

OBJECTIVES: By the end of the lesson, pupils will have learned to name and talk about things in a house.

● TARGET LANGUAGE

Key language: *mat, lamp, clock, phone, sofa, mirror*

Additional language: *bath, bed, armchair, furniture, doll's house*

Revision: *Can I have ... ? can/can't, There's a ... Where ... ? one, bathroom, bedroom, dining room, hall, kitchen, living room, table, under, in, next to, mouse*

● MATERIALS REQUIRED

Flashcards (household objects) 49–54

Kid's Box 1 flashcards (rooms): 85–90 OR pictures of:

bathroom, bedroom, dining room, hall, kitchen, living room

Optional: *Teacher's Resource Book 2* Unit 4 Reinforcement worksheet 1 (page 27)

Warmer

- Draw a large, simple cross-section of a house on the board: four rooms downstairs, two upstairs. Display the flashcards/pictures of bathroom, bedroom, dining room, hall, kitchen, living room. Point to a space in the house. Say *What's this?* Pupils respond. If it's appropriate, a pupil comes and attaches the picture. Repeat for all the rooms. Point and pupils repeat.

Presentation

- Elicit/teach the new vocabulary *mat, lamp, clock, phone, sofa, mirror*, using the flashcards. Pupils repeat in chorus. Check the concept of *mat*. Elicit/discuss which room you can find the objects in, e.g. *Where can I find a mat?* Ask, e.g. *Have you got a phone in your bedroom?*

PB24. ACTIVITY 1. Listen and point.

- Say *Open your books at page 24, please*. Elicit what and who they can see (a house, rooms, Suzy, Stella). Say *It's a doll's house. Say Find the hidden star. Where is it?* (on the mirror in the pink bedroom). Pupils say *Here it is*.
- Say *Listen and point*. Play the CD.
- Set the pre-listening questions: *Where are the mirrors? Where's the sofa? Where are the clocks? Where's the bath?* Play the CD again. Pupils listen for the answers. Check with the class (bathroom, Suzy's bedroom, Simon's bedroom; living room; living room, kitchen; bathroom).
- Check comprehension by asking, e.g. *What's this? Whose is the blue bedroom? Where's the phone?* Ask different pupils.

CD 1, 46

STELLA: Can I play, Suzy?

SUZY: OK.

STELLA: Where's my bedroom?

SUZY: It's there, next to the bathroom.

STELLA: OK.

SUZY: Put this blue mat on the floor next to your bed.

STELLA: Can I have a phone in my bedroom?

SUZY: No, you can't. The phone's in the living room next to the sofa.

STELLA: Can I have a lamp, please?

SUZY: OK. You can put the lamp on the table next to your bed.

STELLA: Thanks, Suzy. Where can I put the armchair?

SUZY: Put it in the living room under the clock.

STELLA: Is there a mirror in my bedroom?

SUZY: A mirror in your bedroom? No, there isn't. There are three mirrors. One in the bathroom, one in my bedroom and one in Simon's bedroom.

STELLA: Oh.

PB24. ACTIVITY 2. Listen and repeat.

- Say *Let's do Activity 2. Listen and repeat*. Play the CD. Pupils repeat in chorus.

CD 1, 47

Mat, lamp, clock, phone, mirror, sofa

AB24. ACTIVITY 1. Listen and draw lines.

- Say *Open your Activity Books at page 24, please*. Elicit what pupils can see. Say *Listen. Draw a line in pencil. Play the first sentence*. Point out the example line from the bookcase to the living room. Play the rest of the CD. Pupils draw lines and match. They check in pairs. Play the CD again. Check and elicit a full sentence each time.

CD 1, 48

In the living room there's a bookcase under the window.

There's a clock next to the window in the kitchen.

There are two shoes under the bed.

There's a computer on the desk in the bedroom.

There's a camera on the table in the kitchen.

There's an armchair next to the sofa.

There's a phone on the television.

There's a lamp on the cupboard in the bedroom.

In the bathroom there's a bath under the mirror.

There's a toy duck on the mat in the bathroom.

AB24. ACTIVITY 2. Write the words.

- Say *What can you see in Activity 2?* Elicit *A crossword*. Show pupils the example. Point to the picture of the lamp. Elicit the word (lamp) and the number (2). Say *Where does it go?* Point to 2 in the grid and spell the word aloud with pupils. Pupils complete the crossword in pairs. Check with the class. Elicit the number, the word and the spelling.

Key: Across 4 sofa, 6 mat, 7 bath, 8 mirror

Down 1 clock, 3 phone, 5 armchair, 7 bed

Extra activities: see page T117 (if time)

Optional activities

- Unit 4 Reinforcement worksheet 1 from *Teacher's Resource Book 2* pages 26–27.

Ending the lesson

- Revise the alphabet by playing a game. Say *Listen and put up your hand when you know the word*. Spell out one of the words from Pupil's Book page 24, letter by letter, e.g. *c-l-o-c-k*. When you get to the end of the word, ask the pupil who put his/her hand up first to say the whole word (*Clock*). Repeat with the rest of the words. Pupils can play this game in pairs or in teams.

OBJECTIVES: By the end of the lesson, pupils will have learned to talk about where objects are in a house, using prepositions.

● **TARGET LANGUAGE**

Key language: *mat, lamp, clock, phone, sofa, mirror, next to, in, on*

Revision: *and, There's a ... , table, bed, bathroom, hall, wall, bed, bath, boat, colours, Yes, there is, No, there isn't.*

● **MATERIALS REQUIRED**

Flashcards (household objects) 49–54

Photocopiable 4 (see page T103), copied onto thin card, a copy for each pupil, scissors, crayons

Optional: *Teacher's Resource Book 2* Unit 4 Reinforcement worksheet 2 and Extension worksheet 1 (pages 28 and 29)

Warmer

- Place the household object flashcards (word side or use the 'At home' word cards from *Teacher's Resource Book 2* page 91) around the room next to / on / in known places, e.g. the mat next to the board, the phone on the desk.
- Say a true or false sentence about each one, e.g. *I The mat's on the board* (false). Pupils write *T* or *F* in their notebooks. Check with the class. Pupils correct the incorrect statements.

PB25. ACTIVITY 3. Listen and point. Chant.

- Say *Open your Pupil's Books at page 25, please*. Focus pupils on the pictures and on the text. Play the CD. Pupils listen and point to the pictures. Play the CD again. Teach the chant line by line. Pupils stand up and say it without the CD.

CD 1, 49

There's a mirror in the bathroom,

And a phone in the hall.

A sofa in the living room,

A clock on the wall.

There's a lamp on the table,

And a mat next to the bed.

There's a boat in the bath,

And the boat is red.

PB25. ACTIVITY 4. Listen and correct.

- Play the first sentence on the CD. Pupils look at the picture and say *No, there isn't*. Focus on the corrected sentence in the speech bubble. Play the rest of the CD. Stop after each one. Pupils whisper the correction to their partner. Play the CD again. Check after each one. Elicit corrections.

Key: No, there isn't. There's a boy sitting on the sofa.

No, there isn't. There's a mirror in the bathroom.

No, there isn't. There's a phone in the hall.

No, there isn't. There's a boat in the bath.

No, there isn't. There's a sofa in the living room.

No, there isn't. There's a lamp on the table.

No, there isn't. There's a clock on the wall in the sitting room.

No, there isn't. There's a girl sitting on the bed.

CD 1, 50

There's a girl sitting on the sofa.

There's a mirror in the living room.

There's a phone in the bedroom.

There's a boat on the bed.

There's a sofa in the hall.

There's a lamp under the window.

There's a clock next to the bath.

There's a boy sitting on the bed.

Photocopiable 4: see pages T98 and T103

AB25. ACTIVITY 3. Read and write the number. Draw.

- Say *Open your Activity Books at page 25, please*. Point to the first word *sixteen* and say *Read the word*. Write this word as a number. Show pupils the example answer 16.
- Pupils read the number words and write figures in the spaces. Check answers before going on to the next stage of the activity.

Key: 14, 17, 18, 20, 12, 15, 13, 19

- Pupils use the number code to write the letters in the squares to form words. Then they draw a picture of each word on the right. Pupils check their work in pairs.

Key: 1 mirror, 2 lamp, 3 sofa

AB25. ACTIVITY 4. Read and write the words. [YLE]

- Read the first clue aloud and point to the example answer. Pupils work in pairs. They read the sentences silently, find the word and write it. Check with the class.

Key: 2 sofa, 3 phone, 4 armchair, 5 mat

Extra activity: see page T117 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 2 and Extension worksheet 1 from *Teacher's Resource Book 2* pages 26, 28, 29.

Ending the lesson

- Pupils draw and colour a picture of one of the rooms (or a room in their house) including three of the objects, e.g. mat, lamp, phone. They write three sentences about the picture, e.g. *There's a lamp next to the bed*.
- Provide sentence prompts on the board:

There's a	lamp mat phone sofa	next to in on	the bed. the sofa. the TV. the bath.
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OBJECTIVES: By the end of the lesson, pupils will have learned to talk about possession, using *yours* and *mine*.

● **TARGET LANGUAGE**

Key language: *It's ... , They're ... , yours, mine, Which ... ?*

Additional language: *Which one? The (yellow) one.*

Revision: *Whose is this / are these? his, hers, socks, T-shirt, trousers, skirt, jacket*

● **MATERIALS REQUIRED**

Extra activity 2: Photocopiable 4 (see page T103), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Optional: *Kid's Box 2 Language Portfolio* page 9

Warmer

- Pupils stand up. Review clothes (*socks, T-shirt, trousers, skirt, jacket*) with a pointing game. Say, e.g. *Point to your shirt. Point to your socks.* Pupils follow the instructions.

Presentation

- Pick up a pupil's pencil. Ask the class *Whose is it? Is it hers or his?* Point to two pupils. Pupils respond, e.g. *It's hers.* Repeat with other objects and include *Is it yours?*
- Extend the activity to teach *mine/yours*. Hold up your book. Say *It's not yours* (make a gesture to a pupil). *It's mine.* Repeat for other objects. Pupils hold up objects and say and do the same. Pupils work in pairs. One pupil picks up an object and says *Is it mine or yours?* The other pupil responds, e.g. *It's mine.*

PB26. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 26, please.* Elicit who pupils can see (Stella, Simon, Grandpa Star). Play the CD. Pupils point to the clothes. Set pre-listening questions: *Whose is the big yellow T-shirt? What colour are Dad's socks?* Play the CD again. Pupils check in pairs. Check with the class (Simon's, Blue).
- Check comprehension, e.g. *Whose is the small yellow T-shirt? What colour are Grandpa's trousers? Which T-shirt is Simon's? The big one or the small one?*

CD 1, 51

GRANDPA: Simon! Stella! Can you take your clothes to your bedrooms, please?

SIMON AND STELLA: OK.

GRANDPA: Whose T-shirt is that?

STELLA: Which T-shirt?

GRANDPA: The yellow one.

STELLA: It's Suzy's.

SIMON: No, it isn't. It's mine!

STELLA: No, Simon. That T-shirt's very small. Yours is the big yellow one over there.

SIMON: Oh! Yes!

GRANDPA: OK. Are those blue socks yours, Simon?

SIMON: No, they aren't mine. They're Dad's.

GRANDPA: What now? Oh, yes! Whose black trousers are those?

STELLA AND SIMON: They're yours, Grandpa.

GRANDPA: Oh, yes! That's right, they are.

PB26. ACTIVITY 6. Listen and repeat.

- Say *Look at Activity 6. Listen and repeat.* Play the CD. Pupils repeat each line.

CD 1, 52

GRANDPA: Whose T-shirt is that?

SIMON: It's mine!

GRANDPA: Whose black trousers are those?

STELLA AND SIMON: They're yours, Grandpa.

AB26. ACTIVITY 5. Write 'yours' or 'mine'.

- Say *Open your Activity Books at page 26, please.* Focus pupils on the pictures and speech bubbles. Use the example to check they know what to do. Pupils complete the speech bubbles. They check in pairs. Check with the class.

Key: 2 yours, 3 yours, 4 mine

AB26. ACTIVITY 6. Listen and colour. [YLE]

- Pupils take out their crayons. Play the CD. Pupils don't colour. They listen and look. Play the CD again. Stop after each // below so pupils can colour. They check in pairs. Play the CD again if necessary. Check by asking, e.g. *What colour is the door? What colour are the walls?*

Key: See tapescript.

CD 1, 53

The walls are white and the mirror's grey. // There's a green door next to the mirror. // There are two tables in the living room. The big one's brown and the small one's yellow. // The lamp on the big table's pink and the phone on the small table's black. // The sofa under the window's purple and the mat next to the armchair's red.

Extra activities: see pages T117–T118 (if time)

Language Portfolio

- Pupils complete page 9 of *Kid's Box 2 Language Portfolio (My bedroom)*.

Ending the lesson

- Review language from the lesson using a game. Take, e.g. a red crayon from one pupil and a green one from another. Ask *Which one's yours?* Pupils respond, e.g. *The red one.* Repeat for other pupils and other objects. Extend to other questions, e.g. *Look at the two bookcases in the classroom, the big one and the small one. Which one's white?*

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about possession, using *yours* and *mine*, and sung a song.

● **TARGET LANGUAGE**

Key language: *Whose are those?*

Additional language: *that, those*

Revision: *yours, mine, his, hers, that one's, this, that, colours, clothes, toys*

● **MATERIALS REQUIRED**

Flashcards (household objects) 49–54

Extra activity 1: the song from Pupil's Book page 27 Activity 7 written on a large piece of paper, with the following words underlined: *shoes, shoes are Simon's, grey ones are his, shoes are Suzy's, red ones are hers, shoes are those, Grandpa's*.

Optional: *Teacher's Resource Book 2* Unit 4 song worksheet (page 31)

Warmer

- Review school objects, using an open pair activity. Point to, e.g. the computer. Say *What's this?* Pupils respond. Point to, e.g. the books on the bookcase. Say *What are these?* Pupils respond. Pupils take it in turns to walk around the class, point and ask. The class responds.

PB27. ACTIVITY 7. *Listen and point. Sing.*

- Say *Open your Pupil's Books at page 27, please.* Elicit who they can see (Grandma Star, Stella). Play the CD. Pupils listen and point to the shoes. Play the CD again. Encourage pupils to sing.

CD 1, 54

Look at this! Look at this!

Whose are these shoes? Whose are these shoes?

Stella! Are they yours? Stella! Are they yours?

No, they aren't mine! No, they aren't mine!

Hmm. Which shoes are Simon's? Which shoes are Simon's?

Which, which, which, which?

Which shoes are Simon's?

The grey ones are his. The grey ones are his.

Hmm. Which shoes are Suzy's? Which shoes are Suzy's?

Which, which, which, which?

Which shoes are Suzy's?

The red ones are hers. The red ones are hers.

So! Whose shoes are those? Whose shoes are those?

Whose, whose, whose, whose?

Whose shoes are those?

Those are Grandpa's. Those are Grandpa's.

Grandpa's?

GRANDPA!

CD 1, 55

Now sing the song again. (Karaoke version)

PB27. ACTIVITY 8. *Ask and answer.*

- Pupils work in groups. They should sit on the floor, in a circle, if possible. Pupils put some of their personal belongings in the middle of the circle. As you monitor, make sure that there are at least two examples of each item. Pupils take it in turns to

ask one member of the group a question, e.g. *Which bag is yours?* The pupil answers, e.g. *The red one's mine.* It's now this person's turn to ask a question to another member of the group.

AB27. ACTIVITY 7. *Listen and draw lines. There is one example. [YLE]*

- Say *Open your Activity Books at page 27, please. Look at the pictures. What can you see?* Elicit the names of the things pupils know in two bedrooms (e.g. *armchair, sofa, lamp, clock*) and the toys and other objects at the top and bottom of the page (*ruler, kite, robot, camera, doll, watch, lorry*).
- Say *Listen.* Play the example on the CD (the first four lines). Say *What is it? The ruler? The lorry?* Elicit *The robot.* Ask *Is the robot in the boy's room or the girl's room? (The boy's room).* Ask *Where do I put it?* Elicit *Under the bed.* Hold up the Activity Book page and mime drawing the example line from the robot to the correct position under the bed in the boy's room.
- Say *Listen and draw lines. Use a pencil.* Tell pupils that they will not hear about all the items in the pictures. Play the rest of the CD. Pupils listen and draw lines. They check in pairs. Play the CD again. Check by asking, e.g. *Is the camera in the boy's room or the girl's room? Where is it?* Elicit which item wasn't mentioned (the ruler).

Key: kite – boy's room, next to the clock; camera – girl's room, on the chair; doll – girl's room, on the bed; watch – boy's room in front of the sofa, lorry – girl's room, next to the phone

CD 1, 56

Can you see the boy?

Yes.

Well, put the robot under his bed.

OK. The robot's under his bed now.

Can you see the line? This is an example. Now you listen and draw lines.

1. OK. Now, put the kite next to his clock.
Sorry?
Put the kite next to his clock.
Right.
2. And what now?
Can you see the girl? Put the camera on her chair.
Right. It's on her chair now.
Good.
3. There's her doll here. Can you see it?
Yes. It's a beautiful doll.
Put it on her bed.
OK. I'm putting it on her bed.
4. Can you see her lorry?
Yes. Where can I put it?
Put it next to her phone.
Right. Her lorry is next to her phone.
5. Now, whose is the watch?
The watch? It's his. Put it in front of his sofa.
OK. I'm putting it in front of his sofa.
Thank you.

Extra activities: see page T118 (if time)

Optional activity

- Pupils complete the Unit 4 song worksheet from *Teacher's Resource Book 2* pages 26, 31.

Ending the lesson

- Six pupils come to the front. Hand each one a household object flashcard. They quickly line up with the objects in alphabetical order. They say their words. The class checks.

OBJECTIVES: By the end of the lesson, pupils will have learned to identify and say the long oa /əʊ/ vowel sound and to contrast it with the short o /ɒ/ vowel sound and they will have had more practice with *yours* and *mine*.

● **TARGET LANGUAGE**

Key language: the phoneme /əʊ/ as in *yellow, boat, home*

Revision: *yours, mine, Are these ... ?, or, clothes*

● **MATERIALS REQUIRED**

Prepare a worksheet with the following text, cutting along the lines to make 30 cards.

Whose are those lorries?	They're Ben's lorries.
Are those grey trousers yours or mine?	The grey ones are yours.
Whose is that watch?	It's Kim's watch.
Is that red phone yours or mine?	The red one's mine.
Are these dirty shoes Ben's or Tom's?	They're Tom's dirty shoes.
Are these clean jeans Ann's or Sue's?	They're Ann's clean jeans.
Is that brown bag May's or Grace's?	It's May's brown bag.
Is this blue ruler Nick's or Tony's?	It's Nick's blue ruler.
Are those short socks yours or his?	The short ones are mine.
Are those long socks mine or hers?	The long ones are hers.
Is that black phone yours or hers?	The black one's hers.
Are these big books yours or his?	The big ones are mine.
Are those fat white mice his or hers?	The fat white ones are his.
Is this purple T-shirt mine or his?	The purple one's his.
Is that small red camera Jill's or Lucy's?	The small red one's Jill's.

Extra activity 1: three large pieces of paper with one word written at the top of each: *snake, hippo, bee*

Extra activity 2: Photocopiable 4 (see page T103), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Warmer

- Review pets with a mime game. Mime an animal, e.g. *cat*. Elicit from pupils. A pupil comes to the front. Whisper an animal. The pupil mimes. Choose from the word set *pets*, e.g. *cat, dog, horse, fish, mouse, bird*, and any other pets that the class know. Elicit the word for all these animals: *Pets*.

PB28. ACTIVITY 9. Monty's phonics

- Say *Open your Pupil's Books at page 28, please*. Point to the small pictures and say them, emphasise the vowel sound /əʊ/. Pupils practise pronunciation of each word. Point at the large picture and ask *Where's the girl? (In a boat) What colour is the boat? (Yellow) What's in her hand? (A phone)*. Say *Now listen to Monty, point and repeat*.
- Play the CD. Pupils listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.

- Pupils repeat the tongue twister as a class. Do it more and more quickly. Then ask small groups of pupils to have a go at saying it. Go around the class from group to group. Put pupils into pairs. They take turns to say the tongue twister quickly to each other. Invite volunteers to say it to the class.
- Write the tongue twister on the board. Focus pupils on the words. Elicit from them which letters to underline for the sound /əʊ/.

Key: A phone in a yellow boat!

CD 1, 57

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

/əʊ/, /əʊ/, phone

/əʊ/, /əʊ/, yellow

/əʊ/, /əʊ/, boat

A phone in a yellow boat!

A phone in a yellow boat!

A phone in a yellow boat!

PB28. ACTIVITY 10. Find your partner.

- Take out the 30 cards. If you have fewer than 30 pupils, discard the extra cards, ensuring that you have discarded the matching questions and answers. If there is an odd number of pupils in your class, participate in the activity yourself.
- Hand out a card to each pupil. Ask them to read and memorise what is on their card. Ask pupils to stand up, mingle and find their partner by repeating their sentence and listening to the other sentences. Ask pupils to raise their hands when they think they have found their partner so that you can check they are a pair.
- Ask pupils to sit down and work in their new pairs. Give each pair a photocopy of the worksheet already cut into strips of paper. Pupils match the questions and answers. Check answers orally round the class.

AB28. ACTIVITY 8. Listen and write the words.

- Say *Open your Activity Books at page 28, please*. Point to the large outline pictures in turn and ask *What's this? (A box, A boat)*. Play number 1 on the CD and say *'Boat' has the sound /əʊ/*. Look. *It's in the boat*. (Point to the example word written on the first line in the boat outline). Play number 2 and say *'box' has the sound /ɒ/*. Look. *It's in the box*. Now listen and think /əʊ/ or /ɒ/? *Boat or box? Write in pencil*.
- Play the rest of the CD, pausing after each word for pupils to consult in pairs and write the word. Elicit answers and write the groups of words on the board for pupils to check.

Key: Box – 3 doll, 5 clock, 8 lorry, 9 socks; Boat – 4 phone, 6 clothes, 7 yellow, 10, sofa

CD 1, 58

1. boat, 2. box, 3. doll, 4. phone, 5. clock, 6. clothes, 7. yellow, 8. lorry, 9. socks, 10. sofa

AB28. ACTIVITY 9. Write the words.

- Quickly review the difference between *this* (near) and *that* (further away) by pointing to objects in the classroom. Focus pupils on the speech bubbles. They work in pairs and choose words from the box at the top. Check with the class.

Key: 2 This, 3 These, 4 That, 5 Those, 6 These.

Extra activities: see page T118 (if time)

Ending the lesson

- Do the tongue twister again with the class. Pupils stand up.

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: *hide and seek, I'm coming, Whose turn is it now? cupboard, look for us, come out*

Revision: *hair, living room, play, close your eyes, count to ... , under, chair, well done, feet, bookcase, sofa, toy, horse*

● MATERIALS REQUIRED

Flashcards: (household objects) 49–54

Extra activity 2: Photocopiable 4 (see page T103), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Optional: *Teacher's Resource Book 2 Unit 4 Extension worksheet 2 (page 30)* and/or animated version of the Unit 4 story from *Kid's Box 2 Interactive DVD (Suzy's room section)*

Warmer

- Review the household objects. Display flashcards on the board (picture side). Write a number between 1 and 20 under each one, e.g. 5 under *mat*. Call out the numbers at random. Pupils write the word for the object. Pupils swap papers. Check with the class. Elicit the spelling. Pupils correct each other's work.

Story

PB29. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 29, please.* Elicit who they can see (Maskman, Trevor, Marie, Monty and a toy horse). Set the pre-listening questions: *Where are the toys? Who is next to the bookcase? Is Marie in the cupboard?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (In the living room, Maskman, No, it's a toy horse).
- Play the CD again, frame by frame. Pupils listen and repeat. Encourage them to do so with intonation and feeling.
- Check comprehension by asking, e.g. *What game are they playing? What's Trevor doing? Why? What can Trevor see? What can Monty see?* Ask pupils what their favourite game is.

CD 1, 59

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Let's play hide and seek.

MARIE: Trevor, close your eyes and count to 20.

TREVOR: ... 17, 18, 19, 20. I'm coming.

TREVOR: Where are they? Whose is that tail? Ha ha! I can see you, Monty. You're under the armchair.

MONTY: OK. Well done, Trevor.

MONTY: Look. Whose feet are those? Come out, Maskman. We can see you next to the bookcase.

MASKMAN: Now, where's Marie?

MONTY: Marie's in the cupboard. Look! That's her hair.

MASKMAN: Eek! What's that?

MONTY: It's a toy horse.

MARIE: I win!

PB29. ACTIVITY 12. *Listen and say the number.*

- Focus pupils on the frames of the story again. 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 from the class (Five).
- Play the rest of the CD. Pupils work in pairs and point to/whisper the number of the frame to their partner. Play the CD again. This time stop after each section and elicit the number from a pair of pupils.

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

CD 1, 60

MONTY: Marie's in the cupboard. Look! That's her hair.

MARIE: Trevor, close your eyes and count to 20.

MONTY: Come out, Maskman. We can see you next to the bookcase.

MASKMAN: Now, where's Marie?

MONTY: It's a toy horse.

TREVOR: ... 17, 18, 19, 20. I'm coming.

AB29. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 29, please.* Point to the word with missing vowels in the first square and the example answer. Elicit the word (*sofa*). Say *Write the letters to complete the words. They are all things in a room.* Pupils work individually or in pairs to complete the words. Check answers.
- Pupils prepare the classroom stickers and lay them out on their desks in the correct order. Check around the class before they stick them in their books.

Key:

2 mat, 3 clock, 4 phone, 5 mirror, 6 lamp

AB29. 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. Display the flashcards of the household objects and ask different pupils *What's this? Have you got one in your house? Where is it?*, etc.
- Read the second sentence. Point to various classroom objects, e.g. books, pens, and ask *Whose is this?* for pupils to answer *It's mine.* 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. Encourage pupils to practise so that they can tick both statements and colour the star.

Extra activities: see page T118 (if time)

Optional activities

- *Teacher's Resource Book 2 Unit 4 Extension worksheet 2* pages 26 and 30.
- The animated version of the story from *Kid's Box 2 Interactive DVD (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/game they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have listened to descriptions of objects, learnt about origami and made a frog from paper.

● **TARGET LANGUAGE**

Key language: *frog, origami*

Additional language: *What is it? What do you think this is?*

Revision: *colours, kite, robot, phone, cupboard, sofa, lamp*

● **MATERIALS REQUIRED**

Flashcards: (colours) 12–22, 28, 45, 46, 50, 52, 54 (kite, robot, phone, cupboard, sofa, lamp)

Make the paper frog (AB page 30, Activity 1) yourself before the lesson, so you are more able to help pupils during this activity and can show it to them as a model.

Squares of thick green paper/card (or regular paper coloured green), each measuring 21 x 21cm or more to make the jumping frog. Make sure you have more squares than pupils in the class (in case of mistakes).

Sticky plastic 'googly' eyes for the frog (if available)

A piece of paper for the paper plane

Warmer

- Use the colour flashcards and flashcards of kite, robot, phone, cupboard, sofa and lamp to revise language for the lesson. Stick the flashcards on the board as you point, the pupils say the colour/object.

Presentation

- Say *Open your Pupil's Books at page 30, please*. Point to the picture of Marie and the title of the page and say *This is Marie's art*. Say *Today's lesson is about origami*. Make the short 'o' vowel sound for origami. Pupils repeat.
- Ask pupils if they know what origami is and whether any of them have done it. Say *Origami is art made from paper. It's from Japan. Ori means 'folding' (fold a piece of paper) and 'kami' means paper (hold up some paper)*.

PB30. ACTIVITY 1. Listen and say.

- Point to the speech bubbles at the top of the page and say *What is it?* Point to the kite. Pupils read the other speech bubble out loud *It's a kite*. Elicit the names of the other origami objects in the picture in the same way. Pupils put up their hands when they have the answer. Say *Listen and say*.
- Play the CD. Pupils listen to the descriptions and match them to the objects. Stop the CD after each one to give pupils time to check together in pairs. Pupils say *It's a ...*

Key: 1 It's a kite, 2 It's a robot, 3 It's a phone, 4 It's a cupboard, 5 It's a sofa, 6 It's a lamp, 7 It's a frog

CD 2, 02

This can fly. It is beautiful and purple. What is it?

This can walk and talk. It's big and grey. What is it?

This is small and blue. You can talk to your friends with it.

What is it?

This is brown. You can put bananas and apples in it. What is it?

You can sit on it and watch TV. It's red. What is it?

This is yellow. You can sit under it and read your books.

What is it?

This is green. It jumps. What is it?

PB30. ACTIVITY 2. What do you think this is?

- Focus pupils on Activity 2 and read the question *What do you think this is?* Point at each diagram and run your finger along the shape of the object. Tell pupils to look at the shapes of the objects in the picture in Activity 1 in order to work out which of the origami objects the diagrams show. Pupils put up their hands to answer.

Key: the frog

AB30. ACTIVITY 1. Make a jumping frog.

- Hold up a paper square and say *This is a paper square*. Explain the pupils are going to use these to make their own origami frog. Say *Open your Activity Books at page 30, please*. Say *Make a jumping frog*. Hand out the pieces of paper. Point to the first diagram. Say *Fold the paper like this*. Demonstrate the folding. Pupils copy. Repeat for each diagram so that pupils have their own jumping frog at the end. Pupils draw or stick eyes on their frog and add details e.g. spots/pattern, if time permits.
- Give pupils time to play with the frogs, making them jump, then put them away. If your pupils have problems folding, tell them to work with a partner to make the frogs. Pupils put their hands up when they need help. If you have made a frog yourself, use this to show pupils and help them fold the paper correctly.

AB30. ACTIVITY 2. Look and write.

- Hold up your book. Point to the first picture and the example answer *robot*. Say *Look and write*. Pupils write the correct word from the box to match each picture. Pupils check together in pairs. Check answers in open pairs, using *What is it? It's a ...*

Key: 2 kite, 3 lamp, 4 phone, 5 sofa, 6 cupboard

Extra activities: see page T118 (if time)

Ending the lesson

- Make anagrams of words from the lesson and write them on the board e.g. *apcbuodr* (cupboard). Pupils work in pairs to solve the anagrams and put their hands up to answer. Alternatively, this could be a team competition with a time limit – the quickest pupil to work out the word wins a point for their team.

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

● TARGET LANGUAGE

Key language: *What's it made from? It's made from ... What have you got? I've got ... What are you making? I'm making ... What are you doing? I'm growing ...*

Additional language: *plane, re-use, recycle, bottles, paper, ugly, old, computer, keyboard*

Revision: *elephant, robot, flower, shoe, What's this? What's your name?*

● MATERIALS REQUIRED

Objects (or pictures/flashcards of objects) from the lesson which are usually reused (e.g. a plastic bag, an old T-shirt, a plastic toy) or recycled (e.g. an old newspaper, an empty cereal box, a glass jar).

Extra activity 1: a collection of small real-life items that can be re-used/recycled for pupils to make a picture, to include (if possible) cardboard boxes, old socks, buttons and used pencils

Warmer

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

PB31 ACTIVITY 3. Listen and say the number.

- Say *Open your Pupil's Books at page 31 please*. Remind pupils of the meaning of 'values'. Read the title of the page and say *Trevor's values today are re-using and recycling*. Focus pupils on the photographs by asking *Where's the elephant/plane/old shoe/robot?* Pupils point to the objects. Say *Listen and say the number*. Play the CD.

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

CD 2, 03

ANN: Hello.

INTERVIEWER: What's your name?

ANN: I'm Ann.

INTERVIEWER: What have you got?

ANN: I've got some old paper.

INTERVIEWER: And what are you doing?

ANN: I'm making a plane.

INTERVIEWER: Wow! Great!

INTERVIEWER: Hello

GRACE: Hello.

INTERVIEWER: What's your name?

GRACE: I'm Grace.

INTERVIEWER: What have you got?

GRACE: I've got an ugly old shoe.

INTERVIEWER: And what are you doing?

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

INTERVIEWER: Cool!

SAM: Hello

INTERVIEWER: What's your name?

SAM: I'm Sam.

INTERVIEWER: What have you got?

SAM: I've got lots of old bottles.

INTERVIEWER: And what are you making?

SAM: I'm making an elephant.

INTERVIEWER: Great!

TONY: Hello

INTERVIEWER: What's your name?

TONY: I'm Tony.

INTERVIEWER: What have you got?

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

INTERVIEWER: And what are you making?

TONY: I'm making a robot.

INTERVIEWER: Wow!

PB31. ACTIVITY 4. Ask and answer.

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

PB31. ACTIVITY 5. What do you re-use at home?

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

AB31. ACTIVITY 3. Look, read and match.

- Say *Open your Activity Books at page 31, please*. Say *Look, read and match*. Focus pupils on the example line drawn from the picture of the sock to phrase b. Pupils complete the activity individually or in pairs. They compare books to check. Elicit answers.

Key: 2 a, 3 d, 4 c

AB31. ACTIVITY 4. You've got four boxes, two socks, a T-shirt and five pencils. Draw a robot.

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

Extra activities: see page T118 (if time)

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 1–4

Revision: rooms and objects in a house, numbers, colours

● **MATERIALS REQUIRED**

A photograph of you and your family OR a picture from a magazine of a family

Warmer

- Review the alphabet by playing a spelling game. Say *Who's this? Listen and look at the class. Point at the right person.* Spell the name of one of the pupils in the class, letter by letter (without looking at the pupil), e.g. *S-o-f-i-a*. Pupils point to the correct person. Repeat with other pupils' names. If you have two pupils with the same first name, spell the pupil's surname, too. Choose a name with a double letter in it if possible, and remind pupils that we use the word *double* before these letters, e.g. *double 'o'*.

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

- Say *Open your Pupil's Books at page 32, please.* Point at each picture in turn and elicit the number and the word (e.g. *eleven, kite*).
- Play the first item on the CD and elicit the correct number (fourteen). Play the rest of the CD. Pupils listen, point and whisper the number to their partner each time. Play the CD again. Stop after each word and elicit the answer.

Key: 14, 11, 20, 17, 13, 18, 16, 19, 15, 12

CD 2, 04

C-l-o-c-k
K-i-t-e
M-i-r-r-o-r
W-a-t-c-h
P-h-o-n-e
B-o-o-k-c-a-s-e
R-u-l-e-r
R-o-b-o-t
C-a-m-e-r-a
C-u-p-b-o-a-r-d

Pair work game

- Focus pupils on the pictures in Activity 1 again. Say *Listen to the number and spell the word. Put your hand up.* Say one of the numbers (from 11 to 20) from Activity 1, e.g. *Nineteen*. Volunteers put up their hands when they have found the correct picture and are ready to spell the word. Elicit the whole word and the spelling, letter by letter (e.g. *Robot, R-o-b-o-t*).
- Make pairs. Pupils play the game, swapping roles so each one gets the chance to choose the numbers.

PB32. ACTIVITY 2. *Look and say.*

- Elicit toys, furniture and other objects pupils can see in the two pictures (*bed, lamp, watch, mirror, cupboard, bookcase, robot, chair, car, etc.*).
- Say *Look. Picture 1 and picture 2 are different.* Read the speech bubble with the class. Pupils work in pairs or individually to find the rest of the differences. Elicit the differences and write sentences like the example on page 32 on the board.

- Fast finishers can write sentences about the differences in their notebooks.

Key:

In picture 1, there's a robot on the bed, but in picture 2, there's a robot under the bed.

In picture 1, there's a cupboard, but in picture 2, there's a bookcase.

In picture 1, there's a mirror, but in picture 2, there isn't a mirror.

In picture 1, there's a watch on the table, but in picture 2 there isn't.

In picture 1, there are two lorries under the chair, but in picture 2 there are three lorries under the chair.

In picture 1, the lamp on the table is yellow, but in picture 2, it's green.

In picture 1, there's a purple mat, but in picture 2, there isn't a mat.

AB32. ACTIVITY 1. *Match the colour.*

- Say *Open your Activity Books at page 32, please. Look at the example. Point to the first rectangle and say Read the number. Elicit Seven. Say It matches the word. Point to the word.* (Pupils point to the other rectangle coloured grey in the bottom row). Make sure they understand that the rectangle has been coloured grey because the word *seven* matches the number 7 in the other rectangle (and that rectangle has grey written in it). Do the next one with the class (nine matches figure 9 – and pupils have to colour both rectangles green).
- Pupils get coloured pencils or crayons ready. Tell them to mark the rectangles with a coloured dot only. They work individually to match and mark the rectangles. Pupils compare their answers in pairs. Check as a class.

AB32. ACTIVITY 2. *Listen and write the number. [YLE]*

- Focus pupils on the pictures in their books. Play the first one on the CD: *The phone's on the table.* Point to the example answer '13' next to the picture of the living room. Play the rest of the CD. Pupils listen and match. Don't check answers. Pupils check in pairs. Play the CD again. Check with the class, playing each one again if necessary.

Key: 14, 17, 15, 13, 16, 18

CD 2, 05

- 13 The phone's on the table.
14 There are three teachers.
15 Who's that?
My teacher.
16 How many toys are there on the mat?
Four. There are three lorries and a robot.
17 Whose ruler is this?
It's mine.
18 There's an armchair next to the table.

Extra activities: see page T118 (if time)

Ending the lesson

- Show the class the photograph of your family or the family picture from the magazine. Tell pupils about the picture, e.g. *This is my mother and father. This is my brother. This is our house. These are my children.* Show it around the class as you talk about it.
- Tell pupils to bring a picture of their family for the next English class (to prepare for the topic in Unit 5). Pupils write a note about this in their homework books.

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

● **TARGET LANGUAGE**

Key language: key vocabulary and language from Units 1–4

Revision: other vocabulary and language from Units 1–4

● **MATERIALS REQUIRED**

Dice for each group of three or four pupils, counter or small coin for each pupil

A photograph of you and your family OR a picture from a magazine of a family

Extra activity 1: a selection of 12 flashcards from flashcards 26–53, two rolled up newspapers

Optional: *Kid's Box 2 Interactive DVD*: Stella's room Quiz 1

Warmer

- Show pupils your family picture again. Elicit who has brought a picture. Pupils take turns to come to the front, show their picture to the class and talk about it, e.g. *This is my mum. This is my dad. This is my house.*

PB33. ACTIVITY 3. *Play the game. Ask and answer.*

- Say *Open your Pupil's Books at page 33, please.* Point at some of the squares on the board and elicit the words and the numbers. Use the same language as in the speech bubbles at the top of the page (*What's this? A ...*).
- Tell pupils they are going to play a game. Demonstrate how to play. Take out a dice (or a spinner, if the pupils studied *Kid's Box 1*) and a counter or coin. Hold up your book and put the counter on the Start square (bottom left). Say *This is the Start. You throw the dice...* Throw the dice and show pupils how to move their counter along the board, e.g. *Look! I've got a four. One ... (moving your counter) two ... three ... four. You ask 'What's this?' I say 'Ruler!' I stay on this square. ... Then it's Mario's turn. And then it's Emilia's turn. Now it's my turn again.* Throw the dice and move your counter again, e.g. to the square with the robot. Look thoughtful and say *What's this? Oh, I don't know this word. Move your counter back to the ruler square. Say I don't know. I move back to where I was ... one, two. If you say the word you stay. If you don't say the word, you move back.* Point at the Finish square and say *This red square is the Finish. The first person here is the winner! Hooray!*
- Write a list of useful language for games on the board, e.g. *It's my turn. It's your turn. I've got a (five). Pass me the dice, please. Is this my counter? I'm the winner.* Pupils practise saying the sentences chorally.
- Make groups of three or four pupils. They need one dice per group and a coin or counter for each pupil. Groups play the game. Monitor and check they are saying the words in English and asking each other *What's this?* If you wish, set a rule that anyone you hear speaking in their own language misses a turn. Encourage pupils to use the language for games. The winner is the first pupil to get to the finish or the pupil who is furthest along the board after a certain amount of time (e.g. ten minutes).

AB33. ACTIVITY 3. *Write the questions. Answer the questions.*

- Pupils use the grid to work out the questions that appear in code. They write the questions and then look at the picture in order to answer the questions.

Key:

- 1 Where are the lorries? Under the bed.
- 2 Whose toy is on the bed? Simon's.
- 3 Are the shoes clean or dirty? Dirty.
- 4 How many lorries are there? Five.
- 5 Where is the camera? On the table.
- 6 What is on the chair? A T-shirt.

Extra activities: see pages T118–T119 (if time)

Optional evaluation:

- Quiz 1 from *Kid's Box 2 Interactive DVD* (Stella's room section). This quiz can be done as a whole-class activity or as a team competition. See pages 39 and 40 of the Teacher's booklet for the *Interactive DVD*.

Ending the lesson

- Pupils work in groups of three. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 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 *can do* statements from Units 1–4 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.