

OBJECTIVES: By the end of the lesson, pupils will have learned to talk about members of their families.

● **TARGET LANGUAGE**

Key language: *family, cousin, mummy, daddy, grandma, grandpa, baby, Frank*

Additional language: *Here you are.*

Revision: *mother, father, brother, sister, grandmother, grandfather, hair, nose, ears, fly a kite, Meera, Lenny, Suzy, Simon, We've/You've got ... , Have you got ... ? How old is he/she?*

● **MATERIALS REQUIRED**

Flashcards: (characters) 1, 2, 3, 6, 7, 23, 25, 57

Optional: *Kid's Box Teacher's Resource Book 2 Unit 5*

Reinforcement worksheet 1 (page 33)

Warmer

- Review the known characters using the flashcards. Flash each one quickly in front of the class. Elicit who the character is and display it on the board. Elicit other known family words, e.g. *grandma, grandpa, mummy, daddy*. Introduce the new characters (Lenny and baby Frank) to the class in the same way.

PB34. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 34, please*. Elicit who pupils recognise from the Warmer. Say *Find the hidden star*. Pupils check in pairs. Check with the class (on the baby). Pupils say *Here it is*. Say *Listen and point*. Play the CD. Pupils listen and point to the people as they hear them. Set the listening questions: *Who's with Lenny? What's his cousin's name? Who has got the kite?* Play the CD again. Pupils listen and check in pairs. Check with the class (Frank's mum and dad, Frank, Grandpa). Check comprehension by asking, e.g. *Who's that? How many cousins has Meera got? How many cousins has Simon got? How old is Frank? Is Frank Lenny's brother?* Check understanding of new vocabulary.

CD 2, 06

STELLA: Look, Lenny's with Frank's mum and dad.

SIMON: Who's Frank?

STELLA: Frank's Lenny's baby cousin.

MEERA: Oh, how old is he?

STELLA: He's one.

SIMON: How many cousins have you got, Meera?

MEERA: Six: four boys and two girls. How many cousins have you got?

SIMON: None, but we've got a baby. Her name's Suzy.

SUZY: I'm not a baby. I'm a big girl! Grandpa! Simon says I'm a baby.

GRANDPA: Simon, as you're a big boy, you can fly Suzy's kite with her. Here you are!

SIMON: Puph! Thank you.

PB34. ACTIVITY 2. Listen and repeat.

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

CD 2, 07

Mummy, daddy, grandma, grandpa, cousin, baby

AB34. ACTIVITY 1. Read and write the names.

- Review *hair, nose, ears* by pointing to your hair, etc. and eliciting the words from the class. Say *Open your Activity Books at page 34*. Focus pupils on the text. Say *Read quickly and find the family words. Underline them*. Pupils work in pairs. Check around the class. Pupils then read the descriptions again and write the names in the spaces. They check in pairs. Check with the class.

Key: 1 May, 2 Sam, 3 Lenny, 4 Frank

AB34. ACTIVITY 2. Write the words.

- Say *Let's do Activity 2*. Pupils look at the words in the box and write them in the correct shape below. Do the examples with them first. They check in pairs and then as a class.

Key: In the house: bath, mirror, lamp, bed, phone (pupils may also choose desk and ruler). Family: grandma, baby, grandpa, cousin, daddy. Toys: kite, lorry, robot, boat, doll. At school: teacher, desk, playground, board, ruler (pupils may also choose phone and lamp).

Extra activities: see page T119 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 1 *Teacher's Resource Book 2* pages 32–33.

Ending the lesson

- Review the new vocabulary by displaying the flashcards (picture side) around the room. Call out, e.g. *Cousin* and pupils point to the correct flashcard. Repeat. Then point to a flashcard. Pupils supply the word. Point at random to keep pupils active.

OBJECTIVES: By the end of the lesson, pupils will have talked more about families and worked with a family tree.

● **TARGET LANGUAGE**

Key language: possessive 's

Additional language: family tree

Revision: family vocabulary, *What's his/her name?*

● **MATERIALS REQUIRED**

Flashcards: (characters) 1–5

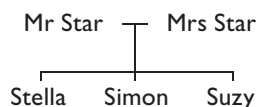
Photocopiable 5 (see page T104), copied onto thin card, one copy for each pupil, scissors, crayons, envelopes

Optional: *Kid's Box Teacher's Resource Book 2 Unit 5*

Reinforcement worksheet 2 (page 34)

Warmer

- Elicit the Star family names, using the five flashcards. Display the flashcards on the board like a family tree:



- Ask, e.g. *Who's Stella's father? Who's Suzy's sister?* Elicit/tell pupils that this is called a *family tree*.
Note: This is a spatial intelligence activity. Don't worry if some of your pupils find the diagrams difficult to interpret.

PB35. ACTIVITY 3. Listen and answer.

- Say *Open your Pupil's Books at page 35, please*. Ask what they can see (a family tree). Give pupils a little time to look at the diagram. Check understanding of the oldest generation (grandma/grandpa) and of who are cousins. Say, e.g. *Find May. Find Lenny. Who's May's cousin?* Say all the names for pupils to repeat after you (many of the names are new). Check with pupils the gender of each person. Say *Listen and think*. Play the CD, pausing after each one. Pupils don't answer. They look and think. Play the CD again to give more thinking time. Play the CD a third time. Stop after each one for pupils to check in pairs before you check with the class.

Key: Nick, May, Ben, May, Lucy, Frank, Nelson, Anna

CD 2, 08

He's Lenny's daddy. What's his name?
She's Frank's cousin. What's her name?
He's Kim's brother. What's his name?
She's Lenny's sister. What's her name?
She's Frank's mummy. What's her name?
He's May's cousin. What's his name?
He's Frank's grandpa. What's his name?
She's Sam's grandma. What's her name?

PB35. ACTIVITY 4. Look and say.

- Pupils make statements about the family tree for others to respond to. Read out the example speech bubbles. Demonstrate the activity in open pairs around the class. When pupils are more confident, do the activity in closed pairs. Monitor pupils and help with concepts/language where necessary.

Photocopiable 5: see pages T98 and T104 (if time)

AB35. ACTIVITY 3. Read. Write the name. Colour.

- Say *Open your Activity Books at page 35, please*. Elicit what they can see (trolls). Focus pupils on the text and do the first part with the class as an example. Pupils write the names and colour the trolls to match the description. Tell pupils to underline the colour words to help them remember the colours to use. Pupils work in pairs. Monitor pupils and then check as a class.

Key: Tricia, Tony, Trudy, Tom

AB35. ACTIVITY 4. Write the words. [YLE]

- Focus pupils on the anagrams in the book and on the example. Check they know what to do. Pupils work individually and unjumble the family words. They write them on the lines for male and/or female. Check with the class.

Key: Male: grandfather, father, daddy, cousin, brother.
Female: grandmother, mother, sister, cousin, mummy.

Extra activity: see page T119 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 2 *Teacher's Resource Book 2* pages 32 and 34.

Ending the lesson

- Elicit and write the family words on the board: *mother, father, brother, sister, cousin, grandma, grandpa*. Do a quick question and answer around the class. Start the chain by asking a pupil, e.g. *What's your mother's name?* The pupil answers, e.g. *Her name's Teresa* and asks another pupil a question about another family member, e.g. *brother*. Supply *I haven't got a ...* if appropriate.
Note: Adapt this activity if you have pupils for whom family issues are sensitive.

OBJECTIVES: By the end of the lesson, pupils will have described actions in the present continuous form.

● **TARGET LANGUAGE**

Key language: present continuous with present meaning, *I'm/He's/She's/It's running, hitting, jumping, getting, sleeping, throwing, catching, flying, cleaning, talking, kicking*

Additional language: *make sentences with these words*

Revision: present continuous with present meaning, characters, numbers 1–20

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 2 Unit 5 Extension worksheet 1 (page 35)*

Warmer

- Call out 20 pupils to the front. Whisper a number between 1 and 20 to each one in random order. They line up in number sequence 1 to 20 and call out their numbers starting from 1 for the class to check.

Presentation

- Quickly review the use of the present continuous for actions. Tell a pupil to draw a picture on the board. Ask *What's he doing?* Prompt *He's drawing*. Repeat with other known actions (*writing, opening the door, reading, etc.*) and other pupils. Practise *he* and *she*.

PB36. ACTIVITY 5. *Listen and say the number.*

- Say *Open your Pupil's Books at page 36, please*. Elicit what pupils can see (family members, in the park, playing, etc.). Say *Listen and say the number*. Play the first sentence. Elicit the number from pupils (16). Play the rest of the CD. Pupils write the numbers in order in their notebooks. They check in pairs. Play the CD again. Stop after each sentence to elicit the number from the class and the full sentence, e.g. *The dog's getting the ball*. Play the sentence from the CD again if pupils are unsure of it. They repeat in chorus.
- Check further comprehension of the picture by asking, e.g. *What's Lenny hitting? Who's sitting next to Frank? What's Grandpa doing?*

Key:

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

CD 2, 09

Lenny's hitting the ball.
The dog's getting the ball.
The boy's mother is cleaning his mouth.
The baby's sleeping.
Simon's throwing the ball.
The girl's kicking the football.
Frank's mum and dad are talking.
Meera's catching the ball.
Grandpa's flying a kite.
The cat's jumping.

PB36. ACTIVITY 6. *Make sentences. Use the words in the box.*

- Focus pupils on the words in the box. Call them out at random. Pupils point to the word in the box. Make pairs. Pupils take turns to make sentences about the picture similar to (but not the same as) the ones from Activity 5. Monitor pupils and give prompts if necessary.
- Pairs say one or two sentences to the class. The class decides if they are correct.

AB36. ACTIVITY 5. *Listen and write the number.*

- Say *Open your Activity Books at page 36, please*. Focus pupils on the pictures and elicit the names of the characters and the places, objects and food they can see (e.g. for the first picture: *Suzy, Simon, park, kite*).
- Explain that the characters are talking to each other (each person is saying something – make sure pupils know that the person on the left in each picture speaks first). Tell pupils they are going to listen to the conversations and they need to write the correct number in the boxes at the bottom of each picture.
- Play the CD and pause after the first conversation. Pupils confer in pairs. Elicit the answer. Pupils point to the correct picture. Play the rest of the CD. Pupils write their answers in pencil. Play the CD again. Check answers.

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

CD 2, 10

1. Whose shoes are you cleaning, Grandpa?
I'm cleaning Simon's shoes.
2. What are you drawing, Grandma?
I'm drawing Stella.
3. Whose kite are you flying, Simon?
I'm flying your kite, Suzy.
4. Which word are you spelling, Stella?
I'm spelling 'beautiful'.
5. What are you doing, Mum?
I'm making a cake.
6. What are you eating, Dad?
I'm eating chocolate ice cream.

AB36. ACTIVITY 6. *Look at the pictures and write the letters.*

- Focus pupils on the speech bubbles and on the pictures. Do the example with the class. Pupils work in pairs and write the letters from the speech bubbles in the correct boxes. Monitor pupils as they are working.

Key: 2: a,b; 3: g,h; 4: e,f; 5: k,l; 6, i,j

Extra activities: see page T119 (if time)

Optional activity

- Unit 5 Extension worksheet 1 *Teacher's Resource Book 2* pages 32 and 35.

Ending the lesson

- Play a mime game, using the verbs from the lesson. In turn, pupils come and mime an action from the lesson to the class. The class give a sentence, e.g. *Miki's hitting a ball*. The pupil responds *Yes, I'm hitting a ball* or *No. Look* and does the mime again.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about actions at the moment of speaking and will have sung a song.

● **TARGET LANGUAGE**

Key language: present continuous with present meaning, *He/She isn't (walking), They're (eating)*

Revision: *walking, playing, cleaning, flying, throwing, sleeping, jumping, sitting, food, family words, can, happy, big, grey*

● **MATERIALS REQUIRED**

Extra activity 1: Pictures or flashcards of an apple, banana, orange, chocolate, ice cream, cake, burger.

Optional: *Kid's Box Teacher's Resource Book 2 Unit 5 song worksheet (page 37)*

Warmer

- Review action words by doing a mime game. Whisper an action word to a pupil (e.g. *Flying*) and the pupil mimes for the class. Say, e.g. *He isn't throwing a ball. He's ...* The class completes *flying a kite*. Repeat.

PB37. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Pupil's Books at page 37, please*. Focus pupils on the picture and the people. Elicit what/who they can see. Say *Listen and point*. Play the CD. Pupils listen and point to the people. Check understanding of the negative. Say, e.g. *Look at Grandpa. Is he walking?* (No). *What's he doing?* (*Flying a kite*). Play the CD again in sections. Teach the lines with the actions.

CD 2, 11

My grandpa isn't walking,	[mime finger waggle and walking]
He's flying my favourite kite.	[mime flying kite]
My grandma's cleaning the table, It's beautiful and white.	[mime cleaning]
My father's playing baseball,	[mime hitting ball with baseball bat]
He can catch and he can hit. My cousin's got the ball now, And now he's throwing it.	[mime throwing]
My baby sister's sleeping, She is very small.	[mime baby cradled in arms] [mime small]
My brother isn't jumping,	[mime finger waggle and jumping]
He's kicking his football. Hey!	[mime kicking]
My grandpa isn't walking, He's flying my favourite kite. My grandma's cleaning the table, It's beautiful and white.	[as above]
My mother's sitting reading, Her book is big and grey. And me? I'm very happy, I can run and play. [Repeat x5]	[mime reading] [mime big smile]

CD 2, 12

Now sing the song again. (Karaoke version)

PB37. ACTIVITY 8. Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song

lyrics, e.g. *What's Grandpa doing?* Pupil B answers, e.g. *He's flying a kite*. Pupils exchange roles. When pupils have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

AB37. ACTIVITY 7. Listen and tick (✓) the box. There is one example. [YLE]

- Say *Open your Activity Books at page 37, please*. Elicit the things pupils can see. Read the example and say *Listen. Is it picture 1, 2 or 3?* Play the example on the CD. Elicit the answer and say *He's reading (a book). It's picture 2*. Point to the example tick in the box and say *Look. There's a tick in the box*.
- Play the rest of the CD, pausing to give pupils time to think and tick. Pupils compare answers in pairs. Check as a class.

Key: 1 picture 3, 2 picture 2, 3 picture 3, 4 picture 3

CD 2, 13

Is Dan eating an apple?
No, he isn't. And he isn't sleeping.
What's he doing?
He's reading a book.

Can you see the tick? Now you listen and tick the box.

1. Which is Anna?
What's Anna doing, Grandpa?
I don't know. Is she catching a ball?
No. And she isn't flying her kite.
Oh, I know! She's playing football.
2. What's Sue doing?
Is Sue in the kitchen?
Yes, she is.
Is she eating?
No, she's drinking water.
3. What's Grandpa doing?
Is Grandpa riding a bike?
No, he's on the bus.
Oh. Is he listening to music?
No. He's reading.
Oh, yes. He likes books.
4. What's Sam drawing?
Are you drawing a robot, Sam?
No, Dad. Can't you see?
I know. Is it a lamp?
Yes, it is.

Extra activities: see page T119 (if time)

Optional activity

- Pupils complete the Unit 5 song worksheet from *Teacher's Resource Book 2*. (see pages 32 and 37 of the *Teacher's Resource Book*).

Ending the lesson

- Play the Spelling game with pupils. Start as the caller, and then pupils can take over. Use words from the lesson and extend to other words if appropriate.

Teacher:	Class responds:
Give me a k	k
Give me an i	i
Give me a t	t
Give me an e	e
What does that spell?	
What does that spell?	

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the long oo /u:/ vowel sound and to contrast it with the short u /ʌ/ vowel sound' and will have asked and answered questions about present actions.

● **TARGET LANGUAGE**

Key language: the phoneme /u:/ as in *blue, ruler, Sue*

Additional language: *finish, egg and spoon race, sweets, Ready, steady, go*

Revision: *Who's ... ?, over there, take turns, running*

● **MATERIALS REQUIRED**

Flashcards: (characters) 2, 3, 4, 5: flashcard *bus* from *Kid's Box 1*

Extra activity 2: ten ping pong balls, ten teaspoons, lots of space

Optional: *Kid's Box 2 Interactive DVD: The living room* 'At the sports centre' episode, *Kid's Box 2 Language Portfolio* page 10

Warmer

- Review the character names and relationships, using the flashcards. Cover each one (picture side) with paper and reveal it slowly. Pupils say *Mrs Star. Say Good. She's Simon's ...* (mother).

PB38. ACTIVITY 9. Monty's phonics

- Say *Open your Pupil's Books at page 38, please.* Point to the small pictures and say them, emphasising the vowel sound /u:/. Pupils practice pronunciation of each word. Point at the large picture and say *This is Sue. What's that? (A ruler) What colour is the ruler? (Blue) 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 it in turns to say the tongue twister quickly to each other. Invite volunteers to say it to the class.

CD 2, 14

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

/u:/, /u:/, blue

/u:/, /u:/, ruler

/u:/, /u:/, Sue

Sue's got a big blue ruler!

Sue's got a big blue ruler!

Sue's got a big blue ruler!

PB38. ACTIVITY 10. Ask and answer.

- Focus pupils on the pictures and on the speech bubbles. Do one or two with the class in open pairs. The first pair repeats the model. The next pair gives another question and answer, e.g. *What's Alex doing? He's hitting a ball.* Pupils work in pairs and take turns to ask and answer about the pictures. Monitor pupils and help/prompt where necessary. Check using open pairs.

AB38. ACTIVITY 8. Listen and write.

- Stick the flashcard *bus* on the board (or draw a picture of a bus). Write the word below the picture, with the letter 'u' replaced by a line (as on Activity Book page 38). Say the word and elicit the *missing* letter. Write it on the line.
- Say *Open your Activity Books at page 38, 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 /u:/ sound (*shoe, Sue, ruler, blue*). Point out that the sound is not always represented with the letter *u*. Elicit the vowel sound in the other words (/ʌ/).

Key: 2 oe, 3 u, 4 ue, 5 u, 6 u, 7 ue, 8 u, 9 u

CD 2, 15

1. bus, 2. shoe, 3. mum, 4. Sue, 5. sun, 6. ruler, 7. blue, 8. run, 9. jump

AB38. ACTIVITY 9. Write the letters.

- Focus pupils on the half sentences. Read *He's kicking ... Wait for pupils to find and respond ... a football.* Check pupils know what to do. They work individually and then check in pairs. Check with the class by eliciting each sentence and asking the pupil to mime the action to check understanding.

Key: c, d, a, g, e, f, b

Extra activities: see page T119 (if time)

Optional activity

- 'At the sports centre' episode from *Kid's Box 2 Interactive DVD* (The living room section). See pages 12–15 of the DVD booklet.

Language Portfolio

- Pupils complete page 10 of *Kid's Box 2 Language Portfolio* (My family). Help with new language as necessary.

Ending the lesson

- Practise recognition of the two phonemes /u:/ and /ʌ/ with a True/False game. Pupils stand up. Say different words in turn. When pupils hear the sound /u:/ (as in *shoe*) in the word, they point to their shoes, when they hear the sound /ʌ/ (as in *run*) in the word, they run on the spot. Pupils who respond incorrectly sit down. Stop when you have a small group of winners. Use words from the lesson in the game, as well as other known words, e.g. *blue, ruler, Sue, computer, you, two, true, mum, jump, bus, sun, one, thumb, fun.*

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: actions

Revision: shoes, helicopter, superhero, red, doll's house

● **MATERIALS REQUIRED**

Extra activity 2: Photocopiable 5 (see page T104), if not used previously copied onto thin card, one copy for each pupil, scissors, crayons

Optional: *Teacher's Resource Book 2* Unit 5 Extension worksheet 2 (page 36) and/or animated version of the Unit 5 story from *Kid's Box 2 Interactive DVD* (Suzy's room section)

Warmer

- Play a mime game to review action verbs. Whisper an action (flying a plane) to a pupil who mimes it. Say, e.g. *He's driving a car*. Pupils do thumbs up (true) or thumbs down (false). Elicit the sentence from another pupil, e.g. *He isn't driving a car. He's flying a plane*. Repeat with other pupils and other action verbs.

Story

PB39. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 39, please*. Elicit who they can see (Grandpa, Trevor, Monty, Marie and Maskman). Set the pre-listening questions: *What's Monty doing? Whose shoes is Marie cleaning? Say Listen and look*. Play the CD. Pupils listen and look. They check in pairs. Check with the class (Driving Suzy's yellow lorry, Her shoes).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What is Grandpa doing?* (cleaning shoes). *What colour are they?* (black). *What's Maskman flying?* (a helicopter). *What's Trevor doing in picture 5?* (cleaning the doll's house).
- Check that pupils remember the meaning of *superhero*. Ask them who their superheroes are.

CD 2, 16

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

TREVOR: Ooh! What's he doing to those shoes, Marie?

MARIE: He's cleaning them, Trevor.

MONTY: Hello, Trevor! Look at me! I'm driving Suzy's yellow lorry.

TREVOR: Hello, Maskman. What are you doing?

MASKMAN: I'm flying my helicopter. I'm a superhero.

TREVOR: Hello, Marie. What are you doing?

MARIE: I'm cleaning my shoes.

MONTY: What are you doing, Trevor?

TREVOR: I'm cleaning the doll's house.

MARIE: Oh! No!

PB39. 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 (4). 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: 4, 3, 5, 2, 6, 1

CD 2, 17

TREVOR: Hello, Marie. What are you doing?

MASKMAN: I'm flying my helicopter. I'm a superhero.

TREVOR: I'm cleaning the doll's house.

MONTY: Hello, Trevor! Look at me! I'm driving Suzy's yellow lorry.

MARIE: Oh! No!

TREVOR: Ooh! What's he doing to those shoes, Marie?

AB39. MY PICTURE DICTIONARY

- Say *Open your Activity Books at page 39, please*. Pupils prepare the family stickers. Say *Who is it? Listen to the spelling*. Play number 1 on the CD and elicit the family member (*grandma*). 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 next to each other in a word we say *double* (e.g. *double 'm'*). 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 correct family word under each sticker. Write the words on the board in random order if they are having difficulty. Play the CD again if necessary.

Key: 2 grandpa, 3 baby, 4 mummy, 5 daddy, 6 cousin

CD 2, 18

1. g-r-a-n-d-m-a, 2. g-r-a-n-d-p-a, 3. b-a-b-y, 4. m-u-m-m-y, 5. d-a-d-d-y, 6. c-o-u-s-i-n

AB39. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together*. Read the first sentence. Elicit some information about a pupil's family and then say to the pupil *Good. You can talk about your family*. Let other pupils do the same. Repeat for the second sentence, using mime prompts if necessary (*actions* is a new word). Pupils work in pairs. They take turns to point to a sentence in their books and do / talk about 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 the statements and colour the star.

Extra activities: see page T119 (if time)

Optional activity

- Unit 5 Extension worksheet 2 *Teacher's Resource Book 2* pages 32 and 36.
- 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 they'd like to do again from the unit. Do it together to end the lesson.