

OBJECTIVES: By the end of the lesson, pupils will have named different pets.

● **TARGET LANGUAGE**

Key language: *pets, cat, dog, fish, horse, mouse, bird*

Additional language: *lovely, our*

Revision: *What's your favourite ... ? Where's ... ?, colours, adjectives*

● **MATERIALS REQUIRED**

Colour and pet flashcards (20–26, 41–44, 47–52), pet names written on large pieces of card or pet word cards from *Kid's Box Teacher's Resource Book 1*

Extra activity: two rulers

Optional: *Kid's Box Teacher's Resource Book 1* Unit 5

Reinforcement worksheet 1 (page 31)

Warmer

- Display the colour flashcards. Say, e.g. *Where's grey?* Pupils point and say *Here!* Repeat for other colours.

Presentation

- Teach or elicit the pets, using the flashcards. Show each flashcard in turn and elicit or say the word. Pupils repeat. Put the flashcards in a group on the board. Make a circling motion with your hands. Say *They're our pets. A dog's a pet. A cat's a pet*, etc. Elicit in L1 which animal is a different kind of pet (horse – it lives outside).

PB34. ACTIVITY 1. *Listen and point.*

- Say *Open your Pupil's Books at page 34, please. Say Where's the star?* Check by pointing to the star (on the stand under the prizes). Pupils say *Here it is.*
- Say *Listen and point.* Play the CD. Pupils point. Play the CD again. Pause after each animal. Pupils point to the animal.
- Ask, e.g. *What colour's the cat? What's this?* (point to the dog).

CD 2, 26

PET SHOW JUDGE: Hello, children. It's a lovely day for the pet show. Are they your pets?

CHILDREN: Yes.

SUZY: This is my pet. It's a black and white dog.

MEERA: This is my favourite fish. It's orange. What's your favourite pet, Simon?

SIMON: My mouse. It's grey.

MEERA: Oh! That's, er, nice.

STELLA: Look at my cat. It's white. What's your pet, Lenny?

LENNY: It's a beautiful bird. It's red, blue and green. Where's your pet, Mrs Star?

MRS STAR: It's there, next to my car. That's my black horse.

PB34. ACTIVITY 2. *Listen and repeat.*

- Say *Listen and repeat.* Play the CD. Pause after each animal so pupils can repeat. Make six groups. Hand each group a pet flashcard. Play the CD. Groups stand up and repeat for their animal.

CD 2, 27

Horse, dog, fish, mouse, cat, bird

AB34. ACTIVITY 1. *Listen and circle the tick or cross.*

S towards Listening Part 3

- Put the horse flashcard on the board. Write a tick and a cross next to it. Point to the horse. Say *It's a horse.* Nod and circle the tick.
- Say *Open your Activity Books at page 34, please. Listen and circle the tick or the cross.* Play the CD. Pupils listen and circle. They check in pairs. Check with the class.
- In pairs, pupils take turns to play the game.

Key: 2 X, 3 ✓, 4 X, 5 X, 6 ✓

CD 2, 28

- | | |
|-------------------------------------|-------------------------------------|
| 1.
What's this?
It's a horse. | 4.
What's this?
It's a mouse. |
| 2.
What's this?
It's a dog. | 5.
What's this?
It's a cat. |
| 3.
What's this?
It's a fish. | 6.
What's this?
It's a bird. |

Practice

- Put the pet flashcards on one side of the board and write the names on the other so that they don't match. Point to, e.g. the horse. Say, e.g. *It's a mouse.* Say *Who can help me?* A pupil comes and draws a line from the picture to the correct word. Repeat.
- Hand the flashcards to six pupils. Point to the words in turn. Pupils chorus the name. The pupil with the right picture puts it next to the word.

AB34. ACTIVITY 2. *Look and write the words.*

S towards Reading and Writing Part 3

- Hold up your book, point to the mouse's ear and say *What pet's this?* Don't focus on the body part. Pupils respond *It's a mouse.* Say *Write the word here* and show them the example. Pupils work individually and write in pencil.

Key: 2 a horse, 3 a dog, 4 a cat, 5 a bird, 6 a fish

Extra activity: see page T113 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 30 and 31).

Ending the lesson

- Hold the pet flashcards so pupils can't see. Look at one. Pupils ask questions to guess what it is, e.g. *Is it a horse?* Repeat.

OBJECTIVES: By the end of the lesson, pupils will have talked about pets.

● **TARGET LANGUAGE**

Key language: *bird, cat, dog, fish, horse, mouse, They're ...*, plurals

Additional language: *too, show, house, my, friend*

Revision: colours, adjectives, *mice, here, pet*

● **MATERIALS REQUIRED**

Pet flashcards (47–52)

Photocopiable 5 (see page T101), copied onto thin card, one page for each pair of pupils, cut into two before the lesson

Extra activity: a wordsnake on poster paper written large for all pupils to see: *horsesdollpencatballdogeraserbook*

mousebikefishchairbird

Optional: *Kid's Box Teacher's Resource Book 1* Unit 5

Reinforcement worksheet 2 (pages 30 and 32)

Warmer

- Revise the pets, using the flashcards. Hide one behind paper and very slowly reveal the picture from one corner. Pupils guess. Repeat with the other flashcards. Ask questions, e.g. *Is the dog young? Is the horse beautiful?* to review adjectives.

Presentation

- Hold up one finger. Say, e.g. *One dog*. Hold up two fingers. Say, e.g. *Two dogs*. Repeat for the other animals. Help pupils to notice the different plural sounds: /s/ *cats*, /z/ *dogs*, /ɪz/ *horses*. Make sure pupils notice that the plural of *fish* is *fish* and the plural of *mouse* is *mice*.

PB35 ACTIVITY 3. Say the chant.

- Say *Open your Pupil's Books at page 35, please*. Play the CD. Pupils listen and look at the picture in their books. Play the CD again. Pause after each line. Pupils repeat in chorus and then in groups.
- Make six groups. Each group is a pet. Each group stands up, says a line and sits down. Everyone stands up and says the last two lines. Repeat with the groups in different roles.

CD 2, 29

My horse is beautiful.

My dog is too.

My fish is ugly.

My bird is blue.

My cat is young,

And my mouse is grey.

Here are our pets,

On pet show day.

PB35. ACTIVITY 4. Listen and say the number.

- Pupils look at the pictures. Play the first part of the CD as an example. Elicit the number (6). Play the rest of the CD. Pupils point and whisper the number to their partner each time. Play the CD again. Check by eliciting the number. Then ask, e.g. *What colour are the dogs? Are they young?*

Key: 6, 8, 3, 7, 9, 10

CD 2, 30

Look at the dogs. They're old.

Look at the fish. They're ugly.

Look at the birds. They're happy.

Look at the cats. They're young.

Look at the mice. They're white.

Look at the horses. They're brown.

Photocopiable 5: see pages T95 and T101

AB35. ACTIVITY 3. Colour the pets.

- Pupils take out their crayons. Say *Open your Activity Books at page 35, please. Colour the pets. Choose the colours*. Pupils colour the four pets at the top of the page.
- Now tell pupils to sit facing one another, holding their books up so their partner can't see. Focus pupils on the speech bubbles. Ask a pupil *What colour is the fish?* The pupil answers, e.g. *It's blue*. Pupils work in pairs and take it in turns to ask about a pet and to colour it. Pupils check together.

AB35. ACTIVITY 4. Read and answer.

- Focus pupils on the questions and the puzzle at the bottom of the page. Point to the pictures of the animals on the right and elicit the plural words (*mice, horses, cats, birds, fish*). Hold up your book and say *Follow the line*. Follow the line from the picture of the mice to line 3 and say *Read and answer*. Read the question and show pupils that they need to complete the sentence by writing a word from the box.
- Pupils work individually to follow the lines, choose and copy the words to complete the sentences. Monitor and help those who are having difficulty.
- Check answers by asking and answering the questions in open pairs around the class (e.g. choose a pupil to read question 1 aloud and another pupil to read his/her answer). Make sure the pupils are pronouncing the plural forms correctly.

Key: 1 fish, 2 cats, 4 horses, 5 birds

Extra activity: see page T113 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 2 from *Teacher's Resource Book 1* (pages 30 and 32).

Ending the lesson

- Use the chant to count around the class and make five groups of animals.
Note: There won't be any horses as *horses* doesn't work in this rhyme.
- Pupils stand together in their animal groups. Teach the chant. Pupils repeat the chant in animal groups, counting their group members as they chant. Remind them that the plural of *mouse* is *mice* and the plural of *fish* is *fish*. Repeat.
One dog, two dogs, three dogs, four,
Five dogs, six dogs, seven dogs, more ...
One cat, two cats, etc.

OBJECTIVES: By the end of the lesson, pupils will have talked about and described pets.

● **TARGET LANGUAGE**

Key language: *It's / They're big / small / clean / dirty / long / short.*

Additional language: follow, finger, differences

Revision: colours, toys, classroom objects, adjectives, pets, *Who? What?*

● **MATERIALS REQUIRED**

Pet and character flashcards (1–5, 45–46, 47–52)

Realia to teach *long, short, big, small, clean, dirty*

Optional: a board game

Extra activity 2: Photocopiable 5 (see page T101) – see instructions for preparation in previous lesson

Optional: *Kid's Box / Language Portfolio* page 10

Warmer

- Display the pet flashcards. Play the Please game. Say *Point to the horse*. Pupils don't point. Say *Point to the dog, please*. Pupils point to the dog. Continue, repeating animals and varying use of *please*.

Presentation

- Elicit or present the adjectives (*long, short, big, small, clean, dirty*), using realia and mime. Pupils repeat in chorus. Use thumbs up / thumbs down to check *clean/dirty*. Point to, e.g. the door and say, e.g. *Is it small?* Pupils chorus *No, it's big*. Repeat.

PB36. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 36, please*. Say *Listen and point*. Play the CD. Pupils join in with the rhyme. Play the CD again.
- Check by holding up your book, pointing and saying, e.g. *The chairs are clean* (Pupils: *No, the chairs are dirty*).
- Point to Marie and Maskman. Ask *Who are they?* Pupils: *They're Marie and Maskman*. Point to, e.g. the chairs. Ask *What are they?* Pupils: *They're chairs*. Point to, e.g. the pencils and say *Are they pens?* Pupils: *No, they aren't. They're pencils*.
- Pupils work in pairs, taking turns to point to the pictures, friends and school objects and to ask and answer questions: *Who are they? What are they?*

CD 2, 31

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MARIE: Oh, look at the table. It's dirty. The chairs are dirty too.

MASKMAN: Yes, they are. But the toy box is clean.

MARIE: And where are the pencils?

MONTY: Here they are. They're on these pictures. Here's a picture of a big dog.

MARIE: Aahh! The brown pencil's short.

MASKMAN: Yes, it is, but the grey pencil's long.

MONTY: And this is a picture of a small mouse. It's beautiful.

PB36. ACTIVITY 6. Listen and repeat.

- Play the CD. Pupils repeat in chorus and in groups. Use the mimes and realia to check understanding.
- Make pairs. Pupils take turns to point to one of the pictures and say the phrase.

CD 2, 32

A dirty table, a long pencil, a small mouse, a big dog, a short pencil, a clean toy box

- Hold up a real board game if possible and teach *board game*.
- Say *Find a yellow board game*. Pupils look at the picture and point. Continue with *a green ball, a purple book, a blue crayon and a green star*.

AB36. ACTIVITY 5. Read and circle.

- Review the adjectives, using realia and mime from the presentation.
- Say *Open your Activity Books at page 36, please*. Point to the example (the dog). Say *Read* (look down and point to text) and *circle*. Pupils work individually and circle one adjective for each picture. They check in pairs.
- Check with the class. Ask, e.g. *What's number 2?* Pupils: *It's a dirty cat*. Say, e.g. *Look at number 3. Is it big?* Pupils: *No, it's small*.

Key: 2 dirty, 3 small, 4 short, 5 big, 6 clean

AB36. ACTIVITY 6. Listen and follow.

- Say *Point to a big horse*.
- Say *Listen and follow. Use your finger*. Hold up your finger. Play the CD. Pupils follow with their fingers. Say *Use a blue crayon*. Play route 1 again. Say *Use a red crayon*. Play route 2 again. Pupils check in pairs.
- Check with the class.

CD 2, 33

1. A big horse, a dirty dog, two short pencils, a small mouse, an old cat, two long pencils, a clean cat, an old man
2. A big horse, an ugly fish, a long pencil, a sad boy, a clean dog, a big ball, a dirty car, an old man

Extra activities: see page T113 (if time)

Language Portfolio

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

Ending the lesson

- Mime a pet. Pupils ask, e.g. *Is it a dog?* Pupils take turns to mime other pets. Pupils can repeat pets but do different mimes.

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

● **TARGET LANGUAGE**

Key language: adjectives

Additional language: *This is a ...*

Revision: pets, school objects, toys, *What's your favourite pet? My favourite (pet) is a ... , big, small, long, short, clean, dirty, ugly, beautiful, sad, happy, old, young*

● **MATERIALS REQUIRED**

Pet flashcards (47–52)

Extra Activity 1: A selection of known classroom objects

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

Warmer

- Review the 12 adjectives, using mime. Say and mime *Long*. Mime *short* to elicit *Short*. Do the same for another pair, e.g. *beautiful/ugly*. Divide the class in half. One half chooses an adjective. The other half says its opposite. Groups take turns until all the adjectives are paired.

Song

PB37. ACTIVITY 7. *Listen and do the actions.*

- Teach or review the actions:
 - *Long*: hands wide apart
 - *Happy*: smiling widely
 - *Clean*: polishing the desk
 - *Big*: legs and arms spread out as far apart as possible
 - *Beautiful*: looking in imaginary mirror
 - *Small*: squatting on the floor in a ball
 - *Ugly*: pulling an ugly face
 - *Dirty*: holding pencil with tips of fingers in disgust
 - *Short*: hands close together
- Mime the adjectives in turn. Pupils copy and chorus the words. Call out the adjectives for pupils to mime.
- Say *Open your Pupil's Books at page 37, please.*

CD 2, 34

MEERA: My name's Meera,
And this is my fish.
It's a long fish.
It's a long fish.

LENNY: My name's Lenny,
And this is my bird.
It's a happy bird.
It's a happy bird.

STELLA: My name's Stella,
And this is my cat.
It's a clean cat.
It's a clean cat.

SUZY: My name's Suzy,
And this is my dog.
It's a big dog.
It's a big dog.

MRS STAR: My name's Mrs Star,
And this is my horse.
It's a beautiful horse.
It's a beautiful horse.

SIMON: My name's Simon,
And this is my mouse.

It's a small mouse.

SUZY: It's an ugly mouse.

SIMON: No, it isn't.

STELLA: It's a dirty mouse.

MEERA: It's a short mouse.

LENNY: It's a small mouse.

ALL: Yes, it's a small mouse.

SIMON: Yes, it is.

PB37. ACTIVITY 8. *Sing the song.*

- Play the CD. Pupils sing and mime. Make groups. Repeat. Say *Listen. Point to the people and the pets.* Play the CD. Pupils point. Play the CD again in small sections. Pupils repeat. Play the whole CD again. Pupils join in. Repeat several times, dividing the class into groups for the characters.

CD 2, 35

This is a repeat of the song in the previous recording.

CD 2, 36

Now sing the song again. (Karaoke version)

AB37. ACTIVITY 7. *Look and read. Put a tick (✓) or a cross (X).*
S towards Reading and Writing Part I

- Say *Open your Activity Books at page 37, please.* Point to the picture of the horse and choose a volunteer to read the sentence aloud. Say *This is a horse. Yes?* (do a thumbs up gesture). Or *no?* (do a thumbs down gesture). Elicit *Yes* and point to the tick in the box next to the sentence. Say *Yes. This is a horse. Put a tick in the box.*
- Pupils work individually to read and put ticks or crosses next to the rest of the sentences. Then they compare answers in pairs.
- Check answers as a class.
Note: The actual Starters test also tests plural nouns with *These are.*

Key: 1 X, 2 ✓, 3 X, 4 ✓

Extra activities: see page T113 (if time)

Optional activity

- Hand out copies of the Unit 5 song worksheet from *Teacher's Resource Book 1* (pages 30 and 35). Pupils complete the gaps.

Ending the lesson

- Invite small groups of pupils to the front. Pupils hold up a pet flashcard in turn for the class to see and say, e.g. *My favourite pet is a mouse.*

OBJECTIVES: By the end of the lesson, pupils will have practised the sound /e/ and played a guessing game.

● **TARGET LANGUAGE**

Key language: the phoneme /e/ as in *ten, red, pet*

Additional language: *guess*

Revision: *pets, adjectives*

● **MATERIALS REQUIRED**

Flashcards *Stella, ten, pen, red, cat* (3, 18, 31, 20, 47)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 5 Extension worksheet 1 (page 33)

Warmer

- Flash the cards for *Stella, ten, pen* and *red* and elicit the words. Stick the flashcards on the board. Say some names of pets (*cat, dog, fish*, etc.) and say *What are these?* Elicit *Pets* and write the word on the board. Say all the words on the board again and say *Today's sound is ...* Let the class complete by saying *e* (the sound, not the letter name).

PB38. ACTIVITY 9. Monty's phonics.

- Say *Open your Pupil's Books at page 38, please.* Point to the number 10 and the colour red and say *Ten, Red*, emphasising the /e/ sound in both words. Pupils practise saying the words.
- Point to the larger picture of the pets and say *Look! Ten red pets.* Emphasise the /e/ sound in the words. 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 *Ten red pets* as a tongue twister.

CD 2, 37

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

/e/ /e/ ten

/e/ /e/ red

Ten red pets.

Ten red pets.

Ten red pets!

PB38. ACTIVITY 10. Say and guess.

- Focus pupils on the pictures. Say *I'm thinking of some pets. They're beautiful and pink.* Pupils look and guess by saying, e.g. *Number two. The fish.* Do another example with the class.
- Pupils play in pairs, taking turns to say and guess.

AB38. ACTIVITY 8. Listen and write 'a' or 'e'.

- Stick the flashcards for *cat* and *pen* on the board and write the words with the vowels missing below the cards (*c _ t, p _ n*).
- Point to the cat and say *Cat: a or e?* (say the letter sounds, not their names). Make the shape of the letter 'a' in the air as you say *a* and the shape of the letter 'e' as you say *e*. Elicit the response (*a*). Write the letter *a* on the board to complete the word below the flashcard of the cat. Do the same with *e* and *pen*.

- Say *Open your Activity Books at page 38, please. Say Listen and write 'a' or 'e'.* Again, use the letter sounds, not their names.
- Play the example on the CD and point to the letter 'e' in *pets*. Play the rest of the CD. Pupils write the missing letter each time. Pupils check answers in pairs.
- Play the CD again. Check answers as a class.

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

CD 2, 38

1. *pets*
2. *bag*
3. *cat*
4. *pen*
5. *ten*
6. *sad*
7. *Stella*
8. *happy*

AB38. ACTIVITY 9. Read and write the number.

- Elicit what pupils can see (dogs). Point to the first phrase. Say *A dirty dog.* Pupils point to picture 3. Point to the example answer (3) in the box next to the phrase. Say *Look, read and write the numbers for the dogs.* Pupils work individually and write the numbers. They check in pairs.
- Check with the class by asking, e.g. *What's number 2? Is number 1 long?* Listen for correct use of the plural *dogs* for two of the numbers.

Key: a big dog 6, two short dogs 2, a long dog 4, three small dogs 5, a clean dog 1

Extra activities: see pages T113–114 (if time)

Optional activity

- Unit 5 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 30 and 33).

Ending the lesson

- Repeat the tongue twister from the beginning of the lesson. Divide the class into groups of four. Give them time to practise together and then go around the class and see how many groups can say it quickly without getting their tongues in a twist.

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

Revision: language from the unit, adjectives

● MATERIALS REQUIRED

Pet flashcards (47–52)

Extra activity 1: two colour and two school flashcards

Extra activity 2: Prepare a large sheet of paper with split words on it like this:

do	sh
ho	se
fi	rd
mou	t
bi	rse
ca	g

Optional: *Kid's Box Teacher's Resource Book 1* Unit 5 Extension worksheet 2 (page 34) and/or animated version of the story from *Kid's Box Interactive DVD 1* (*Suzy's room* section)

Warmer

- Play a mime game to review the pets. Mime a pet for the class to guess. Pupils come up in turn to mime other pets for the class to guess.

Story

PB39. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 39, please*. Elicit who they can see (Marie, Maskman and Monty). Say *Listen and look. What's Maskman's favourite pet?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (a fish).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *Who's this?* (Marie). *What's her favourite pet?* (A cat). Check that pupils understand why Monty is upset when Maskman says *Mice are small and dirty* and why Maskman changes from dogs to fish.

CD 2, 39

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Look, Marie. The pet show.

MARIE: Oh, yes.

MASKMAN: What's your favourite pet, Marie?

MARIE: Cats are my favourite pets. They're beautiful and clean.

MASKMAN: Yes, but they aren't big. Big dogs are my favourite pets.

MARIE: Hmm, but big dogs are ugly.

MARIE: Mice are good pets.

MASKMAN: Yes, but they're small and dirty.

MONTY: Pardon? Mice are small, but we aren't dirty ... and we're happy.

MASKMAN: Oops. Sorry, Monty.

MASKMAN: Mice aren't dirty and they're good pets. But my favourite pets are big dogs.

MONTY: But they're ugly and ...

ALL THREE TOYS: [*Gasp.*]

MARIE: Look at the puppet!

MONTY: Oh, no!

MASKMAN: Eek!

MASKMAN: No, dogs aren't my favourite pets. My favourite pets are fish.

PB39. ACTIVITY 12. Act out the story.

- Pupils work in groups of three. Play the CD. They act out the dialogue as they listen. Act it together with pupils to give ideas. Play the CD again. Fade the sound in and out as pupils act to see if they can remember some of the dialogue. Encourage pupils to help each other where necessary. More confident groups can act out parts of the story for the class.

AB39. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 39, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check. If appropriate, pupils trace around the word under the picture.

Extra activities: see page T114 (if time)

AB39. MY STAR CARD.

- Say *Can you say these words?* Use the flashcards to elicit the words in turn. Pupils say them in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a 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.* Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

Optional activities

- Unit 5 Extension worksheet 2 (pages 30 and 34) from *Teacher's Resource Book 1*.
- The animated version of the 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*.

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.