

**OBJECTIVES:** By the end of the lesson, pupils will have talked about different places to live.

### ● TARGET LANGUAGE

**Key language:** *city, town, village, country, street, balcony, basement, downstairs, lift, floor, home, stairs, upstairs, flat, building*

**Additional language:** *home sweet home, at home, crossword, across, down, characters*

**Revision:** *like + -ing, live, walk, come, door, house, quiet, trees, lots of / a lot of, present simple, have got, can / can't, Who lives in a flat?*

### ● MATERIALS REQUIRED

Home flashcards (26–34)

Extra activity 2: Word cards from *Kid's Box Teacher's Resource Book 3* page 83, enlarged and photocopied onto card

Optional: *Kid's Box Teacher's Resource Book 3* Unit 2

Reinforcement worksheet 1 (page 23)

## Warmer

- Stick the flashcards *city, town* and *village* on the board and teach or elicit the words. Elicit / discuss the difference between a city, a town and a village. Elicit if your school is in a town, a city, a village and / or the country. Ask, e.g. *Do you like living in the country?* Elicit where different pupils live (a flat, a house, etc.). Pupils say, e.g. *I live in a house.* Ask, e.g. *Do you like living in a house?*

**Note:** A town is bigger than a village, but usually smaller than a city.

## Presentation

- Draw simple pictures of a block of flats and a house. Say, *These are buildings.* Ask pupils to give examples of other buildings in a town centre. Using the drawings and the home flashcards, elicit / teach *lift, stairs, downstairs, upstairs, basement, balcony, floor* (as in *ground floor, first floor, second floor, etc.*).

### PB18. ACTIVITY 1. *Look, think and answer.*

- Tell pupils to open their Pupil's Book at page 18. Focus them on the pictures and elicit what / who they can see. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils discuss their answers / predictions in pairs, looking for clues in the pictures.

### PB18. ACTIVITY 2. *Listen and check.*

- Play the CD. Pupils listen for the answers. They check in pairs. Play the CD again. Check with the class. Elicit complete sentences for the answers.

**Key:** 1 I can see a house and a flat. 2 There are boxes and old toys. 3 It's in the town. 4 No, it hasn't.

### CD 1, 24

**MEERA:** We've got a new flat. We're moving from our house in the country to a flat in the town.

**ALEX:** Do you like living in the country?

**MEERA:** I love the country. At the moment I live in a small village. It's quiet and there are a lot of trees.

**LENNY:** Has your house got a basement under the floor?

**MEERA:** Yes, it's full of boxes and old toys.

**ALEX:** And what about your new flat?

**MEERA:** Well, it hasn't got a basement or a garden, but it's got a beautiful balcony for my plants.

**LENNY:** Cool. What else?

**MEERA:** The house in the village has got stairs to go up and down, but the flat in the city is different. There are five floors so we go upstairs and downstairs in a lift!

**LENNY:** Wow! I want to live in a flat!

### PB18. ACTIVITY 3. *Listen and say the letter.*

- Focus pupils on Activity 3. Elicit some of the things they can see in the pictures, e.g. *town, lift, upstairs.* Check pupils understand the meaning of the upward and downward arrows (*upstairs / downstairs*). Ask pupils to read the instruction silently. Check they know what to do. Play the CD. Pupils whisper the letter to their partner or point to the picture. Play the CD again. Pause after each one and check with the class. Give pupils time to raise their hands before eliciting the answer each time.

**Key:** d, b, g, e, c, a, f

### CD 1, 25

a basement, a village, a lift, upstairs, a balcony, a town, downstairs

### AB18. ACTIVITY 1. *Match. Write the words.*

- Tell pupils to open their Activity Book at page 18. Focus them on Activity 1 and on the instructions. Check pupils know what to do. Demonstrate, using the two examples. Pupils match first. They check in pairs. Check with the class. Listen for correct pronunciation. Pupils write the complete word on each line.

**Key:** 2 lift, live, 3 basement, balcony, 4 downstairs, door, 5 street, stairs

### AB18. ACTIVITY 2. *Complete the crossword.*

- Focus pupils on Activity 2. Elicit what it is (a crossword) and remind pupils of the meaning of *down* and *across*. Check using the example 1 down: *lift*. Pupils work in pairs. They complete the crossword in pencil. They can use Activity 1 to check spelling of some words. Check with the class, asking pupils to say each word in turn and then to spell it.

**Key:** Down: 1 lift, 2 upstairs, 3 street, 6 home, 7 balcony  
Across: 4 flat, 5 town, 7 basement, 8 village, 9 floor

## Extra activities: see page T101 (if time)

## Optional activity

- Unit 2 Reinforcement worksheet 1 from *Teacher's Resource Book 3* (pages 22 and 23).

## Ending the lesson

- Demonstrate the game with a pupil. Together say *One, two, three*. Then both say a word from the lesson together. If it's the same, e.g. *balcony*, say *Snap*. Repeat, choosing a different or sometimes the same word each time. Pupils play in pairs.

**OBJECTIVES:** By the end of the lesson, pupils will have talked and written about their homes and sung a song.

● **TARGET LANGUAGE**

**Key language:** writing a description, *block of flats*

**Additional language:** *What about you?, where it's at, here, same, different, order*

**Revision:** house and home, colours, *have got*, present simple, *can, under, in, up, down*

● **MATERIALS REQUIRED**

Home flashcards (26–34)

Optional: *Kid's Box Teacher's Resource Book 3 Unit 2 Song worksheet (page 27)*

**Warmer**

- Use the home flashcards to review the vocabulary from the previous lesson. Show each flashcard and elicit the word. Pupils repeat. Show a flashcard and say the wrong word. Pupils correct you. Repeat. Ask questions to check comprehension, e.g. *What's the room under the house? (basement). Which is bigger, a village or a city? (a city).*

**PB19. ACTIVITY 4. Listen and order.**

- Tell pupils to open their Pupil's Book at page 19. Elicit some of the things they can see in the pictures. Supply *block of flats*. Direct pupils to the activity instruction and check understanding of *order*. Play the CD. Pupils listen and place a sharpener or eraser on each verse as they hear it. Elicit the order (point to the example answer in the speech bubble first).

**CD 1, 26**

We've got a basement  
Under the floor.  
It's got brown stairs  
And a purple door.  
*Home is home,  
Home is home.  
In a city or a village,  
In a house or a flat.  
Home is home.  
It's where it's at.  
I've got a lift,  
It goes up and down.  
From my balcony,  
I can see the town.*

*Chorus*  
Upstairs, downstairs,  
One floor or two.  
We live here,  
What about you?  
*Chorus*  
In a city or a village,  
In a house or a flat.  
Home is home,  
It's where it's at.

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

**PB19. ACTIVITY 5. Sing the song.**

- Play the CD again line by line for pupils to repeat. Check with the class by holding up your book. Check understanding by asking, e.g. *Who's got a purple door? What goes up and down?* Introduce mimes for pupils to do while they repeat. Play the CD again verse by verse and then right through for pupils to join in. They sing and mime.
- Divide the class into three groups. Each group sings and mimes a verse and everyone joins in with the chorus. Swap roles and pupils repeat.

**CD 1, 27**

As in Pupil's Book

**CD 1, 27**

Now sing the song again. (Karaoke version)

**PB19. ACTIVITY 6. Talk to your friend. Are your houses the same or different?**

- Write the following grid on the board. Elicit sentences from pupils about their houses, using the models. Encourage them to speak truthfully (not just read from the grid). Leave the grid on the board for pupils to refer to.

We	live	in a house	in a big city.
It's got	two floors	and	a big garden but ...
it hasn't got		a basement.	

- Demonstrate the activity, asking a pair to read out the speech bubbles. Check pupils know what to do and check understanding of *same* and *different*. Pupils work in pairs. One pupil makes a sentence about his / her home. The other responds *Same* or *Different*. Monitor the pairs and listen in to some of their exchanges.

**AB19. ACTIVITY 3. Read and complete.**

- Tell pupils to open their Activity Book at page 19. Elicit where they find the words to complete the text (in the box). Go through the example. Pupils work individually and write the words in pencil. Monitor pupils as they are working. Remind them to ask their friends if they need help. Check with the class by asking pupils in turn to read out the sentences. Pupils correct / check their work. Check understanding of the text by asking, e.g. *Has Lenny's house got a balcony? Does he live in a town?* Draw pupils' attention to the linking words: *because* and *but*.

**Key:** 2 street, 3 floors, 4 upstairs, 5 downstairs, 6 balcony

**AB19. ACTIVITY 4. Write about your home. Draw.**

- Remind pupils of Pupil's Book Activity 6 and point to the grid on the board. Elicit descriptions from more confident pupils, guiding them to use the grid from Pupil's Book Activity 6 and the model in Activity Book Activity 3. Prompt and support pupils in this pre-writing phase. Pupils work individually and write a first draft of their text in their notebooks. Monitor to help, remind and gently correct. Pupils can ask their friends for help too. When you have checked their work, pupils write the text in their Activity Books and draw a picture.

**Extra activities: see page T101 (if time)**

**Optional activity**

- Pupils complete the Unit 2 Song worksheet from *Teacher's Resource Book 3 (pages 22 and 27)*.

**Ending the lesson**

- Pupils sing the Pupil's Book song again and mime the actions.

**OBJECTIVES:** By the end of the lesson, pupils will have read and answered questions about a story and talked about needs.

### ● TARGET LANGUAGE

**Key language:** present continuous for actions at the moment of speaking, *need, address, move house*

**Additional language:** *difficult to carry, have a break, map*

**Revision:** *sofa, lamp, lorry, smile, sit, drink, How do you spell ... ?, house and home, action verbs*

### ● MATERIALS REQUIRED

Home flashcards (26–34)

Optional: *Kid's Box 3 Language Portfolio* page 9

## Warmer

- Review the home words using the flashcards. Write six of the words as anagrams on the board (e.g. *ftil* (lift), *ylbaonc* (balcony), *glilvea* (village), *trpssuai* (upstairs), *mbneseat* (basement), *wntsarsoid* (downstairs)). Pupils work in pairs. They race to unscramble the words and write them correctly. Check by asking one pair to spell a word out and another to write it on the board. Tell pupils to look at the building in c. Ask: *What's the name of the road? What's Meera's new address? How many balconies can you see?*

### PB20. ACTIVITY 7. Look, read and match. **M** towards

- Tell pupils to open their Pupil's Book at page 20. Focus them on the pictures for Activity 7. Teach / elicit *moving house* and find out if any pupils have moved recently. Elicit who is in the pictures (Meera, two men, Meera's mother) and what they are carrying (the men – a sofa, Meera – a lamp). Direct pupils to the activity instruction and check understanding. Point out the example answer (1–f). Tell pupils to underline any words they don't know as they do the activity. Pupils work individually. They check in pairs. Check with the class.
- Pupils take turns to read the text aloud (in the correct order) around the class. Check understanding, e.g. *Are the men happy in picture b? Why / Why not? Is Meera moving to the country? What's her new address?*
- In groups of four, pupils look at each other's underlined words. If any pupils know what the word is, they explain it to their friends. Elicit the words the groups don't know. Write them on the board and ask pupils to guess / suggest what they mean. Confirm / tell the class.

**Key:** 2 c, 3 b, 4 a, 5 e, 6 d

## Presentation

- Personalise use of *need* with the class. Say, e.g. *I need to sit down.* Elicit reasons from the class, e.g. *You're tired. You're ill.* Repeat with other sentences, e.g. *I need a drink. I need to go to bed. I need to open the window. I need a sandwich. I need to go upstairs.*
- Choose a confident pupil, say a reason and elicit a sentence with *need* (e.g. Say *You're thirsty.* The pupil responds *I need a drink.*). Repeat with different pupils (example exchanges: *You're tired. - I need to have a rest. You're hungry. - I need a sandwich. You're ill. - I need to go to bed. You're late. - I need to say sorry. You're cold. - I need to put on my coat.*)

**PB20. ACTIVITY 8.** Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

**M** towards

- Focus pupils on Activity 8. Direct them to the activity instruction and the example and check understanding. Tell them to look back at the story in Activity 7. Pupils work individually and write the answers in their notebooks. They check in pairs and then pairs check with other pairs. Check with the class. Discuss any questions the pupils found difficult.

**Key:** 1 are moving, 2 the lorry, 3 Park Road, 4 lamp, 5 the sofa, 6 having a break

### AB20. ACTIVITY 5. Read and circle.

- Briefly review actions. Say the following sentences for pupils to mime: *You're smiling. You're sitting. You're carrying a sofa. You're drinking. You're going up in a lift. You're climbing a tree. You're having a break. You're going downstairs.*
- Tell pupils to open their Activity Books at page 20. Read the activity instruction and point out the example answer (the word *taking* circled in sentence 1). Tell pupils to use a pencil. They work individually to circle the words and then check their answers in pairs. Check with the class.

**Key:** 2 carrying, 3 sitting, 4 smiling, 5 climbing, 6 drinking, 7 going, 8 having

### AB20. ACTIVITY 6. Read and complete. Match.

- Focus pupils on Activity 6. Elicit what they can see in the pictures. Check understanding of the example answer *map*. Direct pupils to the activity instructions and check understanding. They work in pairs and match each letter with a sentence. Check with the class and elicit the word. Pupils write the words in the gaps. Remind them to ask their friends or you for help with spelling if necessary.

**Key:** 2 lift g, 3 pen b, 4 bag f, 5 camera e, 6 lorry h, 7 laptop c, 8 downstairs a

## Extra activities: see page T101 (if time)

## Language Portfolio

- Pupils complete page 9 of *Kid's Box 3 Language Portfolio* (My home). They can use the text they wrote in the previous lesson (AB19, Activity 4) to help them. Encourage pupils to take a photograph of their house or flat to add to the Portfolio.

## Ending the lesson

- With books closed, read out the following questions about the story in the Pupil's Book. Pupils work in pairs and discuss each answer. Make sure they don't look at their books. They write down their ideas. Check answers with the class. Pupils correct their answers. See if any pairs got all the answers right. 1 *Is Meera moving to a house or a flat?* (A flat). 2 *What colour are Meera's trousers?* (White). 3 *What's Meera's new address?* (14 Park Road). 4 *How many floors are there in Meera's new block?* (Five). 5 *How many men are carrying the sofa?* (Two). 6 *What colour is the sofa?* (Red). 7 *Has 14 Park Road got a lift?* (Yes, it has). 8 *What's Meera carrying upstairs?* (A lamp). 9 *What colour is the lorry?* (Blue). 10 *Who is carrying the tea at the end of the story, Meera or Meera's mum?* (Meera).

**OBJECTIVES:** By the end of the lesson, pupils will have used numbers up to 100 and reviewed colours and location.

● **TARGET LANGUAGE**

**Key language:** numbers 21–100, colours, *address, above, below, between, next to, at*

**Additional language:** *true, false*

**Revision:** house and home, numbers 1–20, *What colour's ... ? What number's ... ?*

● **MATERIALS REQUIRED**

Photocopiable 2 (see pages T88 and T91), one for each pupil

Optional: *Kid's Box Teacher's Resource Book 3 Unit 2*

Reinforcement worksheet 2 (page 24)

## Warmer

- Invite ten pupils to come to the front. Whisper a number between 11 and 20 to each pupil. They quickly line up in the correct order and then say their numbers in turn for the class to check. Repeat. Pupils can also say their numbers in reverse order (20–11) for the class to check.

**PB21. ACTIVITY 9.** *Listen and say.*

- Tell pupils to open their Pupil's Book at page 21. Focus them on Activity 9 and elicit what they can see (numbers). Direct pupils to the activity instruction and check understanding. Play the CD. Pupils listen and repeat. Write the numbers on the board to highlight the pattern and the differences in pronunciation (word stress falling on the second and then the first syllable), e.g. *sixteen* / *sixty*. Practise the chant with the class, quickly, loudly, softly, etc. Listen for correct pronunciation.

**CD 1, 28**

12, 20, 13, 30, 14, 40, 15, 50, 16, 60, 17, 70, 18, 80, 19, 90, a hundred!

**PB21. ACTIVITY 10.** *Listen. What colour are the doors?*

- Give pupils three minutes to write down all the colours they can remember. Check with the class and elicit the colours onto a mind map on the board.
- Focus pupils on Activity 10. Direct pupils to the activity instructions and check understanding. Play the CD. Pupils listen and check with their partner. Play the CD. Check with the class.

**Key:** That's white. That's yellow. That's green. That's purple. That's black. That's blue. That's orange.

**CD 1, 29**

May lives at number seventy-two.  
Tom lives at number ninety-eight.  
Jack lives at number twenty-three.  
Daisy lives at number a hundred.  
Peter lives at number sixty-four.  
Mary lives at number eighty-five.  
Sally lives at number thirty-seven.  
Vicky lives at number fifty-nine.

**PB21. ACTIVITY 11.** *Ask and answer.*

- Focus pupils on Activity 11. Ask two pupils to read out the dialogue in the speech bubbles. Practise two or three more questions and answers in open pairs. Focus pupils on the Look box and on the parts of the words in bold. Elicit a pair, e.g. *thirteen–thirty* and check pronunciation. Focus on the long and short vowel sounds and where the word stress falls. Repeat for the other words. In closed pairs, pupils take turns to ask and answer about the pictures.

**PB21. ACTIVITY 12.** *Talk about where you live.*

- Focus pupils on the speech bubbles. Check understanding of *address*. Practise in open pairs, eliciting other questions, e.g. *What colour's your door?* Pupils work in groups of four and take turns to ask and answer about where they live.

## Photocopiable 2: see pages T88 and T91

**AB21. ACTIVITY 7.** *Match the words and numbers.*

- Revise numbers quickly on the board (words and digits). Tell pupils to open their Activity Books at page 21. Focus them on Activity 7 and the activity instruction. Point out the example. Pupils work in pairs. They work out the number words and match them with the digits on the left. They write each number on the correct line. Check with the class.

**Key:** 1 ninety, 2 eighteen, 3 forty, 4 seventeen, 5 fifty, 6 sixty, 8 thirteen

**AB21. ACTIVITY 8.** *Read and colour.*

- With books closed, review the prepositions *above, below, between, next to* and *at*. Teach *below* and *above* or revise them if you did Photocopiable activity 2 earlier in the lesson.
- Draw a simple plan of a block of flats with two floors on the board (similar to the one in Activity 8), with the flats numbered. Ask, e.g. *Which flat is above flat 4?*
- Tell pupils to open their Activity Book at page 21. Elicit what they can see (block of flats with windows and balconies). Elicit how many flats there are (nine). Direct pupils to the activity instruction and check understanding. Ask a pupil to read the first sentence. Elicit who's 'speaking' (Alex). Elicit which balcony is grey (83) and point out the example colouring.
- Pupils work in pairs. They read the text and work out the colours of the balconies. They make a dot in the right colour at this stage. Pairs check with pairs. Check with the class. Draw a simple plan on the board and colour in / write the colours as you elicit them. Pupils colour the balconies.

**Key:** 93 green, 94 purple, 95 red, 83 grey, 84 pink, 85 brown, 73 blue, 74 orange, 75 yellow

## Extra activity: see page T101 (if time)

### Optional activity

- Unit 2 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 22 and 24).

### Ending the lesson

- Play a guessing game. Say, e.g. *I can see something in the classroom. It's white and it's below the window (shelf)*. Repeat for other objects in the classroom to review colours and location. More confident pupils can take turns to be the callers.

**OBJECTIVES:** By the end of the lesson, pupils will be able to identify and say the phonemes /əʊ/ and /aʊ/ and recognise that the two phonemes sometimes share the spelling *ow*. They will have exchanged personal information.

● **TARGET LANGUAGE**

**Key language:** the phonemes /əʊ/ and /aʊ/, questions about personal information

**Additional language:** *apple tree, plants, flowers, place, phone number*

**Revision:** house and home, adjectives, colours, *boat, cloud, goat, coat, clown, mouth, have got, name, address, nose, down, snow, out, know, doctor, monster*

● **MATERIALS REQUIRED**

Extra activity 2: Three or four rolled up newspapers, one for each team

Optional: *Kid's Box Teacher's Resource Book 3 Unit 2 Extension worksheet 1 (page 25)*

**Warmer**

- Write the following words at random across the board: *boat, nose, snow, town, brown, sound*. Say *Look and think about the different sounds. Can you match them?* Give pupils time to think about the words and say them to their friends.
- Elicit the words with the same sounds and write them in two groups (group 1: *boat, nose, snow*; group 2: *town, brown, sound*). Use a different colour for each group. Say the phoneme for each group. Pupils repeat the sound. Elicit what they notice about the spelling (there are different spellings for the same sound, but the letters *ow* can represent both of the sounds).

**PB22. ACTIVITY 13. Stella's phonics.**

- Tell pupils to open their Pupil's Book at page 22. Elicit who and what they can see in the pictures (a goat, a clown, a coat, a flower). Listen for the correct sounds in the words. Tell pupils to listen and repeat the sounds, words and sentences. Play the CD. Pupils listen and repeat.

**CD 1, 30**

Hi, I'm Stella! Repeat after me!

/əʊ/, /əʊ/, goat

/aʊ/, /aʊ/, clown

A goat in a yellow coat ...

A goat in a yellow coat ...

... and a clown with a flower in his mouth.

... and a clown with a flower in his mouth.

A goat in a yellow coat and a clown with a flower in his mouth!

**PB22. ACTIVITY 14. Ask and answer.**

- Quickly review the personal questions and answers on page 22 in open pairs around the class. Focus pupils on Activity 14. Elicit what they can see (a form). Check pupils understand what the questions are for the different prompts (especially that *Place* means *Where do you live?*). Direct pupils to the activity instruction and check understanding. Remind them they may have to spell out the name of their road and / or village. Elicit procedural language, e.g. *Can you say that again, please? How do you spell ... ?* In groups of four,

pupils ask and answer and fill in the information on the form. Monitor to help and check. Feed back by asking pupils to tell you about others in their group, e.g. *His name's Pierre. He lives in ...*

**AB22. ACTIVITY 9. Listen and say. Write the words.**

- Tell pupils to open their Activity Book at page 22. Focus them on Activity 9 and direct them to the activity instructions. Check the pronunciation of *boat* and *cloud*. Check they know what to do and that the two groups are based on the sound of the long vowels (point out the example answers *yellow* and *brown* on the first line of each group). Pupils work in pairs, saying each word and writing it in pencil in the boat group or the cloud group. Pairs check with pairs. Check with the class.

**Note:** You can continue to help pupils with the pronunciation of words with the *ow* spelling by referring to *yellow* and *brown*. When your pupils encounter a new word with the letters *ow*, you can refer to these key words, e.g. *cow* has the 'ou' sound like *brown*; *snow* has the 'oa' sound like *yellow*.

**Key:** boat: window, nose, throw, know, coat; cloud: house, town, down, out, clown

**CD 1, 31**

As in Activity Book

**AB22. ACTIVITY 10. Read and complete the table.**

- Focus pupils on Activity 10. Tell them to use the information in the text to complete the table. Read / elicit the sentence *Jack lives in a flat in a city*. Elicit where pupils put ticks. Ask *Has he got a garden?* (no). Elicit where pupils put a cross. Pupils work in pairs. They read the text and transfer the information to the table. Give them time to work it out. Check with the class.

**Key:**

	city	village	flat	house	garden	balcony	basement
Jack	✓	✗	✓	✗	✗	✓	✓
Sally	✓	✗	✓	✗	✗	✓	✗
Paul	✓	✗	✗	✓	✓	✗	✗
Mary	✗	✓	✗	✓	✓	✗	✓

**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' L1.

**Extra activities: see page T101 (if time)**

**Optional activity**

- Unit 2 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 22 and 25).

**Ending the lesson**

- Pupils practise saying the lines *A goat in a yellow coat and a clown with a flower in his mouth*. Divide the class into three groups. They take turns to chant the lines.

**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, *lovely, torch*

**Additional language:** *There you are, episode*

**Revision:** language from the story, descriptions, adjectives, *monster*

### ● MATERIALS REQUIRED

Warmer: Six sentences (some true, some false) about the story so far, written on a large piece of paper, e.g. *Clarence is a dog.* (false) *Lock and Key are detectives.* (true) *Clarence hasn't got a tail.* (true) *Lock and Key are good at their jobs.* (false) *The pet thief has got a black beard.* (true) *The pet thief is in the garden.* (false)

Optional: *Kid's Box Teacher's Resource Book 3 Unit 2 Extension worksheet 2* (page 26) and / or animated version of the Unit 2 story from *Kid's Box Interactive DVD 3* (*Suzy's room* section)

## Warmer

- Display the large piece of paper with questions about the story. In pairs, pupils read the sentences and decide if they are true or false. They don't look back at the story. Check the answers with the class, eliciting the corrections for the false sentences to build up the story so far.

## Story

### PB23. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 23. Say *Let's read episode three and find out what happens next.* Set the pre-listening questions: *What's in the basement? What does Mrs Potts think? What is it?* Play the CD. Pupils listen, read and look. They check in pairs. Check with the class (a monster, the cat). Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling. Check comprehension by asking, e.g. *Is Mrs Potts' house new?* (no, it's old). *Has it got a basement?* (yes). Elicit what Lock is holding on his way down the stairs (a torch).

### CD 1, 32

As in Pupil's Book

### AB23. DO YOU REMEMBER?

- Write the words *Home sweet home* in the centre of the board. Brainstorm the words from the unit and write them as a mind map. Elicit the spelling from the class. Include: *village, balcony, basement, lift, stairs, floor, home, flat, upstairs, downstairs.* Accept others if pupils give them to you.
- Tell pupils to open their Activity Book at page 23. Clean the board. Direct pupils to the activity instruction and check understanding. They do the same as for the activity at the end of Unit 1. They study the words on the right in silence, using the pictures to help. They fold the page down the middle so that they can see the pictures and the gaps for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'village'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books to check a friend's.

### AB23. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together.* Read the first sentence. Elicit what this means with examples and elicit / remind pupils of the activities they did in this unit when they talked about where people live. Review what the three faces mean (not very well / OK / very well). Tell pupils they circle the one they think is true for them. Repeat for the second sentence, reminding them of the descriptions they did in the unit. Pupils circle a face. Repeat for the third sentence. Write random numbers on the board and elicit them from different pupils. Pupils circle a face.
- Say *Now show and tell your friends.* Pupils work in groups of three and take turns to show their work / talk about each one.

## Extra activities: see page T101 (if time)

### Optional activities

- Unit 2 Extension worksheet 2 from *Teacher's Resource Book 3* (pages 22 and 26)
- The animated version of the 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.

**OBJECTIVES:** By the end of the lesson, pupils will have read about different types of homes.

● **TARGET LANGUAGE**

**Key language:** flat, city, country, castle, houseboat, tree house

**Additional language:** Geography, city centre, room, street, road

**Revision:** home, rooms, adjectives, water, window, live (v), mountains

● **MATERIALS REQUIRED**

Home flashcards (26–34)

Extra activity 2: One piece of paper for each pupil

Optional: *Kid's Box Teacher's Resource Book 3 Unit 2 Topic worksheet (page 28)*

## Warmer

- Show the home flashcards from Unit 2. Pupils say the words in chorus. Say a definition for one of the words (see examples below). Pupils put their hands up to guess. Give the relevant flashcard to the first pupil who guesses correctly. He / she hides the picture. Repeat for all the words. At the end of the activity, see if the rest of the class can remember who has which flashcard.
- Example definitions: *You use these to go up to the next floor or down to the floor below.* (stairs); *This is the floor under all the other floors in a house.* (basement); *You use this when there are a lot of floors. You use this if you don't want to walk up the stairs.* (lift); *This is a place outside a flat. It isn't a garden.* (balcony); *This isn't a city and it isn't a town. It's small, maybe 30 houses.* (village); *People live here in cities. It isn't a house.* (flat); *This is a place with lots of houses, shops, hospitals, cafés, ...* (city); *In a house, this is where the bedrooms are.* (upstairs); *In a house, this is where the kitchen and living room are.* (downstairs); *This isn't a village and it isn't a city. It's got shops, houses and schools, but maybe not a hospital.* (town).

**PB24. ACTIVITY 1.** *Read, listen and match.*

- Tell pupils to open their Pupil's Book at page 24. Read the lesson title and check comprehension of *Geography*. Focus on the photographs of the homes and the children. Elicit what pupils can see (water, trees, living room, sofa, etc.) and which home they like best (from the photographs). Present / elicit *city* and *country* (ask, e.g. *Is home c in the city or the country?*). Do not present any other new words at this stage if pupils do not offer them. Ask a pupil to read the activity instruction. Check pupils know what to do.
- Play the CD. Pupils read the texts individually along with the CD. They compare their ideas with a partner. Check with the class. Elicit the name of each type of house by pointing to the photographs a to d (house boat, flat, castle, tree house). Ask pupils which of the homes they like best now.

**Key:** 1 b, 2 d, 3 a, 4 c

### CD 1, 33

I live in a small flat in the city. The kitchen and the living room are one room. I love living in the city centre.

My home's in the country. I live in a tree house. My bedroom hasn't got a window, but from the living room I can see lots of different birds and animals.

My home is on water. I live in a houseboat. It hasn't got a garden, but I can see ducks from my bedroom! There aren't any streets or roads near my house. It's great.

I live in a castle. My home is very big and very old and it's got fifteen bedrooms. I love walking in the garden because there are a lot of trees.

**PB24. ACTIVITY 2.** *Listen, read, write.*

- Focus pupils on Activity 2. Direct them to the activity instruction and read through the sentences. Check / explain new words (e.g. *city centre, mountains*). Pupils do the activity in pairs. Check with the class.

**Key:** 1 small flat, 2 kitchen and living room, 3 houseboat, 4 ducks, 5 tree house, 6 birds and animals, 7 castle, 8 15/ fifteen

**AB24. ACTIVITY 1.** *Choose and join. Where do they live?*

- Tell pupils to open their Activity Book at page 24. Elicit what types of houses they can see in the pictures. Elicit who lives in the tree house (Sue). Direct pupils to the activity instructions. Check they understand that they need to choose who lives where. They secretly draw lines to match each person to a home.

**AB24. ACTIVITY 2.** *Now ask and join.*

- Make new pairs. Pupils don't look at their partner's book. They take turns to ask and answer, using the example as a model. They draw lines for their partner's choices. They look and check.

**AB24. ACTIVITY 3.** *Now complete the sentences.*

- Focus pupils on the example. Pupils complete the sentences to reflect their own choices. Monitor pupils as they are working to check and help. Answers will depend on the pupils.

## Extra activities: see page T102 (if time)

### Optional activity

- Unit 2 Topic worksheet from *Kid's Box Teacher's Resource Book 3* (pages 22 and 28).

### Ending the lesson

- Review with pupils what they learnt about in today's lesson.

**OBJECTIVES:** By the end of the lesson, pupils will have read and talked more about people's homes and completed a project.

● **TARGET LANGUAGE**

**Key language:** house and home, descriptions, *castle, houseboat, tree house, Where would you like to live? I'd like to live in ... Why? Because ...*

**Additional language:** *dream house*

**Revision:** *photo, plants*

● **MATERIALS REQUIRED**

Extra activity 2: Word train materials from Pupil's Book page 17 Extra activity 2, plus a piece of paper for the 'carriage' for the words in this lesson

## Warmer

- Discuss pupils' homes by asking, e.g. *Do you live in a house or a flat? How many rooms has it got? Has it got four bathrooms? What colour is your bedroom?* Ask questions of different pupils in the room.

**PB25. ACTIVITY 3. Ask and answer.**

- Tell pupils to open their Pupil's Book at page 25. Review what they remember about the homes in the previous lesson. If pupils provide answers in LI, provide the words in English. Make sure you review the different types of home (*houseboat, flat, tree house, castle*).
- Focus pupils on Activity 3. Ask two pupils to read the speech bubbles aloud. Check comprehension (especially of the concept *would like*). Practise pronunciation of *Where would you like to live?* and *I'd like to live in ...* Write the following alternative exchange on the board:  
*Would you like to live in a castle? No, I wouldn't.  
Why not? Because it's very big.*
- Write *flat in the city, houseboat, tree house, castle* on the board. Elicit positive and negative characteristics of each type of house. Write example sentences about each home under the headings on the board. Use the word box to help. Some example sentences:  
Flat: positive: *Flats are near shops, schools and friends.*  
negative: *Flats usually need lifts. The city centre has cars and lorries.*  
Houseboat: positive: *You can move your house. It's beautiful.*  
negative: *A houseboat is very small.*  
Tree house: positive: *Birds and animals are near your house.*  
negative: *You need to climb up to your house. It's small.*  
Castle: positive: *A castle is very big.* negative: *It is difficult to clean. Big gardens need a lot of work.*
- Tell pupils to think about which of the homes they would like to live in and why. Pupils work in pairs. They take turns to ask and answer, using the prompts on the page and on the board. Check by asking confident pairs to ask and answer again for the class.

**PB25. ACTIVITY 4. Look at the picture and complete the text.**

- Focus on the picture. Elicit what it is (a house) and some of the things they can see. Ask *Do you think it's a real house?* Elicit / check understanding of *dream house*. Direct pupils to the activity instruction and check understanding. Read the first two sentences aloud and then stop. Say *Look at the picture*. Show them the example. Then pupils complete the second sentence. Pupils continue in pairs. Pairs check with pairs. Check with the class. Read each sentence aloud. Elicit / check the meaning of *funfair*.

**Key:** plants, television, toy room, toys, swimming pool, beds

**PB25. PROJECT. Draw, label and write about your dream house.**

- Talk about the photographs. Read the activity instruction. Check pupils know what they have to do (make sure they know that they have to label the different parts of their picture with the home words, e.g. *stairs, balcony, garden*).
- Elicit ideas from pupils about their dream house. Pupils make notes in their notebooks about the house before they draw it. They can use a mind map. On paper, pupils draw their dream house. Then they label their house and write a short text as shown in the second photograph in the Pupil's Book.

**AB25. ACTIVITY 4. MOVERS Reading and writing, Part 2.**

Read the text and choose the best answer. **M** towards

- Tell pupils to open their Activity Book at page 25. Direct them to the activity instructions and check understanding. Go through the example. Pupils work in pairs. They read the first line of each dialogue and circle the letter of the correct response. Monitor pupils as they work. Check with the class. Ask pupils how they worked out the correct answer.

**Key:** 1 C, 2 B, 3 A, 4 B, 5 C, 6 B

## Extra activities: see page T102 (if time)

## Ending the lesson

- Review with pupils what they talked about in today's lesson and which houses and homes they liked best from this and the previous lesson and why.