

OBJECTIVES: By the end of the lesson, pupils will be able to name places in a town.

● **TARGET LANGUAGE**

Key language: park, shop, street, hospital, café, flat, town

Revision: shoe, long, Grandpa, Can you see ...?, over there, window, look at, What's that? Where is it? those, next to, drink, Oh, sorry, flowers, feet, colours, adjectives

● **MATERIALS REQUIRED**

Flashcards: (town) 73–78

Optional: *Kid's Box 2 Interactive DVD: The playroom*

'Hopscotch' (thick chalk and a counter, e.g. a beanbag)

Warmer

- Play a Pointing game to review body and clothes, e.g. *Point to your nose. Point to your eyes. Point to your legs. Point to your feet. Point to your shirt. Point to your shoes.*

Presentation

- Elicit/teach the new words (*park, shop, street, hospital, café, flat*), using the flashcards (picture side). Pupils repeat in chorus and then in groups and pairs. Elicit each word again and place the flashcards in a circle on the board (picture side). Say *these places are all in a town. Write Town in the centre of the circle. Point to each flashcard, elicit the word and then turn it word side.*

PB54. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 54, please.* Elicit who they can see and where the people are (Grandpa and Suzy, Town). Say *Can you find the hidden star?* Pupils look and check in pairs. Check with the class (on the lorry). Pupils say *Here it is.* Say *Listen and point.* Play the CD. Pupils listen and point to the places in the town. Prompt, using the flashcards if necessary. Set the focus listening questions: *Where's Grandpa's flat? Where's the shoe shop?* Play the CD again. Pupils listen for the answers. They check in pairs. Check with the class (Next to the park, Next to the café). Check comprehension by asking, e.g. *Is it a big town or a small town? What colour are Grandpa's windows? What colour shoes does Suzy want?* Ask different pupils. Play the CD again if necessary.

CD 2, 45

SUZY: This is a long street, Grandpa.

GRANDPA: Yes, it is. It's a big city. Can you see my flat?

SUZY: No. Where is it?

GRANDPA: It's over there, next to the park. It's the one with the green windows.

SUZY: Oh, yes. What's this over here, next to the toy shop?

GRANDPA: That's a hospital.

SUZY: Ooh, look! There's a shoe shop! Look at those beautiful red shoes, Grandpa.

GRANDPA: What ...? Oh, yes.

SUZY: The shoe shop's next to the café, Grandpa.

GRANDPA: Good idea. Let's go to the café for a drink.

SUZY: No, Grandpa. Let's go to the shoe shop for my new red shoes.

GRANDPA: Oh, sorry ... Yes ... Of course.

PB54. ACTIVITY 2. Listen and repeat.

- Say *Let's do Activity 2. Listen to the new words and repeat.* Play the CD. Pupils point to the words in the picture and repeat them in chorus. Listen for correct pronunciation.

CD 2, 46

Park, shop, street, hospital, café, flat

AB54. ACTIVITY 1. Look and read. Tick (✓) or cross (X) the box. [YLE]

- Say *Open your Activity Books at page 54, please.* Focus pupils on the example. Read the sentence (*This is a flat*), point to the picture (house) and point to the X. Check pupils know what to do. Pupils work individually. They check in pairs. Check with the class. Display the flashcards (picture side) on the board. For the sentences with the wrong picture, invite a pupil to go up to the board, point to the house and say, e.g. *This is a house.*

Key: 2 ✓, 3 X This is a school. 4 ✓, 5 ✓, 6 X This is a hospital.

AB54. ACTIVITY 2. Circle the different word.

- Say *Look at Activity 2. Read the words in the first line.* Elicit why *shop* is different. Encourage pupils to notice, rather than telling them. Ask *Is a car a kind of transport?* Repeat for *lorry* and *bus*. For *shop*, pupils respond *No, it isn't.*
- Pupils complete the activity in pairs. Pairs check with pairs. Give time for slower readers to finish. Check with the class.

Note: If pupils give you an unexpected answer, ask them why. This activity relies on critical thinking. It's possible for there to be more than one answer. Listen to pupils' reasons for their choice. Be prepared to accept their answer.

Key: 2 goat, 3 bike, 4 park, 5 shop, 6 bedroom, 7 frog, 8 town

Extra activities: see page T122 (if time)

Optional activity

- Watch the DVD clip 'Hopscotch' from the 'playroom' section of the *Interactive DVD*. Then play the game with your pupils. See page 35 of the DVD booklet.

Ending the lesson

- Six pupils come to the front. Hand each one a flashcard (*park, shop, street, hospital, café, flat*). Tell pupils to stand in alphabetical order. Let the class check if they're correct. Use this activity to focus pupils on the second letter of a word when the first letter (s) is the same. Repeat with another six pupils.

OBJECTIVES: By the end of the lesson, pupils will have had more practice reading and talking about places in a town.

● **TARGET LANGUAGE**

Key language: plurals, children, men, women, babies, see, buggy

Additional language: Spot the difference

Revision: How many ... ? There are ... / There is ... park, shop, street, hospital, café, flat, town, woman, pineapple, cat, boy, kite, shoes, lemon, bus, Are there ... ? Where ... ? pets

● **MATERIALS REQUIRED**

Flashcards (town) 73–78

Extra activity 1: The following sentences written on a large piece of paper:

- 1 There are five _____ child/children in the park.
- 2 There is one _____ man/men in the shoe shop.
- 3 There are three _____ woman/women in the café.
- 4 There is one _____ child/children on a bike.
- 5 There is one _____ woman/women on the bus.
- 6 There are two _____ baby/babies in the buggy.
- 7 There are four _____ man/men in the pet shop.
- 8 There is one _____ baby/babies with a banana.

Optional: Kid's Box Teacher's Resource Book 2 Unit 8

Reinforcement worksheet 2 (page 52)

Warmer

- Revise the town words, using the flashcards. Slowly reveal each one from behind paper (picture side) until pupils say the word correctly.

PB55. ACTIVITY 3. Read and answer.

- Say *Open your Pupil's Books at page 55.* Elicit what pupils can see in the picture. Accept their feedback. Make sure you draw out the following words as pupils need them for the reading: *baby, woman, fruit shop, pineapples, lemons, cats, kite, bus.*
- Say *Read the questions. Talk about the answers with your partner.* Pupils work in pairs and answer the questions. Monitor pupils as they are working. Check by asking pupils to read the questions aloud. Other pupils answer. If a pupil doesn't want to read aloud, ask another pupil to volunteer.
- Pupils write the questions and answers in their notebooks.

Key: 1 She's in the park. 2 There are five pineapples.
3 There are three cats. 4 He's in the park. 5 The shoes are red. 6 The lemons are in the fruit shop. 7 The bus is yellow.

PB55. ACTIVITY 4. Ask and answer.

- Focus pupils on the words in the box. Elicit what they think the following words are: *men, women, babies, children.* Check for correct pronunciation of *women.* Help them to work out that they are plurals of *man, woman, baby, child.* Pupils work in pairs, using the model question and answer and the words in the box. They take turns to ask and answer about the picture in Activity 3. Monitor and help if necessary. Check using open pairs: one pair asks a question, and another answers it.

AB55. ACTIVITY 3. Spot the differences.

- Say *Open your Activity Books at page 55, please.* Focus pupils on the pictures. Say *Look. They are different.* Read out the example. Pupils find these differences in the pictures. Say *There are five more differences. Can you find them?* Pupils work in pairs and find the other differences. Monitor and help by pointing to parts of the picture if necessary. Elicit answers from pairs around the class. Write the example sentence on the board and underline the words they change each time: *In A there's one car, but in B there are two cars.* Pupils use the model to complete the other sentences.

Key: (Pupils' answers can be in any order.) 2 In A there's one bus stop, but in B there's no bus stop. 3 In A there's a pet shop, but in B there's a toy shop. 4 In A there's a woman on the bus, but in B there's a man on the bus. 5 In A there are two women in the shop, but in B there are two men on the street. 6 In A there's a café, but in B there's a bookshop.

AB55. ACTIVITY 4. Write the words.

- Focus pupils on the shop names: *fruit, toys, pets, furniture.* Point out the examples (pear, ball, dog, chair). Pupils work in groups of four and put the other words into the categories. Monitor and help where necessary. Check by eliciting the words for each category and writing them on the board.

Key:

Fred's Fruit: coconut, apple, pineapple, lemon, orange
Ted's Toys: bike, computer game, train, car, lorry
Pete's Pets: lizard, cat, fish, mouse, bird
Phil's Furniture: armchair, table, mirror, clock, cupboard

Extra activities: see page T122 (if time)

Optional activity

- *Teacher's Resource Book 2 Unit 8 Reinforcement worksheet 2 (see pages 50 and 52).*

Ending the lesson

- Play a Chain game of *In the town there are ...* Start the chain, e.g. *In the town there are four bookshops.* Pupil 1: *In the town there are four bookshops and two cafés.* Pupil 2: *In the town there are four bookshops, two cafés and ...* When the chain is about six places long, shout *Change!* and the next pupil starts another chain. Choose pupils at random to continue the chain to make sure all pupils are listening. Don't do it in seat order.

OBJECTIVES: By the end of the lesson, pupils will have asked and answered questions about location.

● TARGET LANGUAGE

Key language: *behind, between, in front of, music*

Additional language: *I can't see, I can't hear, everybody*

Revision: character names, *sitting, Be quiet, very happy, So do I*

● MATERIALS REQUIRED

Photocopiable 8 (see page T108), copied onto thin card, one for each pupil, scissors, crayons

Optional: *Kid's Box Teacher's Resource Book 2 Unit 8*

Reinforcement worksheet 1 (page 51)

Warmer

- Revise known prepositions (*in, on, next to*) using classroom objects. Say, e.g. *Pick up a pencil. Put it next to your book. Put your red crayon in the book. Put your ruler on your head. Put your eraser on the ruler.*

Presentation

- Call five pupils to the front of the class. They stand like this:

P1
P2 P3 P4
 P5

- Say *Listen*. (*Name P1*) is behind (*name P3*). (*Name P5*) is in front of (*name P3*). (*Name P3*) is between (*name P2*) and (*name P4*). *Who's next to (name P4)?* Repeat several times. Ask questions, e.g. *Where is (name P3)? Where is (name P5)?* Invite five more pupils to the front and give them instructions, e.g. (*Name*), *stand in front of (name)*. They arrange themselves according to your instructions.

PB56. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 56, please*. Elicit where the people are (*At school, in a theatre*). Elicit the names of the people. Say *Listen and point*. Play the narrative section of the CD. Pupils point. Repeat. Pre-teach *Music*. Set the focus questions: *Suzy isn't happy. Why? Who's in front of Suzy?* Play the dialogue section of the CD. Pupils listen for the answers. They check in pairs. Play it again. Check with the class (*She can't see. Lenny's mum is in front of Suzy.*). Say *I love music*. Elicit responses *So do I / I don't*.
- Check comprehension and prepositions by asking about the people in the picture, e.g. *Who is between Mrs Star and Simon? Where is Grandma Star?*

CD 2, 47

NARRATOR: Mr Star is playing his guitar at Simon and Stella's school. Simon's sitting between Stella and Suzy, and Mrs Star's sitting next to Suzy. Lenny's sitting in front of Mrs Star, and Lenny's mum's sitting between Lenny and his dad. Grandpa and Grandma Star are sitting behind Simon and Suzy. Everybody is very happy, but Suzy isn't.

STELLA: I love music.

MRS STAR: So do I.

SUZY: Mum, I can't see.

MRS STAR: Shh, Suzy. Be quiet!

SUZY: But I can't see. Lenny's mum's in front of me.

GRANDMA: Shh, Suzy. Be quiet! I can't hear if you're talking.

SUZY: Can I sit with Stella, please?

MRS STAR: Well, all right, but be quiet.

SUZY: Yes, Mum. Thanks.

SUZY: Oh, this is good. Now I can see.

STELLA: Huh! You can see, but I can't. Mum!

PB56. ACTIVITY 6. Ask and answer.

- Pupils work in pairs. They use the model and your examples from the end of the previous activity to take turns to ask and answer about the picture. Monitor pupils and prompt where necessary.

Photocopiable 8: see pages T99 and T108

AB56. ACTIVITY 5. Listen and colour the stars.

- Say *Open your Activity Books at page 56, please*. Say *Listen for the colours you need*. Play the CD. Pupils listen and put the right crayons on their desks (grey, red, pink, yellow, purple, orange, blue, green, brown). Play the CD again, pausing after each sentence. Pupils make a dot on the star the first time. They check in pairs. Play the CD again, sentence by sentence. Check with the class. Play the CD again for pupils to colour.

Key: 1 orange, 2 grey, 3 pink, 4 red, 5 purple, 6 yellow, 7 brown, 8 blue, 9 green

CD 2, 48

Colour the star between number 1 and number 3 grey.

Colour the star under number 1 red.

Star number 3 is pink.

Colour the star between number 3 and number 9 yellow.

The star under the grey star is purple.

The star next to number 2 is orange.

Colour the star between 7 and 9 blue.

Colour the star under number 6 green.

The star next to the blue star is brown.

AB56. ACTIVITY 6. Read and write the names.

- Do this first as a TPR activity. Arrange six chairs as in the Activity Book activity and invite six pupils to the front. Give each pupil a name: *Tom, Jill*, etc. Read the instructions one by one. Pupils arrange themselves as instructed. The class helps by telling them where to sit.
- Pupils do the activity in the Activity Book. They check in pairs. Check with the class (using the TPR activity again).

Key:

Tom, Ann, Nick

Jill, Sue, Bill

Extra activity: see page T122 (if time)

Optional activity

- *Teacher's Resource Book 2 Unit 8 Reinforcement worksheet 1* pages 50–51.

Ending the lesson

- Ask questions about pupils in the class, e.g. *Who's sitting in front of (name)? Who's sitting between (name) and (name)?* Pupils take turns to ask questions.

OBJECTIVES: By the end of the lesson, pupils will have had more practice with location and will have sung a song.

● **TARGET LANGUAGE**

Key language: *Where's the ... ?*

Additional language: *It isn't the one ...*

Revision: prepositions, furniture, body parts, school objects, animals

● **MATERIALS REQUIRED**

Extra activity 2: Photocopiable 8 (see page T108), if not used in the previous lesson copied onto thin card, one for each pupil, scissors, crayons

Optional: *Kid's Box Teacher's Resource Book 2 Unit 8 Extension worksheet 1* (page 53) and/or song worksheet (page 55)

Warmer

- Review prepositions (*between, behind, in front of, next to*) by asking questions as in the Ending the lesson activity in the previous lesson.

PB57. ACTIVITY 7. *Listen and point. Sing.*

- Say *Open your Pupil's Books at page 57, please.* Elicit what pupils can see in the pictures. Say *Listen and point.* Play the CD. They point to the pictures of the actions. Play the CD again in sections with actions. Pupils repeat. Repeat all the sections together with the CD. Pupils take the real objects (books, pencil, etc.) and do the song with the actions. Divide the class into four groups. Each group performs the song. Vote for the best performance.

CD 2, 49

Put two books on the table,
Put two books on the table.
Put a pencil between the books,
Put a pencil between the books.
Put a pencil behind your head,
Put a pencil behind your head.
Put a book in front of your nose,
Put a book in front of your nose.
Put a book under your chair,
Put a book under your chair.
Put a pencil behind your ear,
Put a pencil behind your ear.
Put two books on your head,
Put two books on your head.
Put them all back on the table,
And now, now sit down.

CD 2, 50

Now sing the song again. (Karaoke version)

PB57. ACTIVITY 8. *Ask and answer.*

- Pupils work in pairs. Pupil A asks a question about the picture and Pupil B answers (as in the example speech bubbles). Pupils swap roles.

AB57. ACTIVITY 7. *Look at the pictures and read the questions. Write one word answers. [YLE]*

- Say *Open your Activity Books at page 57, please.* Point to the first picture and read the example question and answer with the class. Elicit other things pupils can see in both pictures (e.g. *chairs, a dog*).
- Say *Read questions 1 and 2. Look at the picture. Write one word for each answer.* Pupils read the rest of the questions for the first picture individually and write their answers in pencil. Make sure they know they only need to write one word for each gap. They can compare answers in pairs. Copy the questions and answers (with gaps) on the board. Write the missing words on the board for pupils to check their spelling.
- Repeat the process for the second picture and questions 3 to 5.

Key: 1 black, 2 two, 3 boy, 4 between, 5 sleeping

Extra activities: see page T122 (if time)

Optional activities

- *Teacher's Resource Book 2 Unit 8 Extension worksheet 1* (see pages 50 and 53).
- *Teacher's Resource Book 2 Unit 8 song worksheet* (see pages 50 and 55).

Ending the lesson

- Select an object or pupil in the classroom. Say, e.g. *I'm thinking of a bag. It's green and it's under a chair. It's next to the window, for pupils to guess.* Repeat. Pupils can take turns to be the callers.

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the long ow / ou /aʊ/ vowel sound and will have had more practice with asking and answering about location.

● **TARGET LANGUAGE**

Key language: the phoneme /aʊ/ as in *brown, mouse, town, house*

Additional language: *Tom*

Revision: *clock, orange, box, shop*, prepositions, places in a town, *Where's ... ? Where are ... ? It's ... , They're ...*

● **MATERIALS REQUIRED**

Flashcards: (town) 73–78 (household objects) 49–54

Extra activity 1: Photocopiable 8 (see page T108), if not used in the previous lesson copied onto thin card, one for each pupil, scissors, crayons

Optional: *Kid's Box 2 Interactive DVD*: The living room 'The eye test' episode

Warmer

- Revise the town and household objects vocabulary using the 12 flashcards. Flash each one quickly in front of pupils, elicit the word and stick it on the board (picture side).

PB58. ACTIVITY 9. Monty's phonics

- Say *Open your Pupil's Books at page 58, please*. Point to the small pictures and say them, emphasising the vowel sound /aʊ/. Pupils practise pronunciation of each word. Point at the large picture and say *What colour is the mouse? (Brown) Where is it? (In a house) Where's the house? (In a town)*. 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, 51

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

/aʊ/, /aʊ/, brown

/aʊ/, /aʊ/, mouse

/aʊ/, /aʊ/, house

A brown mouse in a town house!

A brown mouse in a town house!

A brown mouse in a town house!

PB58. ACTIVITY 10. Ask and answer.

- Ask a question about the picture, using the example. Review the meaning of the prepositions they'll need, using gesture: *next to, in front of, between, behind*. Pupils ask and answer first in open pairs. Pupils work in closed pairs, taking turns to ask and answer about the picture.

AB58. ACTIVITY 8. Listen and write the words.

- Say *Open your Activity Books at page 58, please. Say Look at the pictures. All the words have the sound 'ou' /aʊ/. Look and think*. Give pupils time to guess what each word is and how to say it.
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for pupils to repeat the word and to write. They check answers in pairs.
- Play the CD again. Correct as a class.

Key: 2 town, 3 mouse, 4 cow, 5 sit down, 6 house, 7 trousers, 8 mouth

CD 2, 52

1. brown, 2. town, 3. mouse, 4. cow, 5. sit down, 6. house, 7. trousers, 8. mouth

AB58. ACTIVITY 9. Draw a town. Use these words.

- Focus pupils on the words in the box and check comprehension.
- Pupils draw a picture of their ideal town to include the places in the box. They write a label next to each feature. Make pairs or groups of four. Pupils compare their pictures and make sentences about what they have drawn, e.g. *There's a pet shop next to the hospital. The bookshop is between the park and the café*.
- Early finishers write sentences about their town in their notebooks.

Extra activities: see page T122 (if time)

Optional activity

- 'The eye test' episode from *Kid's Box 2 Interactive DVD* (The living room section). See pages 8–11 of the Teacher's booklet for the *Interactive DVD*.

Ending the lesson

- Write the six town words in scrambled letter order on the board (*park, shop, street, hospital, café, flat*). Pupils work in pairs and race to unscramble them. Check with the class by asking pupils to spell words out correctly.

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

● **TARGET LANGUAGE**

Key language: language from the unit

Additional language: *cinema, Dogzilla, Catzilla, daytime*

Revision: town vocabulary, prepositions, *monster, I'm coming, superhero, run, funny, help, goodbye*

● **MATERIALS REQUIRED**

Optional: *Kid's Box 2 Teacher's Resource Book Unit 8 Extension worksheet 2 (page 54) and/or animated version of the Unit 8 story from Kid's Box 2 Interactive DVD (Suzy's room section)*

Warmer

- Review the prepositions using a TPR game. Invite five pupils to the front and give them instructions, e.g. *(Name) stand in front of (name). (Name) stand behind (name). (Name) stand between (name) and (name). (Name) stand next to (name).* They arrange themselves according to your instructions. Repeat.

Story

PB59. ACTIVITY II. Listen to the story.

- Say *Open your Pupil's Books at page 59, please.* Elicit who they can see (Monty, Maskman, Simon, Suzy and a dog). Elicit where they are (in the living room). Set the pre-listening questions: *What's Dogzilla? Where's the cat? Say Listen and look.* Play the CD. Pupils listen and look. They check in pairs. Check with the class (A monster dog, Behind Monty). Elicit what they think Catzilla is (a monster cat). Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the shrieks.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What's the helicopter doing? (flying). Is it day or night? (day). Does Monty like cats? (no). Is there a dog behind Maskman? (yes).* Ask pupils who their superhero is. Ask them if it's Maskman.

CD 2, 53

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

SIMON: Aaagh! Look behind you! It's behind you!

SUZY: Ooooh! I can't look!

MASKMAN: Oh, no. It's 'Dogzilla', the monster dog.

MASKMAN: I'm coming, children.

CHILDREN: Maskman's our superhero.

MASKMAN: Aaagh! Monty! Look behind you! There's a cat! It's 'Catzilla'.

MONTY: Eeeek! Help! A cat!

MASKMAN: Ha ha ha!

MONTY: It isn't funny.

MONTY: Look! There's a dog. It's behind you.

MASKMAN: Eeeek! Help! There's a dog! It's 'Dogzilla'! Help!

PB59. ACTIVITY I2. 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, 1, 5, 6, 4, 3

CD 2, 54

MONTY: Eeeek! Help! A cat!

SIMON: Aaagh! Look behind you! It's behind you!

MONTY: It isn't funny!

MONTY: Look! There's a dog. It's behind you.

MASKMAN: Aaagh! Monty! Look behind you! There's a cat! It's 'Catzilla'.

MASKMAN: I'm coming, children.

AB59. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 59, please.* Point to the word with missing vowels in the first square and the example answer. Elicit the word (*flat*). Say *Write the letters to complete the words. They are all places in a town.* Pupils work individually or in pairs to complete the words. Check answers.
- Pupils prepare the town 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 park, 3 shop, 4 hospital, 5 street, 6 café

Extra activities: see page T122 (if time)

AB59. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Focus pupils on what they did in Pupil's Book page 58 Activity 10. Elicit some sentences from pupils. Say *Good. You can talk about the town.* Read the second sentence and elicit what they drew and spoke about for Activity Book page 58 Activity 9. Say *Good. You can write about the town, too.*
- Pupils work in pairs. They take turns to point to a sentence in their books and to show each other or talk about what it says.
- Say *Now tick or cross the sentences.* Encourage pupils to practise so that they can tick both the statements and colour the star.

Optional activities

- *Teacher's Resource Book 2 Unit 8 Extension worksheet 2 (see pages 50 and 54).*
- The animated version of the story from *Kid's Box 2 Interactive DVD (Suzy's room section)*. See pages 41–45 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 matched animals to music and made a guitar.

● **TARGET LANGUAGE**

Key language: *They're (cats). It's a (cow).*

Additional language: *What's this? It's a (snake).*

Revision: *horse, frog, fish, bird, snake, spider, cat, cow*

● **MATERIALS REQUIRED**

Materials to make a guitar. Each pupil will need/need to bring a shoe box, glue, sticky tape, a ruler/length of wood, string/elastic bands (see Activity Book page 60, Activity 2).

Extra activity 2: yogurt pots, cocoa tins, wooden sticks, cotton wool, large paper and small material circles, sticky tape, elastic bands

Warmer

- Review animals using mime. Below are suggestions on how to mime each animal for the lesson. Tell or show these to the pupils and then they mime/copy them. Write the names of the animals on the board as you mime.
- Sheep: Pupils go down on all fours, huddled together with their heads down as if chewing grass quietly. Emphasize that sheep are still and quiet.
- Snakes: Pupils stand with hands joined over their heads. They do a full body sway/wriggle to imitate a snake.
- Spiders: Pupils use five fingers in a creeping movement, then their whole body, arms extended twisting and turning and swooping as though weaving a web.
- Cows: Similar to sheep, but bigger, occasionally making a mooing movement with their mouths, chewing grass slowly with a big jaw movement.
- Birds: Pupils stand with their hands fluttering at shoulder height as wings, nodding their heads with a little chirruping mouth in the shape of a beak.
- Horses: Pupils move their whole body, legs galloping (on the spot). Shoulders rocking backwards and forwards, hands in front of chest, as though holding reins. Heads up, looking at the horizon.
- Frogs: Pupils crouch down, ready to spring, hands between their knees, touching the floor next to their feet. They spring up and down on the spot.

Presentation

- Say *Open your Pupil's Books at page 60, please.* Point to the picture of Marie and say *This is Marie's music.* Say *Today's lesson is about Animals in music.* Point to the instruments and notes in the background of the page.

PB60. ACTIVITY 1. Look and say.

- Point to the photograph of the snake. Point to the first speech bubble and say *What's this?* Pupils reply as in the example *It's a snake.* Say *Look and say.* Pupils ask and answer about the other animals in the pictures in pairs. Monitor and help as necessary. Practise each question and answer with the whole class.

Key: 2 It's a frog, 3 It's a spider, 4 It's a horse, 5 It's a bird, 6 It's a fish

PB60. ACTIVITY 2. Listen and say the animal.

- Explain that pupils are going to listen to some music and they must think of the animal from the photos that it represents. Say *Write numbers 1 to 6 in your notebook. Listen and write the animal.* Play the CD. Pause after each one for pupils to think and write the name of the animal they are reminded of. Tell pupils that there is no 'right' answer. They compare answers in pairs. Play the CD again, pause after each piece of music and elicit ideas.

Key: Possible answers: 1 bird, 2 horse, 3 fish, 4 snake, 5 spider, 6 frog

CD 3, 02

1. Excerpt from *Carnival of the Animals No 10* by Saint Saens (birds)
2. Excerpt from *William Tell* by Rossini (horses)
3. Excerpt from *Carnival of the Animals No 7* by Saint Saens (fish)
4. Excerpt from *Ottoman Sands* by Andreas Panayi (snake)
5. Excerpt from *Spider's Web Smail* by audionetwork (spider)
6. Excerpt from *Jelly and Ice-Cream 3* by Barrie Gleddon (frog)

AB60. ACTIVITY 1. Listen and say the animal.

- Say *Open your Activity Books at page 60, please.* Focus pupils on the six photographs and elicit the names of the animals. Say *Listen and say the animal. Look at the examples.* Point to the two speech bubbles *It's a bird.* and *They're cats.* Talk about the singular and plural sentences (remind pupils to use the plural for more than one animal). Play the first item on the CD and elicit the answer to make sure pupils know what they have to do. Play the rest of the CD. Pupils whisper the answer to each other.
- Play the CD again, pausing after each animal noise to elicit the answer. Insist on complete sentences. Play the CD one last time and have pupils do the appropriate animal mimes from the Warmer.

Key: 1 It's an elephant, 2 They're sheep, 3 They're cats, 4 They're cows, 5 They're frogs, 6 They're birds

CD 3, 03

1. [sound effect – elephant]
2. [sound effect – sheep]
3. [sound effect – cat]
4. [sound effect – cow]
5. [sound effect – frog]
6. [sound effect – bird]

AB60. ACTIVITY 2. Make a guitar.

- Tell pupils they are going to make a guitar. Point to the photos at the bottom of the page. Make sure that pupils have all the materials they need, as shown in the first photo. If you don't have enough for each pupil, they can make a guitar in pairs or small groups. Tell pupils to look at the photos to see how to make the guitar or make the guitar along with the class.

Extra activities: see page T123 (if time)

Ending the lesson

- Pupils work in pairs. Pupil A mimes an animal and Pupil B guesses, e.g. *It's a snake.* Pupils take turns to mime and guess. Choose confident pupils to come to the front of the class to do their mimes for the rest of the pupils to guess.

OBJECTIVES: By the end of the lesson, pupils will have listened to dialogues with commands and practised giving commands themselves.

● TARGET LANGUAGE

Key language: *balloon, bin, grass, road, traffic lights/lights, rubbish, Stop! Don't... (cross/drop/walk). Listen! We can't (play football on the road).*

Additional language: *Let's (go to the park/play football). This is nice. At the park.*

Revision: *Oh, sorry. Thank you. Oops! OK. Not good. Come on! red, green, man*

● MATERIALS REQUIRED

Large picture of a street showing a road, traffic lights and a litter bin (if available). A picture of a park showing some grass. A balloon.

Extra activity 1: Duplicate photos or flashcards of the following places in a town/features of a street: a park, a street crossing, a bin (one picture each or one for each pair of pupils).

Warmer

- Use photographs, drawings on the board or the pictures on Pupil's Book page 61 to teach *road, grass, traffic lights* and *bin*. Present *balloon* using a real balloon and *rubbish/litter* by throwing some wrappings/paper on the floor. Say each word for pupils to repeat chorally. Choose volunteers to say the words on their own.
- Draw a simple traffic light with red and green lights and elicit what the red light means (stop) and what the green light means (go). Explain that in Britain, pedestrian crossings have lights in the shape of a man walking.

PB61. ACTIVITY 3. Listen and say the number.

- Say *Open your Pupil's Books at page 61, please*. Point to Trevor and say *This lesson is about Trevor's values. Today it's 'Your town'*. Hold up your book. Point to picture 1, point to and read the sign *park*. Repeat with the sign in picture 2 *Do not walk on the grass!*
- Say *Listen and say the number*. Stop the CD after each dialogue for pupils to have time to think about their answers. Repeat. Pupils check in pairs. Check answers with the whole class.

Key: 1 Picture 4, 2 Picture 3, 3 Picture 2, 4 Picture 1

CD 3, 04

1.
Don't drop that old balloon there!
Oh, sorry.
Find a bin or take it home. It's not good to drop rubbish.
2.
Stop! Don't cross! The man on the lights is red.
Oh, thank you.
Listen! When there's no green man, you can't cross.
3.
This is nice. Let's sit here and eat our lunch.
Stop! Don't walk on the grass. Look!
Oops! Sorry.

4.
Come on! Let's play football.
No, not here. We can't play football on the road.
OK. Let's go to the park.
OK.

PB61. ACTIVITY 4. Ask and answer.

- Focus pupils on Activity 4. Point to the first speech bubble and say *Don't drop rubbish*. Pupils read the answer *Picture 4* and point to the picture in their books. Get a confident pupil to give another example. Use the other language forms e.g. *Welyou can't..., It's not good to...* to give examples. Say *Ask and answer*.
- Pupils take turns in pairs to say sentences and match them with the pictures e.g. Pupil A: *Don't walk on the grass!* Pupil B: *Picture 2, Pupil B: We can't play football on the road.* Pupil A: *Picture 1.* Ask volunteers to say their sentences for the class. The other pupils point to the correct picture.

AB61. ACTIVITY 3. Read and circle.

- Say *Open your Activity Books at page 61, please*. Read the example sentence and say *Which one: red or green?* Pupils say *Green*. Say *Read and circle*. Pupils work individually to circle the correct option and then check their answers in pairs. Go through the answers with the class.

Key: 2 on the road, 3 Don't walk, 4 rubbish, 5 red

AB61. ACTIVITY 4. Look and write 'can' or 'can't'.

- Point to each picture and ask *Where is it? What can you see?* Pupils respond, e.g. *The street. There's a bin.* Say *Look and write 'can' or 'can't'*. Nod your head for *can* and shake it for *can't*. Pupils check their answers in pairs. Check with the whole class.
- Key:** 1 I can put my rubbish here. 2 I can't sit here. 3 I can't cross the road here (the light is showing red). 4 I can play here.

Extra activities: see page T123 (if time)

Ending the lesson

- Pupils come to the front to act out the dialogues from Pupil's Book, Activity 3. Pupils put their hands up to say in which location the dialogue takes place.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5–8.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 5–8

Revision: animals, food, family, present continuous

● **MATERIALS REQUIRED**

Extra activity 1: Flashcards of new words from Units 5–8

Warmer

- Display a selection of eight flashcards of new items from Units 5 to 8 (e.g. *cousin* (Lenny), *milk*, *eggs*, *duck*, *lizard*, *park*, *flat*, *mirror*). Check comprehension by eliciting a sentence for each word (e.g. *My cousin's name is Elena. There's a mirror in my bedroom. I have milk for breakfast.* etc.) Make pairs. Pupils write the words in alphabetical order, as quickly as possible. Elicit the words in the correct order.

PB62. ACTIVITY 1. *Listen and say the letter.*

- Say *Open your Pupil's Books at page 62, please.* Point at each picture in turn and elicit the letter and what pupils can see (e.g. a – two girls and a goat).
- Play the first item on the CD and elicit the correct letter (d). 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 sentence or dialogue and elicit the answer.

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

CD 3, 05

We're having chicken and chips for dinner.

I love horses.
So do I.

I'm kicking a ball.

We're having fish and chips for dinner.

I love goats.
I don't.

I'm hitting a ball.

PB62. ACTIVITY 2. *Read and answer.*

- Focus pupils on the picture and on the text. Remind them that they did a similar activity in Unit 6 (refer them to Pupil's Book page 43, Activity 2). Pupils read the story in pairs, working out what the picture words are. Check by going around the class asking pupils to read sections aloud. Don't force pupils to read aloud if they don't want to.
- Check comprehension of the questions. Pupils answer the questions individually in their notebooks in full sentences. Monitor and help as necessary. Check answers in open pairs.

- Ask further questions to check comprehension: *What are the ducks eating? (They're eating bread.) Where are the ducks? (They're in the water.) Where are the sheep? (They're next to the ducks.) Is Tony happy or sad? (He's happy.)*

Key: 1 He's at the farm. 2 They're looking at the sheep. 3 There are three ducks. 4 It's/The frog's jumping.

AB62. ACTIVITY 1. *Find and write the words.*

- Say *Open your Activity Books at page 62. Look at the word search.* Focus pupils on the two examples and the columns of writing lines to the left and right of the puzzle. Make sure pupils understand they need to write the words they find in the two categories. Pupils work in pairs. They find and circle the words and then copy them into the appropriate columns. Monitor pupils and help or guide where necessary. Check with the class.

Key: 'food' words: breakfast, eggs, juice, dinner, chips; 'family' words: grandmother, mummy, daddy, sister, grandfather

AB62. ACTIVITY 2. *Listen and write the number.* [YLE]

- Focus pupils on the pictures and elicit what they can see (the Star family, animals, shops). Play number 1 on the CD and point out the example answer. Play the rest of the CD. Pupils write the numbers to match what they hear with the pictures. They check in pairs. Play the CD again. Check with the class.

Key:

3, 1, 6

5, 4, 2

CD 3, 06

1. Are you Stella's mum?
No, I'm her grandma.
2. Dad, can I have some orange juice, please?
Yes, here you are.
3. What's Stella's mum doing?
She's sleeping.
4. Which animals can you see?
I can see two ducks and a chicken.
5. The café is between the park and the pet shop.
6. The lizard is in front of the ducks.

Extra activities: see page T123 (if time)

Ending the lesson

- Pupils close their books. Play a Memory game. Pupils say what they can remember about the picture in Pupil's Book page 62 Activity 2. Elicit sentences from different pupils.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5–8 and learnt a chant.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 5–8

Revision: question words, prepositions

● **MATERIALS REQUIRED**

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

Extra activity 1: a selection of 12 flashcards from the new words in Units 5–8, two rolled up newspapers

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

Warmer

- Review prepositions by hiding five or six soft toy animals (or flashcards of animals) around the classroom (make sure the position of each animal can be described with known language), e.g. put a cat under a table, a dog in the cupboard (leave the door open), a mouse between two of the pupils' bags. Pupils put their hands up when they can say a sentence about where one of the animals is. Write the sentences on the board.
- Move the toys and repeat the activity. This time pupils write all the sentences in their notebook. Check with the class.

PB63. ACTIVITY 3. *Play the game. Answer the question.*

- Say *Open your Pupil's Books at page 63, please.* Tell pupils they are going to play a game, similar to the one on Pupil's Book page 33.
- Read the question and answer at the top of the page and say *In this game you answer the question 'Where's the star?' Point at some of the squares on the board and ask individual pupils 'Where's the star?' They respond, e.g. 'It's on the table, next to the chicken.'*
- Demonstrate how to play the game. 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 five. One ... (moving your counter) two ... three ... four... five. You ask 'Where's the star?' I say 'It's on the hospital! I stay on this square. ... Then it's Yana's turn. And then it's Thomas's turn. Now it's my turn again. Throw the dice and move your counter again, e.g. to the square with the star in the park. Look thoughtful and say 'Where's the star?' Oh. I don't know. Move your counter back to the square you were on before. 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. If you land on an arrow square you can stay where you are without saying where the star is. Point at the Finish square and say 'This is the Finish. The first person here is the winner! Hooray!'*
- Review the useful language for games and write it on the board, if necessary, 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 speaking English and asking each other *Where's the star?* 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

AB63. ACTIVITY 3. *Read and draw lines.*

- Say *Open your Activity Books at page 63, please.* Elicit what pupils can see (bedroom lamp, clock, goat, spider, baby, mother). Focus pupils on the first sentence: *The baby is behind the door.* Pupils look at the example line from the picture of the baby to the right place in the bedroom. They work in pairs. They read the sentences (silently) and draw lines to position the things correctly. Monitor pupils and prompt where necessary. Correct as a class.

AB63. ACTIVITY 4. *Listen and complete. Chant.*

- Focus pupils on the picture and elicit what some of the children are doing and what pupils can see in the picture. Play the CD. Pupils listen and point to the children in the picture. Pupils work in pairs and try and put the right question words in the sentences. Play the CD again for pupils to check. Check using open pairs around the class (Pupil 1 asks, Pupil 2 answers). Teach the chant. Pupils stand and say it as a class.

Key: 2 What, 3 Whose, 4 How old, 5 Where, 6 What, 7 How many, 8 Which, 9 who

CD 3, 07

Who is that?
That's my brother, Paul.
What's he doing?
He's catching a ball.
Whose ball is it?
It's my cousin Nick's.
How old is he?
He's very young.
He's only six.
Where is he now?
He's in the hall.
What's he doing?
He's throwing his ball.
How many balls have you got?
I don't know! We've got a lot!
Which one's your favourite, red or blue?
I don't know!
And who are you?

Extra activities: see page T123 (if time)

Optional evaluation:

- Quiz 2 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 5. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 6 and take turns to say the words. They choose which to cover for Units 7 and 8 (words or pictures).
- Talk about the *can do* statements from Units 5–8 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.