

OBJECTIVES: By the end of the lesson, pupils will have reviewed greetings and introductions.

● **TARGET LANGUAGE**

Key language: *Hello, I'm ... , We're ... , My name's ... , Goodbye. What's your/his/her name? How old are you? to be*

Additional language: *look, listen, open/close your books/the door, one, star, pencil*

Revision: numbers 1–10, character names from *Kid's Box 1*

● **MATERIALS REQUIRED**

Flashcards: (characters) 1–7

Extra activity 1: ten large pieces of card, with a number in words between *one* and *ten* written on each one, e.g. *five*

Optional: *Kid's Box 2 Language Portfolio* pages 1, 2 and 7

Warmer

- Introduce yourself. Say *Hello. My name's* (your name). Walk up to a pupil and repeat. Add *What's your name?* The pupil responds, e.g. *Hello. My name's* (pupil's name). / *I'm* (pupil's name). Repeat with four or five more pupils.
- Pupils stand up. Clap your hands. They turn to the pupil on their left and take turns to introduce themselves. Clap your hands. They turn to the pupil on their right and introduce themselves. Repeat for the pupils behind and in front.

Presentation

- Display the flashcards of the seven characters. If pupils studied *Kid's Box 1*, elicit the names. If they didn't, hold up each flashcard in turn, say the name and pupils repeat.
- Place the flashcards around the room. Say, e.g. *Point to Suzy*. Pupils point. Repeat with the other characters, saying the instructions quickly one after another.

PB4. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 4, please*. Hold up your book and point to the page. Draw a star on the board. Elicit what it is. Say *Find the star in the picture*. Pupils check in pairs. Check with the class (on Mr Star's belt). Pupils say *Here it is*.
- Elicit what pupils can see in the picture (the Star family, their house, garden, dog, cat, etc.).
- Say *Listen and point*. Play the CD. Pupils listen and point to the characters. Set the pre-listening questions: *How old is Stella? How old is Simon? How old is Suzy?* Say *Listen again and answer*. Pupils check in pairs. Check answers (eight, seven, four).

CD 1, 02

STELLA: Hello again! We're the Star family. I'm Stella Star and I'm eight. This is my brother, Simon. He's seven, and this is my sister, Suzy. She's four.

SIMON: This is my grandmother. She's Grandma Star.

GRANDMA: Hello.

SIMON: This is my grandfather. He's Grandpa Star.

SIMON: Grandpa, say hello.

GRANDPA: Oh! Hello, everybody.

MRS STAR: And we're Mr and Mrs Star.

SIMON: What's your name? How old are you?

PB4. ACTIVITY 2. Listen and repeat.

- Say *Look at the picture. Listen and repeat*. Play the CD. Pause after each name for pupils to repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 03

Stella, Simon, Suzy, Mr Star, Mrs Star, Grandma Star, Grandpa Star

Practice

- Invite four pupils (boys and girls) to the front. Ask each one *What's your name? How old are you?* Point to each of the pupils in turn and ask the class *What's his/her name? How old is he/she?* Pupils respond, e.g. *She's* (name). *She's* (age). Repeat with another four pupils.
- Weave the questions and answers around the classroom in the same way, gesturing to individual pupils to ask as well as answer.

AB4. ACTIVITY 1. Write.

- Say *Open your Activity Books at page 4, please. Look at Activity 1. Who can you see?* Elicit the characters from the class. Hold up your book and point to the example. Point to each person in turn. Elicit from pupils what they write, e.g. point to *I'm Suzy*. Pupils respond *She's Suzy*.
- Pupils work individually and complete the activity.
- Correct the activity orally with the whole class.

Key: He's Simon. She's Suzy. He's Mr Star. She's Mrs Star. He's Grandpa.

AB4. ACTIVITY 2. Draw and write.

- Say *Look at Activity 2, please*. Point to the frame and say *Whose picture goes here?* The class responds with their own name. Point to each of the questions and elicit the response for a few pupils as an example.
- Pupils draw a picture of themselves and write the answers. Remind them to use *I'm ...* and to write their age in words.

Extra activities: see page T114 (if time)

Language Portfolio

- Pupils complete pages 1, 2 and 7 of *Kid's Box 2 Language Portfolio* (*About me, My language skills, English and me*). These materials fit well at the beginning of the lesson. Help with new language as necessary.

Ending the lesson

- Display the character flashcards on the board. Wave and say, e.g. *Goodbye, Suzy*. Invite a pupil to come and take the flashcard of Suzy off the board. Repeat with the other characters. Turn to the class, wave and say *Goodbye, class*. Pupils respond *Goodbye, (your name)*.

OBJECTIVES: By the end of the lesson, pupils will have practised greetings and asked and answered questions using *Who's ... ?*

● **TARGET LANGUAGE**

Key language: *Hello. I'm ... Goodbye. Who's he/she?* character and toy names (*Monty, Maskman, Marie, Trevor*)

Additional language: *stand up, sit down, point to, pick up, open, close*

Revision: *blue, grey, pink, red, white, purple, yellow, black, brown, orange, green, numbers*

● **MATERIALS REQUIRED**

Flashcards: (characters) 1–11

Two sets of number cards

Extra activity 1: 11 large pieces of paper, each with one of the colours written on or colour word cards from *Kid's Box 2 Teacher's Resource Book* (page 87)

Extra activity 2: 16 simple sums using numbers 1–10.

Warmer

- Review the Star family, using the flashcards. Flash a card and elicit who it is. Display it on the board. Include Trevor, Marie, Monty and Maskman. If the pupils did not study *Kid's Box 1*, make sure they repeat the new names several times.
- Point to the flashcards in turn. The class says the name. Turn the first one to face the board. Point to each card (including the one facing the board). The class says the names. Repeat, turning one more card to face the board each time. When all flashcards are facing the board, continue the game, turning a flashcard face up each time until all are visible again.

PB5. ACTIVITY 3. Listen and answer.

- Say *Open your Pupil's Books at page 5, please. Look at Activity 3. Say Who's number nine? Who's number five? Where's Monty? Say Listen and answer.* Play the first part of the CD as an example. Check pupils know what to say. Play the rest of the CD. Pupils whisper the response to their partner each time. Play the CD again, pausing after each question. This time invite different pairs to respond each time.

Key: 4 Mr Star, 1 Suzy, 8 Monty, 3 Stella, 6 Grandma Star, 2 Simon, 9 Marie, 10 Maskman, 5 Mrs Star, 7 Grandpa Star

CD 1, 04

TREVOR: Hello. I'm Trevor.

Look at number four. Who's he?

Look at number one. Who's she?

Look at number eight. Who's he?

Look at number three. Who's she?

Look at number six. Who's she?

Look at number two. Who's he?

Look at number nine. Who's she?

Look at number ten. Who's he?

Look at number five. Who's she?

Look at number seven. Who's he?

PB5. ACTIVITY 4. Ask and answer.

- Say *Look at number three. Who's she?* The class responds *Stella*. Repeat three or four more times with other questions and answers in open pairs, e.g. Pupil A asks; Pupil B responds; Pupil C asks; Pupil D responds.
- Say *Look at Activity 4. Now you ask and answer in pairs. Take turns.* Put pupils into pairs. Pupils do the activity in pairs. Monitor the pairs as they are working and help where needed.

Team game

- Divide the class into two teams. Hand out the number cards to each team. Ten pupils in each team take and hold up a card. Team members take it in turns to ask and answer, e.g. Team A (about Team B): *Look at number seven. Who's he/she?* Team B: *He's/She's (name).* Award points for correct questions and answers. The team with the most points is the winner.

AB5. ACTIVITY 3. Colour the stars.

- Say *Open your Activity Books at page 5, please. Look at Activity 3. Hold up your book and point to the example. Elicit the sentence from the class (Colour two stars). Say What colour? Pupils suggest a colour. Repeat for number 2.*
- Pupils work individually and colour the correct number of stars in the colours they choose. They can work together. Pupils check in pairs. Check with the class.

AB5. ACTIVITY 4. Match and join.

- Do a few simple sums quickly around the class, e.g. say *One and one is ...* Wait for the class to respond *two*. Repeat with other simple sums.
- Say *Look at Activity 4, please.* Hold up your book. Read the example sum (*six and one is ...*) and elicit the response. With your finger, follow the line in the example to 7 and then seven. Say *Now draw the lines for the other sums.*
- Pupils work individually and then check in pairs. Check with the class.

Key: 1. (5); 2. (3); 4. (9); 5. (6); 6. (8); 7. (10)

Extra activities: see page T114 (if time)

Ending the lesson

- Play the Please game. Pupils stand up. Demonstrate the game first. Say, e.g. *Point to your chair.* Pupils don't point. Say, e.g. *Open your Pupil's Books, please.* Pupils open their Pupil's Books. Play the game using the following instructions: *sit down, stand up, close, open, point to / touch a book/pencil/table/chair/pen.* Pupils who respond incorrectly (e.g. do it when you don't say please) are out and sit down. Stop when you have a small group of winners.

OBJECTIVES: By the end of the lesson, pupils will have learned to say and recognise the letters of the alphabet.

● **TARGET LANGUAGE**

Key language: the alphabet, *How old are you? Can you spell your name, please?*

Additional language: *his/her, painting*

Revision: *What's your name?*

● **MATERIALS REQUIRED**

Photocopiable activity 1 (see page T100), copied onto thin card, one copy for each pupil, scissors, an envelope for each pupil

Flashcards: (colours) 12, 13, 15, 18, 20–22; crayons

Optional: *Kid's Box Teacher's Resource Book 2* Unit 1 song worksheet (page 13)

Warmer

- Pupils take out their crayons. Give pupils instructions to follow, e.g. *Hold up the blue crayon. Put it under your Pupil's Book. Put the yellow crayon next to the book. Take the green crayon and put it under your chair.*

Presentation

PB6. ACTIVITY 5. *Listen, point and repeat.*

- Say *Open your Pupil's Books at page 6, please. Look at Activity 5. It's an alphabet painting!*
- Hold up your book and point to the letters. Gesture from left to right along the first row of letters and say the letters aloud. Pupils repeat. Do the same with the rest of the rows. Make sure pupils are reading from left to right, if they do not do this in their first language.
- Display the colour flashcards in a horizontal line on the board. Help pupils to notice the colours of the letters in their books. The letters are coloured to help with pronunciation: grey = /eɪ/ = a, h, j, k; green = /i:/ = b, c, d, e, g, p, t, v; red = /e/ = f, l, m, n, s, x, z; white = /aɪ/ = i, y; yellow = /əʊ/ = o; blue = /u:/ = q, u, w; dark brown = /ɑ:/ = r
- Say *Listen, point and repeat.* Play the CD. Pupils listen and point the first time. Play the CD again for pupils to point and repeat the colours and letter names.

CD 1, 05

Grey: a, h, j, k,

Green: b, c, d, e, g, p, t, v

Red: f, l, m, n, s, x, z

White: i, y

Yellow: o

Blue: q, u, w

Brown: r

PB6. ACTIVITY 6. *Say the chant.* **S** towards

- Say *Listen to the chant and point to the letters.* Play the CD. Pupils point to the letters. Make sure they are moving from left to right along the rows.
- Play the chant again in sections for the pupils to repeat.

CD 1, 06

a b c d e f g

h i j k l m n o p

q r s t u v

w x y z

Practice

- Ask an able pupil: *What's your name?* When the pupil says it, ask *Can you spell your name, please?* Help the pupil. The class spell the name. Write the name on the board. Repeat. Tell pupils to write their names in their books. They work in pairs. Pupil A asks *Can you spell your name, please?* Pupil B spells it and Pupil A writes it. They swap roles.

Photocopiable 1: see pages T98 and T100

AB6. ACTIVITY 5. *Listen and colour.* **S**

- Say *Open your Activity Books at page 6, please. Look at Activity 5.* Tell pupils to take out their crayons. Say *Ready? Listen and colour.* Remind pupils to make a dot in the colour the first time they listen. Play the CD. Pupils listen and place a coloured dot on the letter. Play the CD again for pupils to check. Ask, e.g. *What colour is 'p'? What letter is purple?* Pupils colour the letters. Note: These are not the same colours as were used to help with pronunciation. All these letters have the same pronunciation pattern (/i:/). This phonetic grouping is aimed at pupils who do not use the Roman alphabet in their first language.

Key: g = black, b = orange, v = purple, p = pink, c = yellow, t = brown, e = green, d = blue

CD 1, 07

Colour g black. Colour b orange. Colour v purple. Colour p pink. Colour c yellow. Colour t brown. Colour e green. Colour d blue.

AB6. ACTIVITY 6. *Listen and point. Write the words.*

S towards

- Say *Look at Activity 6.* Write the two example anagrams on the board: *leaSt, igteh*. Elicit what they are. Tell pupils the first is a name and the second a number. Write them correctly on the board. Don't write the capital letters at the beginning of the name. Encourage pupils to use their letter cards for the other anagrams. They place the cards on their desk and move them around to make the correct spelling. This helps the kinaesthetic learners. Pupils check in pairs. Play the CD for pupils to listen and check.

Key: 2 Simon, seven; 3 Suzy, four

CD 1, 08

1. This is Stella. She's eight.
2. This is Simon. He's seven.
3. This is Suzy. She's four.

Extra activity: see page T114 (if time)

Optional activity

- Hand out copies of the Unit 1 song worksheet from *Teacher's Resource Book 2* and do the rhyming activity (see pages 8 and 13 of the *Teacher's Resource Book*).

Ending the lesson

- Pupils stand up. Do the alphabet chant again together with the CD. Repeat.

OBJECTIVES: By the end of the lesson, pupils will have had more practice with the letters of the alphabet.

● **TARGET LANGUAGE**

Key language: the alphabet, colours, *Can you spell ... , please?*

Additional language: *in alphabetical order, painting*

● **MATERIALS REQUIRED**

Photocopiable 1 alphabet cards from the previous lesson (page T100), one set for each pupil plus one set of your own.

Optional: *Teacher's Resource Book 2* Unit 1 Reinforcement worksheets 1 and 2 (pages 9 and 10).

Warmer

- Pupils place their alphabet cards on their desks in the same order as on page 6 of the Pupil's Book (alphabetical order). Pupils stand up. Say the alphabet chant with them. They point to the letters on their desks as they say them. Repeat.

PB7. ACTIVITY 7. *Ask and answer.*

- Say *Open your Pupil's Books at page 7, please. It's a colours painting! Say Point to purple.* Pupils point. Repeat with the other colours. Draw pupils' attention to the speech bubbles on the photograph and elicit the question and answer. Repeat the question with two more colours. Invite a pupil to ask the question about another colour. The class spells it out. Continue until all the colours have been spelt out.
- Pupils work in pairs. They take turns to ask the question and to spell the colours.

Practice

- Hand out all the alphabet cards from your set to different pupils (26 pupils). If you have fewer pupils, give some pupils more than one. Ask pupils to come to the board and to put the letters in order from left to right on the board. Make two lines if you can't get 26 letters in one line. Point to each letter and pupils repeat.
- Ask five pupils, whose names each start with a different letter of the alphabet, to come to the front. Tell them to stand in the order of the alphabet. Help them by pointing to the alphabet on the board. Check with the class if the pupils are in the correct order. Repeat.

PB7. ACTIVITY 8. *Order the colours.*

- Write the following colours on the board: *Blue, black, brown.* Ask pupils to put them in order. Show them how it's done: point to the first letters and say *B, b, b. They're the same.* Point to the second letters and say *L, l, r. They're different. R comes after l so brown is last.* Point to the third letter and say *U, a. They're different. A comes before u. Can anyone tell me which word is first?* Write them on the board in order: *Black, blue, brown.* Repeat for *green and grey, and pink and purple.*
- Say *Look at Activity 8. Now put all the colours in alphabetical order.* Pupils work in pairs and write the colours in order in their notebooks. Tell them to write them as a list. Monitor pupils as they are working and remind them what is written on the board. Elicit the correct order from the class.

Key: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow

AB7. ACTIVITY 7. *Read the question. Listen and write a name or a number. There are two examples.* **S**

- Say *Open your Activity Books at page 7, please. Look at Activity 7.*
- Point to the picture of the boy and girl and elicit what the children are doing (*reading*) and what pupils can see (e.g. *books, a library, bags*).
- Say *Listen and write a name or a number. Let's look at and listen to the examples.* Point to the example questions and read them with the class. Play the examples on the CD and pause to indicate the example answers. Ask *Name or number?* Pupils respond (*Name. Number.*). Before playing the rest of the CD, encourage pupils to read the rest of the questions and think about whether each answer will be a name or a number.
- Play the CD. Pupils write their answers in pencil. Play the CD again for pupils to check. They can compare answers in pairs. Check as a class or in open pairs.

Key: 1 Grace, 2 10/ten, 3 Sun, 4 6/six, 5 Mouse

CD 1, 09

Listen and write a name or a number.

Hello, Lucy. Is this a picture of your friends?

Yes. The boy's name is Dan.

Is that D-A-N?

Yes.

How old is Dan?

He's nine.

Nine?

Yes, that's right.

Can you see the answers? Now you listen and write a name or a number.

- | | |
|---|---|
| 1. Who is the girl?
That's Grace.
Is that G-R-A-C-E?
Yes, it is. | 4. What number is Dan's house?
It's number six.
Number six?
Yes. |
| 2. How old is Grace?
She's ten.
Ten?
Yes, she is. | 5. What is the name of Grace's book?
It's Mouse House.
Is that M-O-U-S-E?
Yes! |
| 3. Where does Dan live?
He lives in Sun Street.
S-U-N?
That's right. | |

Extra activities: see page T114 (if time)

Optional activity

- Unit 1 Reinforcement worksheets 1 and 2 from *Teacher's Resource Book 2* (see pages 8–10 of the *Teacher's Resource Book*).

Ending the lesson

- Teach and do the following chant with the pupils.

Teacher:	Pupils respond:
Give me an o	o
Give me an r	r
Give me an a	a
Give me an n	n
Give me a g	g
Give me an e	e
What does that spell?	orange
What does that spell?	orange

OBJECTIVES: By the end of the lesson, pupils will have learned to identify and say the long ay /eɪ/ vowel sound and to contrast it with the short a /æ/ vowel sound

● **TARGET LANGUAGE**

Key language: the phoneme /eɪ/ as in *snake, play, game*

Revision: comparison with the short phoneme /æ/ as in *black, prepositions, spelling*

● **MATERIALS REQUIRED**

Flashcards: (words with /eɪ/ and /æ/ sound) 19, 21, 91, 94

Extra activity 1: Photocopiable 1 alphabet cards used in the previous two lessons

Extra activity 2: Prepare about 20 questions for Noughts and crosses, e.g. *What's this colour? G-r-e-e-n. What's this animal? T-i-g-e-r.*

Optional: *Teacher's Resource Book 2* Unit 1 Extension worksheet 1 (page 11)

Warmer

- Display the flashcards *cake, paint* and *grey* on the board. Elicit the words and say them for pupils to repeat. Focus on the vowel sound /eɪ/ which all three words have in common. Say *Today's sound is ...* Pupils respond by saying /eɪ/. Provide more example words with the sound, if necessary (e.g. *game, play, say, day*).

PB8. ACTIVITY 9. *Monty's phonics*

- Say *Open your Pupil's Books at page 8, please*. Point to the picture of Monty and ask *Who's this?* Pupils respond (*It's Monty*). Elicit the title of the activity. If pupils studied *Kid's Box 1* remind them that the Monty's phonics activities practise different English sounds. Point to the picture of the snake and say *snake*, emphasising the /eɪ/ sound. Say the word again and draw a snake shape with your finger as you speak. Point to the pictures of the children playing and the game and practise the words in the same way, using mime when you say the words. Say *Now listen to Monty, point and repeat*.
- Play the CD. Pupils listen and repeat the sounds and the words, using the same tone and speed as Monty.
- Say *Four snakes are playing games* several times, getting faster and faster (as a tongue twister). Pupils work in pairs and practise saying the phrase as a tongue twister in the same way.

CD 1, 10

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

/eɪ/, /eɪ/, snake

/eɪ/, /eɪ/, play

/eɪ/, /eɪ/, game

Four snakes are playing games!

Four snakes are playing games!

Four snakes are playing games!

PB8. ACTIVITY 10. *Say and answer*

- Pupils work in pairs. Pupil A describes the position of one of the objects in pictures a, h, j or k. Pupil B listens and says the correct letter. Pupils swap roles.

AB8. ACTIVITY 8. *Listen and complete*

- Say *Open your Activity Books at page 8, please. Look at Activity 8*. Stick the flashcard *black* on the board (or colour a small black blob). Write the word below the picture, with the letter 'a' replaced by a line (as on Activity Book page 8). Say the word and elicit the missing letter. Write it on the line.
- Say *Open your Activity Books at page 8, please*. Play the example and number 2, if necessary.
- Play the CD. Pupils complete the words with the missing letters. They check answers in pairs.
- Play the CD again. Check answers as a class. Elicit the words in the activity which have the /eɪ/ sound (*game, say, play, snake, grey*). Point out that the sound is not always represented with the letter a.
- Play the CD. Pupils listen and complete. They check in pairs. Check with the class.

Key: 2 a, e, 3 a, 4 a, 5 a, 6 a, 7 a, 8 a, e, 9 e, 10, a

CD 1, 11

1. black, 2. game, 3. say, 4. bag, 5. cat, 6. play, 7. hand, 8. snake, 9. grey, 10. apple

AB8. ACTIVITY 9. *Listen and write. Match*

- Say *Look at Activity 9, please*. Point to the example and play the first item on the CD. Ask *How do you spell 'pen'?* Pupils respond by spelling the word letter by letter, as on the CD. Ask *How do you spell 'look'?* Wait for a pupil to volunteer the answer and see how he/she says the two 'o's in the middle of the word. Explain that we can say double when there are two letters together, e.g. *l - double o - k* to spell *look*. Say *Now listen and write. Use a pencil*.
- Play the rest of the CD, pausing after each item for pupils to write. Repeat the CD and let them check the words in pairs. Elicit answers (the words only) before pupils match.
- Say *Now match the words and the pictures. Write letters*. Show pupils how the example word *pen* has been matched to picture b (the example answer in the small box). Pupils work individually or in pairs to do the matching. Check answers as a class.

Key: 2 eraser c, 3 book e, 4 bag f, 5 pencil g, 6 table a, 7 chair h, 8 door d

CD 1, 12

1. p-e-n, 2. e-r-a-s-e-r, 3. b-o-o-k, 4. b-a-g, 5. p-e-n-c-i-l, 6. t-a-b-l-e, 7. c-h-a-i-r, 8. d-o-o-r

Extra activities: see page T114 (if time)

Optional activity

- Unit 1 Extension worksheet 1 from *Teacher's Resource Book 2* (see pages 8 and 11 of the *Teacher's Resource Book*).

Ending the lesson

- Review the phoneme /eɪ/ with a True/False game. Pupils stand up. Say different words in turn. When pupils hear the sound /eɪ/ in the word, they show thumbs up; when they don't, they show thumbs down. (Alternatively, if more appropriate, they can nod or shake their heads.) Pupils who respond incorrectly sit down. Stop when you have a small group of winners. Use the following words in the game, e.g. *snake, ball, grey, train, apple, play, cat, game, car, day, Grace*.

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

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *toy box, come alive, It's my turn*

Revision: *favourite, toys, Here are ... , food, I've only got ... , Sorry*

● MATERIALS REQUIRED

Ten simple anagrams of numbers and colours for the Warmer, e.g. *ufor* (four), *edr* (red), written on a large piece of paper
Extra activity 2: two complete sets of the alphabet cards from Photocopiable 1, two pieces of paper

Optional: *Teacher's Resource Book 2 Unit 1 Extension worksheet 2* (page 12) and/or animated version of the Unit 1 story from *Kid's Box 2 Interactive DVD* (Suzy's room section)

Warmer

- Put the pupils into pairs. Display the simple anagrams of the numbers and colours. Pupils solve the anagrams.

Story

PB9. ACTIVITY 11. Listen to the story. **S** towards

- Say *Open your Pupil's Books at page 9, please*. Elicit who they can see (Trevor, Monty, Marie and Maskman). Check pupils remember the sequence of the pictures. Set the pre-listening questions. Divide the class into three groups and give each group one of the questions to listen for: *Who's singing? What is Marie spelling? Is Maskman spelling a colour? Say Listen and look*. Play the CD. Pupils listen and look. The groups check in pairs. Check with the class (All four toys, Blue, No, it's a number – four).
- Play the CD again. Pupils listen and repeat.
- Check comprehension, pointing to each picture and asking, e.g. *What are the toys singing?* (The abc song). *What colour's Maskman's car?* (Blue). *How many pencils are there?* (Four). *What's Trevor's favourite food?* (Pencils). *Now there are three pencils. Where's the other pencil?* (Trevor is eating it). Check that pupils understand the meaning of *favourite*. Ask them what their favourite food is.

CD 1, 13

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

ALL FOUR TOYS [*singing the abc rap from earlier in the unit*]: a, b, c, d, e, f, g, ...

MARIE: Let's play a game. What's this colour? B-l-u-e.

MASKMAN: I know. It's blue. My car's blue. Look!

MASKMAN: Now, it's my turn. What's this word? F-o-u-r.

MONTY: I know. That's four. Here are four pencils! My turn.

MONTY: What's this, Trevor? P-u-r-p-l-e.

TREVOR: Er. Is it a pencil? Pencils are my favourite food.

MARIE: No, Trevor. It's purple. Your hair's purple.

MASKMAN: OK, Trevor. It's your turn.

TREVOR: Er ... What's this? T-h-r-e-e.

MONTY: Three. I've only got three pencils!

MONTY: Where's the red pencil?

MARIE: Are pencils your favourite food, Trevor?

TREVOR: Er, yes, they are. Sorry, Monty.

PB9. ACTIVITY 12. Listen and say the number.

- 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 (Four). Play the rest of the CD. Pupils work in pairs and point to / whisper the number of the frame. Play the CD again. This time stop after each section and elicit the number.

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

CD 1, 14

MONTY: What's this, Trevor? P-u-r-p-l-e.

ALL FOUR TOYS [*singing the abc rap from earlier in the unit*]: a, b, c, d, e, f, g, ...

MARIE: Are pencils your favourite food, Trevor?

MASKMAN: I know. It's blue. My car's blue. Look!

MONTY: I know. That's four. Here are four pencils! My turn.

TREVOR: Er ... What's this? T-h-r-e-e.

AB9. MY PICTURE DICTIONARY. **S** towards

- Say *Open your Activity Books at page 9 please*. Say *What colour is it?* Listen to the spelling. Play number 1 on the CD and elicit the colour. Ask pupils to hold up the correct sticker. They all stick the sticker in the first square. Remind pupils that when there are two of the same letter in a word we say double (e.g. double 'o').
- Play the rest of the CD. Pupils lay the stickers out on their desk in the correct order. Monitor around the class to check before they stick them in their books.
- Point to the example word in square 1. Say *Now write the words*. Pupils write the name of the colour under each sticker. Write the colours on the board in random order if they are having difficulty. Play the CD again if necessary.
- Pupils write the name of the colour under each sticker.

Key: 2 blue, 3 pink, 4 black, 5 yellow, 6 green

CD 1, 15

1. p-u-r-p-l-e, 2. b-l-u-e, 3. p-i-n-k, 4. b-l-a-c-k, 5. y-e-l-l-o-w, 6. g-r-e-e-n

AB9. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together*. Read the first sentence. Elicit what it means and count to ten with the pupils. Repeat for the second and the third sentences. Pupils say the words in chorus.
- Pupils work in pairs. They take turns to point to a sentence in their books and do what it says.
- Say *Now ask each other and tick or cross the sentences*. Demonstrate the activity again if necessary. Pupils tick or cross. Encourage pupils to practise so that they can tick all the statements and colour the star.

Extra activities: see page T114 (if time)

Optional activities

- Unit 1 Extension worksheet 2 (see pages 8 and 12 of the *Teacher's Resource Book*).
- The animated version of the story from *Kid's Box 2 Interactive DVD* (Suzy's room section). See pages 41–43 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.