

**OBJECTIVES:** By the end of the lesson, pupils will have named and counted different classroom objects.

● **TARGET LANGUAGE**

**Key language:** *book, chair, eraser, pen, pencil, table, Is this a ... ? Yes, No, your*

**Additional language:** *school, bag, an, stick, fold, read, cut, be quiet, stop, it's, a/an*

**Revision:** colours, numbers 1–10

● **MATERIALS REQUIRED**

School flashcards (27–32)

Optional: *Kid's Box Teacher's Resource Book 1* (page 13)

## Warmer

- Pupils take out their coloured pencils. Say *Pick up the red pencil, please*. Repeat for other colours. Start off slowly, then speed up. More confident pupils can take turns to give the instructions.

## Presentation

- Teach the new words, using flashcards and the real objects. Introduce *Is this a ... ? Yes/No*. Hold up the *pen* flashcard. Say *Is this a pencil?* Shake your head. Elicit or teach *No*. Say *Is this a book?* Pupils chorus *No*. Say *Is this a pen?* Nod your head. Elicit or teach *Yes*. Repeat with the other flashcards. Note: *An* is for recognition purposes only.

### PB10. ACTIVITY 1. Listen and point. towards Listening Part 4

- Say *Open your Pupil's Books at page 10, please*. Elicit who is in the picture (Suzy and Simon). Say *Where's the star?* Pupils check together. Check with the class by holding up your book and pointing to the star (on the pencil). Pupils say *Here it is*.
- Put the flashcards of the classroom objects on the board. Say *Listen and point*. Play the CD. Pupils listen and point to the objects in their books. Point to the flashcards on the board to check.

### CD 1, 19

**SUZY:** Oooohh! Simon, is that your bag?

**SIMON:** Yes, it is.

**SUZY:** It's yellow.

**SIMON:** Yes, it is, and my pencil's red.

**SUZY:** Is your eraser red too?

**SIMON:** No, it isn't. It's green.

**SUZY:** And what colour's your pen?

**SIMON:** It's blue, Suzy.

**SUZY:** Oh, and ... ?

**SIMON:** Here, Suzy! Look at this. It's my Maskman book!

**SUZY:** Wow! Thanks, Simon!

### PB10. ACTIVITY 2. Listen and repeat.

- Say *Now listen and repeat*. Play the CD. Pause after each word. Pupils point to the object and repeat in chorus. Pupils can say the words in different ways: quietly, loudly, etc.

### CD 1, 20

Table, book, chair, eraser, pen, pencil

## Practice

- Ask questions about the picture in the Pupil's Book. Point and say, e.g. *What colour's the pen?*
- Pupils work in pairs and ask and answer in the same way.

### AB10. ACTIVITY 1. Listen and colour. towards Listening Part 4

- Say *Open your Activity Books at page 10, please*. Review the classroom objects by saying, e.g. *Point to the table*.
- Pupils take out crayons in all seven colours. Say *Listen and colour*. Play the CD. Pupils make a coloured dot. They check in pairs. Play the CD again. Check with the class. Pupils colour the objects. Elicit which colour they didn't use (purple).

**Key:** chair = orange, pencil = yellow, table = red, eraser = pink, book = green, pen = blue

### CD 1, 21

The table is red.

The chair is orange.

The eraser is pink.

The pen is blue.

The book is green.

The pencil is yellow.

### AB10. ACTIVITY 2. Draw your table.

- Point to a pupil's table and at the classroom items there. Say, e.g. *Is this your book? What colour is it?* The pupil answers. Ask *How many pens (are there)?* Count them aloud: *One, two, three*, etc. Ask about pencils and erasers.
- Point to the example picture of the table and say *Draw your table. Draw the pens, pencils, erasers and books. Colour the picture*.
- Pupils look at the items on their tables and draw pictures. Monitor pupils as they draw and ask questions about their pictures.
- Pupils compare pictures in pairs. They take turns to point and ask, e.g. *Is that your pen?*

## Extra activities: see page T110 (if time)

### Optional activity

- Unit 2 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 12 and 13).

### Ending the lesson

- Hand out the school flashcards to different pupils. Say to one pupil *Hold up your flashcard. What is it?* The class answers. Repeat as a sentence, e.g. *It's a book*. Pupils repeat. Pupils with flashcards take it in turns to hold up the card and ask the question. The class answers.

**OBJECTIVES:** By the end of the lesson, pupils will have learnt a chant about classroom objects.

● **TARGET LANGUAGE**

**Key language:** *book, chair, eraser, pen, pencil, table, Is this a ... ?*  
Yes, No

**Additional language:** *an, How many ... ?*

**Revision:** numbers 1–10

● **MATERIALS REQUIRED**

School flashcards (27–32)

About twelve school objects, e.g. a blue pencil, a pink pencil, a green eraser, a yellow crayon; a cloth or a large piece of paper

Optional: *Kid's Box Teacher's Resource Book 1* Unit 2

Reinforcement worksheet 2 and Extension worksheet 1 (pages 14 and 15)

**Warmer**

- Display the flashcards on the board. Write a number in words between *one* and *ten* under each one. Don't repeat the numbers, but they don't need to be sequential. Pupils take out their notebooks. Say *Eraser*. Pupils write in their notebooks the number which is under the eraser, e.g. 6. Demonstrate the activity for the pupils with one of the flashcards and numbers. Say the other words and pupils write the numbers in their books. Pupils check in pairs. Check with the class.

**PBII. ACTIVITY 3. Say the chant.**

- Say *Open your Pupil's Books at page 11, please. Look at the picture. Listen and point.* Play the chant. Pupils listen and point. Play the chant again. Pupils listen and repeat after each line. Practise the chant a few more times as a whole class.
- Divide the class into six groups. Hand a school flashcard to each group. The class say the chant group by group, holding up the flashcard and saying their words in turn. Swap flashcards and repeat.

**CD 1, 22**

A pencil, a book,  
An eraser, a pen,  
A table, a chair,  
Say it again. (x2)

**Practice**

- Revise numbers with the class by holding up a number of pencils in one hand (ten or fewer). Say *How many pencils?* Elicit the pupils' guesses and count the pencils aloud to check with the class.
- Repeat with different classroom objects.

**PBII. ACTIVITY 4. Listen and correct.**

- Say *Look at number one.* Play the CD for number one. Elicit the answer *No. Six orange chairs.* Play each one in turn. Pupils whisper the answer to their partner. Don't correct as a class at this stage. Play the CD a second time. Pause after each one and correct as a class.

**Key:** 2 Two green tables, 3 Four purple pens, 4 Five red books,  
5 Three pink pencils, 6 Six yellow erasers

**CD 1, 23**

1. Four purple chairs
2. Three blue tables
3. Six red pens
4. Seven yellow books
5. Two orange pencils
6. Eight green erasers

**ABII. ACTIVITY 3. Draw three pictures.**

- Display the flashcards on the board as in the warmer. This time, write a number next to each one (not the number in words). Say, e.g. *Number 1 is an eraser. What's number 4?* Elicit from a pupil *Number 4 is a (pen).* Repeat several times.
- Say *Open your Activity Books at page 11, please. Look at the pictures at the top.* Tell pupils to choose one object to draw in each box. They can choose which they want, but tell them it's a secret. Pupils copy the objects into the boxes.
- Demonstrate the activity. Invite a pupil to the front. Hold your Activity Book so that the pupil can't see. Say *Number 1 is a chair.* Hold up the pupil's Activity Book. Point to the bottom half of the activity and say *Draw a chair in number 4.* Check that the pupils understand what to do and that they don't look.
- Put pupils in pairs. Say *Tell your friend. Draw your friend's pictures.* Monitor pupils as they are working. Pupils check in pairs by comparing their books.

**ABII. ACTIVITY 4. Count. Write the number.**

- Hold up your Activity Book and say *Look at the picture in Activity 4. How many tables?* Gesture counting the tables, point to each table and count aloud: *One, two, three, four.* Say *Four tables. Write the number.* Point to the example answer 4 next to the small picture of the table at the bottom of the page.
- Point to the next small picture of the chair and say *How many chairs? Count. Write the number.* Pupils work in pairs to count and write numbers for the other items. Check answers as a class.

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

**Extra activities: see page T110 (if time)**

**Optional activities**

- Pupils complete Unit 2 Reinforcement worksheet 2 and/or Extension worksheet 1 from *Teacher's Resource Book 1* (pages 12, 14 and 15).

**Ending the lesson**

- Play a memory game. Put the classroom objects on the table in front of you, or on the floor. It's important that all pupils can see them. Pupils look at them for 30 seconds. Cover the objects with a cloth or with paper. Secretly, take one object away. Take off the cloth/paper to show pupils the objects again. Pupils put their hands up to name what is missing. Elicit and check. Repeat. Choose a pupil to come out and remove the next object.

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

● **TARGET LANGUAGE**

**Key language:** *Who's that? He's ... / She's ... Who's he/she? How old are you? Lenny, Alex, How old is he/she? He/She is ...*

**Additional language:** *friend, girl, boy*

**Revision:** numbers 1–10, character names

● **MATERIALS REQUIRED**

Character flashcards (1–3, 19, 33–34) of the known characters and new characters (*Alex, Lenny*)

Optional: *Kid's Box Interactive DVD 1: The playroom 'Kim's game'* (and 12 classroom objects)

### Warmer

- Review the names of the known characters, using *Who's that?* Add the two new flashcards. Ask *Who's that?* and give the names: *That's Alex/Lenny.*

### Presentation

- Display all six flashcards at random on the board. Point to Meera. Say *Is she Alex?* Pupils respond *No.* Ask *Who is she?* Pupils respond. Point to Stella and ask *Who's she?* Practise *Is she/he (name)?* and *Who's he/she?* using all the flashcards.

**PB12. ACTIVITY 5.** *Listen and point.* **S** towards Listening Parts 1 and 2

- Say *Open your Pupil's Books at page 12, please. Listen and point.* Play the CD. Pupils listen and point as they hear the names. Play the CD again. Pupils listen and point again.
- Hold up your book and point to, e.g. Lenny, and ask *Who's he? Is he eight?* Ask about the other names and ages.

#### CD 1, 24

**LENNY:** Hello. I'm Lenny. What's your name?

**STELLA:** Stella. Who's that?

**LENNY:** That's Alex. He's my friend.

**STELLA:** How old is he?

**LENNY:** He's six. Who's that? Is she your friend?

**STELLA:** Yes, she is. That's Meera.

**LENNY:** Is she six?

**STELLA:** No, she isn't. She's eight.

**LENNY:** I'm seven. How old are you?

**STELLA:** I'm seven, too.

**PB12. ACTIVITY 6.** *Listen and repeat.*

- Say *Listen and repeat.* Play the CD. Pause after each sentence for pupils to repeat. Point to the flashcard of Meera. Say *That's Meera. She's eight.* Emphasise the *She.* Point to Lenny. Say *That's Lenny. He's seven.* Emphasise the *He.* Elicit from pupils, in LI if necessary, why one is *He* and the other *She.* Elicit or teach the words *boy* and *girl.*

#### CD 1, 25

That's Meera. She's eight.

That's Stella. She's seven.

That's Lenny. He's seven.

That's Simon. He's six.

That's Alex. He's six.

### Practice

- Ask *Is Stella five?* Pupils respond *No.* Ask *Is Stella eight?* Pupils respond *No.* Ask *How old is Stella?* Pupils respond. Repeat with another character. Focus on the pupils. Say incorrect ages, e.g. *Are you nine? Are you four?* Then ask *How old are you?* Continue around the class.

**AB12. ACTIVITY 5.** *Listen and write the number.*

**S** towards Listening Parts 1 and 2

- Say *Open your Activity Books at page 12, please.* Point to the number next to Alex. Say *How old is he?* Pupils answer (six).
- Say *Listen and write* (pretend to write) *the numbers.* Play the CD. Pupils check in pairs. Play the CD again. Check with the class. Say *How old is Meera?* Pupils respond *She's eight.* Pupils ask and answer around the class about the other ages.

**Key:** Stella = 7, Meera = 8, Lenny = 7, Suzy = 3, Simon = 6

#### CD 1, 26

That's Alex.

Is he six?

Yes, he is.

Who's that?

That's Meera.

Is she eight?

Yes, she is.

Who's that?

That's Simon.

Is he eight?

No, he isn't. He's six.

Who's that?

That's Suzy.

Is she five?

No, she isn't. She's three.

Who's that?

That's Stella.

Is she seven?

Yes, she is.

Who's that?

That's Lenny.

Is he eight?

No, he isn't. He's seven.

**AB12. ACTIVITY 6.** *Match and answer.*

- Elicit what pupils can see (monsters). Ask *How many boys (are there)? How many girls (are there)?* Point to a boy monster. Ask *How old is he?* Pupils follow the maze to check. Pupils find the ages of the other monsters by following the lines.
- Check by asking *How old is he?* Pupils respond *He's nine.* Pupils practise in pairs. They ask and answer at random, e.g. *5 How old is he?*

**Key:** 2 = 5, 3 = 6, 4 = 7, 5 = 8

**Extra activities: see pages T110–111 (if time)**

### Optional activity

- Watch the DVD clip 'Kim's game' from *The playroom* section of the Interactive DVD. Then play the game with your pupils. See page 36 of the Teacher's Booklet for the Interactive DVD.

### Ending the lesson

- Hide one character flashcard behind your back. Pupils take turns to guess: *Is she/he Meera/Alex?* The pupil who guesses correctly comes to the front to choose a card and to answer the questions. Repeat.

**OBJECTIVES:** By the end of the lesson, pupils will have exchanged personal greetings and made finger puppets.

● **TARGET LANGUAGE**

**Key language:** *How are you? I'm fine, thank you. puppet*

**Additional language:** *I don't know, paper*

**Revision:** numbers 1–10, character names

● **MATERIALS REQUIRED**

Character flashcards (1–5)

Photocopiable 2 (see page T98), one for each pupil, glue, scissors, a set of finished finger puppets for demonstration

Extra activity 1: CD of lively music

Extra activity 2: Flashcards 27–32

## Warmer

- Introduce your finger puppets. Put a finger puppet on in turn. Go up to one or two pupils. Say *Hello. I'm (Simon). What's your name? How old are you?* Repeat. Only wear one puppet at a time during this activity.
- Put all five puppets on your fingers. Point to each one and elicit the names.

## Photocopiable 2: see pages T95 and T98

### PB13. ACTIVITY 7. Make the puppets.

- Review the character names, using the flashcards. Say *Open your Pupil's Books at page 13, please. Let's make the puppets.* Hand out Photocopiable 2 to each pupil. They colour in the puppets (about five minutes). Monitor the class carefully. When all pupils are ready, hand out the scissors and the glue. Say *Cut the paper*, pointing to the paper. Demonstrate cutting out one of the puppets. Pupils cut out their puppets. Demonstrate how to glue the tabs in place. Pupils glue the tabs in place.

### PB13. ACTIVITY 8. Sing the song.

- Put the puppets on your fingers in this order: Mr Star, Mrs Star, Stella, Simon, Suzy. Pupils do the same. Say *Listen and look*. Play the CD. Wiggle the appropriate finger with the greeting and do accompanying greeting actions. Pupils repeat.
- Play the CD again. Pupils do the actions and join in.
- Play the CD line by line. Do the actions with your fingers. Pupils repeat each line in chorus.
- Make five groups: one for each character. Everyone says the first line. Then the Mr Star group stands, replies and sits down. Continue for the other groups and characters.

### CD 1, 27

Mr Star, Mr Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

Mrs Star, Mrs Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

Stella Star, Stella Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

Simon Star, Simon Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

Suzy Star, Suzy Star,

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

I'm fine, thank you. I'm fine, thank you.

How are you?

### CD 1, 28

Now sing the song again. (Karaoke version)

## Practice

- Pupils repeat the song in pairs, taking turns to start and respond. The puppets 'talk' to each other and pupils wiggle the correct finger each time.

**AB13. ACTIVITY 7. Look and read. Put a tick (✓) or a cross (X).** **S** towards Reading and Writing Part 1

- Say *Open your Activity Books at page 13.* Do the example at the top of the activity with the class. Point to the first picture and say *What is it?* Don't elicit answers yet.
- Say *Look and read.* Ask a volunteer to read the sentence in the example aloud (*This is a pencil*). Point to the picture again and look thoughtful. Say *Is it a pencil?* Pupils respond *No (it isn't)*. Point to the cross in the box and say *It isn't a pencil. Put a cross.*
- Say *Now look and read. Put a tick or a cross.* If necessary, draw a tick and a cross on the board.
- Pupils work individually to complete the activity by putting a tick or cross in each box. Monitor to check they are comparing the written phrases with the pictures. They compare answers in pairs. Then check as a class.  
Note: The actual Starters test also tests plural nouns with *These are*.

**Key:** 1 X, 2 ✓, 3 ✓, 4 ✓

## Extra activities: see page T111 (if time)

## Ending the lesson

- Pupils put their puppets on their fingers. Sing the Puppet song again with the class.



**OBJECTIVES:** By the end of the lesson, pupils will have practised the sounds /p/ and /b/ and asked and answered questions.

● **TARGET LANGUAGE**

**Key language:** the phonemes /p/ as in *pink, pen* and /b/ as in *blue, bag*

**Additional language:** *bag, crayons, Who's that? He's/She's Mr/Mrs Star.*

**Revision:** imperatives, school objects

● **MATERIALS REQUIRED**

Colour flashcards blue (26), pink (22)

Character flashcards (1–8, 19, 33–34)

School flashcards (27–32)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 2 Song worksheet (page 17)

### Warmer

- Stick the colour flashcards on the board and elicit the words *pink* and *blue*. Focus the pupils on the /p/ sound and the /b/ sound at the beginning of each word. Elicit items pupils know which begin with these sounds (e.g. *pencil, pen, paper, book, bag*).

**PB14. ACTIVITY 9.** *Monty's phonics.*

- Say *Open your Pupil's Books at page 14, please.* Point to the colours and say *Pink, Blue*, emphasising the /p/ and /b/ sounds. Show pupils the difference between the unvoiced sound /p/ and the voiced sound /b/ by putting your hand on your throat as you make the two sounds. Pupils practise making the two sounds and try to feel the difference in the same way.
- Point to the picture of the girl and say *Look! A pink pen and a blue bag.* Say *Now listen to Monty, point and repeat.*
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying *A pink pen and a blue bag* as a tongue twister.

**CD 1, 29**

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

/p/ /p/ pink

/b/ /b/ blue

A pink pen and a blue bag.

A pink pen and a blue bag.

A pink pen and a blue bag!

**PB14. ACTIVITY 10.** *Ask and answer.*

- Stick the character flashcards on the board and elicit the names.
- Remove all but one of the flashcards from the board and cover the remaining flashcard with a piece of card so that the pupils can't see who it is. Say *Who's that?* and slowly remove the card which is covering the picture, showing the feet of the character only. Elicit guesses from the pupils, e.g. *Mrs Star*, but don't confirm the answer. Continue to move the card to reveal the bottom half of the character. Elicit more guesses. Finally, reveal the whole character. Ask volunteers to say the correct answer as a sentence (e.g. *He's Mr Star*).

- Focus pupils on the pictures in their books and say *Look. Who's that? Ask and answer.* Pupils work in pairs, taking turns to ask and answer about the characters. Monitor and check that they are using the question *Who's that?* and answering in complete sentences. If pupils are finding the activity difficult, they can look at the labelled characters on Pupil's Book pages 4 and 5. Check answers around the class, in open pairs.

**Key:** 2 He's Maskman, 3 She's Stella, 4 He's Monty, 5 She's Marie, 6 He's Simon, 7 She's Suzy, 8 She's Mrs Star

**AB14. ACTIVITY 8.** *Listen. Colour the 'p' words pink. Colour the 'b' words blue.*

- Review the classroom objects using the flashcards and a sheet of paper. Say *Open your Activity Books at page 14, please.* Hold up a blue crayon and a pink crayon. Say *Two crayons. Pink for 'p' or blue for 'b'.* Listen. Play the first item on the CD. Ask pupils *What colour? Pink or blue?* Elicit the answer and mime colouring in the picture of the first paint pot with the pink crayon.
- Make sure pupils all have a pink crayon or pencil and a blue crayon or pencil. Play the rest of the CD. Repeat if necessary, encouraging the pupils to concentrate on the initial sound of each word.
- Check the activity as a whole class, practising pronunciation.

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

**CD 1, 30**

- |          |           |
|----------|-----------|
| 1. Blue  | 4. Bag    |
| 2. Paper | 5. Pencil |
| 3. Pen   | 6. Book   |

**AB14. ACTIVITY 9.** *Listen and colour.*

- Focus pupils on the puzzle picture in their books. Hold up your book and point to the key on the left of the picture. Say *Look. Which number? What colour? Listen.*
- Play the first item on the CD. Elicit the number (5) and the colour (*blue*) and show pupils that they need to colour in the first square in the key. Say *Hold up your blue crayon.* Repeat for pink, green, yellow, red and purple. Play the rest of the CD, pausing after each line for pupils to find the crayon and colour. Check pupils are colouring the key, not the puzzle.
- Pupils use the key to colour in the sections of the puzzle. Check answers by asking *What's in the picture? What is it?*

**CD 1, 31**

- |             |              |
|-------------|--------------|
| Five, blue  | Eight, green |
| Six, yellow | Nine, purple |
| Seven, pink | Ten, red     |

### Extra activities: see page T111 (if time)

#### Optional activity

- Pupils make and play with the spinner on the Unit 2 song worksheet from *Teacher's Resource Book 1* (pages 12 and 17).

#### Ending the lesson

- Pupils do actions only when you say *Monty says ...* Use these instructions in the game: *stand up, sit down, point to (an eraser), pick up (a red crayon), open (your book), close (your book), draw (a mouse), look at (my table).* Use the game to review classroom vocabulary and colours.

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

### ● TARGET LANGUAGE

**Key language:** language from the unit

**Additional language:** *everybody, here's, another, not*

**Revision:** *pick up, point to, open, close, classroom vocabulary, colours*

### ● MATERIALS REQUIRED

Flashcards of the characters, the school objects, the colours (1–8, 19, 33–34, 20–26, 27–32)

Extra activity 1: picture dictionary stickers

Optional: *Kid's Box Teacher's Resource Book 1* Unit 2 Extension worksheet 2 (page 16) and/or animated version of the Unit 2 story from *Kid's Box Interactive DVD 1* (*Suzy's room* section), *Kid's Box 1 Language Portfolio* page 8.

## Warmer

- Play a game. Draw a 3 x 3 grid on the board. Number the squares 1–9. Place nine flashcards face down on the board. Write a number between 1 and 9 under each one. Divide the class into two teams. The first team chooses a number. Turn over the flashcard. One pupil says what it is. If they are correct, erase the number and put a large O in the square. The other team chooses a number. If they answer correctly, erase their number and put a large X in the square. Continue in turn. If the teams don't answer correctly, leave the number in the square and put a new flashcard face down in its place. The first team to get a line of X or O is the winner.

## Story

**PB15. ACTIVITY 11.** *Listen to the story.*

- Say *Open your Pupil's Books at page 15, please. Look at the pictures. Point to Marie* (pupils point). *Point to Maskman* (pupils point). *Point to Monty* (pupils point). Hold up your book for the class. Say *Listen to the story.* Play the CD. Pupils look and listen.
- Play the CD again. Pause after each picture to check understanding. Hold up your book. Point and ask, e.g. *What's this?* (table, chair, Activity Book, pencil, eraser). *What's her name? What's his name?*

### CD 1, 32

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MARIE:** OK. Sit down, please, everybody.

**MARIE:** Open your Activity Books, please, and pick up your pencils.

**MARIE:** Listen to the CD and draw the monster.

**MASKMAN:** Oops! Oh, my Activity Book!

**MONTY:** Here's another book, Maskman.

**MARIE:** No, not another book, Monty. Here's an eraser.

**MASKMAN:** Er, no, Marie. Another Activity Book, please.

## Listen and repeat.

- Say *Listen and repeat.* Play the CD again. Pause after each picture. Pupils listen and repeat in chorus. Pupils do the actions to the song at the beginning (this should be familiar by now). Encourage pupils to say the words with feeling.

**PB15. ACTIVITY 12.** *Act out the story.*

- Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character. Play the CD and help them act out the story. Repeat with another group of three.
- Divide the class into groups of three. Say *Hands up, Maskman.* One pupil in each group puts up their hand. Repeat for Marie and Monty, to make sure pupils know who they are. Play the CD. Pupils act and join in where they can. Repeat, so pupils play all three roles.

**AB15. MY PICTURE DICTIONARY.**

- Say *Open your Activity Books at page 15, please. Look at the picture dictionary.* Pupils prepare the stickers. Elicit the words in turn. Pupils hold up the correct sticker. Say the words again in a different order. Pupils point to the word in their books. Pupils stick the stickers in the correct place. If appropriate, pupils trace around the words under the pictures.

## Extra activities: see page T111 (if time)

**AB15. MY STAR CARD.**

- Say *Can you say these words?* Display the school object flashcards in turn. Elicit the words in chorus. Ask pupils to repeat if necessary. Where pupils don't all say the word correctly, elicit the word from another pupil who can, and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a picture in their books and to say the word.
- Say *Colour the stars.* Demonstrate the activity on the board. Elicit a word, using one of the flashcards. Say *Good. Now colour the star.* Check pupils know what to do. Pupils choose colours to colour their stars.

## Optional activities

- Unit 2 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 12 and 16).
- The animated version of the Unit 2 story from *Kid's Box Interactive DVD 1* (*Suzy's room* section). See pages 41–44 of the Teacher's Booklet for the Interactive DVD.

## Language Portfolio

- Pupils complete page 8 of *Kid's Box 1 Language Portfolio* (*My classroom*).

## 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. Pupils might want to use their finger puppets again.

**OBJECTIVES:** By the end of this lesson, pupils will be able to understand and talk about basic addition problems and ask for the answer to a simple sum.

● **TARGET LANGUAGE**

**Key language:** *One pen and two pens is ...? What are three and two?*

**Additional language:** maths, *How many (crayons)?*

**Revision:** numbers 1–10, classroom objects

● **MATERIALS REQUIRED**

School and number flashcards (27–32, 9–18)

Groups of small school objects, e.g. three erasers, eight pens, four books

Extra activity: pieces of paper

### Warmer

- Hold up the flashcards of the classroom objects (table, book, chair, eraser, pen, pencil). Elicit the words.
- Reveal the number flashcards slowly from behind a blank piece of card or paper. Pupils say the numbers.
- Hold up a group of classroom objects, e.g. five crayons. Say *How many (crayons)?* Pupils say the number. Repeat with different objects.

### Presentation

- Say *Open your Pupil's Books at page 16, please.* Point to the picture of Marie and ask *Who's this?* Elicit *Marie.* Say *Marie is doing maths today. This lesson is called 'Marie's maths'.* Draw two groups of a classroom object on the board (e.g. five pencils and two pencils) and elicit how many there are in each group. Say a sum, adding the two groups of objects together, e.g. *Five pencils and two pencils is ...?* Pupils answer *Seven pencils.* Repeat with two more groups of a classroom object.

**PBI6. ACTIVITY 1.** *Look and say the number.*

- Hold up your book and point to the picture of chairs. Say the numbers as words as you point to each part of the picture, e.g. *Four chairs and three chairs is seven chairs.* Check that the pupils know the meaning of the add symbol (+) and the equals sign (=).
- Say *Look and say the number.* Give pupils time to think and do the sum before asking for the answer from the class. Pupils put up their hands when they have the answer. Elicit from the whole class in chorus. Repeat for each sum. Make sure pupils are using plural s where necessary.

**Key:** 1 Four chairs and three chairs is seven chairs. 2 Four erasers and two erasers is six erasers. 3 Five books and three books is eight books. 4 Nine crayons and one crayon is ten crayons.

**PBI6. ACTIVITY 2.** *Listen, point and say.*

- Hold up your book and point to the picture of the man and the wheel. Say *Point to four pens.* Check the pupils are pointing to the right number of pens. Repeat with the other numbers: *Point to (two, three, one) pen(s).*

- Say *Listen, point and say.* Play the CD. Pupils listen and point to the pens. Pause after each sum to give them time to think of their answer. Pupils put their hands up to answer. Ask a confident pupil to hold up their book and point to the correct number of pens each time.

- Hold up your book and point to the pens in the sum. The class repeat the sum in chorus.

**Key:** 3 pens, 3 pens, 5 pens, 5 pens, 5 pens, 5 pens, 6 pens, 6 pens

### CD 1, 33

- 1 pen and 2 pens is ...?
- 2 pens and 1 pen is ...?
- 4 pens and 1 pen is ...?
- 1 pen and 4 pens is ...?
- 3 pens and 2 pens is ...?
- 2 pens and 3 pens is ...?
- 2 pens and 4 pens is ...?
- 4 pens and 2 pens is ...?

**ABI6. ACTIVITY 1.** *Write the numbers.*

- Write the sum  $1 + 4 =$  on the board. Say *One and four is ... ?* Elicit the answer from pupils. Say *Five. Yes!*
- Say *Open your Activity Books at page 16, please.* Point to the numbers in the wheel picture in turn and ask *What's this number?* Pupils answer in chorus.
- Say *Write the numbers.* Pupils work individually to complete the sums and then whisper to check answers in pairs. Pupils say the sums and answers in chorus.

**Key:** 2 5, 3 5, 4 5, 5 7, 6 7

**ABI6. ACTIVITY 2.** *Write and answer. Say.*

- Say *Write and answer.* Hold up the Activity Book page, point to the first question and ask *What are three and two?* Elicit the answer from pupils in chorus.
- Pupils work in pairs. They write numbers of their own (up to 5) and add the two numbers together. Go around and check the sums.
- Have a pair of pupils at the front. Write one of their sums on the board. Repeat the question in the book, this time using the pupils' numbers on the board. Say *Say.* Pupils swap partners and ask and answer their sums in the same way, e.g. Pupil A: *What are four and three?* Pupil B: *Seven.*

### Class game

- Do a quiz. Put pupils in groups of three to write sums for the rest of the class. A pupil from each group comes to the front to ask their number questions (the answers must be 10 or fewer), e.g. *What is four and one?* Pupils put their hands up to answer, e.g. *Four and one is five.*

### Extra activity: see page T111 (if time)

### Ending the lesson

- Pupils close their books. A volunteer comes to the front, holds up classroom objects of his/her choosing (e.g. five books) and asks the class *How many ... ?* The first pupil to reply correctly takes a turn at the front. Repeat with several pupils.

**OBJECTIVES:** By the end of the lesson, pupils will have listened to a story, practised greetings and introductions and talked about making friends.

● **TARGET LANGUAGE**

**Key language:** *How are you? I'm fine, thank you.*

**Additional language:** *make friends, values, Great! Come on! Let's play. OK.*

**Revision:** *Hello, I'm ... What's your name? How old are you? I'm ...*

● **MATERIALS REQUIRED**

Pieces of paper with characters' names and ages written on  
Extra activity: pictures of children under ten (could be cut from magazines) with pretend names and ages on the reverse

## Warmer

- Say *Hello. I'm (your name)*. Point to yourself. Point to a pupil and say *What's your name?* Continue the dialogue with *How old are you?* Point to the pupil. Go up to pupils in turn, repeat the greeting and dialogue and elicit answers from pupils (their own names and ages).

**PB17. ACTIVITY 3.** *Listen to the story.*

- Say *Open your Pupil's Books at page 17, please*. Point to the picture of Trevor at the top of the page. Elicit his name. Ask *Is he happy or sad?* Translate the meaning of *values* so the pupils know that Trevor's pages are about doing the right thing.
- Focus pupils on the pictures of children at the playground. Point to the boy in picture 1 and say *This is Ben*. Ask *Is he happy or sad? Why is he sad?* Establish that he is sad because he is on his own. Say *He hasn't got friends with him*. Point to picture 2. Ask *Who is in the picture?* Pupils respond *A boy and a girl*. In the same way talk about picture 3: *Is the boy happy or sad? Who is in the picture now?* Pupils respond *Two boys and a girl*. Talk about picture 4: *Are they happy? Yes!* Say *Look! They're playing together*. Elicit *He's/They've got a ball*.
- Say *Listen to the story*. Ask the pupils to listen for the names of the girl and the second boy. Say *Listen to the story*. Play the CD.

**CD 1, 34**

**BEN:** Oh!

**MAY:** Hello! I'm May. What's your name?

**BEN:** Hello. I'm Ben. How old are you?

**MAY:** I'm seven.

**BEN:** Great! I'm eight.

**SAM:** Hello.

**MAY AND BEN:** Hello.

**SAM:** How are you?

**MAY:** I'm fine, thank you.

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

**SAM:** I'm Sam.

**BEN:** I'm Ben.

**BEN:** Come on! Let's play!

**MAY AND SAM:** OK!

## Values

- Talk to the class about the values in the story: it's good to go and talk to someone who looks lonely and include them in your game; it's good to make friends. Use English as much as possible.

**PB17. ACTIVITY 4.** *Listen and say the number. Act it out.*

- Say *Listen and say the number: one, two, three or four*. Point to the blue numbers in the corner of the pictures. Play the CD. Pause after each picture. Give pupils time to think and to check with each other before asking for the answer from the class.

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

**CD 1, 35**

Story as above, but in the order of the key.

- Say *Act out the story*. Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character (Sam, May or Ben). Play the CD and help them act out the story. Repeat with another group. Divide the class into three groups. Point to one group and say *Ben*, another and say *Sam* and the other and say *May*. Play the CD. Pupils act and join in with their character's lines. Repeat, so pupils play all three roles.

**AB17. ACTIVITY 3.** *Ask two friends and write. Then draw and colour.*

- Say *Open your Activity Books at page 17, please*. Focus pupils on the example questions and answers in their books: *What's your name? I'm Sam. How old are you? I'm seven*. Divide the class into groups of three. Pupils take turns to ask and answer. Give pupils time to write the name and age of the pupils in the speech bubbles. Point to the outlines of the children and say *Draw and colour*. Check their written answers while they are colouring.

## Extra activity: see page T111 (if time)

### Ending the lesson

- Write *How are you?* on the board and draw three faces: one happy, one neutral and one sad. Elicit the answer for the happy face (*I'm fine, thank you*), the neutral face (*I'm OK, thank you*) and the sad face (*I'm not very well*). Write the answers under the appropriate faces. Ask a pupil *How are you?* and point to one of the faces on the board. Elicit the appropriate response. Repeat with other pupils. Pupils practise asking their friends *How are you?* around the class before they leave.