupil B has to remember and say, e.g. *(The) pencil.* Pupils then swap roles.

Optional activity

- Unit 3 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 21).

Ending the lesson

- Ask questions / Give instructions about real items in the classroom. Use language from the unit, e.g. *How many tables are there? How many black chairs are there? Point to a blue book. What colour is my bag?*
- Say the closing routine.

6 28 CD1 Listen and colour.

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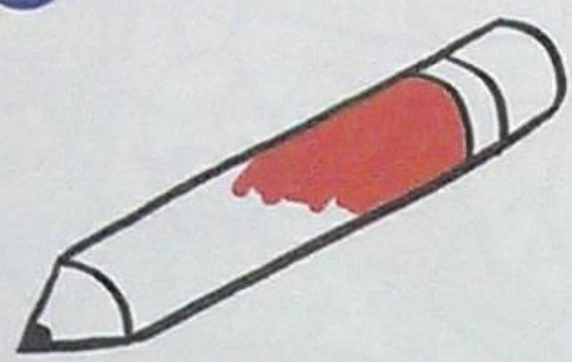

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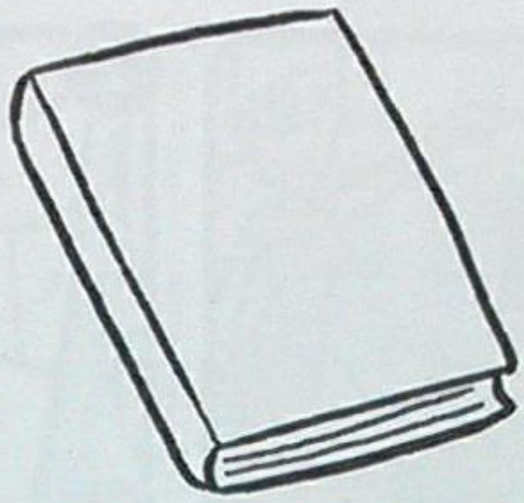

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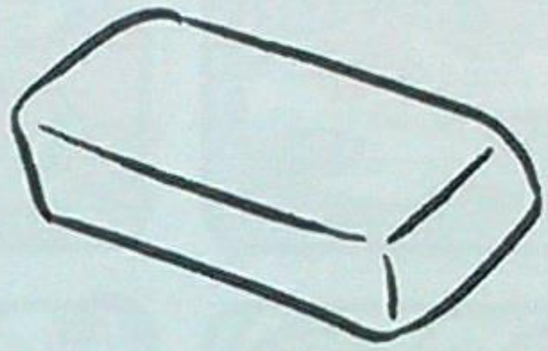

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7 29 CD1 Listen, count and answer.

It's red. It's a red pencil.

8 30 CD1 Listen to the story.

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's a picture to colour, Colour number (one) …, What is it? They're your favourite colours, now, only, it's you, What colour is number (one)?*
Revision: colours, classroom objects, numbers *1–6*

• MATERIALS REQUIRED

One set of character masks for each pupil
Photocopiable 3 (see page T68), copied onto thin card or paper (one copy for each pupil), crayons for each pupil
Extra activity: one set of character masks for the teacher, three large paintbrushes
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 3 Extension worksheet 2 (page 22) and/or animated version of the Unit 3 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine.
- Divide the class into three groups. Give each group the name of a character (Maskman, Monty, Marie). The pupils all put on the mask for their character.
- Play an instruction game. Say, e.g. *Maskman, point to my table. Marie, stand up. Monty, point to a book*, etc. Pupils follow the instruction only if they are in the named group. Give the instructions more and more quickly. Choose the best group at the end of the game (the group which has followed your instructions with the fewest mistakes).

Story

PB22. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 22, please.* Help pupils find the right page. Say *Look at the pictures.* Hold up your book to check pupils remember the sequence of the pictures. Point to the small numbers in the corner of each picture. Count together *One, two, three, four, five, six.* Say *Listen and point to the pictures.* Play the CD. Pupils listen and point.
- Say *Listen and look. What are Marie's favourite colours?* Play the CD again. Pupils check in pairs. Check with the class (red and white).
- Play the CD again. Stop after each picture to check understanding. Point to a picture and ask, e.g. *Number one, what colour?* (white) *Number two, what colour?* (red).

CD 1, 30

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MARIE: Look! Here's a picture to colour. Maskman, colour number one white, please … Monty, colour number two red, please.

MASKMAN: What is it? What is it? …
MONTY: Hmm, red and white, Marie. They're your favourite colours.

MARIE: Yes, Monty … Maskman, colour number three black, please.

MASKMAN: Look! It's a red pencil!
MONTY: Ha! Ha! Yes! It's a red pencil … and now I'm a red mouse.
MARIE: Now you, Maskman.

MASKMAN: Here you are! A picture to colour … Monty, colour number four blue, please … Marie, colour number five black, please.
MARIE: Er, yes, Maskman.

MARIE: What is it? What is it? Only two colours, Maskman?
MASKMAN: No, Marie. Colour number six yellow, please.

MARIE: It's YOU, Maskman!
MASKMAN: Yes, it is. I'm … Maskman!

Photocopiable 3: see page T68

- Show the pupils the photocopiable and say *Here's a picture to colour.* Tell them they are going to follow instructions to colour a picture. Hand out copies of Photocopiable 3 (see page T68).
- Say *Listen and colour the stars. Listen to number one.* Play the first item on the CD (Note: This recording is on CD 1, track 48). Elicit the colour. Make sure pupils understand that they need to make a coloured dot on each star.
- Play the rest of the CD. Pupils listen and make coloured dots. They check in pairs.
- Play the CD again. Elicit the colour for each star. Ask, e.g. *What colour is number two?* Pupils colour in the stars. Then they colour all the shapes in the picture according to the colour key they have made. Make sure they are using the correct colours. This activity can be finished at home.

CD 1, 48

Number 1 is yellow.
Number 2 is white.
Number 3 is brown.
Number 4 is blue.
Number 5 is black.
Number 6 is red.

Extra activity (if time)

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks. Give a paintbrush to each pupil. Play the CD and help the pupils act out the story. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Optional activities

- Unit 3 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 22).
- The animated version of the Unit 3 story from *Kid's Box Starter Interactive DVD*. See pages 34–37 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say *Open your books at page 20.* Help pupils find the right page. Make true or false sentences about the objects in the picture, e.g. *The bag is red.* Pupils stand up for 'true' and stay sitting for 'false'.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit
Additional language: *What colour's your (pencil)?*
Revision: *What's your favourite colour? What's your name? How old are you?, Point to …*

• MATERIALS REQUIRED

Maskman character mask for the teacher (and for larger classes: Maskman mask for each pair of pupils)

Warmer

- Review *What's your favourite colour?* by asking individual pupils around the class. Pupils work in pairs. They take turns to ask and answer.

PB23. ACTIVITY 9. *Listen and stick.*

- Say *Open your books at page 23, please.* Help pupils find the right page. Say, e.g. *Point to number one.* Pupils point to the correct child in the picture.
- Pupils prepare the colour stickers. Hold up the stickers and say *Listen and point.* Play the CD. Pupils listen and point to the stickers. Check they are pointing at the correct colours.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place on the page. Play the CD. Stop after each colour. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

CD 1, 31

1.
What's your favourite colour?
It's blue.

2.
What's your favourite colour?
It's red.

3.
What's your favourite colour?
It's black.

4.
What's your favourite colour?
It's white.

5.
What's your favourite colour?
It's brown.

6.
What's your favourite colour?
It's yellow.

PB23. ACTIVITY 10. *Talk to Maskman.*

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question or instruction and repeat as Maskman. Choose a pupil to respond / do the action. The pupil responds or follows the instruction, as appropriate. Teach new colour words if necessary.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the CD again. Pupil A repeats the questions / instructions on the CD. Pupil B responds. Then pupils swap roles. Play the CD again for Pupil B to repeat.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 1, 32

Hello . . I'm Maskman!
What's your name?
How old are you?
Point to a white eraser.
What colour's your chair?
What colour's your bag?
What colour's your pencil?

Extra activity 1 (if time)

- Pupils stand. Choose an object in the classroom of a known colour. Say, e.g. *Point to a red book.* Pupils point. Repeat for other objects in different colours. Start off slowly, and then speed up. More confident pupils can take turns to give the instructions.

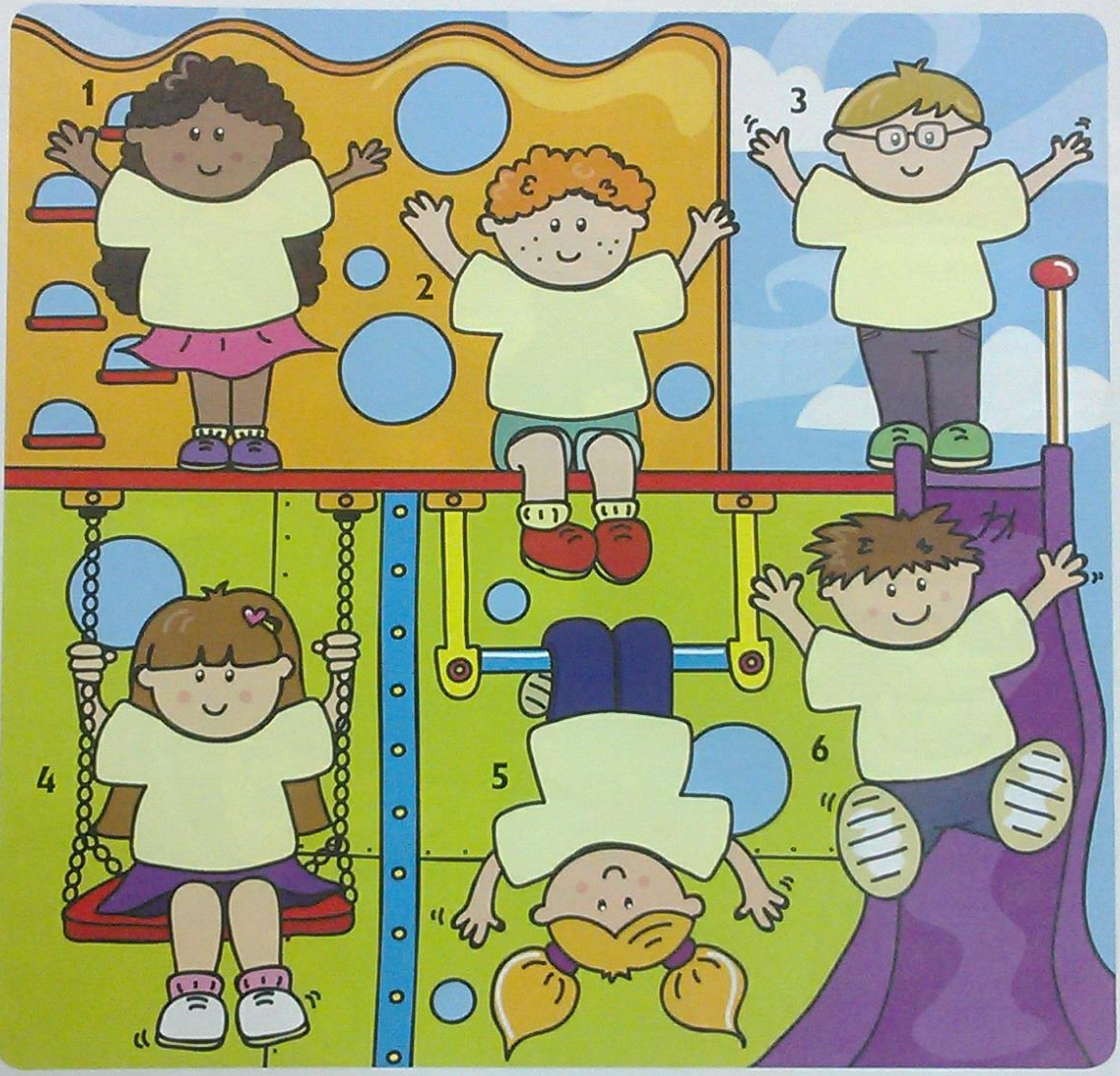
Extra activity 2 (if time)

- Draw the outline of a bag on the board. Draw a book, pencil and eraser inside the bag. Colour the items in known colours. Elicit sentences about your picture, e.g. *It's a black bag. It's a green book.*
- Pupils draw their own picture of a bag. They draw the same items inside it, but colour them as they wish. Pupils compare pictures in pairs and make sentences. Monitor and check pupils are using the colours as adjectives correctly.

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.
- Say the closing routine.

9 31 CD1 Listen and stick.



10 32 CD1 Talk to Maskman.

4 My toys

1 33 CD1 Listen and point.

2 34 CD1 Say the chant.

OBJECTIVES: By the end of this lesson, pupils will have named different toys and learnt a chant.

• TARGET LANGUAGE

Key language: *ball, bike, car, doll, kite, robot*
Additional language: *Look at this/the …, This/My car is my favourite toy, I'm a robot, It's OK.*
Revision: colours, *What colour's the … It's (black) and (white), a (white) (robot), What's this?, It's a …, star, What colour's the / your?*

• MATERIALS REQUIRED

Toy and colour flashcards (32–37, 26–31)
Extra activity 1: CD of lively music
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 4 Reinforcement worksheet 1 (page 25)

Warmer

- Say the opening routine.
- Show the colour flashcards. Pupils say each colour in chorus. Show different colour flashcards to individual pupils. They say the colour.

Presentation

- Teach the new words (*ball, bike, car, doll, kite, robot*) using the flashcards. Show each flashcard and say the word. Pupils repeat. Make sure pupils say each word several times. Vary it by asking them to say it loudly, softly, whispering, and so on.
- Put the flashcards in a group on the board. Make a circling motion with your hands. Say *Toys*. Point to a flashcard. Elicit the word. Say *It's a toy*. Repeat with the other flashcards.

PB24. ACTIVITY 1. *Listen and point.*

- Say *Open your books at page 24, please*. Help pupils find the right page. Get pupils to find the hidden star (see page T18 for the procedure). Point to the star (on the kite). Say *Here it is*. Pupils join in.
- Put the flashcards of the toys on the board. Elicit the words. Say *Listen and point*. Play the CD. Pupils listen and point to the toys in their books.
- Play the CD again. Pupils join in with the chant at the beginning. Stop after each toy. Pupils point to the toy. Ask questions, e.g. *What colour's the ball? What's this?* (pointing to the bike). Then play the next part of the CD.

CD 1, 33

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MONTY: Look at this bike! … And look at this doll. It's yellow and brown. This is my favourite toy.
MASKMAN: Look! Here's my car. My car is my favourite toy … Oooh! Look at the ball. It's black and white.
MARIE: Hmm. A robot. A white robot. Monty! Look at the kite. It's red and blue.
MONTY: Oooh yes, Marie.
ROBOT: I'm a robot! I'm a robot!
MONTY: Eeek!
MARIE: It's OK, Monty. It's a toy!

PB24. ACTIVITY 2. *Say the chant.*

- Place the robot, doll and kite flashcards in a row on the board in the same order as in the chant. Place the car, ball and bike flashcards in a row below them. Say the words. Pupils repeat. Say *Listen*. Play the CD. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the CD again. Point to the flashcards as each toy is mentioned. Pupils copy. Then say *Let's say the chant. Listen, repeat and point*. Play the CD. Stop after each line. Pupils repeat in chorus and point to the flashcards.

CD 1, 34

Robot, doll, kite,
Car, ball, bike.
Robot, doll, kite,
Car, ball, bike.
Robot, doll, kite,
Robot, doll, kite,
Car, ball, bike.
Car, ball, bike.

Practice

- Pupils stand up. Teach mimes for the toys, e.g. *car:* turning steering wheel; *ball:* throwing a ball in the air and catching it; *bike:* holding handlebars and moving legs as if cycling; *robot:* walking on the spot with stiff arms and legs; *doll:* arms folded as if holding and rocking a baby; *kite:* holding a kite string and looking up (as if into the sky).
- Say one of the toys. Pupils do the mime. Repeat for the other toys. Then do the mimes and pupils say the words.
- Pupils work in pairs. They take it in turns to say the toys and do the mimes.

Extra activity 1 (if time)

- You need space for this activity, e.g. the front of the class or the gym. Play the CD of lively music. Pupils move around to the music. Stop the CD. Say, e.g. *Robot* (or *You're a robot!*) Pupils do the robot mime from the Practice activity (above). Start the CD again. Repeat for all the toys.

Extra activity 2 (if time)

- Hold up the car flashcard. Elicit the word. Ask *What colour is it?* Pupils respond *Red*. Say the question several times. Pupils repeat.
- Pupils work in pairs. Pupil A looks at the picture on page 24 for a minute. Then he/she closes the book. Pupil B asks, e.g. *What colour's the kite?* Pupil A tries to remember and responds *It's red and blue*. Pupil B says *Yes* or *No*. He/She keeps a count of Pupil A's correct answers. When Pupil B has asked about all the toys, they swap roles. At the end of the activity pupils compare scores.

Optional activity

- Unit 4 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 25).

Ending the lesson

- Say *Open your books at page 24. Look at the picture*. Point to the toys and say *Listen. What is it?* Make a sentence about one of the toys, e.g. *It's white*. Elicit the answer from a pupil (Robot/It's a robot/The robot). Repeat with the other toys.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have followed instructions to colour a picture and listened to people talking about their favourite toys.

• TARGET LANGUAGE

Key language: *ball, bike, car, doll, kite, robot, toy*
Additional language: *look, What's your favourite toy? It's a …*
Revision: colours

• MATERIALS REQUIRED

Crayons for each pupil: blue, black, red, white, yellow, brown
Toy and colour flashcards (32–37, 26–31), with the words covered
Extra activity 1: a selection of flashcards from previous units
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 4 Reinforcement worksheet 2 (page 26)

Warmer

- Say the opening routine.
- Do a mime from the Practice activity in the previous lesson. Pupils say the toy. Repeat. Say a toy. Pupils do the action. Repeat for the rest of the toys.
- Play the toys chant (CD 1, 34). Pupils join in and do the actions.

PB25. ACTIVITY 3 *Listen and colour.*

- Say *Open your books at page 25, please.* Help pupils find the right page. Hold up your book and point to the pictures of toys. Elicit the words. Ask, e.g. *What's number one?* Pupils respond *(A) car.* Say *Yes. It's a car.*
- Play the example. Ask *What colour's the car?* Elicit *Black.* Point to the example colouring. Say *It's a black car.* Pupils repeat.
- Tell pupils to place the six crayons on their desks. Say *Listen and colour.* Pupils mark each item with a dot in the right colour. They colour the object in fully after the listening. Play the CD. Stop after each sentence. Pupils listen and mark the item. They check in pairs.
- Play the CD again. Check with the class. Say, e.g. *Number two.* Pupils respond *It's yellow* or *It's a yellow ball.*

Key: 2 yellow, 3 red, 4 blue

CD 1, 35

1. Look! It's a black car.
2. Look! It's a yellow ball.
3. Look! It's a red kite.
4. Look! It's a blue robot.

PB25. ACTIVITY 4. *Listen and draw lines.*

- Review *favourite.* Stick the colour flashcards on the board and ask a pupil *What's your favourite colour? Say and point.* He/She responds, e.g. *Red* and points at the correct flashcard on the board. Repeat with three or four more pupils.
- Focus on the pictures of children in Activity 4. Point to the toys below the children. Elicit the words (point and say *What's this?*).
- Demonstrate the activity using the example. Point to the first boy and say *What's his favourite toy? Listen.* Play the example on the CD. Say *Look.* Mime drawing the line from the boy to the robot. Elicit *Robot.* Make sure the pupils know they need to draw a line for each child. Tell them to use pencil. Play the rest of the CD. Stop after each one for pupils to think and draw a line. They check in pairs.
- Play the CD again. Stop after each one and check answers with the class. Ask *What's his/her favourite toy?* Pupils respond, e.g. *(It's a)* robot. Note: *his* and *her* are for recognition only at this stage.

Key: 2 doll, 3 bike, 4 kite

CD 1, 36

1.
What's your favourite toy?
It's a robot.

2.
What's your favourite toy?
It's a doll.

3.
What's your favourite toy?
It's a bike.

4.
What's your favourite toy?
It's a kite.

Extra activity 1 (if time)

- Display the toy flashcards and other flashcards from previous units (maximum of 12). Play the *Disappearing flashcards game.* Point to each flashcard in turn. Pupils say the word. Point to the flashcards again. Pupils chorus each word. This time turn the first flashcard to face the board after pupils have said the word. Repeat, each time turning one more flashcard over until all the flashcards are facing the board. Pupils chorus the words from memory. Continue, turning one flashcard back to face the class each time until all the flashcards are visible.

Extra activity 2 (if time)

- Pupils work in pairs. They both look at the pictures in Activity 1 on page 25. Pupil A makes a sentence about one of the toys, e.g. *It's red.* Pupil B points at the correct toy and says, e.g. *It's a kite.* Then they swap roles.

Optional activity

- Unit 4 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 26).

Ending the lesson

- Cover one of the toy flashcards with a piece of card. Say *What's my favourite toy?* Slowly reveal the flashcard. Pupils put up their hands. Choose a pupil to answer, e.g. *It's a kite.* Reveal the flashcard to check the answer. Repeat with the other flashcards.
- Say the closing routine.

3 35 CD1 Listen and colour.

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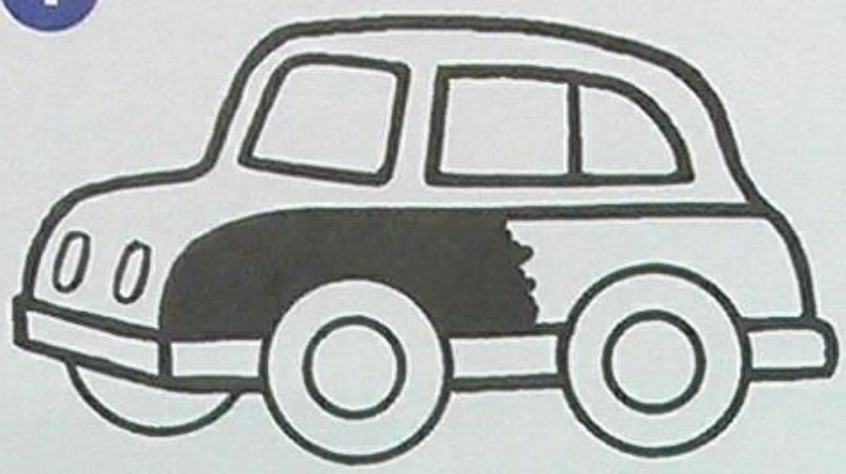

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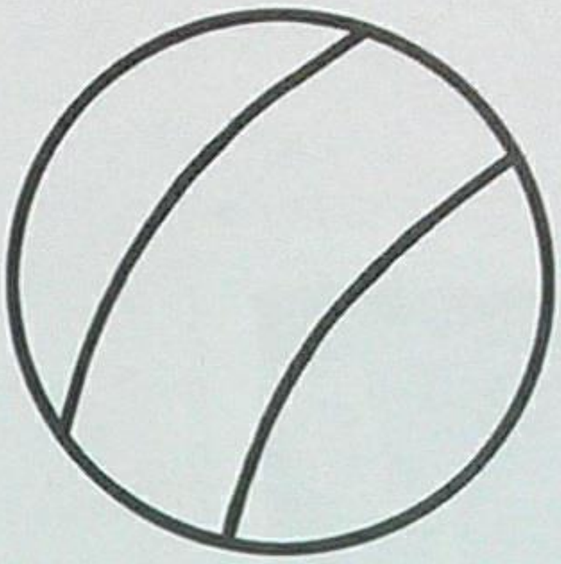

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4 36 CD1 Listen and draw lines.

1

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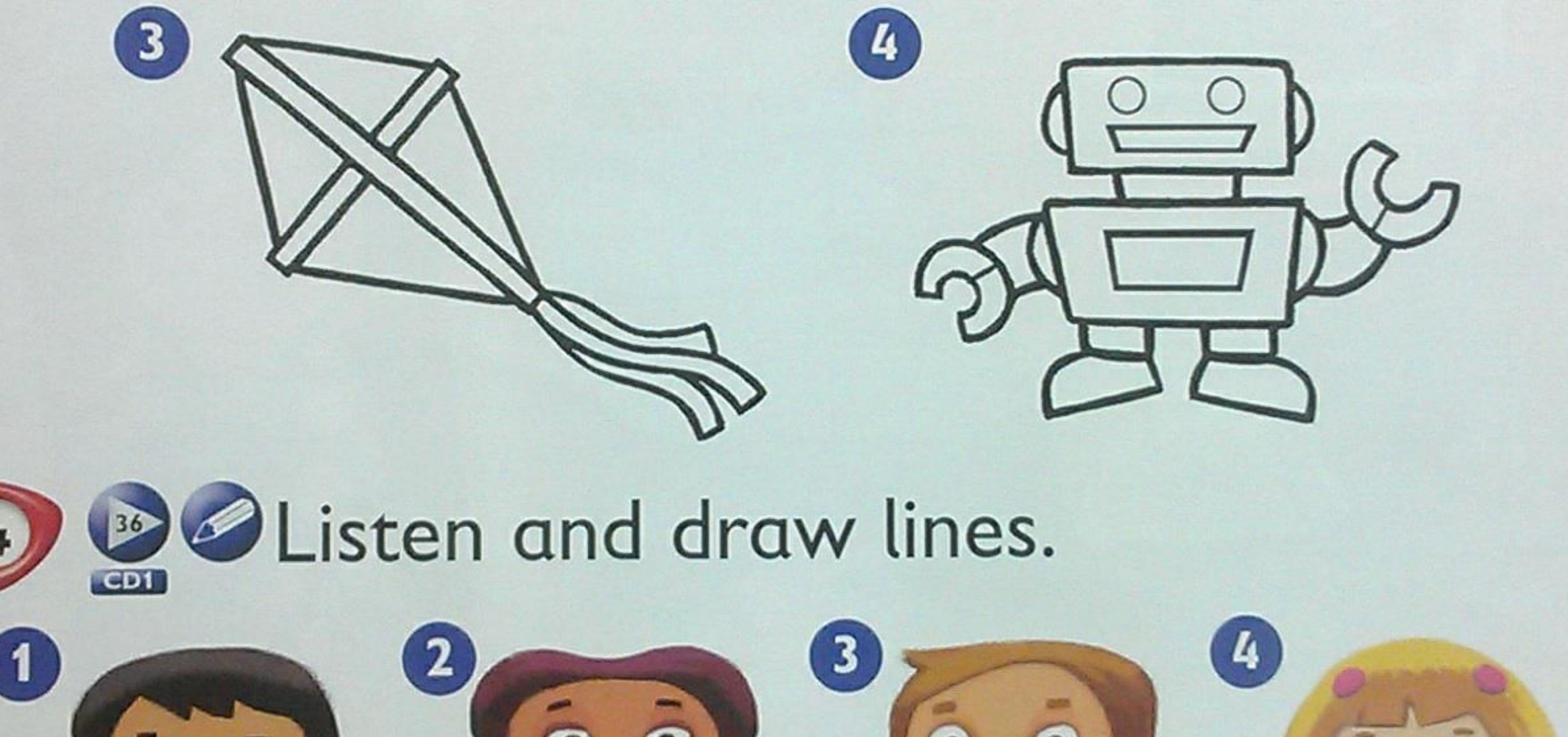


ball bike car doll kite robot

5 37 CD1 Listen and point. Sing the song.

OBJECTIVES: By the end of the lesson, pupils will have practised asking where something is and sung a song.

• TARGET LANGUAGE

Key language: *Where's my (car)? It's here.*
Additional language: *My (car) isn't here, Mum*
Revision: toys, classroom objects, *What's your favourite toy?*

• MATERIALS REQUIRED

Toy flashcards (32–37)
Classroom object flashcards (10–15) or real classroom objects
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 4 Song worksheet (page 29)

Warmer

- Say the opening routine.
- Review the toys using flashcards. Hold up each flashcard. Elicit the word and hand the flashcard to a pupil. One of the pupils with a flashcard shows it to the class. He/She says the word and sticks the flashcard on the board.
- Point to the flashcards on the board in turn. Say the word and do a mime (see Practice, page T24). The pupils copy. Point to the flashcards again. Pupils say the words and do the mimes.
- Point to the flashcards on the board and ask a pupil *What's your favourite toy?* He/She responds with a toy from the board. Repeat with two or three more pupils.
- Pupils practise the question in chorus. Say *What's your favourite toy?* Pupils repeat. They say the question in different ways: quietly, loudly, angrily, whispering, etc.
- Pupils work in pairs. They take turns to ask and answer the question.

Presentation

- Before the lesson, place classroom items belonging to you in unusual places. Make sure pupils can see the items (e.g. put your bag behind the classroom door, your board pen under a table, your book on someone's desk).
- Mime looking worried and searching for your bag. Hold up the bag flashcard and say *My bag! My bag! It isn't here!* Exaggerate your worried tone and move around the classroom searching. Ask *Where's my bag?* Pupils point. Go and 'find' the bag and look relieved. Point to it and say *Oh. It's here.* Repeat for other objects you have 'hidden' (e.g. *Where's my book? Where's my chair? Where's my pen?*). For each item, show the flashcard and use language from the song (see below).

Song

PB26. ACTIVITY 5. *Listen and point. Sing the song.*

- Say *Open your books at page 26, please.* Help pupils find the right page.
- Ask, e.g. *Where's the car?* Pupils find the car in the picture and point. Hold up your book and check. Say *It's here.* Repeat for *doll* and *kite*.
- Point to the woman in the picture and say *This is Mum.* Pupils repeat *Mum*. Say *Where's Mum?* Pupils point at the woman.
- Say *Listen and point.* Play the CD. Pupils point to the toys as they are mentioned. Hold up your book and do the same.
- Play the song line by line. Pupils repeat.
- Say *Let's sing the song.* Play the whole song. Pupils join in. Hold up the car, doll and kite flashcards or place them on the board to help pupils remember the order of the toys.

CD 1, 37

My car! My car!
My car isn't here!
Where's my car?
It's here! It's here!

My doll! My doll!
My doll isn't here!
Where's my doll?
It's here! It's here!

My kite! My kite!
My kite isn't here!
Where's my kite?
It's here! It's here!

CD 1, 38

Now sing the song again. (Karaoke version)

Extra activity 1 (if time)

- Make four groups: car, doll, kite, Mum. Pupils sing the song. Each group sings only their lines (e.g. the 'car' group sing the first three lines *My car! My car! My car isn't here! Where's my car;* the 'Mum' group sing *It's here. It's here*, and so on).

Extra activity 2 (if time)

- Start to say or sing the first line of the song. Stop before the word *car* and hold up a flashcard of a different object (e.g. robot). Pupils say or sing the missing word (robot). Continue with the rest of the verse. Show the robot flashcard and say/sing *robot* instead of singing/saying *car* each time.
- Repeat for the rest of the song. Use a different toy or classroom object flashcard for each verse.

Optional activity

- Unit 4 Song worksheet from the *Starter Teacher's Resource Book* (page 29).

Ending the lesson

- Review/Teach the following actions/mimes for the song:
  My car! My car!: turning a steering wheel
  My car isn't here: shaking head
  Where's my car?: shrugging shoulders
  It's here. It's here: pointing, looking relieved
  My doll! My doll!: arms folded as if holding and rocking a baby
  My kite! My kite!: holding a kite string and looking up (as if into the sky).
- Pupils sing the song (CD 1, 37) again with the actions.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have practised asking and answering *Where's the ...?* and talking about their favourite toy.

• TARGET LANGUAGE

Key language: *Where's ...? It's here.*
Additional language: *What's your favourite toy? My favourite toy's a ...*
Revision: toys, classroom objects, shapes, numbers *1–4*

• MATERIALS REQUIRED

Toy flashcards (32–37)
Extra activity 1: two rulers, classroom object and shape flashcards (10–15, 23–25)
Extra activity 2: classroom object, shape and toy flashcards (10–15, 23–25, 32–37)
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 4 Extension worksheet 1 (page 27)

Warmer

- Say the opening routine.
- Place the car, doll and kite flashcards on the board. Elicit the words.
- Play the song from the previous lesson (CD 1, 37). Pupils sing along and do the actions (see Ending the lesson, page T26). Point to the flashcards to help pupils remember the order of the toys.

PB27. ACTIVITY 6. *Listen and write the number.*

- Say *Open your books at page 27, please.* Help pupils find the right page. Hold up your book. Point to the picture. Say *Look. Where's the robot?* Pupils look and point. They compare in pairs and then hold up their books to show you. Repeat for the other toys.
- Write numbers *1* to *4* on the board. Elicit the numbers. Say *Listen and write the number.* Stick the robot, doll, bike and ball flashcards on the board. Draw a small box next to each flashcard. Say *Write one, two, three or four.* Point to the boxes. Play the example on the CD. Say *What number?* Elicit *One.* Write *1* in the box next to the flashcard of the ball. Point to the example number 1 in the box next to the ball in the book.
- Play the CD. Pause after each one for pupils to find the object and write the number. Pupils check in pairs. Play the CD again. Check by asking, e.g. *What's number two?* Pupils respond *(The) bike.*

Key: 2 bike, 3 doll, 4 robot

CD 1, 39

1. Where's the ball? It's here.
2. Where's the bike? It's here.
3. Where's the doll? It's here.
4. Where's the robot? It's here.

Practice

- Stick the toy and classroom object flashcards on the board at a height your pupils can reach. Ask, e.g. *Where's the bike?* Pupils point to the correct flashcard.
- Ask a pupil to come to the front. Ask, e.g. *Where's the eraser?* The pupil points to the correct flashcard. Repeat with different pupils.
- Practise *Where's the ...?* with the whole class. Say, e.g. *Where's the bag?* Pupils repeat the question and point to the correct flashcard. Repeat with different objects. Confident pupils can then take turns to lead the activity. They choose a flashcard and ask another pupil at the front *Where's the ...?*

Pair work

- Pupils work in pairs. They both look at the picture at the top of page 27. Pupil A asks, e.g. *Where's the robot?* Pupil B finds the robot, points and says *It's here.* Then they swap roles.

PB27. ACTIVITY 7. *Draw your favourite toy. Say.*

- Focus pupils on the frame in the bottom half of the page. Draw a large rectangle on the board. Stick the toy flashcards in a row on the board. Point to the kite flashcard and say *My favourite toy's a kite.* Draw a simple picture of a kite in the rectangle.
- Pupils draw their own picture in the same way. They can choose a toy from the unit or draw a different toy. Monitor as they work and ask pupils *What's your favourite toy?*
- Practise saying *My favourite toy's a ...* in chorus with the whole class. Then pupils show each other their pictures in pairs or small groups. They say *My favourite toy's a ...* Teach new toy words as necessary.

Extra activity 1 (if time)

- Two teams line up facing the board. Stick the classroom object, shape and toy flashcards on the board. Elicit the words. Hand a ruler to the first pupil in each team.
- Ask about one of the flashcards, e.g. *Where's the triangle?* The two pupils at the front of the teams run to touch the correct flashcard and say *It's here.* The first pupil to touch 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 next two pupils at the front. Continue until all the pupils have had a turn. The team with the most points is the winner.

Extra activity 2 (if time)

- Hand out six to ten classroom object, shape and toy flashcards to different pupils. Keep the pictures on the cards hidden as you hand them out. Tell pupils with the flashcards to look at them but not to show them to the class.
- Pupils with the flashcards stand up. Each pupil shows his/her flashcard to the class. Ask *What's this?* The pupil responds, e.g. *It's a (chair).* The class looks at the flashcard for about ten seconds. The pupil then holds the flashcard so the rest of the class can't see. Repeat for all the pupils who have flashcards.
- Ask about one of the flashcards, e.g. *Where's the (chair)?* Pupils try to remember who has the flashcard. Choose a volunteer to stand and point to the correct pupil. He/She says *It's here.* The pupil with the flashcard shows the picture so the class can check. He/She says *Yes* or *No.* Repeat for the other flashcards.

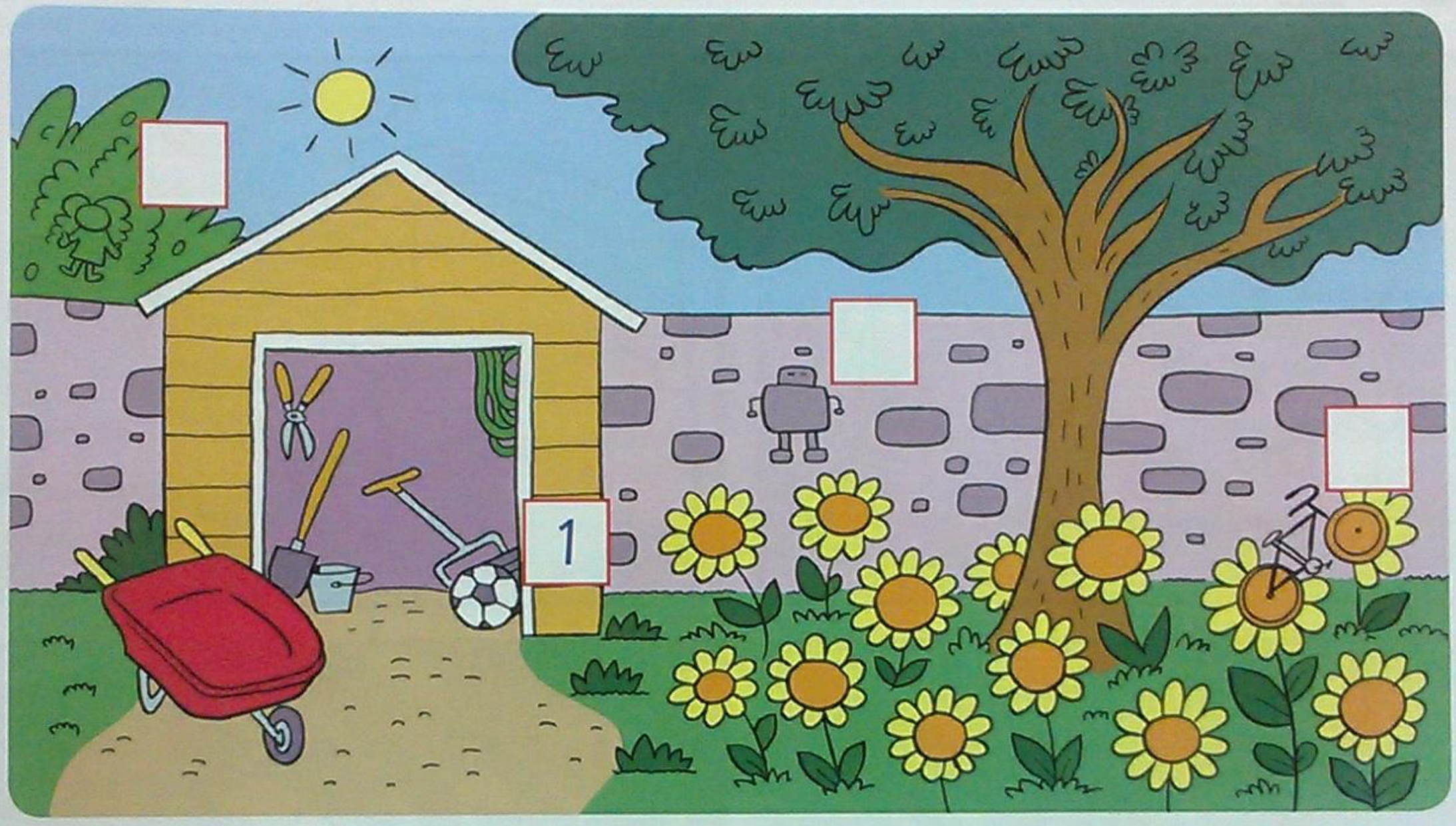
Optional activity

- Unit 4 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 27).

Ending the lesson

- Place the toy flashcards on the board. Ask a pupil, e.g. *Where's the* (name of toy)? He/She comes and points to the correct flashcard and says *It's here.* You could ask each pupil to do this before they leave the classroom.
- Say the closing routine.

6 39 CD1 Listen and write the number.



7 Draw your favourite toy. Say.

Me!

8 CD1 Listen to the story.

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: *It isn't here, Where is it? open your car, What isn't here?, The pencil is here.*
Revision: *hello, stand up, please, thank you,* vocabulary from Units 3 and 4

• MATERIALS REQUIRED

Character and classroom object flashcards (1–3, 10–15)
Extra activity 1: one set of masks, two chairs, a pencil
Extra activity 2: toy flashcards (32–37)
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 4 Extension worksheet 2 (page 28) and/or animated version of the Unit 4 story from *Kid's Box Starter Interactive DVD*

Warmer

- Hide the character flashcards and some or all of the classroom object flashcards around the classroom. Make sure they are not too difficult to find.
- Pupils stand up. Ask a pupil, e.g. *Where's Marie?* or *Where's the book?* The pupil looks around the classroom. When he/she sees the flashcard, he/she goes and points to it and says *It's here.* Repeat with different pupils until all the flashcards have been found.

Story

PB28. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 28, please.* Help pupils find the right page. Say *Look at the pictures.* Hold up your book to check pupils remember the sequence of the pictures. Point to the small numbers in the corner of each picture. Count together *One, two, three, four, five, six.* Say *Listen and point to the pictures.* Play the CD. Pupils listen and point.
- Say *Listen and look. Where's the pencil?* Play the CD again. Pupils check in pairs. Check with the class (pupils point to the pencil in Marie's hair).
- Play the CD again. Stop after each picture to check understanding. Hold up your book. Point to the picture and ask, e.g. *Number one, where's Monty? He's in a …* (chair). *Does Marie say 'Sit down' or 'Stand up'?* (Stand up)

CD 1, 40

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MONTY: Hello, Marie.
MARIE: Hello, Monty. Stand up, please!
MONTY: OK.

MARIE: No, no. It isn't here. It isn't here. Where is it?
MONTY: Marie! Marie! What is it?
MARIE: Hmmm.

MASKMAN: Hello, Marie. Hello, Monty.
MARIE: Hello, Maskman. Open your car and stand up, please!
MASKMAN: OK.

MARIE: Where is it? Where is it? It isn't here!
MASKMAN: What isn't here, Marie?
MONTY: Marie! What is it?

MARIE: It's my pencil. It isn't here!
MASKMAN: Oooh, Monty! Where's the pencil?

MONTY: Look, Marie. The pencil is here.
MARIE: Oh, yes. Thank you.

Extra activity 1 (if time)

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks. Put two chairs at the front (one for Monty's chair and one for Maskman's car). Give the pupil who is playing Marie a pencil. The pupil puts it behind his/her ear or in his/her pocket.
- Play the CD and help the pupils act out the story. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Extra activity 2 (if time)

- Stick the toy flashcards on the board. Number them *1* to *6*. Say, e.g. *Where's the robot?* Pupils respond with the number. Repeat for the other toys.
- Turn the flashcards over so the pictures are hidden. Cover the words with sticky notes. Ask *Where's the robot?* again. Pupils reply from memory. Turn over the flashcards to check. Repeat for the other toys.

Optional activity

- Unit 4 Extension worksheet 2 from the Starter Teacher's Resource Book (page 28).
- The animated version of the Unit 4 story from *Kid's Box Starter Interactive DVD*. See pages 34–37 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say a line from the story. Act if you can. Say, e.g. *Open your car and stand up, please.* Ask *Monty, Marie or Maskman?* Pupils say the name of the speaker, e.g. *Marie.* Repeat with other lines, e.g. *What is it?* (Monty), *What isn't here?* (Maskman), *It isn't here!* (Marie), *Thank you* (Marie), *The pencil is here.* (Monty)
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit
Additional language: *What's (Maskman)'s favourite toy?*
Revision: *What's your name? How old are you? Point to a (table), What colour's your (eraser)? What's your favourite toy/colour?*

• MATERIALS REQUIRED

Character flashcards (1–3)
Colour and doll, kite and car flashcards (26–30, 33–35)
One set of character masks for the teacher (and for larger classes: Maskman mask for each pair of pupils)

Warmer

- Say the opening routine.
- Stick the doll, kite and car flashcards on the board. Ask a pupil to put on the Maskman mask and stand in a 'superhero' pose. Point to the flashcards and say *What's Maskman's favourite toy?* Elicit *(The) car.* Give the car flashcard to the pupil who is being Maskman. Encourage him/her to say *Thank you* in a 'Maskman' voice. Repeat for Monty and Marie (with different pupils).
- Impersonate one of the characters, e.g. use a mouse voice and say *My favourite toy's my doll.* Pupils respond *Monty.* Repeat for the other characters. Put on the Monty mask and say *My favourite toy's my doll* again. Pupils repeat. Repeat with the other masks.
- Pupils work in pairs. Pupil A impersonates one of the characters and says *My favourite toy's my ...* Pupil B says the toy. Then they swap roles.

PB29. ACTIVITY 9. *Listen and stick.*

- Say *Open your books at page 29, please.* Help pupils find the right page.
- Pupils prepare the toy stickers. Hold up the stickers and say *Listen and point.* Play the CD. Pupils listen and point to the stickers. Check they are pointing to the correct toys.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place on the page. Play the CD. Stop after each one. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

CD 1, 41

1.
Where's the bike?
It's here.

2.
Where's the kite?
It's here.

3.
Where's the doll?
It's here.

4.
Where's the car?
It's here.

5.
Where's the robot?
It's here.

6.
Where's the ball?
It's here.

PB29. ACTIVITY 10. *Talk to Maskman.*

- Review colours using the flashcards.
- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question or instruction and repeat as Maskman. Choose a pupil to respond. The pupil responds or follows the instruction, as appropriate. Teach new colour words if necessary.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the CD again. Pupil A repeats the questions/instructions on the CD. Pupil B responds. Then pupils swap roles. Play the CD again for Pupil B to repeat.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 1, 42

Hello ... I'm Maskman!
What's your name?
How old are you?
Point to a table.
What colour's your eraser?
What's your favourite toy?
What's your favourite colour?

Extra activity 1 (if time)

- Say *Look at the picture on page 29.* Demonstrate the activity. Say *Listen, point and say the number.* Ask, e.g. *Where's the doll?* Pupils point and say *Three.* Encourage them to say *It's here. It's number three.* Repeat with different toys. Say *Where's the ball?* Pupils repeat. They practise saying the question quietly, loudly, angrily, etc.
- Pupils work in pairs. They take turns to ask and answer. Pupil A says, e.g. *Where's the robot?* Pupil B points and responds, e.g. *It's here. It's number five.* This could also be played as a memory game (Pupil B answers with his/her book closed).

Extra activity 2 (if time)

- Say *Look. What's my favourite toy?* Do a mime for one of the toys (see Practice, page T24). Pupils respond with the name of the toy. Repeat with a different mime.
- Say *What's my favourite toy?* Pupils repeat. They practise saying the question quietly, loudly, angrily, etc. Pupils play the mime game in pairs. They take turns to do actions.

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.
- Say the closing routine.

9 41 CD1 Listen and stick.

10 42 CD1 Talk to Maskman.

Marie's art

Butterfly colours

1 Look and draw lines.

2 Make a butterfly. Say the colours.

orange green pink

OBJECTIVES: By the end of this lesson, pupils will be able to name three more colours and will have created a symmetrical picture.

• TARGET LANGUAGE

Key language: *orange, green, pink*
Additional language: *art, butterfly/butterflies, My butterfly is (orange, red and yellow), the same*
Revision: *red, yellow, brown, white, blue, black, What colour is it?*

• MATERIALS REQUIRED

Colour flashcards (26–31 and 38–40)
Picture of a butterfly
Photocopiable 4 (see page T69), copied onto paper (one for each pupil), painting materials for each pupil (paintbrushes and paints in red, yellow, brown, black, blue, white, orange, green and pink), water
Crayons for each pupil: red, yellow, brown, white, blue, black, orange, green, pink
Extra activity 2: pictures of things that are symmetrical and asymmetrical (e.g. symmetrical: a dragonfly (seen from above), a bee (seen from above); asymmetrical: a cup with a handle on one side, the façade of a building with the door on one side, a human hand)
Optional: *Kid's Box Starter Interactive DVD*: 'Balloons' documentary

Warmer

- Say the opening routine.
- Review colours using flashcards 26 to 31. Place the flashcards on the board at a height your pupils can reach. Elicit the colours. Call a confident pupil to the front. Say, e.g. *Point to black*. Repeat for the rest of the colours.

Presentation

- Teach the new colours using the flashcards. Pupils repeat the words in chorus. Make sure pupils say each colour several times.
- Show the colour flashcards in turn. Ask *What colour is it?* Elicit, e.g. *Pink*. Then shuffle the cards and show them in a different order. Elicit the colours, as before.
- Focus on items in the classroom. Say *Point to something green.* Pupils point. Repeat for *pink*, *orange* and the other colours.

PB30. ACTIVITY 1. *Look and draw lines.*

- Draw a simple picture of a butterfly on the board (like the one on Photocopiable 4) or show a picture of a butterfly. Say *This is a butterfly. A butterfly.* Pupils chorus the words several times.
- Say *Open your books at page 30, please*. Help pupils find the right page. Point to the picture of Marie and elicit her name. Point to the photographs in Activity 2 and say *It's art*. Check understanding of *art*.
- Point to the pictures of butterflies. Say *Butterflies. Point to the pink butterfly.* Pupils point and hold up their books to show you. Repeat for the other colours.
- Say *Point to the pink butterfly* again. Say *Point to the blue butterfly Look!*. Show pupils the example line linking the two butterflies. Say *They are the same. Two butterflies. Now look and draw lines.* Mime drawing a line between the pink and the blue butterflies. Pupils match the other butterflies. They draw lines to make pairs of butterflies that are the same. They check answers in pairs. Circulate and check answers.

Photocopiable 4: see page T69

PB30. ACTIVITY 2. *Make a butterfly. Say the colours.*

- Focus on the three photographs of the boy. Say *Look. It's a butterfly. It's art.* Point to each photograph and describe what is happening. Use gesture to help explain meaning, e.g. Say *Look at number one. He's painting* (mime painting). *Look at number two. He's folding the picture* (fold a piece of paper). *Look at number three. It's a butterfly! Wow!*
- Tell pupils they are going to make their own painting, like the one in the photograph. Hand out copies of Photocopiable 4 (see page T69), paintbrushes, paints and water. Pupils paint just one half of the butterfly. They then fold the paper along the centre line and open the picture to make a butterfly. Monitor and make sure pupils are only painting on one side. Ask individuals about their pictures, e.g. *What colour is this?* Help them to fold their paintings. If you cannot use paints in your classroom, follow the instructions for Extra activity 1 below. When pupils have finished the pictures, point to the two sides and say *Look. They are the same. The same colours.*
- Pupils compare their pictures in pairs or small groups. They talk about the colours, e.g. *My butterfly is orange, red and yellow.* Make a display of the paintings in the classroom. If possible, cut them out and hang them from the ceiling so they look as if they are flying.

Extra activity 1 (if time)

- Give each pupil another copy of Photocopiable 4 (see page T69). They draw lines to complete the picture so it is as symmetrical as possible. They colour the picture so each side looks the same. Monitor as pupils work. Point to the colours on pupils' butterflies and ask, e.g. *What colour is it?*. Pupils can finish colouring at home.

Extra activity 2 (if time)

- Show your pictures of symmetrical and asymmetrical things. For each picture point to the two sides and ask *Are they the same? Yes or no?* Pupils respond by saying *Yes* and standing up or *No* (remaining seated). Talk briefly about symmetrical objects in the classroom.

Optional activity

- The 'Balloons' documentary from *Kid's Box Starter Interactive DVD*. See pages 12–15 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Pupils prepare crayons (red, yellow, brown, white, blue, black, orange, green and pink) and place them on their desks. Say, e.g. *Show me orange*. Pupils hold up the correct crayon. Repeat with the other colours. When the pupils are all holding up the crayons correctly, ask for two or three colours, e.g. *Show me blue and black. / Show me pink, orange and yellow.*
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have listened to examples of polite English and practised asking for items politely and responding.

• TARGET LANGUAGE

Key language: *Mummy, Daddy, Here's a (green) (robot) for you*
Additional language: *giving*
Revision: *values, What's this? It's a ...*, classroom objects, *toys, please, thank you, here you are, pass me the (book)*

• MATERIALS REQUIRED

Toy flashcards (32–37)
Extra activity 2: three or four real toys in colours pupils know (e.g. a red car, a yellow robot, a pink doll, an orange ball)

Warmer

- Say the opening routine.
- Review the language from the last 'values' lesson. Say to a pupil *Pass me the book, please.* The pupil passes the book. Encourage the pupil to say *Here you are.* Say *Thank you.* Ask different pupils to pass you more classroom objects (e.g. a pencil, an eraser, a bag, a crayon).
- Repeat the dialogue, saying all the lines yourself. Pupils chorus each line several times.
- Pupils work in pairs. They practise asking for and handing over objects in the same way. Monitor and remind them to use *please* and *thank you.*

PB31 ACTIVITY 3. *Listen and point.*

- Say *Open your books at page 31, please.* Help pupils find the right page. Point to the picture of Trevor at the top of the page. Elicit his name. Wave at Trevor and say *Hello, Trevor!* Pupils say *Hello, Trevor!* and wave. Remind pupils of the meaning of *values*, and that Trevor's pages are about doing the right thing. Point to the four large pictures and say *Listen and point.* Play the CD. Pupils point to the characters as they speak.
- Elicit/Present *Mummy* and *Daddy.* Say *Point to Mummy.* Pupils point to the mother in picture 3 or 4. They hold up their books to show you. Repeat for *Daddy.*

CD 1, 43

What's this, Daddy?
It's a kite.

Here's an orange kite for you.
Oooh! Thank you, Daddy.

Look! Here's a green robot for you.
Oooh! Thank you.

And here's a pink car for you, Mummy.
Oooh! Thank you.

Practice

- Play the CD again. Stop after each line. Pupils repeat in chorus. Encourage them to use the same intonation as on the recording. Talk briefly about presents. Say that it is very nice to receive presents, but it also feels good to give someone a present. Ask pupils if they have made a present for someone themselves, or received a homemade present.

PB31. ACTIVITY 4. *Act it out.*

- Place the doll, car and bike flashcards on the board at a height your pupils can reach. Elicit the words. Then elicit a sentence for each toy with colour(s), e.g. *It's a blue bike.*
- Take one of the flashcards off the board and give it to a pupil. Say, e.g. *Here's a red car for you, Amelia.* The pupil takes the card and says *Oh! Thank you.* Repeat with the other flashcards. When you give the last flashcard, the class choruses your words. Then collect the flashcards in again. Say, e.g. *Pass me the car please, Amelia.*
- Ask two pupils to come to the front. The first pupil chooses a flashcard. He/She gives it to the other pupil and says *Here's a* (colour) (toy) *for you,* (name). The second pupil does the same. Make sure they both say *Thank you.*
- Pupils work in pairs. They practise the dialogue and mime handing over and taking toys.
- If there is time, give out a piece of paper to each pupil. Ask them to secretly draw a picture of the toy they would like to give to their partner (from the six toys they know). Pupils draw and colour the picture. They keep it hidden if possible. When the pictures are complete, they hand over their gifts to their partner and say, e.g. *Here's a green ball for you,* (partner's name). Pupils receiving a picture say *Thank you.*

Extra activity 1 (if time)

- Pupils look at the pictures on page 31. Mime and say a line from one of the pictures, e.g. *Here's an orange kite for you.* Pupils say the number of the picture, e.g. *Two.* Repeat with the other pictures. Pupils can do the same in pairs.

Extra activity 2 (if time)

- Start a chain at the front of the class. Give a pupil one of the toys you have brought to class. Say, e.g. *Here's a yellow robot for you, Ruby.* The pupil says *Thank you.* He/She then passes the toy to the pupil on his/her right and says *Here's a yellow robot for you,* (name of pupil). The second pupil says *Thank you.* He/She passes the toy to the right in the same way, and so on.
- When pupils are confident with the game, start two or three new chains with different pupils and different toys (e.g. *Here's an orange ball for you, Louis. Here's a pink doll for you, Yana.*).

Ending the lesson

- Hold up one of the toy flashcards. Make a sentence about it, but something wrong, e.g. the name of the toy or the colour. Show, e.g. the car flashcard and say *Here's a blue car for you.* Pupils say *No!* Ask a pupil to make the correct sentence. Hand the card to the pupil. Repeat with the rest of the cards.
- Say the closing routine.

Giving Trevor's values

3 CD1 Listen and point.

4 Act it out.

Mummy Daddy Here's a ... for you.

Review

1 44 CD1 Listen and circle the number.

1

(5) 6

2

2 3

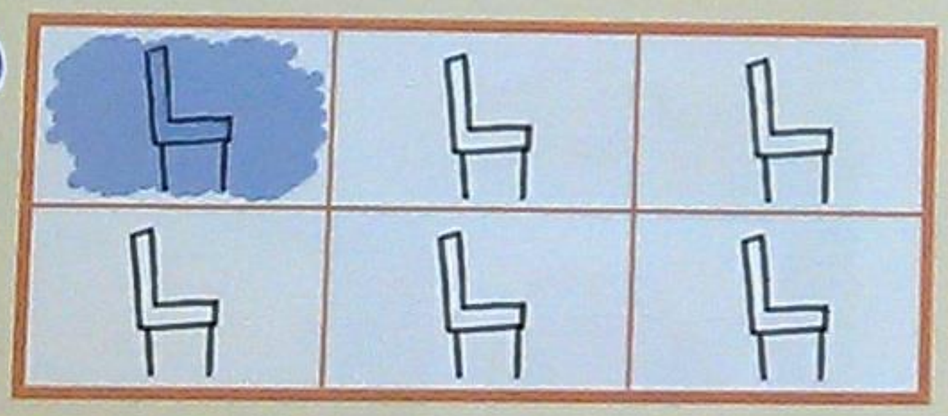
3

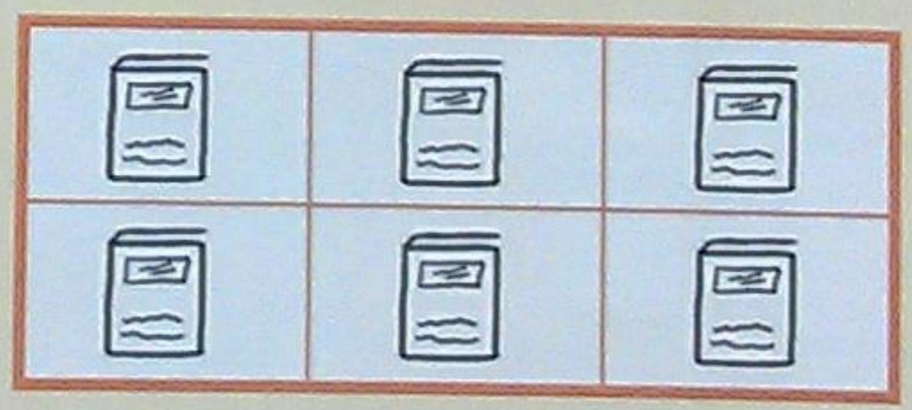
3 4

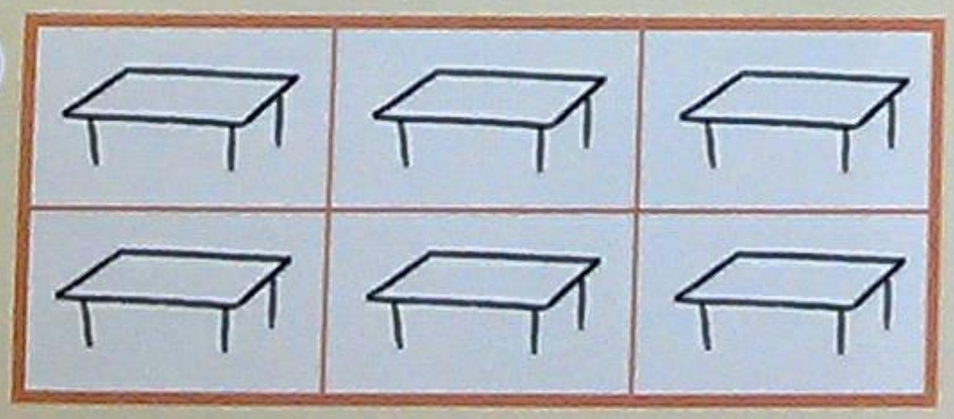
4

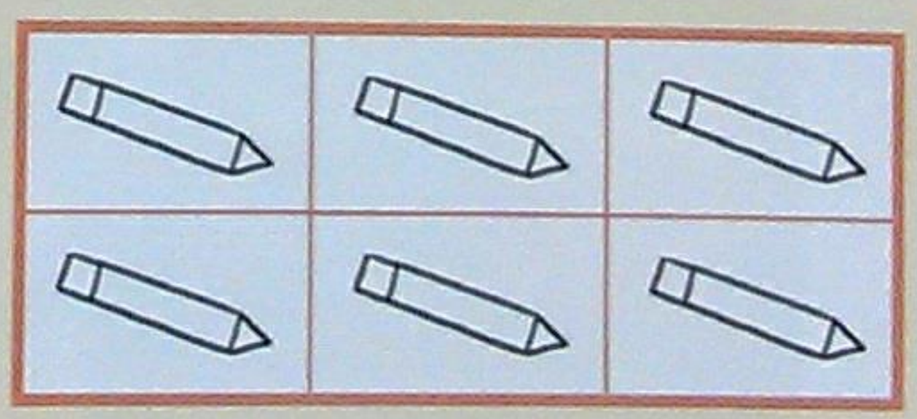
1 2

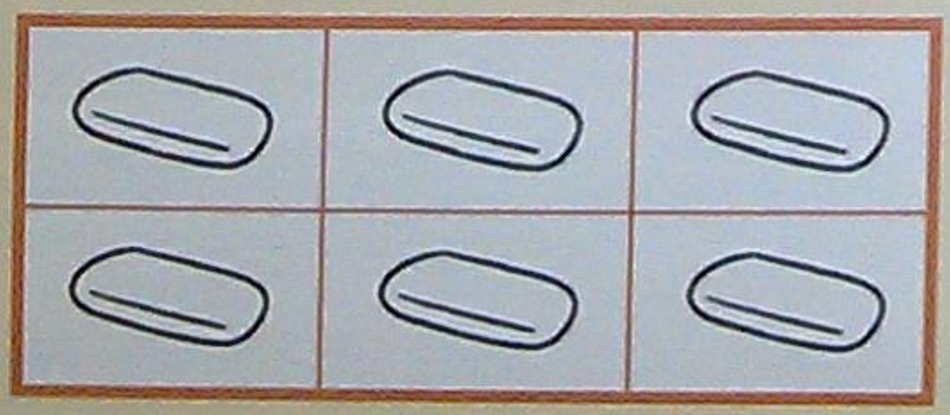
2 45 CD1 Listen, count and colour.

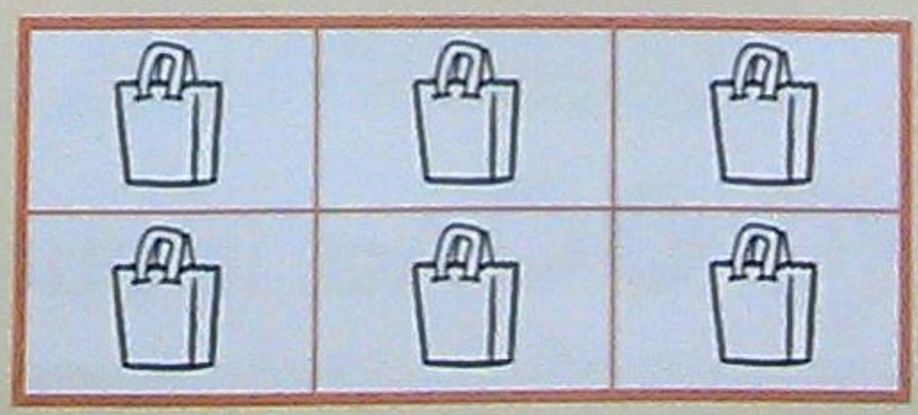
1 

2 

3 

4 

5 

6 

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and colours.

• TARGET LANGUAGE

Revision: numbers *1–6*, *How old are you? I'm (five)*, classroom objects, instructions, *How many (chairs)?*

• MATERIALS REQUIRED

Classroom object flashcards (10–15)
Extra activity 2: classroom instruction flashcards (16–22)

Warmer

- Say the opening routine.
- Write numbers *1* to *6* on the board and elicit the words. Point to the numbers as pupils count in chorus in order. Then repeat backwards. Then read individual numbers. Pupils repeat.
- Ask several pupils *How old are you?* They respond, e.g. *I'm six.*

PB32. ACTIVITY 1. *Listen and circle the number.*

- Say *Open your books at page 32, please.* Help pupils find the right page. Focus on the pictures of the children. Elicit the numbers next to each picture.
- Say *Listen.* Point to the two numbers next to the first picture. Say *How old is he? Five or six?* Play the example on the CD. Elicit the answer. Show pupils the example circle around number 5.
- Make sure pupils understand that they have to circle one of the numbers each time. Say *Listen and circle.* Play the rest of the CD. Stop after each number for pupils to think and circle. They check in pairs. Play the CD again. Stop after each one and check with the class. Elicit the names of the children.

Key: 2 3, 3 4, 4 2

CD 1, 44

1. Hello. I'm Ben. I'm five.
2. Hello. I'm Grace. I'm three.
3. Hello. I'm Tom. I'm four.
4. Hello. I'm Lucy. I'm two.

Practice

- Pupils work in pairs. They take turns to act being one of the children in Activity 1. Pupil A says, e.g. *Hello. I'm (Tom). I'm four.* Pupil B says *Picture 3.* Then they swap roles.
  Note: Pupils do not have to remember the names used in the listening exercise.

PB32. ACTIVITY 2. *Listen, count and colour.*

- Revise classroom objects using the flashcards or real items.
- Point to the first rectangle with the six chairs. Say *How many chairs?* Pupils count and respond *Six. Say Yes, six chairs.* Point to the other pictures and elicit a phrase for each one *(six books, six tables, six pencils, six erasers, six bags).* Say *Listen.* Play the example. Pick up a blue crayon and mime colouring. Ask *How many chairs do I colour?* Elicit *One (chair).* Hold up your book and point to the chair that has been coloured in. Say *Yes. I colour one chair.*
- Pupils have a crayon ready. Tell them they can use any colour, but they must use the same colour for the whole activity. Tell them just to make coloured dots the first time they listen. Say *Listen and colour.* Play the rest of the CD. Stop after each one for pupils to make the right number of coloured dots. They check in pairs.
- Play the CD again. Pupils colour the items. Check by asking, e.g. *Number two. How many books?*

CD 1, 45

1. One chair.
2. Three books.
3. Two tables.
4. Five pencils.
5. Six erasers.
6. Four bags.

Extra activity 1 (if time)

- Write a list of classroom items on a piece of paper. Write a number between *1* and *6* by each one. Read the first item on your list, e.g. *Four pencils.* Pupils draw four pencils. Repeat for the other items. Read the list again. Pupils check in pairs. Ask confident pupils to say phrases to describe what they have drawn, e.g. *Four pencils.*

Extra activity 2 (if time)

- Review instructions using the flashcards.
- Play an action game. Pupils do the action only when you say *please.* Say, 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 the instructions quickly, one after another. Pupils miss a turn when they make a mistake.

Ending the lesson

- Sing the Unit 2 song (CD 1, 14) with the pupils. Encourage pupils to do the actions as they sing along (see page T12).
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 3 and 4.

• TARGET LANGUAGE

Revision: numbers *1–6*, colours, *triangle, circle, square, toys, My favourite toy's my (red) (car).*
Additional language: *grey, purple*

• MATERIALS REQUIRED

Shape and colour flashcards (23–25, 26–31, 38–40)
Crayons for each pupil: blue, black, red, white, yellow, brown

Warmer

- Say the opening routine.
- Show the colour flashcards in turn. Elicit the words. Pupils repeat.
- Display seven of the colour flashcards on the board. Elicit which two colours are missing. Pupils say, e.g. *Red. Brown.* Take the flashcards off the board. Repeat with different colours missing each time.

PB33. ACTIVITY 3. *Listen and colour.*

- Show the shape flashcards. Elicit the words. Say the shapes again. Pupils repeat. Stick the flashcards on the board and number them *1* to *3*. Ask, e.g. *What's number one?* Pupils respond, e.g. *Triangle.*
- Say *Open your books at page 33, please.* Help pupils find the right page. Hold up your book. Point to the puzzle and say *Point to a circle.* Pupils point and hold up their books to show you. Repeat with *triangle* and *square.*
- Point to the numbered boxes on the left of the puzzle picture. Say *One, two, three, four, five, six. What colour is number one?* Point to the example coloured box. Elicit *Yellow.* Say *Listen and colour numbers two, three, four, five and six* (point to the rest of the boxes in the key). Pupils prepare their crayons. Play the CD. Stop after each one for pupils to colour the box. They check in pairs. Play the CD again. Check with the class. Ask, e.g. *What colour's number two?*
- Say *Look. Numbers on the picture. Find number one.* Point to the sections of the puzzle numbered 1 (top right and also two small triangles centre left). Pupils copy. Ask *What colour?* Point to the key and elicit *Yellow.* Mime colouring with a yellow crayon. Pupils colour the picture individually. Monitor and check they are following the colour key. Point to the shapes in the picture as the pupils colour. Ask *What's this?* Pupils can complete the activity at home.
- Elicit the name of the toy in the picture (A car).

Key: 2 white, 3 brown, 4 blue, 5 black, 6 red

CD 1, 46

Number 1 is yellow.
Number 2 is white.
Number 3 is brown.
Number 4 is blue.
Number 5 is black.
Number 6 is red.

PB33. ACTIVITY 4. *Listen and write the number.*

- Focus pupils on the pictures of children. Say *Look. Favourite toys.* Point to the boy in the first picture and ask *What's his favourite toy?* Pupils respond *Kite.* Ask *What colour is it?* Elicit *Blue.* Say *Good. It's a blue kite.* Repeat for the rest of the children.
- Write numbers *1* to *6* on the board. Elicit the numbers. Say *Listen and write the number.* Stick the toy flashcards on the board in two rows in the same order as in the activity (kite, doll, robot; ball, bike car). Draw a small box next to each flashcard. Say *Write one, two, three, four, five or six.* Point at the boxes. Play the example on the CD. Elicit *(Red) bike.* Write *1* in the box next to the flashcard of the bike. Point to the example 1 in the box next to the bike in the book.
- Play the CD. Pause after each one for pupils to think and write. Pupils check in pairs. Play the CD again. Check by asking, e.g. *What's number two?* Pupils respond *(The) brown car.*

Key: Pictures should be numbered 5, 3, 4, 6, 1, 2.

CD 1, 47

1. My favourite toy's my red bike.
2. My favourite toy's my brown car.
3. My favourite toy's my yellow doll.
4. My favourite toy's my black robot.
5. My favourite toy's my blue kite.
6. My favourite toy's my black and white ball.

Extra activity 1 (if time)

- Stick the toy flashcards on the board. Pre-teach *grey* and *purple.* Point to one of the toys and say, e.g. *My favourite toy's my pink doll.* Pupils repeat in chorus. Point to a different flashcard. Pupils chorus the sentence with the new colour and toy, e.g. *My favourite toy's my pink and purple kite.* Repeat with the other flashcards.
- Pupils work in pairs. They take turns to make sentences, as if they were one of the children in Activity 4. Pupil A says, e.g. *My favourite toy's my blue kite.* Pupil B points to the correct picture.

Extra activity 2 (if time)

- Choose one of the songs or chants from Units 1 to 4 to do with the pupils. Encourage pupils to join in with the words and actions.

Ending the lesson

- Talk about Units 1 to 4 with the pupils using L1. Ask them which lessons, topics and/or activities are their favourites.
- Say the closing routine.

3 46 CD1 Listen and colour.

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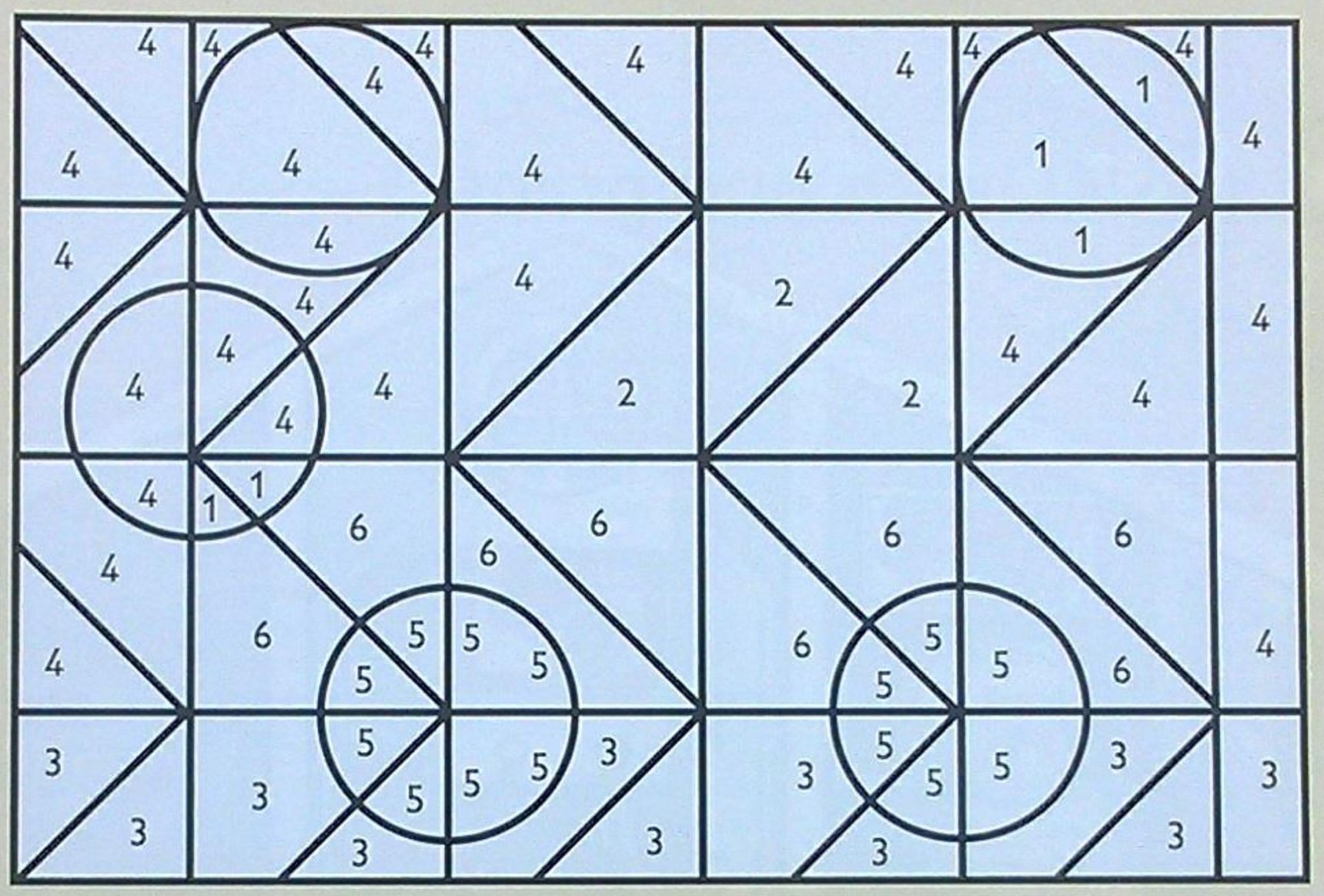
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5 My house

1 2 CD2 Listen and point.

2 3 CD2 Say the chant.

OBJECTIVES: By the end of this lesson, pupils will have named rooms of a house and furniture and learnt a chant.

• TARGET LANGUAGE

Key language: bedroom, kitchen, living room, bed, door, sofa
Additional language: *house, my bedroom is blue, the door is red, Where's the sofa? It's here …, in the living room*
Revision: *mouse, star,* colours, *open, please, chair, table*

• MATERIALS REQUIRED

Monty, table, chair and house flashcards (3, 11, 15, 43–48)
One set of character masks for each pair of pupils
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 5 Reinforcement worksheet 1 (page 31)

Warmer

- Say the opening routine.
- Draw a simple house on the board and elicit/teach the word. Place the flashcard of Monty next to the house. Say *Who's this?* Elicit *Monty*. Ask *What's Monty?* Elicit *Mouse*. Say *Monty's a mouse. This is his house*. Pupils repeat. Say the sentence faster and faster as a tongue twister. Pupils repeat. Ask individual pupils to say the tongue twister on their own.

Presentation

- Teach the rooms, *door* and furniture using the flashcards. Show each flashcard in turn and elicit or say the word. Pupils repeat. Review *chair* and *table* with the flashcards.
- Show all the flashcards again. Elicit the words. Pupils repeat.
- Teach the following mimes: *bedroom*: eyes closed, head on one side resting on hands; *kitchen*: stirring a saucepan on the oven; *living room*: changing TV channels with a remote control.
- Say a room. Pupils do the mime. Do a mime. Pupils say the room.
- Make three or four groups. Show all the flashcards in different orders. Elicit the words in chorus and in groups.

PB34. ACTIVITY 1. *Listen and point.*

- Say *Open your books at page 34, please*. Help pupils find the right page.
- Point to the house and say *Is this Maskman's house? Is this Marie's house? Is this Monty's house?* Put on the Monty mask and mimic his 'tour guide' pose. Elicit/Say *It's Monty's house.*
- Get pupils to find the hidden star in the picture (see page T18 for the procedure). Point to the star (in the toy room). Say *Here it is*. Pupils repeat.
- Put the house flashcards on the board. Elicit the words. Say *Listen and point*. Play the CD. Pupils listen and point to the rooms, the bed, the sofa and the red door in their books. Play the CD again. Pupils join in with the chant at the beginning and point to the rooms and objects again. Point to the flashcards on the board at the same time, to check.
- Play the CD again. Pause after each room to check understanding. Ask, e.g. *What colour's the kitchen? What colour's the bedroom? Is the sofa in the bedroom?*

CD 2, 02

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MONTY: Look at my house, Marie. My kitchen is yellow and my bedroom is blue.
MARIE: Yes, and the living room is orange. It's an orange living room and the door is red.
MASKMAN: Ooow … Where's the sofa?
MONTY: It's here, in the living room. Look. It's green … and my bed is white.
MASKMAN: Ooh, yes, … a bed. Hmmm. … The sofa. Open the red door please, Monty.

PB34. ACTIVITY 2. *Say the chant.*

- Place the room and furniture flashcards on the board in the same order as they appear in the chant. Say the words. Pupils repeat. Say *Listen*. Play the CD. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the CD again. Point to the flashcards and tap each one the number of times the word is said. Pupils clap instead of tapping. They clap loudly when the door slams at the end.
- Say *Let's say the chant. Listen and repeat*. Play the CD. Stop after each line. Pupils repeat in chorus and clap.

CD 2, 03

Sofa, sofa,
Bed, bed, bed,
Bedroom, kitchen,
Living room.
Door!

Sofa, sofa,
Bed, bed, bed,
Bedroom, kitchen,
Living room.
Door!

Practice

- Demonstrate the activity. Ask a pupil to come and put on the Maskman or Marie mask. Put on the Monty mask yourself. Stand as if showing your house. Say, e.g. *This is my house. My kitchen is yellow.* Encourage the pupil to react by saying, e.g. *Oh! Yes. And the living room is (blue).* (He/She doesn't have to remember the colours in the book.) Repeat with a different pupil. Then ask a pair of confident pupils to say the dialogue at the front of the class.
- Pupils work in pairs. They stand up and put on masks. Pupil A 'shows' his/her house. Pupil B responds. Then they swap.

Extra activity (if time)

- Place the house flashcards and table and chair flashcards on the board. Make two or three teams. They line up, facing the board. Whisper the name of a room or piece of furniture on the board to the first pupil in each team. They whisper back along the line to the end. The pupil at the back runs to the board and touches the correct flashcard. The first pupil to touch the right card – and to say the room/object correctly – wins a point for their team. The pupils from the end of the lines join the front of the teams. Repeat four or five times. The team with the most points at the end is the winner.

Optional activity

- Unit 5 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 31).

Ending the lesson

- Mime sleeping. Elicit *Bedroom*. Mime making coffee. Elicit *Kitchen*. Mime playing a computer game. Elicit *Living room*.
- Pupils repeat the game in pairs. They take turns to mime.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about rooms and furniture and followed instructions to colour a picture.

• TARGET LANGUAGE

Key language: *bedroom, kitchen, living room, bed, door, sofa*
Additional language: *Colour the … (blue). Where's the …? It's here.*
Revision: numbers *1–6*, colours, *It's a …, toys, chair, table*

• MATERIALS REQUIRED

House flashcards (43–48)
Crayons for each pupil: blue, black, red, white, yellow, brown, orange, pink, green
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 5 Reinforcement worksheet 2 (page 32)

Warmer

- Say the opening routine.
- Place the house flashcards on the board in the order they appear in the chant from the previous lesson (CD 2, 03). Pupils say the chant and point to the flashcards.
- Play the chant again. Pupils do the actions for the rooms (see Presentation on page T34). They clap their hands when the door slams at the end.

PB35. ACTIVITY 3. *Listen and circle.*

- Say *Open your books at page 35, please.* Help pupils find the right page.
- Focus pupils on the pictures. Elicit each word.
- Say *Listen and circle.* Draw a circle on the board as you say *circle.* Play number 1 and elicit the answer (sofa). Demonstrate how to circle the picture of the sofa in the book. Make sure pupils know that they have to circle one of the pictures each time. Tell them to use pencil, not pen.
- Play the rest of the CD. Stop after each one for pupils to think and circle. They check in pairs. Play the CD again. Stop after each one and check with the class.

Key: 2 door, 3 kitchen, 4 living room, 5 bedroom, 6 table

CD 2, 04

1. It's a sofa.
2. It's a door.
3. It's a kitchen.
4. It's a living room.
5. It's a bedroom.
6. It's a table.

PB35. ACTIVITY 4. *Listen and colour.*

- Review colours. The pupils prepare nine crayons and place them on their desks. Call out a colour. Pupils hold up the correct crayon. Repeat with the other colours. Then call out the colours again in a different order. Repeat several times, speeding up.
- Focus pupils on the picture of the house. Elicit known items. Say, e.g. *Point to the living room. Point to the kite. Point to the chair.* Point to the room with the toys and say *toy room.* Pupils repeat several times.
- Play the example. Ask *What colour is the door?* Elicit *Green.* Point to the example colouring.
- Make sure pupils have the crayons ready. Say *Listen and colour.* Pupils mark each item with a dot in the right colour. They colour the picture in fully after the listening. Play the CD. Stop after each colour. Pupils listen and mark the item. They check in pairs.
- Play the CD again. Check with the class. Ask, e.g. *What colour's the kitchen?* Pupils respond *It's blue.*

Key: See audioscript.

CD 2, 05

Colour the door green.
Colour the kitchen blue.
Colour the bed orange.
Colour the bedroom pink.
Colour the sofa brown.
Colour the living room red.
Colour the toy room yellow.

Extra activity 1 (if time)

- Stick the flashcards on the board. Say *Where's the living room?* Ask a pupil to come and point to the correct flashcard. Repeat with the other flashcards.
- Practise the question *Where's the …?* with the class. Say *Where's the chair?* Pupils repeat in chorus. Vary the way you say the question (shout, whisper, sing, etc.). Pupils copy.
- Pupils work in pairs. They look at the picture in Activity 4. Pupil A asks *Where's the …?* Pupil B points to the item or room and says *It's here.* Then they swap roles.

Extra activity 2 (if time)

- Draw a cross section of a house with two floors and three rooms (a bedroom upstairs, a kitchen and a living room downstairs) on the board. Draw a wardrobe and lamp in the bedroom, a washing machine and cooker in the kitchen and a TV in the living room.
- Ask a pupil to say something he/she knows in English that you can add to the house, e.g. *sofa.* Ask *Where's the sofa? In the bedroom? In the kitchen?* The pupil responds, e.g. *In the living room.* Add the item to your picture. If you have coloured board pens, ask *What colour's the sofa?* Ask a pupil to come and colour the sofa. While the pupil colours, ask for more items to add to the house. Continue, until you have added all the furniture and toys pupils know.

Optional activity

- Unit 5 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 32).

Ending the lesson

- Teach the following mimes for furniture:
- *door:* open and close a door
  table: lean both elbows on a table
  chair: sit down
  sofa: sit down, stretch out legs, arms behind head
  bed: eyes closed, head on one side as if asleep
- Say a word. Pupils mime. Repeat several times. Do a mime. Pupils say the word. Repeat.
- Divide the class into five groups. Number them 1 to 5. Pupils stand. Say numbers and furniture words. Groups mime, e.g. say, *One: chair. Two: bed. Three: sofa. Four: table. Five: door.* Repeat, varying the numbers and furniture words. Repeat several times. Say the instructions quickly.
- Say the closing routine.

3 CD2 Listen and circle.

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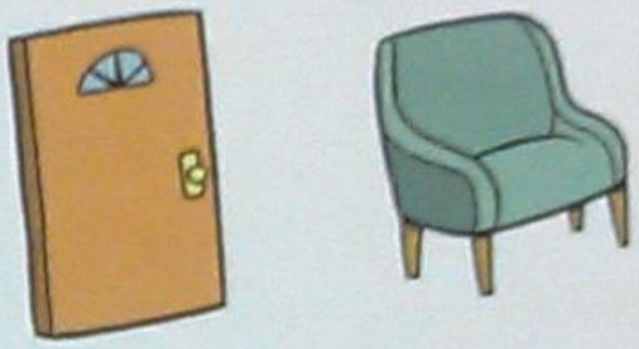
2 

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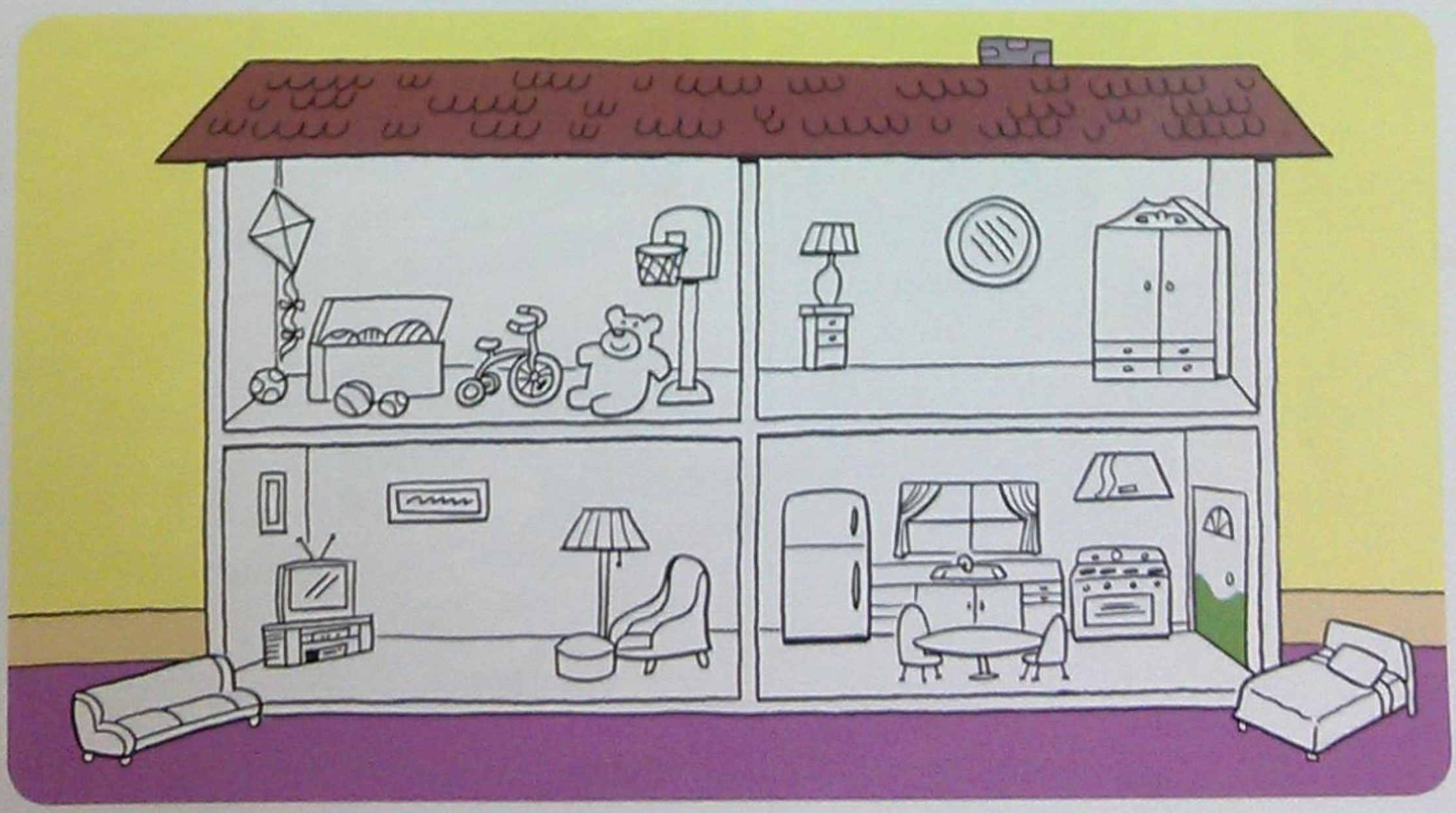
4 CD2 Listen and colour.



bedroom kitchen living room bed door sofa

5 6 CD2 Listen and point. Sing the song.

OBJECTIVES: By the end of the lesson, pupils will be able to understand prepositions *in*, *on*, *under* and will have learnt a song.

• TARGET LANGUAGE

Key language: *in, on, under*
Additional language: *doll, He/She's …*
Revision: *I'm …, rooms, furniture,* colours

• MATERIALS REQUIRED

Character, toy, house, preposition flashcards (1–3, 32–37, 43–48, 49–51)
Photocopiable 5 (see page T70), copied onto thin card or paper (one for each pupil), crayons and scissors, one set of characters/objects on page T70 already coloured and cut out
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 5 Song worksheet (page 35)

Warmer

- Say the opening routine.
- Review rooms of the house and furniture. Use the flashcards and items in the classroom or the mimes from the previous lesson.

Presentation

- Teach the prepositions using real objects first. Hold up a book and elicit *Book*. Put the book in your bag and say *Look. It's in the bag. In the bag.* Emphasise *in.* Pupils repeat *In the bag.* Put the book on a table. Make sentences with *on* in the same way Pupils repeat *On the table.* Repeat for *under* the *table.*
- Put the book in different places and elicit the correct prepositions.
- Use the flashcards to reinforce the prepositions as single words. Show each flashcard and say the word. Pupils repeat. Show the flashcards. Elicit the words.

Song

PB36. ACTIVITY 5 *Listen and point. Sing the song.*

- Say *Open your books at page 36, please.* Help pupils find the right page. Say *Look at the picture. What can you see?* Elicit *bed, door* and *doll.*
- Say *Listen and point.* Play the CD Pupils point to the correct doll in the picture for each verse.
- Play the CD line by line. Pupils repeat.
- Say *Let's sing the song.* Play the whole song. Pupils join in. Teach a finger drill:
  on: two fingers of right hand placed on closed left hand
  in: two fingers of right hand placed in closed left hand
  under: two fingers of right hand placed under left hand
- Say the words and do the actions. Pupils copy. Say *in, on* or *under.* Pupils do the correct action. Repeat several times, speeding up.
- Play the CD, sing and do the actions. Pupils copy.

CD 2, 06

I'm on, on, on,
I'm on the door.
I'm on, on, on,
I'm on the door.

He's on, on, on,
He's on the door.
He's on, on, on,
He's on the door.

I'm in, in, in,
I'm in the bag …
She's in, in, in,
She's in the bag …
I'm under, under, under,
I'm under the bed …

He's under, under, under,
He's under the bed …
He's under the bed!

CD 2, 07

Now sing the song again. (Karaoke version)

Practice

- Hand out the character flashcards to three pupils. Say, e.g. *Maskman's under the table. He's under the table.* The pupil with the Maskman flashcard puts it under a table. Do the same for the other two flashcards, but use different prepositions (e.g. *Marie's in my bag. Monty's on the chair.*). Ask, e.g. *Where's Maskman?* Pupils respond *Under the table.* A pupil picks up the flashcard and hands it to you. Repeat with different pupils and places.

Photocopiable 5: see page T70

- Show the pupils the photocopiable. Point to the bedroom at the top and say *Look. Here's a bedroom. What can you see under the bedroom?* Elicit *Maskman, Marie, Monty, doll, ball, car.* Hand out Photocopiable 5 (see page T70).
- Show the completed set of cut-out and coloured characters/objects. Pupils colour and cut out the items and characters on their photocopiable.
- Hold up the photocopy and ask *What can you see in the bedroom?* Elicit *bed, table, chair, door, bag.* Put the cut-out ball on the bed in the picture. Ask *Where's the ball?* Pupils respond *On the bed.* Repeat with different objects/characters in different positions (e.g. on the door, on the chair, in the bag).
- Demonstrate the pair work activity. Ask a pupil to put the objects/characters on his/her photocopy in different places. Ask the pupil *Where's Maskman?* He/She responds, e.g. *In the bag.* Place the cut-out of Maskman in the bag on your picture. Repeat with the ball, the doll, etc. Check with the pupil that you have put things in the right place.
- Pupils work in pairs. They take turns to position the objects/characters and ask and answer. Then they check. Monitor and check they are using the language, not looking at each other's pictures before they finish.

Extra activity (if time)

- Pupils work in pairs. They make sentences using the new prepositions. Pupil A puts classroom items on his/her table, in his/her bag and under a chair. Then he/she asks Pupil B, e.g. *Where's my (eraser)?* Pupil B looks and says, e.g. *On the table.* When Pupil B has found all the items, they swap roles.

Optional activity

- Unit 5 Song worksheet from the *Starter Teacher's Resource Book* (page 35).

Ending the lesson

- Draw a bed, a table, a bag and a chair on the board. Place flashcards of toys underneath. Say, e.g. *The robot's on the chair.* Ask a pupil to put the correct flashcard in the right place. Repeat with different sentences.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will be able to describe the position of an object using *in*, *on* or *under*.

• TARGET LANGUAGE

Key language: *in, on, under*
Additional language: *Where's the …? It's …, monster, He's …, follow*
Revision: rooms and furniture, toys

• MATERIALS REQUIRED

Extra activity 2: Character flashcards (1–3)
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 5 Extension worksheet 1 (page 33)

Warmer

- Say the opening routine.
- Play the song from the previous lesson (CD 2, 06). Pupils sing along and do the finger drill actions.

PB37. ACTIVITY 6. *Listen and draw lines.*

- Say *Open your books at page 37, please.* Help pupils find the right page. Hold up your book and point to the items on the left. Elicit the words. Ask, e.g. *What's number one?* Pupils respond *(A) ball.* Ask *Where's the sofa?* (In the living room), *Where's the table?* (In the kitchen), *Where's the car?* (In the bedroom). Elicit other known items (*table, robot, chair, etc.*).
- Point to the ball. Ask *Where's the ball? Look.* Point to the example line and elicit *In the bedroom. On the bed.* Say *Listen and draw lines.* Play the example on the CD to confirm. Tell pupils to use a pencil. Play the rest of the CD. Stop after each answer for pupils to think and draw lines. They check in pairs.
- Play the CD again. Stop after each one and check answers as a class. Ask, e.g. *Where's the (book)?* Pupils respond, e.g. *(It's) in the living room (It's) on the sofa.* They show you the line they have drawn.

Key: See audioscript.

CD 2, 08

1. Where's the ball?
   It's in the bedroom. It's on the bed.
2. Where's the kite?
   It's in the kitchen. It's under the table.
3. Where's the pencil?
   It's in the bedroom. It's in the car.
4. Where's the book?
   It's in the living room. It's on the sofa.

Practice

- Pupils work in pairs. Pupil A looks at the picture of the house in Activity 6 for 30 seconds and remembers where things are. Then he/she closes the book. Pupil B asks *Where's the …?* questions. Pupil A answers, e.g. *In the living room. It's on the sofa.* Then they swap roles. Monitor the activity. Encourage pupils to describe the position of objects in as much detail as possible. The pupils can also keep score.

PB37. ACTIVITY 7. *Listen and follow.*

- Focus on Activity 7. Point to the picture of the monster yawning. Teach *monster.* Hold up your book. Point to different pictures in the maze and ask *Where's the monster?* Pupils look and check with a partner. They say, e.g. *On a bike.* Say *Yes. In this picture he's on a bike.*
- Say *Listen and follow.* Play the CD. Pause after the first sentence. Point to the example line from the first picture of the monster yawning to the picture of the monster under the book. Say *Point. Follow.* Show pupils how to follow the route with their finger. Play the rest of the CD. Pause after each sentence. Pupils follow with their finger the first time.
- Play the CD again. This time pupils use a pencil to draw lines from picture to picture. They check in pairs. Play the CD once more. Pause after each sentence to check the route with the class.

Key: See audioscript for route.

CD 2, 09

He's under the book.
He's on the sofa.
He's under the kite.
He's under the chair.
He's in the car.
He's on the kite.
He's under the sofa.
He's in bed.

Extra activity 1 (if time)

- Hold up your book and point to the pictures in Activity 7. Point to one of the pictures and point to a pupil. Ask, e.g. *Where's the monster?* The pupil says, e.g. *He's in bed.* Repeat with different pictures.
- Pupils work in pairs. They look at the pictures in Activity 7. Pupil A points to a picture. Pupil B makes a sentence, e.g. *He's in the bag.* Then they swap roles.

Extra activity 2 (if time)

- Place the character flashcards around the classroom (e.g. Maskman under the table, Marie on the door, Monty in your bag, but visible). Ask, e.g. *Where's Maskman?* Ask a pupil to answer. The pupil says, e.g. *Under the table.* If he/she is correct, he/she takes the flashcard. Repeat with the other flashcards. Then repeat with the flashcards in different places.

Optional activity

- Unit 5 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 33).

Ending the lesson

- Review classroom objects using items in the room.
- Play an action game to practise prepositions. Pupils do the action only when you say *please*, e.g. *Put your book in your bag, please* (pupils put their book in their bag). *Put a pencil under your chair* (pupils don't put a pencil under their chair). Repeat these and other instructions with prepositions quickly, one after another. Pupils miss a turn when they make a mistake.
- Say the closing routine.

6 CD2 Listen and draw lines.

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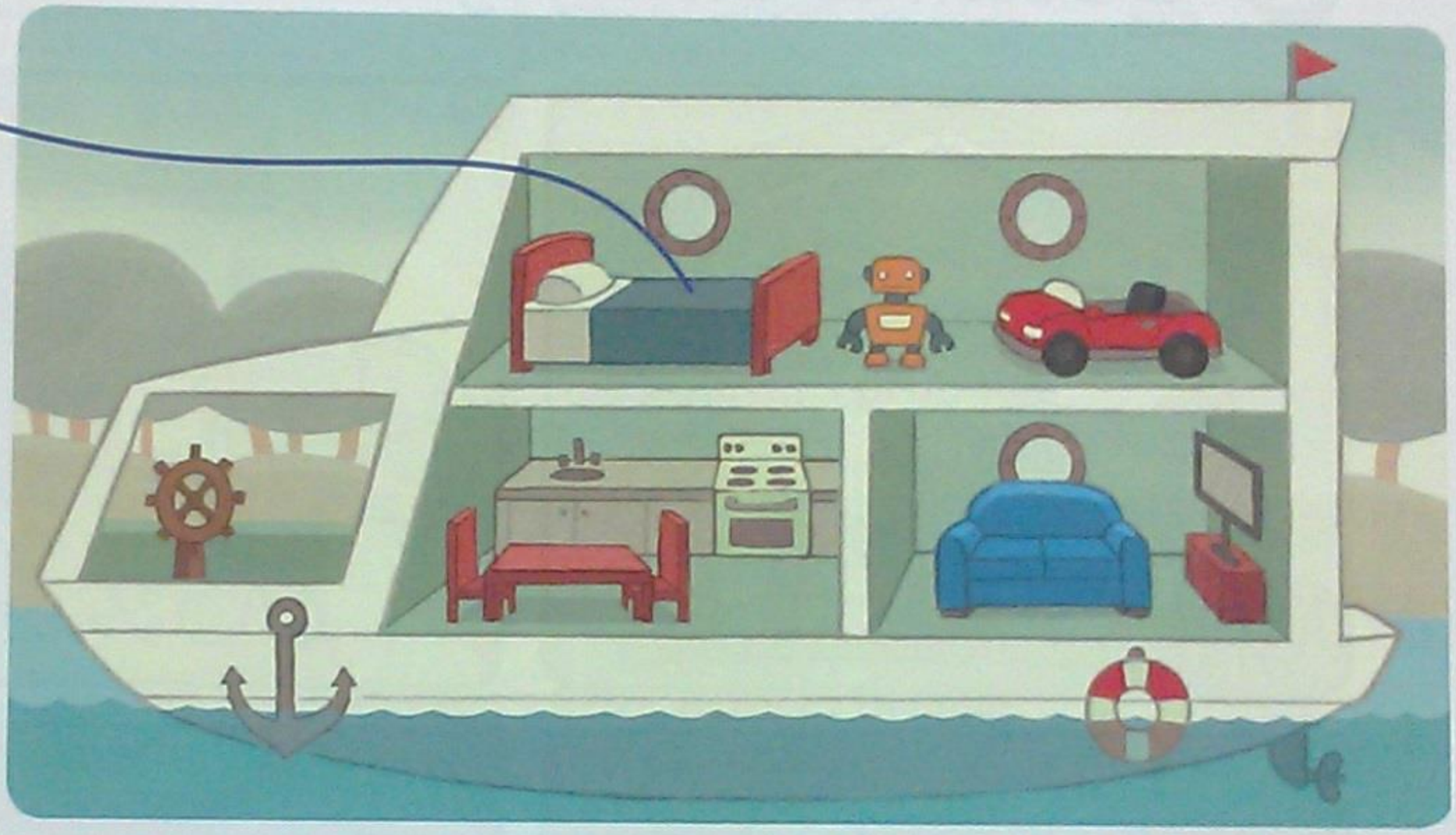


7 CD2 Listen and follow.

8 10 CD2 Listen to the story.

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: *He isn't …, Where is he?, Is he …? This is my bedroom.*
Revision: rooms and furniture, *house, open, here*

• MATERIALS REQUIRED

Four classroom objects or real toys (a toy robot, a car, a doll, a kite or a ball)
Extra activity 1: one set of character masks
Extra activity 2: blank paper / notebooks
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 5 Extension worksheet 2 (page 34) and/or animated version of the Unit 5 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine.
- Put four classroom objects (e.g. a book, an eraser, a bag and a pencil) or toys (e.g. a yellow ball, a red ball, a doll and a car) in different places towards the front of the classroom. Pupils must be able to describe the positions. Ask *Where's the …?* Pupils respond *(It's) in/on/under the …*
  Note: If you don't wish to use real objects, you can draw a simple picture of a bedroom and draw four items in/on/under the furniture.
- Ask a pupil to come to the front, close his/her eyes and say where all the objects are.

Story

PB38. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 38, please.* Help pupils find the page. Say *Look at the pictures. What can you see?* Elicit the room and items of furniture in the pictures. Say *Listen and point to the pictures.* Play the CD. Pupils listen and point the first time.
- Say *Listen and look. Where's Maskman?* Play the CD again. Pupils check in pairs. Check with the class (in Monty's bed).
- Play the CD again. Stop after each picture to check understanding. Hold up your book. Point to the picture and ask, e.g. Picture 1 *Is this Marie's house?* (No, Monty's). Picture 2: *Where are Monty and Marie?* (In the kitchen) Picture 4: *Is Maskman under the sofa?* (No), etc.

CD 2, 10

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MONTY: Hello, Marie.
MARIE: Hello, Monty. Er, where's Maskman?
MONTY: Humph! He's in my house.
MARIE: OK. Open the door please, Monty.

MONTY: Oh. He isn't in the kitchen.
MARIE: No. Where is he?

MONTY: Hmmm … the sofa?
MARIE: Is he on the sofa?

MONTY: No, he isn't on the sofa.
MARIE: No, and he isn't under the sofa.
MONTY: Where is he?

MONTY: This is my bedroom. He isn't here!
MARIE: Is he under the bed?

MARIE: He isn't here. He isn't under the bed!
MONTY: No, he isn't under the bed. He's in the bed. … He's in my bed!
MARIE: Ahh, Maskman.

Extra activity 1 (if time)

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks.
- Play the CD and help the pupils act out the story. Ask the pupils to join in with the characters' lines and the noises they make, as much as they can. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Extra activity 2 (if time)

- Draw a picture of a bedroom. Draw a bed, a door, a table and a chair. Draw a robot on the bed. Say *This is my bedroom. The bed is here. The door is white. My robot is on the bed.*
- Pupils draw a picture of their bedroom in the same way. They talk about their pictures in pairs or small groups. Confident pupils show their pictures to the whole class and talk about them.

Optional activities

- Unit 5 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 34).
- The animated version of the Unit 5 story from *Kid's Box Starter Interactive DVD*. See pages 34–37 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say *Open your books at page 38. Look at the pictures. Yes or no?* Say true or false sentences about the pictures, e.g. *Monty's sofa is red.* Pupils stand up for 'true' and stay sitting down for 'false'.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit
Additional language: *What colour's your bedroom?*
Revision: *What's your name? How old are you?*

• MATERIALS REQUIRED

Table, chair, house and preposition flashcards (11, 15, 43–48, 49–51)
Maskman mask for the teacher (and for larger classes: Maskman mask for each pair of pupils)
Extra activity 1: three balls of different colours (e.g. one red, one blue, one green)
Extra activity 2: Maskman mask for each pair of pupils

Warmer

- Say the opening routine.
- Review the house vocabulary, *table, chair* and prepositions using the flashcards.
- Place three flashcards on the board to make prompts, e.g. *table, in* and *living room*. Ask *Where's the table?* Point at the flashcards and elicit *The table's in the living room*. Repeat several times with different flashcards. The whole class responds. Then ask individual pupils to make the sentences.

PB39. ACTIVITY 9. *Listen and stick.*

- Say *Open your books at page 39, please*. Help pupils find the right page. Say, e.g. *Point to the bedroom*. Pupils point to the correct room in the picture.
- Pupils prepare the room and furniture stickers. Hold up the stickers and say *Listen and point*. Play the CD. Pupils listen and point to the stickers. Check they are pointing to the correct items and rooms.
- Say *Now listen and stick*. Mime taking a sticker off the sheet and positioning it in the correct place. Play the CD. Stop after each one. Check pupils have the correct sticker and the correct position on the page. Pupils stick the sticker in the correct place. Monitor around the class to check.

CD 2, 11

1. The sofa is in the blue bedroom.
2. This is the yellow bedroom.
3. The living room is under the blue bedroom.
4. The bed is in the red bedroom.
5. The door is under the living room.
6. The kitchen is under the red bedroom.

PB39. ACTIVITY 10. *Talk to Maskman.*

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question and repeat as Maskman. Choose a pupil to respond. The pupil responds as appropriate.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the CD again. Pupil A repeats the questions on the CD. Pupil B responds. Then pupils swap roles. Play the CD again for Pupil B to repeat.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 2, 12

Hello … I'm Maskman!
What's your name?
How old are you?
Where's the door?
Where's your chair?
Where's your book?
What colour's your bedroom?

Extra activity 1 (if time)

- Show three coloured balls in turn and elicit the colours, e.g. *Green ball.*
- Hide the balls in places around the classroom that pupils can describe (e.g. in an open book, under a table/chair, on a bag/table/chair). Ask, e.g. *Where's the green ball?* Ask a pupil to come and find the ball. He/She makes a sentence using *in, on* or *under* (e.g. *It's / The green ball's under the table.*). Repeat the game, hiding the balls in different places.

Extra activity 2 (if time)

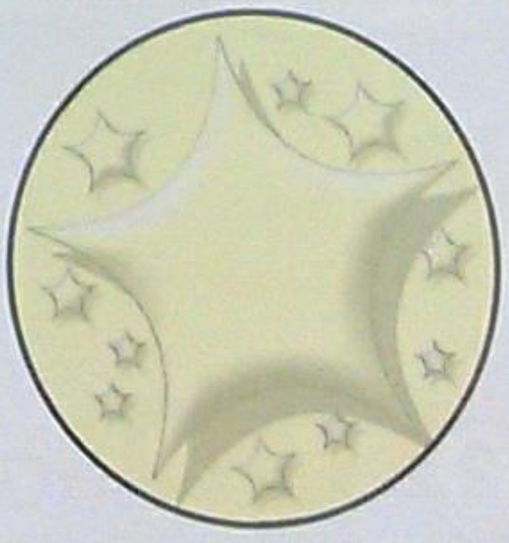
- Pupils work in pairs. They repeat the Talk to Maskman activity. This time they think of their own questions about the classroom. Pupil A wears the Maskman mask and asks three or four questions, e.g. *Where's your chair? Where's your pencil? Where's my bag?* Pupil B responds. Then they swap roles. Stick flashcards of useful words (classroom items, prepositions, colours) on the board, if necessary.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do this together.
- Say the closing routine.

9 11 CD2 Listen and stick.

10 12 CD2 Talk to Maskman.



6 My body

1 13 CD2 Listen and point.

2 14 CD2 Say the chant.

OBJECTIVES: By the end of the lesson, pupils will have named parts of the body and learnt a chant.

• TARGET LANGUAGE

Key language: *arm, eye, hand, head, leg, mouth*
Additional language: *body, picture, it's me, good, Your (head) is … and your (eyes) are …, What colour are your hands? Yes, it is.*
Revision: colours, *star, favourite colour*

• MATERIALS REQUIRED

Colour and body flashcards (26–31, 38–40, 52–57)
One set of character masks
Extra activity 1: Monty mask
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 6 Reinforcement worksheet 1 (page 37)

Warmer

- Say the opening routine.
- Review the colours using the flashcards. Show each flashcard and elicit the colour. Repeat in a different order. Ask different pupils *What's your favourite colour?*

Presentation

- Present the parts of the body and face using the flashcards. Show a flashcard and say the word. Pupils repeat. Show all the flashcards again and say the words. Pupils repeat. Place the flashcards on the board. Draw a large stick person. Point to the different parts of the stick person's body and elicit the words. Circle the stick man and say *This is a body.*
- Pupils stand up. Say, e.g. *Where's your leg?* Pupils point. Repeat for other parts of the body.

PB40. ACTIVITY 1. *Listen and point.*

- Say *Open your books at page 40, please.* Help pupils find the right page.
- Get pupils to find the hidden star in the picture (see page T18 for the procedure). Point to the star (on Monty). Say *Here it is.* Pupils join in / repeat.
- Put the body flashcards on the board and elicit the words. Point to the painting of Monty and say *Point to the picture of Monty.* Check pupils are pointing to the large picture of Monty. Say *Listen and point.* Play the CD. Pupils listen and point to the parts of Monty's body in the picture. Stop after *Your head is pink* and check pupils are pointing correctly. Repeat for the rest of the parts of the body.
- Play the CD again. Stop after each part of the body. Pupils point to the body part on the picture of Monty. Ask questions, e.g. *What colour is Monty's head? What colour are his eyes?* Then play the next part of the CD.

CD 2, 13

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MONTY: Look at my picture.
MARIE: What is it, Monty?
MONTY: It's me.
MASKMAN: Oh … er … good. Your head is pink and your eyes are green.
MONTY: Yes, and my mouth is blue, Maskman. It's your favourite colour!
MASKMAN: Yes, it is.
MARIE: Look at your legs. Your legs are yellow.
MONTY: Yes, my legs are yellow and my arms are red.
MASKMAN: And your hands, Monty? What colour are your hands?
MARIE: Look at your hands, Monty! Your hands are orange!

Practice

- Focus pupils on the painting of Monty on page 40. Make sentences about the colours, e.g. *Monty's hands are orange.* Pupils repeat in chorus. Repeat for other parts of Monty's body.
- Say *Close your books, please.* Say a true or false sentence about the picture, e.g. *Monty's hands are pink.* Pupils say *Yes* or *No.* Repeat two or three times with different sentences.
- Pupils work in pairs. They play the same game as above. Pupil A closes his/her book and says sentences about the colours in the picture of Monty. Pupil B looks at the picture and says *Yes* or *No.* Then they swap roles.

PB40. ACTIVITY 2. *Say the chant.*

- Place the body flashcards on the board in the same order as in the chant. Say *Listen.* Play the CD. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the CD again. Point to each part of your body as it is mentioned. Pupils copy.
- Then say *Let's say the chant. Listen, repeat and point.* Play the CD. Stop after each line. Pupils repeat in chorus and point to the correct part of their own bodies.

CD 2, 14

Eye, mouth, head,
Hand, arm, leg.
Eye, mouth, head,
Hand, arm, leg.

Eye, mouth, head,
Hand, arm, leg.
Eye, mouth, head,
Hand, arm, leg.

Extra activity 1 (if time)

- Put on the Monty character mask. Play an action game. Use a 'Monty' mouse voice. Give instructions with body parts. Pupils do the action only when you say *please*, e.g. *Point to your head, please* (pupils point to their head). Repeat instructions quickly. Pupils miss a turn when they make a mistake.

Extra activity 2 (if time)

- Draw the outline of a simple robot on the board. Draw a head, body, two arms with hands and two legs. Say *Look at my robot. What colour is his head?* Elicit a colour, e.g. *Red.* Ask a pupil to come and colour the head in red. Meanwhile, repeat with a different part of the body. Continue in this way. When the picture is complete, say, e.g. *It's red.* Pupils respond *Head.* Repeat for the other colours in the picture.

Optional activity

- Unit 6 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 37).

Ending the lesson

- Say a word. Pupils point to the correct part of their own body.
- Say a word, e.g. *eye* and ask *How many? One or two?* Pupils say, e.g. *Two.* Repeat for the other parts of the body.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have had more practice of parts of the body and completed picture patterns.

• TARGET LANGUAGE

Key language: *arm, eye, hand, head, leg, mouth*
Additional language: *Who is it? It's my leg.*
Revision: numbers *1–6*

• MATERIALS REQUIRED

Body flashcards (52–57)
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 6 Reinforcement worksheet 2 (page 38)

Warmer

- Say the opening routine.
- Say *Stand up, please.* Say, e.g. *Where's your mouth?* Pupils point. Repeat for the other parts of the body. Point to a part of your body. Pupils say the word.

PB41. ACTIVITY 3. *Listen and write the number.*

- Say *Open your books at page 41, please.* Help pupils find the right page. Elicit the parts of the body. Point to the leg and say *Who is it?* Pupils respond *Maskman.* Say *Yes. It's Maskman's leg.* Repeat for the other parts of the body.
- Write numbers *1* to *6* on the board. Elicit the numbers. Say *Listen and write the number.* Stick the flashcards of the parts of the body on the board. Draw a small box next to each flashcard. Say *Write one, two, three, four, five or six.* Point at the boxes. Play the example on the CD. Elicit *arm.* Write *1* in the box next to the flashcard of the arm. Point at the example number 1 in the box next to Monty's arm in the book.
- Play the CD. Pause after each body part for pupils to think and write. Pupils check in pairs. Play the CD again. Check by asking, e.g. *What's number two?* Pupils respond *eye.*

Key: 2 eye, 3 leg, 4 head, 5 hand, 6 mouth

CD 2, 15

1.
MONTY: It's my arm.

2.
MARIE: It's my eye.

3.
MASKMAN: It's my leg.

4.
MONTY: It's my head.

5.
MARIE: It's my hand.

6.
MASKMAN: It's my mouth.

PB41. ACTIVITY 4. *Look and complete.*

- Focus pupils on the rows of pictures. Point to the pictures in the first row and elicit the words. Say them clearly as pairs (*eye … mouth, … eye … mouth, … eye …*). Follow the example answer line to the mouth with your finger and elicit *mouth.*
- Check pupils know that they have to draw a line to the next body part in the sequence. Pupils complete the other rows by drawing lines. Pupils check in pairs. They say the names of the items in the rows. Check with the class. Pupils say the items in each row in chorus.

Key: 2 leg, 3 head, 4 hand

Extra activity 1 (if time)

- Pupils stand up. Say *Look at me and listen. Remember.* Point to parts of your body in a particular order. Say each part of the body as you point, e.g. *Hand, head, arm, leg, mouth, eye.* Repeat in the same order. Point and say again. This time pupils copy. Ask one or two volunteers to point and say the words in the same order.

Extra activity 2 (if time)

- Pupils create their own pattern puzzle like the ones in Activity 4. They draw a row of pictures of parts of the body to make a repeating pattern. They draw five or seven pictures in total (e.g. head, head, hand, head, head). Monitor and help as necessary. Ask pupils questions as they work, e.g. *What's this?* Elicit, e.g. *(A) head.*
- Pupils work in pairs. They swap their puzzle pictures. Each pupil draws the next picture in the sequence. They check by showing the pictures and saying the words to their partner.

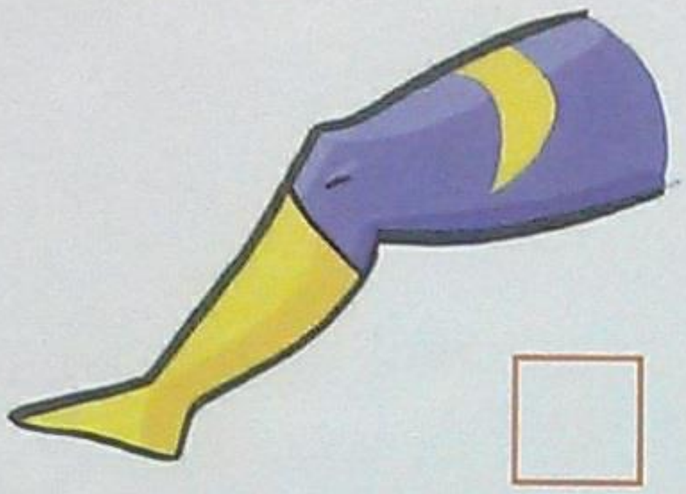
Optional activity

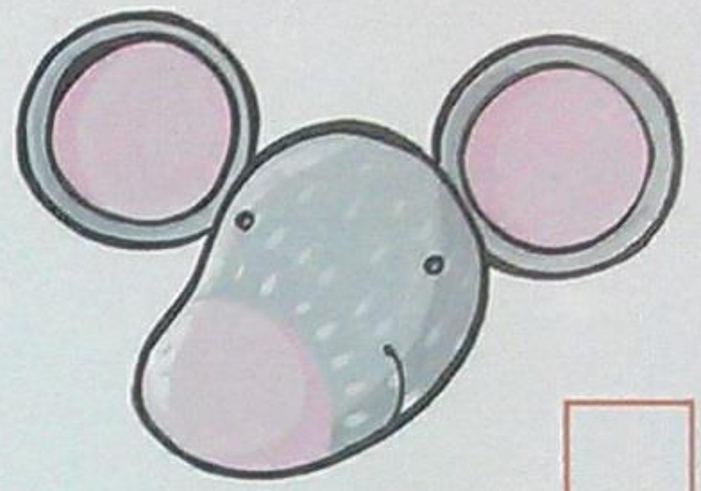
- Unit 6 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 38).

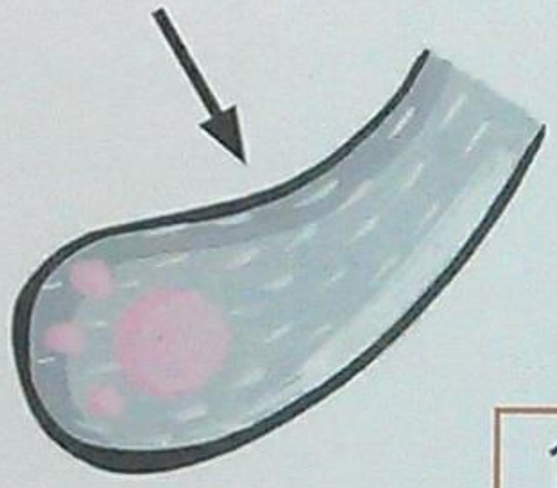
Ending the lesson

- Say *Stand up, please.* Play the chant from the previous lesson (CD2, 14). Pupils listen and point to the correct parts of their body. Play the chant again. Pupils join in and point.
- Say the closing routine.

3 CD2 15 Listen and write the number.







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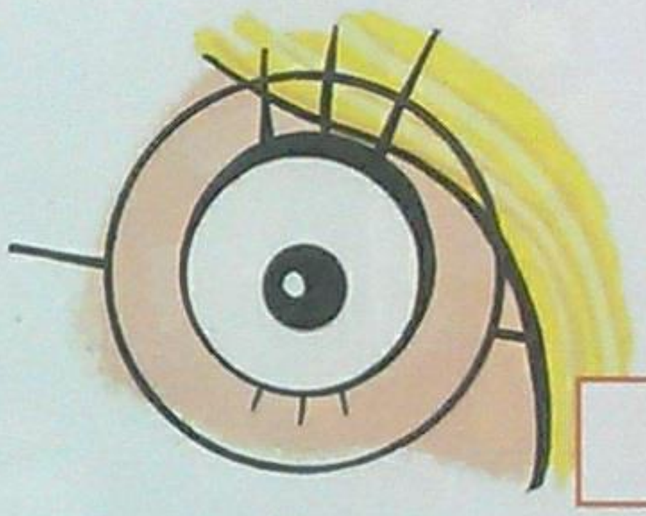


4 Look and complete.

1

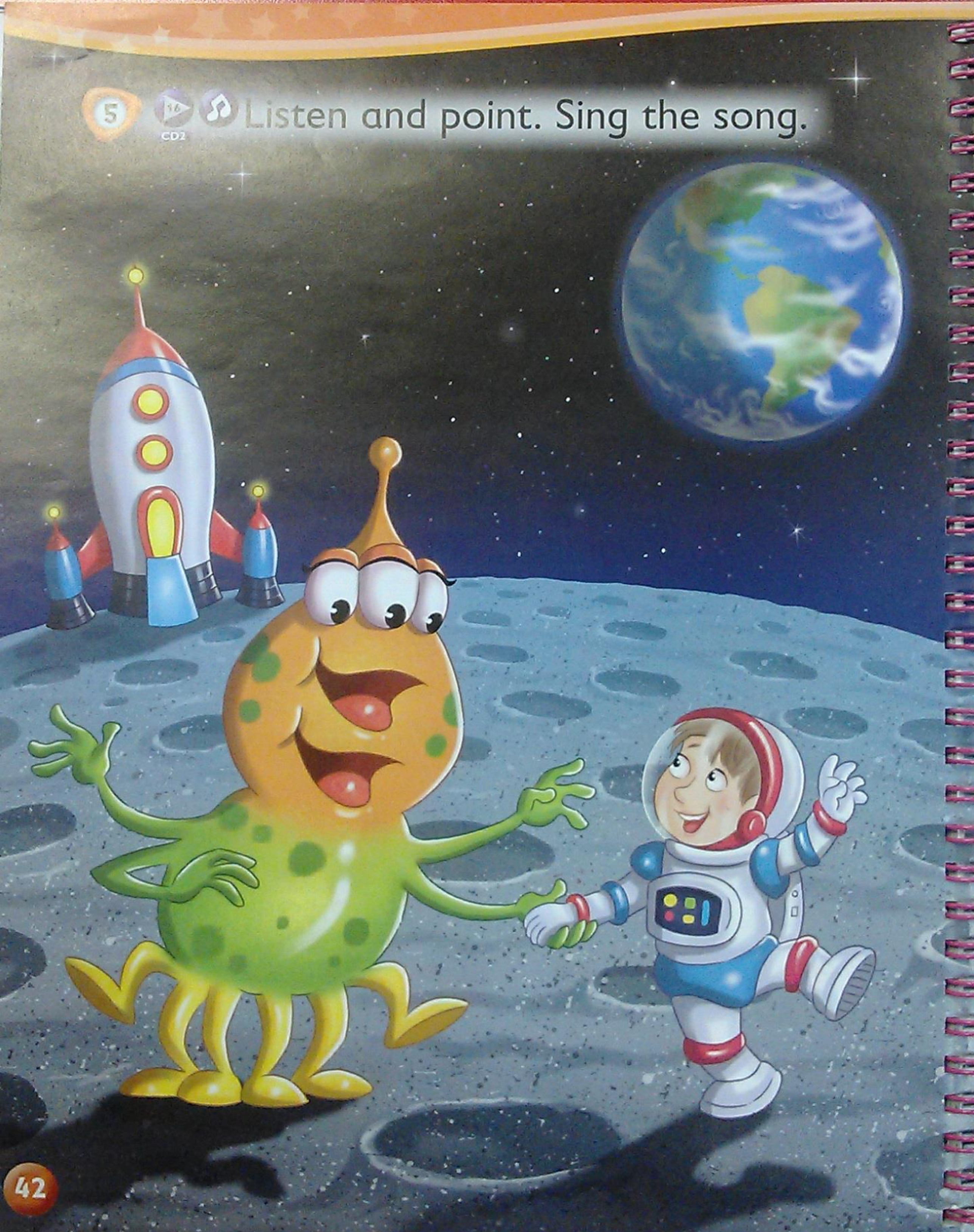
2

3

4

arm eye hand head leg mouth

5 16 CD2 Listen and point. Sing the song.



OBJECTIVES: By the end of the lesson, pupils will be able to understand *I've got ... / I haven't got ...* and will have learnt a song.

• TARGET LANGUAGE

Key language: *arm, eye, hand, head, leg, mouth, I've got ..., I haven't got ...*
Additional language: *alien, Earth, Moon, friend, boy*
Revision: classroom objects, toys, colours, numbers *1–6*

• MATERIALS REQUIRED

CD of lively music
Body flashcards (52–57)
Classroom objects and toys (e.g. book, eraser, pencil, ball, doll) in a bag
Extra activity 1: classroom object or toy flashcards (10–15, 32–37)
Extra activity 2: pieces of paper (one for each pupil)
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 6 Song worksheet (page 41)

Warmer

- Say the opening routine.
- Show the body flashcards in turn and elicit the words.
- Play the CD of lively music. Pupils stand up and walk around the classroom or dance on the spot. When the music stops, they stand still. Give an instruction using a part of the body, e.g. *Point to your head. / Stand on one leg. / Show me one hand.* If a pupil makes a mistake, he/she sits down. The winner is the last pupil left standing.

Presentation

- Use classroom objects and toys to present *I've got* and *I haven't got*. Before the class, place five or six known items in your bag. Hold up your bag and say *What's this?* Elicit *Bag*. Look inside and say *What's in my bag?* Take out an item and make a sentence, e.g. *I've got a doll.* Put the item on your desk. Repeat for the other items. Then hold your bag upside down to show there is nothing inside. Say three or four sentences with *haven't got* (e.g. *I haven't got a kite. I haven't got a robot.*).
- Point to your head. Say *I've got one head.* Hold up your hands. Say *I've got two hands.* Repeat for other parts of your body.

Song

PB42. ACTIVITY 5. *Listen and point. Sing the song.*

- Say *Open your books at page 42, please.* Help pupils find the right page. Hold up your book. Point at the Earth in the picture and at the Moon in the foreground. Say *Look. They're on the Moon!* Use the picture to teach alien and friend.
- Point to the alien and ask *How many eyes?* Pupils look at the picture, count and answer *Three.* Say *Yes. He's got three eyes.* Repeat for *mouths, arms, hands, legs.* Ask *What colour is the alien's head?* Pupils respond *Orange (and green).*
- Say *Listen and point.* Play the CD. Pupils point to the parts of the alien's body as they are mentioned.
- Play the song line by line. Pupils repeat.
- Say *Let's sing the song.* Play the whole song. Shake or point to each part of your body as it is mentioned. Pupils join in and copy your actions.

CD 2, 16

I've got four arms.
I've got four hands.
I've got an orange head.

I've got three eyes.
I've got two mouths.
I've got six yellow legs.

I haven't got four arms.
I haven't got four hands.
I haven't got an orange head.

I haven't got three eyes.
I haven't got two mouths.
I haven't got six yellow legs.

I've got a friend!
I've got a friend!
Repeat verses 1 to 4

I've got a friend!
Repeat x2

CD 2, 17

Now sing the song again. (Karaoke version)

Practice

- Say a line from the song, e.g. *I haven't got three eyes.* Pupils say *Boy.* Repeat with more lines, both positive and negative.

Extra activity 1 (if time)

- Place flashcards of seven classroom objects or toys on the board in a row. Say a sentence about each one using *I've got*, e.g. *I've got a chair.* Say *Look and remember.* Give pupils 30 seconds to look and remember the pictures in the correct order. Remove the flashcards.
- Elicit the first item from a pupil (he/she says *chair*). Say *Yes! I've got a chair* and put the flashcard back on the board. Repeat with the other items until all the flashcards are back on the board. Mime to give clues if the pupils get stuck.

Extra activity 2 (if time)

- Hand out pieces of paper. Draw a simple oval body on the board. Say *Draw the body.* Pupils copy the body in the middle of their piece of paper. Say *Listen and draw.* Using an 'alien' voice, say *Hello. I'm an alien. I've got three heads.* Continue in the same way with the following sentences: *I've got four eyes. I've got one mouth. I've got six arms and six hands. I've got four legs.*
  Note: You could ask a confident pupil to draw their alien on the board as you give the instructions.
- Pupils compare their pictures in pairs. Ask pupils to show their pictures to the class.

Optional activity

- Unit 6 Song worksheet from the *Starter Teacher's Resource Book* (page 41).

Ending the lesson

- Pupils sing the song (CD 2, 16). They do the actions as before, e.g. they shake their arms for *I've got four arms.*
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will be able to use *I've got …*

• TARGET LANGUAGE

Key language: *I've got …*
Additional language: *alien, I haven't got …, friend*
Revision: parts of the body, numbers *1–6*

• MATERIALS REQUIRED

Body flashcards (52–57)
Extra activity 1: classroom object and toy flashcards (10–15, 32–37)
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 6 Extension worksheet 1 (page 39)

Warmer

- Say the opening routine.
- Revise *alien* and *friend* using the picture on page 42. Play the song (CD 2, 16). Pupils sing along and do the actions.

PB43. ACTIVITY 6. *Listen and tick (✓).*

- Say *Open your books at page 43, please.* Help pupils find the right page. Hold up your book. Point to the first picture in pair 1. Say *How many eyes?* Elicit *Two.* Repeat for the second picture. Say *Listen* and *look.* Point to the first pair of pictures. Play the example on the CD. Point to the correct picture in the book and the tick.
- Say *Listen* and *tick.* Draw a tick on the board. Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Play the CD. Stop after each one for pupils to think and tick. Pupils check answers in pairs. Play the CD again. Elicit answers.

Key: 2 second picture, 3 first picture, 4 first picture, 5 second picture, 6 first picture

CD 2, 18

1. I've got one eye.
2. I've got two mouths.
3. I've got six arms.
4. I've got five heads.
5. I've got three legs.
6. I've got four hands.

Practice

- Ask a confident pupil to come to the front. Hold up your book and point to the pictures in Activity 6. Say a sentence in an 'alien' voice, e.g. *I've got three heads.* The pupil points to the correct picture in the book. Repeat with two or three more sentences. The pupil sits down.
- Say another sentence as if you were one of the aliens in Activity 6, e.g. *I've got three legs.* Pupils point to the correct picture. They repeat the sentence in chorus, in the same kind of voice.

Pair work

- Pupils work in pairs. Pupil A makes a sentence in an alien voice, in the same way as above. Pupil B points to the correct picture. Then they swap roles. Monitor and help as necessary.

PB43. ACTIVITY 7. *Draw an alien. Say.*

- Focus pupils on the frame in the bottom half of the page. Draw a large rectangle on the board. Say *I'm an alien. This is me!* Use an 'alien' voice. Draw an alien in the rectangle, with, e.g. one head, five eyes, three mouths, three arms, etc. Point to your picture. Say (in the same 'alien' voice) *Look! I've got one head. I've got five eyes …*
- Pupils draw their own picture in the same way. Monitor and ask individual pupils, e.g. *How many eyes have you got?* Pupils show each other their pictures in pairs or small groups. They say, e.g. *I've got three heads. I've got six eyes …* Monitor and check language. Encourage pupils to use 'alien' voices.

Extra activity 1 (if time)

- Mix up the toy and classroom object flashcards. Show the flashcards and elicit the words. Hand out all but one of the flashcards to different pupils. Don't show the pupils the other flashcard. The pupils with flashcards each stand up and say, e.g. *I've got a kite.* Hold up the remaining flashcard without showing the picture. Cover the word on the back. Ask the class *What have I got?* Pupils guess which flashcard is left. When they guess correctly say, e.g. *I've got a pencil.*

Extra activity 2 (if time)

- Play a game. Say a true or false sentence about something in the classroom that belongs to you, e.g. point to your red book and say *I've got a green book.* Pupils say, e.g. *No.* Repeat with three or four more items. Say both true and false sentences.
- Pupils work in pairs. Pupil A makes sentences about things that belong to him/her in the same way. Pupil B says *Yes* or *No.* Then they swap roles.

Optional activity

- Unit 6 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 39).

Ending the lesson

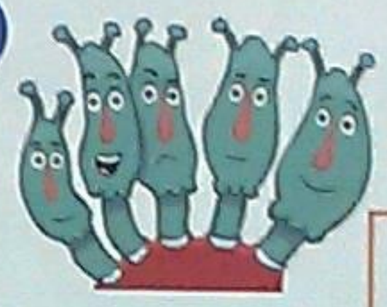
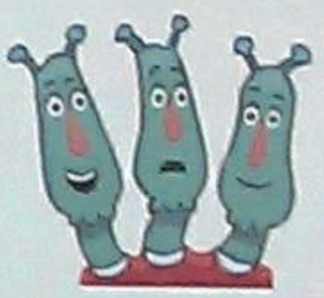
- Place the body flashcards on the board. Write a number from *1* to *6* next to each one. Point to the first flashcard (e.g. head) and the number next to it (e.g. 4). Say a sentence in an 'alien' voice, e.g. *I've got four heads.* Elicit sentences for the rest of the flashcards/numbers in the same way. Encourage pupils to use 'alien' voices too.
- Say the closing routine.

6 18 CD2 Listen and tick (✓).

1 ☐ ✓

2 ☐ ☐

3 ☐ ☐

4  ☐  ☐

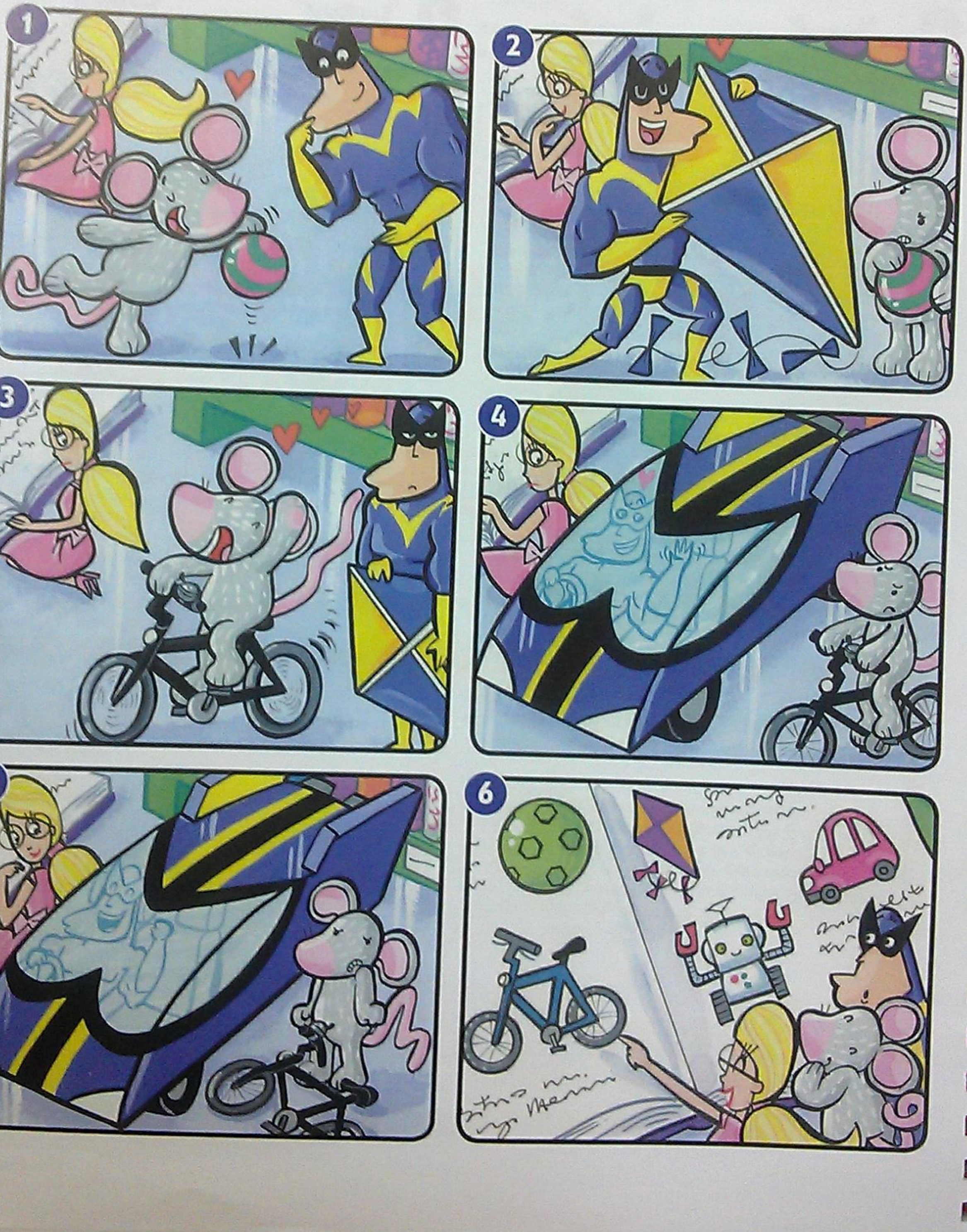
5 ☐ ☐

6 ☐ ☐

7 Draw an alien. Say.

Me!

8 19 CD2 Listen to the story.



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: *Well, look here*
Revision: toys, colours, *book*

• MATERIALS REQUIRED

Classroom object and toy flashcards (10–15, 32–37)
Extra activity 1: one set of character masks, pictures of the toys in the story (a pink and green ball, a blue and yellow kite, a bike, a car), a large book
Extra activity 2: a piece of paper and crayons for each pupil (pink, blue, black, green, red, yellow)
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 6 Extension worksheet 2 (page 40) and/or animated version of the Unit 6 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine.
- Play a game. Hand out five of the toy flashcards. Keep one toy flashcard for yourself, e.g. the bike. Show your card and say *I've got a bike.* Point to a pupil with a flashcard. Say *How about you?* The pupil shows his/her flashcard and says, e.g. *I've got a robot.* Invite the pupil to give you his/her flashcard. Show both cards and say *I've got a robot and a bike.* Repeat the sentence.
- Point to the next pupil with a flashcard. He/She shows the picture and says, e.g. *I've got a doll.* Give the bike and robot flashcards to this pupil. Say *And now? What have you got?* He/She makes a sentence about all three things, e.g. *I've got a robot, a bike and a doll.* Repeat for the rest of the pupils with flashcards. The last pupil makes a sentence about all six toys.

Story

PB44. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 44, please.* Help pupils find the right page. Elicit the characters and toys in the pictures.
- Say *Look at the pictures.* Hold up your book to check pupils remember the sequence of the pictures. Point to the pictures in order and count *One, two, three, four, five, six.* Pupils copy. Say *Listen and point to the pictures.* Play the CD. Pupils listen and point.
- Say *Listen and look. What has Marie got?* Play the CD again. Pupils check in pairs. Check with the class (a book, a ball, a bike, a kite, a car and a robot).
- Play the CD again. Stop after each picture to check understanding. Hold up your book. Point to the picture and ask, e.g. *What has Monty got?* (A ball) *What has Maskman got?* (A kite) *What has Monty got?* (A bike), etc.

CD 2, 19

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One ... two ... three.

MONTY: Look, Maskman! I've got a ball. My ball's pink and green.

MASKMAN: Well, Monty, I haven't got a ball. I've got a kite! My kite's blue and yellow.

MONTY: Well, Maskman, I haven't got a kite. I've got a bike!

MASKMAN: Hmmm! Well, Monty, I haven't got a bike! ... I've got a car! ... I've got a Maskman car!

MONTY: Well, Maskman, I've got ...
MARIE: Maskman! Monty! I've got a ball, a kite, a bike and a car.

MARIE: Yes. Look here. I've got a book. I've got a ball, a bike, a kite, a car and a robot in my book.
MASKMAN: Ooh! Where's my book?
MONTY AND MARIE: Ha ha!

Extra activity 1 (if time)

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks. Give the pictures of the ball and the bike to the pupil who is playing Monty. Give the pictures of the kite and the car to the pupil who is playing Maskman. Give the large book to the pupil who is playing Marie.
- Play the CD and help the pupils act out the story. Ask them to act in the same way as the characters in the story (showing off about their toys, angry, etc.). They join in with as many of the lines in the story as they can. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Extra activity 2 (if time)

- Give each pupil a piece of paper. Make sure they have a set of crayons. Say *Listen and draw my toys.* Then say the following sentences. Stop after each description for pupils to draw. They make a coloured dot on each picture according to your instructions: *I've got a ball. It's pink and green. / I've got a car. It's red. / I've got a book. It's blue. / I've got a bike. It's black and yellow.*
- Set a time limit for pupils to colour. They can finish at home. Monitor and check the colours match your instructions.
- Pupils compare pictures in pairs. Check with the class. Ask, e.g. *What colour's my ball?* Elicit the colours. Choose a pupil to show you the ball in their picture. Say, e.g. *Yes. That's right. I've got a pink and green ball.*

Optional activities

- Unit 6 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 40).
- The animated version of the Unit 6 story from *Kid's Box Starter Interactive DVD.* See pages 34–38 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Draw a large simple outline of a bag on the board. Place the toy and classroom object flashcards under the picture.
- Ask a pupil to come to the front. Say, e.g. *I've got a robot in my bag.* The pupil finds the flashcard of the robot and puts it in the outline of the bag on the board. Repeat with another pupil and a different item. Continue in this way. Say a negative sentence now and then to keep the pupils on their toes, e.g. *I haven't got a doll in my bag* (the pupil at the front takes the doll flashcard out of the bag outline and places it under the picture again). If there is time, a confident pupil can lead the activity.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit
Additional language: *What colour are your eyes?*
Revision: *What's your name? How old are you?*

• MATERIALS REQUIRED

Body flashcards (52–57)
Maskman mask for the teacher (and for larger classes: Maskman mask for each pair of pupils)

Warmer

- Show a body flashcard, e.g. leg. Elicit the word. Say *Where's your leg?* Pupils point. Repeat with the other flashcards.
- Divide the class into two groups. Point to one group and say *You say 'Where's your...?'* Point to the other group and say *Listen and do.* Show one of the body flashcards (e.g. arm) to the group asking the questions. (Keep it hidden from the other group.) They look at the card and all say *Where's your arm?* The pupils in the other group all point to the correct part of their body. Repeat with three or four different flashcards. Then the groups swap roles.

PB45. ACTIVITY 9. *Listen and stick.*

- Say *Open your books at page 45, please.* Help pupils find the right page. Say *What can you see?* Elicit *Aliens.* Say, e.g. *Two legs.* Pupils point to the correct alien.
- Pupils prepare the body stickers. Hold up the stickers and say *Listen* and *point.* Play the CD. Pupils listen and point to the stickers. Check they are pointing to the correct parts of the body.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place on the page. Play the CD. Stop after each description. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place on the boy or girl alien. Monitor around the class to check.

CD 2, 20

1. I've got three eyes. I've got one mouth. I've got two arms.
2. I've got one head. I've got two hands. I've got three legs.

PB45. ACTIVITY 10. *Talk to Maskman.*

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question and repeat as Maskman. Choose a pupil to respond or point. The pupil responds/points to the correct part of his/her body.
- If you have a class of ten pupils or fewer, continue around the class until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the CD again. Pupil A repeats the questions on the CD. Pupil B responds/points. Then pupils swap roles. Play the CD again for Pupil B to repeat.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 2, 21

Hello ... I'm Maskman!
What's your name?
How old are you?
Where's your hand?
Where's your mouth?
Where's your leg?
What colour are your eyes?

Extra activity 1 (if time)

- Pupils look at page 45, Activity 9. Say *Look and say 'one' or 'two'.* Say a sentence about one of the aliens, e.g. *I've got three legs.* Pupils say *Two* (because alien 2 has three legs). Repeat with different sentences.

Extra activity 2 (if time)

- Give a series of instructions for pupils to follow. Use parts of the body and other relevant language from Units 1 to 6 (e.g. *Stand up. Close your eyes. Open your eyes. Point to your head. Open your book. Show me a pencil. Point to your arm. Close your book.*). Repeat, but this time pupils repeat the instruction each time.
- Pupils work in pairs. Pupil A gives instructions in the same way. Pupil B follows the instructions. Then they swap roles. Ask a confident pupil to come and give instructions to the class.

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.
- Say the closing routine.

9 20 CD2 Listen and stick.

10 21 CD2 Talk to Maskman.

Wood and trees

1 22 CD2 Listen and write the number.

2 Make a book. Say.

house tree wood

OBJECTIVES: By the end of this lesson, pupils will be able to name *tree* and *wood*, they will have thought about things that are made of wood and created a book.

• TARGET LANGUAGE

Key language: *tree, wood*
Additional language: *technology, Wood is from trees.*
Revision: *house, table, chair, door, bed*

• MATERIALS REQUIRED

Flashcards: table, chair, house and furniture (11, 15, 43–48)
House, tree and wood flashcards (58–60)
Two pieces of A4 paper, glue, scissors and drawing and colouring materials for each pupil
Lots of photographs of things made of wood for pupils to cut out, e.g. pages from furniture catalogues
Extra activity: house flashcards (43–48), two rulers
Optional: *Kid's Box Starter Interactive DVD*: 'Toys from trees' documentary

Warmer

- Say the opening routine.
- Stick the table, chair, door and bed flashcards on the board. Stick a piece of paper on the board next to the flashcards. Elicit the words pupils know. Ask pupils in L1 what all these things have in common. Pupils may already work out that they are all made from wood. Do not confirm at this stage.

Presentation

- Teach *tree* and *wood* using the flashcards. Elicit/Explain in L1 that wood comes from trees. Give examples to help pupils understand, e.g. show them a piece of wooden furniture in the classroom. Talk about the knots and grain of the wood, and the growth lines of the tree the furniture is made from.

PB46. ACTIVITY 1. *Listen and write the number.*

- Say *Open your books at page 46, please.* Help pupils find the right page. Point to the picture of Marie and elicit her name. Point to the photographs in Activity 1 and say *It's technology.* Check understanding of technology.
- Focus on the photographs and say, e.g. *Point to the door.* Pupils look and point. They hold up their books to show you. Repeat for the other photographs.
- Write numbers *1* to *6* on the board. Elicit the numbers. Say *Listen and write the number.* Say *Write one, two, three, four, five or six.* Point to the small boxes next to the photographs. Play the example on the CD. Hold up your book. Point to the example number 1 in the box next to the house.
- Play the rest of the CD. Pause after each one for pupils to think and write. Pupils check in pairs. Play the CD again. Check by asking, e.g. *What's number two?* Pupils respond *The door.*
- Elicit more things pupils know which are made from wood and paper. Encourage pupils to think of things at school, at home and in the wider world (in English and L1), e.g. pencils, toys, shelves, cupboards, benches, stairs, notebooks.

Key: 2 door, 3 chair, 4 bed, 5 table, 6 trees

CD 2, 22

1. Look at this house. It's wood.
2. Look at this door. It's wood.
3. Look at this chair. It's wood.
4. Look at this bed. It's wood.
5. Look at this table. It's wood.
6. And wood is from trees!

PB46. ACTIVITY 2. *Make a book. Say.*

- Focus on the third photograph of the girl making the book. Say *Look. It's a book. It's made from paper. And paper is made from wood. And wood is from …* Pupils say *Trees!* Tell pupils they are going to make their own book, like the one in the photograph. Explain that the book is about wood.
- Give each pupil two pieces of paper. Show pupils how to fold the paper in half.
- Focus on the photographs in Activity 2. Describe what's happening in each photograph. Use gesture, e.g. *Look at number one. She's cutting out a picture* (hold up some scissors and mime cutting out). *Look at number two. She's sticking the pictures on the paper* (hold up some glue and mime sticking). *Look at number three. She's got a cover for her book* (hold up a piece of paper folded in half, with the title *Wood* on it, similar to the one in photograph 3).
- Pupils make their book. They draw a tree at the top of one piece of paper. Then they find or draw pictures of things made from wood. They cut out the pictures and stick them on the piece of paper. They can add arrows from the tree to the objects they have found or drawn, as in photograph 3. Then they make a cover with the other piece of paper.
- Pupils compare their books in pairs or small groups. They talk about the pictures they have found/drawn, e.g. *Look at this bed. It's wood.* Monitor and provide new vocabulary as necessary. Display the books in the classroom.

Extra activity (if time)

- Divide the class into two teams. The teams line up facing the board. Stick the house and furniture flashcards (43–48) and the house, table, chair, wood and tree flashcards on the board. Hand a ruler to the first pupil in each team. Say one of the words, e.g. *Tree.* The two pupils run to touch the correct flashcard. The first to touch 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 next two pupils at the front. Continue until all the pupils have had a turn. The team with the most points is the winner.

Optional activity

- The 'Toys from trees' documentary from *Kid's Box Starter Interactive DVD*. See pages 16–19 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say an object. If it is made from wood, pupils knock on their desk. If it isn't made of wood, they do nothing.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have learnt phrases for playing games, and made and played their own game in English.

• TARGET LANGUAGE

Key language: *Let's play, (It's a) pair, you start, OK, card, It's your/my turn, good*
Additional language: *values, take turns*
Revision: *bed, bike, chair, doll, kite, robot, sofa, table*

• MATERIALS REQUIRED

Toy flashcards (32–37) or real toys
Photocopiable 6 (see page T71), copied onto card, (one copy for each pupil), scissors
Two sets of the Photocopiable 6 cards, already cut out and coloured
Flashcards from Units 1 to 6
Extra activity: a selection of 14 flashcards from Units 1 to 6 (two from each category)

Warmer

- Say the opening routine.
- Review the language from the last 'values' lesson. Hand a toy flashcard (or a real toy) to a pupil. Say, e.g. *Here's a kite for you.* Encourage him/her to say *Thank you.* Repeat with different toys and different pupils.
- Pupils practise the language in pairs in the same way. Practise saying the dialogue together in chorus first. The pupils then pass classroom objects to one another.

PB47 ACTIVITY 3. *Listen and point.*

- Say *Open your books at page 47, please.* Help pupils find the right page. Point to the picture of Trevor at the top of the page. Elicit his name. Wave at Trevor and say *Hello, Trevor!* Pupils say *Hello, Trevor!* and wave. Remind pupils of the meaning of *values*, and that Trevor's pages are about doing the right thing. Point to the four large pictures and say *Listen and point.* Play the CD. Pupils point to the characters as they speak. Explain that the girl in picture 1 speaks first.
- Teach *card* and *pair* using your two sets of cards from Photocopiable 6. Say *Point to the cards.* Pupils point to the cards in the pictures in their book. Say *Where is the pair? Which picture?* Pupils respond *Picture four.*

CD 2, 23

GIRL: Let's play!
BOY: OK. Let's play pairs!

BOY: OK. You start. Look at two cards.

GIRL: A kite and a sofa. It isn't a pair. It's your turn.
BOY: OK. My turn.

BOY: Look! A sofa and a sofa. It's a pair.
GIRL: Good.
BOY: It's my turn again.
GIRL: Yes, it is.

Practice

- Play the CD again. Stop after each line. Pupils repeat in chorus. Encourage them to use the same intonation as on the recording. Make sure pupils understand the meaning of *It's my/your turn.* Talk briefly about taking turns when you play a game. Say *It's good to take turns.* Also point out that the girl says *Good* when the boy finds a pair of cards. She is playing nicely.

Photocopiable 6: see page T71

PB47. ACTIVITY 4. *Act it out.*

- Show pupils one set of cards from Photocopiable 6. Explain that they are going to make their own cards and play the same game. Hand out copies of Photocopiable 6 (see page T71) and scissors. Elicit the names of the items on the cards.
- Pupils colour in the pictures. They make a mark next to each picture (e.g. the first letter of their name) to personalise their set of cards. (Pairs will be putting two sets of cards together to play the game. They will need to separate the cards at the end of the activity.) Then pupils cut out their eight cards.
  Note: If you have not photocopied onto card, pupils will need to stick the paper photocopy onto a piece of card before they cut out the cards.
- Review the language for turn taking and game playing (see audioscript above). Say each phrase. Pupils repeat in chorus. Make sure they understand the rules of the game from Activity 3. Demonstrate the game with a confident pupil. Put two sets of cards together to make 16 cards. Lay the cards face down on the table. Say *Let's play pairs! It's my turn.* Turn over two cards at random. Say the words. If the cards don't match say, e.g. *A bike and a doll. It isn't a pair. It's your turn.* The pupil turns over two cards and the game continues. If your cards match, say, e.g. *Look! A table and a table! It's a pair. It's my turn again.*
- Pupils play the game in pairs in the same way. Monitor and encourage them to use the language from Activity 3 as they play.

Extra activity (if time)

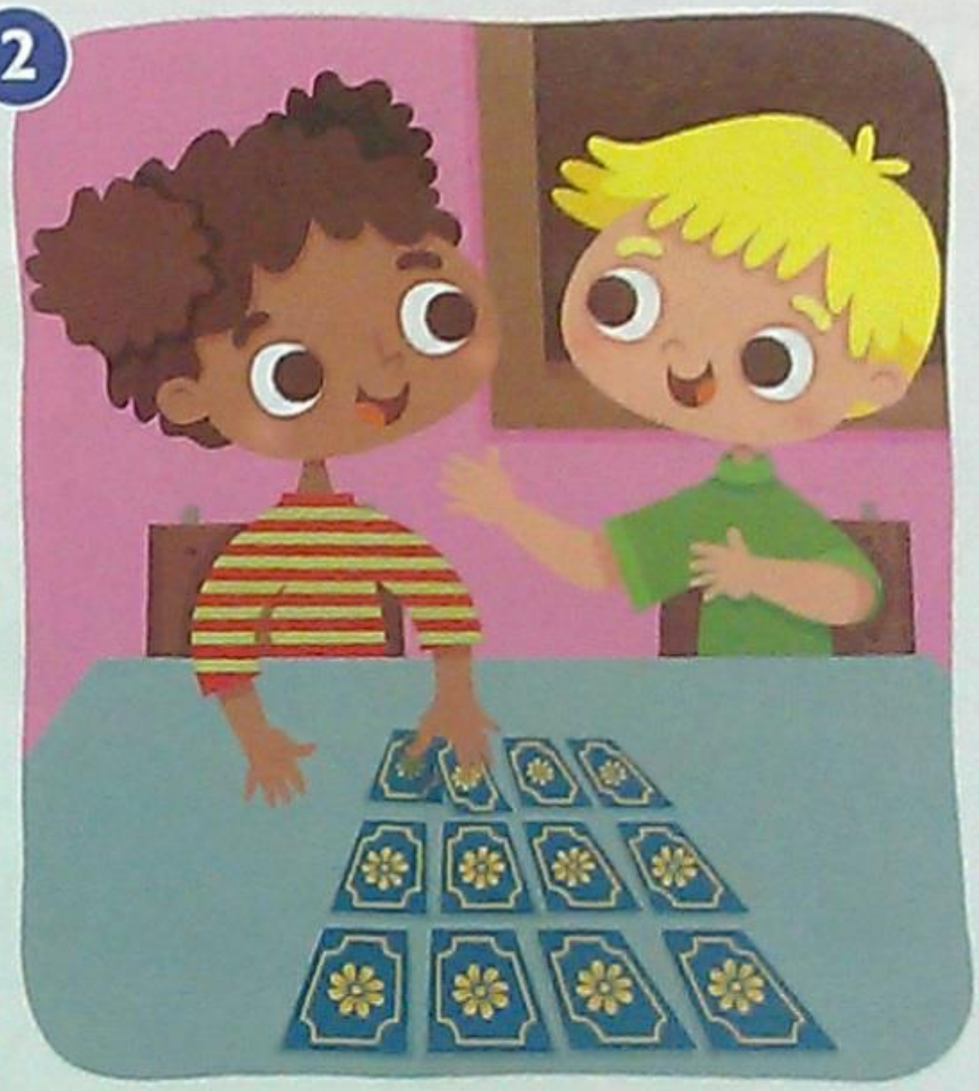
- Place 14 flashcards on the board, at a height your pupils can reach. Use seven pairs of flashcards as follows (but in random order): two classroom objects, two colours, two toys, Mummy and Daddy, two rooms, two pieces of furniture, two parts of the body. Call a pupil to the front and say *Find a pair.* The pupil says two of the items that make a pair (e.g. *Orange and pink. A pair!*). Check with the class. Ask *Is it a pair?* If the pupil is correct, he/she takes the two flashcards and sits down. Repeat with different pupils. Use *It's your turn* and *Good* during this activity.

Ending the lesson

- Give a flashcard to each pupil in your class. Choose flashcards from the following categories: classroom objects, colours, toys, rooms, furniture, shapes, colours and parts of the body. Make sure you hand out an even number of cards from each category, so that pairs can be made with all the flashcards.
- Ask individual pupils to show their cards and say what they have, e.g. *I've got a circle.*
- Pupils walk around the class. They tell other pupils what is on their flashcard (with *I've got (a) …*). They find a partner who has a flashcard from the same category (e.g. two colours, two toys, two parts of the body). When they find a partner, they both say *It's a pair!* They find you and show the flashcards for you to check.
- Say the closing routine.

Take turns Trevor's values

3 23 CD2 Listen and point.



4 Act it out.

Let's play pairs. OK. You start. It's my turn.

7 My animals

1 24 CD2 Listen and point.

2 25 CD2 Say the chant.

OBJECTIVES: By the end of this lesson, pupils will have named animals and learnt a chant.

• TARGET LANGUAGE

Key language: *bird, dog, duck, fish, frog, tiger*
Additional language: *shop, grey*
Revision: *toy, I've got a …, It's (yellow) and (blue), I'm a …, mouse, star,* colours

• MATERIALS REQUIRED

Selection of eight toys: four known toys (e.g. car, doll, ball, robot), and four new soft toy animals (e.g. dog, bird, duck, tiger)
Animal flashcards (61–66) and Monty flashcard (3)
A set of character masks
Extra activity 1: CD of lively music
Extra activity 2: tray, large cloth to cover the tray
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 7 Reinforcement worksheet 1 (page 43)

Warmer

- Say the opening routine.
- Show some toys. Elicit the ones the pupils already know. Say, e.g. *I've got a ball, a car and a doll.* Show the animal toys and see if pupils know any of the words already. Hold up just the animals and say *These are animals.* Pupils repeat *Animals.*

Presentation

- Present the new animal words using the flashcards or the toys you have brought to class. Hold up each one and elicit or say the word. Pupils repeat. Review *mouse* using the flashcard of Monty. Show all the animal toys/flashcards again. Pupils repeat the words after you.
- Show the animals in different orders and elicit the words. Make sure pupils say each word several times. Make a sentence with *I've got* for each animal. Pupils repeat.

PB48. ACTIVITY 1. *Listen and point.*

- Say *Open your books at page 48, please.* Help pupils find the right page.
- Say *Point to the tiger.* Pupils point to the tiger in the picture. They hold up their books to show you. Repeat with the other animals. Include *mouse* (pupils point to Monty).
- Get pupils to find the hidden star in the picture (see the procedure on page T18). Point to the star in the picture (on the dog's collar). Say *Here it is.* Pupils join in / repeat.
- Put the animal flashcards and the flashcard of Monty on the board. Elicit the words. Say *Listen and point.* Play the CD. Pupils listen and point to the animals in their books. Stop after the fish and check pupils are pointing correctly. Repeat for the rest of the animals.
- Play the CD again. Stop after each animal is mentioned to check understanding. Ask questions, e.g. *What colour's the fish? What's Maskman got? What's Marie got? Who is a mouse? What colour is Monty?* (teach *grey* using the picture and items in the classroom).
- Put on the Maskman mask. Say (in a 'Maskman' voice) *I've got a …* Pupils say *tiger.* Say *It's …* Pupils respond *orange and black.* Encourage them to use 'Maskman' voices. Repeat with the other character masks.

CD 2, 24

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MONTY: Look at this fish. It's yellow and blue.
MASKMAN: I've got a tiger. It's orange and black. Grrrr! Grrrr!
MONTY: I've got a duck. It's brown and green. Quack! Quack!
MASKMAN: I've got a frog. It's green. Ribbit! Ribbit!
MARIE: I've got a dog. It's black and white. Woof! Woof!
MARIE: And I've got a bird. It's red, yellow, blue and green. Squawk! Squawk!
MONTY: I'm a mouse. I'm a pink and grey mouse. Eek! Eek!

Practice

- Teach mimes and noises for the animals: *fish* = right hand in front of you, horizontally, fingers together; *bird* = flap your arms like wings and squawk; *dog* = hold hands in front of you, like paws, say *Woof! Woof!*; *duck* = arms at your sides like folded wings, waddle and say *Quack! Quack!*; *tiger* = make a fierce face and growl; *frog* = jump on the spot and say *Ribbit! Ribbit!*
- Say the animal. Pupils do the mime and make the noise. Repeat several times, getting faster and faster. Do the mimes and make the noises. Pupils say the names of the animals.
- Pupils repeat the activity in pairs. Demonstrate with a pupil.

PB48. ACTIVITY 2. *Say the chant.*

- Place the animal flashcards on the board in the same order as in the chant (in two rows). Follow the procedure for the chant on page T18. When the pupils join in with the whole chant, encourage them to do the actions for the animals.

CD 2, 25

Fish, bird, dog,
Duck, tiger, frog.
Fish, bird, dog,
Duck, tiger, frog.
Fish, bird, dog,
Duck, tiger, frog.
Fish, bird, dog,
Duck, tiger, frog.

Extra activity 1 (if time)

- Pupils sit in a circle. Hand out the toys or animal flashcards.
- Play the music CD. Pupils pass the flashcards/toys around the class. Stop the music. Each pupil with a flashcard/toy stands up and says the name of the animal (or *I've got a …*). Start the music again. Pupils continue to pass the animals.

Extra activity 2 (if time)

- Place the toys you brought to class on a tray or table. Point to all the toys and say, e.g. *I've got a dog.* (Note: If you don't have toys, use flashcards on the board.)
- Cover the tray with a large cloth (or turn flashcard pictures to face the board and cover the words). Say *What have I got?* Elicit the names of the toys, e.g. *Dog.* Take out the dog (or turn over the flashcard). Say *I've got a dog.* Repeat until pupils have remembered all the toys.

Optional activity

- Unit 7 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 43).

Ending the lesson

- Play the chant again (CD 2, 25). Pupils join in.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about animals and followed instructions.

• TARGET LANGUAGE

Key language: *bird, dog, duck, fish, frog, tiger*
Additional language: *follow, What's your favourite animal? It's a …, boy, girl*
Revision: numbers *1–6*

• MATERIALS REQUIRED

Animal flashcards (61–66)
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 7 Reinforcement worksheet 2 (page 44)

Warmer

- Say the opening routine.
- Show the animal flashcards. Elicit the words. Say an animal. Pupils do the mime and make the noise from the previous lesson.
- Place the flashcards on the board and point to the whole group. Say *What are these?* Elicit *Animals*. Ask individual pupils *What's your favourite animal?* Point to the flashcards. Pupils say one of the animals on the board. Encourage them to respond with a sentence, e.g. *It's a tiger.*

PB49. ACTIVITY 3. *Listen and follow.*

- Say *Open your books at page 49, please.* Help pupils find the right page. Point to the first picture of the fish and say *What's this?* Elicit *Fish*. Point to different pictures in the maze and elicit the words. Remind pupils that they did a maze activity like this in Unit 5 (on page 37).
- Say *Listen and follow.* Play the CD. Pause after the second word. Point to the example line from the fish to the dog. Say *Point. Follow.* Show pupils how to follow the route with their fingers. Play the rest of the CD. Pause after each word. Pupils follow with their fingers the first time.
- Play the CD again. This time pupils use a pencil to draw lines from picture to picture. They check in pairs. Play the CD once more. Pause after each word to check the route with the class.

Key: See audioscript for route.

CD 2, 26

fish
dog
tiger
fish
bird
duck
dog
frog
tiger

PB49. ACTIVITY 4. *Listen and draw lines.*

- Hold up your book and point to the pictures of children at the top of Activity 4. Say, e.g. *Point to number four. Boy or girl?* Pupils point and say, e.g. *Girl.*
- Elicit the names of the animals at the bottom of the page.
- Point to the first boy and ask *What's he got? What animal? Look.* Point to the example line and elicit *A frog.* Play the example on the CD to confirm. Tell pupils to use a pencil.
- Play the rest of the CD. Stop after each animal for pupils to think and draw lines. They check in pairs. Play the CD again. Stop after each one and check with the class. Say *I've got a …?* Pupils respond, e.g. *Duck.* They hold up their books to show you the line they have drawn.

Key: 2 duck, 3 fish, 4 bird, 5 dog, 6 tiger

CD 2, 27

1. I've got a frog.
2. I've got a duck.
3. I've got a fish.
4. I've got a bird.
5. I've got a dog.
6. I've got a tiger.

Extra activity 1 (if time)

- Focus pupils on completed Activity 4. Say a number from *1* to *6*, e.g. *Five*. Pupils look at the lines between child number 5 and the dog and make a sentence, e.g. *I've got a dog.*
- Pupils repeat the activity in pairs. Pupil A says a number from *1* to *6*. Pupil B makes a sentence. Then they swap roles.

Extra activity 2 (if time)

- You need space for this activity, e.g. the playground or the gym. Stand at the front of the space. Pupils stand in a group, as far away from you as possible. Turn your back towards the pupils. They all take one step towards you. They then ask in chorus *What's your favourite animal?* Turn around and say one of the animals, e.g. *It's a frog.* The pupils all jump on the spot like frogs. Turn away again. Pupils take another step and ask the question, as before. Repeat this process several times. The pupils get closer and closer to you. When you answer *It's a tiger!* roar like a tiger and try to catch the pupils nearest to you. The pupils run away and try to avoid getting caught. The pupil you catch takes your role in the next game. The rest of the pupils return to their starting positions.

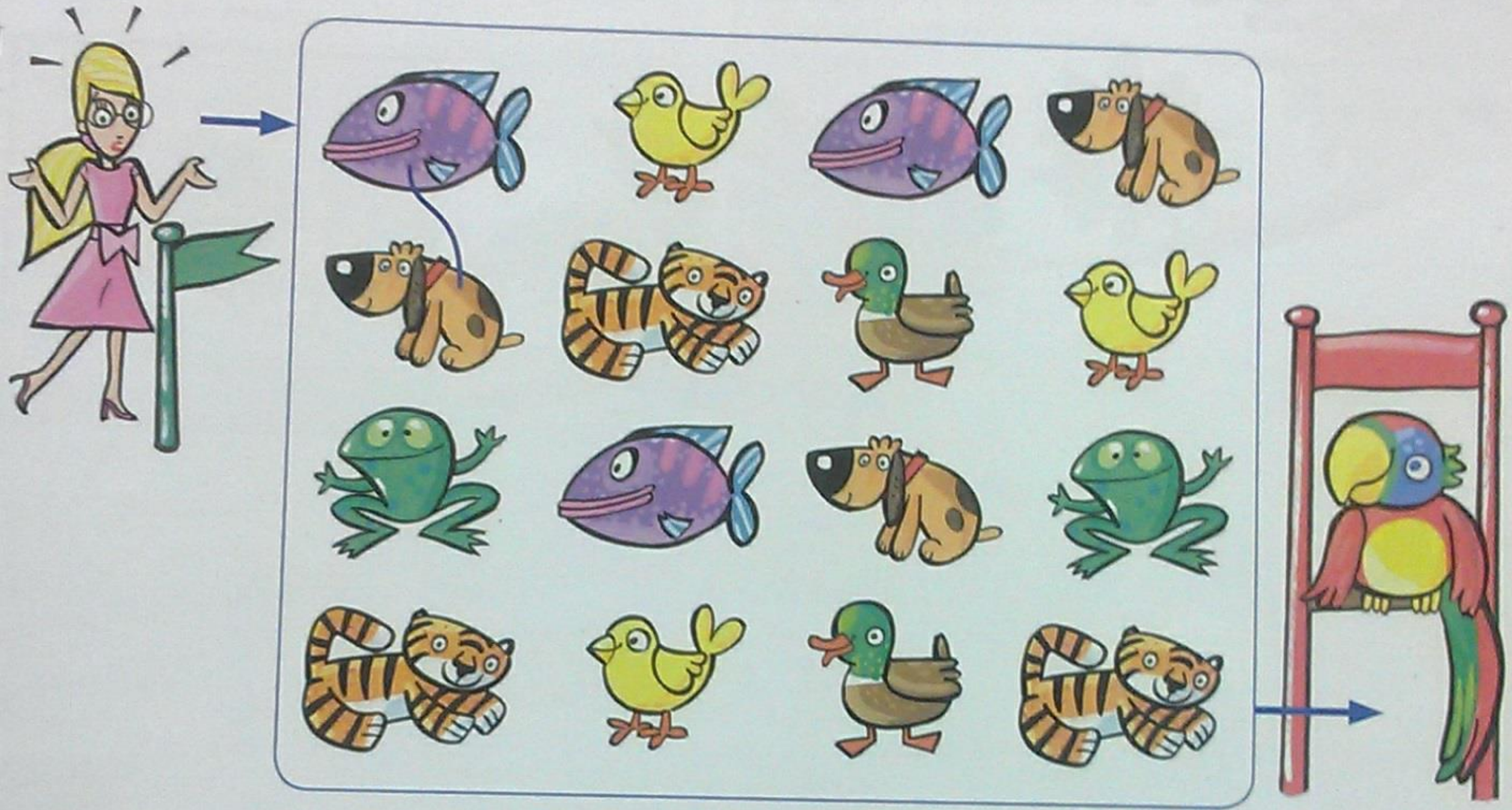
Optional activity

- Unit 7 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 44).

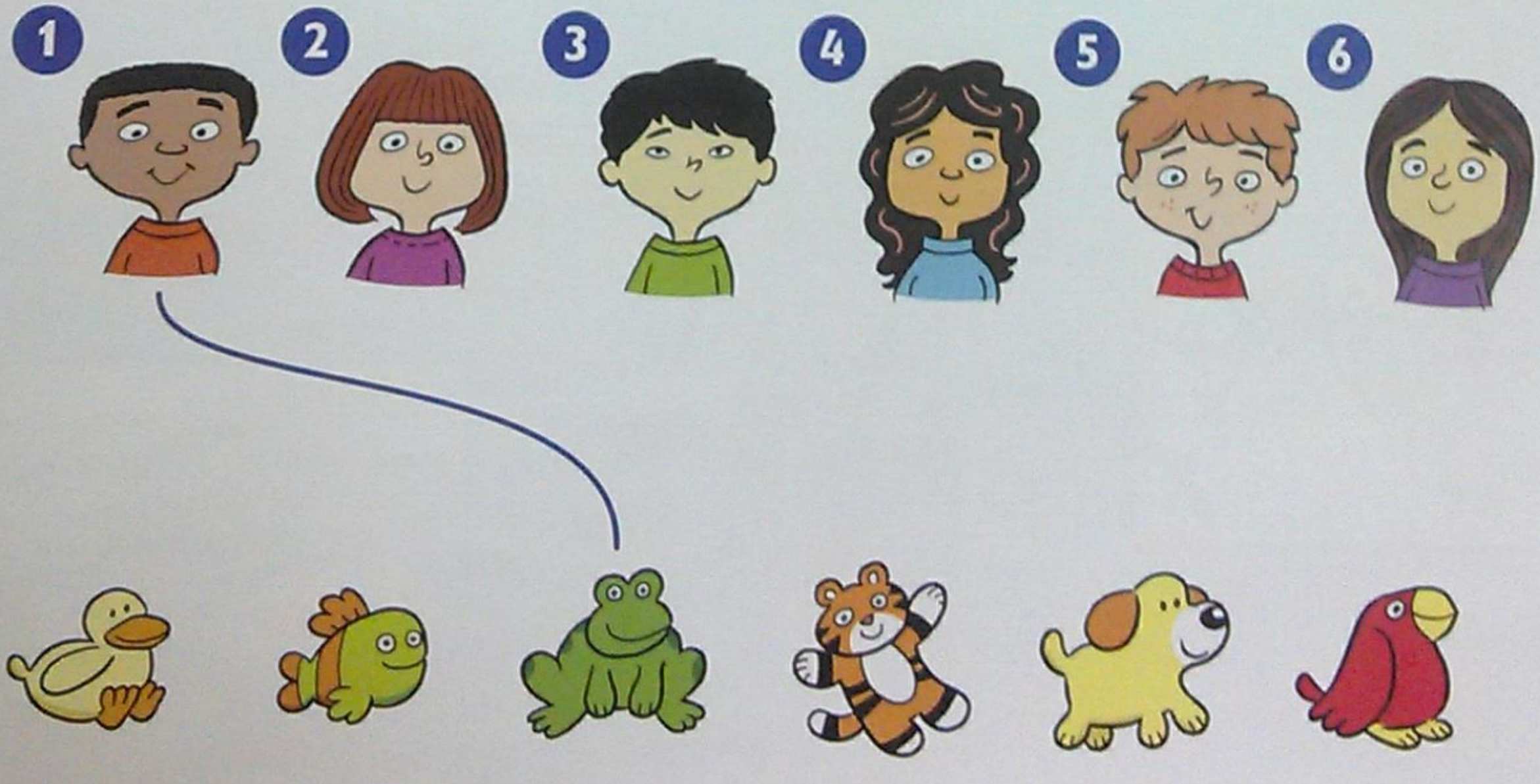
Ending the lesson

- Play the chant from the previous lesson (CD 2, 25). Pupils join in with the words and the actions (see Practice, page T48).
- Say the closing routine.

3 26 CD2 Listen and follow.

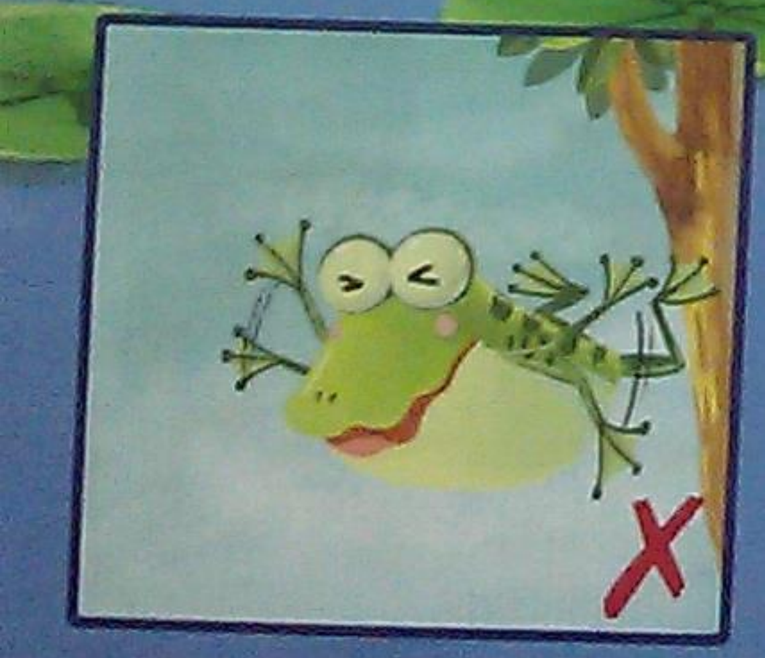


4 27 CD2 Listen and draw lines.



5 CD 2

Listen and point. Sing the song.



OBJECTIVES: By the end of the lesson, pupils will be able to understand *I can/can't fly/jump/swim* and will have learnt a song.

• TARGET LANGUAGE

Key language: *bird, dog, duck, fish, frog, tiger, I can/can't, fly, jump, swim*
Additional language: *but, and*
Revision: numbers *1–6, I'm a …, how many …?*

• MATERIALS REQUIRED

Toy animals or animal flashcards (61–66)
Action flashcards (67–69)
Photocopiable 7 (see page T72), copied onto paper (one copy for each pupil)
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 7 Song worksheet (page 47)

Warmer

- Say the opening routine.
- Review animals using the toy animals/flashcards.

Photocopiable 7: see page T72

- Hand out copies of Photocopiable 7 (see page T72). Point to the animals at the top of the page. Elicit the names. Point to the puzzle picture and say *Look and count the animals. How many fish?* Give pupils time to look and count. They check in pairs and then tell you the number (six). Point to the box next to the small picture of the fish. Say *Write the number here.* Mime writing a number in the box. Say *Use a pencil.*
- Pupils complete the activity individually or in pairs. Check with the class. Ask, e.g. *How many dogs?*

Key: 6 fish, 3 dogs, 4 birds, 1 tiger, 2 ducks, 5 frogs

Presentation

- Teach *fly, jump* and *swim* using mime and the flashcards.
- Mime flying and say *I can fly. Fly.* Pupils repeat *Fly.* Jump and say *I can jump.* Pupils repeat *Jump.* Mime swimming and say *I can swim.* Pupils repeat *Swim.*
- Place the action flashcards on the board. Number them *1, 2* and *3.* Say an action. Pupils say the correct number. Repeat twice more. Say a number. Pupils say the correct action. Repeat for the other actions.
- Say an action. Pupils do a mime. Repeat. Mime an action. Pupils say the word. Repeat for the other actions.

Song

PB50. ACTIVITY 5. *Listen and point. Sing the song.*

- Say *Open your books at page 50, please.* Help pupils find the right page. Say *Look at the picture. What can you see?* Elicit the animals in the picture.
- Say *Listen and point.* Play the CD. Pupils point to the animal in the picture for each verse of the song.
- Play the song line by line. Do mimes for *jump, fly* and *swim* for the 'can' lines. Pupils repeat and copy the mimes.
- Say *Let's sing the song.* Play the whole song. Pupils sing along and do the mimes for each 'can' line.

CD 2, 28

I'm a frog and I can jump.
I'm a frog and I can jump.
I'm a frog, I'm a frog and I can jump.
But I can't fly.

I'm a bird and I can fly.
I'm a bird and I can fly.
I'm a bird, I'm a bird and I can fly.
But I can't swim.

I'm a fish and I can swim.
I'm a fish and I can swim.
I'm a fish, I'm a fish and I can swim.
But I can't jump.

CD 2, 29

Now sing the song again. (Karaoke version)

Extra activity (if time)

- Place two chairs at the front, with the backs facing the board. Make two teams. Ask one member of each team to come and sit in a chair. Stick an animal 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 animal. The first pupil in the chair to say the correct animal wins a point for their team. Repeat with the other pupils and different animals.

Optional activity

- Unit 7 Song worksheet from the *Starter Teacher's Resource Book* (page 47).

Ending the lesson

- Play the song again (CD 2, 28). Pupils sing along and do the actions for *jump, fly* and *swim.*
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have practised *fly, jump* and *swim* and will recognise the difference between *can* and *can't*.

• TARGET LANGUAGE

Key language: *I can/can't …, fly, jump, swim*
Revision: animals

• MATERIALS REQUIRED

Action flashcards (67–69)
Extra activity 1: CD of lively music
Extra activity 2: animal flashcards (61–66)
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 7 Extension worksheet 1 (page 45)

Warmer

- Say the opening routine.
- Revise *fly, swim, jump* using mime and/or the flashcards.
- Play the song from the previous lesson (CD 2, 28). Pupils sing along and do the actions.

PB51. ACTIVITY 6. *Listen and tick (✓).*

- Say *Open your books at page 51, please.* Help pupils find the right page. Hold up your book. Point to the first picture in pair 1. Say *I can jump or I can't jump.* Elicit *I can jump.* Repeat for the second picture. Say *Listen and look.* Point to the first pair of pictures. Play the example. Point to the correct picture in the book and the tick.
- Say *Listen and tick.* Draw a tick on the board. Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Play the CD. Stop after each action word for pupils to think and tick. Pupils check answers in pairs. Play the CD again. Elicit answers.

Key: 2 second picture, 3 first picture, 4 second picture

CD 2, 30

1. I can jump.
2. I can't fly.
3. I can swim.
4. I can't jump.

Practice

- Play an action game. Pupils only follow your instructions if you say *can*. Say, e.g. *I can jump.* Pupils jump. Say *I can swim.* Pupils mime swimming. Say *I can't fly.* Pupils do nothing. Repeat with different sentences. After several instructions, ask a confident pupil to lead the game. If you want to make the game competitive, pupils who make a mistake are 'out'.

PB51. ACTIVITY 7. *Listen and write the number.*

- Focus on Activity 7. Hold up your book. Point at the pictures from the song. Elicit the animal and the action for each one.
- Write numbers *1* to *4* on the board. Elicit the numbers. Say *Listen and write the number.* Say *Write one, two, three or four.* Point to the small boxes in the corner of the pictures. Play the example on the CD. Hold up your book. Point to the example number 1 in the box by the pictures of the frog. Make sure pupils understand that each number refers to two pictures.
- Play the CD. Pause after each one for pupils to think and write. Pupils check in pairs. Play the CD again. Stick the fish, duck, frog and bird flashcards on the board in the same order as in Activity 7. Ask a pupil to come to the front. Say *What's number one?* Pupils respond *frog.* The pupils writes *1* next to the frog flashcard. Repeat for the rest of the pictures. Pupils check their answers.

Key: 2 bird, 3 fish, 4 duck

CD 2, 31

1. I can jump. I can't fly.
2. I can't swim. I can fly.
3. I can't jump. I can swim.
4. I can fly. I can't jump.

Extra activity 1 (if time)

- You need space for this activity, e.g. the front of the class or the gym. Play the CD of lively music. Pupils dance around. Stop the CD. Say, e.g. *I can swim.* Pupils mime swimming. Clap your hands. Pupils stop miming. Start the CD again. Pupils dance again. Repeat for the other two actions (*I can jump. I can fly.*) and also the animals (say, e.g. *I'm a dog.* Pupils mime being dogs).

Extra activity 2 (if time)

- Hold one of the animal flashcards so the pupils can't see it. Make sentences about the animal (e.g. for the dog: *I can swim. I can jump. I can't fly. I can walk.*). Pupils try to guess the animal. Give mime or sound clues, if they are having difficulty. When a pupil guesses correctly, show your flashcard. Repeat with different animals. Invite confident pupils to lead the game.

Optional activity

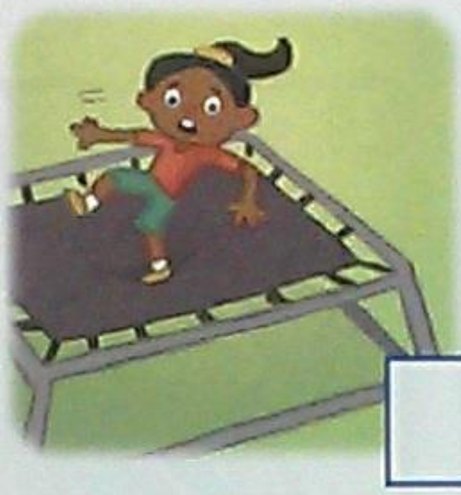
- Unit 7 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 45).

Ending the lesson

- Divide the class into three or four groups. Name the groups different colours. Give instructions to each group, e.g. *Red, I can jump. Green, I'm a duck. Pink, I'm a tiger.* Pupils only do the action/mime if they are in the named group. Vary the instructions and speed up. Ask a confident pupil to lead the game.
- Say the closing routine.

6 30 CD2 Listen and tick (✓).

1

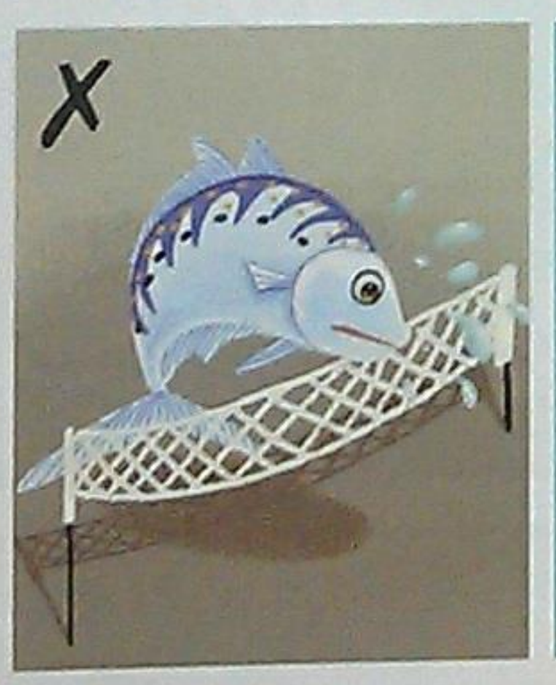


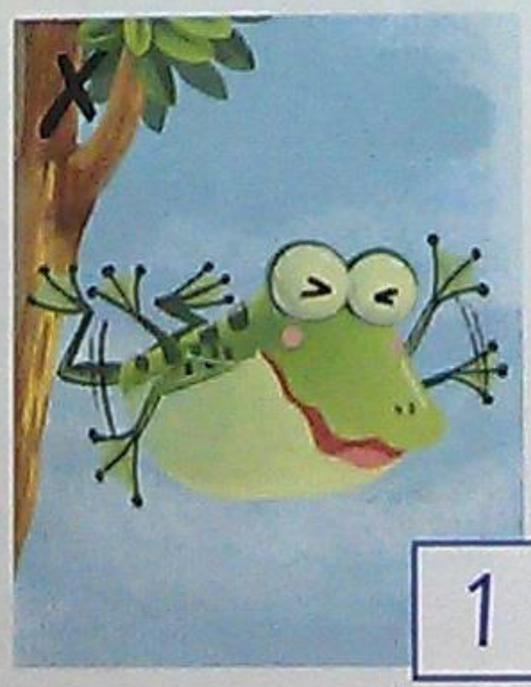
2

3

4

7 31 CD2 Listen and write the number.





I can ... I can't ... fly jump swim

8 CD 2 Listen to the story.

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: *It can …*
Revision: animals

• MATERIALS REQUIRED

Animal and action flashcards (61–66, 67–69)
One set of character masks
Extra activity 1: piece of paper, drawing and colouring materials for each pupil, example picture of an imaginary animal (with, e.g. a tiger's head, a dog's body and a duck's legs)
Extra activity 2: video camera or audio recorder
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 7 Extension worksheet 2 (page 46) and/or animated version of the Unit 7 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine.
- Play a mime game to review animals and actions. Mime an animal (see page T48, Practice) or an action (fly, jump, swim). Pupils say the word in chorus.
- Pupils take turns to mime animals and actions. The other pupils say the words.
- Place the animal and action flashcards on the board. Elicit the words again.
- Teach/Revise *talk*. Speak quickly and move the fingers and thumb of one hand together and apart to show talking. Say *I can talk*. Pupils repeat *talk* and copy the mime several times.

Story

PB52. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 52, please.* Help pupils find the right page. Say *Look at the pictures. What can you see?* Elicit the names of the toy animals. Say *Listen and point to the pictures.* Play the CD. Pupils listen and point.
- Say *Listen and look. What can Marie's bird do?* Play the CD again. Pupils check in pairs. Check with the class (jump, fly and talk).
- Play the CD again. Stop after each picture to check understanding. Hold up your book. Point to the picture and ask, e.g. Picture 1: *What can the fish do? Can it fly?* (No, swim.) Picture 2: *Can the frog fly?* (No. Jump and swim.) Picture 3: *What has Maskman got? A tiger?* (No, a duck), etc.

CD 2, 32

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MONTY: Marie! Maskman! Look at my fish. It can swim.
MASKMAN: Hmmm.
MARIE: Yes, it can swim, Monty.

MONTY: And my frog can jump and swim.
MASKMAN: Hmmm.

MASKMAN: My duck can jump. My duck can fly and …

MASKMAN: … my duck can swim!
MONTY AND MARIE: Oh, Maskman!

MARIE: My bird can't swim, but it can jump … it can fly … and …

MARIE: … it can talk!
PARROT: Hello!
MASKMAN: Eek!

Extra activity 1 (if time)

- Show your picture of an imaginary animal. Point to the different parts of its body and elicit the animal names.
- Pupils draw their own imaginary animal. They use parts of the body from animals that they know. Monitor as they draw. Ask, e.g. *What animal is this? Is it a mouse's head? Can it swim? Can it fly?*
- Show your picture again. Make sentences, e.g. *It's a tiger's head. It's a dog's body. It can jump.* Pupils repeat each sentence in chorus.
- Ask confident pupils to show their pictures to the class. Help them talk about their picture in the same way.

Extra activity 2 (if time)

- Practise the song from Pupil's Book page 50 (CD 2, 28) again. Tell pupils you are going to record them. Record the class, using a video recorder or audio recording equipment. If you are using a video recorder, encourage pupils to do the actions as they sing. Play the recording back to the class.

Optional activities

- Unit 7 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 46).
- The animated version of the Unit 7 story from *Kid's Box Starter Interactive DVD*. See pages 34–38 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Put on one of the character masks, e.g. Monty. Say a true or false sentence about the story, e.g. *I've got a duck.* Pupils look at page 52 and stand up for 'true', and stay sitting down for 'false'. Repeat with different characters and different sentences.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit
Revision: *What's your name? How old are you? Open your book. Point to … What colour's …? What's your favourite animal? It's a …*

• MATERIALS REQUIRED

Preposition, animal and action flashcards (49–51, 61–66, 67–69)
Maskman mask for the teacher (and for larger classes: Maskman mask for each pair of pupils)
Extra activity 1: green and yellow crayons for each pupil

Warmer

- Say the opening routine.
- Review the animals and actions using the flashcards. Hold up each flashcard, elicit the word and hand it to a pupil. Pupils with flashcards show their card to the class, say the word and stick it on the board.
- Review prepositions. Place the animal flashcards around the class (in your bag, on the table, under the chair, etc.). Ask, e.g. *Where's the tiger?*

PB53. ACTIVITY 9. *Listen and stick*

- Say *Open your books at page 53, please.* Help pupils find the right page. Point to the picture and ask *Is it a living room? Is it a kitchen?* Pupils respond *No. (It's) a bedroom.*
- Elicit the furniture in the picture (table, chair, bed) and other known items (house – tell pupils it is a doll's house, book). Say, e.g. *Point to the table.* Pupils point. Repeat for the other items.
- Pupils prepare the room and furniture stickers. Hold up the stickers and say *Listen and point.* Play the CD. Pupils listen and point to the stickers. Check they are pointing to the correct items.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place on the page. Play the CD. Stop after each one. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

CD 2, 33

1.
Can you see the dog?
Yes, I can. It's under the bed.
Yes.
2.
Can you see the tiger?
Yes, I can. It's on the table.
Yes.
3.
Can you see the bird?
Yes, I can. It's on the book.
Yes.
4.
Can you see the duck?
Yes, I can. It's under the chair.
Yes.
5.
Can you see the frog?
Yes, I can. It's in the house.
Yes.
6.
Can you see the fish?
Yes, I can. It's in the car.
Yes.

PB53. ACTIVITY 10. *Talk to Maskman.*

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question or instruction and repeat as Maskman. Choose a pupil to respond / do the action.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the CD again. Pupil A repeats the question/instructions on the CD, Pupil B responds / does the action. Then pupils swap roles. Play the CD again for Pupil B to repeat.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 2, 34

Hello … I'm Maskman!
What's your name?
How old are you?
Open your book … and point to a tiger.
Open your book … and point to a dog.
What colour's a frog?
What's your favourite animal?

Extra activity 1 (if time)

- Draw a new route on the maze on page 49 (Activity 3) with a coloured pencil. Ask a confident pupil to come to the front with his/her book. Make sure the pupil is looking at page 49, Activity 3. Hold your book so the pupil can't see. Say *Start at the fish. Listen and follow.* Then say the new route through the maze in your book (e.g. *Bird, tiger, fish, dog, frog*). The pupil follows with his/her finger. He/She shows you where the new route ends.
- Pupils repeat the activity in pairs. Each pupil draws a new route in the maze using a green crayon. They don't look at each other's routes. They sit facing one another and hold their books up. Pupils take turns to say their route and draw their friend's route, using a yellow crayon. They check together.

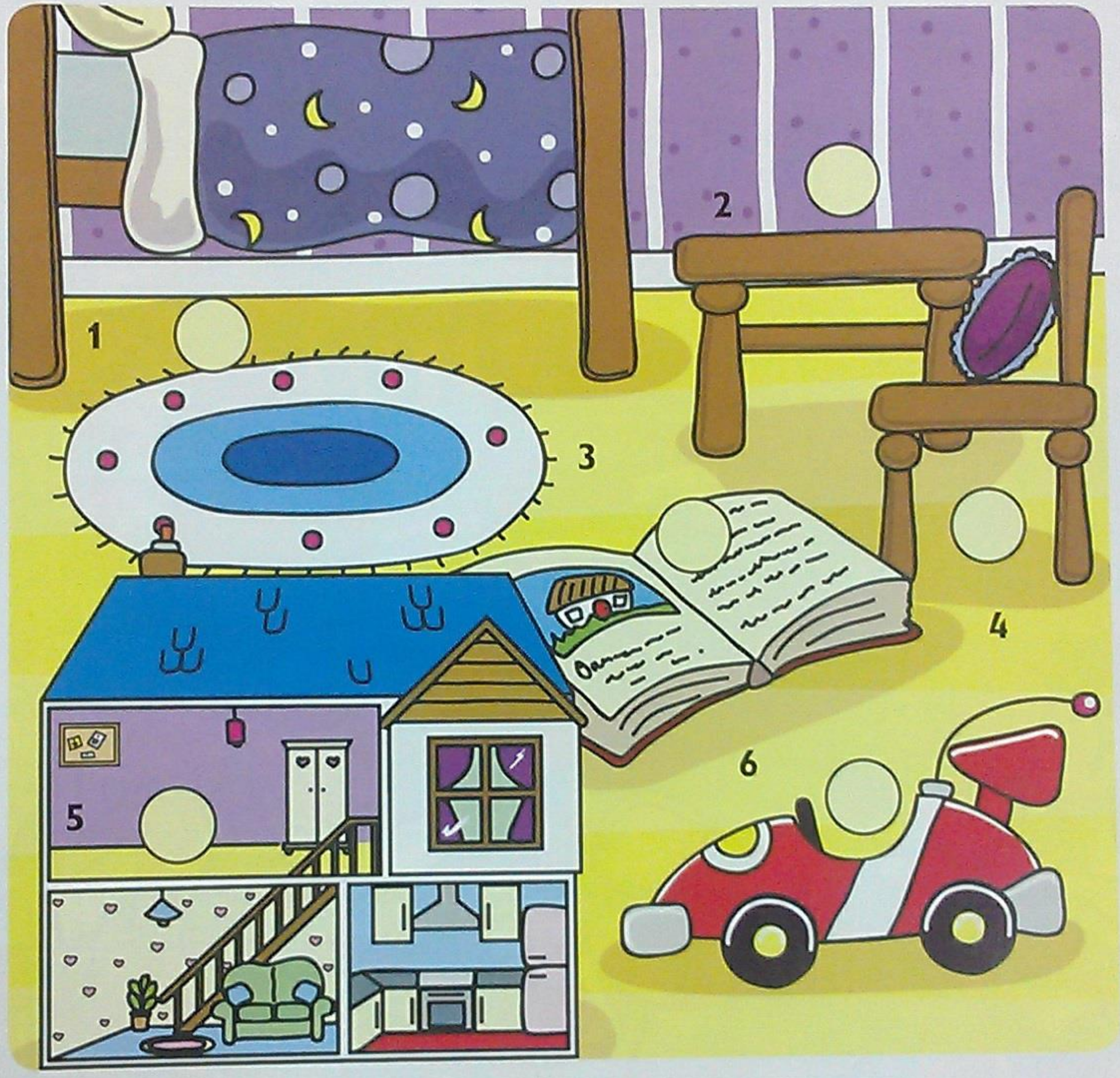
Extra activity 2 (if time)

- Pupils look at the story on page 52. Say, e.g. *I've got a toy animal. It's blue and yellow. It can swim. It can't fly. It can't jump.* Pupils say *Fish.* Repeat for the other toy animals in 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.
- Say the closing routine.

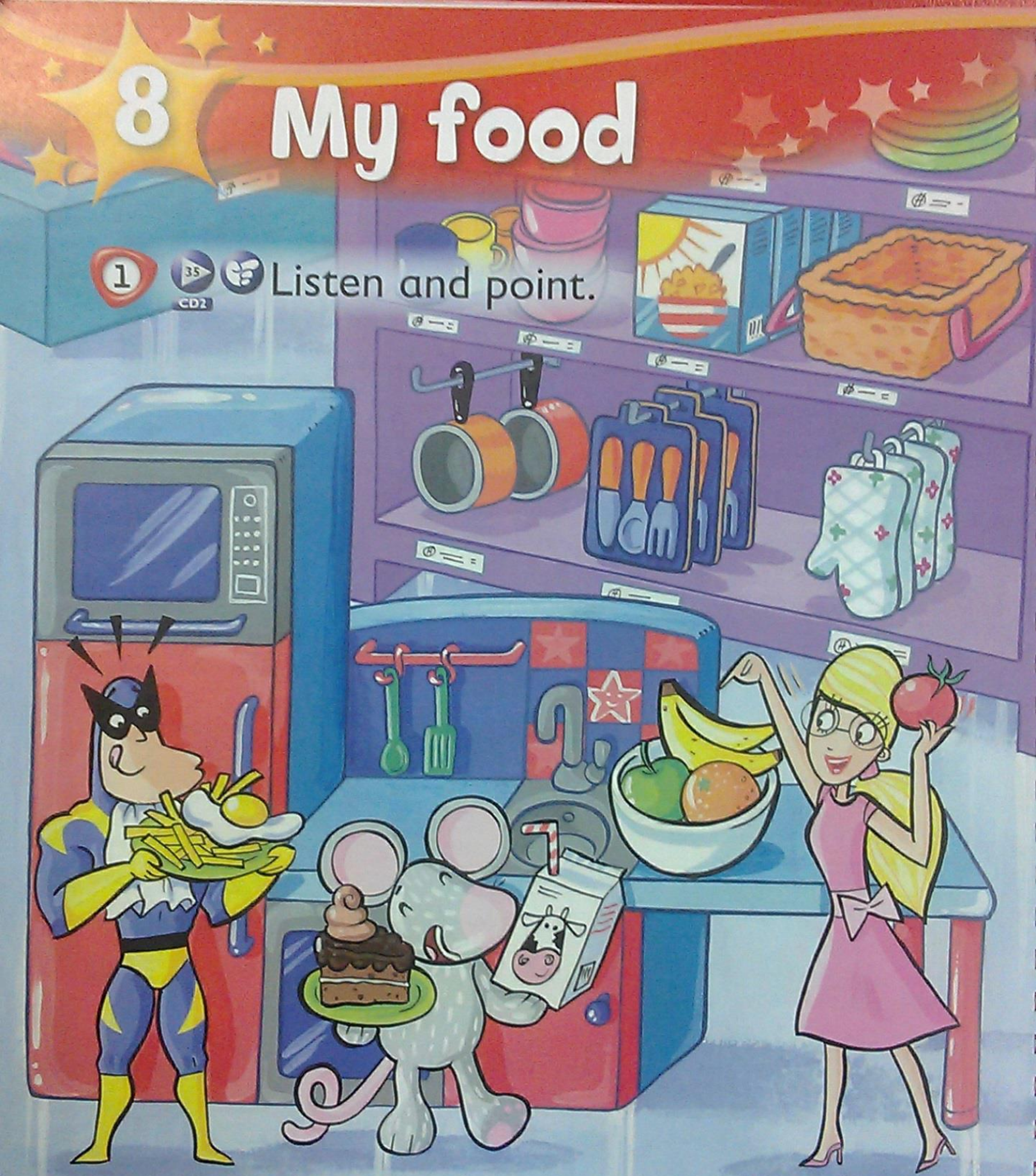
9 33 CD2 Listen and stick.



10 34 CD2 Talk to Maskman.

8 My food

1 35 CD2 Listen and point.



2 36 CD2 Say the chant.

OBJECTIVES: By the end of this lesson, pupils will have named different foods and learnt a chant.

• TARGET LANGUAGE

Key language: *cake, chips, egg, fruit, milk, tomato*
Additional language: *What's your favourite food? Here are … Yum, yum!*
Revision: colours, *star, My favourite … is*, numbers *1–6*

• MATERIALS REQUIRED

Crayons (one set per pupil)
Colour flashcards (26–31 and 38–40)
Food flashcards (70–75)
Extra activity 2: two rulers
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 8 Reinforcement worksheet 1 (page 49)

Warmer

- Say the opening routine.
- Review the colours with the flashcards. Hold up the red flashcard and say *Orange?* Shake your head and say *No*. Hold your thumb down. Pupils copy. Say *Red?* Nod your head and say *Yes*. Hold your thumb up. Pupils copy. Repeat with the other flashcards.
- Pupils take out their crayons. Say *Show me a red crayon, please*. Repeat for the other colours. Start off slowly, and then speed up. More confident pupils can take turns to give the instructions.

Presentation

- Present the food words using the flashcards. Show each flashcard in turn. Elicit or say the word. Pupils repeat. Put the flashcards on the board. Point to all the flashcards. Say *This is all food. Chips are food. Fruit is food.* Point to one of the foods, e.g. cake and say *Yum! Cake is my favourite food.* Smile and mime eating something you really enjoy. Ask individual pupils *What's your favourite food?* They respond with a food from the board.

PB54. ACTIVITY 1. *Listen and point.*

- Say *Open your books at page 54, please*. Help pupils find the right page.
- Say *What food can you see?* Elicit the words. Say *Point to the fruit.* Pupils point to the fruit bowl. They hold up their books to show you. Repeat with the rest of the food.
- Point to your book and say *Where's the star?* Pause to give pupils time to look. They check in pairs, and then hold up their books to show you. Point to the star in the picture (on the tiles behind the sink). Say *Here it is*. Pupils join in / repeat.
- Put the food flashcards on the board. Elicit the words. Say *Listen and point.* Play the CD. Pupils listen and point to the food in their books. Stop after the fruit and check pupils are pointing correctly. Repeat for the rest of the food items.
- Play the CD again. Stop after each speaker to check understanding. Ask questions, e.g. *What colour is the fruit? What's Marie's favourite food? What's Monty's favourite food? What colour is the tomato? What's Maskman's favourite food?*

CD 2, 35

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MARIE: Look at the fruit. Look at the colours … Orange, yellow and green. Fruit's my favourite food.
MONTY: Mmm. Here are my favourite foods! Milk and cake, yum. And this cake is brown. Brown's my favourite colour.
MARIE: Oh yes, Monty … And here's a red tomato.
MONTY: What's your favourite food, Maskman?
MASKMAN: It's egg and chips. Look, the egg's yellow and white. Hmm… egg and chips … my favourite food. Yum, yum!
MONTY AND MARIE: Oh, Maskman.

PB54. ACTIVITY 2. *Say the chant.*

- Place the food flashcards on the board in the same order as they appear in the chant (in two rows). *Say Listen.* Play the CD. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the CD again. Point to each flashcard as the food item is mentioned. Pupils copy. Then say *Let's say the chant. Listen, repeat and point.* Play the CD. Stop after each line. Pupils repeat in chorus and point to the flashcards.
- Play the whole chant again. Pupils join in.

CD 2, 36

Egg, chips, fruit,
Tomato, milk and cake.
Egg, chips, fruit,
Tomato, milk and cake.
Egg, chips, fruit,
Tomato, milk and cake.
Egg, chips, fruit,
Tomato, milk and cake.

Practice

- Place the food flashcards on the board. Number them *1* to *6*. Say a food. Pupils say the number. Repeat for the other foods. Say a number. Pupils say the food. Repeat.
- Pupils repeat the activity in pairs.

Extra activity 1 (if time)

- Pupils look at the picture on page 54 for 30 seconds. Then say *Close your books*. Ask questions about the picture, e.g. *What colour's the egg?* (yellow and white), *Who's got a tomato? Maskman, Marie or Monty?* (Marie) *Who's got a cake?* (Monty), etc.

Extra activity 2 (if time)

- Divide the class into two teams. The teams line up facing the board. Stick the food flashcards (70–75) on the board. Hand a ruler to the first pupil in each team. Say one of the words, e.g. *Milk*. The two pupils run to touch the correct flashcard. The first to touch 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 next two pupils at the front. Continue until all the pupils have had a turn. The team with the most points is the winner.

Optional activity

- Unit 8 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 49).

Ending the lesson

- Place the food flashcards on the board. Make a false sentence about the colour of a food, e.g. *Look! The tomato is yellow.* Pupils respond *No. It's red!* Repeat with the other foods.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have practised naming foods and completed picture patterns.

• TARGET LANGUAGE

Key language: *cake, chips, egg, fruit, milk, tomato*
Additional language: *What's your favourite food?*
Revision: *I've got …*

• MATERIALS REQUIRED

Food flashcards (70–75)
Extra activity 1: a shopping bag and five or six pieces of toy food (one for each of the six new food words) or real food / food packaging (e.g. a banana and an apple to represent 'fruit', a tomato, an empty plastic milk bottle or carton, a small cake (or the packaging from a cake), a hardboiled egg, chips made of pieces of yellow card in a bag or box)
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 8 Reinforcement worksheet 2 (page 50)

Warmer

- Say the opening routine.
- Play the food chant (CD 2, 36). Pupils join in.

PB55. ACTIVITY 3. *Listen and circle.*

- Say *Open your books at page 55, please.* Help pupils find the right page. Point to the first picture in pair 1. Elicit the food. Repeat for the second picture. Say *Listen and look.* Point to the first pair of pictures. Play the example. Pupils repeat. Point to the correct picture in the book and the circle around it.
- Say *Listen and circle.* Draw a circle on the board. Make sure pupils know that they have to circle one of the pictures each time. Tell them to use pencil, not pen.
- Play the CD. Stop after each one for pupils to think and circle. Pupils check answers in pairs. Play the CD again. Elicit answers. Say, e.g. *Number two. I've got …?*

Key: 2 second picture, 3 second picture, 4 first picture, 5 second picture, 6 first picture

CD 2, 37

1. I've got cake and milk.
2. I've got eggs and fruit.
3. I've got eggs and chips.
4. I've got fruit and milk.
5. I've got tomatoes and chips.
6. I've got cake and tomatoes.

PB55. ACTIVITY 4. *Look and complete.*

- Focus pupils on the rows of pictures. Point to the pictures in the first row and elicit the words. Say them clearly as pairs (*egg, tomato … egg, tomato … egg, …*). Follow the example answer line to the tomato with your finger and elicit *tomato.*
- Check pupils know that they have to draw a line to the next food item in the sequence. Pupils complete the other rows by drawing lines. Pupils check in pairs. They say the names of the items in the rows. Check with the class. Pupils say the items in each row in chorus.

Key: 2 chips, 3 cake, 4 milk

Extra activity 1 (if time)

- Before the class, place five or six food items (or toy foods) in a shopping bag. Show your bag and say *What's this?* Elicit *Bag* and say *Yes. It's my bag.* Look inside and say *Hmm. What's in my bag?* Take out an item and hold it up. Say *I've got (a) …* Elicit the complete sentence. Repeat for the other food items. When the bag is empty, hold it upside down to show there is nothing inside. Say/Elicit three or four sentences with *haven't got*, e.g. *I haven't got a cake (in my bag). I haven't got a tomato.* Note: If you can't find real or toy food, you can use flashcards for this activity.
- Put all the food (or flashcards) back in the bag. See if pupils can remember what's in the bag. Ask *What's in my bag?* Say, e.g. *I've got (a) …* Choose a pupil to complete the sentence. Repeat until pupils have remembered all the items. Use mime clues if they have difficulty remembering (e.g. mime drinking for 'milk').

Extra activity 2 (if time)

- Pupils create their own pattern puzzle like the ones in Activity 4. They draw a row of pictures of food, to make a repeating pattern. They draw five or seven pictures in total. Monitor and help as necessary. Ask pupils questions as they work, e.g. *What's this?* Elicit, e.g. *Chips.*
- Pupils work in pairs. They swap their puzzle pictures. Each pupil draws the next picture in the sequence. They check by showing the pictures and saying the words to their partner.

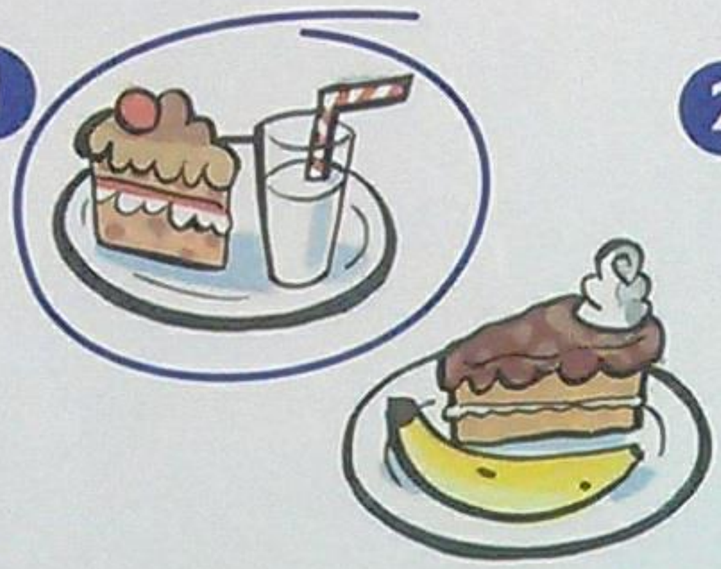
Optional activity

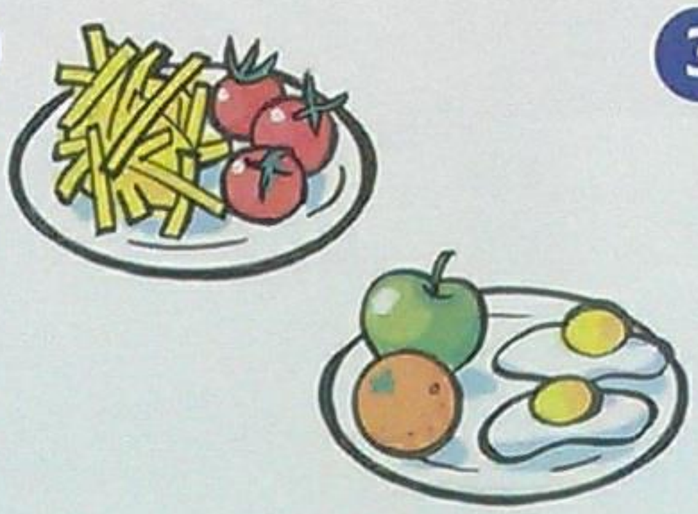
- Unit 8 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 50).

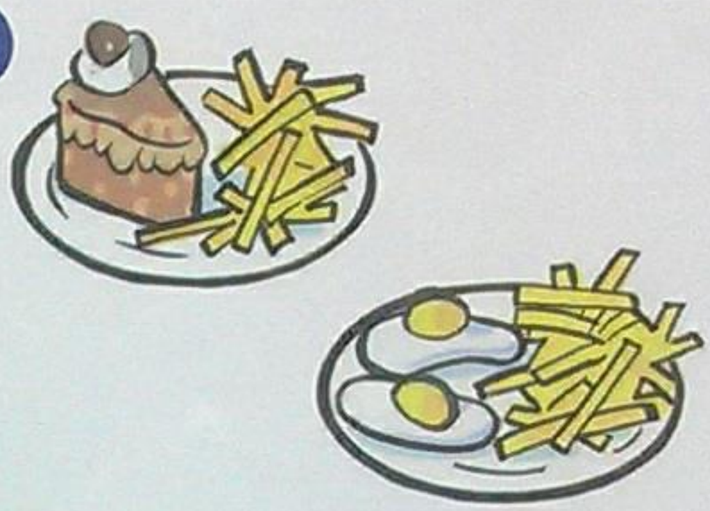
Ending the lesson

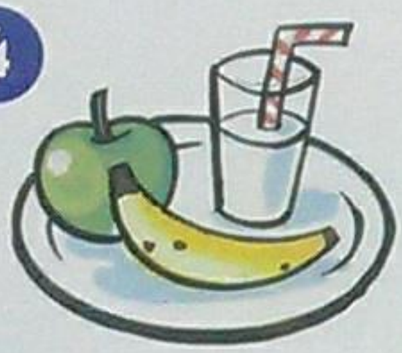
- Hide a food flashcard behind paper. Say *What's my favourite food?* Very slowly reveal the picture from one corner. Pupils guess, e.g. *Cake?* Reveal the flashcard to check, and then place the flashcard on the board. Repeat with the other flashcards. Ask different pupils *What's your favourite food?* Point to the flashcards on the board. The pupils respond with one of the six food words.
- Say the closing routine.

3 37 CD2 Listen and circle.

1 

2 

3 

4 

5

6

4 Look and complete.

1

2

3

4

cake chips egg fruit milk tomato

5 38 CD2 Listen and point. Sing the song.

OBJECTIVES: By the end of the lesson, pupils will recognise the difference between *like* and *don't like* and will have learnt a song.

• TARGET LANGUAGE

Key language: *I like …, I don't like …*
Revision: food

• MATERIALS REQUIRED

Food flashcards (70–75)
Two large circles made of card or paper – one with a happy face drawn on it, one with a sad face
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 8 Song worksheet (page 53)

Warmer

- Say the opening routine.
- Review food. Show each flashcard and elicit the word.
- Give the flashcards to pupils. They come to the front. They hold their cards so the rest of the class can't see. Whisper a number between *1* and *6* to each of the pupils. Shout, e.g. *Three!* The pupil who is number 3 holds up his/her flashcard and shows it to the rest of the class. They chorus the word. Repeat. Ask a confident pupil to lead the activity.

Presentation

- Place the six food flashcards on the board or hold up real food (see Materials required, page T54 for ideas). Point to a food you like, smile and rub your tummy. Say, e.g. *I like milk. Yum!* Repeat for two more foods. Then point to a food you don't like and say, e.g. *I don't like egg. Yuk!* Repeat for two more foods.
- Make a sentence, e.g. *I like chips*. Pupils stand up. Repeat with different sentences, both positive and negative. Pupils stand up for *I like …* or sit down for *I don't like …*.

Song

PB56. ACTIVITY 5. *Listen and point. Sing the song.*

- Say *Open your books at page 56, please*. Help pupils find the right page.
- Ask *What can you see?* Elicit known items in the picture (*bird, butterfly, table, fruit, tomatoes, cake, milk, egg and chips*).
- Say *Listen and point*. Play the CD. Pupils point to each food in the picture as it is mentioned. Hold up your book and do the same.
- Place the tomato, fruit, cake and milk flashcards in a row on the board. Draw a smiley face next to them. Point at each flashcard and make a sentence from the song, e.g. *I like tomatoes. I like fruit*, etc. Place the flashcards for egg and chips in a row. Draw an unhappy face next to them. Point at the flashcards and make negative sentences from the song in the same way (e.g. *I don't like eggs.*)
- Play the song line by line. Pupils repeat. Point at the flashcards and faces to help them remember the words.
- Say *Let's sing the song*. Play the whole song. Pupils join in. Encourage them to look happy and rub their tummies when they sing the first verse (*I like …*) and look unhappy as they sing the second verse (*But I don't like …*).

CD 2, 38

I like tomatoes.
I like fruit.
I like cake.
I like milk.

But I don't like eggs.
And I don't like chips.
No, I don't like egg and chips.

(Repeat both verses)

CD 2, 39

Now sing the song again. (Karaoke version)

Practice

- Stick the large happy face and the unhappy face you have prepared on opposite walls in the classroom. The pupils stand up. Say, e.g. *Eggs!* Pupils who like eggs go to the happy face. Pupils who don't like them go to the sad face. Elicit a sentence from one pupil in each place (*I like eggs. / I don't like eggs.*). Repeat with the other foods.
  Note: If it is difficult for your pupils to move around in class, they can stand up, turn and point to the happy or sad face.

Extra activity 1 (if time)

- Make two groups: Like and Don't like. Each group sings the appropriate verse.

Extra activity 2 (if time)

- Draw two columns on the board. At the top of one column draw a happy face. At the top of the other column draw an unhappy face. Place the food flashcards in a row at the bottom of the board. Make sure your pupils can reach them. Take one of the flashcards, e.g. cake. Show the pupils. Say, e.g. *I like cake.* Smile and stay sitting down. Place the flashcard in the column with the happy face. Do the same with a flashcard of a food you don't like: make a sad face and say, e.g. *I don't like eggs.* Put the flashcard in the other column. Call a confident pupil to the front to choose a flashcard, make a sentence and put it in one of the columns in the same way. Repeat with different pupils.

Optional activity

- Unit 8 Song worksheet from the *Starter Teacher's Resource Book* (page 53).

Ending the lesson

- Teach the following actions/mimes for the song:
  tomato = squeeze a tomato in your hand; *banana* = peel a banana; *cake* = eat a slice of cake, smile; *milk* = drink through a straw; *chips* = wave the fingers of your hand; *egg* = make an egg shape with the fingers of one hand
- Say a food. Pupils do the action. Repeat several times. Do an action. Pupils chorus the food.
- Pupils sing the song (CD 2, 38) again. They join in with the actions and mimes.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have practised talking about food they like and don't like

• TARGET LANGUAGE

Key language: *I like …, I don't like …*
Additional language: *What's your favourite food? It's …*
Revision: food, numbers *1–6*

• MATERIALS REQUIRED

Food flashcards (70–75)
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 8 Extension worksheet 1 (page 51)

Warmer

- Place the food flashcards on the board in the order they appear in the song (CD 2, 38). Ask *What colour's an egg?* Elicit *Yellow and white*. Repeat with *What colour's milk?* (White) and *What colour's a tomato?* (Red) Play the song. Pupils sing along and do the actions (see Ending the lesson, page T56). Point to the flashcards to help them remember the words.

PB57. ACTIVITY 6. *Listen and write the number.*

- Say *Open your books at page 57, please*. Help pupils find the right page. Hold up your book. Point to the pictures of food. Ask, e.g. *Where's the milk?* Pupils point. They check in pairs and then hold up their books to show you. Repeat for the other pictures.
- Draw a happy face on the board. Say *I like or I don't like?* (I like). Draw an unhappy face and say *I like or I don't like?* (I don't like). Make sure pupils understand that the happy face indicates that the person likes this food and an unhappy face indicates that he/she doesn't like it.
- Write numbers *1* to *6* on the board. Elicit the numbers. Say *Listen and write the number.* Say *Write one, two, three, four, five or six*. Point to the small boxes below the food. Play the example on the CD. Hold up your book. Point to the example number 1 in the box below the cake. Elicit *I don't like cake.*
- Play the CD. Pause after each item for pupils to think and write. Pupils check in pairs. Play the CD again. Check by asking, e.g. *What's number two?* Pupils respond *I like chips.*

Key: 2 chips, 3 milk, 4 tomatoes, 5 eggs, 6 fruit

CD 2, 40

1. I don't like cake.
2. I like chips.
3. I don't like milk.
4. I like tomatoes.
5. I don't like eggs.
6. I like fruit.

Practice

- Focus pupils on completed Activity 6. Say *Listen and point.* Say a sentence about one of the pictures, e.g. *I don't like milk.* Pupils point to the correct picture. They check in pairs and then hold up their books to show you. Repeat several times.

Pair work

- Pupils work in pairs. Pupil A says a true sentence with *I like …* or *I don't like …* about Activity 6. Pupil B points to the correct picture. Then they swap.

PB57. ACTIVITY 7. *Draw foods you like and don't like. Say.*

- Focus pupils on the two frames in the bottom half of the page. Draw two similar rectangles on the board, one with a smiley face in the corner, one with an unhappy face. Say *Hmm. What food do I like?* Mime thinking. Draw a simple picture of a food you like in the left-hand rectangle, e.g. a glass of milk. Point at your picture and say *I like milk*. Do the same for something you don't like in the right-hand rectangle.
- Pupils draw their own pictures in the same way. Monitor. Elicit sentences for the pupils' pictures with *I like* and *I don't like*. Ask pupils *What's your favourite food?* They respond *I like …*
- Pupils show each other their pictures in pairs or small groups. They say *I like … I don't like …*

Extra activity 1 (if time)

- Demonstrate the activity. Place the six food flashcards in a column on the board. Elicit the words. Choose a confident pupil. Point to the first food and ask him/her, e.g. *Do you like fruit?* If he/she responds *Yes. I like fruit*, draw a happy face next to the fruit flashcard. If he/she says *No. I don't like fruit*, draw a sad face. Repeat with the other flashcards. Gradually encourage the pupil to make a sentence for each flashcard without you asking the question.
- Pupils work in pairs. They draw small pictures of the six foods in a column. Pupil A makes a sentence about each food (*I like …* or *I don't like …*). Pupil B draws a happy or sad face next to each small picture to show Pupil A's likes and dislikes. Then Pupil B shows Pupil A. He/she checks if the faces are correct. They swap roles.

Extra activity 2 (if time)

- Make four groups. Name them *Tomatoes, Chips, Eggs, Cakes.* Give instructions to the groups. Use language from the Starter Level, e.g. *Tomatoes, stand up! Cakes, stand up! Tomatoes, point to a table. Chips, close your books! Cakes and chips, point to your head. Eggs, stand up! Tomatoes, sit down. Eggs, swim.* Groups mime / do the actions. Say the instructions quickly.

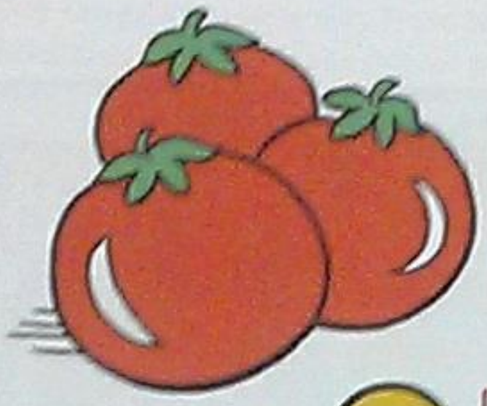
Optional activity

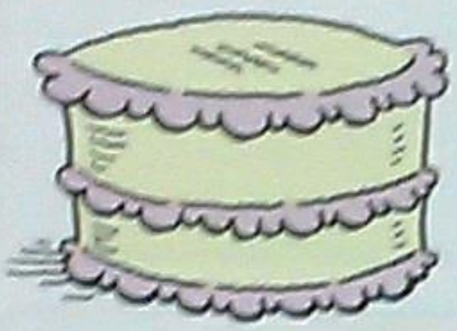
- Unit 8 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 51).

Ending the lesson

- Show the food flashcards in turn. Make a happy or sad face for each one. Pupils chorus *I like …* or *I don't like …*, as appropriate.
- Say the closing routine.

6 CD2 Listen and write the number.





1

7 Draw foods you like and don't like. Say.

Me! ✓

Me! ✗

8 41 CD2 Listen to the story.

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 a …, Be quiet! children, Stella, Simon, Suzy, He's …, He isn't …, superhero*
Revision: *toy, doll,* colours, *mouse, I'm a …, I like …, I don't like …, Here's a …, for you, Thank you, Daddy, food*

• MATERIALS REQUIRED

Character flashcards (1–3)
One set of masks
Food flashcards (70–75)
Optional: *Kid's Box Starter Teacher's Resource Book* Unit 8 Extension worksheet 2 (page 52) and/or animated version of the Unit 8 story from *Kid's Box Starter Interactive DVD*

Warmer

- Show a character flashcard or put on a mask. Elicit the name. Repeat for the other character flashcards/masks. Ask *What's Monty?* Elicit *A mouse.* Ask *What are Maskman and Marie?* Elicit *Dolls.*
- Stick the character flashcards on the board. Place the food flashcards below the characters. Elicit the words. Point to Marie and ask *What's her favourite food?* Refer pupils to the picture on page 54 if they can't remember. Elicit *Fruit.* Put the fruit flashcard next to Marie. Ask about Monty and Maskman's favourite foods in the same way (Monty: cake, Maskman: egg and chips).

Story

PB58. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 58, please.* Help pupils find the right page. Say *Look at the pictures. Where are Maskman, Monty and Marie?* Elicit/Explain that they are back in the toy shop from Unit 1 (pupils can look at page 4 if they need to). Use the pictures to present *children* and review *Daddy.*
- Say *Look at the pictures.* Hold up your book. Point at the pictures in order and count *One, two, three, four, five six.* Pupils copy. Say *Listen and point to the pictures.* Play the CD. Pupils listen and point.
- Point to the children in the pictures and elicit/teach their names (Simon, Stella, Suzy - in the pram). Tell the pupils the children are from the Star family. They are in the toy shop with their daddy, Mr Star. Say *Listen and look. What toy has Simon got? What has Stella got? What has Suzy got?* Play the CD again. Say *Simon – Monty, Marie or Maskman?* Pupils say *Maskman.* Repeat for Stella and Marie (Stella – Marie, Suzy – Monty).
- Play the CD again. Stop after each picture to check understanding. Hold up your book. Point to the picture and ask, e.g. Picture 1: *Does Marie like pink?* (No.) Picture 2: *Is Maskman a doll?* (No, a superhero.) *Who are Simon, Stella and Suzy? Animals? Toys?* (No, children.) Make sure pupils understand the meaning of *superhero.*

CD 2, 41

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MARIE: I'm a toy. I'm a doll and I don't like pink.
MONTY: I'm a toy. I'm a mouse and I like yellow … and brown … and Maskman's a doll.
MASKMAN: I'm not a doll. I'm a … superhero!
Shhh. Be quiet! Look! Children!

SUZY: Look, Stella! A toy mouse. I like this mouse.
STELLA: Yes, Suzy. Look, Simon. Here's a Maskman doll.
SIMON: He isn't a doll, Stella. He's a superhero.

SIMON: Look, Stella! Here's a doll.
STELLA: Hmm … I like the doll but I don't like pink. White is my favourite colour.

SUZY: Daddy, I like this mouse. His name's Monty.
MR STAR: OK, Suzy. Stella, the doll is for you, and Simon for you … the … superhero!
CHILDREN: Thank you, Daddy.

MONTY: Oooh. I like Suzy.
MARIE: Yes, and I like Stella.
MASKMAN: I like Simon … and I like eggs and chips.

Extra activity 1 (if time)

- Four pupils come to the front. Let each pupil choose a character – Simon, Stella, Suzy or Mr Star (Daddy). Put the character flashcards on the board or on a shelf, as if they were in the toy shop.
- Play the CD from *Look, Stella! A toy mouse* up to *Thank you, Daddy* and help the pupils act out the story. They act looking around the toy shop and finding the toys they want. They join in with as many of the lines in the story as they can. The pupil who is Mr Star picks up the flashcards of the toys and hands them to the other pupils at the end. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of four.

Extra activity 2 (if time)

- Stick the character flashcards on three different walls in the classroom. Pupils stand up. Say a line from the story as if you were one of the characters, e.g. *I don't like pink.* Pupils turn and point to the correct flashcard. Repeat with different lines (e.g. *I'm a mouse; I like eggs and chips; I'm a doll and I don't like pink; I'm not a doll. I'm a superhero!; I like Stella; I like Suzy.*).

Optional activity

- Unit 8 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 52).
- The animated version of the Unit 8 story from *Kid's Box Starter Interactive DVD.* See pages 34–38 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say a line from the story, e.g. *Thank you, Daddy.* Ask *Which picture?* Pupils say the number, e.g. *Five.* Repeat with different lines, e.g. *Look! Children!* (Two), *I like eggs and chips* (Six), *White is my favourite colour.* (Four), *I'm not a doll, I'm a superhero!* (One), *Look, Stella! A toy mouse!* (Three).
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit
Revision: *What's your name? How old are you? Open your book. Point to a …, What colour's …? What's your favourite …?*

• MATERIALS REQUIRED

Scissors
Maskman mask for the teacher (and for larger classes: Maskman mask for each pair of pupils)
Extra activity 1: animal and food flashcards (61–66, 70–75)

Warmer

- Say the opening routine.
- Pupils prepare the food stickers. They cut them out, but don't peel them off the backing. They work in pairs. Each pupil puts the stickers into two groups – foods he/she likes and food he/she dislikes. Then they compare. They point at a food and each make a sentence, e.g. Pupil A: *I like milk.* Pupil B: *I don't like milk.*

PB59. ACTIVITY 9. *Listen and stick.*

- Hold up each sticker. Elicit the words. Say *Listen and show.* Play the CD. Pupils listen and hold up the correct sticker to show you. Check around the class. Ask *What colour's a tomato? What colour's an egg? What colour's milk?*
- Say *Open your books at page 59, please.* Help pupils find the right page. Focus pupils on the numbered boxes. Say *Listen and point.* Play the CD again. Pupils listen and point to the correct place in their books. Check they are pointing at the correct numbers.
- Say *Now listen and stick.* Mime taking a sticker and positioning it in the correct place on the page. Play the CD. Stop after each one. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

CD 2, 42

1.
Where's the milk?
It's here.
I like milk.

2.
Look, here are the chips.
Oh, I don't like chips.

3.
I like fruit. Where is it?
It's here.

4.
Where are the tomatoes?
The tomatoes are here.

5.
An egg?
No, thank you. I don't like eggs.

6.
Look! Here's some cake for you.
Good. Thank you. I like cake.

PB59. ACTIVITY 10. *Talk to Maskman.*

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman.* Play the CD. Pause after each question and repeat as Maskman. Choose a pupil to respond / do the action.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the CD again. Pupil A repeats the question/instructions on the CD, Pupil B responds / does the action. Then pupils swap roles. Play the CD again for Pupil B to repeat.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 2, 43

Hello … I'm Maskman!
What's your name?
How old are you?
What colour's a tomato?
Open your book … and point to an egg.
Open your book … and point to a cake.
What's your favourite food?

Extra activity 1 (if time)

- Hand out six to ten of the animal and food flashcards to different pupils. Keep the pictures on the cards hidden. Tell pupils to look at them but not to show them to the class.
- Pupils with the flashcards stand up. Each pupil shows his/her flashcard to the class and says, e.g. *I've got a (cake).* Let the class look at the flashcard for about ten seconds. Say *Remember. It's a cake.* The pupil then holds the flashcard so the rest of the class can't see or puts it face down on a desk covering the word. Repeat for all the pupils who have flashcards.
- Ask about one of the flashcards, e.g. *Where's the cake?* Pupils try to remember. Choose a pupil to stand and point to the correct pupil with a flashcard. The first pupil says *It's here.* The pupil with the flashcard shows the picture so the class can check. He/She says *Yes, I've got the cake* or *No.* Repeat for the other flashcards.

Extra activity 2 (if time)

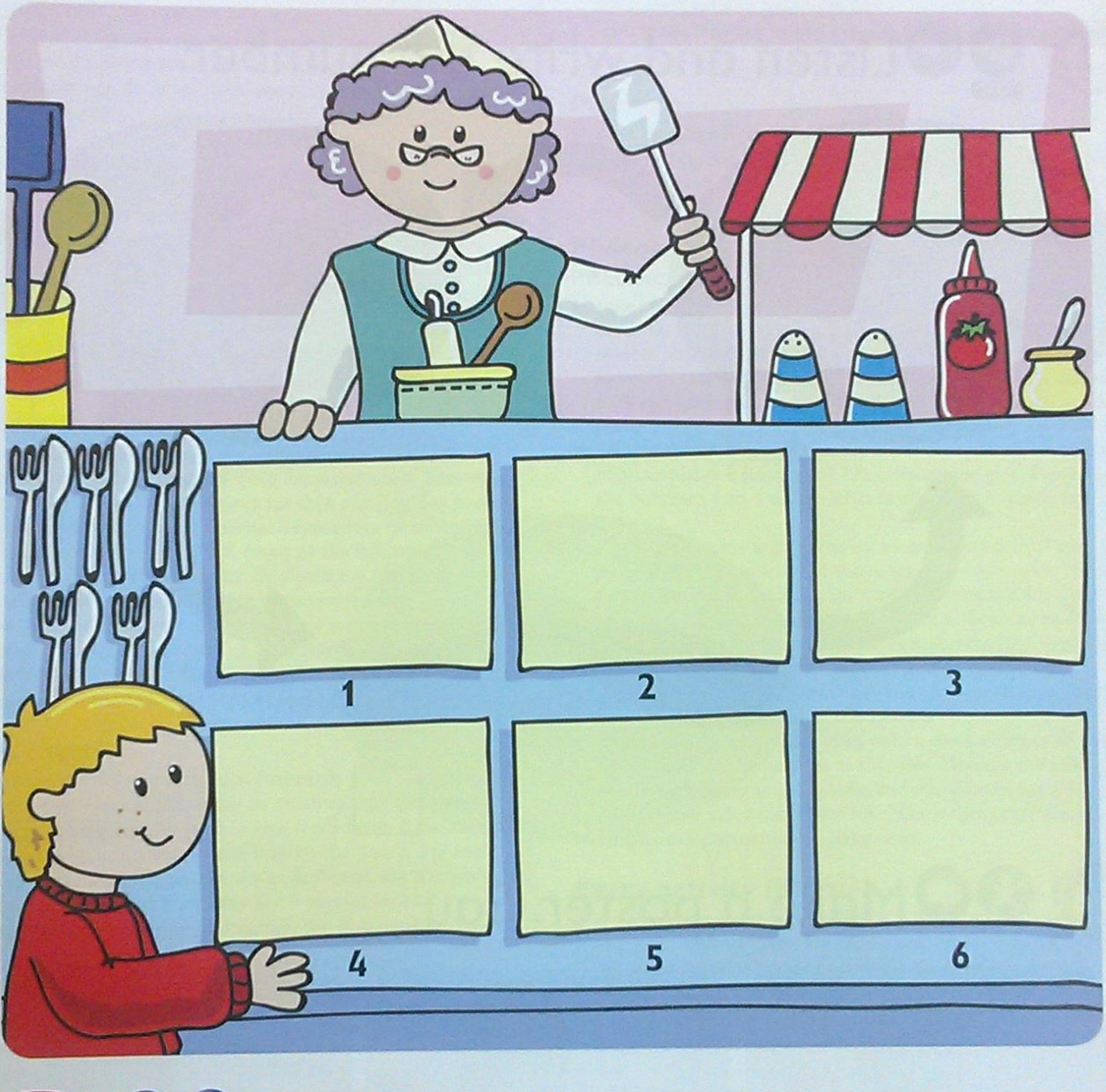
- Say *Look. What's my favourite food?* Mime eating or drinking one of the foods from the unit. Pupils say the name of the food. Repeat with a different mime.
- Practise saying the question with the class. Say *What's my favourite food?* Pupils say the question in chorus. Make sure pupils say it several times. Vary it by asking them to say it loudly, softly, whispering, and so on.
- Pupils work in pairs. They play the mime game described above.

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.
- Say the closing routine.

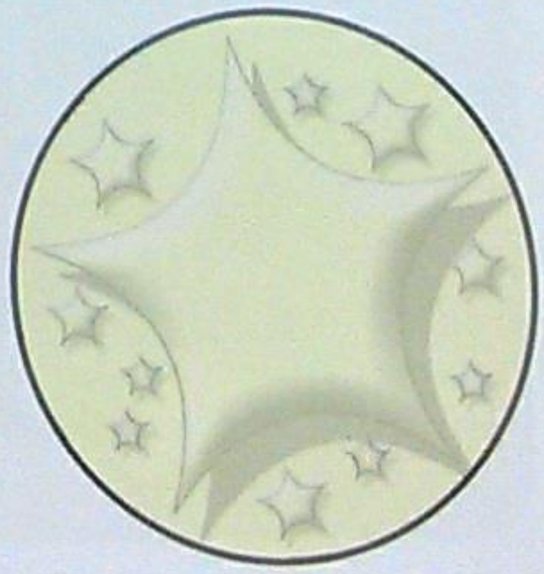
9 42 CD2

Listen and stick.



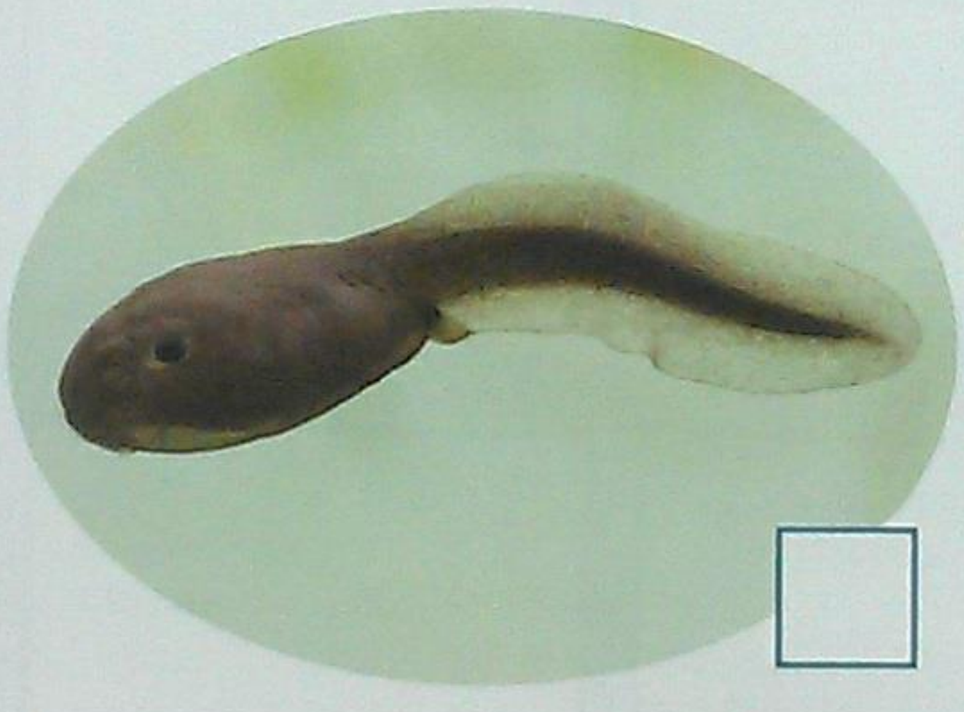
10 43 CD2

Talk to Maskman.

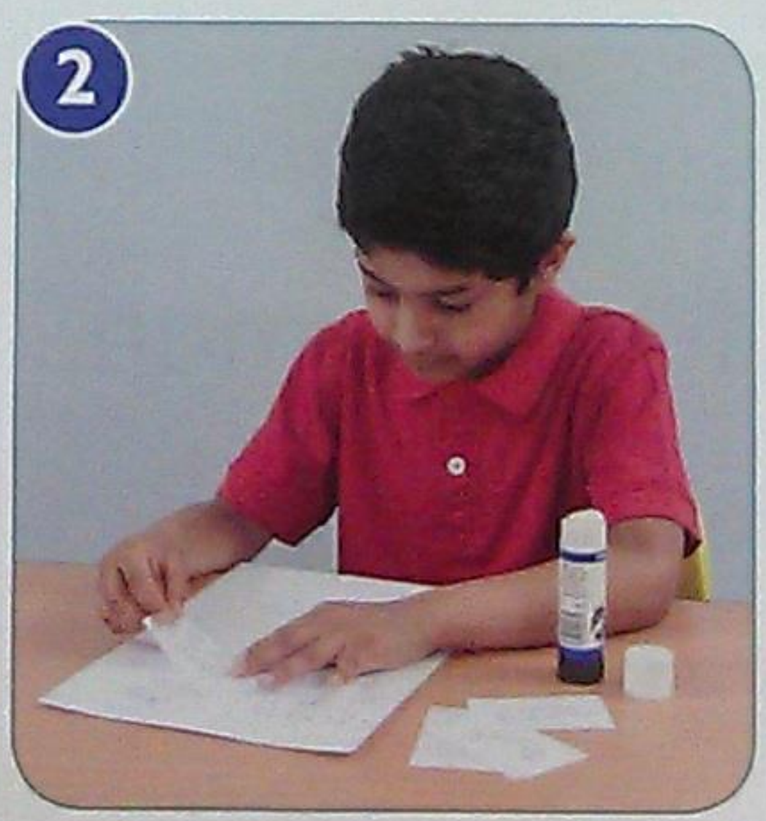


Marie's science Life cycles

1 44 CD2 Listen and write the number.



2 Make a poster. Say.



60 frog's eggs tadpole water

OBJECTIVES: By the end of this lesson, pupils will recognise the life cycle of a frog and will have made a poster.

• TARGET LANGUAGE

Key language: *frog, eggs, tadpole, water*
Additional language: *science, life cycle, it can …, (The eggs) are from …, it's got / it hasn't got …, poster*
Revision: *in, egg, fly, jump, swim, can/can't, legs, butterfly, tiger, bird,* colours, *pair*

• MATERIALS REQUIRED

Flashcards of fish (61), duck (65) and frog (66)
Flashcards of frog's eggs, tadpole and water (76–78)
Photocopiable 8 (see page T73), copied onto paper, a piece of coloured paper or card, scissors, glue and crayons for each pupil
Optional: *Kid's Box Starter Interactive DVD*: 'In the woods' documentary

Warmer

- Say the opening routine.
- Mime being a fish (see page T48). Elicit the word. Stick the flashcard on the board. Repeat for *duck* and *frog*. Say one of the animals. Pupils do the mime. Repeat several times.
- Say *Listen and say 'yes' or 'no'*. Point to the fish and say *It can swim*. Pupils say *Yes*. Say *It can fly*. Pupils say *No*. Say *It can jump*. Pupils say *No*. Repeat with the duck and the frog.
- Ask in L1 what the three animals have in common. Draw a pond with blue pen around the flashcards. Elicit that the three animals all like water. Draw an egg on the board and elicit the word. Elicit/Explain in L1 that all these animals lay eggs.

Presentation

- Remove the fish and the duck flashcards from the board. Encourage/Help pupils to say as much as they can about the frog (e.g. *It's green. It's got four legs. It can jump. It can swim.*).
- Point to the pond around the frog on the board. Say *Look. The frog's in the water.* Show the water flashcard. Say the word. Pupils repeat. Make sure they say it several times.
- Teach *tadpole* using the flashcard in the same way.

PB60. ACTIVITY 1. *Listen and write the number.*

- Say *Open your books at page 60, please*. Help pupils find the right page. Hold up your book and point to Marie. Say *It's science*. Check understanding of *science*.
- Point to the photograph of the frog's eggs and say *Look! What are these?* Elicit *Eggs*. Say *That's right. They're frog's eggs*. Ask *Where's the tadpole?* Pupils point to the correct photograph.
- Say *Listen and point*. Play the CD. Pupils listen and point to the correct photographs.
- Say *Now listen and write the number. Write one, two or three. Use a pencil.* Play the CD again. Pupils write numbers in the boxes next to the photographs. They check in pairs. Play the CD again. Elicit answers. Ask e.g. *What's number one?* (Frog's eggs).
- Talk about the life cycle. Point to the arrows in the diagram and say *Look! This a cycle. A life cycle. It's a circle – from the eggs, to the tadpoles, to the frog*. Follow the circle of arrows with your finger and say *Egg. Tadpole. Frog*. Pupils copy. Check understanding by saying *A tadpole is from an …?* Pupils respond *egg*. Say *A frog is from a …?* Pupils respond *tadpole*.

CD 2, 44

1. Look at the frog's eggs. The eggs are in the water. The eggs are from frogs.
2. Look at the tadpole. It's from an egg. The tadpole can swim but it can't jump. It hasn't got legs.
3. Look at the frog. It's from a tadpole. It's got legs. It can jump and swim.

Practice

- Say a sentence from CD 2, 44, e.g. *It can swim but it can't jump*. Pupils look at the life cycle and respond *Tadpole*. Repeat with different sentences, e.g. *It's got legs*. (Frog) *They are from frogs*. (Eggs) *It hasn't got legs*. (Tadpole)

Photocopiable 8: see page T73

PB60. ACTIVITY 2. *Make a poster. Say.*

- Focus on the three photographs. Point to each picture and describe what's happening. Use gesture. Say, e.g. *Look at number one. He's cutting out the pictures* (mime cutting with scissors). *Look at number two. He's sticking the pictures* (mime sticking). *Look at number three. The pictures are in pairs. It's a poster.*
- Tell pupils they are going to make a similar poster. Hand out Photocopiable 8 (see page T73), scissors and glue. Point to the numbers 1 to 4 on the left and elicit *frog, butterfly, tiger, bird*.
- Pupils cut out the eight pictures. Help as necessary. Pupils lay out the pictures in front of them. Say *Let's make pairs*. Hold up the picture of the nest. Say *Look at picture one. It's a pair with the ….* Pupils respond *bird*. Say *Match the pictures. Make pairs*. Hold up the pictures of the nest and the bird together. The pupils arrange the rest of the pictures into pairs. Check by saying, e.g. *Number two is a pair with (the) …* Pupils respond with the names of the animals.
- Pupils stick the pictures in pairs onto a piece of paper or card. They colour all the pictures as they like. Monitor and talk about the colours they are using and the animals, e.g. *What colour is this? What colour's the tiger? Can a tiger jump?* etc.
- Display the posters in the classroom.

Extra activity (if time)

- You need space for this activity, e.g. the front of the class or the gym. Teach a mime for each phase of the frog life cycle: e.g. *egg* = kneel with head tucked in to make a ball shape; *tadpole* = lie on the floor with legs and arms by sides, wiggle like a tadpole; *frog* = squat on the floor with hands between knees, jump by straightening legs and say *'Ribbit! Ribbit!'*
- Say a word. Pupils do the mime. Repeat for the other words. Do a mime. Pupils say the word. Repeat for the other mimes. Say a sentence about an egg, a frog or a tadpole, e.g. *It can jump*. Pupils do the correct mime (frog). Repeat with different sentences: *It's in the water. It can't swim.* (egg).

Optional activity

- The 'In the woods' documentary from *Kid's Box Starter Interactive DVD*. See pages 20–23 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say *Look at Activity 1*. Point to the diagram. Say a sentence, e.g. *It can jump and swim*. Pupils respond *Frog*. Repeat with different sentences.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have listened to examples of people sharing and practised sharing.

• TARGET LANGUAGE

Key language: *Let's share, here you are, thank you*
Additional language: *values*
Revision: *I've got … / I haven't got …, water, I like, food*

• MATERIALS REQUIRED

Cards from Photocopiable 6 (pairs game, see pages T47 and T71), one set per pupil
Food flashcards (70–75)
Large empty water bottle, two plastic cups
Extra activity 2: blank paper, drawing and colouring materials for each pupil

Warmer

- Say the opening routine.
- Review the language from the last 'values' lesson. Take out two sets of the cards from the Photocopiable 6 activity (see pages T47 and T71). Start to play a game of pairs with a confident pupil. Lay out the cards face down and say *Let's play pairs. It's your turn.* The other pupil turns over two cards. Ask *Is it a pair?*
- Practise the sentences for game playing again (*Let's play. It's a pair. It isn't a pair. It's my turn. It's your turn.*) Say the sentences. Pupils repeat each one several times.
- Hand out the sets of cards. Pupils play pairs in the same way. Monitor. Remind them to take turns and use the language for game playing.

PB61 ACTIVITY 3. *Listen and point.*

- Say *Open your books at page 61, please.* Help pupils find the right page. Point to the picture of Trevor at the top of the page. Elicit his name. Wave at Trevor and say *Hello, Trevor!* Pupils say *Hello, Trevor!* and wave. Remind pupils of the meaning of *values*, and that Trevor's pages are about doing the right thing. Point to the four pictures and elicit known words, e.g. *boy, girl, table, water, butterfly, cake, fruit.* Say *Listen and point.* Play the CD. Pupils point to the characters as they speak.
- Play the CD again. Pause after the first two pictures. Point to the top left picture and say *Look. The girl says 'I haven't got water.' The boy says 'Let's share'.* Point to the top right picture and say *The children are sharing.* Play the rest of the CD. Talk about the other pictures in the same way.

CD 2, 45

Oh no! I haven't got water.
Oh … I've got water. Let's share!

Here you are.
Thank you!

I've got cake and I like fruit.
I like cake and I've got fruit. Let's share!
Yes!

Here you are.
Thank you … Here you are.
Thank you.

Practice

- Play the CD again. Stop after each line. Pupils repeat in chorus. Encourage them to use the same intonation as on the recording. Talk briefly in L1 about how important it is to share. Elicit examples of things pupils can share at school (e.g. *books, crayons, erasers, paper*).

PB61. ACTIVITY 4. *Act it out.*

- Ask a confident pupil to come to the front. Give him/her the bottle of water and cups. Say *Oh no! I haven't got water!* Elicit *I've got water. Let's share.* Encourage the pupil to mime pouring some water into the plastic cups. Make sure he/she says *Here you are.* Respond with *Thank you.*
- Practise the exchange with the class. Say each line. Pupils repeat. Encourage them to say the lines with feeling.
- Pupils work in pairs. Pupil A says *Oh no! I haven't got water!* Pupil B offers to share and mimes pouring water. Then they swap roles.

Extra activity 1 (if time)

- Mime cutting a slice of cake and eating it. Ask pupils *What have I got?* Elicit Cake. Say *Yes, I've got cake. I like cake.* Ask a pupil *Do you like cake?* Encourage the pupil to say *I like cake.* Say *Let's share!* Mime cutting a slice of cake and handing it to the pupil. Say *Here you are.* The pupil says *Thank you.* You both mime eating the cake.
- Pupils repeat this dialogue and mime in pairs. They say as much of the language as they can. Encourage them to vary the dialogue with other foods and drink they know. Monitor and help as necessary. Ask confident pairs to act for the class.

Extra activity 2 (if time)

- Hand out pieces of paper. Tell pupils to draw a food or a toy they know in English. Ask a confident pupil to come and show you his/her picture. Practise the following dialogue, e.g. if the picture is of a robot:
  T: *I haven't got a robot. I like robots.*
  P: *I've got a robot. Let's share! Here you are.*
  T: *Thank you.*
- Pupils work in pairs. Make sure they are with a classmate they don't usually work with. They show their pictures and practise the dialogue in the same way. Monitor and help with the language. Confident pairs perform their dialogue for the class.

Ending the lesson

- Hand the food flashcards to different pupils. Call on the pupils with flashcards to stand up. The first pupil shows the class the picture on his/her flashcard and says, e.g. *I've got milk.* Say *I like milk.* Look sad and say *I haven't got milk.* Encourage the pupil to say *Let's share. Here you are.* Take the flashcard of the milk, smile and say *Thank you.* The pupil sits down. Repeat with the other pupils with flashcards.
- Say the closing routine.

Share Trevor's values

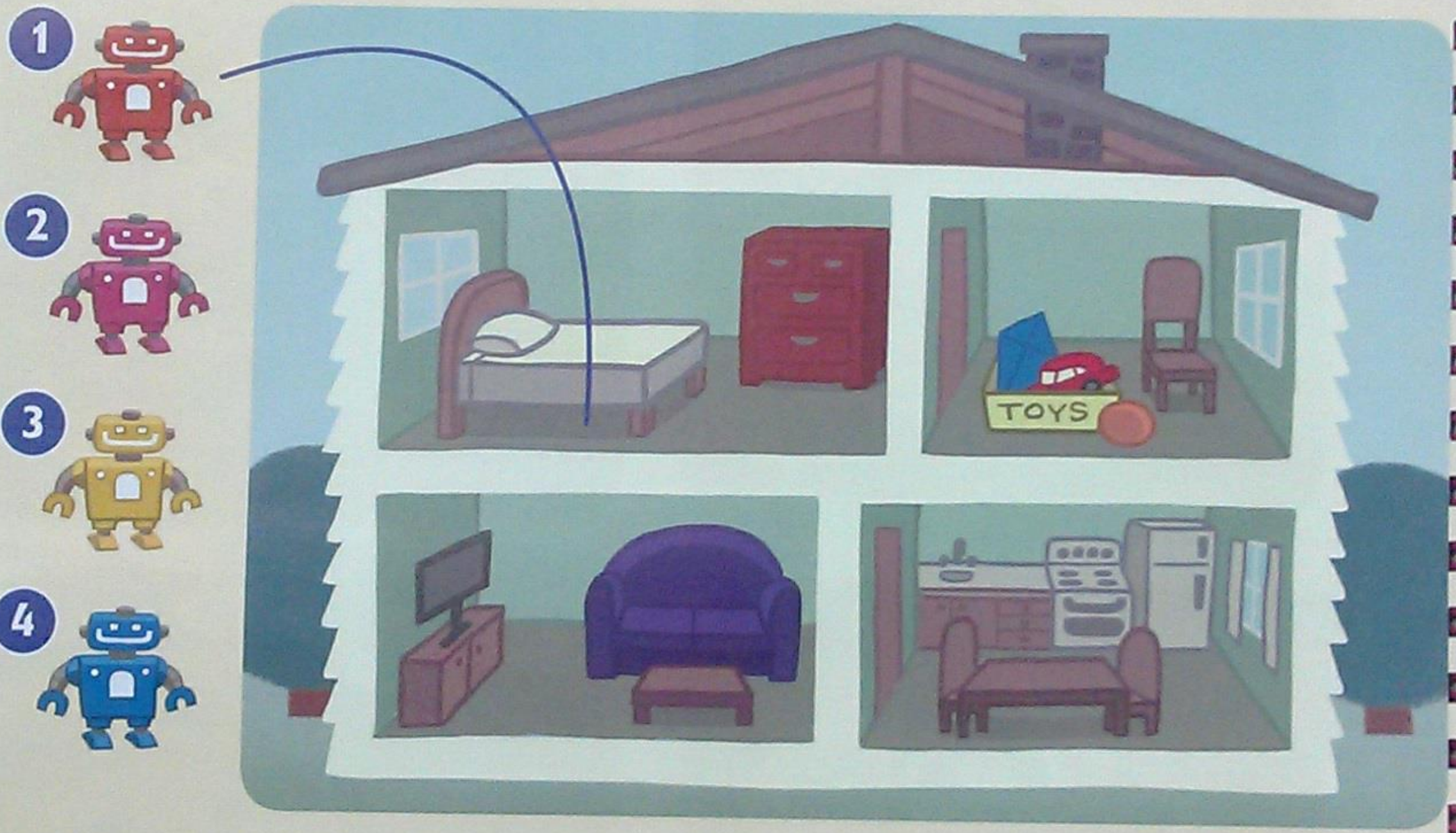
3 45 CD2 Listen and point.

4 Act it out.

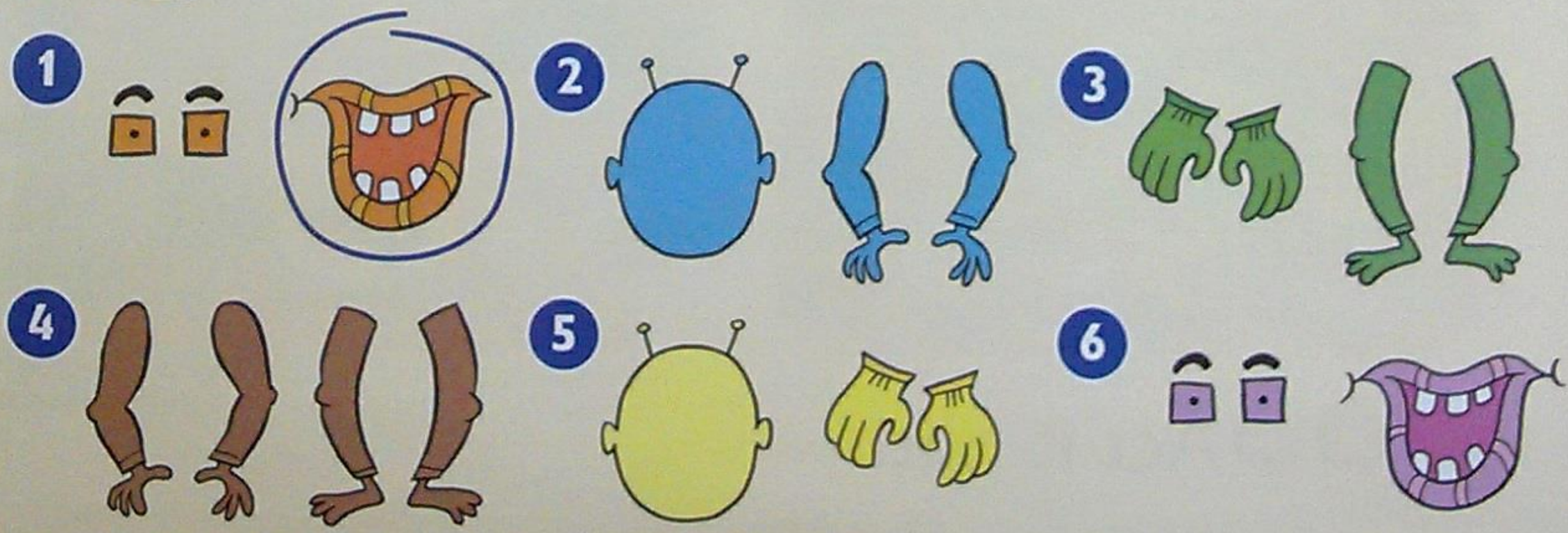
Review

5 6 7 8

1 46 CD2 Listen and draw lines.



2 47 CD2 Listen and circle.



OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5 and 6.

• TARGET LANGUAGE

Revision: numbers *1–6*, *robot*, colours, rooms, furniture, *in*, *on*, *under*, *I've got …*, parts of the body

• MATERIALS REQUIRED

House, preposition and body flashcards (43–48, 49–51, 52–57)
Extra activity 1: eight to ten flashcards from Units 5 and 6
Extra activity 2: a picture of an alien with a head, a body, two arms, two legs and feet, each body part coloured in a different colour (e.g. pink head, green arms, blue legs, brown hands), a piece of paper and drawing and colouring materials for each pupil

Warmer

- Review parts of the body with the flashcards. Pupils stand up. Say *Where's your arm?* Pupils point. Repeat with the other parts of the body. Speed up as you continue. Ask a confident pupil to come to the front and lead the activity.
- Hand out all the house flashcards. Pupils with flashcards stand up. Ask each pupil *What have you got?* He/She replies *I've got a …* and shows the picture on the card to the class. The pupils say the word in chorus. The pupil then sits down. Collect the flashcards at the end of the activity.
- Revise prepositions *in*, *on* and *under* using the flashcards and objects in the classroom.

PB62. ACTIVITY 1. *Listen and draw lines.*

- Say *Open your books at page 62, please.* Help pupils find the right page. Hold up your book. Point to the picture and say *What's this?* Elicit *A house.* Review rooms, furniture and toys in the picture. Say, e.g. *Point to the kitchen.* Pupils point. Make sure pupils practise *toy room* (the room next to the bedroom).
- Point to the robot at the top in the column on the left. Elicit *Robot.* Ask *What colour is it?* Say *It's a red robot.* Say *Where's the red robot?* Point to the example line, follow it with your finger and elicit *In the bedroom. Under the bed.* Play the example on the CD to confirm.
- Say *Listen and draw lines.* Tell pupils to use a pencil.
- Play the rest of the CD. Stop after each item of furniture for pupils to think and draw lines. They check in pairs. Play the CD again. Stop after each one and check with the class. Ask, e.g. *Where's the pink robot?*

Key: 2 living room, on the sofa 3 kitchen, on the table 4 toy room, under the chair

CD 2, 46

1. The red robot is in the bedroom. It's under the bed.
2. The pink robot is in the living room. It's on the sofa.
3. The yellow robot is in the kitchen. It's on the table.
4. The blue robot is in the toy room. It's under the chair.

Practice

- Point to the picture in Activity 1. Ask *Where's the kite?* Elicit *In the toy room.* Repeat with other items in the picture.
- Pupils work in pairs. They ask and answer about things in the picture in the same way.

PB62. ACTIVITY 2. *Listen and circle.*

- Draw an alien on the board. Elicit *Alien.*
- Point to the first picture in pair 1. Elicit *Eyes.* Repeat for the second picture. Say *Listen and look.* Point to the first pair of pictures. Play the example. Pupils repeat. Point to the correct picture in the book and the circle around it.
- Say *Listen to the alien. Listen and circle.* Draw a circle on the board. Make sure pupils know that they have to circle one of the body parts each time. Ask them to use pencil, not pen.
- Play the CD. Stop after each one for pupils to think and circle. Pupils check answers in pairs. Play the CD again. Elicit answers. Say, e.g. *Number two. I've got …*
- If there is time, pupils use the information they have circled to draw and colour the alien in their notebooks (i.e. they draw a yellow head, orange mouth, blue arms, etc.). They can also think of a name for the alien.

Key: 2 blue arms (right picture), 3 green hands (left picture), 4 brown legs (right picture), 5 yellow head (left picture), 6 pink eyes (left picture)

CD 2, 47

1. I've got an orange mouth.
2. I've got blue arms.
3. I've got green hands.
4. I've got brown legs.
5. I've got a yellow head.
6. I've got pink eyes.

Extra activity 1 (if time)

- Play the *Disappearing flashcards* game with eight to ten flashcards from Units 5 and 6. Cover the words on the back with paper or sticky notes.
- Show each flashcard in turn. Elicit the word. Place it on the board.
- Turn one flashcard to face the board. Elicit all the words again, including the one for the flashcard the pupils can't see. Repeat, each time turning one more flashcard to face the board. Pupils then repeat from memory in chorus. Turn over each flashcard again as pupils say it, to check

Extra activity 2 (if time)

- Give each pupil a piece of paper. Show an example of an alien you've drawn with different coloured head, arms, etc. Say (in an alien voice), e.g. *Look. This is me. I'm an alien. I've got a green head. I've got pink arms. I've got red hands and I've got black legs.*
- Say *Draw an alien. Draw a head, a body, arms with hands and legs. Colour the alien in different colours.* Monitor and check pupils are using different colours (but that e.g. both arms are green, both legs are yellow).
- Pupils work in pairs. They compare their pictures. They talk about what they have drawn using *I've got …* They can speak in an 'alien' voice.

Ending the lesson

- Sing the Unit 6 song (CD 2, 16) with the pupils. Encourage pupils to shake the different parts of their body as they are mentioned in the song.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 7 and 8.

• TARGET LANGUAGE

Revision: animals, food, *can*, colours, *fly, jump, swim, walk, I like … / I don't like …*

• MATERIALS REQUIRED

Colour, animal and food flashcards (26–31, 38–40, 61–66, 70–75)
Crayons (one set per pupil)

Warmer

- Say the opening routine.
- Do an animal mime (see Practice, page T48). Pupils chorus the word. Repeat with different animals. Ask confident pupils to come and mime an animal for the rest of the class.
- Hold up a colour flashcard and an animal flashcard, e.g. pink and tiger and say *A pink tiger!* Shake your head. Pupils say *No!* Do the same with a different colour and a different animal flashcard. Elicit the phrase. Repeat with more combinations.
- Ask about the colour of each animal, e.g. *What colour is a tiger?* Pupils say, e.g. *Orange and black.*

PB63. ACTIVITY 3. *Listen and colour.*

- Say *Open your books at page 63, please.* Help pupils find the right page. Review the animals by saying, e.g. *Where's the bird?* Pupils point. They hold up their books to show you.
- Review *fly, swim* and *jump*. Mime one of the actions. Pupils say the word. Walk around and say/elicit *walk*. Say the word again. Pupils repeat in chorus several times.
- Make sure pupils have their crayons ready. Say *Listen and colour.* Pupils mark each animal toy with a dot in the right colour. They colour the toys in fully after the listening.
- Play the CD. Pupils listen and mark the items. They check in pairs. Play the CD again. Check with the class. Ask, e.g. *What colour's the duck?* Pupils respond *It's brown.*

Key: See audioscript.

CD 2, 48

This animal can swim and fly.
Is it a duck?
Yes. Can you colour it brown, please?
OK.

This animal can fly.
Is it a bird?
Yes. Can you colour it blue, please?
OK.

This animal can swim.
Is it a fish?
Yes. Can you colour it red, please?
OK.

This animal can swim and jump.
Is it a frog?
Yes. Can you colour it green, please?
OK.

This animal can walk and jump.
Is it a dog?
Yes. Can you colour it yellow, please?
OK.

This animal can jump and swim.
Is it a tiger?
Yes. Can you colour it orange and black, please?
OK.

PB63. ACTIVITY 4. *Listen and draw lines.*

- Hold up your book and point to the pictures of the children and the food. Elicit the food words. Point to the tick and say/elicit *I like*. Point to the cross and say/elicit *I don't like*.
- Point to picture 1 and to the example line drawn to the fruit. Say *The girl says 'I like …'* Point to the example line on the left and elicit *Fruit*. Play the first part of the example on the CD to confirm. Do the same with the example line on the right (*The girl says 'I don't like …'*). Elicit *I don't like eggs*.
- Say *Now listen and draw lines. Use a pencil.* Play the rest of the CD. Stop after each food item for pupils to think and draw lines. They check in pairs. Play the CD again. Stop after each one and check with the class. Ask, e.g. *Number two. I like …? I don't like …?*

Key: See audioscript.

CD 2, 49

1
I like fruit.
… I don't like eggs.

2
I like cake.
… I don't like tomatoes.

3
I like milk.
… I don't like chips.

Extra activity 1 (if time)

- Say a sentence, as if you were one of the children in Activity 4, e.g. *I don't like eggs.* Ask *Picture one or picture two?* Pupils respond *one* and point. Repeat with different sentences from the audioscript (CD 2, 49).
- Pupils repeat the activity in pairs.

Extra activity 2 (if time)

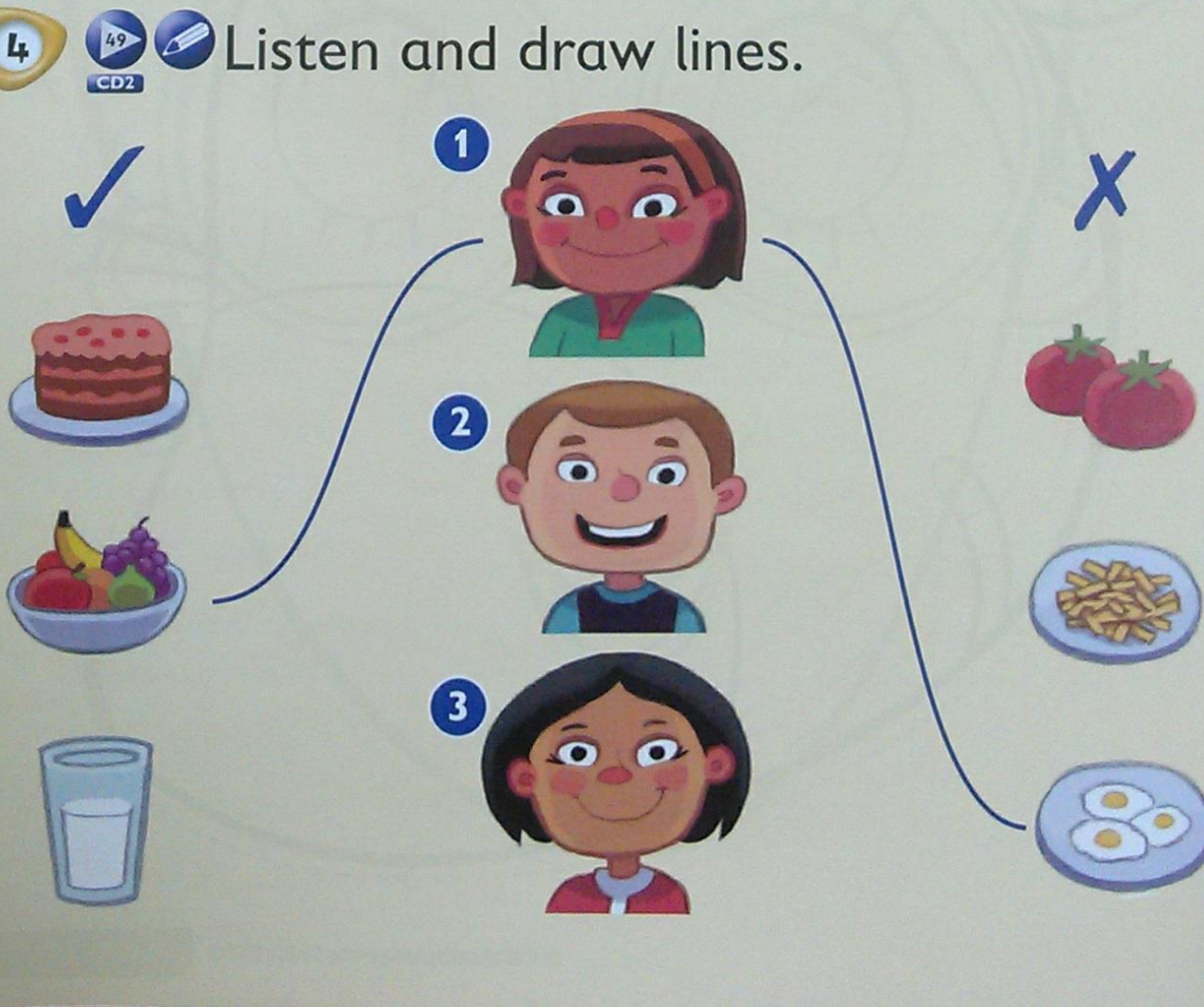
- Choose one of the songs or chants from Units 7 or 8 to do with the pupils.

Ending the lesson

- Talk about Units 5 to 8 with the pupils using L1. Ask them which lessons, topics and/or activities are their favourites.
- Say the closing routine.

3 48 CD2 Listen and colour.

4 49 CD2 Listen and draw lines.



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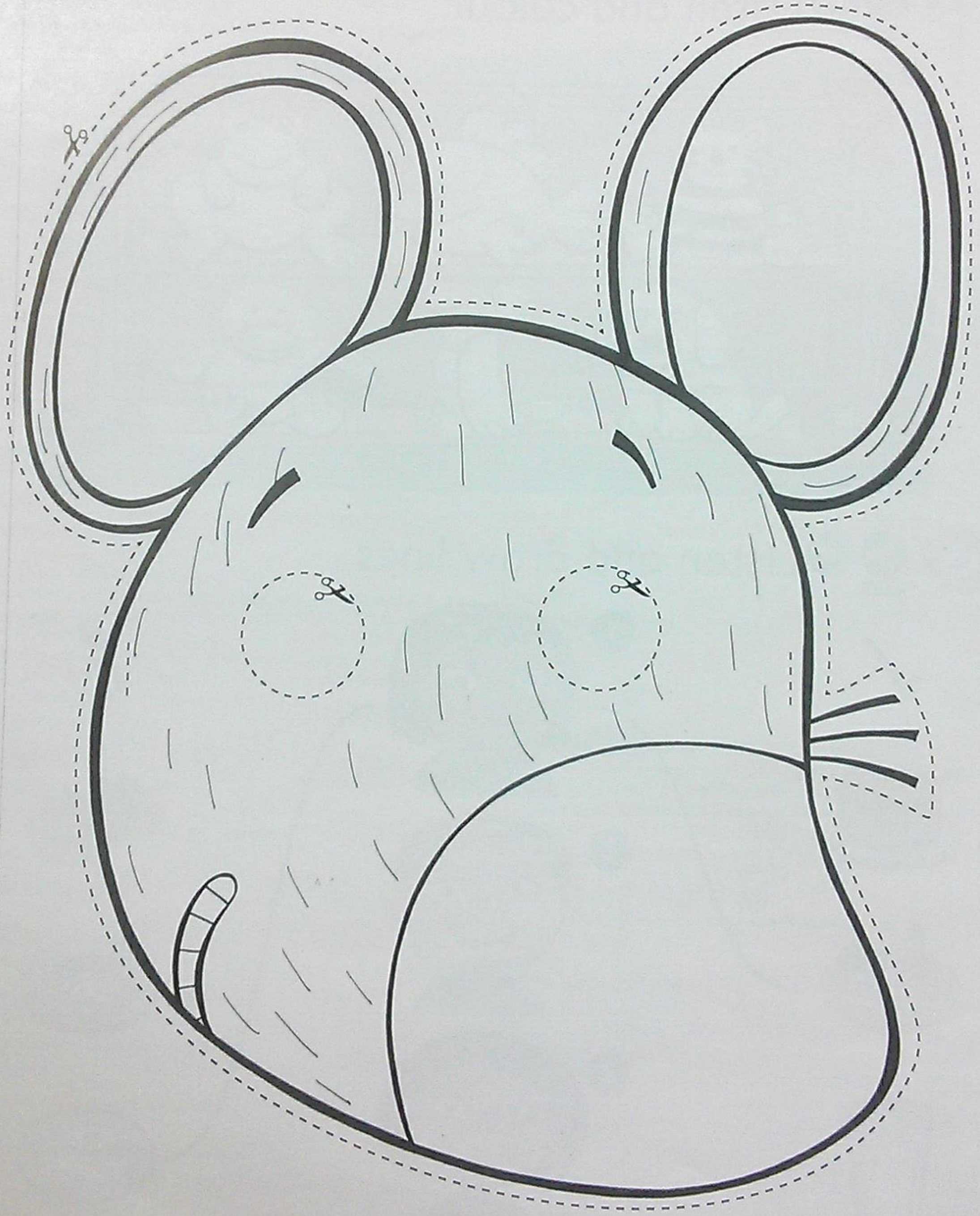

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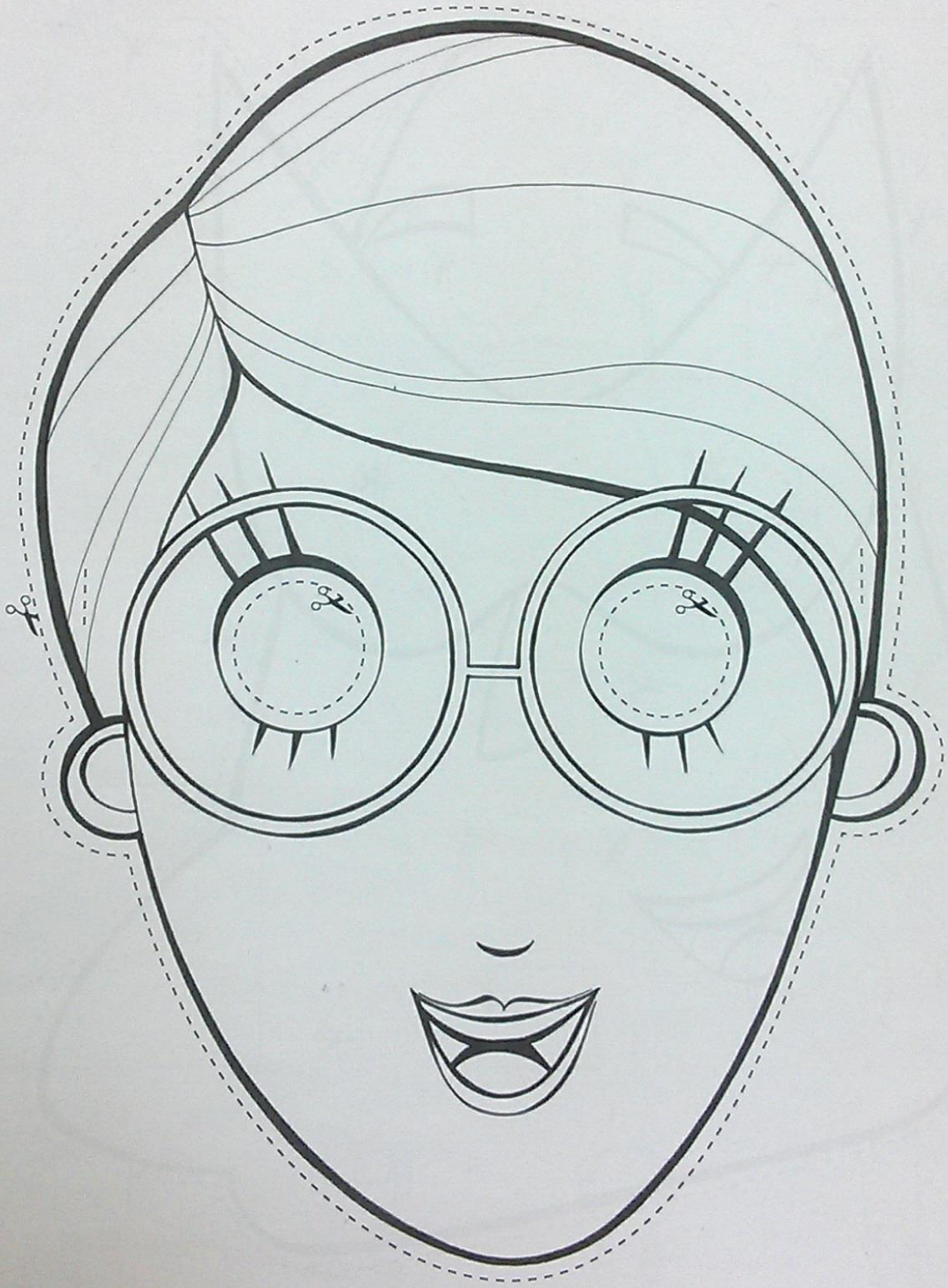

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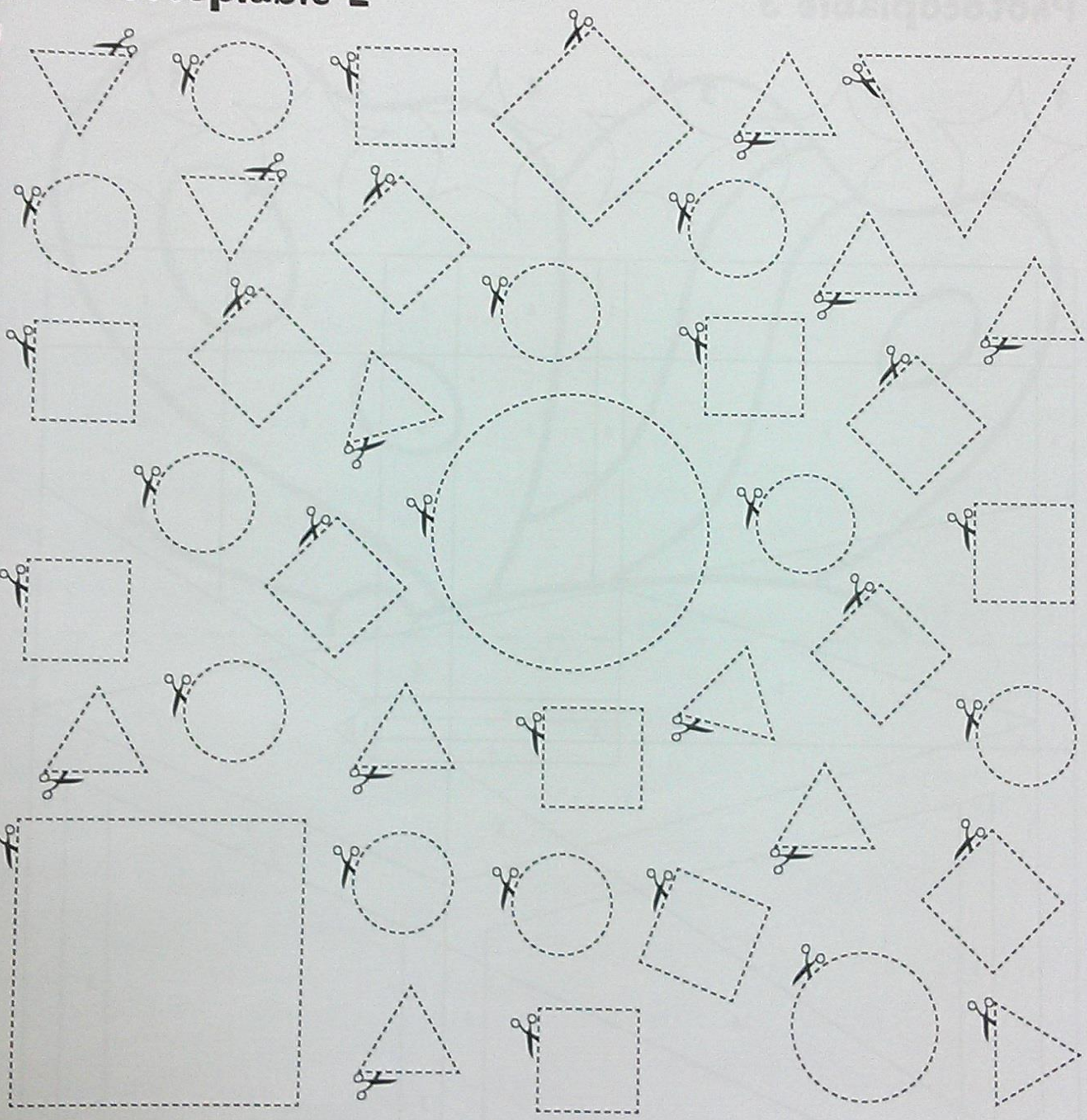

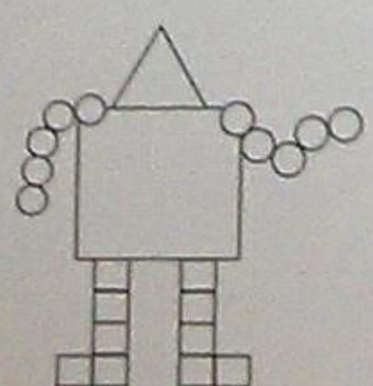

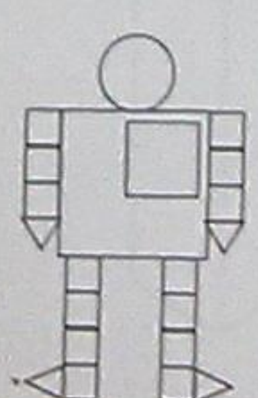

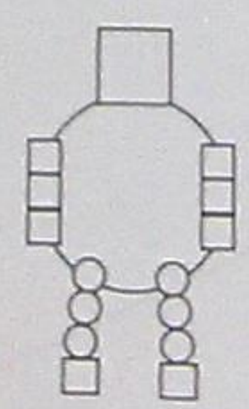

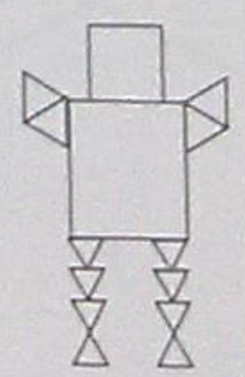

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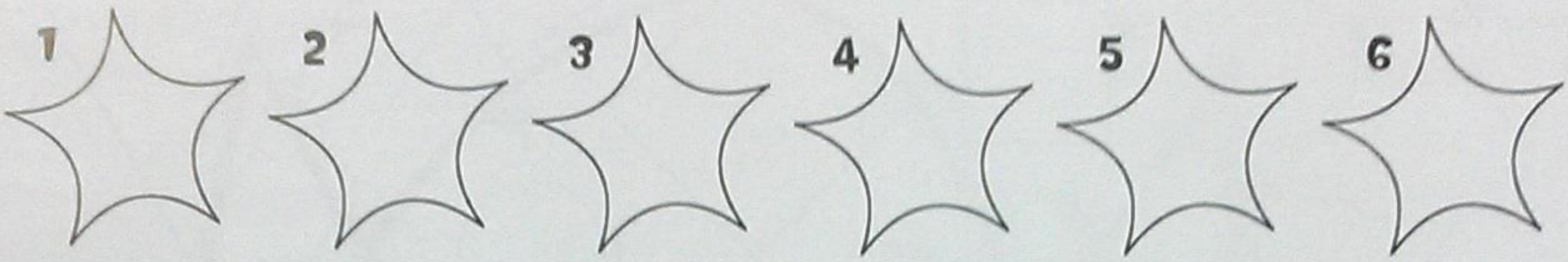

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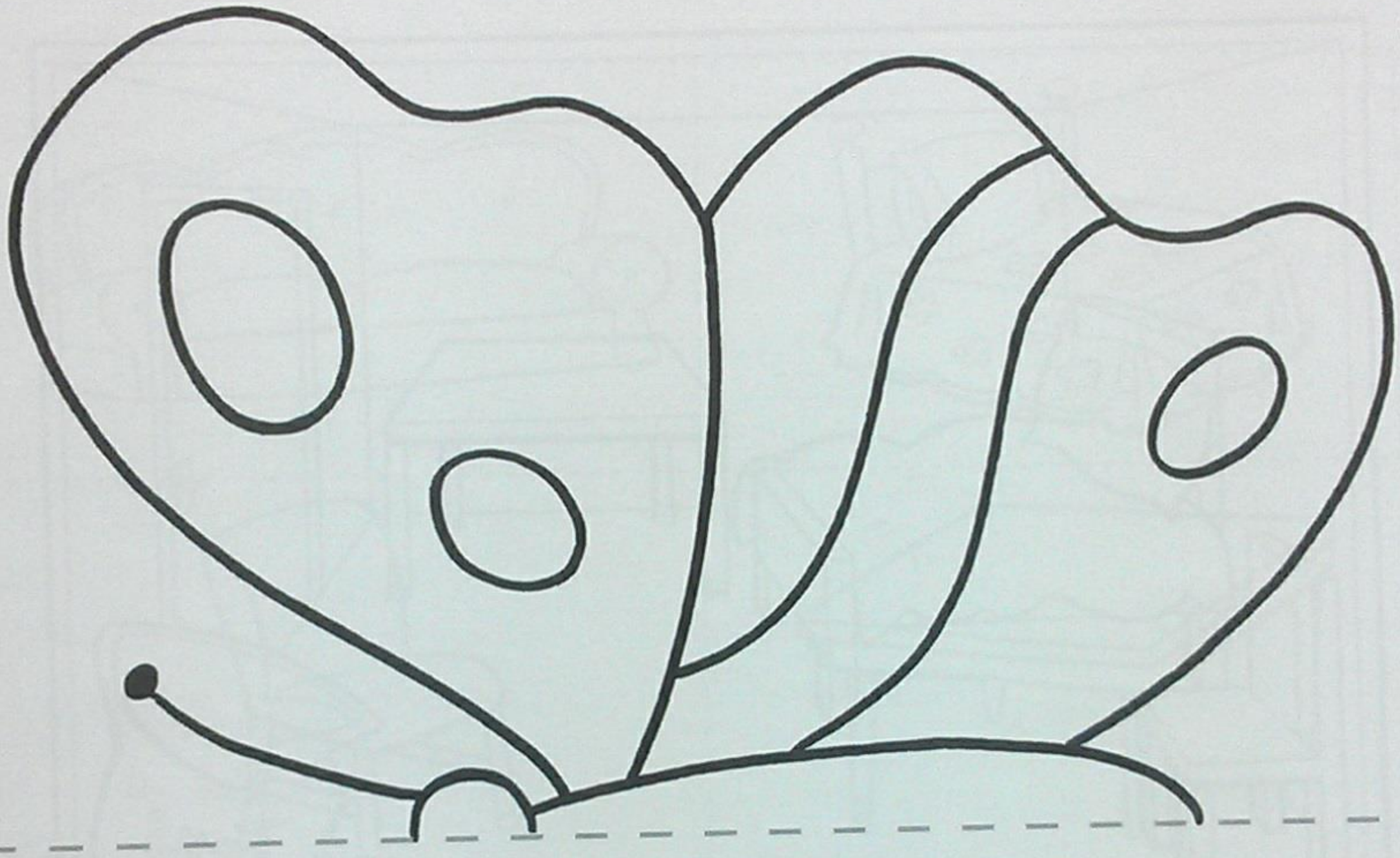

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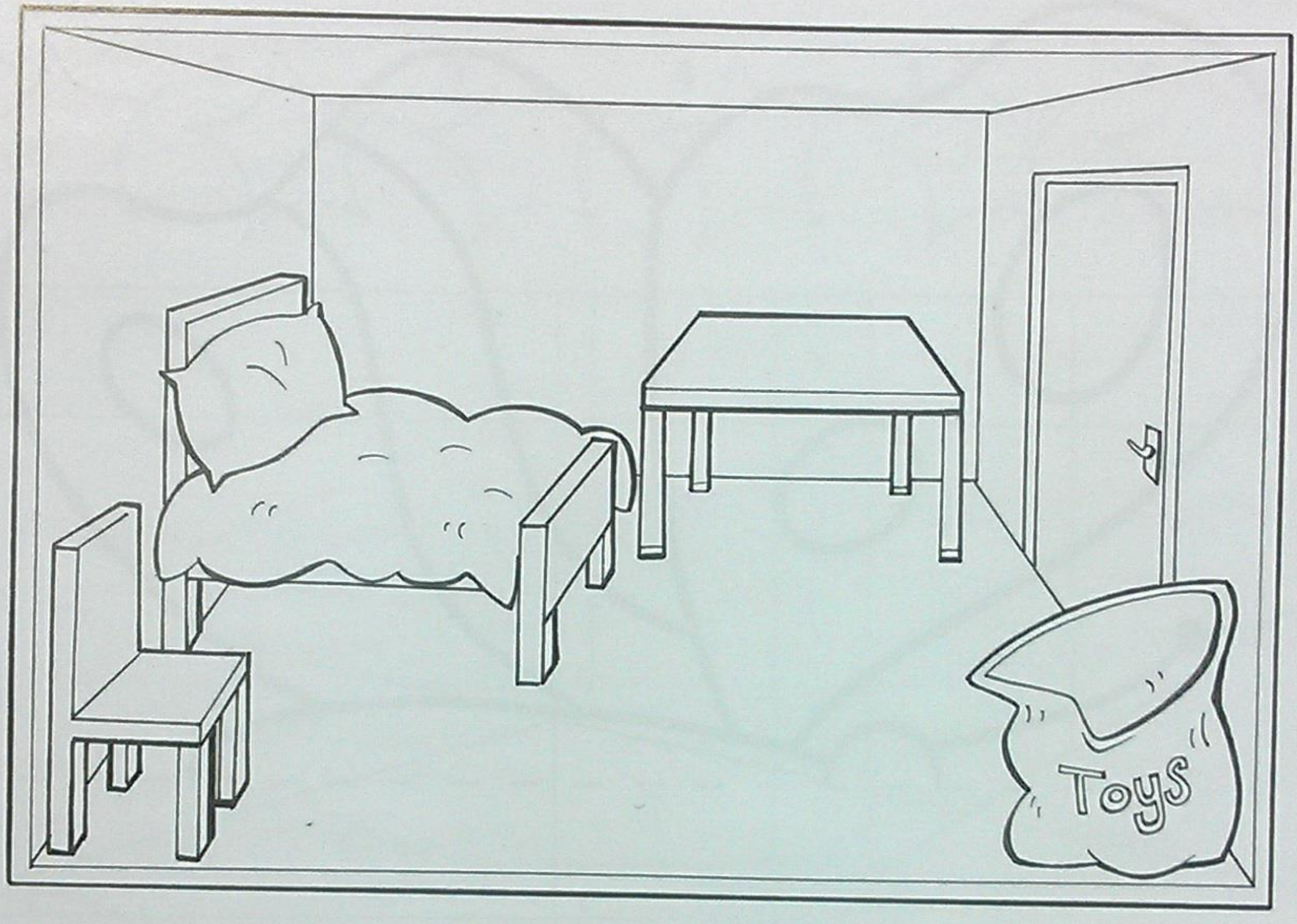

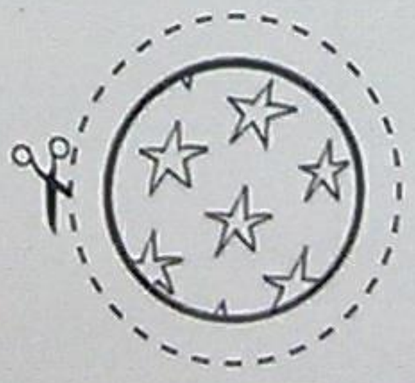

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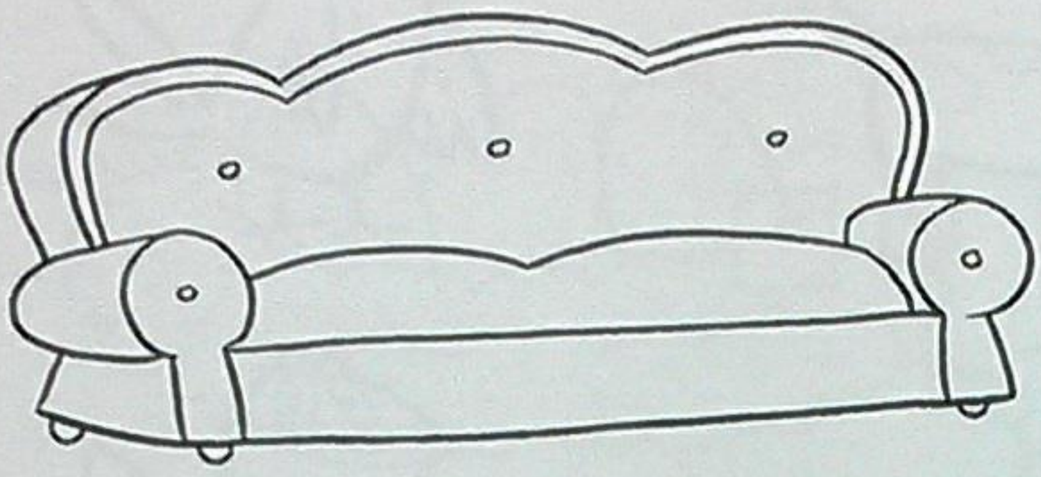

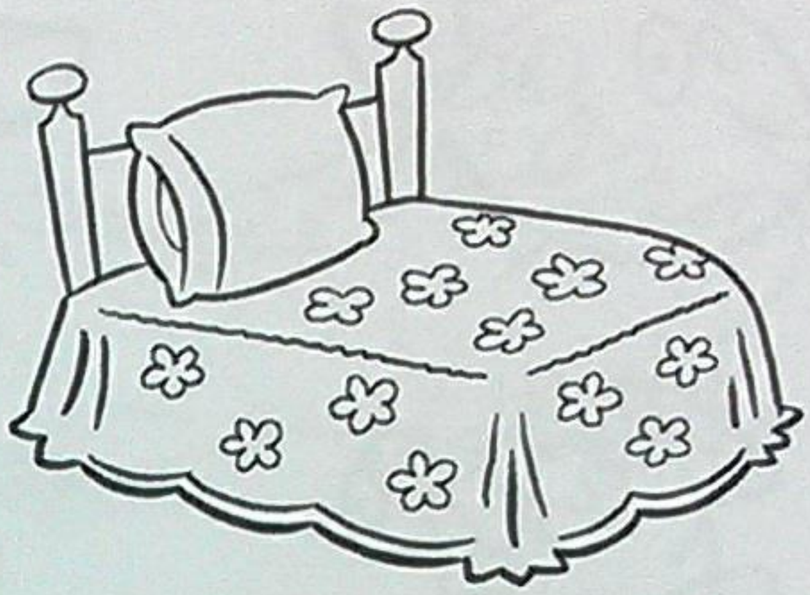

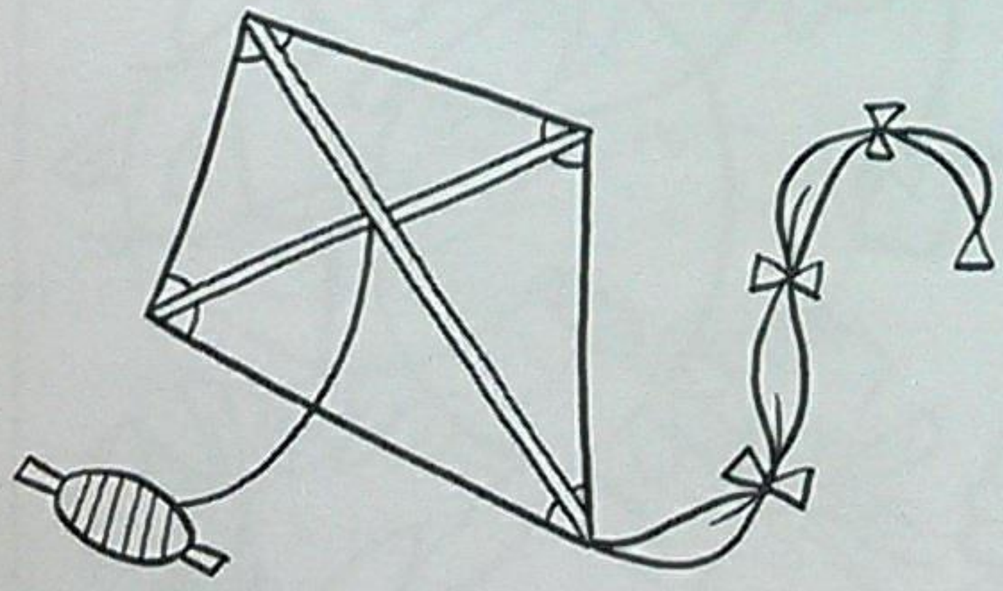

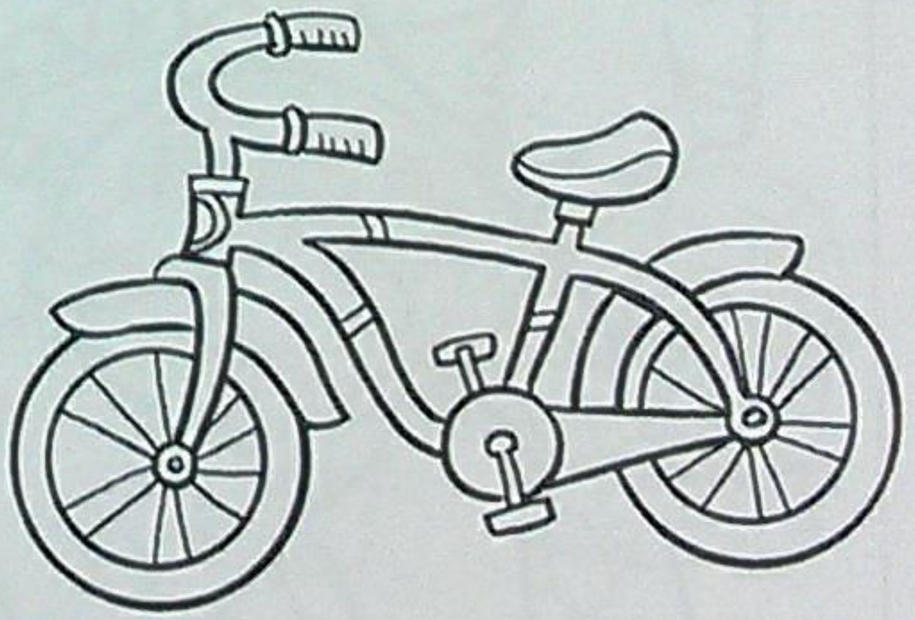

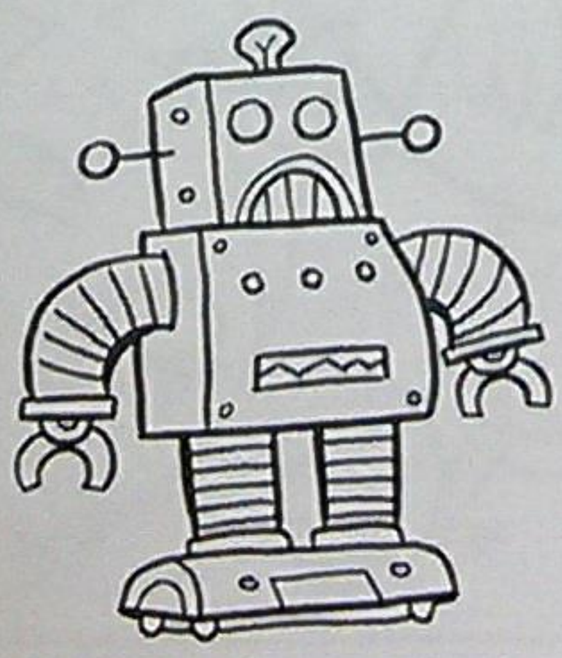

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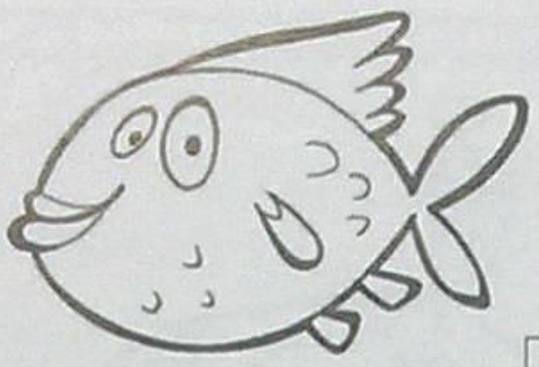

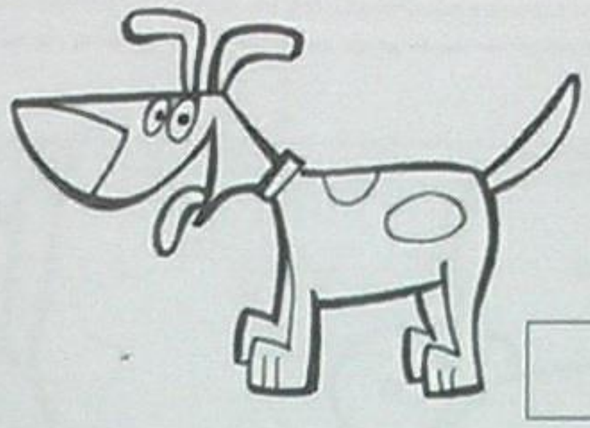

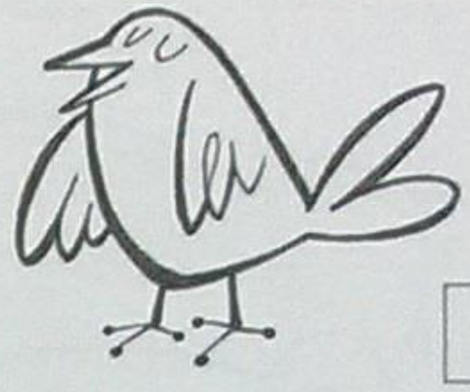

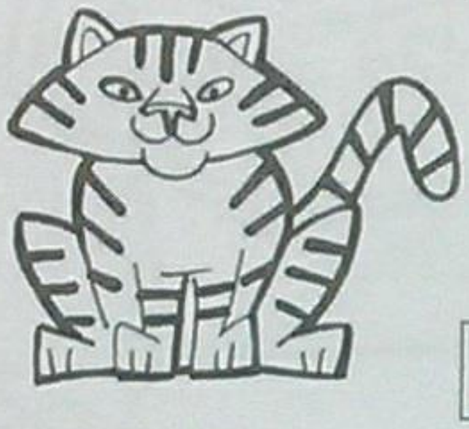

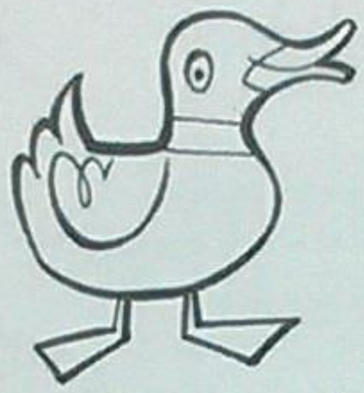

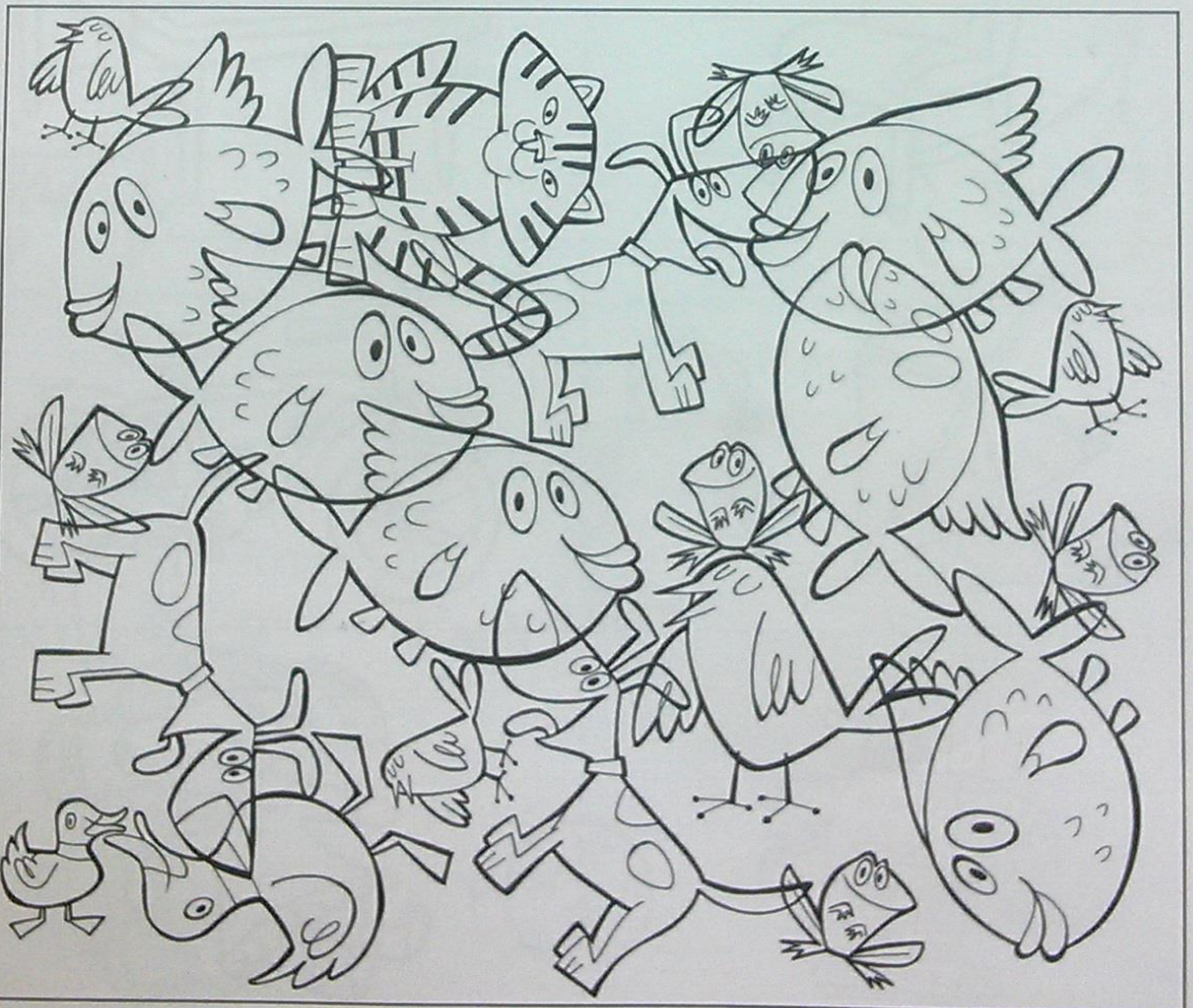

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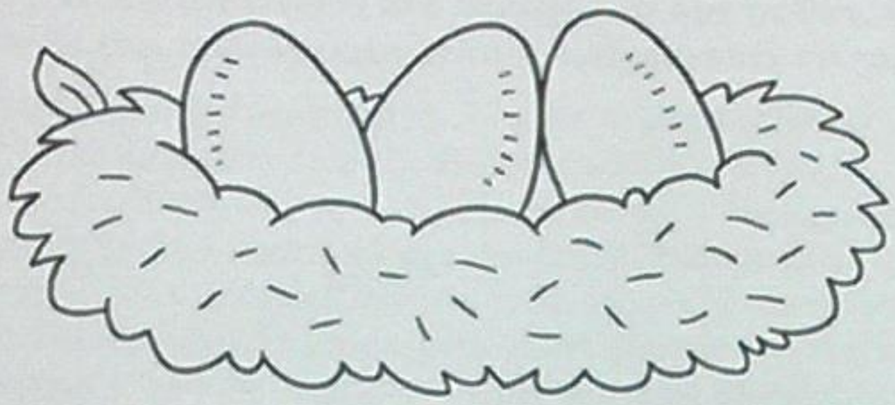

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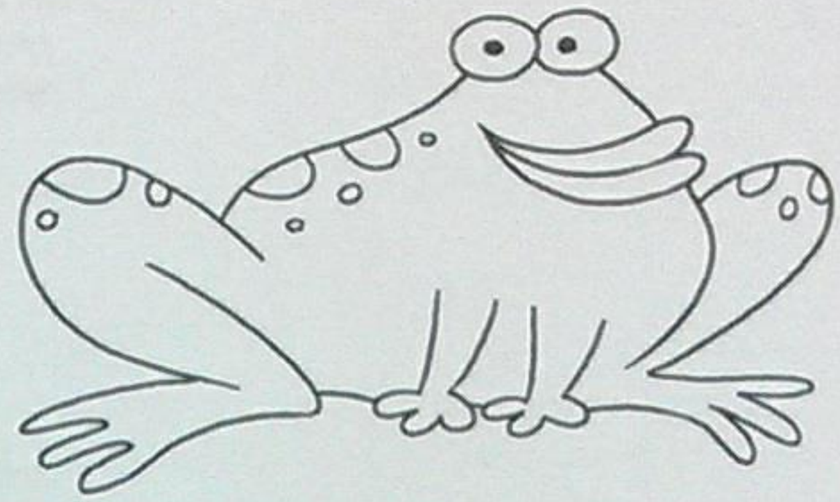

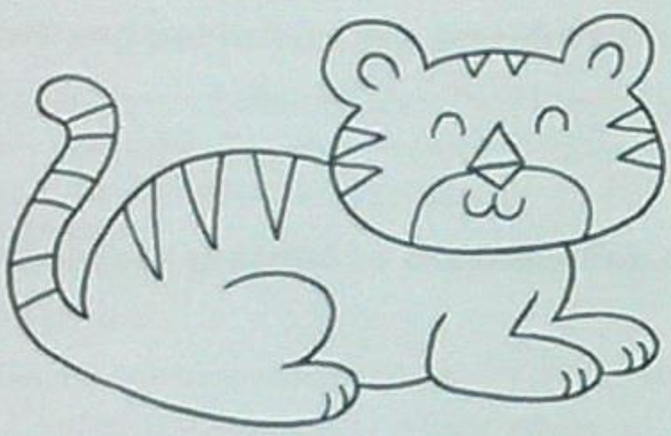

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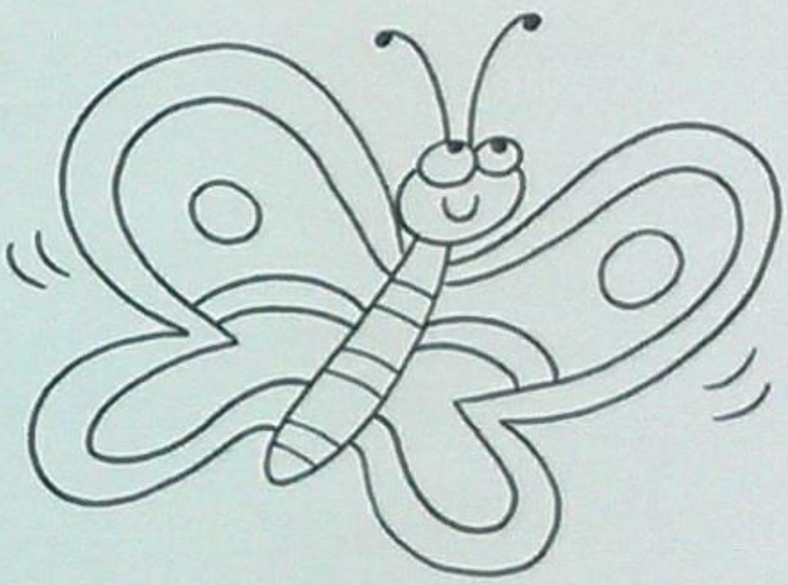

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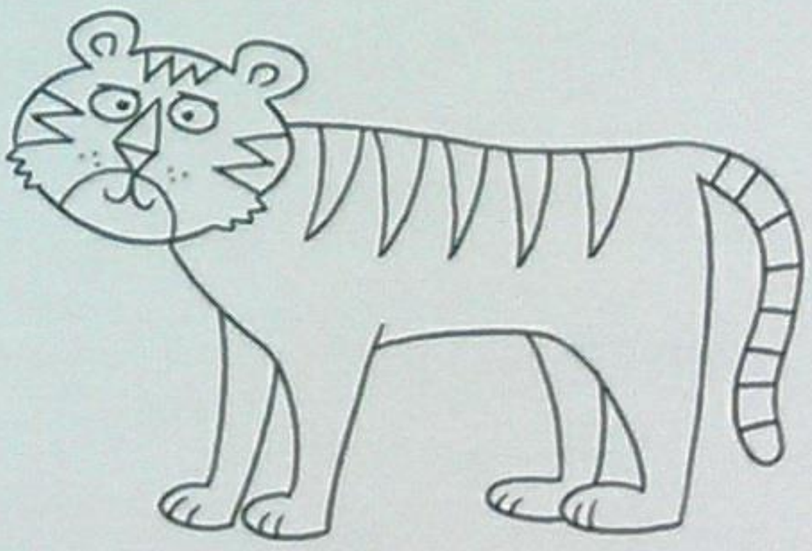

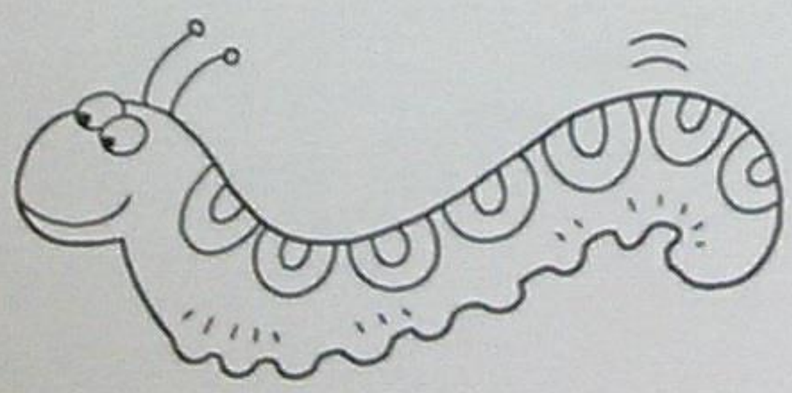

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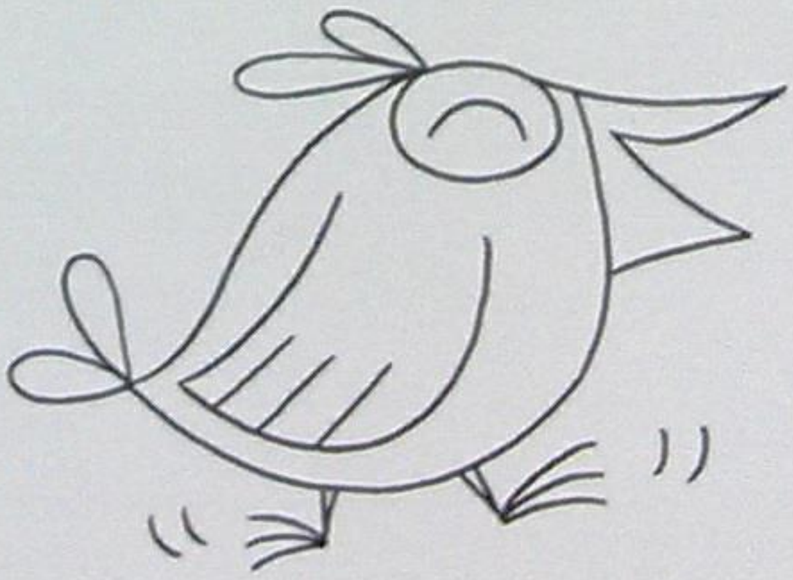

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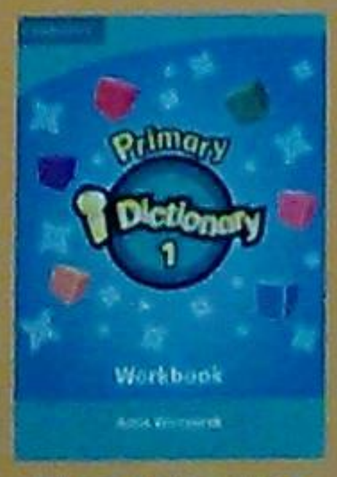

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