

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

● **TARGET LANGUAGE**

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

Additional language: *man, woman, possessive 's, pop star*

Revision: *toys, colours, prepositions, he/she, his/her*

● **MATERIALS REQUIRED**

Family flashcards (1–5, 45–46)

Extra activity 1: Prepare ten true and false sentences about Stella's family, e.g. *Simon is her mother. Mr Star is her father.*

Kid's Box Teacher's Resource Book 1 Unit 4 Reinforcement worksheet 1 (page 25)

Warmer

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

Presentation

PB24. ACTIVITY 1. Listen and point.

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

CD 2, 02

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

PB24. ACTIVITY 2. Listen and repeat.

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

CD 2, 03

Grandfather, grandmother, father, mother, brother, sister

Practice

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

Pair work

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

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

- Say *Open your Activity Books at page 24, please.* Say *This is Maskman's family.* Point to head 1 and then point to each body in turn and say *Is it this one?* When pupils agree on the answer, say *Good. Yes. That's right. Who is it?* Pupils respond, e.g. *His mother.* Don't teach possessive 's.
- In pairs, pupils match the others and write the numbers in the squares. They guess who it is. Check with the class and elicit the relationship, e.g. *His father.*

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

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

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

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

CD 2, 04

STELLA: This is my family.

My father is in a red car.

My mother is in a yellow car.

My grandmother is in a green car.

My sister is in a pink car.

My brother is in an orange car.

My grandfather is in a grey car.

Extra activity: see page T112 (if time)

Optional activity

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

Ending the lesson

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

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

● **TARGET LANGUAGE**

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

Revision: *man, woman, colours, He's / She's*

● **MATERIALS REQUIRED**

Family flashcards (1–5, 45–46)

A picture of your family (or a picture of a family)

Optional: *Kid's Box Teacher's Resource Book 1 Unit 4*

Reinforcement worksheet 2 (page 26)

Warmer

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

PB25. ACTIVITY 3. *Listen and say the number.*

- Say *Open your Pupil's Books at page 25, please. Ask, e.g. Who's in picture 1?* Pupils respond. Say *Listen and say the number.* Play the CD. Pause at each // mark. Pupils put up their hands. Elicit the number from the class. Restart the CD. Pause at the next // mark. Repeat as above.
- Play the CD again. Pause the CD at each //. Pupils put up their hands. Invite a different pupil to say the number each time.

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

CD 2, 05

MAN: Who's that woman, Stella?

STELLA: That's my mother, Mrs Star. //

STELLA: My sister Suzy's three. //

MAN: Is that your father next to Simon?

STELLA: No. He's my grandfather. //

MAN: Where's your grandmother?

STELLA: She's here, next to my sister, Suzy. //

STELLA: This is my brother, Simon. He's six. //

MAN: Who's that man?

STELLA: My father. //

MAN: How old is he?

STELLA: Ooohh! I don't know.

PB25. ACTIVITY 4. *Look, listen and say the words.*

- Say *Listen and say the words.* Put pupils into pairs. Play the example. Pupils whisper the answer to each other. Elicit the answer from the whole class (mother). Play the CD. Pupils whisper answers to each other. Play the CD again and check.

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

CD 2, 06

Look at number four. **STELLA:** She's my ... mother.

Look at number six. **STELLA:** He's my ... grandfather.

Look at number one. **STELLA:** She's my ... sister.

Look at number three. **STELLA:** He's my ... father.

Look at number two. **STELLA:** She's my ... grandmother.

Look at number five. **STELLA:** He's my ... brother.

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

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

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

CD 2, 07

1. Black. My grandfather is under the car.

2. Brown. My grandmother is in the car.

3. Blue. My mother is next to the computer.

4. Grey. My father is on a bike.

5. Orange. My sister is under the table.

6. Purple. My brother is in the box.

Extra activities: see page T112 (if time)

AB25. ACTIVITY 4. *Draw your family.*

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

Optional activity

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

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: We're + adjectives

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

● **MATERIALS REQUIRED**

12 empty faces (circles) for each pair of pupils, glue
Extra activity 2: video or audio recording equipment
Optional: *Kid's Box Teacher's Resource Book 1 Unit 4 Song worksheet (page 29)*

Warmer

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

Song

PB27. ACTIVITY 7. *Sing the song.*

- Say *Open your Pupil's Books at page 27, please. Who can you see? What are they doing?* Confirm it's the Star family singing. Say *Listen and point to the people you hear.* Play the CD.
- Play the CD again in sections (see //). Pause after each section for pupils to repeat. The next time, play two sections for pupils to repeat. Then play the CD again, this time for pupils to join in. Practise the song two or three times.
- Pupils stand up. Teach the actions.
Young or old: arms as if rocking baby and then stooping as if holding walking stick
Happy or sad: big smile and then frown
Brother and sisters: arms out to the sides
Mum and Dad: arms pointing diagonally upwards
We are family: arms in a circle (as if hugging)
My brother, my sister and me: one arm to the side, then the other, then a jump
He's my father: one arm pointing diagonally up
She's my mother: the other arm pointing diagonally up
She's my sister: one arm to the side
And he's my brother: the other arm to the side
- Practise the song. Make three groups (Suzy, Stella and Simon). Everyone sings the first part. Then each group sings their part and mimes. Change group roles and repeat.

CD 2, 11

ALL THREE CHILDREN: Young or old,

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

SUZY:

We are family.
My brother, my sister. My brother, my sister,
And me. //

STELLA:

He's my father,
She's my mother, //
She's my sister,
And he's my brother. //

SUZY:

We are family.
My brother, my sister. My brother, my sister,
And me. //

SIMON:

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

SUZY:

We are family.
My brother, my sister. My brother, my sister,
And ... //
We are family.
My brother, my sister. My brother, my sister,
And me. //

CD 2, 12

Now sing the song again. (Karaoke version)

PB27. ACTIVITY 8. *Listen and chant.*

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

CD 2, 13

T: 1, 2, 3 ... small

T: 1, 2, 3 ... old

CH: 1, 2, 3 ... big

CH: 1, 2, 3 ... young

T: 1, 2, 3 ... brother

T: 1, 2, 3 ... happy

CH: 1, 2, 3 ... sister

CH: 1, 2, 3 ... sad

T: 1, 2, 3 ... beautiful

T: 1, 2, 3 ... mother

CH: 1, 2, 3 ... ugly

CH: 1, 2, 3 ... father

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

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

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

Extra activities: see page T112 (if time)

Optional activity

- Hand out copies of the song worksheet from Teacher's Resource Book 1 (pages 24 and 29). Pupils make the mask and use it when they sing the song.

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: the phoneme /æ/ as in *sad, happy, cat*

Additional language: *isn't*

Revision: family members, numbers 1–6, adjectives, prepositions

● **MATERIALS REQUIRED**

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

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

Warmer

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

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

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

CD 2, 14

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

/æ/ /æ/ sad

/æ/ /æ/ happy

Sad cat. Happy cat.

Sad cat. Happy cat.

Sad cat. Happy cat!

PB28. ACTIVITY 10. *Listen and correct.*

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

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

CD 2, 15

Look at my mother. She's ugly.
Look at my grandfather. He's young.
Look at my father. He's sad.
Look at my sister. She's old.
Look at my brother. He's happy.
Look at my grandmother. She's beautiful.

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

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

CD 2, 16

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

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

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

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

CD 2, 17

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

Extra activities: see page T112 (if time)

Ending the lesson

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

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

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *mice, Is this ... ?*

Revision: *mum, dad*

● MATERIALS REQUIRED

Character flashcards (6–8)

Extra activity 1: The dice and boards from Photocopiable 4 (see page T100) or make them now.

Extra activity 2: character flashcards (1–5, 45–46), plus selection of other flashcards, maximum of 12

Optional: *Kid's Box Teacher's Resource Book 1* Unit 4 Extension worksheet 2 (page 28) and/or animated version of the story from *Kid's Box Interactive DVD 1* (*Suzy's room* section)

Warmer

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

Story

PB29. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 29, please. Say Listen and look at the pictures. Who are Ben and Babs?* Play the CD. Pupils look and listen. They check in pairs. Check with the class (Marie's dad and mum / father and mother). Check understanding of *mum* and *dad*.
- Play the CD again. Pause after each picture for pupils to repeat. Check comprehension by holding up your book, pointing and asking, e.g. *Who's this?* (Maskman). *Who's this?* (Maskgirl). *Is it his brother?* (His sister). *Is she old?* (Young). *Is Marie Monty's sister?* (No).

CD 2, 18

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Look at this!

MARIE: What is it?

MASKMAN: It's a picture of my family.

MONTY: Who's this?

MASKMAN: She's my sister, Maskgirl.

MONTY: And is this your young brother?

MASKMAN: Yes, that's Maskboy.

MONTY: Wow!

MARIE: And look, here's my family.

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

MARIE: Yes, she is. She's my mum, Babs.

MONTY: And is this your father?

MARIE: Yes, that's Ben, my dad.

MONTY: Are you my brother, Maskman?

MASKMAN: No, I'm not.

MONTY: Are you my sister, Marie?

MARIE: No, I'm not.

MONTY: Where's my family?

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

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

MASKMAN: Are you happy now, Monty?

MONTY: Yes, I am.

PB29. ACTIVITY 12. Listen and say the number.

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

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

CD 2, 19

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

AB29. MY PICTURE DICTIONARY.

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

AB29. MY STAR CARD.

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

Extra activities: see page T113 (if time)

Optional activities

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

Ending the lesson

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

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

● **TARGET LANGUAGE**

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

Additional language: mixing colours

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

● **MATERIALS REQUIRED**

Colour flashcards (20–26)

Paints (blue, red, white, green), paper and paintbrushes

Colouring pencils/crayons

Warmer

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

Presentation

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

PB30. ACTIVITY 1. Listen and say.

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

Key: orange, green, grey

CD 2, 20

Red and yellow is ...?

Yellow and blue is ...?

Black and white is ...?

PB30. ACTIVITY 2. Look and guess. Do.

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

Key: 1 Blue and red is purple. 2 Red and white is pink. 3 Green and red is brown.

AB30. ACTIVITY 1. Read and colour. Write.

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

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

Extra activity: see page T113 (if time)

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: *Here you are. I'm sorry. That's OK.*

Additional language: *Wow! Your picture is beautiful. Let's tidy up!*

Revision: *Thanks, classroom objects*

● **MATERIALS REQUIRED**

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

Warmer

- Write the following lines from the CD script on the board (they are not in the right order):
That's OK.
Ouch!
I'm sorry!
- Pupils suggest the correct order. Talk briefly about when it is a good idea to say sorry.

PB31. ACTIVITY 3. *Listen to the story.*

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

CD 2, 21

SAM: Hello, Kim.

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

SAM: I'm sorry, Kim.

KIM: That's OK.

KIM: Oh no! My pencil!

SAM: Here you are.

KIM: Thanks, Sam.

KIM: Wow! Your picture is beautiful.

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

KIM: Thanks, Sam.

Values

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

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

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

Key: 2, 1, 3

CD 2, 22

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

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

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

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

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

Extra activity: see page T113 (if time)

Ending the lesson

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

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

● **TARGET LANGUAGE**

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

● **MATERIALS REQUIRED**

Flashcards from Units 1–4

Extra activity 1: one of the photocopyables from Units 1–4

Warmer

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

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

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

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

CD 2, 23

My brother's eight.

The car's in the bag.

Five pink pens.

My sister's sad.

My doll's on the chair.

The ball's under the table.

My father's on the bike.

My grandfather's next to the train.

Two black erasers.

My grandmother's happy.

PB32. ACTIVITY 2. *Say and guess.*

- Point to the pictures in Activity 1 and say *Listen. Which picture? They're black.* Pupils respond by saying the number (Number five) and holding up five fingers.
- Pupils work in pairs to ask and answer in the same way. They make different sentences about the pictures if they can, or use the ones from the listening activity at the start of the lesson. Monitor and make sure they are making complete sentences.

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

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

CD 2, 24

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

AB32. ACTIVITY 2. *Look and draw.*

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

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

Extra activities: see page T113 (if time)

Ending the lesson

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

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

● **TARGET LANGUAGE**

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

● **MATERIALS REQUIRED**

Family flashcards (1–5, 45–46)

Spinner template (see page xiii), one for each pupil, scissors, glue, thin card, one made up for demonstration

Optional: Evaluation 1 (page T122), Practice Test 1 from *Kid's Box Teacher's Resource Book 1* (pages 98–103), *Kid's Box Interactive DVD 1: Stella's room Quiz 1*

Warmer

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

PB33. ACTIVITY 3. Listen and colour. Make a spinner.

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

CD 2, 25

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

PB33. ACTIVITY 4. Play the game.

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

in their Pupil's Books, they can write numbers 1–6 in their notebooks and tick a number each time they spin it. The first to tick them all is the winner. Repeat.

- Pupils keep their spinners for a later class.

AB33. ACTIVITY 3. Count and write the number.

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

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

AB33. ACTIVITY 4. Say, look and answer.

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

Extra activities: see page T113 (if time)

Optional evaluations:

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

- Evaluation 1 (page T122) – see page xi of the Teacher's Book Introduction for instructions and teacher's script.
- Practice Test 1 from *Kid's Box Teacher's Resource Book 1* (pages 98–103). For test key and tapescript see pages 138–139 of the Teacher's Resource Book.
- Quiz 1 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.

Ending the lesson

- Pupils work in threes. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 1. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 2 and take turns to say the words. They choose which to cover for Units 3 and 4 (words or pictures).
- Talk about the units with the pupils, using L1 if necessary. Ask them which lessons, topics and/or activities are their favourites.