

OBJECTIVES: By the end of the lesson, pupils will be able to name different foods.

● **TARGET LANGUAGE**

Key language: *food, alan, apple, banana, burger, ice cream, some cake, chocolate, fish, party time*

Additional language: *yummy, barbecue*

Revision: *orange, fish, character names, What have you got?, present continuous*

● **MATERIALS REQUIRED**

Colour flashcards (20–26, 41–44)

Food flashcards (91–96)

Pictures of an orange and some fish

Extra activity 2: two plastic rulers

Warmer

- Display the colour flashcards around the room. Say, e.g. *Point to grey* (pupils don't point). Say *Simon says point to green and blue* (pupils point). Say *Point to yellow* (pupils don't point). Review all the colours in this way.

Presentation

- Elicit or teach the food vocabulary, using the flashcards and the two pictures (orange, fish). Pupils repeat as a class and then in groups. Stick the flashcards and pictures on the board. When all eight are on the board, point to different ones at random for the class to chorus.
- Make a circling motion with your arms to include all the flashcards and say *This is food. Yummy* and rub your stomach.

PB84. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 84, please*. Elicit what pupils can see (food). Say *Where's the star?* Check by pointing to the star (on the barbecue). Pupils say *Here it is*. Say *Listen and point to the food*. Play the CD. Pupils listen and point. Check that pupils point to the right food as they listen.
- Play the CD again. Check by asking, e.g. *What's Simon eating? What's Mr Star got? What's Mrs Star got? What's Grandpa eating?* Make sure you and pupils use *some* with *fish, chocolate* and *cake* (uncountable) and *a/an* with the others (countable). If pupils answer, e.g. *A fish*, recast the answer and say *Yes, he's eating some fish*. Don't tell pupils that, e.g. *a fish* is incorrect.
- Check understanding of *Party time!*

CD 4, 35

SUZY: What are you eating, everybody?

SIMON: I'm eating a big burger.

STELLA: And I'm eating a banana.

SUZY: Hmm. What have you got, Mum?

MRS STAR: I've got a big red apple.

SUZY: What's that, Dad?

MR STAR: It's chocolate ice cream. My favourite.

SUZY: Grandpa, are you eating ice cream too?

GRANDPA: No, I'm eating fish.

SUZY: Hmm. Can I have some cake, please? Cake's my favourite.

GRANDMA: Yes, Suzy, I know. Here you are.

SUZY: Oooohh, thank you.

PB84. ACTIVITY 2. Listen and repeat.

- Say *Now listen and repeat the food words*. Play the CD. Pause each time for pupils to repeat. Say the words quietly, loudly, quickly and so on to give pupils as much practice as possible.

CD 4, 36

Apple, ice cream, banana, cake, burger, chocolate

AB84. ACTIVITY 1. Listen and colour. [YLE]

- Pupils take out the following crayons: blue, yellow, purple, black, pink, red, green. Say *Open your Activity Books at page 84, please. Look at the monsters. Listen and colour*. Play the CD. Pause after the first one and check with the class. Say *What colour's the monster?* (black). *What's he eating?* (an apple). Say *Remember – put a dot on the monster the first time you listen*. Play the rest of the CD. Pupils check in pairs.
- Play the CD again. Check with the class.
- Elicit the colour they didn't use (pink).

Key: ice cream – yellow, banana – green, chocolate – red, burger – purple, cake – blue

CD 4, 37

The black monster's eating an apple.

The green monster's eating a banana.

The blue monster's eating cake.

The red monster's eating chocolate.

The purple monster's eating a burger.

The yellow monster's eating an ice cream.

AB84. ACTIVITY 2. Circle and write the words.

- Focus pupils on the wordsearch. Elicit what's in the pictures. Point to the circled word. Elicit what it is (ice cream). Point to the word *ice cream* written on the right. Say *Find the words here* (point to the wordsearch) *and write them here* (point to the lines). Make sure pupils realise that the words can appear either horizontally or vertically in the grid.
- Pupils work in pairs. Monitor and help where needed.

Key: 1 apple, 2 banana, 3 fish, 4 burger, 5 cake, 7 orange, 8 chocolate

Extra activities: see page T120 (if time)

Ending the lesson

- Do a quick action survey. Display the flashcards on the board. Say *What's your favourite food? Look. Choose one*. Say the foods in turn. Pupils stand up when they hear their favourite. Count the pupils and write the numbers on the board under the flashcard. Point to the one with the highest number and say *Our favourite!*

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

● **TARGET LANGUAGE**

Key language: *apple, banana, burger, cake, chocolate, ice cream, orange*

Additional language: *jump, freeze*

Revision: *an orange, some fish, food, alan*

● **MATERIALS REQUIRED**

Food flashcards (91–96) pictures of an orange and some fish

Extra activity 1: flashcards which form initial letter groups, e.g.

c: *cake, car, crocodile*; b: *ball, blue, banana*, one per pupil

Optional: *Kid's Box Teacher's Resource Book 1 Unit 12*

Reinforcement worksheet 1 (page 73)

Warmer

- Review the foods using the six flashcards and two pictures. Give the flashcards/pictures to eight pupils. They come to the front of the class and hold their flashcards/pictures. Whisper a number between 1 and 10 to each of the eight pupils (don't number them in sequence). Shout, e.g. *Four*. The pupil who is number 4 holds up their flashcard/picture and the class choruses the word. Repeat.

PB85. ACTIVITY 3. Say the chant.

- Say *Open your Pupil's Books at page 85, please. Say Listen to the chant. Play the CD. Play it again for pupils to repeat. Pupils stand up to make a train around the class and do the chant again.*
- Start the chant with a few pupils at the back of the train whispering. As the 'train' moves, the chant gets louder and louder until everyone is shouting the last word. Stop the train with a braking action. Repeat.

CD 4, 38

Apple, apple.

Banana, banana.

Orange and cake.

Orange and cake.

Ice cream and chocolate.

Ice cream and chocolate.

Burger!

Burger!

PB85. ACTIVITY 4. Listen and say 'yes' or 'no'.

- Review vocabulary in the picture by doing a quick 'point to' game. Say, e.g. *Point to the skirt. Point to the bike.*
- Say *Listen to the CD. Play the example. Elicit the response (No, she isn't. She's eating a burger).* Play the rest of the CD, pausing after each one. Pupils do the activity silently, indicating 'yes' or 'no' to their partner, using thumbs up / thumbs down. Play the CD again. This time pause after each one to elicit the response. For the 'no' answers, elicit a correct sentence.

Key:

No, she isn't. She's eating a burger.

No, he isn't. (He isn't eating.)

Yes, she has.

No, he isn't. He's looking at the tiger.

No, it isn't. It's eating an apple.

Yes, it is.

No, she isn't. (She isn't eating.)

No, he isn't. He's riding a red bike.

No, she isn't. She's next to the giraffe.

No, it isn't. (It isn't eating.)

CD 4, 39

The woman with a purple skirt is eating chocolate.

The boy on the bike is eating ice cream.

The girl next to the giraffe's got brown hair.

The man with the green jacket is looking at the hippos.

The snake in the house is eating an orange.

The small elephant's eating a cake.

The woman with the pink T-shirt is eating chocolate.

The boy is riding a grey bike.

The girl with the red trousers is next to the tigers.

The big elephant's eating a banana.

AB85. ACTIVITY 3. Write the words.

- Say *Open your Activity Books at page 85, please. Point to the example. Elicit each word in the line: Cake, apple, train. Elicit the initial letter for each word from the class and write them on the board: c a t. Elicit what the word says.*
- Say *Now you do the same with the other words. Monitor pupils as they are working. Remind them to look back at the Pupil's Book and at the picture dictionary activities.*
- Check with the class.

Key: 2 old, 3 big, 4 ten

AB85. ACTIVITY 4. Read and complete.

- Focus pupils on the picture in Activity 4 and ask *What can you see?* Elicit the food items and revise adjectives by saying *Point to the old monkey. Point to the big monkey, etc.*
- Read the beginning of the paragraph and point to the example answer. Show pupils that *eating* is crossed out in the word box. Say *Read and complete. Use these words.* Pupils work individually and then compare answers. Check as a class.

Key: cake, banana, young

Extra activities: see page T120 (if time)

Optional activity

- Unit 12 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 72 and 73).

Ending the lesson

- Repeat the food chant from earlier in the lesson.

OBJECTIVES: By the end of the lesson, pupils will have asked and answered about likes and dislikes.

● TARGET LANGUAGE

Key language: *I like ... , I don't like ... , Do you like ... ? , making a cake*

Revision: *an orange, some fish, food, alan, apple, banana, burger, ice cream, some cake, chocolate, yummy*

● MATERIALS REQUIRED

Food flashcards (91–96) plus pictures of an orange and some fish
Extra activity 1: Photocopiable cards 3B and 8 (see pages T99 and T104)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 12
Reinforcement worksheet 2 (page 74)

Warmer

- Review the food words using the flashcards and pictures. Make two groups on the board (ones you like and ones you don't like).

Presentation

- Point to one group of flashcards and say, e.g. *I like chocolate, ice cream, burgers. They're really yummy. Mmmmm, I like them.* Rub your tummy. Put a big smiley face under the group of flashcards. Point to the other group. Do the same, but this time say, e.g. *Ooh, I don't like oranges, cake, fish. I don't like them. They aren't yummy.* Make a disgusted face and put a big sad face under the group of flashcards.
- Say *I like ice cream.* Rub your tummy and smile. Pupils copy. Repeat for *don't like*.

PB86. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 86, please. Look at the picture and listen. What cake is it?* Play the CD. Pupils listen and check in pairs. Check with the class (banana cake).
- Play the CD again. Say, e.g. *I'm making a cake.* Pupils shout *Stella!* Repeat with other phrases from the listening.

CD 4, 40

SIMON: Ooohh, Stella! What are you doing?

STELLA: I'm making a cake.

SUZY: Oh, that's nice! I like cake.

SIMON: I like cake, too. I like chocolate cake.

STELLA: Well, sorry, Simon. It isn't chocolate cake. I don't like chocolate. It's banana cake.

SIMON: Oh! I don't like banana cake.

SUZY: Look, Simon! It's a Maskman cake. Do you like Maskman cake?

SIMON: Great! Yes, I really like *Maskman* cake.

STELLA: Good! I'm really happy now, Simon. You like my banana cake.

SIMON: I like *Maskman* cake.

Practice

- Play the CD again. Pupils do actions as they listen:
I like – rub their stomachs and smile
I don't like – expression of disgust.

PB86. ACTIVITY 6. Listen and repeat.

- Say *Now listen and repeat.* Play the CD. Pause for pupils to repeat. Make sure pupils use a rising tone for the question.

CD 4, 41

SIMON: I like chocolate cake. **SUZY:** Do you like *Maskman* cake?

STELLA: I don't like chocolate.

AB86. ACTIVITY 5. Listen and tick (✓) or cross (X). [YLE]

- Say *Open your Activity Books at page 86, please. Say Listen and tick or cross. Say I like,* rub your tummy and write a large tick on the board. Say *I don't like,* look disgusted and write a large cross on the board. Point to the tick and elicit *I like.* Point to the cross and elicit *I don't like.*
- Play the example. Say *Tick or cross?* Pupils respond in chorus: *Tick.* Point at the example tick in the box.
- Play the rest of the CD. Pupils tick or cross. They check in pairs. Play the CD again. Pause after each one to check. Elicit the question and answer they heard, e.g. *Do you like birds? Yes, I do.*

Key: 1 ✓, X, X, ✓ 2 X, ✓, ✓, X 3 X, ✓, ✓, X 4 ✓, X, X, ✓

CD 4, 42

1.

Do you like birds? Yes, I do.

Do you like cats? No, I don't.

Do you like fish? No, I don't.

Do you like dogs? Yes, I do.

2.

Do you like cake? No, I don't.

Do you like burgers? Yes, I do.

Do you like apples? Yes, I do.

Do you like chocolate? No, I don't.

3.

Do you like balls? No, I don't.

Do you like computers? Yes, I do.

Do you like bikes? Yes, I do.

Do you like dolls? No, I don't.

4.

Do you like snakes? Yes, I do.

Do you like tigers? No, I don't.

Do you like elephants? No, I don't.

Do you like crocodiles? Yes, I do.

AB86. ACTIVITY 6. Write 'like' or 'don't like'.

- Point to the first picture and say *Do you like fish?* Continue asking different pupils until someone says *No* and then encourage the pupil to make the sentence *I don't like fish.* Repeat with the other pictures. Point to the gapped sentences below the pictures and say *Think about you. Do you like it?* Write 'like' or 'don't like' on the line. Monitor and check.

Extra activities: see page T120 (if time)

Optional activity

- Unit 12 Reinforcement worksheet 2 from *Teacher's Resource Book 1* (pages 72 and 74).

Ending the lesson

- Pupils stand up. Say a sentence with *like* or *don't like* (e.g. *I don't like burgers*). They put their hands up to show *True* and put their hands by their sides to show *False*. Repeat with a different sentence.

OBJECTIVES: By the end of the lesson, pupils will have sung a song and practised asking and answering questions.

● **TARGET LANGUAGE**

Key language: *Do you like ... ? Yes, I do. / No, I don't.*

Additional language: *plate, What does ... like?*

Revision: food words

● **MATERIALS REQUIRED**

Photocopiable 12 (see page T109), one copy for each pupil, one coloured copy with foods drawn / stuck on for demonstration, scissors, glue, food/supermarket adverts
Optional: *Kid's Box Teacher's Resource Book 1 Unit 12 Song worksheet (page 77), Kid's Box 1 Language Portfolio page 13*

Warmer

- Elicit how much pupils remember about the food you liked/disliked in the previous lesson. Put pupils in the same pairs as in the likes/dislikes game from the previous lesson. They try and remember what their partner liked/disliked.

Song

PB87. ACTIVITY 7. *Sing the song.*

- Say *Open your Pupil's Books at page 87, please.* Elicit what food pupils can see on the page. Say *Listen and point to the food.* Play the CD. Pupils listen and point.
- Play the CD again. This time pause after each exchange, e.g. *Do you like bananas? Yes, yes, yes, for pupils to repeat.* Teach the song in this way. Pupils sing with the CD.
- Make two groups. One group asks; the other answers. Teach a gesture for them to use, e.g. thumbs up for *likes* / thumbs down for *dislikes*, as they sing. Groups change roles. Make sure pupils say the question with rising intonation each time.

CD 4, 43

Do you like bananas?	Do you like apples?
Yes, yes, yes.	Yes, yes, yes.
Do you like fish?	Do you like chocolate?
Yes, yes, yes.	Yes, yes, yes.
Do you like ice cream?	Do you like burgers?
Yes, yes, yes.	No, no, no.

CD 4, 44

Now sing the song again. (Karaoke version)

PB87. ACTIVITY 8. *Ask and answer.*

- Demonstrate the activity in open pairs. Ask a pupil a question about one of the foods on the page, e.g. *Do you like ice cream?* The pupil responds *Yes, I do. / No, I don't.* This pupil then asks a different question of another pupil in the class, e.g. *Do you like bananas?* The pupil responds. Repeat three or four times.
- In pairs they ask and answer about the foods.

Photocopiable 12: see pages T96 and T109

AB87. ACTIVITY 7. *Listen and colour. [YLE]*

- Say *Open your Activity Books at page 87, please.* Ask questions about the picture to review the vocabulary: *Where are they? Are they in the bedroom? (No. They're in the kitchen.) What's the boy eating? (A burger.) What's on the table? (A book, some bananas, some chocolate.), etc.*

- Pupils take out crayons in green, red, blue, brown and yellow. Play the example on the CD. Say *Point to the black book.* Say *Listen and colour. Make a dot first.*
- Play the CD. Pupils make a coloured dot for each item. They check in pairs. Play the CD again. Check with the class. Pupils colour the objects. Elicit which colour they didn't use (yellow).

Key: cake = brown, burger = red, chocolate = brown, bananas = green, fish = blue

CD 4, 45

Example.

Can you see the book?

Is that the book on the table?

Yes, that's right. Colour it black.

OK. The book is black.

1.

Can you see the cake?

No, where is it?

It's next to the mother.

Yes.

Can you colour it brown, please?

OK.

2.

OK. Look at the boy. He's eating.

Yes.

Colour his hamburger red, please.

Fine.

3.

Can you see the chocolate?

Yes, I can.

Good. Well, colour it brown, please.

OK.

4.

Now, what can you see on the table?

I can see a book and two bananas next to it.

That's right. Colour the bananas green, please.

5.

And can you colour the fish blue, please?

The fish in the picture?

That's right. Well done.

Extra activity: see page T120 (if time)

Optional activity

- Pupils complete the Unit 12 song worksheet from *Teacher's Resource Book 1* (pages 72 and 77).

Language Portfolio

- Pupils can complete page 13 of *Kid's Box 1 Language Portfolio (Food)* for homework.

Ending the lesson

- Each group of four pupils sings the song from earlier in the lesson, but they make it about their group. Pupils take it in turns to sing the question and then each of the group members responds, e.g. Pupil 1: *Do you like cake?* Pupil 2: *Yes.* Pupil 3: *No.* Pupil 4: *Yes.* Pupil 2 sings a question for pupils 1, 3 and 4 to respond to, and so on.

OBJECTIVES: By the end of the lesson, pupils will have practised the sound /aɪ/ and asked and answered questions about likes and dislikes.

● **TARGET LANGUAGE**

Key language: the phoneme /aɪ/ as in *like, white, bike*

Revision: present continuous for actions at the moment of speaking, animals, food

● **MATERIALS REQUIRED**

white, eyes and ride (a bike) flashcards (39, 43, 55, 78)

Food flashcards (91–96) plus pictures of an orange and some fish

Optional: *Kid's Box Teacher's Resource Book 1* Unit 12 Extension worksheet 1 (page 75), *Kid's Box Interactive DVD 1: The living room* 'Making a cake' episode

Warmer

- Show the flashcards *white, bike, eye, ride (a bike)* and elicit the words. Stick the flashcards on the board (picture side). Say *Listen. What's today's sound?* Repeat all the words, emphasising the sound /aɪ/. Let the class respond by saying /aɪ/.

PB88. ACTIVITY 9. Monty's phonics.

- Say *Open your Pupil's Books at page 88, please.* Point to the pictures of the girl, the bike and the colour white and elicit the words: *Like, Bike, White.* Pupils practise saying the words and the sound /aɪ/ after you.
- Say *Now listen to Monty, point and repeat.*
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying *I like my white bike!* as a tongue twister.

CD 4, 46

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

/aɪ / /aɪ/ like

/aɪ / /aɪ/ bike

/aɪ / /aɪ/ white

I like my white bike.

I like my white bike.

I like my white bike!

PB88. ACTIVITY 10. Read. Listen and say the name. [YLE]

- Focus pupils on Activity 10. Elicit an example from the class, e.g. *Sam: I like basketball and football, but I don't like swimming or tennis.* Pupils use the pictures to complete the other sentences. They check in pairs. Elicit sentences. Make sure they use the plural, e.g. *burgers*, for the countables, and the singular, e.g. *chocolate*, for the uncountables.
- Play the first part of the CD to demonstrate what pupils have to do (say the name). Play the rest of the CD. Pupils listen and say the name to their partner. Play the CD again. Elicit the names.

Key: Sam, Ben, May, Sue, May, Sam, Ben, Sam, Sue, Ben

CD 4, 47

I don't like swimming.

I don't like chocolate.

I like jackets.

I don't like horses.

I don't like trousers.

I like football.

I don't like burgers.

I don't like tennis.

I like cats.

I like cake.

AB88. ACTIVITY 8. Listen and write the words.

- Say *Open your Activity Books at page 88, please. Say Look at the pictures. All the words have the sound /aɪ/. Look and think. Give pupils time to guess what each word is.*
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for pupils to write. They check answers in pairs. Play the CD again. Correct as a class.

Key: 2 five, 3 bike, 4 nine, 5 drive, 6 white

CD 4, 48

1. like

2. five

3. bike

4. nine

5. drive

6. white

AB88. ACTIVITY 9. Tick (✓) the boxes.

- Say *Open your Activity Books at page 88, please. Let's do a class survey. Let's find out what the class likes.* Draw the grid quickly on the board and check pupils understand the first line is about themselves. They put a tick in the boxes to show which foods they like. Do the example on the board for yourself. Tell pupils to complete this part of the activity first.
- Get pupils' attention. Put pupils into groups of four. Say *Now ask and answer in groups.* Pupils write the name of the other three members of their group in the boxes on the left of the grid. They take turns to complete the grid for each pupil in the group by asking *Do you like ... ?* questions. Monitor the groups as they are working to make sure they ask and answer, and don't just point and nod.

Extra activities: see pages T120–121 (if time)

Optional activities

- Unit 12 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 72 and 75).
- The 'Making a cake' episode from *Kid's Box Interactive DVD 1* (*The living room* section). See pages 24–27 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say the tongue twister again with the class. Do it as a competition to see who can say it quickly six times without making a mistake.

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

● **TARGET LANGUAGE**

Key language: language from the unit

Revision: language from the unit

● **MATERIALS REQUIRED**

Food flashcards (91–96)

Extra activity 1: two pictures of your favourite food

Optional: *Kid's Box Teacher's Resource Book 1* Unit 12 Extension worksheet 2 (page 76) and/or animated version of the Unit 12 story from *Kid's Box Interactive DVD 1* (*Suzy's room* section), *Kid's Box Interactive DVD 1: The playroom* 'One potato, two potato' (and a potato)

Warmer

- Display the flashcards (picture side) of *apples, bananas, cake* on the board. Point to the bananas. Clap or hum the word: *mmm MMM mmm*. Use your fingers to show it's three sounds. Repeat with *apples* (two) and *cake* (one).
- Say *Listen. I like MMM mmm, but I don't like MMMM*. Repeat and then say *I like ...* and wait for pupils to say the word *apples*. Say *But I don't like ...* and wait for the word *cake*.
- Let pupils have a go.

PB89. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 89, please*. Divide the class into four groups. Each group listens for different information. Group 1: *What's Monty's favourite food?* Group 2: *What's Marie's favourite food?* Group 3: *What's Trevor's favourite food?* Group 4: *What's Maskman's favourite food?* Say *Listen and look*. Play the CD. Pupils listen and look. Group members check in pairs. Check with the class (*cake, apples and bananas, pencils, ice cream and chocolate*).
- Play the CD again. Pupils listen and repeat.
- Check comprehension by pointing to each picture in turn and asking, e.g. *What are they doing?* (the food train).
- Personalise by eliciting from pupils what their favourite foods are. They can shout as at the end of the story.

CD 4, 49

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Apple, apple. Banana, banana.

TREVOR: Orange and cake. Orange and cake.

MONTY: Marie! Come and do the food train with us!

MARIE: OK!

MONTY: Ice cream and chocolate. Ice cream and chocolate.

MARIE: BURGER!

MARIE: STOP, EVERYBODY!

TREVOR: Oooops!

MASKMAN: Ooooh, er!

MONTY: Eeeek! Help!

MARIE: But I don't like burgers.

MASKMAN: And I don't like apples or bananas. Monty's got my ice cream and chocolate.

MONTY: But I don't like ice cream and chocolate. My favourite food's cake.

MARIE: Yuk! I like apples and bananas.

TREVOR: Listen! I know! Can we chant our favourite food?

MASKMAN, MONTY AND MARIE: Yes! OK! Let's chant our favourite food.

MASKMAN: Hah! Now I've got the ice cream and chocolate.

MARIE: Apple, apple. Banana, banana.

MONTY: Orange and cake. Orange and cake.

MASKMAN: Ice cream and chocolate. Ice cream and chocolate.

TREVOR: PENCILS!

PB89. ACTIVITY 12. Act out the story.

- Divide pupils into groups of four. They decide who is who. Play the CD again. Pupils act out the story along with the CD. They join in with the CD when they can. Give pupils time to practise their role plays in their groups. Remind them to use the pictures in the book to help them. Invite more confident pupils to act out parts of the story to the class.

AB89. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 89, please. Look at the picture dictionary*. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check. If appropriate, pupils trace around the words under the pictures.

AB89. MY STAR CARD.

- Say *Can you say these words?* Use the flashcards to elicit the words in turn from the class. Pupils say them in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a word in their books and to say it.
- Say *Colour the stars*. Pupils choose colours to colour their stars.

Extra activities: see page T121 (if time)

Optional activities

- Unit 12 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 72 and 76).
- The animated version of the Unit 12 story from *Kid's Box Interactive DVD 1* (*Suzy's room* section). See pages 41–46 of the Teacher's Booklet for the Interactive DVD.
- The DVD clip 'One potato, two potato' from *The playroom* section of the Interactive DVD. See page 33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have described still life paintings and created their own still life fruit picture.

● **TARGET LANGUAGE**

Key language: *painting, grapes, lemon, pear, watermelon*

Additional language: *fruit, man*

Revision: *art, food, apple, banana, orange, ice cream, fish, burger, cake, head, parts of the face, chair, table, his/her, is/are*

● **MATERIALS REQUIRED**

Food flashcards (91–92 and 24, also 93–96)

Face flashcards (53–58)

A still life painting in a frame (or an image of a framed painting)

Warmer

- Review parts of the face (*face, ears, eyes, mouth, nose, teeth*) and food (*apple, banana, orange*) using the flashcards.

Presentation

- Put the flashcards of *apple, banana* and *orange* on the board and gesture to all three. Say *Apples, bananas and oranges are food. And they are all fruits. I like fruit. Yum!* Elicit other names of fruit pupils know in English. Say *Today's lesson is about fruit and ... art.*
- Show pupils a real painting (or an image of one) and say *This is art. It's a painting. Let's look at some more paintings. Paintings of fruit.*

PB90. ACTIVITY 1. Point and say the food.

- Say *Open your Pupil's Books at page 90, please.* Elicit the name of the character at the top of the page (*Marie*). Say *Look at these paintings. There's a lot of fruit. What can you see?* Elicit the names of things and food in the pictures. Present the new fruit *grapes, lemon, pear, watermelon*, and practise pronunciation.
- Say *Point and say the food.* Pupils work in pairs. Pupil A points to a type of fruit in one of the paintings. Pupil B says the name. Then they swap.

PB90. ACTIVITY 2. Listen and say the number.

- Say *Now listen and say the number – one, two, three or four.* Point to the blue numbers in the corner of each painting. Play the CD, pausing after each item for pupils to say the number.
- Ask pupils which painting is their favourite and tell them the names of the painters, if you wish (see below):
Painting 1: *Summertime* by Anton Hinrichs
Painting 2: *Two apples* by Stanley S. David
Painting 3: *Nature Morte Au Comptoir* by Suzanne Valadon
Painting 4: *Autumn 1573* by Giuseppe Arcimboldi

Key: 3, 2, 4, 1

CD 4, 50

This is my favourite painting. The fruit is on a table. There are grapes, a pear and three apples.

This is my favourite painting. It's two apples. One apple is red and one apple is yellow. Apples are my favourite fruit. I'm hungry!

I like this painting. It's a man. His head is food. His hair is grapes and his face is an apple. The painting is old.

This is my favourite painting. It isn't old. It's a watermelon, an orange and a lemon. The watermelon is big. It's green and pink.

AB90. ACTIVITY 1. Read and circle a word.

- Draw a large outline of a face on the board (with no features or hair). Say *This is Fiona. Fiona Food. Say Her face is food. Her nose is?* Pupils respond with a type of food (or suggest a food yourself, e.g. *an orange*). Draw the food onto the face. Do the same for her mouth, ears, hair and eyes. When your picture is finished, wave at the face and say *Hello, Fiona! Fiona Food! Look! Her nose is an orange ...* (etc., according to what you have drawn).
- Say *Open your Activity Books at page 90, please. Read and circle a word.* Point to the sentences at the top of the page. Pupils work individually to choose the food items for their picture. Monitor and help as necessary.

AB90. ACTIVITY 2. Draw and colour your Fred Food.

- Pupils take out crayons. Point to the frame and say *Now draw your Fred Food.* Make sure pupils realise they need to draw the face according to the words they circled in Activity 1. Set a time limit of five minutes for the drawing.
- Put pupils in pairs or small groups. They take it in turns to show and talk about their pictures (*This is Fred Food. His nose is an ice cream. His mouth is a burger, etc.*). Nominate pupils to show and talk about their pictures to the class.

Note: Pupils can bring fruit to school to make their own fruit sculptures in the next lesson / as a project. Divide the class into groups of four or five and tell each pupil in the group to bring a different fruit, so that they have a variety to work with (e.g. one brings bananas, one oranges, one apples, one grapes, one a watermelon). If these fruits are not in season, they can bring any available fruit. Present the new fruit words as necessary during the project work.

Extra activities: see page T121 (if time)

Ending the lesson

- Draw an outline of a face on the board, and instead of features, write food words, e.g. where the eyes should be, write *burger* on the left and *burger* on the right, where the nose should be write *fish*, etc. Say *Read and draw. Who can read and draw quickly?* See which pupil can draw the complete face first. Have pupils hold up their pictures to check they have drawn the correct food in the right places.

OBJECTIVES: By the end of the lesson, pupils will have learnt a chant and talked about keeping clean and washing food.

● **TARGET LANGUAGE**

Key language: *clean your teeth, wash apples, wash your hands, washing, cleaning*

Additional language: *keep clean*

Revision: parts of the body, present continuous, *his/her, clean (adj), bathroom, kitchen, What's ... doing?*

● **MATERIALS REQUIRED**

Extra activity 1: two toothbrushes, two bars of soap, two apples, a CD of instrumental music

Optional: *Kid's Box 1 Language Portfolio* pages 6 and 7

Warmer

- Review parts of the body by playing a TPR game with the class. Say *Stand up*. Give the instructions below, one by one, pausing after each one until everyone is joining in doing the action:
Stamp your feet. Clap your hands. Wave your arms. Point to your head. Point to your leg.
Show me your teeth. Move your nose. Point to your ears. Wave your hands.
- Repeat all the instructions, faster this time. Repeat a third time, getting faster, so that pupils have to change what they are doing quickly.

PB91. ACTIVITY 3. Listen and point.

- Say *Open your Pupil's Books at page 91, please. What can you see?* Elicit some of the things in the pictures (*boy, girl, bathroom, kitchen, apple*). Present *toothbrush* using the picture and/or a real toothbrush. Point to the first picture and ask *Where is he?* Elicit *In the bathroom*. Ask *What's he doing?* Elicit or teach *Washing his hands*. Point to the second picture and say *What's she doing?* Elicit *Cleaning her teeth*. Say *Look at picture 3. Where is he?* Elicit *In the kitchen*. Say *What's he doing?* and elicit *Washing apples*.
- Say *Listen and point to the picture*. Play the CD. Pupils point.

CD 4, 51

Wash, wash, wash your hands,

Wash your hands, wash your hands.

Clean, clean, clean your teeth,

Clean your teeth, clean your teeth.

Wash, wash, wash apples,

Wash apples, wash apples.

Values

- Say *The boy and girl are washing to keep clean. It's good to be clean. It's good to wash your hands before you eat and brush your teeth after you eat. It's good to wash fruit before you eat it*. Use LI and gesture to help explain Trevor's value (keeping clean).

PB91. ACTIVITY 4. Say the chant. Do the actions.

- Play the chant again. Pupils listen and repeat after each line. Practise the chant a few more times as a whole class. Then teach actions for *wash your hands* (mime washing your hands under a tap), *clean your teeth* (mime brushing from side to side with an imaginary toothbrush) and *wash apples* (mime washing an apple under a tap). Play the chant for pupils to say and do the actions.

CD 4, 52

As CD4, 51 above but this time the chant is played three times, each time becoming faster.

AB91. ACTIVITY 3. Order the pictures.

- Say *Open your Activity Books at page 91, please*. Point to the first row of pictures and say *Look. This is picture 1. She's playing basketball. What's she doing in picture 2?* Elicit *Washing her hands*. Say *Yes*. *Look at picture 3. She's eating. So she washes her hands and after that she eats. She's keeping clean*.
- Say *Order the pictures. Write 1, 2 or 3*. Pupils work in pairs to number the pictures in rows 2 and 3. Check the order as a class.

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

AB91. ACTIVITY 4. Read and write.

- Focus pupils on Activity 4. Point to the sentences under the pictures and ask *What's the missing word?* Look at the picture. *He's ...* Write the word from the box (point to the box of words at the top of the activity). Pupils work individually to complete the sentences, and then compare their answers in pairs.
- Copy the sentences with gaps on the board as they work. Call volunteers to the board to write the answers.

Key: 1 washing, 2 cleaning, 3 washing

Extra activities: see page T121 (if time)

Language Portfolio

- Pupils complete pages 6 and 7 of *Kid's Box 1 Language Portfolio* (*I can* Units 10–12 and *English and me*).

Ending the lesson

- Play a mime game to practise language from the lesson. Mime doing one of the following actions: washing a car, brushing your hair, washing your hair, cleaning your shoes, cleaning your teeth, washing a dog, cleaning the kitchen. Ask *What am I doing?* Pupils guess by saying, e.g. *Cleaning your teeth*. The first pupil to guess correctly comes to the front and does another mime – whisper one of the actions in his/her ear.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 9–12.

● **TARGET LANGUAGE**

Key language: vocabulary from the units, present continuous for actions at the moment of speaking, *like, don't like, can't, can*

Revision: vocabulary from all 12 units

● **MATERIALS REQUIRED**

Flashcards from Units 9–12, flashcards of cat, dog and computer
Two rulers

Extra activity 1: three or four flashcards from each of the following groups: colours, face, toys, pets, wild animals, food, funfair, school

Optional: Word cards from *Kid's Box Teacher's Resource Book 1*

Warmer

- Play the board slap game. Choose 12 flashcards or use word cards from the Teacher's Resource Book, display them on the board word side and divide the class into two teams. The teams line up facing the board. Give a ruler to one member of each team. Say one of the words. The pupils run to slap the correct flashcard. The first to do so wins a point for their team. Repeat. Don't remove the ones already slapped. The team with the most points at the end of the game is the winner.

PB92. ACTIVITY 1. Listen and answer.

- Say *Open your Pupil's Books at page 92, please*. Elicit what pupils can see in the picture (rooms, animals and activities). Say *Listen to the CD and answer*. Play the first question (*Where's the lion?*). Pause for pupils to think and look at the picture. They raise their hands when they have the answer. Choose a volunteer to respond. Do the same with the second question (*What's it doing?*).
- Continue the activity either in the same way, with individuals giving the answers in open class, or as pair work (pupils confer after each question, write their answers in their notebooks and check answers as a class).
- Write a new question about the picture on the board, e.g. *Is the lion standing up?* Wait for pupils to find the answer and elicit *No, it isn't. (It's sitting down.)* Pupils work in pairs to write more new questions about the picture (which are not on the CD) for the class. Set a time limit of five minutes for this stage. Monitor and help as necessary. Encourage pupils to use a range of language (e.g. *Does ... like ...? Has ... got ...? and Can ...?*) as well as the question types on the CD (*Is it ... ing? What's the ... doing?*).
- Invite one pair to read their first question. The rest of the pupils look for the answer and raise their hands when they have found it. Elicit the answer from a volunteer. Continue in the same way, asking different pairs to read their questions aloud until there are no new questions.

Key: 1 It's in the living room. It's listening to music. 2 It's in the kitchen. It's eating (some) fish. 3 It's in the bathroom. No, it isn't. (It's having a bath.) 4 It's in the bedroom. It's reading a book. 5 It's in the hall. Yes, it is. 6 It's in the dining room. It's writing.

CD 4, 53

- | | |
|--|--|
| 1.
Where's the lion?
What's it doing? | 4.
Where's the hippo?
What's it doing? |
| 2.
Where's the tiger?
What's it doing? | 5.
Where's the elephant?
Is it opening the door? |
| 3.
Where's the crocodile?
Is it riding a bike? | 6.
Where's the giraffe?
What's it doing? |

PB92. ACTIVITY 2. Read.

- Write the following sentences on the board, using flashcards to represent the words *cat, dog and computer: I'm (your name). I've got a (flashcard of cat) and a (flashcard of dog). I like my (flashcard of computer).*
 - Read the first part of the sentence, pointing to the words and saying the word *cat* when you point to the flashcard. Ask a volunteer to read the rest, encouraging him/her to say the words for the flashcards. Elicit both sentences from the whole class.
 - Focus pupils on Activity 2. Say *Look. This is Ben*. Read the words and look at the pictures. Say the words for the pictures. Read the first two sentences aloud along with the class. Pupils work in pairs to figure out the rest of the text and practise saying it aloud.
 - Read the whole text aloud with the class.
- Key:** I'm Ben. I'm seven. I like football and basketball, but I don't like tennis. I can swim and ride a bike, but I can't play the guitar. I like cake and burgers, but I don't like chocolate or ice cream. I like apples and bananas. I'm eating a banana now.

Practice

- Review the adjectives *old, young, big, small, happy, sad* by using the mimes pupils learnt in Unit 4.

AB92. ACTIVITY 1. Tick (✓) a box.

- Say *Open your Activity Books at page 92, please*. Say, e.g. *Point to the old monster to check they notice the monsters are different*. Do the same for girl and boy monsters to check they notice some are 'she' and some 'he'.
- Copy the chart onto the board to show how the activity works. Tick one box for each monster (mime thinking and choosing). Ask a question, e.g. *What's the happy monster doing?* Pupils respond, e.g. *She's having a bath*. Elicit other questions and answers from pupils about your chart. Clean the board. Tell pupils to choose and tick six boxes about the monsters.
- Make new pairs. Pupils sit facing one another, holding their books up so their partner can't see. Pupils take turns to ask and answer about the monsters and to put a tick in the boxes at the bottom of the page. Then they look and check.

Extra activities: see page T121 (if time)

Ending the lesson

- Write questions on the board for pupils to ask and answer in pairs:
 - 1 What's your name?
 - 2 How old are you?
 - 3 Can you walk to school?
 - 4 Can you swim?
 - 5 Do you like tennis?
 - 6 Do you like ice cream?

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 9–12.

● TARGET LANGUAGE

Key language: language from Units 9–12, vocabulary, present continuous for actions at the moment of speaking, *can, can't, I like ... , I don't like ...*

Additional language: *Start, Finish, It's my/your turn. I've got a (five). Pass me the spinner, please. Is this my counter? I'm the winner. code*

Revision: language from the units

● MATERIALS REQUIRED

Spinners from Review 1–4 (see pages xiii and T33), counters or coins (one per pupil)

Flashcards of food (91–96)

Optional: Evaluation 3 (page T124), Practice Test 3 from *Kid's Box Teacher's Resource Book 1* (pages 114–125), *Kid's Box Interactive DVD 1: Stella's room* Quiz 3, End of Year Test from *Kid's Box Teacher's Resource Book 1* (pages 126–137)

Warmer

- Draw three large circles on the board. In the middle of each write *vehicles, rooms* or *food*. Brainstorm with the class the words that complete the word families.

PB93. ACTIVITY 3. Play the game. Say.

- Say *Open your Pupil's Books at page 93, please*. Elicit the sentence in the speech bubble and ask pupils to point to the correct square on the game board (the one next to *Finish*). Point to two or three other squares on the board and elicit more sentences in the present continuous. Make sure pupils use *He/She/They* and the correct form of *be* (*is* or *are*).
- Tell pupils they are going to play a game. Take out a counter and the spinner you made for the first Review Unit (see pages xiii and T33). Hold up your book and put the counter on the *Start* square. Say *This is the start*. Spin and mime moving your counter along the board. Say e.g. *Look! I've got a three. One ... (moving your counter) two ... three. I say 'They're playing basketball'. I stay on this square. ... Then it's Kasia's turn. And then it's Victor's turn. Now it's my turn again.*
- Spin your spinner and move your counter to another square with a picture. Look thoughtful and say *Oh, I don't know. What do I say?* Move your counter back to the basketball square. Say *I don't know. I move back. If you say the sentence, you stay. If you don't say the sentence, you move back.* Point to the green *Finish* circle and say *This is the finish. The first person here is the winner! Hooray!* Move your counter to one of the squares next to a ladder and say *Where do I move?* Elicit from pupils that you go up the ladder to the square at the top. Do the same with one of the squares near a banana. Make it clear that you have to follow the banana back down.
- Elicit some useful language for games and write examples on the board, e.g. *It's my turn. It's your turn. I've got a (three). Pass me the spinner, please. Is this my counter? I'm the winner.*
- Make groups of three or four pupils. They need one spinner per group and a coin or counter for each pupil. Groups play the game. The winner is the first pupil to get to the finish or the pupil who is furthest along the board after a certain amount of time (e.g. ten minutes).

AB93. ACTIVITY 2. Circle the different word.

- Say *Look at Activity 2*. Read the words in the first line. Elicit why *guitar* is different. Ask *Is a banana food?* Repeat for *apple* and *orange*. For *guitar*, pupils respond *No, it isn't*.
- Pupils complete the activity in pairs. Check with the class.

Note: If pupils give you an unexpected answer, ask them why. This activity relies on critical thinking (like the one on Activity Book page 40). It is possible for there to be more than one answer. Listen to pupils' reasons for their choice. Be prepared to accept their answer.

Key: 2 ice cream, 3 burger, 4 chocolate, 5 hall, 6 bike

AB93. ACTIVITY 3. Read and complete. Draw.

- Review food words using the flashcards. Show each card and elicit the words. Practise questions in open pairs around the class. Show a card (picture side), e.g. *banana* to Pupil A, and encourage him/her to make the question *Do you like bananas?* for the pupil of his/her choice (Pupil B) to answer. Pupil B answers *Yes, I do* or *No, I don't*. Show Pupil B a different food flashcard. Pupil B makes the next *Do you like ...?* question and chooses a different pupil to answer.
- Say *Open your Activity Books at page 93, please*. Point to the frame and say *This is for a picture of you. First, let's write*.
- Read the beginning of the first sentence and say *I'm (your name). What's your name?* Write your name. Elicit the next sentence and say *Think. Imagine. You're in the kitchen in your house. What food do you like? What don't you like? What's your favourite food?* Write *'I like ..., but I don't like ...'*. Pupils work individually to complete the rest of the paragraph.
- Pupils draw a picture of themselves in their kitchen at home. They can draw a plate with their favourite food on or two plates – one with food they like and one with food they dislike. They compare their pictures in pairs.

Extra activities: see page T121 (if time)

Optional evaluations:

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

- Evaluation 3 (page T124) – see page xi of the Teacher's Book Introduction for instructions.
- Practice Test 3 from *Kid's Box Teacher's Resource Book 1* (pages 114–125). For test key and tapescript see pages 141–143 of the Teacher's Resource Book.
- Quiz 3 from *Kid's Box Interactive DVD 1 (Stella's room)* section). This quiz can be done as a whole-class activity or as a team competition. See pages 39–40 of the Teacher's Booklet for the Interactive DVD.
- The End of Year Test from *Kid's Box Teacher's Resource Book 1* (pages 126–137). For test key and tapescript see pages 143–144.

Ending the lesson

- Pupils work in groups of three. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 9. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 10 and take turns to say the words. They choose which to cover for Units 11 and 12 (words or pictures).
- Talk about the units with the pupils, using L1 if necessary. Ask them which lessons, topics and/or activities are their favourites.