

**OBJECTIVES:** By the end of the lesson, pupils will be able to name and talk about hobbies.

● **TARGET LANGUAGE**

**Key language:** *hobby/hobbies, paint, sports, play hockey, table tennis, baseball, badminton, basketball*

**Additional language:** *take a photo, about, And yours?*

**Revision:** *characters, favourite, book, reading, talking, man, hat, hit, ball, play football, play the guitar*

● **MATERIALS REQUIRED**

Flashcards: (sports/hobbies) 85–91

A picture of a camera

*Kid's Box 1* Flashcards: (activities) 74–78: play tennis, play the guitar, play the piano, swim, ride a bike

Extra activity 2: two rolled up newspapers

Optional: *Kid's Box Teacher's Resource Book 2* Unit 10

Reinforcement worksheet 1 (page 63)

**Warmer**

- Mime a known action in turn (playing football, playing basketball, playing tennis, playing the guitar, playing the piano, swimming, riding a bike). Pupils guess, e.g. *You're swimming*. Show each flashcard, elicit the word and stick it on the board.

**Presentation**

- Show each sports/hobbies flashcard in turn and elicit/say the word. Pupils repeat in chorus and then in groups. Stick the flashcards on the board (picture side) to make a mind map. Elicit from pupils what the word in the middle is. Don't write anything yet.
- Point to each new flashcard in turn. Pupils chorus the word. Turn the flashcard word side. Pupils chorus the word.

**PB70. ACTIVITY 1. Listen and answer.** **S** towards

- Set the scene, but pupils don't open their books. Say *Listen. Suzy and Stella are talking about some of these things* (point to the board). Set the pre-listening questions: *What are Lenny and Simon doing? What's Grandma doing? What are the words for all these activities?* (gesture to the board). Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 70, please. Listen again and check* (Playing hockey, Painting, Sports and hobbies). Play the CD again as pupils are checking. Write the words *Sports and hobbies* in the centre of the mind map on the board.
- Say *Can you find the hidden star? Show your partner*. Check with the class (in Suzy's hair). Pupils say *Here it is*.

**CD 3, 22**

**SUZY:** Stella, I've got a book about sports. What are these sports?

**STELLA:** The man with the hat's hitting the ball. He's playing baseball, and this man here's playing basketball. He's bouncing the ball.

**SUZY:** What are Lenny and Simon doing?

**STELLA:** They're playing hockey.

**SUZY:** Are Grandpa and Alex playing tennis?

**STELLA:** No, they're playing badminton.

**SUZY:** Grandma's painting. Is painting a sport?

**STELLA:** No, it isn't, Suzy. It's a hobby.

**SUZY:** Meera's taking a photo. Is that a sport or a hobby?

**STELLA:** It's a hobby, Suzy.

**SUZY:** What's your favourite hobby, Stella?

**STELLA:** It's reading, ... and yours?

**SUZY:** My favourite hobby? ... Er ... It's, er ... talking.

**STELLA:** Yes, it is.

**PB70. ACTIVITY 2. Listen and repeat.**

- Say *Now listen and repeat*. Play the CD. Pupils repeat in chorus as a class, then in groups and pairs.

**CD 3, 23**

Painting, badminton, table tennis, hockey, baseball, basketball

**AB70. ACTIVITY 1. Write the words and the numbers.**

- Say *Open your Activity Books at page 70, please*. Focus pupils on the pictures and elicit what they can see. Pupils work in pairs. They unscramble the words and match each one with a picture. Check with the class.

**Key:** guitar 3, badminton 5, table tennis 1, hockey 6, baseball 2

**AB70. ACTIVITY 2. Listen and colour.** **S** towards

- Focus pupils on the pictures. Say *Listen and choose the right colours for each picture. Don't colour this time*. Pupils listen and choose. Play the CD again. Pupils listen and mark the item with a coloured dot. They check in pairs. Play the CD again. Pause after each one to check. Pupils colour the clothes.

**CD 3, 24**

- 1 Look at the boy playing badminton. / Oh, yes. Can I colour his trousers? / Yes, colour them black. / OK. What colour is his T-shirt? / It's orange.
- 2 Find the boy taking a photo. / OK. I can see him. / Can you colour his trousers blue? / Yes, he's got blue trousers. What colour's his T-shirt? / It's purple.
- 3 What's this girl doing? / She's playing basketball. Colour her T-shirt yellow. / OK. She's wearing a yellow T-shirt. Now what? / Colour her trousers green.
- 4 Now, find the girl playing badminton. / OK. Here she is. / Good. She's wearing a pink T-shirt and red trousers. / A pink T-shirt and red trousers? / Yes, that's right.

**Extra activities: see page T124 (if time)**

**Optional activity**

- *Teacher's Resource Book 2* Unit 10 Reinforcement worksheet 1 (see pages 62 and 63).

**Ending the lesson**

- Display the sports/hobbies flashcards (picture side) around the room. Call out the sports/hobbies. Pupils point to the right card.

**OBJECTIVES:** By the end of the lesson, pupils will have talked and read further about sports and hobbies.

● **TARGET LANGUAGE**

**Key language:** *player, goalkeeper*

**Additional language:** *In this picture ... tennis, racket, bat*

**Revision:** sports and hobbies, colours, clothes, *can, has got, see, catch, kick, ball, run, hands, children, wear, fishing, present continuous*

● **MATERIALS REQUIRED**

Flashcards: (sports/hobbies) 85–91

A picture of a camera

Activities flashcards from *Kid's Box 1* 72–78: play football, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Optional: *Kid's Box 2 Interactive DVD: The living room 'Let's go climbing!'* episode

**Warmer**

- Review the sports and hobbies using flashcards. Hold one behind your back. Pupils take turns to guess, e.g. *Is it basketball?* Respond *Yes, it is. / No, it isn't*. The pupil to guess chooses a flashcard and becomes the caller.

**PB71. ACTIVITY 3.** *Listen and match. Say the hobby.*

- Say *Open your Pupil's Book at page 71, please*. Focus pupils on the pictures. Say *Listen and look*. Play number 1 on the CD. Pause. Point to the example (f basketball). Play the rest of the CD. Pupils point to the answer and confirm silently with their partner. Play the CD again for pupils to check. Elicit answers by playing the CD a third time. Pause after each one and elicit the sport/hobby. Elicit a description of the character in each one (clothes, colours, etc.).
- Point to the racket in picture a and the bats in picture d and teach *racket* and *bat*. Pupils say the words after you. Ask *Tennis racket or tennis bat?* Confirm that *tennis racket* is correct.

**Key:** c baseball, d table tennis, a badminton, e football, b hockey

**CD 3, 25**

1. She's bouncing the big ball. Now she's throwing it to her friend.
2. He's throwing the small ball to his friend ... Yes, she's hitting it. Oh! Yes ... now she's catching the ball.
3. They're playing with a small ball. They've got a big table between them and the ball's bouncing on the table.
4. They aren't playing with a ball. They're hitting a small white object. It isn't bouncing and they aren't catching it.
5. She's running and kicking the ball. The ball isn't bouncing and they aren't catching it.
6. They're running with a small ball. He's hitting it with a long stick.

**PB71. ACTIVITY 4.** *Read and answer.*

- Focus pupils on the picture in Activity 4. Elicit what the sport/hobby is (football). Say *Quickly read the text* (point to the text) *and find the name for the girl with the orange T-shirt*. Pupils read and check (goalkeeper). Ask more questions about the picture to review vocabulary, e.g. *Is she kicking the ball? Is she bouncing it? Can you touch the ball in football? What colour are her shorts? What colour are her boots?* Make sure you involve the girls and the boys when asking questions. Say *Now read the text again and answer the questions*. Pupils work individually and write their answers in their notebooks. They check in pairs. Give pairs time to check and review their answers. Check with the class. Check understanding and pronunciation of *players* and *goalkeeper*.

**Key:** 1c, 2a, 3c

**AB71. ACTIVITY 3.** *Write the words.*

- Say *Open your Activity Books at page 71, please*. Elicit what they can see (a crossword). Elicit the directions (down and across) and elicit the example from pupils (1 down: table tennis). Pupils work in pairs. They work through the clues. Remind pupils to check spelling of the words (it's not a test). Monitor pupils as they are working. Check with the class.

**Key:** Down 2 tennis, 3 badminton, 5 reading, 7 piano, 8 guitar. Across 3 basketball, 4 swimming, 6 football, 7 painting, 9 fishing, 10 hockey.

**AB71. ACTIVITY 4.** *Complete the sentences.*

- Focus pupils on the sentences and on the example. They work individually and complete the sentences, using the information from the crossword. Check with the class.

**Key:** 4 across They're swimming. 5 down She's reading. 6 across They're playing football. 7 across She's painting. 9 across He's fishing.

**Extra activities: see page T124 (if time)**

**Optional activity**

- The 'Let's go climbing!' episode from *Kid's Box 2 Interactive DVD* (The living room section). See pages 20–23 of the Teacher's booklet for the *Interactive DVD*.

**Ending the lesson**

- Divide the class into groups according to their favourite sport: hockey or football or tennis. Each group decides the mime for their sport. Teach the chant. Groups say their chant in turn, doing the actions as they chant.

*Hockey, hockey, I like hockey.  
Hockey is the sport for me!*

*Football, football, I like football.  
Football is the sport for me!*

*Tennis, tennis, I like tennis.  
Tennis is the sport for me!*

**OBJECTIVES:** By the end of the lesson, pupils will have talked about likes and dislikes.

● **TARGET LANGUAGE**

**Key language:** *I like ... / I love ... / I don't like ... + ing, cooking, gardening, driving, reading about ... , likes, dislikes*

**Additional language:** *ID card*

**Revision:** characters, sports and hobbies, *riding horses, fishing, cleaning shoes, watching TV, name*

● **MATERIALS REQUIRED**

Flashcards: (sports/hobbies) 85–91

Pictures of driving, gardening, cooking, riding horses, singing  
A picture of a camera

*Kid's Box 1* Flashcards: (activities) 72–78: play football, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Photocopiable 10 (see page T110), copied onto thin card, one for each pupil, scissors, crayons

Optional: *Kid's Box Teacher's Resource Book 2* Unit 10

Extension worksheet 1 (page 65)

## Warmer

- Review sports and hobbies, using the flashcards. Show a flashcard. Pupils stand up if it's a sport, and sit if it's a hobby. Repeat. Display the flashcards on the board. Point to one, do thumbs up and say, e.g. *I love playing soccer*. Point to another, make a positive (but less than for *love*) gesture with your hand and say, e.g. *I like painting*. Point to another, do thumbs down and say, e.g. *I don't like swimming*. Elicit some sentences from pupils.

**PB72. ACTIVITY 5.** Listen and say the number.

- Say *Open your Pupil's Books at page 72, please*. Focus pupils on the ID cards and elicit/teach/check ID cards. Use the pictures to pre-teach *driving, gardening, cooking* and to review *riding horses, singing*. Play the first item on the CD. Point out the example answer in the speech bubble. Play the rest of the CD. Pupils listen and look the first time. They check in pairs. Play the CD again. Pause after each one and elicit the answer. Wait for most of the class to put up their hands before eliciting the answers. For each one, say *Good, tell me about him/her. What does he/she like doing? What does he/she dislike doing? Does he/she like gardening?* etc. Pupils ask and answer about the characters in pairs in the same way.

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

### CD 3, 26

**MR STAR:** Hi. My name's Bruce Star. I like playing the guitar and I love cooking, but I don't like riding horses.

**MRS STAR:** Hi. I'm Angelina Star. I love riding horses and reading, but I don't like cooking.

**GRANDPA:** Hello. I'm Grandpa Star. I like fishing and playing badminton, but I don't like cleaning my shoes.

**GRANDMA:** Hello. I'm Grandma Star. I love painting and driving. I don't like gardening.

**STELLA:** Hi. I'm Stella. I love playing the piano and I like reading about sports, but I don't like doing sport.

**SIMON:** Hello. My name's Simon. I like playing basketball and hockey, but I don't like cleaning my room.

**SUZY:** Hi. I'm Suzy. I love singing and drawing, but I don't like playing soccer.

**ALEX:** Hello. I'm Alex. I like playing badminton and I love playing the piano, but I don't like playing baseball.

**LENNY:** Hi. My name's Lenny. I like swimming and playing football, but I don't like playing table tennis.

**MEERA:** Hi. I'm Meera. I like riding my bike and I love taking photos, but I don't like watching TV.

## Photocopiable 10: see pages T99 and T110

**AB72. ACTIVITY 5.** Listen and tick (✓) or cross (X).

- Say *Open your Activity Books at page 72, please*. Focus pupils on the pictures. Say *Listen. Tick what they like. Cross what they don't like*. Make a tick and a cross on the board. Play the first item on the CD. Point out the example answer. Play the rest of the CD. Pupils listen and tick and cross. They check in pairs. Play the CD again. Check with the class.

**Key:** 1 b ✓, c ✓. 2 a X, b ✓, c X. 3 a X, b X, c ✓. 4 a ✓, b X, c ✓.

### CD 3, 27

- 1 She likes carrots, ice cream and cake.
- 2 He doesn't like taking photos or riding bikes. He likes swimming.
- 3 He likes playing hockey. He doesn't like playing table tennis or badminton.
- 4 She likes painting and reading. She doesn't like playing the guitar.

**AB72. ACTIVITY 6.** Draw and write about you.

- Focus pupils on the sentence prompts and the frame for drawing. Elicit sentences from pupils, using all the prompts. Review necessary language in this way. Pupils work individually. They complete the sentences first and then draw a picture of themselves. Monitor pupils as they are working. Encourage pupils to write true sentences and supply new vocabulary as appropriate.

## Extra activity: see page T124 (if time)

### Optional activity

- *Teacher's Resource Book 2* Unit 10 Extension worksheet 1 (see pages 62 and 65).

### Ending the lesson

- Call out sports and hobbies from Pupil's Book Activity 5. Pupils do thumbs up if they love it, thumbs wiggling up then down if they like it and thumbs down if they don't like it.

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

### ● TARGET LANGUAGE

**Key language:** *Does he/she like ...-ing? Yes, he/she does. / No, he/she doesn't.*

**Revision:** colours, hobbies, sports, *love/like/don't like ...-ing, fly a plane, flying kites, running, train, cleaning, shoes, cooking*

### ● MATERIALS REQUIRED

Extra activity 2: Flashcards: (sports/hobbies) 85–91

A picture of a camera

*Kid's Box 1* Flashcards (activities) 72–78: play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Optional: *Kid's Box Teacher's Resource Book 2* Unit 10 song worksheet (page 67)

## Warmer

- Say *I'm thinking of a sport or hobby. It's something I love doing.* Pupils try and guess by asking, e.g. *Swimming?* When the pupils guess correctly, say *Yes, I love, e.g. cooking.* Repeat for *like/don't like.* Pupils take turns to come and be the callers.

### PB73. ACTIVITY 6. Listen and point. Sing.

- Say *Open your Pupil's Books at page 73, please.* Elicit what pupils can see in the pictures, e.g. *fishing.* Focus them on the symbols, e.g. ♥♥ and elicit what they think they mean. Play the CD. Pupils listen and check (two hearts = love, one heart = like, crossed heart = don't like). Play the CD again. Pupils listen to the verses and point to the people and the actions. Check understanding by asking, e.g. *This person loves swimming. Who is it?* (Simon).
- Play the CD again, this time in sections. Pupils repeat the section. Teach the whole song in this way. Pupils stand up. They sing the song again in chorus. Divide the class into two. One half is Simon, the other Grandpa. The groups take turns to sing their parts. Swap roles. You can record pupils and let them see/hear themselves singing the song.

### CD 3, 28

**GRANDPA:** I love fishing,  
I love flying kites.  
I like taking photos,  
I like riding bikes.  
I love fishing!  
Bedum ... bedoo.

**SIMON:** I love swimming,  
Playing hockey too,  
And I love painting,  
With the colour blue.  
I love swimming!  
Bedum ... bedoo.

**GRANDPA:** I don't like driving,  
Or flying in a plane,  
I don't like cleaning shoes,  
I don't like running for a train.  
Bedum bedum bedoo.

**SIMON:** I don't like cooking,  
Or playing the guitar,  
I don't like badminton,  
Or cleaning my dad's car.  
I don't like it!  
Bedum ... bedoo. Yeh!

### CD 3, 29

Now sing the song again. (Karaoke version)

### PB73. ACTIVITY 7. Ask and answer.

- In pairs, pupils ask questions about the characters in the song, following the model. They work in open and then closed pairs.

### AB73. ACTIVITY 7. Look and read. Write 'yes' or 'no'.

**S** towards

- Say *Open your Activity Books at page 73, please.* Read the example statement: *Two boys are playing hockey.* Say *Look at the picture. Yes or no?* Pupils respond *Yes.* Point to the example answer *yes.* Repeat with the second example and the answer *no.* Elicit the correct sentence (*A girl is playing basketball.*)
- 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 *yes*, 4 *no* (He's painting.), 5 *no* (The girl in a black skirt is playing badminton./She's wearing a black skirt.)

## Extra activities: see page T124 (if time)

### Optional activity

- Hand out copies of the Unit 10 song worksheet from *Teacher's Resource Book 2.* Pupils do the matching activity and then personalise by writing 'So do I' or 'I don't'. (See pages 62 and 67 of the *Teacher's Resource Book.*)

### Ending the lesson

- Invite a group of eight pupils to the front. Each of the eight pupils says one thing they like, e.g. *I like playing football.* Ask the class, e.g. *Does Pablo like riding bikes?* The class answer from memory *Yes, he does. / No, he doesn't.* Ask further questions about the group, e.g. *Who likes riding bikes? What does Pablo like doing?*

**OBJECTIVES:** By the end of the lesson, pupils will have learned to identify and say the phoneme /ŋ/ and have practised asking and answering questions.

● **TARGET LANGUAGE**

**Key language:** the phoneme /ŋ/ as in *king, sing, morning*,  
*Do you like ...-ing? Yes, I do. No, I don't.*

**Revision:** sports and hobbies, *long*, clothes, food

● **MATERIALS REQUIRED**

Picture of a king (with crown)

Extra activity 1: Write the following chant on a large piece of paper before the lesson:

*Do you like mice?*

*Mice are ..... nice/big.*

*They've got big heads,*

*And little ..... legs/feet.*

*My mouse lives next door,*

*At number ..... six/four.*

*His windows are blue,*

*And there are ..... three/two.*

Optional: *Kid's Box Teacher's Resource Book 2 Unit 10*

Reinforcement worksheet 2 (page 64),

*Kid's Box 2 Interactive DVD: The play room 'Skipping games'*

(plus a long skipping rope and a short skipping rope)

**Warmer**

- Show a picture of a king or draw a simple king's head on the board (with a crown on it). Present *king*. Say the word for pupils to listen and repeat. Say *Listen*. Then say the following list of words, emphasising the /ŋ/ sound at the end of each one: *king, sing, thing, song, long*. Say *Hmm. What do you think today's sound is?* Pupils respond *ng (/ŋ/)*.

**PB74. ACTIVITY 8. Monty's phonics**

- Say *Open your Pupil's Books at page 74, please*. Point to the small pictures and say them, emphasising the sound /ŋ/. Pupils practise pronunciation of each word. Point at the large picture and say *What's the king doing? (Singing) Is it night time? (No) When is it? (Morning)*. Say *Now listen to Monty, point and repeat*.
- Play the CD. Pupils listen and repeat in chorus. Play the CD again. This time, pupils repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class. Write the tongue twister on the board and elicit the /ŋ/ sounds. Underline them.

**Key:** The king sings in the morning!

**CD 3, 30**

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

/ŋ/, /ŋ/, king

/ŋ/, /ŋ/, sing

/ŋ/, /ŋ/, morning

The king sings in the morning!

The king sings in the morning!

The king sings in the morning!

**PB74. ACTIVITY 9. Ask your friend.**

- Focus pupils on Activity 9 and elicit/explain that the children in the photograph are doing a survey (asking each other the questions on the left).
- Choose six volunteers to read the questions on the clipboard aloud (*I Do you like playing basketball?* etc). Check comprehension by asking individual pupils (a different pupil for each question).
- Make pairs (Pupil A and Pupil B). Pupil A asks the questions on the clipboard, pupil B answers. Pupil A writes the answers in his/her notebook. Then they swap roles.
- Pupils use the answers in their notebook to write a short report about their partner's likes and dislikes. Write the following example on the board before they write, explaining the use of *and, but* and *or*. *Ben doesn't like playing basketball, fishing or painting, but he likes reading and playing tennis. His favourite hobby is swimming*. Monitor and help as pupils write.
- Make groups of four. Pupils read their reports to the other members of their group.

**AB74. ACTIVITY 8. Listen and match.**

- Say *Open your Activity Books at page 74, please. Listen and match*. Point to the first phrase and play the first item on the CD. Pupils repeat. Say *Now look at the pictures. A long dog. It's picture c!* (Point to the picture of the dog and the example letter 'c'). Make sure pupils know that they have to listen and repeat first, then match each of the rest of the sentences with a picture.
- Say *Listen and say. Don't match*. Play the rest of the CD, pausing after each item for pupils to repeat the first time.
- Say *Now match*. Pupils work individually or in pairs to do the matching. Check answers as a class.

**Key:** 2 b, 3 d, 4 a, 5 e

**CD 3, 31**

1 A long dog. 2 The boy's eating. 3 She's singing a song. 4 The king's reading. 5 She's painting.

**AB74. ACTIVITY 9. Read. Write the words.**

- Focus pupils on the pictures. Elicit some of the words. Set the task. Pupils read the text and complete it with the appropriate words from the pictures. They work individually. They tick the pictures and then write the words in the right place. They can check with their partner as they work. Monitor pupils as they are working. Check with the class. Pupils take turns to read out parts of the text.

**Key:** tennis, T-shirt, trousers, chicken, apple

**Extra activities: see page T125 (if time)**

**Optional activities**

- Unit 10 Reinforcement worksheet 2 from *Teacher's Resource Book 2* (see pages 62 and 64 of the *Teacher's Resource Book*).
- Watch the DVD clip 'Skipping games' from the 'playroom' section of the *Interactive DVD*. Then play the game with your pupils. See page 36 of the DVD booklet.

**Ending the lesson**

- Do the tongue twister again with the class. Pupils stand up. Do it together as quickly as you can. Pairs then practise saying it fast. Invite pairs to come to the front and say 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:** *What a great game! It's your turn.*

**Revision:** numbers, present continuous, *kick, sports, run, fly, hit, eat, ball, head, Come and play*

### ● MATERIALS REQUIRED

Flashcards: (sports/hobbies) 85–91

A picture of a camera

*Kid's Box 1* Flashcards: (activities) 72–78: play football, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Extra activity 2: Photocopiable 10 (see page T110), if not used in a previous lesson, copied onto thin card, one for each pupil, scissors, crayons

Optional: *Kid's Box 2 Teacher's Resource Book* Unit 10 Extension worksheet 2 (page 66) and/or animated version of the Unit 10 story from *Kid's Box 2 Interactive DVD* (Suzy's room section)

## Warmer

- Review the sports and hobbies, using the flashcards. Secretly hand the flashcards out to 13 pupils. They don't show them to their friends. The rest of the class tries to remember the sports and hobbies. When one of the 13 pupils hears his/her sport/hobby, they hold up their flashcard.

## Story

**PB75. ACTIVITY 10.** *Listen to the story.*

- Say *Open your Pupil's Books at page 75, please.* Elicit who they can see (Trevor, Monty, Maskman, Marie) and what they're doing (playing football). Set the pre-listening questions: *What colour are Maskman's/Trevor's boots/shorts? Who's kicking the ball in picture 2? Who's number 18? Who's number 15?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (18/Maskman, Maskman, Trevor). Elicit the other word used in the story to talk about football (soccer). Say *Does Marie like playing football?* (No, she likes reading about it). Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *1 What's Monty doing?* (taking a photo). *2 What's number 15 doing?* (hitting the ball with his head). *3 What's Maskman doing?* (touching the ball with his hands). *4 Who's running with the ball?* (15/Trevor).

### CD 3, 32

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MONTY:** What a great game of soccer! Yes! What a great goal!

**MONTY:** Number 18 is kicking the ball. Now number 15 is hitting the ball with his head.

**MASKMAN:** Ouch! My hands!

**MARIE:** No, Maskman! You can't touch the ball with your hands!

**MONTY:** Now number 15 is running with the ball.

**MARIE:** Trevor! Are you eating the ball?

**TREVOR:** No, I'm not.

**MASKMAN:** Come and play football with us, Marie!

**MARIE:** Oh, no, boys! I love reading about soccer, but I *don't* like playing it.

**PB75. ACTIVITY 11.** *Listen and say 'yes' or 'no'.*

- Say *Now listen. Is it the same as the pictures or not?* Do the first one as an example (yes). Play the rest of the CD. Pause after each one. Pupils check in pairs. Play the CD again, stopping after each one to elicit the response. Elicit corrections for the 'no' answers.

**Key:** 1 yes, 2 no – 18 and 15, 3 no – hands, 4 yes, 5 no – ball, 6 no – football

### CD 3, 33

- 1 What a great game of soccer. Yes! What a great goal!
- 2 Number 8 is kicking the ball. Now number 5 is hitting the ball with his head.
- 3 No, Maskman! You can't touch the ball with your head!
- 4 Now number 15 is running with the ball.
- 5 Trevor! Are you eating the book?
- 6 Come and play badminton with us, Marie!

### AB75. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 75, please.* Point to the scrambled word in the first square and the example answer. Elicit the word (*badminton*). Say *Look at the letters. Unscramble the letters and write words. They are all sports or hobbies.* Pupils work individually or in pairs to solve the anagrams. Check answers.
- Pupils prepare the hobbies stickers and lay them out on their desks in the correct order. Check around the class before they stick them in their books.

**Key:** badminton, table tennis, baseball, basketball, painting, hockey

## Extra activities: see page T125 (if time)

### AB75. MY PROGRESS.

- Focus pupils on the activity. Say *Let's read the sentences together.* Read the first sentence. Focus pupils on what they wrote for My picture dictionary activity and then say to the pupils *Good. You can write sport and hobby words.* Draw ♥♥,

♥, and ♥ on the board. Elicit what these mean. Elicit sentences from pupils, e.g. *I like playing the piano. I love reading. I don't like cleaning my room.* Pupils work in pairs. They take turns to read out a *can do* sentence from their books and show/talk about what it says.

- Say *Now tick or cross the sentences.* Demonstrate the activity again if necessary. Encourage pupils to practise, so that they can tick both the statements and colour the star.

## Optional activities

- *Teacher's Resource Book 2* Unit 10 Extension worksheet 2 (see pages 62 and 66).
- The animated version of the story from *Kid's Box 2 Interactive DVD* (Suzy's room section). See pages 41–46 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 learnt to identify and describe items in a Venn diagram. They will be able to write sentences about their Venn diagrams.

● **TARGET LANGUAGE**

**Key language:** *wool, In my classroom there are ... We wear it/ them.*

**Additional language:** *What is it/are they? You can put your feet on it.*

**Revision:** *It's/They're ... sheep, shorts, skirt, jacket, hat, socks, shirt, rug, doll, colours*

● **MATERIALS REQUIRED**

Items made of wool – e.g. a ball of a wool, a woollen jumper, a scarf and gloves made of wool. Make sure two or more of these items are the same colour (e.g. a green wool jumper and a green ball of wool). Other items that are the same colours as the woollen items, e.g. a green book. Red items, e.g. a red pencil, a red table tennis bat, a red hat. Items of clothing of various colours, including red (e.g. socks, jeans, skirt, T-shirt, hat).

Large plastic hoops (for example those used for hoola-hooping or in football training).

## Warmer

- Place the woollen items and other red and green items around the classroom. Tell pupils that they need to look very carefully in today's lesson. Teach *wool* using a ball of wool.
- Say *Find something green*. Pupils go and stand next to something green (or point at a green object). Say *Find something made of wool*. Pupils stand next to it or point, as before. Say *Find something green and made of wool*. Pupils race to find something in the classroom made from that material/colour.

## Presentation

- Say *Open your Pupil's Books at page 76, please*. Point to the picture of Marie at the top of the page. Remind pupils that Marie's lessons are about different school subjects. Say *This is Marie's maths. The lesson is about Venn diagrams*. If pupils are unsure what a Venn diagram is, explain that a Venn is used to sort things into 3 categories, the middle category having the characteristics of the other two.
- Use the items from the warmer activity to make a physical Venn diagram. Place two plastic hoops on the floor, overlapping so there are three sections (as in the Venn diagram on page 76). Put all the items made of wool in the left hand hoop. Put the green items in the right hand hoop. Now ask pupils to help you move the items which are both green and made of wool into the central section, where the two hoops meet (e.g. the green jumper and the green ball of wool). If you cannot do this physical activity, draw or write the items on the board.

**PB76. ACTIVITY 1. Ask and answer.**

- Hold up your book and point to the speech bubbles at the top of the page. Point to each item in turn in the diagram and say *What's this?* Pupils answer in chorus *It's a... (sheep)*. Say *Ask and answer*. Pupils work in pairs to ask and answer about the items in the diagram.

- Ask pupils to work on the part of the diagram labelled 'wool' then the part labelled 'We wear...'. Pupils finally ask and answer about the clothes in the middle section. Monitor and help as necessary with this part and elicit the word *wool* in their answers. Check by choosing pairs to ask and answer about the objects in front of the class.

**Key:** *What's this? Answers: It's a doll/a rug/a sheep/some woolla shirt/a skirt/(a pair of) shorts/a wool jacket/a wool hat. They're wool socks.*

**PB76. ACTIVITY 2. Listen and say.**

- Hold up your book. Point to the speech bubble and play the first clue on the CD *It's wool. It's a toy. What is it?* Pupils respond as in the book *It's a toy doll*. Play the second item on the CD. Pupils listen. Pupils whisper their answers in pairs.
- Play the rest of the CD, pausing to give pupils time to think between each item. Pupils check in pairs and put up their hands when they have the answer.

**Key:** 2 They're socks, 3 It's a shirt, 4 It's a hat, 5 It's a rug, 6 They're shorts

## CD 3, 34

It's wool. We don't wear it. It's a toy. What is it?

We wear them and they're wool. We wear them on our feet.

What are they?

We wear it but it's not wool. We wear it on our body and arms.

What is it?

It's wool and we wear it. We wear it on our heads. What is it?

It's wool. We don't wear it. You can put your feet on it. What is it?

They're not wool. We wear them on our legs. What are they?

**AB76. ACTIVITY 1. Find, draw and write.**

- Say *Open your Activity Books at page 76, please*. Point to the Venn diagram. Read the labels in the boxes and tell the pupils that there are these things around the classroom for them to find and draw.
- Say *Find, draw and write*. Pupils work individually to find the items around the classroom. They draw a picture of each item in the correct part of the Venn diagram (on the left if it is an item of clothing, but not red, on the right if it is red, but not an item of clothing and in the centre if it is both red and an item of clothing). Pupils label each item with the correct word.
- They compare answers in pairs. Check by copying the blank diagram on the board. Say one of the items (e.g. *Pencil*). Call a volunteer to draw the item/write the word on the correct part of the diagram. Leave the completed diagram on the board.

**Key:** Answers will depend on the items supplied by the teacher.

**AB76. ACTIVITY 2. Write about your Venn diagram.**

- Point to the completed diagram on the board from Activity 1. Ask pupils to count the red things with you as you point with your finger. Read the first sentence in Activity 2 aloud and elicit the missing word (the number of things: *In my classroom there are (number) red things*). Pupils complete the sentences according to the items in the diagram in their books/on the board.

**Key:** Answers will depend on the number of items supplied by the teacher.

## Extra activities: see page T125 (if time)

## Ending the lesson

- Guessing game: think of an object from the lesson and describe it/them e.g. *They're wool, we wear them on our feet. What are they?* Pupils put up their hands to answer (socks). Volunteers make up their own clues for the class to guess.

**OBJECTIVES:** By the end of the lesson, pupils will have listened to rules about different sports and described how to play some sports.

● **TARGET LANGUAGE**

**Key language:** *bounce, stick, bat*

**Additional language:** *with/in your hands*

**Revision:** *You can/can't (play, hit, kick, run), sports words*

● **MATERIALS REQUIRED**

Flashcards: (sports) 85–90;

*Kid's Box 1* Flashcards: (sports) 72–78 a ball and a table tennis bat or tennis racket

## Warmer

- Use the sports flashcards to elicit the different sports and write the words on the board. Mime/elicite verbs to do with the sports when you show the flashcards *run, play, kick, hit, bounce*. Use a ball and a racket to elicit *kick, bounce* and *hit*. Pupils stand up. Give simple instructions to practise the verbs, e.g. *Bounce a ball. Play tennis. Kick a ball. Hit a ball with a bat (table tennis). Hit a ball with a racket (tennis/badminton). Hit a ball with a stick (hockey)*. Pupils mime.

**PB77. ACTIVITY 3.** *Listen and say the number.*

- Say *Open your Pupil's Book at page 77, please*. Point to Trevor at the top of the page and the title *Sports rules*. Elicit/Explain the meaning of *rules* (say that they are things you *can* and *can't* do in a sport to play it properly). Hold up your book, pointing to picture 1 and ask pupils *What's the sport?* Pupils respond *Table tennis*. Repeat for the other pictures. Use picture 2 to present *stick*. Say *Listen and say the number*. Play the CD, pausing after each statement to give pupils time to think. Pupils put their hands up to answer.

**Key:** football, basketball, hockey, table tennis

**CD 3, 35**

You can kick the ball. You can't hit the ball with your hands.

You can throw and catch the ball. You can bounce the ball. You can't run with the ball in your hands.

You hit the ball with a stick. You can run and hit the ball with the stick.

You play this game on a big green table. You can't hit the ball with your hands.

**PB77. ACTIVITY 4.** *Ask and answer.*

- Point to the speech bubbles and read the examples together *You can hit the ball with bats. Which sport is it? Table tennis*. Pupils work in pairs. Pupil A says a sentence about a sport and asks *Which sport is it?* Pupil B guesses. Then they swap roles. Ask confident pupils to say their clues for the class to guess the sport.

**Key:** Example clues and answers: You can play this game on a green table (table tennis). You can hit the ball with a stick (hockey). You can bounce the ball (basketball). You can throw and catch the ball (basketball). You can kick the ball (football).

**AB77. ACTIVITY 3.** *Look and tick (✓) or cross (X).*

- Say *Open your Activity Books at page 77, please*. Point to picture 1 and read the sentence about the sport. Pupils think whether this is the *right* (nod your head) or *wrong* (shake your head) rule for that sport. Pupils put a tick or cross in the box which shows the correct answer. Pupils check answers in pairs and put their hands up to answer.

**Key:** 1 Wrong rule, 2 Right rule, 3 Wrong rule, 4 Right rule

**AB77. ACTIVITY 4.** *Listen and say the sport.*

- Say *Listen and say the sport*. Play the first sound on the CD and get a confident pair of pupils to read the example in the speech bubble. Pupils work in pairs. Pause the CD after each sound effect to give pupils time to think about which sport is being played.
- Elicit the names of the sports and say what the sport is. Check as a class.

**Key:** (spoken responses) 2 *They're kicking a ball. It's football.* 3 *They're hitting the ball with bats. It's table tennis.* 4 *They're hitting the ball (with a stick). It's hockey.* (written responses) 1 basketball, 2 football, 3 table tennis, 4 hockey

**CD 3, 36**

1. [sound effects of basketball]
2. [sound effects of a football match]
3. [sound effects of table tennis]
4. [sound effects of hockey]

**Extra activities: see page T125 (if time)**

## Ending the lesson

- Make two teams. Reveal the sports flashcards slowly for pupils to say which sport it is. The first pupil to say the word gets a point for their team. If they can say a correct rule for the sport, they get an extra point.