

OBJECTIVES: By the end of the lesson, pupils will have learned to name and talk about things in a house.

● **TARGET LANGUAGE**

Key language: *mat, lamp, clock, phone, sofa, mirror*

Additional language: *bath, bed, armchair, furniture, doll's house*

Revision: *Can I have ... ? can/can't, There's a ... Where ... ? one, bathroom, bedroom, dining room, hall, kitchen, living room, table, under, in, next to, mouse*

● **MATERIALS REQUIRED**

Flashcards (household objects) 49–54

Kid's Box 1 flashcards (rooms): 85–90 OR pictures of: bathroom, bedroom, dining room, hall, kitchen, living room
A picture of meatballs

Optional: *Teacher's Resource Book 2* Unit 4 Reinforcement worksheet 1 (page 27)

Warmer

- Draw a large, simple cross-section of a house on the board: four rooms downstairs, two upstairs. Display the flashcards/pictures of bathroom, bedroom, dining room, hall, kitchen, living room. Point to a space in the house. Say *What's this?* Pupils respond. If it's appropriate, a pupil comes and attaches the picture. Repeat for all the rooms. Point and pupils repeat.

Presentation

- Elicit/teach the new vocabulary *mat, lamp, clock, phone, sofa, mirror*, using the flashcards. Pupils repeat in chorus. Check the concept of *mat*. Elicit/discuss which room you can find the objects in, e.g. *Where can I find a mat? What things can you see in the living room? Have you got a phone in your bedroom?*

PB24. ACTIVITY 1. Listen and point.

- Say *Open your books at page 24, please*. Elicit what and who they can see (a house, rooms, Suzy, Stella). Say *It's a doll's house. Say Find the hidden star. Where is it?* (on the mirror in the pink bedroom). Pupils say *Here it is*.
- Say *Listen and point*. Play the CD.
- Set the pre-listening questions: *Where are the mirrors? Where's the sofa? Where are the clocks? Where's the bath?* Play the CD again. Pupils listen for the answers.
- Check comprehension by asking, e.g. *What's this?*

CD 1, 46

STELLA: Can I play, Suzy?

SUZY: OK.

STELLA: Where's my bedroom?

SUZY: It's there, next to the bathroom.

STELLA: OK.

SUZY: Put this blue mat on the floor next to your bed.

STELLA: Can I have a phone in my bedroom?

SUZY: No, you can't. The phone's in the living room next to the sofa.

STELLA: Can I have a lamp, please?

SUZY: OK. You can put the lamp on the table next to your bed.

STELLA: Thanks, Suzy. Where can I put the armchair?

SUZY: Put it in the living room under the clock.

STELLA: Is there a mirror in my bedroom?

SUZY: A mirror in your bedroom? No, there isn't. There are three mirrors. One in the bathroom, one in my bedroom and one in Simon's bedroom.

STELLA: Oh.

PB24. ACTIVITY 2. Listen and repeat.

- Say *Listen and repeat*. Play the CD. Pupils repeat in chorus.

CD 1, 47

Mat, lamp, clock, phone, mirror, sofa

AB24. ACTIVITY 1. Listen and draw lines.

- Preteach *meatballs* using a picture.
- Say *Open your Activity Books at page 24, please. Listen. Draw a line in pencil*. Play the first conversation. Point out the example line. Play the rest of the CD. Pupils draw lines and match.

Key: 1 Girl playing the guitar – Lucy, 2 Boy watching TV – Matt, 3 Girl playing with cat – Eva, 4 Boy eating meatballs – Bill, 5 Girl reading – Alice

CD 1, 48

Listen and draw lines. There is one example.

Look, Mum. My friends are in the house.

Oh, yes. Who's that boy? He's in the bathroom.

That's my friend Dan.

Dan's enjoying his bath!

Yes, he is.

Can you see the line? This is an example. Now you listen and draw lines.

1. Who's that girl? She's playing the guitar.
That's Lucy.
Lucy's guitar is very nice.
Yes, it is. It's new.
2. Can you see my friend Matt?
Who's Matt?
He's in the living room.
Is he watching animals on TV?
Yes, he is!
3. Where's your friend Eva?
Eva's in the kitchen.
I can see her. She's playing with the cat.
Yes. It's very small.
4. Is that Bill?
Yes. He's in the kitchen, too.
Bill's eating meatballs.
Yes. They're his favourite!
5. Look! There's my friend Alice.
Who's Alice?
She's in the bedroom. She's reading a book.
I can see her. You've got lots of friends!
Yes, I have!

AB24. ACTIVITY 2. Write the words.

- Say *Look at Activity 2*. Do the example. Pupils write the words in the puzzle. Then they find the letters in the puzzle to match the numbers below and write the new word.

Key: lamp, sofa, bath, mirror, clock, phone, bed, new word: armchair

Extra activities: see page T117 (if time)

Optional activities

- Unit 4 Reinforcement worksheet 1 from *Teacher's Resource Book 2* pages 26–27.

Ending the lesson

- Say *Listen and put up your hand when you know the word*. Spell out a word from Pupil's Book page 24.

OBJECTIVES: By the end of the lesson, pupils will have learned to talk about where objects are in a house, using prepositions.

● **TARGET LANGUAGE**

Key language: *mat, lamp, clock, phone, sofa, mirror, next to, in, on*

Revision: *and, There's a ... , table, bed, bathroom, hall, wall, bed, bath, boat, colours, Yes, there is, No, there isn't.*

● **MATERIALS REQUIRED**

Flashcards (household objects) 49–54

Photocopiable 4 (see page T103), copied onto thin card, a copy for each pupil, scissors, crayons

Optional: *Teacher's Resource Book 2* Unit 4 Reinforcement worksheet 2 and Extension worksheet 1 (pages 28 and 29)

Warmer

- Place the household object flashcards (word side or use the 'At home' word cards from *Teacher's Resource Book 2* page 91) around the room next to / on / in known places, e.g. the mat next to the board, the phone on the desk.
- Say a true or false sentence about each one, e.g. *The mat's on the board* (false). Pupils write *T* or *F* in their notebooks. Check with the class. Pupils correct the incorrect statements.

PB25. ACTIVITY 3. Listen and point. Chant.

- Say *Open your Pupil's Books at page 25, please.* Focus pupils on the pictures and on the text. Play the CD. Pupils listen and point to the pictures. Play the CD again. Teach the chant line by line. Pupils stand up and say it without the CD.

CD 1, 49

There's a mirror in the bathroom,

And a phone in the hall.

A sofa in the living room,

A clock on the wall.

There's a lamp on the table,

And a mat next to the bed.

There's a boat in the bath,

And the boat is red.

PB25. ACTIVITY 4. Listen and correct.

- Play the first sentence on the CD. Pupils look at the picture and say *No, there isn't.* Focus on the corrected sentence in the speech bubble. Play the rest of the CD. Stop after each one. Pupils whisper the correction to their partner. Play the CD again. Check after each one. Elicit corrections.

Key: No, there isn't. There's a boy sitting on the sofa.
 No, there isn't. There's a mirror in the bathroom.
 No, there isn't. There's a phone in the hall.
 No, there isn't. There's a boat in the bath.
 No, there isn't. There's a sofa in the living room.
 No, there isn't. There's a lamp on the table.
 No, there isn't. There's a clock on the wall in the sitting room.
 No, there isn't. There's a girl sitting on the bed.

CD 1, 50

There's a boy going to bed.

There's a mirror in the living room.

There's a phone in the bedroom.

There's a boat on the bed.

There's a sofa in the hall.

There's a lamp under the window.

There's a clock next to the bath.

There's a boy sitting on the bed.

Photocopiable 4: see pages T98 and T103

AB25. ACTIVITY 3. Read and write the number. Draw.

- Say *Open your Activity Books at page 25, please.* Point to the first word *sixteen* and say *Read the word. Write this word as a number.* Show pupils the example answer 16.
- Pupils read the number words and write figures in the spaces. Check answers before going on to the next stage of the activity.

Key: 14, 17, 18, 20, 12, 15, 13, 19

- Pupils use the number code to write the letters in the squares to form words. Then they draw a picture of each word on the right. Pupils check their work in pairs.

Key: 1 mirror, 2 lamp, 3 sofa

AB25. ACTIVITY 4. Read and write the words. S

- Read the first clue aloud and point to the example answer. Pupils work in pairs. They read the sentences silently, find the word and write it. Check with the class.

Key: 2 bath, 3 mirror, 4 face, 5 mat

Extra activity: see page T117 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 2 and Extension worksheet 1 from *Teacher's Resource Book 2* pages 26, 28, 29.

Ending the lesson

- Pupils draw and colour a picture of one of the rooms (or a room in their house) including three of the objects, e.g. mat, lamp, phone. They write three sentences about the picture, e.g. *There's a lamp next to the bed.*
- Provide sentence prompts on the board:

There's a	lamp mat phone sofa	next to in on	the bed. the sofa. the TV. the bath.
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OBJECTIVES: By the end of the lesson, pupils will have learned to talk about possession, using *yours* and *mine*.

● **TARGET LANGUAGE**

Key language: *It's ... , They're ... , yours, mine, Which ... ?, teddy bear*

Additional language: *Which one? The (yellow) one.*

Revision: *Whose is this / are these? his, hers, socks, T-shirt, trousers, skirt, jacket*

● **MATERIALS REQUIRED**

Extra activity 2: Photocopiable 4 (see page T103), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Optional: *Kid's Box 2 Language Portfolio* page 9

Warmer

- Pupils stand up. Review clothes (*socks, T-shirt, trousers, skirt, jacket*) with a pointing game. Say, e.g. *Point to your shirt. Point to your socks.* Pupils follow the instructions.

Presentation

- Pick up a pupil's pencil. Ask the class *Whose is it? Is it hers or his?* Point to two pupils. Pupils respond, e.g. *It's hers.* Repeat with other objects and include *Is it yours?*
- Extend the activity to teach *minelyours*. Hold up your book. Say *It's not yours* (make a gesture to a pupil). *It's mine.* Repeat for other objects. Pupils hold up objects and say and do the same. Pupils work in pairs. One pupil picks up an object and says *Is it mine or yours?* The other pupil responds, e.g. *It's mine.*

PB26. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 26, please.* Elicit who pupils can see (Stella, Simon, Grandpa Star). Play the CD. Pupils point to the clothes. Set pre-listening questions: *Whose is the big yellow T-shirt? What colour are Dad's socks?* Play the CD again. Pupils check in pairs. Check with the class (Simon's, Blue).
- Check comprehension, e.g. *Whose is the small yellow T-shirt? What colour are Grandpa's trousers? Which T-shirt is Simon's? The big one or the small one?*

CD 1, 51

GRANDPA: Simon! Stella! Can you take your clothes to your bedrooms, please?

SIMON AND STELLA: OK.

GRANDPA: Whose T-shirt is that?

STELLA: Which T-shirt?

GRANDPA: The yellow one.

STELLA: It's Suzy's.

SIMON: No, it isn't. It's mine!

STELLA: No, Simon. That T-shirt's very small. Yours is the big yellow one over there.

SIMON: Oh! Yes!

GRANDPA: OK. Are those blue socks yours, Simon?

SIMON: No, they aren't mine. They're Dad's.

GRANDPA: What now? Oh, yes! Whose black trousers are those?

STELLA AND SIMON: They're yours, Grandpa.

GRANDPA: Oh, yes! That's right, they are.

PB26. ACTIVITY 6. Listen and repeat.

- Say *Look at Activity 6. Listen and repeat.* Play the CD. Pupils repeat each line.

CD 1, 52

GRANDPA: Whose T-shirt is that?

SIMON: It's mine!

GRANDPA: Whose black trousers are those?

STELLA AND SIMON: They're yours, Grandpa.

AB26. ACTIVITY 5. Write 'yours' or 'mine'.

- Say *Open your Activity Books at page 26, please.* Focus pupils on the pictures and speech bubbles. Use the example to check they know what to do. Pupils complete the speech bubbles. They check in pairs. Check with the class.

Key: 2 yours, 3 yours, 4 mine

AB26. ACTIVITY 6. Listen and colour.

- Pupils take out their crayons. Play the CD. Pupils don't colour. They listen and look. Play the CD again. Pause after each // below so pupils can colour. They check in pairs. Play the CD again if necessary. Check by asking, e.g. *What colour is the teddy bear on the sofa?*

Key: See tapescript.

CD 1, 53

Look at the room. It's a living room. There are a lot of teddy bears in the room. The teddy bear on the sofa is green. // There's a teddy bear under the big table. It's red. // There's a teddy bear sitting on the mat. It's blue. // Can you see the teddy bear behind the armchair? It's yellow. // And the teddy bear between the door and the small table is brown.

Extra activities: see pages T117–T118 (if time)

Language Portfolio

- Pupils complete page 9 of *Kid's Box 2 Language Portfolio (My bedroom)*.

Ending the lesson

- Review language from the lesson using a game. Take, e.g. a red crayon from one pupil and a green one from another. Ask *Which one's yours?* Pupils respond, e.g. *The red one.* Repeat for other pupils and other objects. Extend to other questions, e.g. *Look at the two bookcases in the classroom, the big one and the small one. Which one's white?*

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about possession, using *yours* and *mine*, and sung a song.

● **TARGET LANGUAGE**

Key language: *Whose are those?*

Additional language: *that, those*

Revision: *yours, mine, his, hers, that one's, this, that, colours, clothes, toys*

● **MATERIALS REQUIRED**

Flashcards (household objects) 49–54

Extra activity 1: the song from Pupil's Book page 27 Activity 7 written on a large piece of paper, with the following words underlined: *shoes, shoes are Simon's, grey ones are his, shoes are Suzy's, red ones are hers, shoes are those, Grandpa's*.

Optional: *Teacher's Resource Book 2* Unit 4 song worksheet (page 31)

Warmer

- Review school objects, using an open pair activity. Point to, e.g. the computer. Say *What's this?* Pupils respond. Point to, e.g. the books on the bookcase. Say *What are these?* Pupils respond. Pupils take it in turns to walk around the class, point and ask. The class responds.

PB27. ACTIVITY 7. *Listen and point. Sing.*

- Say *Open your Pupil's Books at page 27, please.* Elicit who they can see (Grandma Star, Stella). Play the CD. Pupils listen and point to the shoes. Play the CD again. Encourage pupils to sing.

CD 1, 54

Look at this! Look at this!

Whose are these shoes? Whose are these shoes?

Stella! Are they yours? Stella! Are they yours?

No, they aren't mine! No, they aren't mine!

Hmm. Which shoes are Simon's? Which shoes are Simon's?

Which, which, which, which?

Which shoes are Simon's?

The grey ones are his. The grey ones are his.

Hmm. Which shoes are Suzy's? Which shoes are Suzy's?

Which, which, which, which?

Which shoes are Suzy's?

The red ones are hers. The red ones are hers.

So! Whose shoes are those? Whose shoes are those?

Whose, whose, whose, whose?

Whose shoes are those?

Those are Grandpa's. Those are Grandpa's.

Grandpa's?

GRANDPA!

CD 1, 55

Now sing the song again. (Karaoke version)

PB27. ACTIVITY 8. *Ask and answer.*

- Pupils work in groups. They should sit on the floor, in a circle, if possible. Pupils put some of their personal belongings in the middle of the circle. As you monitor, make sure that there are at least two examples of each item. Pupils take it in turns to

ask one member of the group a question, e.g. *Which bag is yours?* The pupil answers, e.g. *The red one's mine.* It's now this person's turn to ask a question to another member of the group.

AB27. ACTIVITY 7. *Listen and draw lines. There is one example.*

S towards

- Say *Open your Activity Books at page 27, please. Look at the pictures. What can you see?* Elicit the names of the things pupils know (*ruler, kite, robot, camera, doll, watch, lorry*).
- Say *Listen.* Play the example on the CD. Say *What is it? The ruler? The lorry?* Elicit *The kite.* Hold up the Activity Book page and mime drawing the example line from *Kim* to the girl flying the kite.
- Say *Listen and draw lines. Use a pencil.* Tell pupils that they will not hear about all the items in the picture. Play the rest of the CD. Pupils listen and draw lines. They check in pairs. Play the CD again. Check by asking, e.g. *Is Matt the boy with the robot?* Elicit which item wasn't mentioned (the camera).

Key: 1 boy with robot – Matt, 2 boy with the lorry – Nick, 3 girl with ruler – Sue, 4 boy with watch – Hugo, 5 girl with doll – Grace

CD 1, 56

Listen and draw lines. There is one example.

Look, Dad. There are my friends. They're in the garden.

Yes, they are. Who's that girl?

The girl with the kite? That's Kim.

Is Kim's kite new?

Yes, it is. She loves it.

Can you see the line? This is an example. Now you listen and draw lines.

1. Is that boy your friend, too?
Matt? Yes, Matt's my friend.
I like his robot.
Me, too. I want a robot like that!
2. Can you see Nick?
Who's Nick? Has he got a lorry?
Yes, he has. He got the lorry for his birthday.
It's cool!
3. Is that Sue?
Yes, it is. Sue's got a new ruler.
Is the ruler for school?
Yes, it is.
4. There's my friend Hugo.
Has Hugo got a new watch?
Yes, he has. He loves watches. He's got six!
Wow!
5. What's your friend Grace got?
She's got a doll. Grace really likes dolls.
Do you like them too?
Yes, I do. I've got three.
That's fantastic!

Extra activities: see page T118 (if time)

Optional activity

- Pupils complete the Unit 4 song worksheet from *Teacher's Resource Book 2* pages 26, 31.

Ending the lesson

- Six pupils come to the front. Hand each one a household object flashcard. They quickly line up with the objects in alphabetical order. They say their words. The class checks.

OBJECTIVES: By the end of the lesson, pupils will have learned to identify and say the long oa /əʊ/ vowel sound and to contrast it with the short o /ɒ/ vowel sound and they will have had more practice with *yours* and *mine*.

● **TARGET LANGUAGE**

Key language: the phoneme /əʊ/ as in *yellow, boat, home*

Revision: *yours, mine, Are these ... ?, or, clothes*

● **MATERIALS REQUIRED**

Prepare a worksheet with the following text, cutting along the lines to make 30 cards.

Whose are those lorries?	They're Ben's lorries.
Are those grey trousers yours or mine?	The grey ones are yours.
Whose is that watch?	It's Kim's watch.
Is that red phone yours or mine?	The red one's mine.
Are these dirty shoes Ben's or Tom's?	They're Tom's dirty shoes.
Are these clean jeans Ann's or Sue's?	They're Ann's clean jeans.
Is that brown bag May's or Grace's?	It's May's brown bag.
Is this blue ruler Nick's or Tony's?	It's Nick's blue ruler.
Are those short socks yours or his?	The short ones are mine.
Are those long socks mine or hers?	The long ones are hers.
Is that black phone yours or hers?	The black one's hers.
Are these big books yours or his?	The big ones are mine.
Are those fat white mice his or hers?	The fat white ones are his.
Is this purple T-shirt mine or his?	The purple one's his.
Is that small red camera Jill's or Lucy's?	The small red one's Jill's.

Extra activity 1: three large pieces of paper with one word written at the top of each: *snake, hippo, bee*

Extra activity 2: Photocopiable 4 (see page T103), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Warmer

- Review pets with a mime game. Mime an animal, e.g. *cat*. Elicit from pupils. A pupil comes to the front. Whisper an animal. The pupil mimes. Choose from the word set *pets*, e.g. *cat, dog, horse, fish, mouse, bird*, and any other pets that the class know. Elicit the word for all these animals: *Pets*.

PB28. ACTIVITY 9. Monty's phonics

- Say *Open your Pupil's Books at page 28, please*. Point to the small pictures and say them, emphasise the vowel sound /əʊ/. Pupils practise pronunciation of each word. Point at the large picture and ask *Where's the girl? (In a boat) What colour is the boat? (Yellow) What's in her hand? (A phone)*. Say *Now listen to Monty, point and repeat*.
- Play the CD. Pupils listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.

- Pupils repeat the tongue twister as a class. Do it more and more quickly. Then ask small groups of pupils to have a go at saying it. Go around the class from group to group. Put pupils into pairs. They take turns to say the tongue twister quickly to each other. Invite volunteers to say it to the class.
- Write the tongue twister on the board. Focus pupils on the words. Elicit from them which letters to underline for the sound /əʊ/.

Key: A phone in a yellow boat!

CD 1, 57

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

/əʊ/, /əʊ/, phone

/əʊ/, /əʊ/, yellow

/əʊ/, /əʊ/, boat

A phone in a yellow boat!

A phone in a yellow boat!

A phone in a yellow boat!

PB28. ACTIVITY 10. Find your partner.

- Take out the 30 cards. If you have fewer than 30 pupils, discard the extra cards, ensuring that you have discarded the matching questions and answers. If there is an odd number of pupils in your class, participate in the activity yourself.
- Hand out a card to each pupil. Ask them to read and memorise what is on their card. Ask pupils to stand up, mingle and find their partner by repeating their sentence and listening to the other sentences. Ask pupils to raise their hands when they think they have found their partner so that you can check they are a pair.
- Ask pupils to sit down and work in their new pairs. Give each pair a photocopy of the worksheet already cut into strips of paper. Pupils match the questions and answers. Check answers orally round the class.

AB28. ACTIVITY 8. Listen and write the words.

- Say *Open your Activity Books at page 28, please*. Point to the large outline pictures in turn and ask *What's this? (A box, A boat)*. Play number 1 on the CD and say *'Boat' has the sound /əʊ/*. Look. *It's in the boat*. (Point to the example word written on the first line in the boat outline). Play number 2 and say *'box' has the sound /ɒ/*. Look. *It's in the box*. Now listen and think /əʊ/ or /ɒ/? *Boat or box?* Write in pencil.
- Play the rest of the CD, pausing after each word for pupils to consult in pairs and write the word. Elicit answers and write the groups of words on the board for pupils to check.

Key: Box – 3 doll, 5 clock, 8 lorry, 9 socks; Boat – 4 phone, 6 clothes, 7 yellow, 10, sofa

CD 1, 58

1. boat, 2. box, 3. doll, 4. phone, 5. clock, 6. clothes, 7. yellow, 8. lorry, 9. socks, 10. sofa

AB28. ACTIVITY 9. Write the words.

- Quickly review the difference between *this* (near) and *that* (further away) by pointing to objects in the classroom. Focus pupils on the speech bubbles. They work in pairs and choose words from the box at the top. Check with the class.

Key: 2 This, 3 These, 4 That, 5 Those, 6 These.

Extra activities: see page T118 (if time)

Ending the lesson

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

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: *hide and seek, I'm coming, Whose turn is it now? cupboard, look for us, come out, rug*

Revision: *hair, living room, play, close your eyes, count to ... , under, chair, well done, feet, bookcase, sofa, toy, horse*

● MATERIALS REQUIRED

Flashcards: (household objects) 49–54

A picture of a big rug

Extra activity 2: Photocopiable 4 (see page T103), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Optional: *Teacher's Resource Book 2 Unit 4 Extension worksheet 2 (page 30)* and/or animated version of the Unit 4 story from *Kid's Box 2 Interactive DVD (Suzy's room section)*

Warmer

- Review the household objects. Show a picture of a rug and say *A big mat is a rug*. Pupils repeat *Rug*. Display flashcards and the picture of the rug on the board (picture side). Write a number between 1 and 20 under each one, e.g. 5 under *mat*. Call out the numbers at random. Pupils write the word for the object. Pupils swap papers. Check with the class. Elicit the spelling. Pupils correct each other's work.

Story

PB29. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 29, please*. Elicit who they can see (Maskman, Trevor, Marie, Monty and a toy horse). Set the pre-listening questions: *Where are the toys? Who is next to the bookcase? Is Marie in the cupboard?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (In the living room, Maskman, No, it's a toy horse).
- Play the CD again, frame by frame. Pupils listen and repeat. Encourage them to do so with intonation and feeling.
- Check comprehension by asking, e.g. *What game are they playing? What's Trevor doing? Why? What can Trevor see? What can Monty see?* Ask pupils what their favourite game is.
- Point to the rug in picture 3 and ask *What's this?* (A rug)

CD 1, 59

Toys in the toy box,
Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Let's play hide and seek.

MARIE: Trevor, close your eyes and count to 20.

TREVOR: ... 17, 18, 19, 20. I'm coming.

TREVOR: Where are they? Whose is that tail? Ha ha! I can see you, Monty. You're under the armchair.

MONTY: OK. Well done, Trevor.

MONTY: Look. Whose feet are those? Come out, Maskman. We can see you next to the bookcase.

MASKMAN: Now, where's Marie?

MONTY: Marie's in the cupboard. Look! That's her hair.

MASKMAN: Eek! What's that?

MONTY: It's a toy horse.

MARIE: I win!

PB29. ACTIVITY 12. Listen and say the number.

- Focus pupils on the frames of the story again. Say *Listen to the CD and say the number of the picture*. Play the first one as an example. Elicit the number of the frame from the class (Five).
- Play the rest of the CD. Pupils work in pairs and point to/whisper the number of the frame to their partner. Play the CD again. This time stop after each section and elicit the number from a pair of pupils.

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

CD 1, 60

MONTY: Marie's in the cupboard. Look! That's her hair.

MARIE: Trevor, close your eyes and count to 20.

MONTY: Come out, Maskman. We can see you next to the bookcase.

MASKMAN: Now, where's Marie?

MONTY: It's a toy horse.

TREVOR: ... 17, 18, 19, 20. I'm coming.

AB29. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 29, please*. Point to the word with missing vowels in the first square and the example answer. Elicit the word (*sofa*). Say *Write the letters to complete the words. They are all things in a room*. Pupils work individually or in pairs to complete the words. Check answers.
- Pupils prepare the stickers and lay them out on their desks in the correct order. Check around the class before they stick them in their books.

Key:

2 mat, 3 clock, 4 phone, 5 mirror, 6 lamp

AB29. 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. Display the flashcards of the household objects and ask different pupils *What's this? Have you got one in your house? Where is it?*, etc.
- Read the second sentence. Point to various classroom objects, e.g. books, pens, and ask *Whose is this?* for pupils to answer *It's mine*. 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. Encourage pupils to practise so that they can tick both statements and colour the star.

Extra activities: see page T118 (if time)

Optional activities

- *Teacher's Resource Book 2 Unit 4 Extension worksheet 2 pages 26 and 30.*
- The animated version of the story from *Kid's Box 2 Interactive DVD (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.

OBJECTIVES: By the end of the lesson, pupils will have listened to descriptions of objects, learnt about origami and made a frog from paper.

● **TARGET LANGUAGE**

Key language: *frog, origami*

Additional language: *What is it? What do you think this is?*

Revision: *colours, kite, robot, phone, cupboard, sofa, lamp*

● **MATERIALS REQUIRED**

Flashcards: (colours) 12–22, 28, 45, 46, 50, 52, 54 (kite, robot, phone, cupboard, sofa, lamp)

Make the paper frog (AB page 30, Activity 1) yourself before the lesson, so you are more able to help pupils during this activity and can show it to them as a model.

Squares of thick green paper/card (or regular paper coloured green), each measuring 21 x 21cm or more to make the jumping frog. Make sure you have more squares than pupils in the class (in case of mistakes).

Sticky plastic 'googly' eyes for the frog (if available)

Warmer

- Use the colour flashcards and flashcards of kite, robot, phone, cupboard, sofa and lamp to revise language for the lesson. Stick the flashcards on the board as you point, the pupils say the colour/object.

Presentation

- Say *Open your Pupil's Books at page 30, please*. Point to the picture of Marie and the title of the page and say *This is Marie's art*. Say *Today's lesson is about origami*. Make the short 'o' vowel sound for origami. Pupils repeat.
- Ask pupils if they know what origami is and whether any of them have done it. Say *Origami is art made from paper. It's from Japan. Ori means 'folding' (fold a piece of paper) and 'kami' means paper (hold up some paper)*.

PB30. ACTIVITY 1. Listen and say.

- Point to the speech bubbles at the top of the page and say *What is it?* Point to the kite. Pupils read the other speech bubble out loud *It's a kite*. Elicit the names of the other origami objects in the picture in the same way. Pupils put up their hands when they have the answer. Say *Listen and say*.
- Play the CD. Pupils listen to the descriptions and match them to the objects. Stop the CD after each one to give pupils time to check together in pairs. Pupils say *It's a ...*

Key: 1 It's a kite (7)., 2 It's a robot (2)., 3 It's a phone (4)., 4 It's a cupboard (5)., 5 It's a sofa (1)., 6 It's a lamp (3)., 7 It's a frog (6).

CD 2, 02

This can fly. It is beautiful and purple. What is it?

This can walk and talk. It's big and grey. What is it?

This is small and blue. You can talk to your friends with it.

What is it?

This is brown. You can put bananas and apples in it. What is it?

You can sit on it and watch TV. It's red. What is it?

This is yellow. You can sit under it and read your books.

What is it?

This is green. It jumps. What is it?

PB30. ACTIVITY 2. What do you think this is?

- Focus pupils on Activity 2 and read the question *What do you think this is?* Point at each diagram and run your finger along the shape of the object. Tell pupils to look at the shapes of the objects in the picture in Activity 1 in order to work out which of the origami objects the diagrams show. Pupils put up their hands to answer.

Key: the frog

AB30. ACTIVITY 1. Make a jumping frog.

- Hold up a paper square and say *This is a paper square*. Explain the pupils are going to use these to make their own origami frog. Say *Open your Activity Books at page 30, please*. Say *Make a jumping frog*. Hand out the pieces of paper. Point to the first diagram. Say *Fold the paper like this*. Demonstrate the folding. Pupils copy. Repeat for each diagram so that pupils have their own jumping frog at the end. Pupils draw or stick eyes on their frog and add details e.g. spots/pattern, if time permits.
- Give pupils time to play with the frogs, making them jump, then put them away. If your pupils have problems folding, tell them to work with a partner to make the frogs. Pupils put their hands up when they need help. If you have made a frog yourself, use this to show pupils and help them fold the paper correctly.

AB30. ACTIVITY 2. Look and write.

- Hold up your book. Point to the first picture and the example answer *robot*. Say *Look and write*. Pupils write the correct word from the box to match each picture. Pupils check together in pairs. Check answers in open pairs, using *What is it? It's a ...*

Key: 2 kite, 3 lamp, 4 phone, 5 sofa, 6 cupboard

Extra activities: see page T118 (if time)

Ending the lesson

- Make anagrams of words from the lesson and write them on the board e.g. *apcbuodr* (cupboard). Pupils work in pairs to solve the anagrams and put their hands up to answer. Alternatively, this could be a team competition with a time limit – the quickest pupil to work out the word wins a point for their team.

OBJECTIVES: By the end of the lesson, pupils will have listened to interviews of people talking about recycling and talked about recycling for themselves.

● TARGET LANGUAGE

Key language: *What's it made from? It's made from ... What have you got? I've got ... What are you making? I'm making ... What are you doing? I'm growing ...*

Additional language: *plane, re-use, recycle, bottles, paper, ugly, old, computer, keyboard*

Revision: *elephant, robot, flower, boot, What's this? What's your name?*

● MATERIALS REQUIRED

Objects (or pictures/flashcards of objects) from the lesson which are usually reused (e.g. a plastic bag, an old T-shirt, a plastic toy) or recycled (e.g. an old newspaper, an empty cereal box, a glass jar). A picture of a pair of boots or real boots. Extra activity 1: a collection of small real-life items that can be re-used/recycled for pupils to make a picture, to include (if possible) cardboard boxes, old socks, buttons and used pencils

Warmer

- Mime drinking from a plastic bottle and then pretend to throw the empty bottle in the bin. Put your thumb up or down as you do so and say *Is that right? Yes or no?* Pupils say *No* (The bottle can be recycled, instead of thrown away.) Teach the words *re-use* and *recycle*. Hold up the objects (or pictures/flashcards) you have brought to class. For each one the pupils say *Re-use* or *Recycle*.

PB31 ACTIVITY 3. Listen and say the number.

- Say *Open your Pupil's Books at page 31 please*. Remind pupils of the meaning of 'values'. Read the title of the page and say *Trevor's values today are re-using and recycling*. Revise *boots* using a picture or real boots. Focus pupils on the photographs by asking *Where's the elephant/plane/old boot/robot?* Pupils point to the objects. Say *Listen and say the number*. Play the CD.

Key: 2 (plane), 3 (boot), 1 (elephant), 4 (robot)

CD 2, 03

ANN: Hello.

INTERVIEWER: What's your name?

ANN: I'm Ann.

INTERVIEWER: What have you got?

ANN: I've got some old paper.

INTERVIEWER: And what are you doing?

ANN: I'm making a plane.

INTERVIEWER: Wow! Great!

GRACE: Hello.

INTERVIEWER: What's your name?

GRACE: I'm Grace.

INTERVIEWER: What have you got?

GRACE: I've got an ugly old boot.

INTERVIEWER: And what are you doing?

GRACE: I'm growing a flower in the boot.

INTERVIEWER: Cool!

INTERVIEWER: Hello

SAM: Hello

INTERVIEWER: What's your name?

SAM: I'm Sam.

INTERVIEWER: What have you got?

SAM: I've got lots of old bottles.

INTERVIEWER: And what are you making?

SAM: I'm making an elephant.

INTERVIEWER: Great!

TONY: Hello

INTERVIEWER: What's your name?

TONY: I'm Tony.

INTERVIEWER: What have you got?

TONY: I've got an old computer and an old keyboard.

INTERVIEWER: And what are you making?

TONY: I'm making a robot.

INTERVIEWER: Wow!

PB31. ACTIVITY 4. Ask and answer.

- Point to the first speech bubble and read *What's this?* (point to the flower in the old shoe). Pupils answer as in the example *It's a flowerpot*. Point to the next speech bubble and read *What's it made from?* Pupils answer again as in the example *It's made from a shoe*.
- Check comprehension. Say *Ask and answer*. Pupils ask and answer in pairs about the other objects in the same way.

PB31. ACTIVITY 5. What do you re-use at home?

- Point to the photographs and labels at the bottom of the page. Say the words in the labels. Pupils repeat. Ask *What do you re-use at home?* Choose a confident pupil to read and complete the speech bubble *I re-use ...* with what they re-use at home, e.g. *I re-use bottles at home*. Pupils practise in pairs.
- Monitor the activity and help with new vocabulary as necessary.

AB31. ACTIVITY 3. Look, read and match.

- Say *Open your Activity Books at page 31, please*. Say *Look, read and match*. Focus pupils on the example line drawn from the picture of the sock to phrase b. Pupils complete the activity individually or in pairs. They compare books to check. Elicit answers.

Key: 2 a, 3 d, 4 c

AB31. ACTIVITY 4. You've got four boxes, two socks, a T-shirt and five pencils. Draw a robot.

- If you have the real-life items, use them to introduce the activity and call two or three volunteers to the front to make a robot. Say *You've got four boxes, two socks, a T-shirt and five pencils. Draw a robot*. Pupils work in pairs to decide how to make the robot.
- Tell pupils they don't have to use all of the items. Go around checking and ask pupils *What have you got?* They say e.g. *I've got four boxes, a T-shirt...* Ask *What are you making?* They answer *I'm making a robot*.

Extra activities: see page T118 (if time)

Ending the lesson

- Books closed. Ask *What do you re-use at home?* Pupils put up their hands to answer e.g. *I re-use old T-shirts at home*. Repeat with other pupils.