

OBJECTIVES: By the end of the lesson, pupils will have learned to talk about what they are wearing.

● **TARGET LANGUAGE**

Key language: *dress, handbag, sunglasses/glasses, hat, shirt, jeans, watch, gold, thing*

Additional language: *fashion show*

Revision: *clothes, colours, adjectives, wearing, lizard*

● **MATERIALS REQUIRED**

Flashcards: (clothes) 79–84

Kid's Box 1 Flashcards: (clothes) 66–71 (or pictures):

a jacket, shoes, a skirt, socks, trousers, a T-shirt

Extra activity 1: One section of the text from the Pupil's Book activity written on a large piece of paper or on the board.

Now here's Meera. She's wearing a short brown skirt and an orange jacket. She's wearing long yellow socks and green shoes. Thank you, Meera.

Optional: *Kid's Box Teacher's Resource Book 2* Unit 9

Reinforcement worksheet 1 (page 57)

Warmer

- Review the clothes (*jacket, shoes, skirt, socks, trousers, T-shirt*), using pictures or the flashcards. Show each one and elicit the name. Display the flashcards around the edge of the board. Make a circling gesture with your hands and say *These are all ...* Wait for pupils to say *Clothes*. Check for correct pronunciation. Write *Clothes* in the centre of the board.

Presentation

- Elicit/teach the new clothes vocabulary, using the flashcards. Show each flashcard in turn and elicit/say the word. Pupils repeat in chorus and then in groups, loudly, softly and so on. Stick the flashcards on the board (picture side) around the mind map to show they are also clothes, apart from *handbag* and *sunglasses*. Put these at the side of the board. Point to each new flashcard in turn. Pupils chorus the word. Turn the flashcard to show the word side. Pupils chorus the word again.

PB64. ACTIVITY 1. Listen and answer. towards

- Set the scene, but pupils don't open their books. Say *Listen. The Star children and their friends are wearing different clothes. Set the pre-listening questions: What are Simon and Alex wearing? What's Meera wearing? What's Suzy wearing? What's Lenny wearing?* Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 64, please. Listen again and check.* Play the CD again as pupils are checking. Use the picture to teach *watch, sunglasses*. Elicit the difference between *glasses* and *sunglasses*. Check comprehension by asking, e.g. *What colour is Suzy's hat? Who's got grey trousers?*
- Say *Can you find the hidden star? Show your partner.* Check with the class (on Suzy's shoe). Pupils say *Here it is.*

CD 3, 08

STELLA: Hello and welcome to the Star Fashion show. Here are Simon and Alex. They're wearing black shirts, blue jeans and white shoes. Simon's got small black sunglasses on his head. Alex is wearing a new yellow watch. Thank you, Simon. Thank you, Alex.

Now here's Meera. She's wearing a short brown skirt and an orange jacket. She's wearing long yellow socks and green shoes. Thank you, Meera.

Now we've got Suzy, the star of the show. She's wearing a long purple dress and big pink shoes. She's wearing a nice big red hat and she's got a beautiful gold handbag. Thank you, Suzy.

Now here's Lenny. He's wearing grey trousers, black shoes, and a red T-shirt with a green lizard on. What a beautiful T-shirt! Thank you, Lenny.

PB64. ACTIVITY 2. Listen and repeat.

- Say *Now let's do Activity 2. Listen, point to the clothes and repeat.* Play the CD. Pupils repeat the words in chorus, in groups and then individually (choose pupils at random).

CD 3, 09

Dress, sunglasses, handbag, hat, shirt, jeans

AB64. ACTIVITY 1. Listen and join the dots.

- Say *Open your Activity Books at page 64, please. Say Listen for the words. Join the dots to make a picture.* Play the CD. Pupils join the words. They check in pairs. Check with the class (A dress).

CD 3, 10

Shirt, handbag, glasses, watch, skirt, hat, sock, T-shirt, jeans, shoe, dress, shirt

AB64. ACTIVITY 2. Follow the 'clothes' words.

- Pupils work in pairs and draw a line through the clothes words. Pairs check with pairs. Check with the class. Pupils answer the questions.
- Ask *What's the extra word? (thing).* Check understanding.

Key: Clothes (13): watch, shoes, glasses, socks, jeans, T-shirt, hat, trousers, dress, skirt, jacket, shirt, handbag. Animals: lizard, frog, sheep, goat, cow, spider. Food: cake, burger, carrots, ice cream, bread.

Extra activities: see page T123 (if time)

Optional activity

- *Teacher's Resource Book 2* Unit 9 Reinforcement worksheet 1 pages 56–57.

Ending the lesson

- Display the clothes flashcards, plus *handbag* and *glasses* (word side). Pupils stand up. Say, e.g. *Stella says Point to the handbag.* Pupils point. Say *Point to the shirt.* Pupils don't point. Continue repeating some of the clothes quickly, one after another, to keep pupils active.

OBJECTIVES: By the end of the lesson, pupils will have practised talking about things they wear and learnt a chant.

● **TARGET LANGUAGE**

Key language: *I'm/You're/He's/She's/They're wearing ..., put (it/them) on, take (it/them) off*

Additional language: *code*

Revision: clothes vocabulary, *handbag, watch, glasses, wear, with*, adjectives, colours

● **MATERIALS REQUIRED**

Photocopiable 9 (see page T109), one for each pupil, scissors, crayons, a hat and a pair of sunglasses

Optional: *Kid's Box Teacher's Resource Book 2 Unit 9*

Reinforcement worksheet 2 (page 58)

Warmer

- Pupils stand up. They look at each other's clothes for 30 seconds. Then they stand back to back and take turns to say what the other is wearing. Demonstrate the activity with a pupil, using *You're wearing ...*

PB65. ACTIVITY 3. *Listen and point. Chant.*

- Say *Open your Pupil's Books at page 65, please.* Elicit the clothes they can see. Say *Listen and point.* Play the CD. Pupils listen and point to the clothes in the pictures (or the words). Play the CD again in sections. Pupils repeat, pointing to clothes or touching theirs as they say the words. Pupils stand and do the chant as a class without the CD. Divide the class into three groups. Groups take turns to do the chant. Vote for the best one.

CD 3, 11

Handbags, glasses,
Jackets and shirts.
T-shirts, trousers,
Dresses and skirts.

Hats, jeans,
Shoes and socks.
Put them on,
They're in the box.

PRACTICE

- Show pupils the hat you have brought to class and say, e.g. *This is my new hat.* Put it on and while you are doing so say *I'm putting on my hat. I'm putting it on.* Take the hat off and say or elicit *I'm taking off my hat.* Say *I'm taking ...* and elicit the pronoun *it.* Complete the sentence by saying *off.* Repeat this process with the sunglasses. (*These are my new sunglasses. I'm putting on my sunglasses. I'm putting them on. etc.*)
- Get the class to give you instructions in chorus, as follows: *Put your hat on. Take your hat off. Put your sunglasses on. Take your sunglasses off.* Repeat several times until pupils are confident with the language. Every time they tell you to do something make a sentence in the present continuous with a pronoun (e.g. for the hat: *I'm putting it on. I'm taking it off.* For the sunglasses: *I'm putting them on. I'm taking them off.*)
- Pupils stand up. They mime putting on and taking off various items of clothing, as you give the instructions below. Encourage pupils to say the sentences on the right chorally as they mime. They can then repeat the drill in pairs (one gives instructions, the other mimes and makes a sentence with *it or them*, as appropriate).

<i>Put your hat on.</i>	<i>I'm putting it on.</i>
<i>Take your shoes off.</i>	<i>I'm taking them off.</i>
<i>Put your dress on.</i>	<i>I'm putting it on.</i>
<i>Take your socks off.</i>	<i>I'm taking them off.</i>
<i>Take your jacket off.</i>	<i>I'm taking it off.</i>
<i>Put your glasses on.</i>	<i>I'm putting them on.</i>
<i>Take your shirt off.</i>	<i>I'm taking it off.</i>
<i>Put your jeans on.</i>	<i>I'm putting them on.</i>
<i>Take your watch off.</i>	<i>I'm taking it off.</i>
<i>Put your skirt on.</i>	<i>I'm putting it on.</i>

PB65. ACTIVITY 4. *Listen and correct.*

- Focus pupils on the example statements in the speech bubbles. Say *Listen.* Play number 1 on the CD (the first false statement). Check pupils know what to do. Play each sentence in turn. Pupils whisper the response to their partner. Play the CD again. This time, pause before asking the class to respond as a group. Elicit the response from smaller groups and individuals too.

Key: 2 No, one boy is wearing jeans. 3 No, one girl is wearing red shoes. 4 No, four children are wearing glasses. 5 No, three girls are wearing a dress. 6 No, there are four handbags. 7 No, one boy is wearing short trousers. 8 No, there are four hats.

CD 3, 12

1. There's a big box with toys.
2. Three boys are wearing jeans.
3. Two girls are wearing red shoes.
4. Five children are wearing glasses.
5. One girl's wearing a dress.
6. There are six handbags.
7. Two boys are wearing short trousers.
8. There are five hats.

Photocopiable 9: see pages T99 and T109

AB65. ACTIVITY 3. *Write the words and colour the picture.*

- Say *Open your Activity Books at page 65, please.* Elicit what pupils can see (a code). Check pupils know what to do using the example word (*I'm*). Pupils work individually and complete the writing, using the code. They check in pairs. Check with the class by asking different pupils to read out sections of the sentence. Check understanding of *new*. Pupils colour the picture according to the instructions.

Key: *I'm wearing blue jeans, a yellow shirt, grey socks, black shoes and a new red hat.*

AB65. ACTIVITY 4. *Describe your clothes.*

- Pupils work in pairs and take turns to orally describe their clothes to their partner. Pupils then individually write a description of their clothes. Monitor and help where needed.

Extra activity: see page T123 (if time)

Optional activity

- *Teacher's Resource Book 2 Unit 9 Reinforcement worksheet 2* pages 56 and 58.

Ending the lesson

- Do the chant again. This time pupils mime putting the clothes on as they say them (rather than just pointing to them).

OBJECTIVES: By the end of the lesson, pupils will have asked and answered about ownership using *have got*.

● TARGET LANGUAGE

Key language: *Have you got ... ? Has he/she got ... ? Yes, I have. No, I haven't. I've got/We've got ... Yes, he/she has. No, he/she hasn't.*

Additional language: *a good life*

Revision: *family, friends, garden, flowers, trees, animals, car, bus, cake, milk, So do I, can't drive, superhero*

● MATERIALS REQUIRED

School objects

Optional: *Kid's Box Teacher's Resource Book 2 Unit 9 Extension worksheet 1 (page 59),*

Kid's Box 2 Language Portfolio page 12

Warmer

- Revise *have got*. Ask a pupil, e.g. *Have you got a blue crayon?* Prompt the pupil to respond truthfully, e.g. *No, I haven't*. If it's *Yes, I have*, the pupil gives it to you. Continue around the class, sometimes asking for objects you know pupils don't have. After asking a pupil and the pupil's response, turn to the class and say, e.g. *Has he got a bag?* The class responds, e.g. *No, he hasn't*. Continue, making sure pupils get practice of *he/she/he* and positive and negative.

PB66. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 66, please*. Elicit who and what they can see. Elicit *garden, flowers, trees*. Say *Listen and point to what the toys have got*. Check it's only what they've got (ownership). Play the CD. Pupils listen and point. Play the CD again for pupils to make sure. Play the CD, stopping where indicated below // for pupils to respond. Personalise the activity. Ask pupils, e.g. *Have you got a garden? Have you got a dog? Have you got a car?* Encourage pupils to ask you questions as well.

Key: nice family, friends (Trevor), house, garden, big car, superhero clothes (Maskman), jacket and glasses (Marie), black glasses (Maskman), dog (Trevor).

CD 3, 13

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

TREVOR: You know, Maskman, we've got a good life. We've got a nice family and we've got a lot of friends. //

MASKMAN: I know, Trevor, and we've got a house and a garden with lots of trees and beautiful flowers. //

MARIE: Yes, a lot of toys haven't got a house or a garden ...

MASKMAN: Or a car. I've got a big car. Have you got a car, Trevor? //

TREVOR: No, I haven't got a car. I can't drive.

MASKMAN: I've got superhero clothes. Have you got superhero clothes, Trevor? //

TREVOR: No, I haven't. I'm not a superhero.

MONTY: Marie's a doctor. She's got a long white jacket and glasses. //

MASKMAN: Yes, I've got black glasses, too. //

TREVOR: Yes, Maskman, we've got a good life. We've got a nice dog too. Look, there she is. //

MASKMAN: Aaaghh!! ... And she's got a big mouth.

OTHERS: Ha ha ha!

PB66. ACTIVITY 6. Listen and repeat.

- Say *Now, let's listen and repeat the words*. Play the CD. Pupils repeat in chorus and then in groups and pairs.

CD 3, 14

TREVOR: We've got a nice family and we've got a lot of friends.

MASKMAN: Have you got superhero clothes, Trevor?

TREVOR: No, I haven't. I'm not a superhero.

MONTY: Marie's a doctor. She's got a long white jacket and glasses.

AB66. ACTIVITY 5. Look and write.

- Say *Open your Activity Books at page 66, please*. Focus pupils on the example. Follow the line through the maze to find what the first child has got. Point to the completed sentence. Pupils work individually to follow the lines from the children to the objects. They check in pairs. Check with the class. Pupils then complete the sentences at the bottom of the page. Monitor to help if necessary.

Key: I've got a skateboard, a dress and a bird. I've got a camera, a shirt and a phone. I've got shorts, a handbag and a duck.

Extra activities: see page T123 (if time)

Optional activity

- *Teacher's Resource Book 2 Unit 9 Extension worksheet 1 (see pages 56 and 59).*

Language Portfolio

- Pupils complete page 12 of *Kid's Box 2 Language Portfolio (My favourite clothes)*. Help with new language as necessary.

Ending the lesson

- Choose eight classroom objects: ruler, pencil, bag, book, etc. Hold them up in turn, saying *I've got a book, a bag, a ruler, a pencil ...* Hide them from the class. In pairs, pupils try and remember the objects you had and anything else about them. Elicit from pairs, e.g. *You've got a ruler. It's blue*. Show objects as they are mentioned.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about ownership and will have sung a song.

● **TARGET LANGUAGE**

Key language: I've got/I haven't got ... Have you got?

Revision: colours, clothes, boots, adjectives, garden, house, toy, mouse, car, glasses, superhero, hair, nose

● **MATERIALS REQUIRED**

Extra activity 1: Flashcards: (clothes) 79–84

Kid's Box 1 Flashcards (clothes): 66–71 (or pictures): a jacket, shoes, a skirt, socks, trousers, a T-shirt

Optional: *Kid's Box Teacher's Resource Book 2* Unit 9 song worksheet (page 61)

Warmer

- Review colours and adjectives. Say, e.g. *I can see something in the classroom. It's small, blue and beautiful and it's under a chair.* Pupils guess (a bag). Continue with other objects, including clothes.

PB67. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Pupil's Books at page 67, please.* Elicit what pupils can see. To revise boots, ask *Has Maskman got yellow shoes?* Pupils answer *No, he's got yellow boots.* Pupils repeat after you.
- Say *Listen and point.* Play the CD. Pupils point to the objects in the song. Play the CD again. Encourage pupils to sing.

CD 3, 15

MARIE: I've got a big garden.

I've got a big house.
I've got a good friend,
A small toy mouse.
I've got you, Monty.
I've got you.

MONTY: Oh, Marie!

MASKMAN: I've got a black mask,

And a big blue car.
I've got black glasses,
I'm the Maskman star,
And I've got you, Monty.
I've got you.

MONTY: Oh, Maskman!

TREVOR: I haven't got

Superhero clothes.
I've got purple hair,
And a big, green nose,
And I've got you, Monty.
I've got you.

MONTY: Oh, Trevor!

MARIE, MASKMAN, TREVOR: I've got you, Monty.
I've got you.

CD 3, 16

Now sing the song again. (Karaoke version)

PB67. ACTIVITY 8. Ask and answer.

- Pupils work in groups. They take it in turns to ask each other *have got* questions, like the ones in the speech bubbles. Monitor and make sure pupils answer *Yes, I have. / No, I haven't.*

AB67. ACTIVITY 6. Look at the pictures. Look at the letters. Write the words. **S** towards

- Say *Open your Activity Books at page 67, please.* Point to the picture of the T-shirt and to the scrambled letters inside the clothes hanger on the right. Ask a volunteer to read the example answer. Say *Look at the pictures. Move the letters in the hangers.* Copy the letters in the order they appear inside the first hanger on the board and show pupils how they make the word *T-shirt*, by crossing out each letter as you write the word with the letters in the correct order below.
- Pupils work individually to solve the rest of the anagrams. Elicit the answers and call volunteers to write the words on the board. Check spelling carefully.

Key: 1 dress, 2 jeans, 3 shorts, 4 glasses, 5 handbag

Extra activities: see page T123–T124 (if time)

Optional activity

- Pupils complete the Unit 9 song worksheet from *Teacher's Resource Book 2* (see pages 56 and 61 of the *Teacher's Resource Book*).

Ending the lesson

- Sing the song again with pupils. They mime the actions as they sing.

OBJECTIVES: By the end of the lesson, pupils will have learned to identify and say the phonemes /s/ and sh /ʃ/ at the beginning, middle and end of words and had more practice with listening.

● **TARGET LANGUAGE**

Key language: the phonemes /s/ and /ʃ/ as in *seven, sleep, sheep, shop*

Revision: colours, adjectives, family

● **MATERIALS REQUIRED**

Flashcards: (clothes) 79–84

Kid's Box 1 Flashcards: (clothes) 66–71 (or pictures):

a jacket, shoes, a skirt, socks, trousers, a T-shirt

A picture of shorts

Extra activity 2: Dark bag with eight classroom objects inside, e.g. ruler, eraser

Optional: *Kid's Box 2 Interactive DVD: The living room* 'The eye test' episode (if not used in Unit 8)

Warmer

- Elicit the clothes, using the flashcards and a picture of shorts. Reveal each one slowly (word side). When pupils say it, stick it on the board. Display them at random.

PB68. ACTIVITY 9. *Monty's phonics*

- Say *Open your Pupil's Books at page 68, please.* Point to the small pictures and say them, emphasizing the sounds /s/ and /ʃ/. Pupils practise pronunciation of each word. Remind pupils that the plural of *sheep* is *sheep*. Point at the large picture and say *How many sheep are there? (Seven) Where are the sheep? (In a shop) What are they doing? (Sleeping).* 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. Pupils try saying the tongue twister as fast as they can. Invite volunteers to say it to the class.
Write the tongue twister on the board and elicit the /ʃ/ sounds. Underline them. Focus pupils on the flashcards on the board and ask which words have the /ʃ/ sound (shirt, shoes, T-shirt) and which have the /s/ sound (dress, glasses, jeans, skirt, socks, trousers).

Key: Seven sheep are sleeping in a shop.

CD 3, 17

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

/s/, /s/, seven

/ʃ/, /ʃ/, sheep

/ʃ/, /ʃ/, shop

Seven sheep are sleeping in a shop!

Seven sheep are sleeping in a shop!

Seven sheep are sleeping in a shop!

PB68. ACTIVITY 10. *Ask and answer.*

- Say *Look at Activity 10.* Demonstrate the activity for the pupils. Choose one of the pictures and write the letter (a, b, c or d) on a piece of paper, keeping it hidden from the class. Don't say which picture you have chosen. Tell the class they have to ask you questions to find out which of the four pictures you are thinking of. The questions can only be the type with yes or no answers (e.g. *Is ...? Has ... got ...? or Is/Are there...?*). If necessary, write some questions on the board to get pupils started, e.g. *Has Ben got 2 brothers? Has Ben got a big brown dog? Has Ben got a house?* When pupils guess the correct picture, show them the letter you wrote on the piece of paper (e.g. *Yes, that's right. It's picture c.*)
- Make pairs. Pupil A chooses a picture for Pupil B to identify by asking questions. Monitor and help as necessary. Pupils swap roles once Pupil B has guessed the answer. They can play a number of times.

AB68. ACTIVITY 7. *Listen and write s or sh.*

- Say *Open your Activity Books at page 68, please. Say Look at the pictures. All the words have the sound 's' or 'sh'. Look and think.* Give pupils time to guess what each word is, how to say it and which letter(s) to write.
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for pupils to repeat the word and to write. They check answers in pairs.
- Play the CD again. Correct as a class.

Key: 2 sh, 3 s, 4 s, 5 sh, 6 s, 7 sh, 8 ss, 9 s, 10 sh

CD 3, 18

1 sheep, 2 shoe, 3 seven, 4 chips, 5 shirt, 6 desk, 7 fish, 8 dress, 9 sleep, 10 shop

AB68. ACTIVITY 8. *Cross out five objects. Ask your friend.*

- Elicit the objects in the picture. Pupils use a pencil and secretly put a cross through five objects. They work in pairs, but they don't look at each other's books. They take turns to ask *Have you got a ... ?* and to answer. They say *No, I haven't* if they have put a cross through it. Again in pencil, pupils write ticks or crosses in the boxes about their partner's objects. The first in each pair to find all the objects crossed out is the winner. Pupils erase their crosses and ticks and repeat the game.

Extra activities: see page T124 (if time)

Optional activity

- 'The eye test' episode from *Kid's Box 2 Interactive DVD* (The living room section), if not used in Unit 8. See pages 8-11 of the Teacher's booklet for the *Interactive DVD*.

Ending the lesson

- Do the tongue twister again with the class. Pupils stand up. Do it as a class and then invite groups or pairs to have a go at saying it as fast as they can.

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: *Trollman, Masktroll, arms*

Revision: adjectives, clothes, colours, *wearing, mask, sing, dance, can't, can, look at, legs, pencil, eating, spell, fly, nice, friends*

● MATERIALS REQUIRED

Flashcards: (clothes) 79–84

Kid's Box 1 Flashcards: (clothes) 66–71 (or pictures):

a jacket, shoes, a skirt, socks, trousers, a T-shirt

Optional: *Teacher's Resource Book 2* Unit 9 Extension worksheet 2 (page 60) and/or animated version of the Unit 9 story from *Kid's Box 2 Interactive DVD* (Suzy's room section), *Kid's Box 2 Language Portfolio* page 5

Warmer

- Review the 12 clothes words, using the flashcards. Hold one behind your back. Pupils guess, asking *Have you got a dress?* etc. Answer *Yes, I have. / No, I haven't.*

Story

PB69. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 69, please.* Elicit who they can see (Trevor, Monty, Maskman, Marie). Elicit where they are (in the house). Set the pre-listening questions: *Can Trevor fly? What colour's Maskman's hair? Can Maskman spell? Say Listen and look.* Play the CD. Check with the class (Yes, Purple, No). Check pupils understand that Trevor and Maskman have changed roles. Play the CD again. Pupils listen and repeat.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What's Monty wearing?* (Marie's long white jacket and glasses). *What's Trevor wearing?* (blue trousers, shirt and hat and a black mask). *What's Trevor's name?* (Masktroll). *What's Maskman eating?* (a pencil).

CD 3, 19

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MARIE: Monty! Are you wearing my long white jacket and my glasses?

MONTY: Yes, I am. I'm Marie mouse.

MARIE: Trevor! What are you wearing?

TREVOR: I'm wearing blue trousers, a blue shirt, a blue hat and a black mask ... Who am I?

TREVOR: I can swim and fly, but I can't sing or dance. I'm ... Masktroll!

MONTY: Look at Maskman!

TREVOR: Maskman! Are you eating a pencil?

MASKMAN: Yes, I am. Who am I?

MONTY: You're ... Trollman!

MASKMAN: That's right! I can't swim and I can't spell.

TREVOR: No, you can't, Trollman, but you've got a lot of friends.

PB69. ACTIVITY 12. *Listen and say the number.*

- Say *Now listen and look. Say the number of the picture.* Play the CD. Pupils point to the picture and whisper the number to their partner. Play the CD again. Check with the class.

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

CD 3, 20

TREVOR: Maskman! Are you eating a pencil?

TREVOR: I'm wearing blue trousers, a blue shirt, a blue hat and a black mask ... Who am I?

MONTY: Look at Maskman!

TREVOR: I can swim and fly, but I can't sing or dance. I'm ... Masktroll!

MARIE: Monty! Are you wearing my long white jacket and my glasses?

MASKMAN: That's right! I can't swim and I can't spell.

AB69. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 69, please.* Pupils prepare the clothes stickers. Say *Which word is it? Listen to the spelling.* Play number 1 on the CD and elicit the word (handbag). 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 'l'*).
- 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 clothes item under each sticker.

Key: 2 hat, 3 dress, 4 jeans, 5 shirt, 6 glasses

CD 3, 21

1. h-a-n-d-b-a-g, 2. h-a-t, 3. d-r-e-s-s, 4. j-e-a-n-s, 5. s-h-i-r-t, 6. g-l-a-s-s-e-s

AB69. MY PROGRESS.

- Say *Let's read the sentences together.* Read the first sentence. Refer pupils back to Activity Book page 65. They describe their clothes again. Say *Good, you can talk about your clothes.* Pupils look back at Activity Book page 66 and say which of the items they have got. Say *Good, you can talk about the things you have got.*
- Pupils work in pairs. They take turns to point to a sentence in their books and show each other / talk about what it says.
- Say *Now tick or cross the sentences.* Encourage pupils to practise, so they can tick the statements and colour the star.

Extra activities: see page T124 (if time)

Optional activities

- *Teacher's Resource Book 2* Unit 9 Extension worksheet 2 (see pages 56 and 60).
- The animated version of the story from *Kid's Box 2 Interactive DVD* (Suzy's room section). See pages 41–45 of the Teacher's booklet for the *Interactive DVD*.

Language Portfolio

- Pupils complete page 5 of *Kid's Box 2 Language Portfolio (I can ... Units 7–9)*.

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.