

**OBJECTIVES:** By the end of the lesson, pupils will have learned to talk about objects and people in the classroom.

### ● TARGET LANGUAGE

**Key language:** *board, bookcase, cupboard, desk, ruler, teacher, Is this a ... ? Yes/No.*

**Additional language:** *playground, window, look, listen, open/close your books / the door*

**Revision:** *alphabet, colours, school objects: eraser, pen, pencil, chair, table, bag, book*

### ● MATERIALS REQUIRED

Flashcards: (Alex, Lenny and Meera) 23–25; (school things) 26–31 and/or school word cards from *Teacher's Resource Book 2* (page 89): a board, a bookcase, a cupboard, a desk, a ruler, a teacher

## Warmer

- Greet the class by saying *Hello, I'm ... / My name's ...* Greet individual pupils for them to respond. Add the greeting *How are you? I'm fine, thank you.* Weave it around the class: Pupil A to Pupil B, Pupil B to Pupil C, Pupil C to Pupil D, etc.

## Practice

- Say the Alphabet chant with the class two or three times. Play a quick alphabet game to review words and letters, e.g. *What 'b' is a toy? (ball). What 'c' is an animal? (cat), etc.*

## Presentation

- Use the flashcards to present the new vocabulary to the class. Display the flashcards (word side) on their objects, where pupils can see them or use the word cards from *Teacher's Resource Book 2* (see page 89). Point to, e.g. the word *board*, point to the board and say *Board*. Say *Point to the board*. Pupils point. Drill the word in chorus, softly and then loudly with the class. Repeat with the other classroom words. Stick the flashcard on yourself too, for *teacher*.
- Play a quick pointing game. Say *Point to the board* (pupils point). *Point to the teacher* (pupils point), etc. Revise other classroom words as part of this activity: *book, bag*.

### PB10. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 10, please. Look at the picture of the classroom. Say Find the hidden star. Where is it?* Elicit from pupils where it is, hold up your book and point to it (on the vase). Pupils say *Here it is*.
- Say *Listen and point*. Play the CD. Pupils listen and point to the objects in the picture.
- Set the pre-listening questions: *Is it Meera's classroom? Is Maskman Simon's favourite toy? Where's Lenny's ruler?* Don't accept answers until after the listening. Play the CD again. Pupils listen for the answers. Check with the class (no, yes, on the desk).
- Check comprehension by holding up your book and asking other questions, e.g. *What's this? Who's this? What colour's this? What's in the cupboard? Where's the bookcase?*

## CD 1, 16

**STELLA:** Hello, Alex. Hello, Lenny. How are you?

**ALEX AND LENNY:** Fine, thanks.

**MEERA:** Is this your classroom, Simon?

**SIMON:** Yes.

**MEERA:** Who's that on the board?

**SIMON:** That's my favourite toy, Maskman. Look at my Maskman ruler.

**LENNY:** That's nice. My ruler's on my desk.

**STELLA:** Are your school books in the bookcase?

**SIMON:** No, they're in the cupboard. Our teacher's here now.

**STELLA AND MEERA:** Oops.

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

- Say *Let's do Activity 2. Listen and repeat*. Play the CD. Pupils repeat the words in chorus. Listen for correct pronunciation of *cupboard*, and correct word stress of *bookcase, teacher*.

## CD 1, 17

Board, bookcase, cupboard, desk, ruler, teacher

### AB10. ACTIVITY 1. Find and write the words.

- Say *Open your Activity Books at page 10, please*. Elicit what pupils can see (a wordsearch) and check they remember how to do them. Hold up your book and point to the circled word. Elicit what it says (desk). Check pupils understand they have to write the word correctly under the picture.
- Pupils work in pairs and circle all the words, matching them with the pictures. Pupils then write the words under the pictures. Remind them to use Pupil's Book page 10 to help with the spelling (copying from a vertical word can be confusing).
- Check by asking pupils to spell the words for the class.

**Key:** cupboard, pen, pencil, board, ruler, eraser, chair, bag, classroom, bookcase, teacher

### AB10. ACTIVITY 2. Listen and colour.

- Say *Look at Activity 2*. Tell pupils to have the following colours ready: *orange, yellow, red, blue, brown, black*. Note: The letters in the puzzle are all part of the same pronunciation group. If you wish, remind pupils that these letters were on the red splodges in the picture for the chant on Pupil's Book page 6.
- Hold up your book and point to the letters. Say *Listen and colour*. Play the CD. Pupils listen and colour the letters appropriately. They compare answers in pairs. Check the colours with the whole class.

## CD 1, 18

F is red. L is brown. M is yellow.

N is orange. S is blue. X is black.

## Extra activities: see page T115 (if time)

## Ending the lesson

- Review the school objects by playing the Please game. Pupils follow your instruction only when you say *please*, e.g. *Put the ruler under the book, please* (pupils do it). *Point to the board* (pupils don't do it).

**OBJECTIVES:** By the end of the lesson, pupils will have learned to count from 1 to 20 and talk about plural classroom objects.

● **TARGET LANGUAGE**

**Key language:** 11–20, eleven–twenty, plural nouns, *How many ... are there?*

**Additional language:** school language, e.g. *open/close your books, donkey, polar bear*

**Revision:** numbers 1–10, the alphabet

● **MATERIALS REQUIRED**

Flashcards: (school things) 26–31, (numbers 11–20) 32–41, pictures of a donkey and a polar bear

Photocopiable 2 (see page T101), one copy for each pupil, plus one for demonstration

Extra activity 1: two rolled up newspapers

Optional: *Teacher's Resource Book 2* Unit 2 Reinforcement worksheet 1 (page 15)

### Warmer

- Go around the classroom sticking the flashcards (word side) onto the wrong objects, e.g. *Bookcase* on the board. Say *OK?* Invite pupils one at a time to come and change over two flashcards so that one is in the right place. Continue until all the flashcards are on the right objects.
- Point to each word and elicit it from the class.

### Presentation

- Write the numbers 11–20 in sequence across the board. Above each number, stick the same number flashcard (word side). Point to each number in turn, say it for the class and they repeat in chorus several times. Teach the numbers cumulatively, e.g. teach 11, teach 12 and review 11, 12. Teach 13 and review 11, 12, 13, and so on.
- Write numbers 1–10 above, so that 1 is above 11, 2 is above 12, and so on. Encourage pupils to notice the similarities and differences, e.g. *Four/fourteen*. Help them find patterns.

**PBII. ACTIVITY 3.** *Listen and point. Chant.*

- Point to some posters in the classroom and ask *How many posters are there?* Show pictures of a polar bear and a donkey and teach the words. Pupils repeat. Point to the two pictures in turn and pupils say the words.
- Point to a desk and elicit the word *desk* and then count desks with the pupils: *One, two, three*, etc. Count to fifteen and then say *Fifteen desks*. Repeat with rulers and count to eighteen.
- Say *Open your Pupil's Books at page 11, please. Look at Activity 3.* Elicit what pupils can see (desk, pen, teacher, etc.). Say *Listen and point to the numbers*. Play the CD. Pupils point to the numbers as they listen. Play the CD again. This time pupils listen and point with two hands: one at the number, and the other at the object in the picture.
- Play the CD again. Encourage pupils to chant.

### CD 1, 19

School, school. This is the Numbers School.

Eleven desks,

Twelve erasers,

Thirteen rulers,

Fourteen cupboards,

Fifteen classrooms,

Sixteen teachers,

Seventeen pens,

Eighteen boards,

Nineteen pencils,

Twenty tables.

School, school. This is the Numbers School.

**PBII. ACTIVITY 4.** *Ask and answer.*

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *How many desks are there?* Pupil B answers, e.g. *11*. Pupils exchange roles. When pupils have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

### Photocopiable 2: see pages T98 and T101

**ABII. ACTIVITY 3.** *Look at the numbers. Write the words.*

**S** towards

- Say *Open your Activity Books at page 11, please. Look at Activity 3.* Hold up your book and point to the numeral 11. Elicit what it is. Point to the anagram *veleen* and then to the example answer *eleven*. Check pupils know what to do. Remind them to check in their Pupil's Books for the spelling.
- Pupils work in pairs, solve the anagrams and write the words correctly in their books.
- Check by asking pupils to come to the board to write the numbers. They can bring their books to help them.

**Key:** fifteen, eighteen, twelve, twenty, thirteen

**ABII. ACTIVITY 4.** *Read and colour.*

- Say *Look at Activity 4. Read and tell me the colours you need.* Pupils read and say the colours: *Brown, pink, green, blue, orange*. Point to the first sentence (*Colour number twelve brown*). Say *What do you do here?* Encourage pupils to work out what they have to do and to tell you. Check all pupils understand what to do. Pupils work individually and colour the objects using the correct colours. Monitor pupils as they are working.
- Check with the class by asking, e.g. *What is brown? What colour's the eraser? What colour's number 16?*

### Extra activity: see page T115 (if time)

### Optional activity

- Unit 2 Reinforcement worksheet 1 from *Teacher's Resource Book 2* (see pages 14–15 of the *Teacher's Resource Book*).

### Ending the lesson

- Finish the lesson with a silent activity. Say *Open your Pupil's Books at page 11, please. Look at the numbers. Look and then point. Sshh.* Mouth a number, e.g. *Fourteen*, in an exaggerated way. Pupils look and then point to the number in their books. Make sure everyone is silent and that they don't say the number. Repeat with the other new numbers.

**OBJECTIVES:** By the end of the lesson, pupils will have learned to ask and answer questions about *How many?*

● **TARGET LANGUAGE**

**Key language:** *There is ... , There are ... , There isn't ... , There aren't ... , How many ... are there?* whiteboard, wall

**Additional language:** *a lot of, any*

**Revision:** prepositions, colours, school vocabulary, numbers, *my, long, it, computer, picture, burger, apple, orange, cake, ice cream, banana*

● **MATERIALS REQUIRED**

Flashcards: (school things) 26–31

A poster and some crayons

Some preparation might be needed for the Warmer (number of pencils/books on your desk).

Extra activity 1: Photocopiable 2 (see page T101), one copy for each pupil, from the previous lesson

Optional: *Teacher's Resource Book 2* Unit 2 Reinforcement worksheet 2 (page 16)

### Warmer

- Pupils stand up. Say a true statement, e.g. *In the classroom, there's a board. It's true.* Pupils put their hands on their heads. Say a false statement, e.g. *In the classroom, there are five desks. It's false.* Pupils put their hands by their sides. Continue with true and false statements to review numbers and classroom objects and to raise awareness of *There is ... , There isn't ... , There are ... , There aren't ...*

Note: Don't teach the use of *any* in this lesson, but use it correctly.

**PB12. ACTIVITY 5. Listen and point.**

- Say *Open your Pupil's Books at page 12. Look at the picture. Tell me ... how many chairs are there? (18). How many bags are there? (11).* Ask other questions to help pupils focus and review the use of *How many ... ?* Elicit the girl's name (Meera).
- Say *Listen to the CD and point to the things in the classroom.* Play the CD. Pupils listen and point. Set pre-listening questions: *Is there a red ruler? Is there a computer?* Play the CD again. Pupils listen for the answers. They check in pairs. Check with the class. (No, there isn't. / Yes, there is.)
- Check comprehension by asking, e.g. *Are there a lot of bags on the chairs?* etc. for pupils to answer *Yes, there are. / No, there aren't. Yes, there is. / No, there isn't.* Check understanding of *whiteboard.* Pupils work in pairs and think of a question to ask the class about the picture, using *Is there ... ? / Are there ... ?*

**CD 1, 20**

**MEERA:** This is my classroom. How many desks are there? There are a lot of desks. That's my desk next to the bookcase. There's a long pink ruler on it. There are a lot of books in the bookcase. There's a big whiteboard on the wall. There's a computer, but there isn't a television.

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

- Say *Now listen to the sentences and repeat.* Play the CD. Pupils repeat. Listen for correct pronunciation and intonation. Repeat the activity.

**CD 1, 21**

There's a pink ruler on her desk.

There are a lot of books in the bookcase.

There's a big whiteboard on the wall.

There's a computer in the classroom.

There isn't a television.

**AB12. ACTIVITY 5. Write the sentences.**

- Say *Open your Activity Books at page 12, please.* Hold up your book and point to the example and the words written in the right order on the line underneath. Focus on the capital letters and the punctuation.
- Pupils work in pairs to reorder the words and write sentences. They write them on the lines underneath, carefully copying the capital letters and the punctuation.

**Key:** 2 There are 12 pencils on the desk. 3 There's a bag under the chair. 4 There are 16 books in the bookcase.

**AB12. ACTIVITY 6. Look at the picture. Write the answers.**

- Focus pupils on Activity 6. Elicit what they can see (chimps/monkeys, bananas, apples, burgers, oranges, cakes, ice creams). Ask a pupil to read the first question: *How many burgers are there?* and another to read the example response: *There are six.* Pupils work in pairs and take turns to ask and answer about the other items in the picture. They write the sentences following the example. Monitor pupils as they are working.
- Check around the class using open pairs.

**Key:** 2 There are twelve. 3 There are fifteen. 4 There are fourteen. 5 There are eleven. 6 There are seventeen.

**Extra activities: see page T115 (if time)**

### Optional activity

- Unit 2 Reinforcement worksheet 2 from *Teacher's Resource Book 2* (see pages 14 and 16 of the *Teacher's Resource Book*).

### Ending the lesson

- Do the Spelling chant to review the alphabet and the new vocabulary. Repeat with other school objects. More able pairs of pupils can be the 'teacher' and spell out a word for the class to chant.

Teacher:	Pupils respond:
Give me a b	b
Give me an o	o
Give me an a	a
Give me an r	r
Give me a d	d
What does that spell?	board
What does that spell?	board

**OBJECTIVES:** By the end of the lesson, pupils will have sung a song and had more practice in asking and answering questions about *How many ... ?*

● **TARGET LANGUAGE**

**Key language:** *There is ... , There are ... , How many are there?* statement/question word order

**Revision:** school objects, numbers 11–20, prepositions

● **MATERIALS REQUIRED**

Flashcards: (school things) 26–31, (numbers 11–20) 32–41

A poster and some crayons

Ten pieces of paper

Extra activity 1: the following sentences written large on strips of paper, cut up as indicated:

*There's / a bag / on / the chair.*

*There are / five books / in / the bookcase.*

*Is there / a ruler / under / the book?*

*Are there / twenty pupils / in / our class?*

*There isn't / a computer / next to / the desk.*

*There aren't / two teachers / in / our classroom.*

Optional: *Teacher's Resource Book 2* Unit 2 song worksheet (page 19)

## Warmer

- Play the Disappearing flashcard game. Display the number flashcards on the board in sequence from left to right. Point and elicit the numbers. Place a piece of paper over one of the numbers (not in sequence). Point to each number, including the paper, again to elicit 11–20. Repeat, covering another number, but not following the sequence, e.g. cover 13, then 19, then 16. Continue until all the numbers are covered.
- Point to pieces of paper (out of sequence) and ask what the number is underneath. When they say it correctly, reveal the number. Repeat until all the numbers are revealed.
- Use a real poster and some crayons to revise *poster* and *crayons*.

**PB13. ACTIVITY 7.** *Listen and point. Sing.*

- Say *Open your Pupil's Books at page 13, please. Look at the picture.* Elicit why it's funny, e.g. *The teacher is on the bookcase.* Say *Now listen and point.* Play the CD. Pupils listen and point to the relevant part of the picture. Play the CD again.

### CD 1, 22

There are pencils in the classroom, yes there are.

There's a cupboard on the pencils, yes there is.

There's a ruler on the cupboard,

There's a bookcase on the ruler,

There's a teacher on the bookcase, yes there is.

There's a teacher on the bookcase, yes there is.

[Repeat x4]

### CD 1, 23

Now sing the song again. (Karaoke version)

**PB13. ACTIVITY 8.** *Ask and answer.*

- Pupils work in pairs. Pupil A asks a question about the song, e.g. *Where's the cupboard?* Pupil B answers, e.g. *On the pencils.* Pupils swap roles. Repeat with items in the classroom.

## Practice

- Say *Listen* and then say the following words to the pupils: *Pencil, cupboard, bookcase, ruler, teacher.* By beating the rhythm with your hand, show pupils there are two beats (syllables) in these words in the song. Elicit from the class other two-syllable words they could use in the song (they can be silly), e.g. *whiteboard, tiger, jacket, ice cream, burger.*
- Make groups of four. Each group chooses words to write another verse of the song. Monitor and help pupils with the activity. Remind them to use the model in their books.
- Choose groups to perform their versions (with actions).

**ABI3. ACTIVITY 7.** *Look and read. Write 'yes' or 'no'.*

**S** towards

- Say *Open your Activity Books at page 13, please.* Read the example statement: *There are two teachers in the classroom.* Say *Look at the picture. Yes or no?* Pupils respond *No.* Point to the example answer *no.* Elicit the correct sentence (*There's one teacher in the classroom.*).
- Pupils work individually and silently read the rest of the statements. They write *yes* or *no* on the lines to the right. Monitor and check they are looking at the picture to find out the answers. Pupils check in pairs. Elicit answers. Choose individuals to correct the false sentences.

**Key:** 1 *yes*, 2 *yes*, 3 *no* (There are two bookcases under the board.), 4 *no* (There are some clothes on the bookcases.), 5 *no* (There are two bags under the desk.)

## Extra activities: see page T115 (if time)

### Optional activity

- Hand out copies of the Unit 2 song worksheet from *Teacher's Resource Book 2*. Pupils cut out the items and do the *Listen and place* activity while listening to the song (see pages 14 and 19 of *Teacher's Resource Book 2*).

### Ending the lesson

- Play a Number bingo game. Pupils draw a 2 x 2 grid in their notebooks and write numbers between 11 and 20 in the squares – one in each. Call out the numbers out of sequence. Pupils cross out the numbers when they hear them. The first pupil to cross out all four numbers shouts *Bingo!* Check the numbers back from them. If they are ones you called, that pupil is the winner. Repeat.

**OBJECTIVES:** By the end of the lesson, pupils will have learned to identify and say the long ee /i:/ vowel sound and to contrast it with the short e /e/ vowel sound and had more practice with numbers 11–20.

● **TARGET LANGUAGE**

**Key language:** the phoneme /i:/ as in *three, teacher, tree, classmate*

**Revision:** numbers 1–20, colours, classroom language, *poster, crayons, tree, read, bus, school*

● **MATERIALS REQUIRED**

Flashcards: red, green (12, 15)

*Teacher's Resource Book 2*, Unit 2, Extension worksheet 1 (pages 14, 17), *Language Portfolio 2*, page 8

## Warmer

- Revise the alphabet with the Alphabet chant on Pupil's Book page 6. Then say *Listen*. Recite the alphabet slowly, missing out a letter. Pupils say the missing letter. Repeat.

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

- Say *Open your Pupil's Books at page 14, please. Look! It's Monty's Phonics today.* Point to the number three and say *three*, emphasising the /i:/ sound. Say the word again and draw the figure 3 with your finger as you speak. Point to the pictures of the teacher and the tree and practise the words in the same way, emphasising the vowel sound and using mime when you say the words. 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. Check understanding of the tongue twister by miming as pupils are listening – hold up three fingers for *three*, mime writing on the board for *teacher*, put your hands at the side of your head and close your eyes for *sleeping* and stretch your arms up and out like branches for *tree*. Encourage the pupils to join in.
- Pupils repeat the tongue twister as a class. Ask small groups to have a go at saying it. Put pupils in pairs. They practise saying the tongue twister quickly to each other.
- Write the tongue twister on the board. Focus pupils on the words. Elicit which letters to underline for the sound /i:/.

Key: Three teachers sleeping in a tree!

### CD 1, 24

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

/i:/, /i:/, three

/i:/, /i:/, teacher

/i:/, /i:/, tree

Three teachers sleeping in a tree!

Three teachers sleeping in a tree!

Three teachers sleeping in a tree!

## Practice

- Say some true/false statements about the pupils' classroom. Use known vocabulary and numbers between 1 and 20, e.g. *There are three posters in the classroom.* Prompt the response, e.g. *Yes, there are. / No, there aren't. There are two posters in the classroom.*
- Pupils work in pairs. They prepare two statements about their classroom. Pupils say their statements for the class to respond.

### PB14. ACTIVITY 10. *Say and correct.*

- Say *Look at Activity 10.* Point to the children in the photo and say *Look at these children. They are in the same class and they are classmates. How many classmates do you have?*
- Focus pupils on the example speech bubbles. Pupils look at the picture and count the classroom objects. Pupils work in pairs. Pupil A describes something he/she can see in the picture, but says the wrong number. Pupil B listens and corrects the sentence. Pupils swap roles.

### AB14. ACTIVITY 8. *Listen and colour red or green.*

- Remind pupils of the way colours matched letter sounds on Pupil's Book page 6. Stick the flashcards red and green on the board and elicit the colour names. Say *Which letters go with red?* Elicit/remind pupils which letters of the alphabet have the same vowel sound as the word red (f, l, m, n, s, x, z). Repeat for green (b, c, d, e, g, p, t, v).
- Say *Open your Activity Books at page 14, please.* Point to Activity 8 and to the first two pictures of the paint pots. Make sure pupils have red and green crayons ready. Say *Listen and colour red (make the sound /e/) or green (make the sound /i:/).* Play the first two words on the CD and elicit the colours. Pupils colour in the first two items.
- Play the rest of the CD, pausing after each word for pupils to choose a colour. Remind them to make a dot first. They compare answers in pairs. Play the CD again if necessary. Monitor the activity and make sure pupils are choosing the colour based on sound. Check answers, eliciting phrases, e.g. *a green tree, a red ten.*

Key: 1 red, 2 green, 3 green, 4 red, 5 red, 6 green, 7 red, 8 green, 9 green, 10 red

### CD 1, 25

1. red, 2. green, 3. tree, 4. ten, 5. pen, 6. read, 7. twelve, 8. fourteen, 9. teacher, 10. desk

### AB14. ACTIVITY 9. *Find the words.*

- Say *Look at Activity 9. What is it?* Pupils answer *A snake.* Hold up your book, point to *bus* and say *What's this word?* Pupils say *Bus.* Check understanding. Say *Find the words, find the pictures and tick.*
- Pupils work individually. They check in pairs. Monitor pupils as they are working. Pupils write the answers to the questions at the bottom of the page. Check with the class.

Key: school, leg, grey, yellow, white, eraser, ruler, red, desk  
There are four colours. Grey, yellow, white, red.

## Extra activities: see page T115 (if time)

### Optional activity

- Unit 2 Extension worksheet 1 from *Teacher's Resource Book 2* (see pages 14 and 17 of the *Teacher's Resource Book*).

### Language Portfolio

- Pupils complete page 8 of *Kid's Box 2 Language Portfolio* (My school bag). They write sentences with *There's...and There are...'*

### Ending the lesson

- Do the tongue twister again with the class.
- Pupils stand up and do the tongue twister with the mimes.

**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

**Revision:** *beautiful, Can you ... , please?*

### ● MATERIALS REQUIRED

Extra activity 1: Flashcards: (school things) 26–31, (numbers 11–20) 32–41

Ten pieces of paper

Extra activity 2: the following half words on a large piece of paper:

six	een	four	ve
cupb	her	twel	en
elev	ase	teac	oard
bookc	ard	bo	teen

Optional: *Teacher's Resource Book 2* Unit 2 Extension worksheet 2 (page 18) and/or animated version of the Unit 2 story from *Kid's Box 2 Interactive DVD* (Suzy's room section)

## Warmer

- Play the Please game. Pupils stand up. Say, e.g. *Can you put your hands on your heads, please?* Pupils put their hands on their heads. Say, e.g. *Can you open your book?* Pupils don't respond. Continue practising classroom language (*open, close, sit, stand, put*) and known vocabulary.

## Story

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

- Say *Can you open your Pupil's Books at page 15?* Pupils shouldn't respond. Say *Oh, sorry. Can you open your books at page 15, please?* Elicit who they can see (Trevor, Monty, Marie and Maskman). Set the pre-listening questions. Make groups of three, A, B and C. Each pupil in each group has a different question to listen for: As: *Is there a ruler?* Bs: *Is there an eraser?* Cs: *How many pencils are there in picture 5?* Say *Listen and look.* Play the CD. Pupils listen and look. The groups of three exchange their answers. Check with the class (Yes, there is, Yes, there is, 11).
- Play the CD again. Pupils listen and repeat.
- Check comprehension by asking, e.g. *Is it a school bag?* (Yes). *Who's this?* (Marie). *Is there a ruler?* (Yes, there is). *Is it a Monty ruler?* (No, it isn't. It's a Maskman ruler). *What's this?* (An eraser). *Is the eraser in the bag?* (Yes, it is). *How many pencils are there?* (11). *Where's pencil 12?* (Trevor is eating it). *What's Trevor's favourite food?* (Pencils).

### CD 1, 26

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MARIE:** OK, everybody. This bag is for school. Let's look.

**MASKMAN, TREVOR AND MONTY:** OK, Marie!

**MARIE:** Hmm. Is there a ruler?

**MASKMAN:** Yes, there is. It's a 'Maskman' ruler.

**MONTY:** Look, Marie. Here's an eraser.

**MARIE:** Good! Can you put it in the bag, please, Monty?

**MONTY:** Now there's an eraser in the bag, Marie.

**MARIE:** Good! Thank you, Monty.

**MARIE:** Now ... how many pencils are there?

**MASKMAN:** There are 9, 10, 11 pencils.

**MONTY:** 11 pencils! Where's the pencil? Trevor?!

**TREVOR:** Sorry. Here you are. Pencils are my favourite food.

### PB15. ACTIVITY 12. Listen and say 'yes' or 'no'.

- Say *Listen. It's about the story. Say 'yes' or 'no'.* Play the first statement on the CD. Pupils put up their hands. Choose a pupil to answer (No). Play the rest of the CD. Pupils point to the picture and do a secret thumbs up or thumbs down to their partner.
- Play the CD again. Pause after each one and elicit the answer. Elicit a correct statement/response for the Nos.

**Key:** No – bag, Yes, No – an eraser, No – Monty, Yes, No – Pencils

### CD 1, 27

**MARIE:** OK, everybody. This book is for school. Let's look.

**MASKMAN:** Yes, there is. It's a 'Maskman' ruler.

**MONTY:** Look, Marie. Here's a pencil.

**MARIE:** Good! Thank you, Trevor.

**MASKMAN:** There are 9, 10, 11 pencils.

**TREVOR:** Sorry. Here you are. Erasers are my favourite food.

### AB15. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 15, please.* Point to the scrambled word in the first square and the example answer. Elicit the word (teacher).
- Say *Look at the letters. Unscramble the letters and write words. They are classroom words.* Pupils work individually or in pairs to solve the anagrams. Check answers.
- Pupils prepare the classroom stickers and lay them out on their desks in the correct order. Check around the class before they stick them in their books.

**Key:** board, ruler, desk, bookcase, cupboard

### AB15. MY PROGRESS.

- Say *Let's read the sentences together.* Read the first sentence. Elicit the meaning and point to different objects in the classroom for pupils to name. Repeat for the second sentence. Pupils say the numbers in chorus. Point to a classroom object, e.g. desk and say *What's this?* Pupils reply: *Desk.* Ask: *Can you spell desk?* Repeat with other classroom objects and numbers.
- Pupils work in pairs. They take turns to point to a sentence in their books and do what it says.
- Say *Ask each other and tick or cross the sentences.* Pupils tick and colour the star. Encourage pupils to practise so that they can tick all the statements.

**Extra activities: see pages T115–T116 (if time)**

## Optional activity

- Unit 2 Extension worksheet 2 *Teacher's Resource Book 2*, pages 14 and 18.
- 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.

**OBJECTIVES:** By the end of the lesson, pupils will have listened to people talking about their favourite fruit, interpreted a block graph and taken part in a class survey.

● **TARGET LANGUAGE**

**Key language:** *lemon, pear, pineapple, I like ... I don't like ... I love ...*

**Additional language:** *This fruit is (yellow). block graph*

**Revision:** *apple, banana, orange, colours, numbers 1-20, horse, hippo, cat, snake, polar bear*

● **MATERIALS REQUIRED**

Pictures of fruit and animals: apple, banana, orange, horse, hippo, cat, tiger, snake; real fruit (an orange, a banana, an apple, a lemon, a pear and a pineapple if possible)

### Warmer

- Stick the fruit pictures on the board picture side down. Turn each picture over, point to the fruit and say the name, e.g. *orange*.
- Talk about the fruit, say e.g. *I like oranges, I don't like bananas*. Ask, e.g. *What colour is the banana?* Pupils respond. When all the pictures are face up, point to each one again. Pupils repeat the names of the fruit.

**PBI6. ACTIVITY 1.** *Listen and point.*

- Say *Open your Pupil's Books at page 16, please*. Hold up your book and point to the picture of Marie. Say *Who's this?* Elicit *Marie*. Say *Marie is doing maths today. This lesson is called 'Marie's maths'*.
- Hold up your book. Point and say *Where's the pineapple?* Pupils say *Here it is*. Pupils point to the same fruit in their books. Repeat. Point to the banana and ask *Is this a pineapple?* Choose a confident pupil and elicit the answer *No, it's a banana*. Repeat with the other pictures of fruit. Say *Listen and point*.
- Play the CD. Pupils point to each fruit as they hear the word. Play the CD again. Call volunteers to point to the correct fruit flashcard/picture on the board (or the correct real fruit).

**Key:** 1 orange, 2 lemon, 3 pear, 4 pineapple, 5 apple, 6 banana

### CD 1, 28

1. I love this fruit?  
Is it an apple? I like apples.  
No, it isn't an apple. It's an orange. I don't like apples. But I love oranges!
2. This fruit is yellow.  
That's a banana.  
No, it's a lemon.
3. This fruit is green.  
Oh, that's a pear.
4. What's this?  
It's green.  
Is it a pear?  
No, it's green and brown.  
Oh, that's a pineapple!
5. I like this fruit.  
Is it a pear?  
No, this fruit is red.  
Ah, it's an apple! You like apples!

6. I don't like this fruit.  
Is it a pineapple?  
No, it's a banana!

**PBI6. ACTIVITY 2.** *Listen and answer.*

- Point to the graph. Say *This is a block graph*. Pupils repeat the phrase. Say *A block graph shows us information about numbers*.
- Give pupils time to look at the graph and talk about it in pairs. Ask *How many children like bananas?* Pupils answer (*18*). Repeat for other fruit. Say *17 children like this fruit. What is it?* Pupils answer (*pear*). Make sure pupils understand that the numbers on the vertical axis of the graph represent people who chose each of the fruits listed on the horizontal axis.
- Say *Listen and answer*. Play the CD. Stop after each question. Give pupils time to think and check with each other before eliciting the answer from the class.

**Key:** 1 apple, 2 17, 3 13, 4 banana, 5 12, 6 pineapple

### CD 1, 29

1. 14 children like this fruit. What is it?
2. How many children like pears?
3. How many children like oranges?
4. 18 children like this fruit. What is it?
5. How many children like lemons?
6. 15 children like this fruit. What is it?

**ABI6. ACTIVITY 1.** *Ask and answer. Colour the graph.*

- Review animal vocabulary quickly and revise *polar bear*, using the flashcards from Level 1 and pictures from the Internet. Say *Open your Activity Books at page 16, please. Look at the graph. It's a new graph. Point to the numbers*. (Pupils point to the numbers on the vertical axis.) *Point to the animals*. (Pupils point to the animals on the horizontal axis.) Tell pupils they are going to do their own survey, by asking their classmates about the animals they like.
- Focus pupils on the speech bubble in their books. Ask *Which animals do you like?* to elicit an answer from a confident student, e.g. *I like hippos, polar bears and snakes*. Mime putting a mark on the graph for the hippo, polar bear and snake columns. Repeat with another pupil.
- Divide the class into small groups. Ask each group to work together.
- Each group chooses other children in the class for their survey. When they have asked everyone in their group/the class, they go back to their seats and colour the graph, using a different colour for each column. Check their graphs while they are colouring.

**ABI6. ACTIVITY 2.** *Answer the questions.*

- Pupils use the information from their graphs to answer the questions. Do the first question with the class as an example if necessary.
- Pupils work in pairs to ask and answer the questions according to the information in their graphs. Check answers in open class.

**Extra activities: see page T116 (if time)**

### Ending the lesson

- Pupils close their books. Choose two confident pupils to come to the front. Give them each a fruit flashcard. They hide their card from the class and describe their fruit without saying what it is, e.g. *I like this fruit. It's green and brown*. The rest of the class ask, e.g. *Is it a (pear)?* Repeat with other pupils and different fruit flashcards.

**OBJECTIVES:** By the end of the lesson, pupils will have used polite language to act out social situations.

● **TARGET LANGUAGE**

**Key language:** *After you. Thank you. Can you (open the window/ spell ...), please? Yes, of course. Can we come in? Yes, come in.*

**Additional language:** *Sorry I'm late. That's OK. Sit down, please. Can I have (a pencil), please? Yes, of course. Here you are.*

**Revision:** *Thank you. paper*

● **MATERIALS REQUIRED**

Extra activity 1: The following sentences from dialogues, written on separate pieces of paper (enough for half the pupils in the class to have a piece of paper each):

After you.

Sorry I'm late.

Can you open the window, please?

Can you spell pencil, please?

Can I have a pen, please?

Can I have a ruler, please?

Can we come in, please?

Extra activity 2: Pictures of social situations from the lesson taken from magazines or the Internet.

## Warmer

- Pretend to bump into one of the pupils or stand on his/her foot and say *Sorry!* Repeat with another pupil. Brainstorm other polite words and phrases that the pupils know in English and write them on the board (e.g. *Please. Thank you. Excuse me.*).
- Say *We use these words to be polite.* Make sure pupils know the meaning of *polite*. Explain that the words are little, but that British people use them a lot. Get pupils to use some of the language on the board in pairs.

**PB17. ACTIVITY 3.** *Listen and say the number.*

- 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.
- Point to the title of the page and say *Look! This page is about being polite.* Focus pupils on the pictures of children in their classroom. Say *Where's the teacher?* Pupils point. Say *Listen and say the picture number: one, two, three, four, five or six.* 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:** Picture 3, Picture 1, Picture 4, Picture 6, Picture 5, Picture 2

## CD 1, 30

Sorry I'm late.

That's okay. Sit down please.

Can we come in, please?

Yes, come in.

Can I have a pencil please?

Yes, of course. Here you are.

Thank you.

Can you spell ruler, please?

Yes, r-u-l-e-r.

Can you open the window, please?

Yes, of course.

After you.

Thank you.

**PB17. ACTIVITY 4.** *Act it out.*

- Say *Let's act out the first picture.* Demonstrate the activity. Five pupils come to the front. Let each pupil choose a character e.g. the teacher and the other children. Play the CD and help the pupils act out the dialogue. Repeat with another scene.
- Point to picture 4 and revise *paper*. Say to a pupil *Can I have some paper, please?* The pupil says *Yes, of course. Here you are.* and hands you some paper. Say *Thank you.*

**AB17. ACTIVITY 3.** *Read and complete.*

- Say *Open your Activity Books at page 17, please.* Point to the pictures. Point to the gaps in the dialogues and the box of phrases at the top of the page. Go through the example with the class and show them how the words in the box go on the two lines of dialogue 1.
- Say *Read and complete.* Pupils work in pairs to complete the other dialogues. Pairs check with pairs. Check with the class. Pupils say the dialogues in pairs.

Key: 2 After you 3 Can you spell 4 Yes, of course.

**AB17. ACTIVITY 4.** *Draw a picture of you. Be polite!*

- Pupils visualise themselves in one of the situations from earlier on the page and draw themselves with speech bubbles.
- Check they are either asking a question or responding to a request. Focus pupils on being polite and remembering to say *please, thank you, Can you...?*

## Extra activities: see page T116 (if time)

## Ending the lesson

- Act out one of the situations from the class but in an impolite way, for example, look sternly at a pupil and say *Give me some paper!* Pupils put their hands up to correct you and say the polite phrase, e.g. *Can I have some paper, please?*