

# Language Summary

## Key vocabulary

## Key grammar and functions

## Phonics

## Revision

### 1 Hello again!

page 4

**Character names:** Mr Star, Mrs Star, Stella, Simon, Suzy, Grandma Star, Grandpa Star, Marie, Maskman, Monty, Trevor  
**Numbers:** 1-10  
**Colours:** red, yellow, pink, green, orange, blue, purple, brown, black, white, grey

**Greetings:** Hello, we're the Star family.  
 Who's he/she?  
 This is my brother, Simon.  
 He's seven, and this is my sister, Suzy. She's four.  
**Prepositions:** in, on, under

Long vowel sound: 'ay' (play)

character names from *Kid's Box 1*, numbers 1-10, colours, prepositions, food

### 2 Back to school

page 10

**Character names:** Alex, Lenny, Meera  
**School:** bookcase, board, cupboard, computer, desk, ruler, teacher, television, whiteboard  
**Numbers:** 11-20

How many (books) are there? There are / aren't (ten desks).  
 Is there (a ruler) on the (desk)?  
 Yes, there is. / No there isn't.  
 Are there (ten pens) on the (desk)?  
 Yes, there are. / No, there aren't.  
**Prepositions:** next to

Long vowel sound: 'ee' (three)

character names, numbers, Where are...? school objects, food, prepositions

### Marie's maths Block graphs

page 16

### Trevor's values Be polite

page 17

### 3 Play time!

page 18

**Toys:** alien, camera, computer game, kite, lorry, robot, watch

this, these  
 Whose is this (bag)? It's Tom's.  
 Whose are these (shoes)?  
 They're Sue's.

Long vowel sound: 'i' (five, fly)

characters, numbers, food, prepositions, toys, adjectives, clothes, face and body

### 4 At home

page 24

**Furniture:** bath, bed, clock, lamp, mat, mirror, phone, sofa

It's mine. It's yours.  
 Is that hat yours?  
 Yes, it is. / No, it isn't.  
 Are those blue socks yours?  
 Yes, they are. / No, they aren't.

Long vowel sound: 'oa/o\_e' (boat, phone)

food, prepositions, toys, adjectives, clothes, face and body, house

### Marie's art Origami

page 30

### Trevor's values Re-use and recycle

page 31

### Review

1 2 3 4 page 32

### 5 Meet my family

page 34

**Character names:** Nelson, Anna, Nick, Kim, Ben, Lucy, May, Lenny, Sam, Frank  
**Family:** baby, cousin, mummy, daddy, grandma, grandpa

What are you doing? I'm reading. What's Grandpa doing? He's sleeping.  
**Verb + -ing spellings:** hitting, running, sitting, swimming  
**Verbs:** catch, clean, fly, get, hit, jump, kick, run, sit, sleep, talk, throw

Long vowel sound: 'oo' (blue, ruler)

food, prepositions, toys, adjectives, clothes, face and body, house, family, activities, have got, question words, present continuous for present actions

**Key vocabulary**

**Key grammar and functions**

**Phonics**

**Revision**

**6 Dinner time**

page 40

**Food:** bread, chicken, chips, eggs, juice, milk, rice, water

Can I have some (egg and chips)? Here you are.

Consonant sound: 'ch' (chicken)

food, prepositions, adjectives, house, family, activities, *have got*, question words, present continuous for present actions, *I'm sorry, thank you, please, yours, mine, his, hers, theirs*

**Marie's science**

**Food**

page 46

**Trevor's values**

**Eat good food**

page 47

**7 At the farm**

page 48

**Animals:** cow, duck, frog, goat, lizard, sheep, spider

I love (horses). So do I. / I don't.

Initial letter blends: 'sp' and 'st' (spider, star)

food, prepositions, adjectives, clothes, face and body, house, activities, animals, *have got*, question words, present continuous for present actions, *Let's ... , love, like, some, How many? can/can't, this/these*

**8 My town**

page 54

**Places:** café, flat, hospital, park, shop, street

Where's the blue car? It's in front of the shop. It's between the red car and the grey car.

Vowel sound: 'ow' (brown, mouse)

food, prepositions, toys, adjectives, clothes, face and body, house, family, activities, animals, *have got*, question words, present continuous for present actions

**Marie's music**

**Animals in music**

page 60

**Trevor's values**

**Your town**

page 61

**Review**

5

6

7

8

page 62

**9 Our clothes**

page 64

**Clothes:** dress, glasses, handbag, hat, jeans, shirt, sunglasses

He/She's wearing (a blue T-shirt) and (white shoes). They're wearing (sunglasses) and (big red hats).

Consonant sounds: 's' and 'sh' (seven, sheep)

food, prepositions, adjectives, clothes, face and body, house, family, activities, animals, town, *have got*, question words, present continuous for present actions, *can/can't, So do I.*

**10 Our hobbies**

page 70

**Activities:** paint, play badminton / baseball / basketball / hockey / table tennis

I like painting. I love playing hockey. I don't like playing the guitar. Do you like reading? Yes, I do. / No, I don't.

Final consonant blend: 'ng' (sing)

prepositions, adjectives, clothes, family, activities, *have got*, question words, present continuous for present actions, *can/can't*

**Marie's maths**

**Venn diagrams**

page 76

**Trevor's values**

**Sports rules**

page 77

**11 My birthday**

page 78

**Food:** burger, cake, fries, lemonade, orange, sausage, watermelon

Would you like (some fries)? Yes, please. / No, thank you. Can I have (some lemonade)? Here you are.

Long vowel sound: 'ir / ur' (birthday, purple)

food, prepositions, toys, adjectives, clothes, face and body, house, family, activities, animals, hobbies, *have got*, question words, present continuous for present actions

**12 On holiday!**

page 84

**Places:** beach, mountain, sand, sea, shell, sun

Where do you want to go on holiday? I want to go to the beach. I don't want to go to a big city.

Short vowel sounds: 'a', 'e', 'i', 'o', 'u' (Dad, Ben, Jill, Tom, Mum)

food, prepositions, toys, adjectives, clothes, house, activities, animals, town, hobbies, *have got*, question words, present continuous for present actions, *can/can't, love/like + ing, So do I. Let's ...*

**Marie's geography**

**Maps**

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**Trevor's values**

**Helping holidays**

page 91

**Review**

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10

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12

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**Grammar reference**

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# Introduction

*Kid's Box* introduces pupils to the pleasures of learning English and enables them to consistently improve throughout the seven books in the series. All seven levels develop pupils' abilities in the four skills – listening, speaking, reading and writing – as well as challenging them cognitively and helping them to feel a real sense of achievement in learning. As experienced teachers ourselves, we are aware of the demands and difficulties involved in managing a diverse and mixed ability classroom. Teaching younger learners can be at once the most rewarding and the most soul-destroying of pursuits! Sometimes we can have very bad days, but it's the good days that give us an exhilarating sense of achievement, a sense of being part of a child's future development.

Plutarch reminds us that **'The mind is not a vessel to be filled, but a fire to be ignited'** and this concept of learning underpins *Kid's Box*. Pupils learn when they are interested and involved: when they want to find something out, when they are playing a game, when they are listening to a story, when they are doing craft activities. Learning is an active process in every way and *Kid's Box* makes sure that pupils are physically and mentally active and that they are encouraged to make sense of the language themselves. **'The art of teaching is the art of assisting discovery'**, Mark Van Doren.

The language syllabus of *Kid's Box* has been carefully selected and graded to suit the age and level of the pupils. Language is introduced in context and in manageable chunks, giving pupils plenty of opportunities to practise and become familiar with the meanings and the sounds. Language is recycled throughout the units and pupils can practise the language in different contexts. They can also personalise it. Recycling is particularly important for young learners, who tend to forget quite quickly and who do not have the study skills of older learners. For this reason, there is constant revision and recycling throughout the units and course.

The units are based around the Star family and their friends and toys. Characters give pupils a way of contextualising the language and help them to make it meaningful and purposeful. The characters develop throughout the books so as to sustain the pupils' interest and motivation.

## Cambridge English: Young Learners (YLE) Tests

In *Kid's Box* we have followed the syllabus for the Young Learners tests so that each cycle of two levels corresponds to one of the tests. Thus the material covered in the first cycle coincides with that which is required for the Starters test, cycle 2 with the Movers test, and cycle 3 with Flyers. *Kid's Box* covers all the relevant language structures, presents and practises the vocabulary and includes examples of the task-types from the tests. Where certain topics include a vocabulary list which is too comprehensive to include all of the lexical items in the Pupil's Book, additional activities have been offered in the Teacher's Resource Book.

Each Young Learners test consists of three papers: Listening, Reading and Writing, and Speaking. These tests are child-friendly and motivating and have been specially written for primary learners. They are taken by pupils all over the world, have international recognition and are backed by the reputation and research of Cambridge Assessment. They provide a gentle introduction to public exams and research shows that children find the tests highly motivating. The tests can act as a stepping stone to other Cambridge English exams, as the highest level test, Flyers, is roughly equivalent in language level to Key

(KET) for Schools. The Young Learners tests are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit: [www.cambridgeenglish.org/exams-and-qualifications/](http://www.cambridgeenglish.org/exams-and-qualifications/)

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

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

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

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

The Common Reference Levels offer a description of what a language learner 'can do' at different stages of the learning process. These levels can be consulted separately, but they have been mirrored here in the Self-evaluation sections.

The Language Portfolio is designed as a compendium of skills acquired and work done which incorporates the 'can do' checklists for self-assessment. This is important for pupil motivation and can also be shown to parents to inform them of the syllabus and objectives set for their children.

## Course components

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

### Pupil's Book

This 112-page full-colour book consists of twelve units. Each unit is six pages in length, with each page providing sufficient material for one lesson. After alternate units there is both a Content and Language Integrated Learning (CLIL) page to learn about other subjects through English and a Values page to develop their social awareness. The Review sections cover language from the four previous units. There is a phonics section within every unit. Lessons include a variety of interesting and motivating activities such as pair work, role plays, craft activities, guessing games, songs and chants. The series' strong cast of characters appears throughout the book and their antics are played out in a picture story at the end of each unit. At the end of the book there is a Starters practice test covering the Listening, Reading and Writing parts of the test.

## Activity Book

This 96-page book is designed to give pupils further practice with the new language and to help them consolidate their understanding. The pupils will have fun doing the activities and you will find that they stimulate their creativity too. At the early levels there is colouring and matching. As the pupils gain more confidence in reading and writing, more activities to practise these skills are included. The Activity Book materials are designed to be integrated into the lessons and there is guidance in the Teacher's Book as to how this works. This edition also features a full-page Young Learners test practice activity for each unit. At the end of the book there are six coloured stickers for each unit illustrating the six key vocabulary items. This material steadily accumulates into an attractive and useful picture dictionary which they can use for reference and revision.

## Class Audio CDs

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

## Teacher's Resource Book with Online Audio

The Teacher's Resource Book contains a wealth of photocopiable activities to help with mixed ability classes. There are two reinforcement and two extension worksheets for every unit, as well as song and story worksheets for further exploitation. The Teacher's Resource Book also includes extra Young Learners type tests with listening content online. The book also features word cards to reinforce target vocabulary.

## Language Portfolio

In accordance with CEFR guidelines, there is a Language Portfolio of individual competencies to lead the pupil to self-evaluation and to record the learning experience of each pupil throughout the primary school years.

## Interactive DVD

As you navigate your way through the Star family house on our interactive DVD, you will find animated versions of the stories in Suzy's room, the songs with animation and video in Mr Star's music room, video documentaries in the living room, craft activities and games in the playroom, interactive games in Simon's room and a quiz in Stella's room.

## Teacher's Book

This 240-page interleaved Pupil's and Teacher's Book provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all activities, an overview of the syllabus for each level, extra activities, photocopiable pages and evaluation activities.

## Teaching notes

The teaching notes provide step-by-step guidelines for each page. Lesson objectives are clearly described and the materials needed for each lesson are specified. Each lesson starts with a *Warmer* and finishes with an *Ending the lesson* activity. Activities from the Activity Book are integrated with the Pupil's Book activities to provide a balanced range of appropriate activities. There are two *Extra activities* provided for each lesson for times when you need even more material. These Extra activities only appear in the Teacher's Book and there are suggestions in the teaching notes as to when each activity should be used in the lesson. They are not designed only for the end of the lesson. Activities which are similar to the task-types in Young Learners tests have the icon 'YLE'.

## Photocopiable pages

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

## Presentation Plus

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

## Online Resources

The online platform includes games and extra grammar, vocabulary and writing activities for every single unit, providing plenty of extra practice. All the pupil's online work can be tracked and reviewed by the teacher.

## Tests CD-ROM

The Level 1 and 2 Tests CD-ROM and Audio CD allows you to regularly assess your pupils in different ways. You can choose the unit tests, review tests and end-of-level tests, as customisable Microsoft Word documents. If you are preparing pupils for the Young Learners tests you can additionally select the Cambridge English: Young Learners (YLE) style unit tests, review tests and end-of-level tests, as Adobe PDFs.

## Posters

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

## Flashcards

There are 103 flashcards to accompany level 2. These colourful flashcards illustrate the key vocabulary items of each unit on one side and have the words on the other. They are large enough for all pupils to see and there are numerous ideas of how to use them in the Teacher's Book for each lesson.

## What does *Kid's Box* offer?

**'To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully'**, Tyron Edwards.

Once pupils are interested, and ready and eager to learn, then the job of teaching them becomes so much easier. The materials in *Kid's Box* have been designed to do just that. Here's how and why it works:

- **Humour through the characters and the stories**

**'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn'**, John Lubbock.

For younger pupils, motivation is vital if the language acquisition process is to be successful. We have tried to include an element of humour in the presentations and, more particularly, in the story which rounds off each of the units.

This story is designed to revise what pupils have been studying and galvanise them to study more because they want to follow the adventures of the characters.

- **Creativity and learning through action and activity**  
**'I hear and I forget. I see and I remember. I do and I understand'**, Chinese proverb.

Young learners need a lot of meaningful, contextualised practice if they are to become successful language learners. In *Kid's Box* there is plenty of 'hands on' practice. Drawing, colouring, 'make and do', songs, games and chants are all activities types which form an integral part of the learning process. These enable pupils to be creative and they help to anchor knowledge more effectively. It's only through repeated practice that skills, awareness and understanding can be developed.

- **Connecting to the world outside the classroom**  
**'A child educated only at school is an uneducated child'**, George Santayana.

The CLIL sections bring the outside world into the classroom so that pupils learn about the world around them as they learn English. This helps them understand that English is more than a classroom subject and lets them realise ways in which English can be used as a tool for knowledge.

**'I like a teacher who gives you something to take home to think about besides homework'**, Lilly Tomlin (Edith Ann).

- **Discovery and the development of learner autonomy**  
**'The object of teaching a child is to enable him to get along without his teacher'**, Elbert Hubbard.

For pupils to be able to learn effectively and to continue to learn, they need to be encouraged and enabled to find things out for themselves. *Kid's Box* includes self-correction and other activities to develop learner autonomy. Communicative activities, such as pair work, group work and role play, give pupils the opportunity to work independently of the teacher. In these types of activities, the teacher's role is as a guide and facilitator. In this instance we should stand back a little from the activity and monitor and assist when necessary.

- **Promoting tolerance and respect**  
**'The highest result of Education is tolerance'**, Helen Keller.

The material and activities in the book help pupils to appreciate cultural diversity, respect differences and develop human values. Respect for and protection of the natural environment goes hand in hand with the respecting of other human beings. This theme runs throughout the whole of *Kid's Box* and in particular in the Values sections of the Pupil's Book and the Activity Book.

## Learning styles / Multiple intelligences

**'If a child can't learn the way we teach, maybe we should teach the way they learn'**, Ignacio Estrada.

We now understand that people learn in different ways. We don't talk about 'intelligence' any more, we talk about 'intelligences'. The activities in *Kid's Box* are designed to stimulate these different intelligences. This means there will always be something to appeal to every learner.

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

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

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

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

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

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

- **Musical intelligence:** appreciation of rhythm and music.

This intelligence runs almost parallel to linguistic intelligence, as Howard Gardner points out. Each unit of *Kid's Box* includes a song as well as occasional raps, rhymes and chants.

- **Bodily-kinaesthetic intelligence:** coordination and connection with the whole body.

This is extremely important for the developing minds and bodies of younger learners, as there is a significant relation between mental and physical activity. In *Kid's Box* there are plenty of action songs and rhymes, which can help develop bodily-kinaesthetic intelligence at the same time as offering a change of rhythm and activity to the ever restless young learner.

- **Logical-mathematical intelligence:** problem solving and logical thought.

There is a range of different activity types for this intelligence in *Kid's Box*. These activities help develop logical reasoning, problem solving and the detection of patterns. We feel they are vital and extremely motivating.

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

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

## Tips for teachers

### Preparation

- In order to guarantee a positive learning experience, pupils need to be properly prepared before doing any task. Ensure they have the language they need to carry out an activity and that they know exactly how to do it.
- Before starting an activity, demonstrate it. For pair-work activities, choose an individual pupil to help you. Do the first question of the pair-work task with the pupil for the class to get an idea. You can follow this up with an open pair demonstration, choosing two pupils from the class to do another question and answer for the whole class.
- When you divide the class into pairs or groups, point to each pupil and say, for example, A-B, A-B, A-B and so on, so they are in no doubt what their role is. You can follow this up with As, put up your hands. Bs, put up your hands as a further check. Try to give simple, clear instructions in English. Say, for example, *As ask the question and Bs answer the question: A-B, A-B, A-B. Then Bs ask the question and As answer the question: B-A, B-A, B-A.*

- Always bring a few extra copies of the photocopiable worksheets to avoid tears if any pupils do it wrong and want to start again.

### **Classroom dynamics**

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

John Henrik Clarke.

- Try to move around the classroom while explaining or doing the activities. Circulating among the pupils enables you more effectively to supervise and monitor those who may need more attention at times.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils themselves around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive pupils. For example, weaker pupils could be put next to stronger ones, and more hard-working pupils next to disruptive ones. Pupils might benefit from working with learners they may not usually associate with.
- When forming pairs or groups, we suggest that, whenever possible, pupils just move their chairs. For group work, they can bring chairs around one or two tables, allowing them an easy environment for discussion and written work. For pair work, they can position their two chairs to face each other. This allows a more realistic eye-to-eye communication situation. This change of seating prepares them for the oral work they are about to begin.

### **Noise**

- While speaking activities which involve movement around the classroom can make the class more lively and dynamic, they will also generate a lot of excitement. When pupils are excited, they can become noisy and may even use their first language to talk about or discuss some aspect of the activity. Although it can be difficult to get used to it at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. You should ensure, however, that only English is used for the completion of tasks and for correction at the end of the activity.

### **Teaching and learning**

**'Mistakes are the portals of discovery',** James Joyce.

- Making mistakes is a vital part of the learning process, so when pupils are asked to invent their own sentences, stories, chants, etc. we should not expect these to be perfect. Sometimes accuracy should be forfeited for the sake of creativity, enthusiastic participation and learning.
- Activities that pupils traditionally find engaging include: moving about, singing, playing games, doing puzzles and colouring in. Wherever possible, use these as effective teaching tools. In this way, young learners can use language to practise English, and work very hard, without being conscious of it. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach.

- The Extra activities for each lesson can be used when you feel that pupils need more practice with some of the language, or when you think you will finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- When pupils are doing listening activities, it is usual for them to listen to the material twice. After the first listening, it is a good idea for pupils to check their answers with each other. This makes them feel more confident if they have the same answers, and is less intimidating if they don't. This approach also gives them a purpose for listening the second time: to confirm or to check again. When checking answers with the whole class, try to include as many pupils as you can and encourage them to say longer phrases rather than single words.
- Pupils are sometimes shy to speak out. They say the answer quietly to the teacher and then the teacher repeats it for the class. This is effective – but it does not help the pupils develop their speaking or listening skills. Whenever possible, you should encourage pupils to speak loudly and clearly and, if the rest of the class didn't hear what the pupil said, you should ask the pupil to repeat, rather than repeat it yourself.
- **'A teacher is a person who never says anything once',** Howard Nemerov.

Recycling is an important part of the learning process. Don't expect pupils to remember everything from a previous lesson in the next one. They will only absorb what attracts or interests them, and what they are ready to learn. *Kid's Box* builds in regular recycling and, as the pupils get older, they will come to realise that they can investigate something further by themselves if it really interests them.

- Be flexible within teaching. It is important to take time to listen to pupils and to connect with them. You should try to familiarise yourself with their likes and dislikes and identify both their learning and their emotional needs. If you can do this, then you will be better able to support them in their learning.

### **Assessment and evaluation**

- With pupils of this age, it is best to use continuous assessment. This means we monitor their progress in the classroom and use this information to help us with our teaching. For example, we may find that we need to review language previously taught, or that we can add more challenging activities because pupils are ready for these.
- Children do not develop at the same rate and they do not learn in the same way. So we need to assess each pupil as an individual and not compare them with the other pupils in the class. We should look for progress and development in every pupil. With young children, we should assess and monitor their social and emotional development, as well as their learning of English. This means we should praise effort, and encourage them to share and to work in pairs and groups, as well as giving them feedback on their English.

## **Discipline**

**'No life ever grows great until it is focused, dedicated, disciplined'**, Harry Emerson Fosdick.

- One of the most challenging aspects of teaching young learners is holding their interest in the classroom. Pupils have limitless energy, combined with an extremely limited attention span. We have to juggle these factors to try to avoid boredom, restlessness and de-motivation, all of which lead to problems with discipline. By channelling pupils' innate energy to the good, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when pupils are underchallenged and bored, or when activities are too repetitive. *Kid's Box* has been written by experienced teachers who at all times have borne in mind the needs and requirements of pupils and have included a variety of activities for them to enjoy.
- It is important that you establish a context of discipline in your class. Make sure pupils know what is acceptable and what is not and make sure you treat all pupils in the same way. Pupils are very aware when we are not 'fair'. Clear and fair discipline parameters create a 'safe' classroom environment in which pupils can work confidently and freely. This makes for an ordered, busy classroom, rather than an anarchic one.

## **Songs, rhymes and chants**

- For the activities based around songs, rhymes and chants, it is not always necessary for pupils to understand every word outside the key words being practised. In these activities, we are more interested in pupils understanding the gist, and we are using the rhyme as a means with which to practise language, rhythm and pronunciation. The visuals that accompany the rhymes, songs and chants, and the actions included in some, should provide pupils with sufficient information to be able to understand the overall concept. It is important then, at this stage, not to spend precious class time on lengthy and complicated explanations of specific words.
- Get pupils to stand up when performing the songs, rhymes or chants. It can make a tremendous difference to their performance and enjoyment.
- Songs, rhymes and chants can be presented in different ways to make them more interesting and challenging. These techniques are especially useful if you want to go back to previously-used material for revision or further exploitation and want to avoid your pupils' reaction of 'We've already done this!'.
  - Whisper the rhyme or phrase while clicking your fingers. Repeat the rhyme, getting gradually louder each time and then reverse the process.
  - Say a rhyme or chant whilst clapping hands and tapping your foot in time to the rhythm.
  - Divide the class into groups and ask them to repeat the rhyme or chant in rounds. To do this, the first group starts to say the rhyme and then, at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
  - With your class audio or video recorder, record the class performing. Be sure to give them a round of applause and encourage the rest of the class to do the same. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again.

- It can be extremely motivating for children to watch their own performances on video, but if you video or photograph your pupils, make sure you get written permission from parents or guardians first.

## **Competition**

- An element of competition can make many pupils try harder. However, while a competition can be a good incentive for an otherwise unenthusiastic pupil, it can sometimes be demotivating for a less able but ordinarily hard-working one. Before playing a competitive game, it may be useful to explain to pupils that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to understand that when they play a game they can practise and learn more English, so they each win a prize and that prize is knowledge. Nonetheless, it is always a good idea to balance competitive games with cooperative ones and to include other activities so that you can reward and praise individuals according to their own needs and performance.

## **Display**

- Pupils find it extremely motivating to have their work displayed and will generally work hard to produce work to the best of their ability if they know it is going to be seen by others. So try to arrange to display pupils' work around the classroom or school whenever possible. Don't forget to include work by all the pupils (not in every display, but over a period of time) and to change the displays regularly.

## **Craft activities: storage of material**

- It is useful to keep supplies for craft activities, for example scissors, glue, wool, crayons, in a large box in the classroom. Then when it is time for craft activities, you can put the box on a table and pupils can come and collect what they need.
- Make sure pupils always clear up at the end of craft activities; that they put materials back in the box and that they put rubbish in the bin. You will need to supply each pupil with an envelope for photocopyable activities, such as game cards. At the end of the activity, pupils write their name on their envelope and put their cards inside. With younger pupils, it is best if you look after the envelopes until the next time you want to use the cards.

**OBJECTIVES:** By the end of the lesson, pupils will have reviewed greetings and introductions.

● **TARGET LANGUAGE**

**Key language:** *Hello, I'm ... , We're ... , My name's ... , Goodbye. What's your/his/her name? How old are you? to be*

**Additional language:** *look, listen, open/close your books/the door, one, star, pencil*

**Revision:** numbers 1–10, character names from *Kid's Box 1*

● **MATERIALS REQUIRED**

Flashcards: (characters) 1–7

Extra activity 1: ten large pieces of card, with a number in words between *one* and *ten* written on each one, e.g. *five*

Optional: *Kid's Box 2 Language Portfolio* pages 1, 2 and 7

## Warmer

- Introduce yourself. Say *Hello. My name's* (your name). Walk up to a pupil and repeat. Add *What's your name?* The pupil responds, e.g. *Hello. My name's* (pupil's name). / *I'm* (pupil's name). Repeat with four or five more pupils.
- Pupils stand up. Clap your hands. They turn to the pupil on their left and take turns to introduce themselves. Clap your hands. They turn to the pupil on their right and introduce themselves. Repeat for the pupils behind and in front.

## Presentation

- Display the flashcards of the seven characters. If pupils studied *Kid's Box 1*, elicit the names. If they didn't, hold up each flashcard in turn, say the name and pupils repeat.
- Place the flashcards around the room. Say, e.g. *Point to Suzy*. Pupils point. Repeat with the other characters, saying the instructions quickly one after another.

**PB4. ACTIVITY 1. Listen and point.**

- Say *Open your Pupil's Books at page 4, please*. Hold up your book and point to the page. Draw a star on the board. Elicit what it is. Say *Find the star in the picture*. Pupils check in pairs. Check with the class (on Mr Star's belt). Pupils say *Here it is*.
- Elicit what pupils can see in the picture (the Star family, their house, garden, dog, cat, etc.).
- Say *Listen and point*. Play the CD. Pupils listen and point to the characters. Set the pre-listening questions: *How old is Stella? How old is Simon? How old is Suzy?* Say *Listen again and answer*. Pupils check in pairs. Check answers (eight, seven, four).

**CD 1, 02**

**STELLA:** Hello again! We're the Star family. I'm Stella Star and I'm eight. This is my brother, Simon. He's seven, and this is my sister, Suzy. She's four.

**SIMON:** This is my grandmother. She's Grandma Star.

**GRANDMA:** Hello.

**SIMON:** This is my grandfather. He's Grandpa Star.

**SIMON:** Grandpa, say hello.

**GRANDPA:** Oh! Hello, everybody.

**MRS STAR:** And we're Mr and Mrs Star.

**SIMON:** What's your name? How old are you?

**PB4. ACTIVITY 2. Listen and repeat.**

- Say *Look at the picture. Listen and repeat*. Play the CD. Pause after each name for pupils to repeat. Play the CD again. Pupils chorus in time with the recording.

**CD 1, 03**

Stella, Simon, Suzy, Mr Star, Mrs Star, Grandma Star, Grandpa Star

## Practice

- Invite four pupils (boys and girls) to the front. Ask each one *What's your name? How old are you?* Point to each of the pupils in turn and ask the class *What's his/her name? How old is he/she?* Pupils respond, e.g. *She's* (name). *She's* (age). Repeat with another four pupils.
- Weave the questions and answers around the classroom in the same way, gesturing to individual pupils to ask as well as answer.

**AB4. ACTIVITY 1. Write.**

- Say *Open your Activity Books at page 4, please. Look at Activity 1. Who can you see?* Elicit the characters from the class. Hold up your book and point to the example. Point to each person in turn. Elicit from pupils what they write, e.g. point to *I'm Suzy*. Pupils respond *She's Suzy*.
- Pupils work individually and complete the activity.
- Correct the activity orally with the whole class.

**Key:** He's Simon. She's Suzy. He's Mr Star. She's Mrs Star. He's Grandpa.

**AB4. ACTIVITY 2. Draw and write.**

- Say *Look at Activity 2, please*. Point to the frame and say *Whose picture goes here?* The class responds with their own name. Point to each of the questions and elicit the response for a few pupils as an example.
- Pupils draw a picture of themselves and write the answers. Remind them to use *I'm ...* and to write their age in words.

## Extra activities: see page T114 (if time)

## Language Portfolio

- Pupils complete pages 1, 2 and 7 of *Kid's Box 2 Language Portfolio* (*About me, My language skills, English and me*). These materials fit well at the beginning of the lesson. Help with new language as necessary.

## Ending the lesson

- Display the character flashcards on the board. Wave and say, e.g. *Goodbye, Suzy*. Invite a pupil to come and take the flashcard of Suzy off the board. Repeat with the other characters. Turn to the class, wave and say *Goodbye, class*. Pupils respond *Goodbye, (your name)*.



**OBJECTIVES:** By the end of the lesson, pupils will have practised greetings and asked and answered questions using *Who's ... ?*

● **TARGET LANGUAGE**

**Key language:** *Hello. I'm ... Goodbye. Who's he/she?* character and toy names (*Monty, Maskman, Marie, Trevor*)

**Additional language:** *stand up, sit down, point to, pick up, open, close*

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

● **MATERIALS REQUIRED**

Flashcards: (characters) 1–11

Two sets of number cards

Extra activity 1: 11 large pieces of paper, each with one of the colours written on or colour word cards from *Kid's Box 2 Teacher's Resource Book* (page 87)

Extra activity 2: 16 simple sums using numbers 1–10.

## Warmer

- Review the Star family, using the flashcards. Flash a card and elicit who it is. Display it on the board. Include Trevor, Marie, Monty and Maskman. If the pupils did not study *Kid's Box 1*, make sure they repeat the new names several times.
- Point to the flashcards in turn. The class says the name. Turn the first one to face the board. Point to each card (including the one facing the board). The class says the names. Repeat, turning one more card to face the board each time. When all flashcards are facing the board, continue the game, turning a flashcard face up each time until all are visible again.

**PB5. ACTIVITY 3. Listen and answer.**

- Say *Open your Pupil's Books at page 5, please. Look at Activity 3. Say Who's number nine? Who's number five? Where's Monty? Say Listen and answer.* Play the first part of the CD as an example. Check pupils know what to say. Play the rest of the CD. Pupils whisper the response to their partner each time. Play the CD again, pausing after each question. This time invite different pairs to respond each time.

**Key:** 4 Mr Star, 1 Suzy, 8 Monty, 3 Stella, 6 Grandma Star, 2 Simon, 9 Marie, 10 Maskman, 5 Mrs Star, 7 Grandpa Star

### CD 1, 04

**TREVOR:** Hello. I'm Trevor.

Look at number four. Who's he?

Look at number one. Who's she?

Look at number eight. Who's he?

Look at number three. Who's she?

Look at number six. Who's she?

Look at number two. Who's he?

Look at number nine. Who's she?

Look at number ten. Who's he?

Look at number five. Who's she?

Look at number seven. Who's he?

**PB5. ACTIVITY 4. Ask and answer.**

- Say *Look at number three. Who's she?* The class responds *Stella*. Repeat three or four more times with other questions and answers in open pairs, e.g. Pupil A asks; Pupil B responds; Pupil C asks; Pupil D responds.
- Say *Look at Activity 4. Now you ask and answer in pairs. Take turns.* Put pupils into pairs. Pupils do the activity in pairs. Monitor the pairs as they are working and help where needed.

## Team game

- Divide the class into two teams. Hand out the number cards to each team. Ten pupils in each team take and hold up a card. Team members take it in turns to ask and answer, e.g. Team A (about Team B): *Look at number seven. Who's he/she?* Team B: *He's/She's (name).* Award points for correct questions and answers. The team with the most points is the winner.

**AB5. ACTIVITY 3. Colour the stars.**

- Say *Open your Activity Books at page 5, please. Look at Activity 3. Hold up your book and point to the example. Elicit the sentence from the class (Colour two stars). Say What colour? Pupils suggest a colour. Repeat for number 2.*
- Pupils work individually and colour the correct number of stars in the colours they choose. They can work together. Pupils check in pairs. Check with the class.

**AB5. ACTIVITY 4. Match and join.**

- Do a few simple sums quickly around the class, e.g. say *One and one is ...* Wait for the class to respond *two*. Repeat with other simple sums.
- Say *Look at Activity 4, please.* Hold up your book. Read the example sum (*six and one is ...*) and elicit the response. With your finger, follow the line in the example to 7 and then seven. Say *Now draw the lines for the other sums.*
- Pupils work individually and then check in pairs. Check with the class.

**Key:** 1. (5); 2. (3); 4. (9); 5. (6); 6. (8); 7. (10)

## Extra activities: see page T114 (if time)

## Ending the lesson

- Play the Please game. Pupils stand up. Demonstrate the game first. Say, e.g. *Point to your chair.* Pupils don't point. Say, e.g. *Open your Pupil's Books, please.* Pupils open their Pupil's Books. Play the game using the following instructions: *sit down, stand up, close, open, point to / touch a book/pencil/table/chair/pen.* Pupils who respond incorrectly (e.g. do it when you don't say *please*) are out and sit down. Stop when you have a small group of winners.

**OBJECTIVES:** By the end of the lesson, pupils will have learned to say and recognise the letters of the alphabet.

● **TARGET LANGUAGE**

**Key language:** the alphabet, *How old are you? Can you spell your name, please?*

**Additional language:** *his/her*

**Revision:** *What's your name?*

● **MATERIALS REQUIRED**

Photocopiable activity 1 (see page T100), copied onto thin card, one copy for each pupil, scissors, an envelope for each pupil  
Flashcards: (colours) 12, 13, 15, 18, 20–22: crayons  
Optional: *Kid's Box Teacher's Resource Book 2* Unit 1 song worksheet (page 13)

## Warmer

- Pupils take out their crayons. Give pupils instructions to follow, e.g. *Hold up the blue crayon. Put it under your Pupil's Book. Put the yellow crayon next to the book. Take the green crayon and put it under your chair.*

## Presentation

**PB6. ACTIVITY 5.** *Listen, point and repeat.*

- Say *Open your Pupil's Books at page 6, please. Look at Activity 5.*
- Hold up your book and point to the letters. Gesture from left to right along the first row of letters and say the letters aloud. Pupils repeat. Do the same with the rest of the rows. Make sure pupils are reading from left to right, if they do not do this in their first language.
- Display the colour flashcards in a horizontal line on the board. Help pupils to notice the colours of the letters in their books. The letters are coloured to help with pronunciation: grey = /eɪ/ = a, h, j, k; green = /i:/ = b, c, d, e, g, p, t, v; red = /e/ = f, l, m, n, s, x, z; white = /aɪ/ = i, y; yellow = /əʊ/ = o; blue = /u:/ = q, u, w; dark brown = /ɑ:/ = r
- Say *Listen, point and repeat.* Play the CD. Pupils listen and point the first time. Play the CD again for pupils to point and repeat the colours and letter names.

### CD 1, 05

Grey: a, h, j, k,

Green: b, c, d, e, g, p, t, v

Red: f, l, m, n, s, x, z

White: i, y

Yellow: o

Blue: q, u, w

Brown: r

**PB6. ACTIVITY 6.** *Say the chant.*

- Say *Listen to the chant and point to the letters.* Play the CD. Pupils point to the letters. Make sure they are moving from left to right along the rows.
- Play the chant again in sections for the pupils to repeat.

### CD 1, 06

a b c d e f g

h i j k l m n o p

q r s t u v

w x y z

## Practice

- Ask an able pupil: *What's your name?* When the pupil says it, ask *Can you spell your name, please?* Help the pupil. The class spell the name. Write the name on the board. Repeat. Tell pupils to write their names in their books. They work in pairs. Pupil A asks *Can you spell your name, please?* Pupil B spells it and Pupil A writes it. They swap roles.

## Photocopiable 1: see pages T98 and T100

**AB6. ACTIVITY 5.** *Listen and colour.*

- Say *Open your Activity Books at page 6, please. Look at Activity 5.* Tell pupils to take out their crayons. Say *Ready? Listen and colour.* Remind pupils to make a dot in the colour the first time they listen. Play the CD. Pupils listen and place a coloured dot on the letter. Play the CD again for pupils to check. Ask, e.g. *What colour is 'p'? What letter is purple?* Pupils colour the letters. Note: These are not the same colours as were used to help with pronunciation. All these letters have the same pronunciation pattern (/i:/). This phonetic grouping is aimed at pupils who do not use the Roman alphabet in their first language.

**Key:** g = black, b = orange, v = purple, p = pink, c = yellow, t = brown, e = green, d = blue

### CD 1, 07

Colour g black. Colour b orange. Colour v purple. Colour p pink. Colour c yellow. Colour t brown. Colour e green. Colour d blue.

**AB6. ACTIVITY 6.** *Listen and point. Write the words. [YLE]*

- Say *Look at Activity 6.* Write the two example anagrams on the board: *eltaS, igteh*. Elicit what they are. Tell pupils the first is a name and the second a number. Write them correctly on the board. Don't write the capital letters at the beginning of the name. Encourage pupils to use their letter cards for the other anagrams. They place the cards on their desk and move them around to make the correct spelling. This helps the kinaesthetic learners. Pupils check in pairs. Play the CD for pupils to listen and check.

**Key:** 2 Simon, seven; 3 Suzy, four

### CD 1, 08

1. This is Stella. She's eight.
2. This is Simon. He's seven.
3. This is Suzy. She's four.

**Extra activity: see page T114 (if time)**

## Optional activity

- Hand out copies of the Unit 1 song worksheet from *Teacher's Resource Book 2* and do the rhyming activity (see pages 8 and 13 of the *Teacher's Resource Book*).

## Ending the lesson

- Pupils stand up. Do the alphabet chant again together with the CD. Repeat.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice with the letters of the alphabet.

● **TARGET LANGUAGE**

**Key language:** the alphabet, colours, *Can you spell ... , please?*

**Additional language:** *in alphabetical order*

● **MATERIALS REQUIRED**

Photocopiable 1 alphabet cards from the previous lesson (page T100), one set for each pupil plus one set of your own.

Optional: *Teacher's Resource Book 2* Unit 1 Reinforcement worksheets 1 and 2 (pages 9 and 10).

## Warmer

- Pupils place their alphabet cards on their desks in the same order as on page 6 of the Pupil's Book (alphabetical order). Pupils stand up. Say the alphabet chant with them. They point to the letters on their desks as they say them. Repeat.

### PB7. ACTIVITY 7. Ask and answer.

- Say *Open your Pupil's Books at page 7, please. Say Point to purple.* Pupils point. Repeat with the other colours. Draw pupils' attention to the speech bubbles on the photograph and elicit the question and answer. Repeat the question with two more colours. Invite a pupil to ask the question about another colour. The class spells it out. Continue until all the colours have been spelt out.
- Pupils work in pairs. They take turns to ask the question and to spell the colours.

## Practice

- Hand out all the alphabet cards from your set to different pupils (26 pupils). If you have fewer pupils, give some pupils more than one. Ask pupils to come to the board and to put the letters in order from left to right on the board. Make two lines if you can't get 26 letters in one line. Point to each letter and pupils repeat.
- Ask five pupils, whose names each start with a different letter of the alphabet, to come to the front. Tell them to stand in the order of the alphabet. Help them by pointing to the alphabet on the board. Check with the class if the pupils are in the correct order. Repeat.

### PB7. ACTIVITY 8. Order the colours.

- Write the following colours on the board: *Blue, black, brown.* Ask pupils to put them in order. Show them how it's done: point to the first letters and say *B, b, b. They're the same.* Point to the second letters and say *L, l, r. They're different. R comes after l so brown is last.* Point to the third letter and say *U, a. They're different. A comes before u. Can anyone tell me which word is first?* Write them on the board in order: *Black, blue, brown.* Repeat for *green and grey, and pink and purple.*
- Say *Look at Activity 8. Now put all the colours in alphabetical order.* Pupils work in pairs and write the colours in order in their notebooks. Tell them to write them as a list. Monitor pupils as they are working and remind them what is written on the board. Elicit the correct order from the class.

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

**AB7. ACTIVITY 7. Read the question. Listen and write a name or a number. There is one example. [YLE]**

- Say *Open your Activity Books at page 7, please.* Look at Activity 7.
- Point to the picture of the boy and girl and elicit what the children are doing (*reading*) and what pupils can see (e.g. *books, a library, bags*).
- Say *Listen and write a name or a number. Let's look at and listen to the example.* Point to the example question and read it with the class. Play the example on the CD and pause to indicate the example answer. Ask *Name or number?* Pupils respond (*Name*). Before playing the rest of the CD, encourage pupils to read the rest of the questions and think about whether each answer will be a name or a number.
- Play the CD. Pupils write their answers in pencil. Play the CD again for pupils to check. They can compare answers in pairs. Check as a class or in open pairs.

**Key:** seven, 'Kim', Grace, nine, nine

## CD 1, 09

Are you the boy in this classroom?

Yes. My name's Dan.

Can you spell your name?

OK. It's D-a-n.

Can you see the answer? Now you listen and write a name or a number.

1. How old are you, Dan?

I'm seven.

Seven! You're very big!

Yes.

2. What's your favourite book, Dan?

My favourite book is 'Kim'.

Can you spell that?

K-i-m. It's very good.

Yes, it is. I like the story, too.

3. Is this your friend next to you?

Yes, it is.

What's her name?

Her name's Grace.

That's nice. How do you spell it?

G-r-a-c-e.

4. How old is she?

She's nine today.

Nine today!

That's right. It's her birthday.

5. Is Grace in your class at school?

No, she isn't. She's in class nine.

Pardon?

She's in class nine. It's a big class.

**Extra activities: see page T114 (if time)**

## Optional activity

- Unit 1 Reinforcement worksheets 1 and 2 from *Teacher's Resource Book 2* (see pages 8–10 of the *Teacher's Resource Book*).

## Ending the lesson

- Teach and do the following chant with the pupils.

Teacher:	Pupils respond:
Give me an o	o
Give me an r	r
Give me an a	a
Give me an n	n
Give me a g	g
Give me an e	e
What does that spell?	orange
What does that spell?	orange

**OBJECTIVES:** By the end of the lesson, pupils will have learned to identify and say the long ay /eɪ/ vowel sound and to contrast it with the short a /æ/ vowel sound

● **TARGET LANGUAGE**

**Key language:** the phoneme /eɪ/ as in *snake, play, game*

**Revision:** comparison with the short phoneme /æ/ as in *black, prepositions, spelling*

● **MATERIALS REQUIRED**

Flashcards: (words with /eɪ/ and /æ/ sound) 19, 21, 91, 94

Extra activity 1: Photocopiable 1 alphabet cards used in the previous two lessons

Extra activity 2: Prepare about 20 questions for Noughts and crosses, e.g. *What's this colour? G-r-e-e-n. What's this animal? T-i-g-e-r.*

Optional: *Teacher's Resource Book 2* Unit 1 Extension worksheet 1 (page 11)

**Warmer**

- Display the flashcards *cake, paint* and *grey* on the board. Elicit the words and say them for pupils to repeat. Focus on the vowel sound /eɪ/ which all three words have in common. Say *Today's sound is ...* Pupils respond by saying /eɪ/. Provide more example words with the sound, if necessary (e.g. *game, play, say, day*).

**PB8. ACTIVITY 9. Monty's phonics**

- Say *Open your Pupil's Books at page 8, please*. Point to the picture of Monty and ask *Who's this?* Pupils respond (*It's Monty*). Elicit the title of the activity. If pupils studied *Kid's Box 1* remind them that the Monty's phonics activities practise different English sounds. Point to the picture of the snake and say *snake*, emphasising the /eɪ/ sound. Say the word again and draw a snake shape with your finger as you speak. Point to the pictures of the children playing and the game and practise the words in the same way, using mime when you say the words. Say *Now listen to Monty, point and repeat*.
- Play the CD. Pupils listen and repeat the sounds and the words, using the same tone and speed as Monty.
- Say *Four snakes are playing games* several times, getting faster and faster (as a tongue twister). Pupils work in pairs and practise saying the phrase as a tongue twister in the same way.

**CD 1, 10**

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

/eɪ/, /eɪ/, snake

/eɪ/, /eɪ/, play

/eɪ/, /eɪ/, game

Four snakes are playing games!

Four snakes are playing games!

Four snakes are playing games!

**PB8. ACTIVITY 10. Say and answer.**

- Pupils work in pairs. Pupil A describes the position of one of the objects in pictures a, h, j or k. Pupil B listens and says the correct letter. Pupils swap roles.

**AB8. ACTIVITY 8. Listen and complete.**

- Say *Open your Activity Books at page 8, please. Look at Activity 8*. Stick the flashcard *black* on the board (or colour a small black blob). Write the word below the picture, with the letter 'a' replaced by a line (as on Activity Book page 8). Say the word and elicit the missing letter. Write it on the line.
- Say *Open your Activity Books at page 8, please*. Play the example and number 2, if necessary.
- Play the CD. Pupils complete the words with the missing letters. They check answers in pairs.
- Play the CD again. Check answers as a class. Elicit the words in the activity which have the /eɪ/ sound (*game, say, play, snake, grey*). Point out that the sound is not always represented with the letter a.
- Play the CD. Pupils listen and complete. They check in pairs. Check with the class.

**Key:** 2 a, e, 3 a, 4 a, 5 a, 6 a, 7 a, 8 a, e, 9 e, 10, a

**CD 1, 11**

1. black, 2. game, 3. say, 4. bag, 5. cat, 6. play, 7. hand, 8. snake, 9. grey, 10. apple

**AB8. ACTIVITY 9. Listen and write. Match.**

- Say *Look at Activity 9, please*. Point to the example and play the first item on the CD. Ask *How do you spell 'pen'?* Pupils respond by spelling the word letter by letter, as on the CD. Ask *How do you spell 'look'?* Wait for a pupil to volunteer the answer and see how he/she says the two 'o's in the middle of the word. Explain that we can say double when there are two letters together, e.g. *l - double o - k* to spell *look*. Say *Now listen and write. Use a pencil*.
- Play the rest of the CD, pausing after each item for pupils to write. Repeat the CD and let them check the words in pairs. Elicit answers (the words only) before pupils match.
- Say *Now match the words and the pictures. Write letters*. Show pupils how the example word *pen* has been matched to picture b (the example answer in the small box). Pupils work individually or in pairs to do the matching. Check answers as a class.

**Key:** 2 eraser c, 3 book e, 4 bag f, 5 pencil g, 6 table a, 7 chair h, 8 door d

**CD 1, 12**

1. p-e-n, 2. e-r-a-s-e-r, 3. b-o-o-k, 4. b-a-g, 5. p-e-n-c-i-l, 6. t-a-b-l-e, 7. c-h-a-i-r, 8. d-o-o-r

**Extra activities: see page T114 (if time)**

**Optional activity**

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

**Ending the lesson**

- Review the phoneme /eɪ/ with a True/false game. Pupils stand up. Say different words in turn. When pupils hear the sound /eɪ/ in the word, they show thumbs up; when they don't, they show thumbs down. (Alternatively, if more appropriate, they can nod or shake their heads.) Pupils who respond incorrectly sit down. Stop when you have a small group of winners. Use the following words in the game, e.g. *snake, ball, grey, train, apple, play, cat, game, car, day, Grace*.

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

### ● TARGET LANGUAGE

**Key language:** language from the unit

**Additional language:** *toy box, come alive, It's my turn*

**Revision:** *favourite, toys, Here are ... , food, I've only got ... , Sorry*

### ● MATERIALS REQUIRED

Ten simple anagrams of numbers and colours for the Warmer, e.g. *ufor* (four), *edr* (red), written on a large piece of paper  
Extra activity 2: two complete sets of the alphabet cards from Photocopiable 1, two pieces of paper

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

## Warmer

- Put the pupils into pairs. Display the simple anagrams of the numbers and colours. Pupils solve the anagrams and write the words correctly on a piece of paper.

## Story

**PB9. ACTIVITY 11.** *Listen to the story.*

- Say *Open your Pupil's Books at page 9, please.* Elicit who they can see (Trevor, Monty, Marie and Maskman). Check pupils remember the sequence of the pictures. Set the pre-listening questions. Divide the class into three groups and give each group one of the questions to listen for: *Who's singing? What is Marie spelling? Is Maskman spelling a colour? Say Listen and look.* Play the CD. Pupils listen and look. The groups check in pairs. Check with the class (All four toys, Blue, No, it's a number – four).
- Play the CD again. Pupils listen and repeat.
- Check comprehension, pointing to each picture and asking, e.g. *What are the toys singing? (The abc song). What colour's Maskman's car? (Blue). How many pencils are there? (Four). What's Trevor's favourite food? (Pencils). Now there are three pencils. Where's the other pencil? (Trevor is eating it). Check that pupils understand the meaning of favourite. Ask them what their favourite food is.*

### CD 1, 13

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**ALL FOUR TOYS** [*singing the abc rap from earlier in the unit*]: a, b, c, d, e, f, g, ...

**MARIE:** Let's play a game. What's this colour? B-l-u-e.

**MASKMAN:** I know. It's blue. My car's blue. Look!

**MASKMAN:** Now, it's my turn. What's this word? F-o-u-r.

**MONTY:** I know. That's four. Here are four pencils! My turn.

**MONTY:** What's this, Trevor? P-u-r-p-l-e.

**TREVOR:** Er. Is it a pencil? Pencils are my favourite food.

**MARIE:** No, Trevor. It's purple. Your hair's purple.

**MASKMAN:** OK, Trevor. It's your turn.

**TREVOR:** Er ... What's this? T-h-r-e-e.

**MONTY:** Three. I've only got three pencils!

**MONTY:** Where's the red pencil?

**MARIE:** Are pencils your favourite food, Trevor?

**TREVOR:** Er, yes, they are. Sorry, Monty.

**PB9. ACTIVITY 12.** *Listen and say the number.*

- Say *Listen to the CD and say the number of the picture.* Play the first one as an example. Elicit the number of the frame (Four). Play the rest of the CD. Pupils work in pairs and point to / whisper the number of the frame. Play the CD again. This time stop after each section and elicit the number.

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

### CD 1, 14

**MONTY:** What's this, Trevor? P-u-r-p-l-e.

**ALL FOUR TOYS** [*singing the abc rap from earlier in the unit*]: a, b, c, d, e, f, g, ...

**MARIE:** Are pencils your favourite food, Trevor?

**MASKMAN:** I know. It's blue. My car's blue. Look!

**MONTY:** I know. That's four. Here are four pencils! My turn.

**TREVOR:** Er ... What's this? T-h-r-e-e.

**AB9. MY PICTURE DICTIONARY.**

- Say *Open your Activity Books at page 9 please. Say What colour is it?* Listen to the spelling. Play number 1 on the CD and elicit the colour. Ask pupils to hold up the correct sticker. They all stick the sticker in the first square. Remind pupils that when there are two of the same letter in a word we say double (e.g. double 'o').
- Play the rest of the CD. Pupils lay the stickers out on their desk in the correct order. Monitor around the class to check before they stick them in their books.
- Point to the example word in square 1. Say *Now write the words.* Pupils write the name of the colour under each sticker. Write the colours on the board in random order if they are having difficulty. Play the CD again if necessary.
- Pupils write the name of the colour under each sticker.

**Key:** 2 blue, 3 pink, 4 black, 5 yellow, 6 green

### CD 1, 15

1. p-u-r-p-l-e, 2. b-l-u-e, 3. p-i-n-k, 4. b-l-a-c-k, 5. y-e-l-l-o-w, 6. g-r-e-e-n

**AB9. MY PROGRESS.**

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Elicit what it means and count to ten with the pupils. Repeat for the second and the third sentences. Pupils say the words in chorus.
- Pupils work in pairs. They take turns to point to a sentence in their books and do what it says.
- Say *Now ask each other and tick or cross the sentences.* Demonstrate the activity again if necessary. Pupils tick or cross. Encourage pupils to practise so that they can tick all the statements and colour the star.

**Extra activities: see page T114 (if time)**

## Optional activities

- Unit 1 Extension worksheet 2 (see pages 8 and 12 of the *Teacher's Resource Book*).
- The animated version of the story from *Kid's Box 2 Interactive DVD* (Suzy's room section). See pages 41–43 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.