

**OBJECTIVES:** By the end of the lesson, pupils will be able to name and talk about sports and activities.

● **TARGET LANGUAGE**

**Key language:** *play football, play basketball, play tennis, play the guitar, swim, ride a bike, play the piano*

**Revision:** character names

● **MATERIALS REQUIRED**

Character and action flashcards (1–5, 19, 33–34, 72–78)

Two rulers

## Warmer

- Spread the character flashcards over the board. Make two teams. They line up, facing the board. Give the first pupil in each line a ruler. Say the name of a character, e.g. *Suzy*. The two pupils race to be the first to slap the picture. Award a point to the pupil's team. The two pupils hand the rulers to the two pupils at the front and go to the back of the line. Repeat.

## Presentation

- Show the picture side of each action flashcard and teach or elicit the action. Use the simple infinitive, e.g. *Play football*. Pupils repeat in chorus and in groups. Then show flashcards at random. Pupils say the action.
- Practise doing the actions. Pupils stand up. Say, e.g. *Simon says play the guitar*. Pupils mime playing the guitar. Say *Play football*. Pupils don't mime. Repeat for the other actions.

### PB64. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 64, please. Say Where's the star? Check by pointing to the star (on the piano). Pupils say Here it is.*
- Say *Listen and point to the actions. Play the CD. Pupils listen and point.*
- Play the CD again. Pupils stand up and play the game as they listen.

### CD 3, 38

**ALEX:** Let's play 'Simon says'.

**SIMON, LENNY, MEERA, STELLA:** OK.

**SIMON:** OK, Simon says put your hands on your head.

**SIMON:** OK, good.

**SIMON:** Now, play the piano. Oh, sorry, Lenny. Come and stand next to me.

**LENNY:** Oops, yeah, OK.

**SIMON:** Simon says play basketball. Good. Simon says play tennis.

Very good. Now play the guitar. Oh, dear, Stella. Come and stand next to Lenny.

**STELLA:** Ha ha ha! OK!

**SIMON:** OK. Meera and Alex. Simon says swim. Great! Now, play football. Oops, Alex! Stand next to Stella. OK, Alex, 'Simon says' stand next to Stella.

**ALEX:** Thank you.

**SIMON:** Great. Meera, Simon says ride a bike.

**SIMON:** OK, stop.

**MEERA:** Very good, Simon. Now it's my turn.

### PB64. ACTIVITY 2. Listen and repeat.

- Say *Listen and repeat. Play the CD. Pupils repeat in chorus. Check word stress on football, basketball, tennis, guitar.*
- Play 'Simon says' again. Pupils give the instructions.

### CD 3, 39

Play football, swim, play basketball, play tennis, ride a bike, play the guitar

### AB64. ACTIVITY 1. Listen and write the number. [YLE]

- Say *Open your Activity Books at page 64, please. Say Listen and write the number. Here's an example. Play the first one. Check pupils know what to do. Play the rest of the CD. Pupils check in pairs. Play the CD again. Pause after each one. Check with the class.*

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

### CD 3, 40

1. Ride a bike
2. Swim
3. Play tennis
4. Play basketball
5. Play the guitar
6. Play football

### AB64. ACTIVITY 2. Read and match.

- Say *Look at Activity 2. Use the example to check pupils know what to do. Say Read and match the others. Pupils work individually and then check in pairs. Monitor pupils as they are working. Check by displaying the flashcards (word side), pointing to them in the same sequence as on the Activity Book page and saying, e.g. Number 3? Pupils respond Ride a bike.*

**Key:** 1 play tennis, 2 play basketball, 3 ride a bike, 4 play football, 5 play the guitar

## Extra activities: see page T117 (if time)

## Ending the lesson

- Play a guessing game with the action flashcards. Hold them facing you so that no-one can see them. Hide the word side too. Pupils take turns to guess, e.g. *Ride a bike?* Reply *Yes, it is / No, it isn't*. The pupil who guesses correctly comes up and has a turn. Repeat.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice naming and talking about sports and activities and will have sung a song.

● **TARGET LANGUAGE**

**Key language:** *play basketball / football / tennis, play the guitar / piano, swim, ride a bike*

**Additional language:** *Now let's ... , Let's all do ... , match, Ready, steady, go*

**Revision:** *Maskman, What's (number 1)?*

● **MATERIALS REQUIRED**

Action flashcards (72–78)

Activity Book Activity 3 drawn on a large piece of paper  
Photocopiable 9a (see page T105), copied onto thin card, one for each pupil, one completed set of cards for demonstration, scissors, envelopes

Optional: *Kid's Box Teacher's Resource Book / Unit 9 Song worksheet (page 59)*

### Warmer

- Review the actions by playing a game of 'Simon says', as in the previous lesson.

**PB65. ACTIVITY 3.** *Listen and answer.*

- Say *Open your Pupil's Books at page 85, please.* Elicit who it is (Maskman). Focus pupils on the pictures in Activity 3. Say *Listen. What's the number?* Play the first one as an example. Pause the CD. Elicit the answer (ride a bike). Play the rest of the CD. Pupils whisper the answer to their partner. Play the CD again. Pause after each one for pupils to answer in chorus.

**Key:** 1 ride a bike, 2 play tennis, 3 play basketball, 4 swim, 5 play football, 6 play the guitar

**CD 3, 41**

What's number 1?  
What's number 2?  
What's number 3?  
What's number 4?  
What's number 5?  
What's number 6?

### Song

**PB65. ACTIVITY 4.** *Sing the song.*

- Say *Listen to the song. Do the actions.* Play the CD. Pupils listen and do the actions (e.g. riding a bike). Play the CD again in sections. Pupils repeat. Play the CD again. Pupils mime the actions and sing the song.
- Pupils stand up. Make six groups, one for each action. Each group sings their lines and does their action. The whole class sings the chorus.

**CD 3, 42**

Do the Maskman song,  
Do the Maskman song,  
Let's all do the Maskman song.  
Ride a bike.  
Play tennis, basketball.  
Play, play, play.

Do the Maskman song,  
Do the Maskman song,  
Let's all do the Maskman song.  
Now let's swim.  
Play football, the guitar.  
Play, play, play.

Do the Maskman song,  
Do the Maskman song,  
Let's all do the Maskman song.

**CD 3, 43**

Now sing the song again. (Karaoke version)

### Photocopiable 9a: see pages T96 and T105

**AB65. ACTIVITY 3.** *Find six words.*

- Say *Open your Activity Books at page 65, please.* Elicit the circled word (ride). Hold up your book and point to the clues: pictures and question marks. Say *Read and look. What are the missing words? Find them in the puzzle.*
- Pupils work in pairs. They identify the words first and then find them in the puzzle.
- Display the large piece of paper with the puzzle. In pairs, pupils come and circle the words they found for a class check.

**Key:** 1 ride, bike, 2 play tennis, 3 swim, 4 guitar

**AB65. ACTIVITY 4.** *Write the words.*

- Point to the picture of the guitar. Elicit *Play the guitar.* Point to number 1 and the example: *guitar.* Point to the word pool. Say *Look. Use these words.* Monitor pupils as they are writing to make sure they form the letters correctly. Pupils check and comment on each other's work in pairs.

**Key:** 2 play, 3 football, 4 tennis, 5 ride, 6 swim

### Extra activity: see page T117 (if time)

### Optional activity

- Pupils complete the Unit 9 song worksheet from *Teacher's Resource Book 1* (pages 54 and 59).

### Ending the lesson

- Clean the board. Start to write one of the actions in large writing on the board. Make sure everyone can see. Take time forming each letter. When pupils guess correctly, finish writing the action. Clean the board and repeat with the same or different actions.

**OBJECTIVES:** By the end of the lesson, pupils will have learnt a chant and had more practice using *can* and *can't*.

● **TARGET LANGUAGE**

**Key language:** *can, can't, drive a car, Who can ... ?*

**Additional language:** *chant*

**Revision:** actions, character names, *and, but*

● **MATERIALS REQUIRED**

Action flashcards (72–78) and/or action word cards from *Kid's Box Teacher's Resource Book 1*

Extra activity 2: word cards from Photocopiable 9a (see page T105)

Optional: *Kid's Box Teacher's Resource Book 1 Unit 9*

Reinforcement worksheet 2 (page 56)

## Warmer

- Review the actions and *can* and *can't*. Display the flashcards, word side, or use the word cards from the Teacher's Resource Book, and ask a pupil, e.g. *Can you swim?* The pupil answers *Yes, I can swim / No, I can't swim*. If the pupil needs support, repeat the question and point to the flashcard. Repeat with other pupils and other actions. Continue the activity in open pairs: pupils take turns to ask and answer around the class.

## Practice

- Play a memory game in groups of six to ten. Demonstrate to the class first. Pupil A says, e.g. *I can swim*. Pupil B says *She can swim and I can play football*. Continue until the chain has gone around the whole group. Divide the class into groups to play the game again.

**PB67. ACTIVITY 7.** *Say the chant.*

- Say *Open your Pupil's Books at page 67, please. Say Listen to the chant.* Play the CD. Pupils listen and look. Play the CD again, line by line. Pupils repeat, first as a whole class, and then in groups. Teach the whole chant in this way. Do the chant as a class.

**CD 3, 47**

I can chant,  
I can chant,  
I can chant the 'Can chant'.  
Yeah!

I can play basketball,  
I can play the guitar,  
I can play football,  
And I can drive my car.

I can't ride a bike,  
I can't swim,  
I can't play tennis,  
And I can't sing.

But I can chant,  
I can chant,  
I can chant the 'Can chant'.

Can you chant?  
Can you chant?  
Can you chant the 'Can chant'?

**PB67. ACTIVITY 8.** *Listen and answer.*

- Say *Listen, look and answer the questions.* Play the first question on the CD. Elicit the answer from the class (Grandma) and point to the speech bubbles. Play the rest of the CD. Pupils whisper the answer to their partner each time. Play the CD again. Elicit answers from pupils when most pupils' hands are raised.

**Key:** Grandma, Simon, Suzy, Stella, Mrs Star, Grandpa, Mr Star

**CD 3, 48**

Who can draw?  
Who can play basketball?  
Who can swim?  
Who can play tennis?  
Who can ride a horse?  
Who can play football?  
Who can play the guitar?

## Extra activities: see page T117 (if time)

**AB67. ACTIVITY 7.** *Look and write the words.* [YLE]

- Say *Open your Activity Books at page 67, please.* Point to the picture of the girl in the example and elicit the sport. Point to the flags on the right and say *Find the word. Move the letters on the flags.* Copy the letters in the order they appear on the flags on the board and show pupils how they make the words *basket* and *ball*, by crossing out each letter as you write the words with the letters in the correct order below.
- Pupils work individually to solve the rest of the anagrams. Elicit the answers and call volunteers to write the words on the board. Check spelling carefully.

**Key:** 1 horse, 2 guitar, 3 bike, 4 tennis, 5 swim

## Optional activity

- Unit 9 Reinforcement worksheet 2 from *Teacher's Resource Book 1* (pages 54 and 56).

## Ending the lesson

- Play a version of the Please game. When you say *you / a pupil can do an action*, pupils mime it. When you say *you / a pupil can't do it*, they don't. Pupils stand up. Say, e.g. *Paula can't swim*. Pupils don't respond. Say, e.g. *Paula can ride a bike*. Pupils mime riding a bike. Continue with other activities and other persons (*I, we, you, he, they*).

**OBJECTIVES:** By the end of the lesson, pupils will have practised the sound /l/ and asked and answered questions with *can*.

● **TARGET LANGUAGE**

**Key language:** the phoneme /l/ as in *Lily, blue, yellow, Can you... Yes, I can. / No, I can't.*

**Revision:** *can, can't, play football, play basketball, play tennis, play the guitar, swim, ride a bike*

● **MATERIALS REQUIRED**

Colour flashcards (20–26, 41–44)

Action flashcards (72–78)

Photocopiable 9b (see page T106), one for each pupil

Optional: *Kid's Box Teacher's Resource Book 1 Unit 9 Extension worksheet 1* (page 57), *Kid's Box 1 Language Portfolio* page 11

## Warmer

- Hold up the colour flashcards one by one and elicit the words. Put the flashcards on the board in two groups – one with blue, black, purple and yellow and one with the rest of the colours. Say the words *blue, black, yellow, purple*, emphasising the sound /l/. Say *Today's sound is ...* Let the class complete by saying *l*.

**PB68. ACTIVITY 9. Monty's phonics.**

- Say *Open your Pupil's Books at page 68, please.* Point to the picture of the horse and elicit her name: *Lily*. Point to the colour and elicit the word: *Blue*. Pupils practise saying the words and the sound /l/ after you.
- Point to the larger picture and say *Look and listen. Lily's got a blue and yellow tail. Say Now listen to Monty, point and 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 *Lily's got a blue and yellow tail* as a tongue twister.

**CD 3, 49**

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

/l/ /l/ Lily

/l/ /l/ blue

Lily's got a blue and yellow tail.

Lily's got a blue and yellow tail.

Lily's got a blue and yellow tail!

**PB68. ACTIVITY 10. Ask and answer.**

- Quickly review the actions, using the flashcards. Display them on the board. Hand out Photocopiable 9b. Demonstrate the activity. Point to *swim* and ask a pupil, e.g. *Can you swim?* The pupil answers *Yes, I can / No, I can't.* Put a tick or a cross next to *swim*. Prompt the short answer each time. Pupils respond in chorus. Make pairs or small groups. Pupils take turns to ask and answer. They write pupils' names at the top of the chart. They put a tick or a cross below the names for each action. Check in open pairs around the class.

**AB68. ACTIVITY 8. Listen and circle 'l' in the words.**

- Say *Open your Activity Books at page 68, please. Say Listen and circle 'l' in the words.* Use the letter sound, not its name.
- Play the example on the CD and point to the circled letters 'l' and 'l' in *Lily*. Play the rest of the CD. Pupils circle the sound 'l' each time. They check answers in pairs.
- Play the CD again. Check answers as a class.

**CD 3, 50**

1. Lily
2. blue
3. football
4. pencil
5. play
6. clean
7. yellow
8. plane

## Extra activities: see page T118 (if time)

**AB68. ACTIVITY 9. Write the words.**

- Hold up your book. Point to the example answer in the second column and say *Write a word from the box.* Elicit an example for the first column (e.g. *draw*) and make sure pupils understand the difference between the columns (the first column is for verbs which come directly after *can*, the second for sports or musical instruments you can play, the third for things you can ride).
- Pupils work individually and complete the sentences using the words. They check in pairs. Monitor pupils as they are working.
- Correct as a class. Elicit sentences from different pupils.

**Key:** I can draw, sing, swim. I can play football, the guitar, the piano, tennis. I can ride a bike, a horse.

## Optional activities

- Unit 9 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 54 and 57).

## Language Portfolio

- Pupils complete page 11 of *Kid's Box 1 Language Portfolio (Fun time)*.

## Ending the lesson

- Draw a simple picture of a dog with a tail on the board (or show a photograph of a dog). Say *This is Lulu. Hello, Lulu!* Pupils practise saying *Hello, Lulu!*
- Draw a picture of a ball next to the dog and colour it black. Draw movement lines around the dog's tail as if it is wagging and say *Say Look! Lulu loves her black ball.* Pupils repeat the line after you. Say it at different volumes and speeds and have pupils practise saying *Look! Lulu loves her black ball* in pairs, as fast as they can, as a tongue twister.

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

● **TARGET LANGUAGE**

**Key language:** language from the unit

**Revision:** language from the unit

● **MATERIALS REQUIRED**

Action flashcards (72–78). Mask the words on the back of the flashcards.

Extra activities 1 and 2: cards from Photocopiable 9a (see page TI05), envelopes

Optional: *Kid's Box 1 Teacher's Resource Book* Unit 9 Extension worksheet 2 (page 58) and/or animated version of the Unit 9 story from *Kid's Box Interactive DVD 1* (Suzy's room section) *Kid's Box 1 Language Portfolio* page 5

## Warmer

- Review the actions by playing the Disappearing flashcards game. Display the flashcards (picture side). Make sure pupils can't see the words on the back. Elicit what each one is. The class chorus the response. Elicit again, this time turning over the first card. Repeat, with the class chorusing the actions, until all the flashcards are faced to the board.
- Continue, this time turning a flashcard back to face the classroom each time.

## Story

**PB69. ACTIVITY 11.** *Listen to the story.*

- Say *This is a story about Maskman. Listen. What can he do?* Play the CD. Pupils listen for the answer to the question. Give them time to check in pairs. Say *Open your Pupil's Books at page 69, please.* Pupils look and check. Check with the class (ride a bike, play tennis, play basketball, swim, play football).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by pointing to the pictures in turn and asking, e.g. *Can Maskman sing?* (No). *Can he play the guitar?* (No). Ask which pupils can play the guitar and which pupils can sing.

### CD 3, 51

Toys in the toy box,  
Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MASKMAN:** Do the Maskman song. Do the Maskman song, Let's all do the Maskman song.

**MONTY:** Oooh! Look! There's Maskman. He can ride a bike and play tennis!

**TREVOR:** I know, and he can play basketball.

**MONTY, TREVOR AND MASKMAN:** Ride a bike. Play tennis, basketball. Play, play, play.

**MONTY:** Hello, Marie.

**TREVOR AND MASKMAN:** Hello, Marie.

**TREVOR:** Marie! Listen to the Maskman song. He can swim and he can play football!

**MARIE:** What? Pardon? Oh! Sorry, Trevor.

**MARIE:** Yes, Trevor. Maskman can swim and he can ride a bike and he can play football, but ... he can't play the guitar and he can't sing.

**PB69. ACTIVITY 12.** *Act out the story.*

- Make groups of four. Pupils decide which character they are (Maskman, Marie, Monty, Trevor). Play the CD again. Pupils say the words along with their character on the CD and act out the story. They use the book to help them too. Give pupils time to practise in their groups. Encourage them to be creative. They don't have to say it word for word.
- More confident groups role play their stories for the class. Ask pupils who their favourite character is.

**AB69. MY PICTURE DICTIONARY.**

- Say *Open your Activity Books at page 69, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Remind them to check before sticking them in their books. Monitor around the class to check. If appropriate, pupils trace around the word under the picture.

**AB69. MY STAR CARD.**

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

**Extra activities: see page TI18 (if time)**

## Optional activities

- Unit 9 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 54 and 58).
- The animated version of the Unit 9 story from *Kid's Box Interactive DVD 1* (Suzy's room section). See pages 41–45 of the Teacher's Booklet for the Interactive DVD.

## Language Portfolio

- Pupils complete page 5 of *Kid's Box 1 Language Portfolio* (I can Units 7–9).

## Ending the lesson

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