

Pupil's Book page 18

Warmer

- Write *Toys* on the board, elicit what it says and draw a large circle around it (to begin a mind map). Play the Spelling game with the class, e.g. *Give me a b*, and spell out the known toy words. As the pupils shout out each one, ask a volunteer to spell it and write it on the mind map. Build up the mind map to include: *doll, ball, bike, car, train, lorry, boat*.

Presentation

- Elicit/Teach the new toy vocabulary using the flashcards. Show each flashcard in turn and elicit/say the word. Pupils repeat in chorus and then in groups, loudly, softly, and so on. Stick the flashcards around the mind map to show these are also toys. Point to each flashcard in turn. As pupils chorus the word then show the wordcard.
- Leave the mind map for Extra activity 1.

1 Listen and point.

- Say *Open your Pupil's Books at page 18, please*. Elicit who they can see in the picture, to revise the names of the characters. Raise awareness of the plurals of the words by saying, e.g. *Point to the kites. Point to the computer games. Point to the robots*.
- Say *Find the hidden star. Where is it?* Elicit from pupils where it is, hold up your book and point to it (on the kite).
- Say *Listen and point*. Play the CD. Pupils listen and point to the objects in the picture.
- Set the pre-listening questions: *Where are the kites? What colour is the watch? What is Stella's favourite toy?* Play the CD again. Pupils listen for the answers. Check with the class (Next to the lorries, Yellow, A computer game).
- Check comprehension by asking other questions around the class, e.g. *What are these? Who's this? What colour's this? Where are the watches? What's Suzy looking at?*

CD 1, 30

SUZY: Ooh, kites! Can we look at them, Dad?

MR STAR: OK, Suzy. Where are they?

SUZY: Over there! Next to the lorries.

SIMON: Look at these robots!

STELLA: Ugh! They're ugly.

ALEX: I like this big yellow watch.

MEERA: Look at this camera. It's orange, my favourite colour.

STELLA: Hum! ... Look! Computer games! I love computer games!

SIMON: Great! Is there a Maskman Playbox?

STELLA: Yes, there is, and there's a 'Can you spell ... ?' game.

MEERA, ALEX, SIMON: Ugh! Stella!

2 Listen and repeat.

- Say *Let's do Activity 2. Listen and repeat*. Play the CD. Pupils repeat the words in chorus. Listen for correct pronunciation of *camera* (two syllables) and correct word stress of *computer game*.

CD 1, 31

Camera, watch, kite, robot, lorry, computer game

Extra activity 1: see page 222 (if time)

Activity Book page 16

1 Read. Circle the toy words. Write.

- Say *Open your Activity Books at page 16, please*. Copy the first sentence of the text on the board: *Suzy's got a kite*. Circle *kite*, as in the example, and say *What's this word? Is it a colour? A number?* Pupils respond *No, a toy*. Say *That's right. It's a toy word*. Read and circle all the toy words. Say *Can you see a picture of a kite?* Pupils show you. Point to the writing line with the word *kite* on it.
- Pupils work individually. They read the text silently and circle the toy words. They check in pairs. They match the word with the picture and then copy the word under the picture. Monitor pupils as they are working.
- Correct as a class. Ask pupils to spell out the words.

Key: Pupils circle robot, train, car, computer game, watch and write (from left to right, top to bottom) computer game, train, robot, car, watch.

2 Listen and tick (✓) the box. [YLE]

- Say *Look at Activity 2. Listen*. Play the example. Elicit the sentence from the class (or play the first one again) to make it clear. Play the rest of the CD. Pupils listen and tick. They check in pairs. Play the CD again and check after each one.

Key: 2 c, 3 b, 4 a

CD 1, 32

- 1 My computer game's my favourite toy.
- 2 This is Pat. She's playing with her robot.
- 3 There's a lorry under the chair.
- 4 Anna's flying her kite.

Extra activity 2: see page 222 (if time)

Optional activity

- Unit 3 Reinforcement worksheet 1 from *Teacher's Resource Book 2* (pages 20 and 21).

Ending the lesson

- Display the six toy flashcards on the board. Elicit the words. Say *Look and think. What's your favourite toy?* Point to the flashcards. *Now hands up*. Say each toy and write the number of raised hands under each picture. At the end, announce the favourite toy of the class.

3 Listen and say the number.

These are dolls. 19. This is a robot. 17.

Grammar
This is a train.
These are lorries.

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

Vocabulary
alien camera computer game kite lorry robot watch

Grammar
this these

19

3 Write and colour the pictures.

1 2 1 This is a red plane.
2 These are purple watches.
3 3 _____ are blue lorries.
4 4 _____ is a brown doll.
5 5 _____ are green balls.
6 6 _____ are grey robots.
7 7 _____ are yellow cameras.
8 8 _____ are blue kites.

4 Match. Write the words.

k	kitchen	kite	itcher	ite
c	_____	_____	amera	ake
r	_____	_____	uler	obot
d	_____	_____	oll	og
tr	_____	_____	ousers	ain
pl	_____	_____	ease	ane

17

Objectives: By the end of the lesson, pupils will have learned to talk about toys using *this* and *these*.

Target language

- Key language: *this, these*
- Revision: toy vocabulary, numbers 1–20, colours, adjectives, adjective order, *There's ... , There are ... , trousers, kitchen*

Materials required

- Toy flashcards (42–48)
- Extra activity 1: Photocopiable activity 3 (see page 206), copied onto thin card, one copy for each pupil, scissors, envelopes
- Optional: Grammar reference Unit 3 from *Pupil's Book 2* (page 98)

Pupil's Book page 19

Warmer

- Display the toy flashcards. Elicit the words. Do a simple clapping game to review the plurals: Clap, *One watch*, Clap, clap, *Two watches*. Repeat for the other words (*kite, lorry, robot, camera, computer game*). Write the plurals on the board and draw pupils' attention to the spelling.

3 Listen and say the number.

- Say *Open your Pupil's Books at page 19, please. Look at the picture and the examples. Review the other toy words (doll, train, ball) by saying Point to the doll. Point to the train. Play the CD. Pause each time to elicit the number.*

Key: alien 11, train 13, camera 18, lorries 12, watch 20, computer game 16, kite 15, balls 14

CD 1, 33

These are dolls.	These are lorries.
This is a robot.	This is a watch.
This is an alien.	This is a computer game.
This is a train.	This is a kite.
This is a camera.	These are balls.

Practice

- Focus pupils on the Grammar box. Focus on the difference between *this* and *these*. Point to the train and say *This is a train*. Pupils repeat after you. Then point to the lorries and say *These are lorries*. Pupils repeat after you.
- Now use classroom objects, e.g. put two pencils on the desk near you. Put a pen next to them. Point to the pencils and say *These are pencils*. Point to the pen and say *This is a pen*. Repeat for other objects around the class.
- Point to the objects again in turn and say, e.g. *What are these?* (pencils). *What is this?* (a pen).

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

- Say *Look at the picture in your books. Listen. Play the first sentence on the CD. Pause. Elicit the answer (no). Play the rest of the CD. They whisper the answer to their partner. Play the CD again. Stop after each one and check with the class. If the answer is No, elicit the correct sentence each time.*

Key: No – There's a red lorry and a yellow lorry. Yes. Yes. No – There's an ugly robot with red eyes. No – There's a red camera. Yes. No – There's a dirty orange ball. No – There's one small white ball. Yes. No – There's one big yellow watch. Yes.

CD 1, 34

There are two big red lorries.
There's a beautiful pink and purple kite. There's a Maskman computer game.
There's an ugly robot with green eyes.
There's a small pink camera.

There's a green alien.
There's a clean orange ball.
There are two small white balls.
There are three happy dolls.
There are two big yellow watches.
There's a long brown train.

Extra activity 1: see page 222 (if time)

Activity Book page 17

3 Write and colour the pictures.

- Say *Open your Activity Books at page 17, please. Look at Activity 3. Point to the picture of the plane and to the first sentence. Say it for the class: This (hold up one finger to show it's singular) is a red plane. Hold up your finger again to show it's one plane and elicit the colour (red). Pupils colour the plane red. Repeat for the second sentence, holding up three fingers this time to show use of These/watches and eliciting the colour (purple).*
- Pupils work in pairs. Check with the class. Tell pupils to write the words in the sentences. Monitor pupils as they are working. Help with spelling if asked.

Key: 3 These, 4 This, 5 These, 6 These, 7 These, 8 These

4 Match. Write the words.

- Say *Look at Activity 4. Point to the two example answers and show how they were made by matching letters on the left and right. Say Make some more words. These are the beginning of the words (point to these) and these are the ends of the words (point to these). Do the activity in pairs. Monitor pupils as they are working.*
- Elicit words from pupils. Pupils spell them out and you write them on the board. Check understanding of the words, e.g. *trousers*. If pupils spell the word *trane*, don't say it's wrong. Remind them that this is how we say the word, but that we spell it in a different way (*train*).

Key: camera, cake, ruler, robot, doll, dog, trousers, train, please, plane

Extra activity 2: see page 222 (if time)

Optional activity

- Grammar reference Unit 3 from *Pupil's Book 2* (page 98).

Ending the lesson

- Teach the class a simple chant to practise the plurals. Say it softly, then loudly. Divide the class into groups and each group says a line, e.g.
Lorries, lorries, big red lorries.
Dolls, dolls, happy dolls.
Watches, watches, big yellow watches.

5 Listen and point.

Grammar
Whose is this bag?
It's Tom's.

Whose is it?
Is it Suzy's?

No, it isn't.
It's Stella's.

6 Listen and repeat.

20 **Grammar**
Whose is this? Whose are these?

5 Listen and colour. Then answer.

a **b** **c** **d** **e** **f**

1 Whose is the green kite? Stella's

2 Whose is the purple kite? _____

3 Whose is the yellow kite? _____

4 Whose is the black kite? _____

5 Whose is the orange kite? _____

6 Whose is the pink kite? _____

6 Write the questions.

1 Whose is the lorry? _____ It's Bill's.

2 _____ It's Lucy's.

3 _____ It's Ben's.

4 _____ It's Kim's.

5 _____ It's Tony's.

18

Objectives: By the end of the lesson, pupils will have learned to ask and answer questions with *Whose* and the possessive 's.

Target language

- **Key language:** *Whose ... is this / are these? Whose is it? It's / They're his/hers/ Suzy's*
- **Additional language:** *new, tail, What's that?, Metal Mouth*
- **Revision:** prepositions, adjectives, colours, *can, can't, table, basketball, fly, walk, talk*

Materials required

- Toy flashcards (42–48)
- Extra activity 2: string / elastic bands / safety pins
- Optional: *Kid's Box Teacher's Resource Book 2 Unit 3 Reinforcement worksheet 2* (pages 20 and 22); Grammar reference Unit 3 from *Pupil's Book 2* (page 98) and *Activity Book 2* (page 96)

Pupil's Book page 20

Warmer

- Review *this* and *these*. Walk around the classroom and point to / pick up classroom objects. Ask *What's this? What are these?* Pupils respond, e.g. *It's a ruler / They're pencils.*

Presentation

- Hold up a pupil's bag. Ask *What's this?* Pupils respond. Ask *Whose is it? Is it (Juan's) bag?* Point to the pupil (it's NOT his). *Is it Paula's bag?* Point to her (it's NOT hers). Repeat for two more pupils (it's NOT theirs). Ask again *Whose is it? Ah, it's Claude's bag* (it IS). Repeat with single objects.

5 Listen and point.

- Say *Open your Pupil's Books at page 20, please. Look at the picture. Who can you see? What can you see?* (Monty, Marie, Maskman, a robot, a kite, a table, etc.). Play the CD. Pupils listen and point. Set the pre-listening questions: *Whose is the basketball? Whose is the robot? Whose is the computer game?* Play the CD again. Pupils listen for the answers. Check with the class (Simon's, Simon's, Stella's). Pupils give complete answers, e.g. *It's Simon's basketball.*
- Focus pupils on the Grammar box. Read the question and answer and tell pupils to repeat after you. Then point to different pupil's objects and ask, eg. *Whose is this bag?* Pupils answer. Repeat for other objects around the class.

CD 1, 35

Toys in the toy box,
Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MONTY: Look at Suzy's kite! It's beautiful. It's pink and purple with a long tail.

MASKMAN: And it's big, and it can fly. I can fly too. What's that, Marie?

MARIE: It's a 'Can you spell ...?' computer game.

MONTY: Whose is it? Is it Suzy's?

MARIE: No, it isn't. It's Stella's.

MONTY: What's that under the table?

MASKMAN: It's Simon's basketball.

MONTY: No, not that. What's that new toy next to the ball?

MARIE: It's a big robot. It's 'Metal Mouth'.

MASKMAN: Metal Mouth? Hmm, yes. It's an ugly robot.

MONTY: Whose is it?

MASKMAN: It's Simon's.

METAL MOUTH: My name is Metal Mouth. My name is Metal Mouth.

MONTY: Ooh, look! It can walk and talk.

MASKMAN: Yes, but it can't fly. I can fly.

METAL MOUTH: I am a robot.

6 Listen and repeat.

- Say *Look at Activity 6. Listen and repeat.* Play the CD. Stop after each question or answer for pupils to repeat.

CD 1, 36

Whose is this computer game? It's Stella's.

Whose is this robot? It's Simon's.

Whose are these books? They're Stella's.

Whose are these pencils? They're Suzy's.

Extra activity 1: see page 222 (if time)

Activity Book page 18

5 Listen and colour. Then answer. [YLE]

- Pupils put the crayons on their desks: green, purple, orange, yellow, black, blue, pink. Say *Open your Activity Books at page 18, please. Look at Activity 5. Listen and colour the kites.* Play number 1. Say *Whose is the black kite?* Pupils respond *Simon's*. Hold up the black crayon. Follow the line from Simon to his kite. Say *Listen and colour the other kites.* Play the CD. Stop after each one. Play the CD again. Check with the class.
- Point to the question (*Whose is the green kite?*) and the answer. Write *Stella's* on the board. Focus pupils on the capital letter. Say *Answer the other questions. Write the names.*

Key: 2 Alex's, 3 Meera's, 4 Simon's, 5 Lenny's, 6 Suzy's

CD 1, 37

Whose is this kite? It's Simon's. Colour it black.

Whose is this kite? It's Suzy's. Colour it pink.

Whose is this kite? It's Lenny's. Colour it orange.

Whose is this kite? It's Stella's. Colour it green.

Whose is this kite? It's Meera's. Colour it yellow.

Whose is this kite? It's Alex's. Colour it purple.

6 Write the questions.

- Say *Look at Activity 6.* Elicit the objects in the picture (plane, kite, watch, lorry, doll). Say *Write the other questions.* Pupils work in pairs. Write each question on the board.

Key: 2 Whose is the doll? 3 Whose is the plane?
4 Whose is the kite? 5 Whose is the watch?

Extra activity 2: see page 222 (if time)

Optional activities

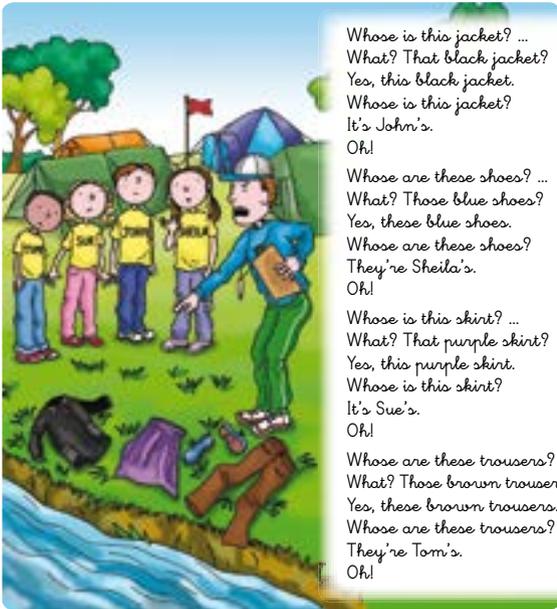
- Unit 3 Reinforcement worksheet 2 from *Teacher's Resource Book 2* (pages 20 and 22).
- Grammar reference Unit 3 from *Pupil's Book 2* (page 98) and *Activity Book 2* (page 96).

Key: Whose is this robot? It's Lenny's.

Ending the lesson

- Display the toy flashcards. Point. Pupils chorus the words. Cover one flashcard with a piece of paper. Pupils chorus the words and hum the covered word, e.g. robot *HHHM hhhm*, to show syllables and word stress. Repeat.

7 Listen and point. Sing.



Whose is this jacket? ...
 What? That black jacket?
 Yes, this black jacket.
 Whose is this jacket?
 It's John's.
 Oh!
 Whose are these shoes? ...
 What? Those blue shoes?
 Yes, these blue shoes.
 Whose are these shoes?
 They're Sheila's.
 Oh!
 Whose is this skirt? ...
 What? That purple skirt?
 Yes, this purple skirt.
 Whose is this skirt?
 It's Sue's.
 Oh!
 Whose are these trousers? ...
 What? Those brown trousers?
 Yes, these brown trousers.
 Whose are these trousers?
 They're Tom's.
 Oh!

8 Ask and answer.

Whose are these trousers?

They're Tom's.

21

7 Look and read. Put a tick (✓) or a cross (X) in the box.



These are watches.



These are cameras.



This is a kite.



This is a lorry.



These are trains.



This is a robot.

19

Objectives: By the end of the lesson, pupils will have sung a song and have learned to talk about clothing using *this/these* and *that/those*.

Target language

- Key language: *that/those*
- Revision: *Whose is this / are these?*
 possessive 's, clothes, colours, classroom instructions, *Sorry, Can you repeat that, please? Can you say that again?*

Materials required

- Extra activity 2: Prepare/Find four pictures of children (two boys and two girls) wearing different coloured clothes, e.g. shoes, jacket, shirt, trousers, T-shirt
- Optional: *Kid's Box Teacher's Resource Book 2 Unit 3 Extension worksheet 1*, and *Unit 3 Song worksheet* (pages 20, 23 and 25); *Kid's Box Interactive DVD 2, The music room*, Unit 3 'Whose jacket?' song

Pupil's Book page 21

Warmer

- Play a Stella says game to review clothes. Pupils stand up. Say, e.g. *Stella says touch your shoes*. Pupils touch their shoes. *Point to a blue jacket*. Pupils don't point. Continue the game, using known clothes words, colour adjectives and the class instructions *point to, touch*.

7 Listen and point. Sing.

- Say *Open your Pupil's Books at page 21, please. Look at the picture. What clothes can you see?* Elicit the clothes and the colours. Elicit/Tell pupils the names of the characters (John, Sheila and Tom are new). Check they know which are the boys' names and which the girls'. Say *Whose clothes are they? Let's listen and see*. Play the CD. Pupils listen and point to the clothes and the owner each time. Elicit the information from the class. Hold up your book and point to, e.g. the black jacket and say *Whose black jacket is this?* Pupils respond *It's John's*.
- Play the CD again. This time pupils follow the text in their books.

CD 1, 38

Whose is this jacket?
Whose is this jacket?
What? That black jacket?
Yes, this black jacket.
Whose is this jacket?
It's John's.
Oh!

Whose are these shoes?
Whose are these shoes?
What? Those blue shoes?
Yes, these blue shoes.
Whose are these shoes?
They're Sheila's.
Oh!

Whose is this skirt?
Whose is this skirt?
What? That purple skirt?
Yes, this purple skirt.
Whose is this skirt?
It's Sue's.
Oh!

Whose are these trousers?
Whose are these trousers?
What? Those brown trousers?
Yes, these brown trousers.
Whose are these trousers?
They're Tom's.
Oh!

CD 1, 39

Now sing the song again. (Karaoke version)

8 Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *Whose is this jacket?* Pupil B answers, e.g. *It's John's*. Pupils swap roles. Repeat the activity with items in the classroom.

Extra activity 1: see page 222 (if time)

Activity Book page 19

7 Look and read. Put a tick (✓) or a cross (X) in the box.

- Say *Open your Activity Books at page 19, please*. Point to the picture of the watches and the example sentence. Read aloud: *These are watches and ask Is that OK?* Look at the box. Pupils respond *Yes/OK*. Say *Yes. These are watches. There's a tick in the box. Now read the rest of the sentences and tick or cross*.
- Pupils work silently on their own to read and tick or cross. Monitor and check they are reading carefully as well as looking at the pictures. Compare answers in pairs.
- Check answers as a whole class. Elicit the correct sentences for those with a cross (i.e. *This is a computer game. This is a bike. These are planes.*)

Key: These are cameras. ✓, This is a kite. X, This is a lorry. X, These are trains. X, This is a robot. ✓

Extra activity 2: see page 222 (if time)

Optional activities

- Unit 3 Extension worksheet 1 from *Teacher's Resource Book 2* (pages 20 and 23).
- Unit 3 Song worksheet from *Teacher's Resource Book 2* (pages 20 and 25). Pupils listen and match the characters and clothing.
- *The music room*, Unit 3 'Whose jacket?' song from *Kid's Box Interactive DVD 2*. See pages 28 and 29 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song again from *Pupil's Book* page 21 Activity 7 to end the lesson.

9 **Monty's phonics**

fly
5
five
kite

I'm flying my five white kites.

10 Ask and answer.

11. Whose is this nose?
It's Simon's.

12. Whose are these eyes?
They're Stella's.

22 Grammar
Long vowel sound: /y/i_e/i/ (fly, five, I)

8 Listen and write the words.

1 fish 2 kite 3 pink 4 five 5 my
6 swim 7 bike 8 big 9 fly 10 sit

fish kite

9 Listen and join the dots.

6 • 14 • 3
5 • 2
17 • 19 • 1
8 • 11 • 13 • 20 • 10

What is it? It's a _____.

20

Objectives: By the end of the lesson, pupils will have learned to recognise the phoneme /aɪ/ and have had more practice with *Whose* and the possessive 's.

Target language

- **Key language:** the phoneme /aɪ/ as in *fly, five, kite*
- **Revision:** parts of the face, possessive 's, *whose*, numbers 1–20

Materials required

- Extra activity 1: Photocopiable activity 3 (see page 206), if not previously used copied onto thin card, one copy for each pupil, scissors, envelopes
- Extra activity 2: 20 number cards, each with the different number (in words) between *one* and *twenty*

Pupil's Book page 22

Warmer

- Review the parts of the face by teaching the pupils a quick action song:
This is my face, my face, my face. (Pupils circle their faces with their hands)
This is my face. MY FACE. (Pupils point to their faces)
- Repeat for *eyes, nose, mouth, ears, teeth*. Use *These* are for the plural words.

9 Monty's phonics

- Say *Open your Pupil's Books at page 22, please*. Point to the picture of the bird flying and say *fly*, emphasising the /aɪ/ sound. Say the word again and do a flying mime as you speak. Point to the figure 5 and the picture of the kite and practise the words in the same way, emphasising the vowel sound and using mime when you say the words (draw a number 5 in the air with your finger and mime holding the string of a kite on a windy day). Point at the large picture and ask *What's the girl doing? (Flying kites) How many kites? (Five) What colour are they? (White)*. Say *Now listen to Monty, point and repeat*.
- Play the CD. Pupils listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.
- Pupils repeat the tongue twister as a class. Do it more and more quickly. Then ask small groups of pupils to have a go at saying it. Go around the class, from group to group. Put pupils into pairs. They take turns to say the tongue twister quickly to each other. Invite volunteers to say it to the class.
- Write the tongue twister on the board. Focus pupils on the words. Elicit from them which letters to underline for the sound /aɪ/.

Key: I'm flying my five white kites.

CD 1, 40

MONTY: Hi, I'm Monty! Repeat after me!
/aɪ/, /aɪ/, fly
/aɪ/, /aɪ/, five
/aɪ/, /aɪ/, kite
I'm flying my five white kites!
I'm flying my five white kites!
I'm flying my five white kites!

10 Ask and answer.

- Say *Look at Activity 10*. Hold up your book and point to the first example (picture 11). Ask the question *Whose is this nose?* Pupils respond using the prompt (or from memory) *It's Simon's*. Repeat with the other example. Practise with one or two other features of different pupils, giving pupils a chance to ask as well as answer. Make sure pupils notice the difference (singular and plural) and remind them to think about the chant from the warmer to help them.
- Pupils work in pairs and take turns to point and ask, and to answer. Remind them to look back in their *Pupil's Books* if they can't remember the characters.

- Check with the class using open pairs. One pair asks the question across the class. Another pair answers.

Key: 13 Whose is this mouth? It's Suzy's. 14 Whose is this ear? It's Simon's. 15 Whose are these eyes? They're Simon's. 16 Whose is this mouth? It's Stella's. 17 Whose is this ear? It's Suzy's. 18 Whose is this nose? It's Stella's.

Extra activity 1: see page 222 (if time)

Activity Book page 20

8 Listen and write the words.

- Say *Open your Activity Books at page 20, please*. Point to the large outline pictures in turn and ask *What's this? (A fish, A kite)*. Play number 1 on the CD and say 'Fish' has the sound /ɪ/. Look. *It's in the fish.* (Point to the example word written on the first line in the fish outline). Play number 2 and say 'Kite' has the sound /aɪ/. Look. *It's in the kite.* Now listen and think /ɪ/ or /aɪ/? Fish or kite? Write in pencil.
- Play the rest of the CD, pausing after each word for pupils to consult in pairs and write the word. Play the CD again if necessary. Elicit answers and write the groups of words on the board for pupils to check.

Key: Fish 3 pink, 6 swim, 8 big, 10 sit; Kite 4 five, 5 my, 7 bike, 9 fly

CD 1, 41

1 fish, 2 kite, 3 pink, 4 five, 5 my, 6 swim, 7 bike, 8 big, 9 fly, 10 sit

Extra activity 2: see page 222 (if time)

9 Listen and join the dots.

- Write two or three numbers at random on the board, e.g. 16, 12, and elicit what they are.
- Say *Look at Activity 9*. Say *Take a pencil. Listen*. Play the CD. Pupils listen and join the numbers in the order they hear them. They check in pairs. Play the CD again. Check with the class. Elicit what the picture is (a lorry).
- Pupils complete the sentence under the picture. Remind them to check on *Pupil's Book* page 18 for the spelling of the word.

Key: lorry

CD 1, 42

5, 13, 11, 8, 17, 6, 14, 3, 5, 2, 19, 1, 10, 20, 13

Ending the lesson

- Do the tongue twister again with the class. Pupils stand up. Do it as a class and then invite groups of four to have a go at saying it as fast as they can.

11 Listen to the story.

1 Whose is this robot?
It's Simon's.

2 My name is Metal Mouth.
Hello. What's your name?

3 Oh. Can you walk, Metal Mouth?
I can walk and I can talk.

4 Well, I can walk. I can talk, and I can spell. U-g-l-y.

5 I know! I know! It's ugly!
Yes, it is ... and it can't fly.

6 Maskman! Say 'sorry' please.
Sorry.
It's OK, Maskman. You're a superhero and you're Simon's favourite toy.

12 Act out the story.

23

My picture dictionary

10 Listen and stick. Write the words.

① <u>kite</u>	② _____	③ _____
④ _____	⑤ _____	⑥ _____

My progress

Tick (✓) or cross (X).

I can talk about my favourite toy.

I can write 'toy' words.

21

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

Target language

- **Key language:** language from the unit
- **Additional language:** *Metal Mouth, I know*
- **Revision:** *can, can't, walk, talk, spell, listen, ugly, stop, sorry, not, nice, superhero, favourite, toy*

Materials required

- Extra activity 1: toy flashcards (42–48)
- Playscript 3 *Kid's Box Teacher's Resource Book 2* (pages 86–87 and 90)
- Optional: *Kid's Box Teacher's Resource Book 2 Unit 3 Extension worksheet 2* (pages 20 and 24); the animated version of the Unit 3 story from *Kid's Box Interactive DVD 2* (*Suzy's room* section)
- *Kid's Box Language Portfolio 2* (page 3)

Pupil's Book page 23

Warmer

- Review *Whose* and use of possessive 's by collecting some objects from pupils, taking them to the front and showing them in turn, asking *Whose is this? Whose are these?*

Story

11 Listen to the story.

- Say *Open your Pupil's Books at page 23, please.* Elicit who they can see (Trevor, Monty, Marie, Maskman and a robot). Divide the class into groups of three: A, B and C. Give each pupil in each group a different question to listen for: As: *What's the robot's name?* Bs: *Whose robot is it?* Cs: *Can the robot walk?* Say *Listen and look.* Play the CD. Pupils listen and look. Check with the class (Metal Mouth, Simon's, yes).
- Play the CD again, frame by frame. Pupils listen and repeat.
- Check comprehension by asking, e.g. *What colour is the robot?* (grey). *Is it beautiful?* (ugly). *Whose is it?* (Simon's). *Can it talk?* (Yes). *Can it walk?* (Yes). *Can it fly?* (No). *Is it a superhero?* (No). *Is it Simon's favourite toy?* (No). *Who is the superhero?* (Maskman). *Who is Simon's favourite toy?* (Maskman).
- Check understanding of *superhero*. Give examples and ask pupils who their favourite superhero is.

CD 1, 43

Toys in the toy box,
Come alive.

Walk and talk,
On the count of five.
One, two, three, four, five.

TREVOR: Whose is this robot?

MASKMAN: It's Simon's.

TREVOR: Hello. What's your name?

ROBOT: My name is Metal Mouth.

TREVOR: Oh. Can you walk, Metal Mouth?

ROBOT: I can walk and I can talk.

MASKMAN: Well, *I* can walk. *I* can talk, and *I* can spell.
U-g-l-y.

TREVOR: I know! I know! ... It's ugly!

MASKMAN: Yes, it is ... and it can't fly.

MARIE: Maskman! Say 'sorry', please.

MASKMAN: Sorry.

TREVOR: It's OK, Maskman. You're a superhero *and* you're Simon's favourite toy.

12 Act out the story.

- Divide the class into groups of five. Pupils decide their roles. Play the CD again. Stop after each frame for the pupils to repeat in role. Groups practise their story in groups. Invite two or three groups to role play their story to the class.
- To help children to act out the story, hand out a copy to each student of Playscript 3 from *Kid's Box Teacher's Resource Book 2* (page 94). See notes on pages 86-87.

Extra activity 1: see page 223 (if time)

Activity Book page 21

MY PICTURE DICTIONARY

- Say *Open your Activity Books at page 21, please.* Pupils prepare the toy stickers. Say *Which toy is it?* Listen. Play number 1 on the CD and elicit the toy (kite). Pupils stick the sticker in the first square.
- Play the rest of the CD. Pupils lay the stickers out on their desk in the correct order. Monitor around the class to check before they stick them in their books.
- Say *Now write the words.* Pupils write the name of the toy under each sticker. Write the toy names on the board. Play the CD again.

Key: 2 camera, 3 computer game, 4 robot, 5 watch, 6 lorry

CD 1, 44

Stick the kite on number 1. Stick the robot on number 4.
Stick the lorry on number 6. Stick the computer game on number 3. Stick the watch on number 5. Stick the camera on number 2.

Extra activity 2: see page 223 (if time)

MY PROGRESS

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Display the flashcards of the toys and ask different pupils *What's your favourite toy? What colour is it? Is it big?, etc.*
- Read the second sentence. Remind pupils what they did in My picture dictionary, nod and say *You can write 'toy' words.* Pupils work in pairs. Say *Now ask each other and tick or cross the sentences.*

Optional activities

- Unit 3 Extension worksheet 2 from *Teacher's Resource Book 2* (pages 20 and 24).
- The animated version of the story from *Kid's Box Interactive DVD 2* (Suzy's room section). See pages 41-44 of the *Teacher's Booklet*.
- Story pictogram Unit 3 from Activity Book 2 page 100. (See key on page 203 of *Teacher's Book 2*).

Language Portfolio

- Pupils complete page 3 of *Kid's Box Language Portfolio 2* (*I can ... Units 1-3*).

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.

Marie's maths Block graphs

1 Listen and point.

orange banana apple pear pineapple lemon

2 Listen and answer.

Fruit	Number of children
oranges	12
bananas	18
apples	14
pears	17
pineapples	15
lemons	11

Vocabulary: lemon pear pineapple

Now you! Activity Book page 22

Marie's maths Block graphs

Now you! 1 Ask and answer. Colour the graph.

Which animals do you like?

2 Answer the questions.

- How many children like horses? _____
- How many children like hippos? _____
- How many children like cats? _____
- How many children like tigers? _____
- How many children like snakes? _____

Objectives: By the end of the lesson, pupils will have listened to people talking about their favourite fruit, interpreted a block graph and taken part in a class survey.

Target language

- **Key language:** *lemon, pear, pineapple, I like ... I don't like ... I love ...*
- **Additional language:** *This fruit is (yellow). block graph*
- **Revision:** *apple, banana, orange, colours, numbers 1-20, horse, hippo, cat, tiger, snake*

Materials required

- Pictures of fruit and animals: apple, banana, orange, horse, hippo, cat, tiger, snake; real fruit (an orange, a banana, an apple, a lemon, a pear and a pineapple if possible) or animal flashcards from *Kid's Box 1* (47-52, 61-67)

Pupil's Book page 24

Warmer

- Stick the fruit pictures on the board, picture side down. Turn each picture over, point to the fruit and say the name, e.g. *orange*.
- Talk about the fruit, say e.g. *I like oranges, I don't like bananas*. Ask, e.g. *What colour is the banana?* Pupils respond. When all the pictures are face up, point to each one again. Pupils repeat the names of the fruit.

1 Listen and point.

- Say *Open your Pupil's Books at page 24, please*. Hold up your book and point to the picture of Marie. Say *Who's this?* Elicit *Marie*. Say *Marie is doing maths today. This lesson is called 'Marie's maths'*.
- Hold up your book. Point and say *Where's the pineapple?* Pupils say *Here it is*. Pupils point to the same fruit in their books. Repeat. Point to the banana and ask *Is this a pineapple?* Choose a confident pupil and elicit the answer *No, it's a banana*. Repeat with the other pictures of fruit. Say *Listen and point*.
- Play the CD. Pupils point to each fruit as they hear the word. Play the CD again. Call volunteers to point to the correct fruit flashcard/picture on the board (or the correct real fruit).

Key: orange, lemon, pear, pineapple, apple, banana

CD 1, 45

- 1 I love this fruit?
Is it an apple? I like apples.
No, it isn't an apple. It's an orange. I don't like apples. But I love oranges!
- 2 This fruit is yellow.
That's a banana.
No, it's a lemon.
- 3 This fruit is green.
Oh, that's a pear.
- 4 What's this?
It's green.
Is it a pear?
No, it's green and brown.
Oh, that's a pineapple!
- 5 I like this fruit.
Is it a pear?
No, this fruit is red.
Ah, it's an apple! You like apples!
- 6 I don't like this fruit.
Is it a pineapple?
No, it's a banana!

Extra activity 1: see page 223 (if time)

2 Listen and answer.

- Point to the graph. Say *This is a block graph*. Pupils repeat the phrase. Say *A block graph shows us information about numbers*.

- Give pupils time to look at the graph and talk about it in pairs. Ask *How many children like bananas?* Pupils answer (18). Repeat for other fruit. Say *17 children like this fruit. What is it?* Pupils answer (*pear*). Make sure pupils understand that the numbers on the vertical axis of the graph represent people who chose each of the fruits listed on the horizontal axis.
- Say *Listen and answer*. Play the CD. Stop after each question. Give pupils time to think and check with each other before eliciting the answer from the class.

Key: 1 apple, 2 17, 3 13, 4 banana, 5 12, 6 pineapple

CD 1, 46

- 1 14 children like this fruit. What is it?
- 2 How many children like pears?
- 3 How many children like oranges?
- 4 18 children like this fruit. What is it?
- 5 How many children like lemons?
- 6 15 children like this fruit. What is it?

Activity Book page 22

1 Ask and answer. Colour the graph.

- Review animal vocabulary quickly, using the flashcards from Level 1 or pictures from the internet. Say *Open your Activity Books at page 22, please*. Look at the graph. It's a new graph. Point to the numbers. Point to the animals. Tell pupils they are going to do their own survey, by asking their classmates about the animals they like.
- Focus pupils on the speech bubble in their books, *Which animals do you like?* Elicit an answer from a confident pupil, e.g. *I like hippos, cats and snakes*. Mime putting a mark on the graph for the hippo, cat and snake columns.
- Divide the class into small groups. Each group chooses other children in the class for their survey. When they have asked everyone in their group/the class, they go back to their seats and colour the graph, using a different colour for each column. Check their graphs while they are colouring.

2 Answer the questions.

- Pupils use the information from their graphs to answer the questions. Do the first question with the class as an example.
- Pupils work in pairs to ask and answer the questions according to the information in their graphs. Check answers in open class.

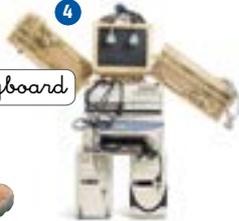
Extra activity 2: see page 223 (if time)

Ending the lesson

- Pupils close their books. Choose two confident pupils to come to the front. Give them each a fruit picture. They hide their card from the class and describe their fruit without saying what it is, e.g. *I like this fruit. It's green and brown*. The rest of the class ask, e.g. *Is it a (pear)?* Repeat with other pupils and different fruit pictures.

Re-use and recycle Trevor's values

3 Listen and say the number.

1  2  3  4 

flowerpot keyboard

4 Ask and answer.

What's this? It's a flowerpot. What's it made from? It's made from a shoe.

5 What do you re-use at home?

bottles paper plastic bags

I re-use ... at home.

Vocabulary
bottle flowerpot keyboard paper plastic bag

25

Re-use and recycle Trevor's values

3 Look, read and match.

1  2  3  4 

a an old T-shirt b an old sock c old paper d a plastic bottle

4 You've got four boxes, two socks, a T-shirt and five pencils. Draw a robot.



23

Objectives: By the end of the lesson, pupils will have listened to interviews of people talking about recycling and talked about recycling for themselves.

Target language

- **Key language:** *What's it made from? It's made from ... What have you got? I've got ... What are you making? I'm making ... What are you doing? I'm growing ...*
- **Additional language:** *plane, re-use, recycle, bottles, paper, ugly, old, computer, keyboard*
- **Revision:** *elephant, robot, flower, shoe, What's this? What's your name?*

Materials required

- Objects (or pictures/flashcards of objects) from the lesson which are usually reused (e.g. a plastic bag, an old T-shirt, a plastic toy) or recycled (e.g. an old newspaper, an empty cereal box, a glass jar)
- Extra activity 1: a collection of small real-life items that can be re-used/recycled for pupils to make a picture, to include (if possible) cardboard boxes, old socks, buttons and used pencils

Pupil's Book page 25

Warmer

- Mime drinking from a plastic bottle and then pretend to throw the empty bottle in the bin. Put your thumb up or down as you do so and say *Is that right? Yes or no?* Pupils say *No* (The bottle can be recycled, instead of thrown away.) Teach the words *re-use* and *recycle*. Hold up the objects (or pictures/flashcards) you have brought to class. For each one the pupils say *Re-use* or *Recycle*.

3 Listen and say the number.

- Say *Open your Pupil's Books at page 25, please*. Remind pupils of the meaning of 'values'. Read the title of the page and say *Trevor's values today are re-using and recycling*. Focus pupils on the photographs by asking *Where's the elephant/plane/old shoe/robot?* Pupils point to the objects. Say *Listen and say the number*. Play the CD.

Key: 2 (plane), 3 (shoe), 1 (elephant), 4 (robot)

CD 1, 47

ANN: Hello.

INTERVIEWER: What's your name?

ANN: I'm Ann.

INTERVIEWER: What have you got?

ANN: I've got some old paper.

INTERVIEWER: And what are you doing?

ANN: I'm making a plane.

INTERVIEWER: Wow! Great!

INTERVIEWER: Hello

GRACE: Hello.

INTERVIEWER: What's your name?

GRACE: I'm Grace.

INTERVIEWER: What have you got?

GRACE: I've got an ugly old shoe.

INTERVIEWER: And what are you doing?

GRACE: I'm growing a flower in the shoe.

INTERVIEWER: Cool!

SAM: Hello

INTERVIEWER: What's your name?

SAM: I'm Sam.

INTERVIEWER: What have you got?

SAM: I've got lots of old bottles.

INTERVIEWER: And what are you making?

SAM: I'm making an elephant.

INTERVIEWER: Great!

TONY: Hello

INTERVIEWER: What's your name?

TONY: I'm Tony.

INTERVIEWER: What have you got?

TONY: I've got an old computer and an old keyboard.

INTERVIEWER: And what are you making?

TONY: I'm making a robot.

INTERVIEWER: Wow!

Extra activity 1: see page 223 (if time)

4 Ask and answer.

- Point to the first speech bubble and read *What's this?* (point to the flower in the old shoe). Pupils answer as in the example *It's a flowerpot*. Point to the next speech bubble and read *What's it made from?* Pupils answer again as in the example *It's made from a shoe*.
- Check comprehension. Say *Ask and answer*. Pupils ask and answer in pairs about the other objects in the same way.

5 What do you re-use at home?

- Point to the photographs and labels at the bottom of the page. Say the words in the labels. Pupils repeat. Ask *What do you re-use at home?* Choose a confident pupil to read and complete the speech bubble *I re-use ...* with what they re-use at home, e.g. *I re-use bottles at home*. Pupils practise in pairs.
- Monitor the activity and help with new vocabulary as necessary.

Activity Book page 23

3 Look, read and match.

- Say *Open your Activity Books at page 23, please*. Say *Look, read and match*. Focus pupils on the example line drawn from the picture of the sock to phrase b. Pupils complete the activity individually or in pairs. They compare books to check. Elicit answers.

Key: 2 a, 3 d, 4 c

Extra activity 2: see page 223 (if time)

4 You've got four boxes, two socks, a T-shirt and five pencils. Draw a robot.

- If you have the real-life items, use them to introduce the activity and call two or three volunteers to the front to make a robot. Say *You've got four boxes, two socks, a T-shirt and five pencils. Draw a robot*. Pupils work in pairs to decide how to make the robot.
- Tell pupils they don't have to use all of the items. Go around checking and ask pupils *What have you got?* They say e.g. *I've got four boxes, a T-shirt...* Ask *What are you making?* They answer *I'm making a robot*.

Ending the lesson

- Books closed. Ask *What do you re-use at home?* Pupils put up their hands to answer e.g. *I re-use old T-shirts at home*. Repeat with other pupils.