

OBJECTIVES: By the end of the lesson, pupils will have reviewed understanding and giving personal information.

● TARGET LANGUAGE

Key language: *Hello / Goodbye, What's your name? My name's ... , How old are you? I'm (eight). Have you got ... ? I've got (a brother / a dog). I like (reading). What's ... called? She / He / It's called ... , comic, Lock and Key*

Additional language: *Brainbox, Look box*

Revision: family, pets, numbers, adjectives, colours, toys, favourite

● MATERIALS REQUIRED

Extra activity 2: Two strips of paper for each pupil
Optional: *Kid's Box Teacher's Resource Book 3 Hello! Unit Reinforcement worksheet 1 (page 9), Kid's Box 3 Language Portfolio pages 1 and 2*

Warmer

- Greet the class by saying, e.g. *Hello, everyone. My name's ...*
Ask a pupil *What's your name?* The pupil responds *My name's ...*
Invite two pupils to the front. They greet each other using the model:
A: *Hello.* B: *Hello.*
A: *My name's ... What's your name?* B: *My name's ...*
- Pupils stand up and walk around the class. Clap your hands. They make pairs and do the dialogue. Repeat.

Presentation

- Use prompts to elicit / review language. Say, e.g. *Age. What's the question?* Elicit the question from a pupil (*How old are you?*) and the answer from another (*I'm ...*). Practise the question and answer, using open pairs. Use other prompts, e.g. *pet, brothers and sisters*, to elicit other personal questions (*Have you got a pet? Have you got brothers or sisters?*) and responses (*No, I haven't. / Yes, I've got ...*). Use other prompts if appropriate to review questions about favourite toys, games, clothes, etc.

PB4. ACTIVITY 1. Read and say the name.

- Tell pupils to open their Pupil's Book at page 4 and to look at the picture. Elicit / say who the characters are. If pupils studied *Kid's Box 1* and / or *Kid's Box 2*, briefly elicit what they remember about the Star family. Elicit what they can see in the picture. Focus pupils on the speech bubbles. They read and match, and then check in pairs. Do not confirm answers at this stage.

Key: a Stella, b Suzy, c Simon

PB4. ACTIVITY 2. Listen and check.

- Tell pupils to listen carefully. Play the CD. Pupils listen and check. Check with the class. Ask volunteers to read the texts in the speech bubbles in Activity 1 aloud. Elicit other information about the characters. Ask questions to check understanding of *called*, e.g. *What's your favourite toy called? Have you got a pet? What's it called?*
- Focus pupils on the Look box. Read the sentence aloud for pupils to repeat. Elicit other sentences using *called*.

CD 1, 02

- a.
STELLA: Hello, I'm Stella. I'm nine. I've got a brother and a sister.
This is my favourite computer game. It's called 'Brainbox'.
- b.
SUZY: Hello, I'm Suzy. I'm five. I've got a big dog. She's black and white and she's called Dotty.
- c.
SIMON: Hi, I'm Simon. I'm eight. I like reading comics.
My favourite comic's called 'Lock and Key'.

PB4. ACTIVITY 3. Ask and answer.

- Pupils work in pairs and take turns to ask and answer about themselves using the question prompts. Check using open pairs.

AB4. ACTIVITY 1. Read and complete the sentences.

- Tell pupils to open their Activity Book at page 4. Focus on Activity 1. Ask pupils to take it in turns to read one of the words in the box aloud. Direct them to the example. Pupils work in pairs. They use the picture and the words in the box to complete the information. Remind pupils to look back at the Pupil's Book. Check with the class. Listen for the correct word in the gap as well as appropriate pronunciation.

Key: a nine, sister. b I'm, reading, comic.

AB4. ACTIVITY 2. Now draw and write about you.

- Focus pupils on the frame and on the gapped sentences. Elicit what pictures they can see. Tell them these are ideas: they don't have to use them. Tell them to complete the text first in pencil. Elicit a few complete sentences. Remind them to ask their friends for help if they need it. Pupils draw their picture after you have checked their sentences. Tell them to include information from the text in the picture. If time, pupils read the first three lines of their texts to the class. Pupils can finish their pictures at home.

Extra activities: see page T99 (if time)

Optional activity

- Hello! Unit Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 8 and 9).

Language Portfolio

- Pupils complete the cover and pages 1 and 2 of *Kid's Box 3 Language Portfolio (About me and My language skills)*. Help with new language as necessary.

Ending the lesson

- Play a memory game about the characters in the book, and about the pupils, if they had time to read their sentences aloud from *Activity Book Activity 2*. Say, e.g. *Her dog's called Dotty. (Suzy). He likes reading comics. (Simon).*
- Say *Goodbye, everyone*. Pupils respond *Goodbye, teacher*.

OBJECTIVES: By the end of the lesson, pupils will have used colours and numbers to talk about toys.

● **TARGET LANGUAGE**

Key language: colours: *blue, pink, black, red, yellow, green, orange, white, grey, purple, brown*, toys: *helicopter, doll, computer, kite, game, lorry, camera, train, bike, monster*, numbers: *11 (eleven) – 20 (twenty)*, the alphabet, prepositions

Additional language: *playroom, cupboard, shelf*

Revision: *Greetings, Can you spell ... ? How do you spell ... ?*

● **MATERIALS REQUIRED**

Extra activity 1: Two rolled up newspapers

Extra activity 2: Alphabet cards from *Kid's Box Teacher's Resource Book 3* page 80 photocopied on thin card (one set per pupil)

Optional: *Kid's Box Teacher's Resource Book 3* Hello! Unit Reinforcement worksheet 2 (page 10)

Number word cards twelve–twenty from *Kid's Box Teacher's Resource Book 3* page 81 and a number eleven word card you make yourself, photocopied on thin card (one set per pair of pupils)

Warmer

- Invite five pupils to come to the front. Make sure their names begin with different letters of the alphabet. Ask them to stand in alphabetical order. Help if necessary. Pupils then say their names for the class to check. Repeat.
- Invite several pupils to spell out their names as you write them on the board. If pupils know it, sing the Alphabet song from *Kid's Box 2*.

PB5. ACTIVITY 4 *Listen. Say the number and the colour.*

- Review the colours by pointing to objects around the room and eliciting the colour. Review numbers 11 to 20 (you could use the number word cards from page 81 of the *Teacher's Resource Book* and your own number eleven card for this).
- Tell pupils to open their *Pupil's Book* at page 5. Ask a pupil to read the instructions aloud (*Listen. Say the number and the colour*). Play the example. Check pupils know what to do. Play the rest of the CD. Pupils whisper the number and the colour to their partner.
- Play the CD again. Pause after each one and elicit the answer. Check spelling by asking, e.g. *How do you spell (doll)?* Check comprehension of the toy vocabulary.

Key: Doll. That's number eighteen and it's pink.

Bike. That's number seventeen and it's purple.

Train. That's number twelve and it's grey.

Monster. That's number fourteen and it's purple.

Game. That's number nineteen and it's green.

Computer. That's number fifteen and it's black.

Kite. That's number eleven and it's yellow and red.

Camera. That's number twenty and it's white.

Lorry. That's number sixteen and it's orange.

Helicopter. That's number thirteen and it's blue.

CD 1, 03

d-o-l-l, b-i-k-e, t-r-a-i-n, m-o-n-s-t-e-r, g-a-m-e,
c-o-m-p-u-t-e-r, k-i-t-e, c-a-m-e-r-a, l-o-r-r-y,
h-e-l-i-c-o-p-t-e-r

PB5. ACTIVITY 5. *Play the game.*

- Demonstrate the game, using open pairs. One pupil spells out one of the toys; another answers, e.g. *Doll. That's number eighteen and it's pink.*
- Repeat to check pupils know how to respond.
- Pupils play the game in pairs. They take turns to spell out a toy and say the toy, the number and the colour.

PB5. ACTIVITY 6. *Read and answer.*

- Review prepositions. Pupils work in pairs and take turns to read a sentence aloud and answer. They continue the activity, creating other sentences about the picture for the other toys. Check using open pairs.

Key: 2 Camera, 3 Lorry, 4 Helicopter, 5 Game

AB5. ACTIVITY 3. *Look and colour.*

- Tell pupils to open their *Activity Book* at page 5. Elicit what they can see (the comic 'Lock and Key' and the Detective Agency). Review numbers 11–20 when written as words (using the number word cards from *Teacher's Resource Book 3* page 81 and your own number eleven card – say a number and pupils hold up the correct word card).
- Focus pupils on the activity instruction and check they know what to do. Pupils work individually and colour the picture. Monitor.

AB5. ACTIVITY 4. *Listen and write.*

- Focus pupils on Activity 4. Say *Now listen and write the number and the toy*. Tell them they can write the number as in the example (14). Play the example. Play the rest of the CD. Pupils check in pairs. Play the CD again. Check with the class.

Key: 2: 11 lorries, 3: 17 games, 4: 12 cameras, 5: 19 trains, 6: 16 computers, 7: 20 dolls, 8: 15 bikes

CD 1, 04

How many toys are there in the shop?

There are 14 kites.

19 trains.

14 kites.

19 trains.

11 lorries.

16 computers.

11 lorries.

16 computers.

17 games.

20 dolls.

17 games.

20 dolls.

12 cameras.

15 bikes.

12 cameras.

15 bikes. Wow! There are a lot of toys!

Extra activities: see page T99 (if time)

Optional activity

- Hello! Unit Reinforcement worksheet 2 from *Teacher's Resource Book 3* (pages 8 and 10).

Ending the lesson

- Say *I can see something and it's (red) and it begins with (b)*. Pupils take turns to guess (e.g. *bag*). The pupil who guesses correctly is the caller. Encourage pupils to say different colours and objects in the room. They must be things they can see in the room.

OBJECTIVES: By the end of the lesson, pupils will have talked about actions children are doing.

● **TARGET LANGUAGE**

Key language: present continuous statements, questions and short answers: *He's / She's (eating an apple). What's he / she (reading)? Is he / she (painting)? Yes, he / she is. No, he / she isn't.*

Additional language: character names, *playground*

Revision: actions: *jumping, reading, sitting, drinking, talking, listening, eating, playing, writing, kicking, hitting, painting, riding, doing, showing*, nouns: *tennis, computer, bike, ball, book, orange juice, apple, bag, book, football, baseball*

● **MATERIALS REQUIRED**

Extra activity 2: A large piece of paper with the following written large enough for all pupils to read:

- 1 *juice 's drinking She orange .*
- 2 *doing What Suzy is ?*
- 3 *a riding He bike is .*
- 4 *Lenny eating 's What ?*
- 5 *friend your playing baseball Is ?*
- 6 *isn't No, she .*
- 7 *is Meera a book reading .*
- 8 *'s Simon tennis playing .*
- 9 *is he Yes, .*
- 10 *teacher your is doing What ?*

Warmer

- Review the action verbs, using mime. Mime an action, e.g. drinking. Pupils guess. Invite a pupil to come to the front and whisper an action to him / her. The pupil mimes and the class guesses. Repeat to review the other actions for the lesson.

PB6. ACTIVITY 7. Read and match the names.

- Tell pupils to open their Pupil's Book at page 6. Use the picture to review / introduce the characters. Write the names on the board if necessary. Check pupils know which are girls' names and which boys' names. Elicit where the children are (playground). Check pupils know what to do. Pupils read silently. They match the names with the pictures. They check in pairs. Check with the class. Answer any questions about vocabulary.

Key: Lenny – b, Alex – a

PB6. ACTIVITY 8. Listen. Who is it?

- Focus pupils on the activity instructions and check they know what to do. Remind them to whisper the name to their partner the first time they listen. Play the first sentence and point to the example answer. Play the rest of the CD. Pupils listen and whisper / point. Play the CD again. Check with the class.

Key: That's Suzy. That's Lenny. That's Simon. That's Stella. That's Alex.

CD 1, 05

She's drinking orange juice.

She's jumping.

He's eating an apple.

He's showing Lenny his new school bag.

She's reading a book.

He's playing football.

PB6. ACTIVITY 9. Answer the questions.

- Focus pupils on the Look box. Read each question and answer for pupils to repeat. Elicit what the differences are between the two questions and answers (contraction) and when we use one or the other (spoken / written). Pupils can respond in LI if they can't explain in English.
- Pupils work in pairs. They take turns to ask and answer the questions in Activity 9 orally about the picture. Elicit the first question and answer from a pair to make sure pupils are using the contraction. Check using open pairs.
- Pupils write the answers to the questions in their notebooks.

Key: 2 He's playing football. 3 He's eating an apple. 4 She's jumping. 5 She's drinking orange juice. 6 He's showing Lenny his new school bag. 7 He's kicking a ball. 8 She's reading a Maths book.

AB6. ACTIVITY 5. Match and write.

- Tell pupils to open their Activity Book at page 6. Elicit the instruction and check they understand what to do. Pupils work individually, match the name to the silhouette and write the name in pencil on the line. They check in groups of three and say what each person is doing, e.g. *This is Stella. She's playing tennis.* Make sure pupils say what each person is doing. Check as a class by asking, e.g. *Who's this? What's she doing?*
- Prepare pupils for the next activity by asking, e.g. *Is Alex riding a bike?* Pupils respond, e.g. *No, he isn't. He's reading a book.* Repeat for the other characters to review *Yes, he / she is. No, he / she isn't.*

Key: 2 Lenny, 3 Alex, 4 Stella, 5 Meera, 6 Suzy

AB6. ACTIVITY 6. Now answer the questions.

- Focus pupils on Activity 6. Ask one pupil to read the first question and another to read the example answer. Check pupils know to look at the pictures at the top of the page. They work individually and write the answers for questions 2–6. They check in pairs. Check with the class.

Key: 2 No, she isn't. 3 Yes, he is. 4 No, she isn't. 5 Yes, he is. 6 No, he isn't.

AB6. ACTIVITY 7. Read and match.

- Ask two pupils to read the example question and answer. Pupils work individually to complete the activity. Check with the class.

Key: 2 d, 3 b, 4 a, 5 c

Extra activities: see page T99 (if time)

Ending the lesson

- Play a game of Simon says. Pupils stand up. Say, e.g. *Simon says ride a bike.* Pupils mime riding a bike. Say, e.g. *Play baseball.* Pupils don't mime. Continue with other activities to review language from the lesson.

OBJECTIVES: By the end of the lesson, pupils will have practised talking about possessions using *have got* and sung a song.

● **TARGET LANGUAGE**

Key language: *have / has got: I've / He's / She's / We've got, contracted 's*

Additional language: *hockey, photograph, names*

Revision: present continuous, *bounce*, adjectives, toys, *cousin, and, street, garden, park, taking, camera*

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 3 Hello! Unit Song worksheet (page 13), Kid's Box Interactive DVD 3 booklet (pages 28–33)*

Warmer

- Write these adjectives on the board at random: *big, small, fat, thin, new, old, long, short, young*. First ask pupils to pair the adjectives. Give an example (*big–small*). Elicit the others from pupils and check they understand how *old* can match with both *young* and *new*. Elicit an example sentence from pupils for each word to make the meaning clear.

PB7. ACTIVITY 10. *Listen and say the name.*

- Tell pupils to open their Pupil's Book at page 7. Elicit what they can see (a street with children doing things). Elicit some of the things the children are doing. Check understanding of *street, house, garden*. Say the children's names for pupils to repeat, as these are new. Ask a pupil to read the instruction (*Listen and say the name*) and check pupils understand what to do.
- Play the first part of the CD (*I've got an old bike and I'm riding it*). Put your finger to your lips to stop pupils calling out. They point to the character and silently check with their partner. Elicit the answer from a pupil (*Fred*). Play the rest of the CD. Remind pupils to be silent. They point to the character in their books each time to show their partner. Play the CD again. This time pause after each section and elicit the name from different pupils. Encourage pupils to say *Everyone!* for the line *We've got toys*.
- Review the structure by asking, e.g. *Tell me about Mary*. Prompt pupils to answer *She's got a new ball and it's bouncing*. Repeat for the other characters. Listen for correct use of the structure and of 's.

Note: Pupils need to change the verb to third person for Fred and Sally.

Key: Fred, Jim, Vicky, everyone, Sally, Paul, Mary, everyone

CD 1, 06

As in Pupil's Book

PB7. ACTIVITY 11. *Sing the song.*

- Pupils stand up. Play the CD again in short sections. Pupils repeat section by section. Pupils repeat verse by verse and then the whole song. Divide the class into six groups. Each group is one of the children. Sing the song again. The groups sing their section and then everyone sings the last line of each verse together.

CD 1, 07

As in Pupil's Book

CD 1, 07

Now sing the song again. (Karaoke version)

PB7. ACTIVITY 12. *Look, read and write.*

- Read the first statement. and elicit the answer. Ask pupils to look at the picture and finish the sentences. Then tell pupils to move onto the questions, again answering them based on the picture. At the end of the activity, pupils write their own sentences.

Key: 1 kite, 2 doll, 3 (He's got) a robot., 4 (She's bouncing) a (new) ball., 5&6 e.g. Fred is riding an old bike., Vicky is driving a small car.

AB7. ACTIVITY 8. *Read, write and colour.*

- Tell pupils to open their Activity Book at page 7. Elicit where the children are (the park) and revise their names. Ask a pupil to read the instruction aloud. Check pupils understand what to do by going through the example. Pupils work individually. They write the name and colour the items in the picture. They check in pairs. Check with the class.

Key: Children's names (left to right, top row first): Mary, Fred, Sally; Paul, Jane, Vicky, Jim

Pupils should colour the picture as follows: purple ball, brown dog near Mary, orange kite, yellow T-shirt and blue jeans for Jane, green camera, grey dog on the bench next to Jim.

AB7. ACTIVITY 9. *Look at the picture. Correct the sentences.*

M towards

- Focus pupils on Activity 9 and on the first sentence. Ask a pupil to read it aloud. Say *Look at the picture. Is that right?* Pupils read the example answer. Pupils work in pairs. They do the activity orally first. Check with the class. Pupils then write the responses. Remind them to check the text in Activity 8 for the spelling.

Key: 2 No. Vicky's got a camera. 3 No. Paul and Jane are playing hockey. 4 No. Sally's got a bike. 5 No. Jim and Mary have got dogs. 6 No. The dog's getting the ball.

Extra activities: see page T99 (if time)

Optional activities

- Hello! Unit Song worksheet from *Teacher's Resource Book 3* (pages 8 and 13).
- Extra activity for Hello! Unit Song and / or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song from the Pupil's Book, dividing the class into the six different groups from before. Do a 'hands up' before you start, to check which group are which character and which part they're going to sing. Say, e.g. *I've got an old bike and I'm riding it. Who's that?* Pupils respond *Fred*. The 'Fred' group put their hands up. Sing the song with the class.

OBJECTIVES: By the end of the lesson, pupils will have practised recognising rhyming words, and asked and answered questions about ability.

● **TARGET LANGUAGE**

Key language: rhyming words with different long and short vowel sounds, *can* (for ability), questions and short answers

Additional language: *sound the same*

Revision: *hello, head, red, clean, colours, animals, activities, What's your name?*

● **MATERIALS REQUIRED**

Extra activity 1: colour flashcards *red, pink, blue* (or pieces of coloured paper or card)

Optional: *Kid's Box Teacher's Resource Book 3 Hello! Unit Extension worksheet 1* (page 11)

Warmer

- Say *Look and think*. Write these words on the left side of the board: *blue, pink, red, white*. Write these words on the right side: *kite, drink, head, you*. Join *blue* and *you* using a colour. Say *Can anyone make another pair?* Give pupils time to think. Help by saying the words aloud, emphasising the rhyming phonemes. When all pairs are joined, elicit what the connection is (the pairs of words rhyme). Say *These words sound the same*. Practise saying the words at different volumes (whispering, shouting) and in different tones (kindly, angrily, shyly, etc.).

PB8. ACTIVITY 13. Stella's phonics.

- Tell pupils to open their Pupil's Book at page 8. Point to the picture of Stella and elicit her name. Read the title of the activity. Explain that the Stella's phonics activities help pupils with their pronunciation. Focus on the pictures of the boy and girl. Say *Look at their T-shirts. What are they called?* Elicit *Jim and Kim*. Say *'Jim' and 'Kim' sound the same*.
- Point to the sentences below the pictures of Jim and Kim. Say *Listen and read. What are Jim and Kim doing?* Play the first part of the CD (pause after Stella says *sound the same* for the second time). Elicit the answer (*They're playing a game*). Ask *What is the game about?* Elicit (in LI) that Jim and Kim are saying words which sound the same / rhyming words. Tell pupils they are going to listen to Jim and Kim playing the game about rhyming words. Play the rest of the CD for pupils to listen only. Play the CD again. Pupils repeat.

Note: Recognising rhyming words will help your pupils learn how English words are spelt and pronounced. Encourage your pupils to notice the following points: initial blends don't affect rhyme (e.g. *drink, pink* – these words rhyme even though the initial sounds are not the same); words that rhyme can have the same spelling (e.g. *white, kite*), have alternative spellings for the same phoneme (e.g. *train, plane*) or have spellings which are exceptions to the spelling patterns (e.g. *blue, you*).

CD 1, 08

STELLA: Hi, I'm Stella! Repeat after me!

Jim and Kim are playing a game.
They're saying words that sound the same.
Jim and Kim are playing a game.
They're saying words that sound the same.

JIM: Hello! **KIM:** Red!
KIM: Yellow! **JIM:** Clean!
JIM: Head! **KIM:** Green!

PB8. ACTIVITY 14. Ask and answer.

- Focus pupils on Activity 14. Point to the word box and read the activities aloud. Check comprehension by asking pupils to stand up and mime each one. Choose four pupils to read the speech bubbles aloud. Practise pronunciation of the questions and answers. Ask different pupils the two questions. Encourage them to use short answers.
- Pupils work in pairs. They ask and answer questions using the activities in the box.
- Put pupils into groups of three or four. They take turns to ask and answer the questions.
- Elicit information from the groups by asking, e.g. *Francisco, can Maria play the piano?*

AB8. ACTIVITY 10. Match the rhyming words. Listen, check and say.

- Tell pupils to open their Activity Book at page 8. Pupils work individually to match the rhyming pairs. Tell them to say the words aloud again to help.
- Focus on the second part of the instruction. Play the CD for pupils to listen and check. Pupils compare answers in pairs. Check with the class. Play the CD again for pupils to listen and repeat.

Key: 2 g, 3 h, 4 a, 5 b, 6 i, 7 c, 8 j, 9 d, 10 f (see also audioscript)

CD 1, 09

1 red head, 2 sock clock, 3 door floor, 4 pink drink, 5 like bike, 6 blue you, 7 kite white, 8 train plane, 9 fly my, 10 say grey

AB8. ACTIVITY 11. Read and complete the table.

- Focus pupils on the text and the table. Pupils take turns to read the text aloud. Say *Look at the text. Can Peter swim? Can Daisy ride a bike?* Elicit the answers from pupils (no, yes) and point to the example tick and cross in the table. Pupils fill in the rest of the table, using the information from the text.

Key:

Name	Peter	Daisy
Ride a bike	✓	✓
Swim	✗	✓
Play the piano	✓	✓
Play badminton	✓	✗

AB8. Now write about your friends.

- Pupils write about their friends using information from the table. In groups, pupils take turns to read their texts.

Extra activities: see pages T99–100 (if time)

Optional activity

- Hello! Unit Extension worksheet 1 from *Teacher's Resource Book 3* (pages 8 and 11).

Ending the lesson

- Write the colours *white, pink, red, blue, grey* on the board. Elicit a rhyming word from the lesson for each one (e.g. *kite, drink, head, you, say*) and write them on the board. Practise pronunciation of the pairs with the whole class.

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, *detective agency, magnifying glass, brushes, joke, fur*

Additional language: *Sorry, we can't answer the phone at the moment. Please leave a message. We've got work to do.*

Revision: *Lock and Key. Please help me. Can I help you? No problem.*

● **MATERIALS REQUIRED**

Extra activity 2: 12 words from the unit written on a large piece of paper, each in jumbled letter order

Optional: *Kid's Box Teacher's Resource Book 3 Hello! Unit Extension worksheet 2 and Topic worksheet (pages 12 and 14), animated version of the Hello! Unit story from Kid's Box Interactive DVD 3 (Suzy's room section)*

Warmer

- Play a guessing game to review vocabulary. Say, e.g. *I'm thinking of an animal. It's big and grey. It's got four legs and a long nose. It's got a tail.* Pupils take turns to guess (answer: *elephant*). Repeat for other known animals to review adjectives and body parts.

Story

PB9. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 9. Elicit what they can see (part of a comic / comic strip) and the title (*Lock and Key*). Elicit / teach *detective agency* and the names of the detectives (*Lock and Key*). Explain the meaning of *lock* and *key* in LI. Set the pre-listening questions: *Who answers the phone? Who is Clarence? What's the problem?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (*Key, a cat, Clarence is lost*).
- 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. *What's this?* (an answerphone). *Who's talking on the phone? Is it Lock?* (It's the cat's owner). *What's happening?* (*Key is falling over*). *What does he say?* (*Argh! Oops!*). *Is Clarence a small cat?* (*No, he's a big fat cat*). *What colour's his fur?* (*white*). Check understanding of *fur* and elicit other animals which have fur. Ask *What's in the detective box?* (*brush, magnifying glass, salt*).
- Ask pupils who their favourite cartoon / TV detectives are.

CD 1, 10

As in Pupil's Book

AB9. ACTIVITY 12. Listen and join.

- Tell pupils to open their Activity Book at page 9. Ask a pupil to read the instruction aloud (*Listen and join*). Check pupils know what to do. Play the CD. Using a pencil, pupils listen and join the numbered dots in the order they are given. They check in pairs. Play the CD again. Check with the class. Ask a pupil to read the question aloud (*What's this?*). Elicit the answer (*Lock and Key's detective box*).

CD 1, 11

4, 10, 2, 8, 15, 5, 19, 13, 17, 9, 4, 16, 18, 3, 11, 1

AB9. ACTIVITY 13. Complete and answer.

M towards

- Focus pupils on the questions. Do the questions first in open pairs. Pupil A asks a question. Pupil B answers. Pupil C asks a question. Pupil D answers, etc. Listen for and correct pupils' answers, making sure they give complete sentences for each one, e.g. *My favourite comic's called ...* Pupils write the answers about themselves in their books. Pupils can use the picture prompts for ideas, but they should write their personal responses to the questions. They complete question 6 with their own category (e.g. *computer game, TV programme, book*), and answer for themselves. Monitor pupils as they are working and help or prompt when necessary. If time, volunteers can ask their completed question 6 to a classmate of their choice.

Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Mime and use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again. Elicit the meaning of *joke* in pupils' LI.

Extra activities: see page T100 (if time)

Optional activities

- Hello! Unit Extension worksheet 2 and Topic worksheet from *Teacher's Resource Book 3* (pages 8, 12 and 14).
- The animated version of the Hello! Unit story from *Kid's Box Interactive DVD 3* (*Suzy's room* section). See pages 38–45 of the *Teacher's Booklet for the Interactive DVD*.

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.