

OBJECTIVES: By the end of the lesson, pupils will have named parts of the body and learnt a chant.

● TARGET LANGUAGE

Key language: *arm, eye, hand, head, leg, mouth*

Additional language: *body, picture, it's me, good, Your (head) is ... and your (eyes) are ..., What colour are your hands? Yes, it is.*

Revision: *colours, star, favourite colour*

● MATERIALS REQUIRED

Colour and body flashcards (26–31, 38–40, 52–57)

One set of character masks

Extra activity 1: Monty mask

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 6 Reinforcement worksheet 1 (page 37)

Warmer

- Say the opening routine.
- Review the colours using the flashcards. Show each flashcard and elicit the colour. Repeat in a different order. Ask different pupils *What's your favourite colour?*

Presentation

- Present the parts of the body and face using the flashcards. Show a flashcard and say the word. Pupils repeat. Show all the flashcards again and say the words. Pupils repeat. Place the flashcards on the board. Draw a large stick person. Point to the different parts of the stick person's body and elicit the words. Circle the stick man and say *This is a body.*
- Pupils stand up. Say, e.g. *Where's your leg?* Pupils point. Repeat for other parts of the body.

CB40. ACTIVITY 1. Listen and point.

- Say *Open your books at page 40, please.* Help pupils find the right page.
- Get pupils to find the hidden star in the picture (see page T18 for the procedure). Point to the star (on Monty). Say *Here it is.* Pupils join in / repeat.
- Put the body flashcards on the board and elicit the words. Point to the painting of Monty and say *Point to the picture of Monty.* Check pupils are pointing to the large picture of Monty. Say *Listen and point.* Play the CD. Pupils listen and point to the parts of Monty's body in the picture. Stop after *Your head is pink* and check pupils are pointing correctly. Repeat for the rest of the parts of the body.
- Play the CD again. Stop after each part of the body. Pupils point to the body part on the picture of Monty. Ask questions, e.g. *What colour is Monty's head? What colour are his eyes?* Then play the next part of the CD.

CD 2, 13

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MONTY: Look at my picture.

MARIE: What is it, Monty?

MONTY: It's me.

MASKMAN: Oh ... er ... good. Your head is pink and your eyes are green.

MONTY: Yes, and my mouth is blue, Maskman. It's your favourite colour!

MASKMAN: Yes, it is.

MARIE: Look at your legs. Your legs are yellow.

MONTY: Yes, my legs are yellow and my arms are red.

MASKMAN: And your hands, Monty? What colour are your hands?

MARIE: Look at your hands, Monty! Your hands are orange!

Practice

- Focus pupils on the painting of Monty on page 40. Make sentences about the colours, e.g. *Monty's arms are red.* Pupils repeat in chorus. Repeat for other parts of Monty's body.
- Say *Close your books, please.* Say a true or false sentence about the picture, e.g. *Monty's arms are yellow.* Pupils say *Yes* or *No.* Repeat two or three times with different sentences.
- Pupils work in pairs. They play the same game as above. Pupil A closes his/her book and says sentences about the colours in the picture of Monty. Pupil B looks at the picture and says *Yes* or *No.* Then they swap roles.

CB40. ACTIVITY 2. Say the chant.

- Place the body flashcards on the board in the same order as in the chant. Say *Listen.* Play the CD. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the CD again. Point to each part of your body as it is mentioned. Pupils copy.
- Then say *Let's say the chant. Listen, repeat and point.* Play the CD. Stop after each line. Pupils repeat in chorus and point to the correct part of their own bodies.

CD 2, 14

Eye, mouth, head,

Hand, arm, leg.

Eye, mouth, head,

Hand, arm, leg.

Eye, mouth, head,

Hand, arm, leg.

Eye, mouth, head,

Hand, arm, leg.

Extra activity 1 (if time)

- Put on the Monty character mask. Play an action game. Use a 'Monty' mouse voice. Give instructions with body parts. Pupils do the action only when you say *please*, e.g. *Point to your head, please* (pupils point to their head). Then say *Point to your leg* but this time pupils shouldn't move. Repeat instructions quickly. Pupils miss a turn when they make a mistake.

Extra activity 2 (if time)

- Draw the outline of a simple robot on the board. Draw a head, body, two arms with hands and two legs. Say *Look at my robot. What colour is his head?* Elicit a colour, e.g. *Red.* Ask a pupil to come and colour the head in red. Meanwhile, repeat with a different part of the body. Continue in this way. When the picture is complete, say, e.g. *It's red.* Pupils respond *Head.* Repeat for the other colours in the picture.

Optional activity

- Unit 6 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 37).

Ending the lesson

- Say a word. Pupils point to the correct part of their own body.
- Say a word, e.g. *eye* and ask *How many? One or two?* Pupils say, e.g. *Two.* Repeat for the other parts of the body.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have had more practice of parts of the body and completed picture patterns.

● **TARGET LANGUAGE**

Key language: *arm, eye, hand, head, leg, mouth*

Additional language: *Who is it? It's my leg.*

Revision: numbers 1–6

● **MATERIALS REQUIRED**

Body flashcards (52–57)

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 6 Reinforcement worksheet 2 (page 38)

Warmer

- Say the opening routine.
- Say *Stand up, please*. Say, e.g. *Where's your mouth?* Pupils point. Repeat for the other parts of the body. Point to a part of your body. Pupils say the word.

CB41. ACTIVITY 3. Listen and write the number.

- Say *Open your books at page 41, please*. Help pupils find the right page. Elicit the parts of the body. Point to the leg and say *Who is it?* Pupils respond *Maskman*. Say *Yes. It's Maskman's leg*. Repeat for the other parts of the body.
- Write numbers 1 to 6 on the board. Elicit the numbers. Say *Listen and write the number*. Stick the flashcards of the parts of the body on the board. Draw a small box next to each flashcard. Say *Write one, two, three, four, five or six*. Point at the boxes. Play the example on the CD. Elicit *arm*. Write 1 in the box next to the flashcard of the arm. Point at the example number 1 in the box next to Monty's arm in the book.
- Play the CD. Pause after each body part for pupils to think and write. Pupils check in pairs. Play the CD again. Check by asking, e.g. *What's number two?* Pupils respond *eye*.

Key: 2 eye, 3 leg, 4 head, 5 hand, 6 mouth

CD 2, 15

1.
MONTY: It's my arm.
2.
MARIE: It's my eye.
3.
MASKMAN: It's my leg.
4.
MONTY: It's my head.
5.
MARIE: It's my hand.
6.
MASKMAN: It's my mouth.

CB41. ACTIVITY 4. Look and complete.

- Focus pupils on the rows of pictures. Point to the pictures in the first row and elicit the words. Say them clearly as pairs (*eye ... mouth, ... eye ... mouth, ... eye ...*). Follow the example answer line to the mouth with your finger and elicit *mouth*.
- Check pupils know that they have to draw a line to the next body part in the sequence. Pupils complete the other rows by drawing lines. Pupils check in pairs. They say the names of the items in the rows. Check with the class. Pupils say the items in each row in chorus.

Key: 2 leg, 3 head, 4 hand

Extra activity 1 (if time)

- Pupils stand up. Say *Look at me and listen. Remember*. Point to parts of your body in a particular order. Say each part of the body as you point, e.g. *Hand, head, arm, leg, mouth, eye*. Repeat in the same order. Point and say again. This time pupils copy. Ask one or two volunteers to point and say the words in the same order.

Extra activity 2 (if time)

- Pupils create their own pattern puzzle like the ones in Activity 4. They draw a row of pictures of parts of the body to make a repeating pattern. They draw five or seven pictures in total (e.g. head, head, hand, head, head). Monitor and help as necessary. Ask pupils questions as they work, e.g. *What's this?* Elicit, e.g. *(A) head*.
- Pupils work in pairs. They swap their puzzle pictures. Each pupil draws the next picture in the sequence. They check by showing the pictures and saying the words to their partner.

Optional activity

- Unit 6 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 38).

Ending the lesson

- Say *Stand up, please*. Play the chant from the previous lesson (CD2, 14). Pupils listen and point to the correct parts of their body. Play the chant again. Pupils join in and point.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will be able to understand *I've got ... / I haven't got ...* and will have learnt a song.

● TARGET LANGUAGE

Key language: *arm, eye, hand, head, leg, mouth, I've got ..., I haven't got ...*

Additional language: *alien, Earth, Moon, friend, boy*

Revision: classroom objects, toys, colours, numbers 1–6

● MATERIALS REQUIRED

CD of lively music

Body flashcards (52–57)

Classroom objects and toys (e.g. book, eraser, pencil, ball, doll) in a bag

Extra activity 1: classroom object or toy flashcards (10–15, 32–37)

Extra activity 2: pieces of paper (one for each pupil)

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 6 Song worksheet (page 41)

Warmer

- Say the opening routine.
- Show the body flashcards in turn and elicit the words.
- Play the CD of lively music. Pupils stand up and walk around the classroom or dance on the spot. When the music stops, they stand still. Give an instruction using a part of the body, e.g. *Point to your head. / Stand on one leg. / Show me one hand.* If a pupil makes a mistake, he/she sits down. The winner is the last pupil left standing.

Presentation

- Use classroom objects and toys to present *I've got* and *I haven't got*. Before the class, place five or six known items in your bag. Hold up your bag and say *What's this?* Elicit *Bag*. Look inside and say *What's in my bag?* Take out an item and make a sentence, e.g. *I've got a doll.* Put the item on your desk. Repeat for the other items. Then hold your bag upside down to show there is nothing inside. Say three or four sentences with *haven't got* (e.g. *I haven't got a kite. I haven't got a robot.*).
- Point to your head. Say *I've got one head.* Hold up your hands. Say *I've got two hands.* Repeat for other parts of your body.

Song

CB42. ACTIVITY 5. *Listen and point. Sing the song.*

- Say *Open your books at page 42, please.* Help pupils find the right page. Hold up your book. Point at the Earth in the picture and at the Moon in the foreground. Say *Look. They're on the Moon!* Use the picture to teach *alien* and *friend*.
- Point to the alien and ask *How many eyes?* Pupils look at the picture, count and answer *Three*. Say *Yes. He's got three eyes.* Repeat for *mouths, arms, hands, legs.* Ask *What colour is the alien's head?* Pupils respond *Orange (and green).*
- Say *Listen and point.* Play the CD. Pupils point to the parts of the alien's body as they are mentioned.
- Play the song line by line. Pupils repeat.
- Say *Let's sing the song.* Play the whole song. Shake or point to each part of your body as it is mentioned. Pupils join in and copy your actions.

CD 2, 16

I've got four arms.

I've got four hands.

I've got an orange head.

I've got three eyes.

I've got two mouths.

I've got six yellow legs.

I haven't got four arms.

I haven't got four hands.

I haven't got an orange head.

I haven't got three eyes.

I haven't got two mouths.

I haven't got six yellow legs.

I've got a friend!

I've got a friend!

Repeat verses 1 to 4

I've got a friend!

Repeat x2

CD 2, 17

Now sing the song again. (Karaoke version)

Practice

- Say a line from the song, e.g. *I haven't got three eyes.* Pupils say *Boy.* Repeat with more lines, both positive and negative.

Extra activity 1 (if time)

- Place flashcards of seven classroom objects or toys on the board in a row. Say a sentence about each one using *I've got*, e.g. *I've got a chair.* Say *Look and remember.* Give pupils 30 seconds to look and remember the pictures in the correct order. Remove the flashcards.
- Elicit the first item from a pupil (he/she says *chair*). Say *Yes! I've got a chair* and put the flashcard back on the board. Repeat with the other items until all the flashcards are back on the board. Mime to give clues if the pupils get stuck.

Extra activity 2 (if time)

- Hand out pieces of paper. Draw a simple oval body on the board. Say *Draw the body.* Pupils copy the body in the middle of their piece of paper. Say *Listen and draw.* Using an 'alien' voice, say *Hello. I'm an alien. I've got three heads.* Continue in the same way with the following sentences: *I've got four eyes. I've got one mouth. I've got six arms and six hands. I've got four legs.*
Note: You could ask a confident pupil to draw their alien on the board as you give the instructions.
- Pupils compare their pictures in pairs. Ask pupils to show their pictures to the class.

Optional activity

- Unit 6 Song worksheet from the *Starter Teacher's Resource Book* (page 41).

Ending the lesson

- Pupils sing the song (CD 2, 16). They do the actions as before, e.g. they shake their arms for *I've got four arms.*
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will be able to use *I've got ...*

● TARGET LANGUAGE

Key language: *I've got ...*

Additional language: *alien, I haven't got ..., friend*

Revision: parts of the body, numbers 1–6

● MATERIALS REQUIRED

Body flashcards (52–57)

Extra activity 1: classroom object and toy flashcards (10–15, 32–37)

Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 6 Extension worksheet 1 (page 39)

Warmer

- Say the opening routine.
- Revise *alien* and *friend* using the picture on page 42. Play the song (CD 2, 16). Pupils sing along and do the actions.

CB43. ACTIVITY 6. Listen and tick (✓). **S** towards

- Say *Open your books at page 43, please.* Help pupils find the right page. Hold up your book. Point to the first picture in pair 1. Say *How many eyes?* Elicit *Two*. Repeat for the second picture. Say *Listen and look.* Point to the first pair of pictures. Play the example on the CD. Point to the correct picture in the book and the tick.
- Say *Listen and tick.* Draw a tick on the board. Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Play the CD. Stop after each one for pupils to think and tick. Pupils check answers in pairs. Play the CD again. Elicit answers.

Key: 2 second picture, 3 first picture, 4 first picture, 5 second picture, 6 first picture

CD 2, 18

1. I've got one eye.
2. I've got two mouths.
3. I've got six arms.
4. I've got five heads.
5. I've got three legs.
6. I've got four hands.

Practice

- Ask a confident pupil to come to the front. Hold up your book and point to the pictures in Activity 6. Say a sentence in an 'alien' voice, e.g. *I've got three heads.* The pupil points to the correct picture in the book. Repeat with two or three more sentences. The pupil sits down.
- Say another sentence as if you were one of the aliens in Activity 6, e.g. *I've got three legs.* Pupils point to the correct picture. They repeat the sentence in chorus, in the same kind of voice.

Pair work

- Pupils work in pairs. Pupil A makes a sentence in an alien voice, in the same way as above. Pupil B points to the correct picture. Then they swap roles. Monitor and help as necessary.

CB43. ACTIVITY 7. Draw an alien. Say.

- Focus pupils on the frame in the bottom half of the page. Draw a large rectangle on the board. Say *I'm an alien. This is me!* Use an 'alien' voice. Draw an alien in the rectangle, with, e.g. one head, five eyes, three mouths, three arms, etc. Point to your picture. Say (in the same 'alien' voice) *Look! I've got one head. I've got five eyes ...*
- Pupils draw their own picture in the same way. Monitor and ask individual pupils, e.g. *How many eyes have you got?* Pupils show each other their pictures in pairs or small groups. They say, e.g. *I've got three heads. I've got six eyes ...* Monitor and check language. Encourage pupils to use 'alien' voices.

Extra activity 1 (if time)

- Mix up the toy and classroom object flashcards. Show the flashcards and elicit the words. Hand out all but one of the flashcards to different pupils. Don't show the pupils the other flashcard. The pupils with flashcards each stand up and say, e.g. *I've got a kite.* Hold up the remaining flashcard without showing the picture. Cover the word on the back. Ask the class *What have I got?* Pupils guess which flashcard is left. When they guess correctly say, e.g. *I've got a pencil.*

Extra activity 2 (if time)

- Play a game. Say a true or false sentence about something in the classroom that belongs to you, e.g. point to your red book and say *I've got a green book.* Pupils say, e.g. *No.* Repeat with three or four more items. Say both true and false sentences.
- Pupils work in pairs. Pupil A makes sentences about things that belong to him/her in the same way. Pupil B says *Yes* or *No.* Then they swap roles.

Optional activity

- Unit 6 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 39).

Ending the lesson

- Place the body flashcards on the board. Write a number from 1 to 6 next to each one. Point to the first flashcard (e.g. head) and the number next to it (e.g. 4). Say a sentence in an 'alien' voice, e.g. *I've got four heads.* Elicit sentences for the rest of the flashcards/numbers in the same way. Encourage pupils to use 'alien' voices too.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *Well, look here*

Revision: toys, colours, *book*

● MATERIALS REQUIRED

Classroom object and toy flashcards (10–15, 32–37)

Extra activity 1: one set of character masks, pictures of the toys in the story (a pink and green ball, a blue and yellow kite, a bike, a car), a large book

Extra activity 2: a piece of paper and crayons for each pupil (pink, blue, black, green, red, yellow)

Optional: *Kid's Box Starter Teacher's Resource Book Unit 6*

Extension worksheet 2 (page 40) and/or animated version of the Unit 6 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine.
- Play a game. Hand out five of the toy flashcards. Keep one toy flashcard for yourself, e.g. the bike. Show your card and say *I've got a bike*. Point to a pupil with a flashcard. Say *How about you?* The pupil shows his/her flashcard and says, e.g. *I've got a robot*. Invite the pupil to give you his/her flashcard. Show both cards and say *I've got a robot and a bike*. Repeat the sentence.
- Point to the next pupil with a flashcard. He/She shows the picture and says, e.g. *I've got a doll*. Give the bike and robot flashcards to this pupil. Say *And now? What have you got?* He/She makes a sentence about all three things, e.g. *I've got a robot, a bike and a doll*. Repeat for the rest of the pupils with flashcards. The last pupil makes a sentence about all six toys.

Story

CB44. ACTIVITY 8. Listen to the story.

- Say *Open your books at page 44, please*. Help pupils find the right page. Elicit the characters and toys in the pictures.
- Say *Look at the pictures*. Hold up your book to check pupils remember the sequence of the pictures. Point to the pictures in order and count *One, two, three, four, five, six*. Pupils copy. Say *Listen and point to the pictures*. Play the CD. Pupils listen and point.
- Say *Listen and look. What has Marie got?* Play the CD again. Pupils check in pairs. Check with the class (a book, a ball, a bike, a kite, a car and a robot).
- Play the CD again. Stop after each picture to check understanding. Hold up your book. Point to the picture and ask, e.g. *What has Monty got?* (A ball) *What has Maskman got?* (A kite) *What has Monty got?* (A bike), etc.

CD 2, 19

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MONTY: Look, Maskman! I've got a ball. My ball's pink and green.

MASKMAN: Well, Monty, I haven't got a ball. I've got a kite! My kite's blue and yellow.

MONTY: Well, Maskman, I haven't got a kite. I've got a bike!

MASKMAN: Hmmm! Well, Monty, I haven't got a bike! ... I've got a car! ... I've got a Maskman car!

MONTY: Well, Maskman, I've got ...

MARIE: Maskman! Monty! I've got a ball, a kite, a bike and a car.

MARIE: Yes. Look here. I've got a book. I've got a ball, a bike, a kite, a car and a robot in my book.

MASKMAN: Ooh! Where's my book?

MONTY AND MARIE: Ha ha!

Extra activity 1 (if time)

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks. Give the pictures of the ball and the bike to the pupil who is playing Monty. Give the pictures of the kite and the car to the pupil who is playing Maskman. Give the large book to the pupil who is playing Marie.
- Play the CD and help the pupils act out the story. Ask them to act in the same way as the characters in the story (showing off about their toys, angry, etc.). They join in with as many of the lines in the story as they can. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Extra activity 2 (if time)

- Give each pupil a piece of paper. Make sure they have a set of crayons. Say *Listen and draw my toys*. Then say the following sentences. Stop after each description for pupils to draw. They make a coloured dot on each picture according to your instructions: *I've got a ball. It's pink and green. / I've got a car. It's red. / I've got a book. It's blue. / I've got a bike. It's black and yellow.*
- Set a time limit for pupils to colour. They can finish at home. Monitor and check the colours match your instructions.
- Pupils compare pictures in pairs. Check with the class. Ask, e.g. *What colour's my ball?* Elicit the colours. Choose a pupil to show you the ball in their picture. Say, e.g. *Yes. That's right. I've got a pink and green ball.*

Optional activities

- Unit 6 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 40).
- The animated version of the Unit 6 story from *Kid's Box Starter Interactive DVD*. See pages 34–38 of the *Teacher's Booklet* for the Interactive DVD.

Ending the lesson

- Draw a large simple outline of a bag on the board. Place the toy and classroom object flashcards under the picture.
- Ask a pupil to come to the front. Say, e.g. *I've got a robot in my bag*. The pupil finds the flashcard of the robot and puts it in the outline of the bag on the board. Repeat with another pupil and a different item. Continue in this way. Say a negative sentence now and then to keep the pupils on their toes, e.g. *I haven't got a doll in my bag* (the pupil at the front takes the doll flashcard out of the bag outline and places it under the picture again). If there is time, a confident pupil can lead the activity.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language from the unit

Additional language: *What colour are your eyes?*

Revision: *What's your name? How old are you?*

● **MATERIALS REQUIRED**

Body flashcards (52–57)

Maskman mask for the teacher (and for larger classes:

Maskman mask for each pair of pupils)

Warmer

- Show a body flashcard, e.g. leg. Elicit the word. Say *Where's your leg?* Pupils point. Repeat with the other flashcards.
- Divide the class into two groups. Point to one group and say *You say 'Where's your...?'* Point to the other group and say *Listen and do.* Show one of the body flashcards (e.g. arm) to the group asking the questions. (Keep it hidden from the other group.) They look at the card and all say *Where's your arm?* The pupils in the other group all point to the correct part of their body. Repeat with three or four different flashcards. Then the groups swap roles.

CB45. ACTIVITY 9. Listen and stick.

- Say *Open your books at page 45, please.* Help pupils find the right page. Say *What can you see?* Elicit *Aliens.* Say, e.g. *Two legs.* Pupils point to the correct alien.
- Pupils prepare the body stickers. Hold up the stickers and say *Listen and point.* Play the CD. Pupils listen and point to the stickers. Check they are pointing to the correct parts of the body.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place on the page. Play the CD. Stop after each description. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place on the boy or girl alien. Monitor around the class to check.

CD 2, 20

1. I've got three eyes. I've got one mouth. I've got two arms.
2. I've got one head. I've got two hands. I've got three legs.

CB45. ACTIVITY 10. Talk to Maskman. **S** towards

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question and repeat as Maskman. Choose a pupil to respond or point. The pupil responds/points to the correct part of his/her body.
- If you have a class of ten pupils or fewer, continue around the class until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the CD again. Pupil A repeats the questions on the CD. Pupil B responds/points. Then pupils swap roles. Play the CD again for Pupil B to repeat.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 2, 21

Hello ... I'm Maskman!
What's your name?
How old are you?
Where's your hand?
Where's your mouth?
Where's your leg?
What colour are your eyes?

Extra activity 1 (if time)

- Pupils look at page 45, Activity 9. Say *Look and say 'one' or 'two'.* Say a sentence about one of the aliens, e.g. *I've got three legs.* Pupils say *Two* (because alien 2 has three legs). Repeat with different sentences.

Extra activity 2 (if time)

- Give a series of instructions for pupils to follow. Use parts of the body and other relevant language from Units 1 to 6 (e.g. *Stand up. Close your eyes. Open your eyes. Point to your head. Open your book. Show me a pencil. Point to your arm. Close your book.*). Repeat, but this time pupils repeat the instruction each time.
- Pupils work in pairs. Pupil A gives instructions in the same way. Pupil B follows the instructions. Then they swap roles. Ask a confident pupil to come and give instructions to the class.

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.
- Say the closing routine.

OBJECTIVES: By the end of this lesson, pupils will be able to name *tree* and *wood*, they will have thought about things that are made of wood and created a book.

● TARGET LANGUAGE

Key language: *tree, wood*

Additional language: *technology, Wood is from trees.*

Revision: *house, table, chair, door, bed*

● MATERIALS REQUIRED

Flashcards: table, chair, house and furniture (11, 15, 43–48)

House, tree and wood flashcards (58–60)

Two pieces of A4 paper, glue, scissors and drawing and colouring materials for each pupil

Lots of photographs of things made of wood for pupils to cut out, e.g. pages from furniture catalogues

Extra activity: house flashcards (43–48), two rulers

Optional: *Kid's Box Starter Interactive DVD*: 'Toys from trees' documentary

Warmer

- Say the opening routine.
- Stick the table, chair, door and bed flashcards on the board. Stick a piece of paper on the board next to the flashcards. Elicit the words pupils know. Ask pupils in L1 what all these things have in common. Pupils may already work out that they are all made from wood. Do not confirm at this stage.

Presentation

- Teach *tree* and *wood* using the flashcards. Elicit/Explain in L1 that wood comes from trees. Give examples to help pupils understand, e.g. show them a piece of wooden furniture in the classroom. Talk about the knots and grain of the wood, and the growth lines of the tree the furniture is made from.

CB46. ACTIVITY 1. Listen and write the number.

- Say *Open your books at page 46, please.* Help pupils find the right page. Point to the picture of Marie and elicit her name. Point to the photographs in Activity 1 and say *It's technology.* Check understanding of *technology*.
- Focus on the photographs and say, e.g. *Point to the door.* Pupils look and point. They hold up their books to show you. Repeat for the other photographs.
- Write numbers 1 to 6 on the board. Elicit the numbers. Say *Listen and write the number.* Say *Write one, two, three, four, five or six.* Point to the small boxes next to the photographs. Play the example on the CD. Hold up your book. Point to the example number 1 in the box next to the house.
- Play the rest of the CD. Pause after each one for pupils to think and write. Pupils check in pairs. Play the CD again. Check by asking, e.g. *What's number two?* Pupils respond *The door.*
- Elicit more things pupils know which are made from wood and paper. Encourage pupils to think of things at school, at home and in the wider world (in English and L1), e.g. pencils, toys, shelves, cupboards, benches, stairs, notebooks.

Key: 2 door, 3 chair, 4 bed, 5 table, 6 trees

CD 2, 22

1. Look at this house. It's wood.
2. Look at this door. It's wood.
3. Look at this chair. It's wood.
4. Look at this bed. It's wood.
5. Look at this table. It's wood.
6. And wood is from trees!

CB46. ACTIVITY 2. Make a book. Say.

- Focus on the third photograph of the girl making the book. Say *Look. It's a book. It's made from paper. And paper is made from wood. And wood is from ...* Pupils say *Trees!* Tell pupils they are going to make their own book, like the one in the photograph. Explain that the book is about wood.
- Give each pupil two pieces of paper. Show pupils how to fold the paper in half.
- Focus on the photographs in Activity 2. Describe what's happening in each photograph. Use gesture, e.g. *Look at number one. She's cutting out a picture* (hold up some scissors and mime cutting out). *Look at number two. She's sticking the pictures on the paper* (hold up some glue and mime sticking). *Look at number three. She's got a cover for her book* (hold up a piece of paper folded in half, with the title *Wood* on it, similar to the one in photograph 3).
- Pupils make their book. They draw a tree at the top of one piece of paper. Then they find or draw pictures of things made from wood. They cut out the pictures and stick them on the piece of paper. They can add arrows from the tree to the objects they have found or drawn, as in photograph 3. Then they make a cover with the other piece of paper.
- Pupils compare their books in pairs or small groups. They talk about the pictures they have found/drawn, e.g. *Look at this bed. It's wood.* Monitor and provide new vocabulary as necessary. Display the books in the classroom.

Extra activity (if time)

- Divide the class into two teams. The teams line up facing the board. Stick the house and furniture flashcards (43–48) and the house, table, chair, wood and tree flashcards on the board. Hand a ruler to the first pupil in each team. Say one of the words, e.g. *Tree.* The two pupils run to touch the correct flashcard. The first to touch it with the ruler wins a point for their team. The two pupils go to the back of the lines. Hand the rulers to the next two pupils at the front. Continue until all the pupils have had a turn. The team with the most points is the winner.

Optional activity

- The 'Toys from trees' documentary from *Kid's Box Starter Interactive DVD*. See pages 16–19 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say an object. If it is made from wood, pupils knock on their desk. If it isn't made of wood, they do nothing.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have learnt phrases for playing games, and made and played their own game in English.

● **TARGET LANGUAGE**

Key language: *Let's play, (It's a) pair, you start, OK, card, It's your/my turn, good*

Additional language: *values, take turns*

Revision: *bed, bike, chair, doll, kite, robot, sofa, table*

● **MATERIALS REQUIRED**

Toy flashcards (32–37) or real toys

Photocopiable 6 (see page T71), copied onto card, (one copy for each pupil), scissors

Two sets of the Photocopiable 6 cards, already cut out and coloured

Flashcards from Units 1 to 6

Extra activity: a selection of 14 flashcards from Units 1 to 6 (two from each category)

Warmer

- Say the opening routine.
- Review the language from the last 'values' lesson. Hand a toy flashcard (or a real toy) to a pupil. Say, e.g. *Here's a kite for you.* Encourage him/her to say *Thank you.* Repeat with different toys and different pupils.
- Pupils practise the language in pairs in the same way. Practise saying the dialogue together in chorus first. The pupils then pass classroom objects to one another.

CB47 ACTIVITY 3. *Listen and point.*

- Say *Open your books at page 47, please.* Help pupils find the right page. Point to the picture of Trevor at the top of the page. Elicit his name. Wave at Trevor and say *Hello, Trevor!* Pupils say *Hello, Trevor!* and wave. Remind pupils of the meaning of *values*, and that Trevor's pages are about doing the right thing. Point to the four large pictures and say *Listen and point.* Play the CD. Pupils point to the characters as they speak. Explain that the girl in picture 1 speaks first.
- Teach *card* and *pair* using your two sets of cards from Photocopiable 6. Say *Point to the cards.* Pupils point to the cards in the pictures in their book. Say *Where is the pair? Which picture?* Pupils respond *Picture four.*

CD 2, 23

GIRL: Let's play!

Boy: OK. Let's play pairs!

Boy: OK. You start. Look at two cards.

GIRL: A kite and a sofa. It isn't a pair. It's your turn.

Boy: OK. My turn.

BOY: Look! A sofa and a sofa. It's a pair.

GIRL: Good.

BOY: It's my turn again.

GIRL: Yes, it is.

Practice

- Play the CD again. Stop after each line. Pupils repeat in chorus. Encourage them to use the same intonation as on the recording. Make sure pupils understand the meaning of *It's my/your turn.* Talk briefly about taking turns when you play a game. Say *It's good to take turns.* Also point out that the girl says *Good* when the boy finds a pair of cards. She is playing nicely.

Photocopiable 6: see page T71

CB47. ACTIVITY 4. *Act it out.*

- Show pupils one set of cards from Photocopiable 6. Explain that they are going to make their own cards and play the same game. Hand out copies of Photocopiable 6 (see page T71) and scissors. Elicit the names of the items on the cards.
- Pupils colour in the pictures. They make a mark next to each picture (e.g. the first letter of their name) to personalise their set of cards. (Pairs will be putting two sets of cards together to play the game. They will need to separate the cards at the end of the activity.) Then pupils cut out their eight cards. Note: If you have not photocopied onto card, pupils will need to stick the paper photocopy onto a piece of card before they cut out the cards.
- Review the language for turn taking and game playing (see audioscript above). Say each phrase. Pupils repeat in chorus. Make sure they understand the rules of the game from Activity 3. Demonstrate the game with a confident pupil. Put two sets of cards together to make 16 cards. Lay the cards face down on the table. Say *Let's play pairs! It's my turn.* Turn over two cards at random. Say the words. If the cards don't match say, e.g. *A bike and a doll. It isn't a pair. It's your turn.* The pupil turns over two cards and the game continues. If your cards match, say, e.g. *Look! A table and a table! It's a pair. It's my turn again.*
- Pupils play the game in pairs in the same way. Monitor and encourage them to use the language from Activity 3 as they play.

Extra activity (if time)

- Place 14 flashcards on the board, at a height your pupils can reach. Use seven pairs of flashcards as follows (but in random order): two classroom objects, two colours, two toys, Mummy and Daddy, two rooms, two pieces of furniture, two parts of the body. Call a pupil to the front and say *Find a pair.* The pupil says two of the items that make a pair (e.g. *Orange and pink. A pair!*). Check with the class. Ask *Is it a pair?* If the pupil is correct, he/she takes the two flashcards and sits down. Repeat with different pupils. Use *It's your turn* and *Good* during this activity.

Ending the lesson

- Give a flashcard to each pupil in your class. Choose flashcards from the following categories: classroom objects, colours, toys, rooms, furniture, shapes, colours and parts of the body. Make sure you hand out an even number of cards from each category, so that pairs can be made with all the flashcards.
- Ask individual pupils to show their cards and say what they have, e.g. *I've got a circle.*
- Pupils walk around the class. They tell other pupils what is on their flashcard (with *I've got (a) ...*). They find a partner who has a flashcard from the same category (e.g. two colours, two toys, two parts of the body). When they find a partner, they both say *It's a pair!* They find you and show the flashcards for you to check.
- Say the closing routine.