

OBJECTIVES: By the end of this lesson, pupils will have named different foods and learnt a chant.

● TARGET LANGUAGE

Key language: *cake, chips, egg, fruit, milk, tomato*

Additional language: *What's your favourite food? Here are ... Yum, yum!*

Revision: colours, *star, My favourite ... is ...*, numbers 1–6

● MATERIALS REQUIRED

Crayons (one set per pupil)

Colour flashcards (26–31 and 38–40)

Food flashcards (70–75)

Extra activity 2: two rulers

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

Unit 8 Reinforcement worksheet 1 (page 49)

Warmer

- Say the opening routine.
- Review the colours with the flashcards. Hold up the red flashcard and say *Orange?* Shake your head and say *No*. Hold your thumb down. Pupils copy. Say *Red?* Nod your head and say *Yes*. Hold your thumb up. Pupils copy. Repeat with the other flashcards.
- Pupils take out their crayons. Say *Show me a red crayon, please*. Repeat for the other colours. Start off slowly, and then speed up. More confident pupils can take turns to give the instructions.

Presentation

- Present the food words using the flashcards. Show each flashcard in turn. Elicit or say the word. Pupils repeat. Put the flashcards on the board. Point to all the flashcards. Say *This is all food. Chips are food. Fruit is food*. Point to one of the foods, e.g. cake and say *Yum! Cake is my favourite food*. Smile and mime eating something you really enjoy. Ask individual pupils *What's your favourite food?* They respond with a food from the board.

CB54. ACTIVITY 1. Listen and point.

- Say *Open your books at page 54, please*. Help pupils find the right page.
- Say *What food can you see?* Elicit the words. Say *Point to the fruit*. Pupils point to the fruit bowl. They hold up their books to show you. Repeat with the rest of the food.
- Point to your book and say *Where's the star?* Pause to give pupils time to look. They check in pairs, and then hold up their books to show you. Point to the star in the picture (on the tiles behind the sink). Say *Here it is*. Pupils join in / repeat.
- Put the food flashcards on the board. Elicit the words. Say *Listen and point*. Play the CD. Pupils listen and point to the food in their books. Stop after the fruit and check pupils are pointing correctly. Repeat for the rest of the food items.
- Play the CD again. Stop after each speaker to check understanding. Ask questions, e.g. *What colour is the fruit? What's Marie's favourite food? What's Monty's favourite food? What colour is the tomato? What's Maskman's favourite food?*

CD 2, 35

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MARIE: Look at the fruit. Look at the colours ... Orange, yellow and green. Fruit's my favourite food.

MONTY: Mmm. Here are my favourite foods! Milk and cake, yum. And this cake is brown. Brown's my favourite colour.

MARIE: Oh yes, Monty ... And here's a red tomato.

MONTY: What's your favourite food, Maskman?

MASKMAN: It's egg and chips. Look, the egg's yellow and white. Hmm... egg and chips ... my favourite food. Yum, yum!

MONTY AND MARIE: Oh, Maskman.

CB54. ACTIVITY 2. Say the chant.

- Place the food flashcards on the board in the same order as they appear in the chant (in two rows). 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 flashcard as the food item 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 flashcards.
- Play the whole chant again. Pupils join in.

CD 2, 36

Egg, chips, fruit,

Tomato, milk and cake.

Egg, chips, fruit,

Tomato, milk and cake.

Egg, chips, fruit,

Tomato, milk and cake.

Egg, chips, fruit,

Tomato, milk and cake.

Practice

- Place the food flashcards on the board. Number them 1 to 6. Say a food. Pupils say the number. Repeat for the other foods. Say a number. Pupils say the food. Repeat.
- Pupils repeat the activity in pairs.

Extra activity 1 (if time)

- Pupils look at the picture on page 54 for 30 seconds. Then say *Close your books*. Ask questions about the picture, e.g. *What colour's the egg?* (yellow and white), *Who's got a tomato?* *Maskman, Marie or Monty?* (Marie) *Who's got a cake?* (Monty), etc.

Extra activity 2 (if time)

- Divide the class into two teams. The teams line up facing the board. Stick the food flashcards (70–75) on the board. Hand a ruler to the first pupil in each team. Say one of the words, e.g. *Milk*. 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

- Unit 8 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 49).

Ending the lesson

- Place the food flashcards on the board. Make a false sentence about the colour of a food, e.g. *Look! The tomato is yellow*. Pupils respond *No. It's red!* Repeat with the other foods.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have practised naming foods and completed picture patterns.

● **TARGET LANGUAGE**

Key language: *cake, chips, egg, fruit, milk, tomato*

Additional language: *What's your favourite food?*

Revision: *I've got ...*

● **MATERIALS REQUIRED**

Food flashcards (70–75)

Extra activity 1: a shopping bag and five or six pieces of toy food (one for each of the six new food words) or real food / food packaging (e.g. a banana and an apple to represent 'fruit', a tomato, an empty plastic milk bottle or carton, a small cake (or the packaging from a cake), a hardboiled egg, chips made of pieces of yellow card in a bag or box)

Optional: *Kid's Box Starter Teacher's Resource Book* Unit 8 Reinforcement worksheet 2 (page 50)

Warmer

- Say the opening routine.
- Play the food chant (CD 2, 36). Pupils join in.

CB55. ACTIVITY 3. Listen and circle.

- Say *Open your books at page 55, please.* Help pupils find the right page. Point to the first picture in pair 1. Elicit the food. Repeat for the second picture. Say *Listen and look.* Point to the first pair of pictures. Play the example. Pupils repeat. Point to the correct picture in the book and the circle around it.
- Say *Listen and circle.* Draw a circle on the board. Make sure pupils know that they have to circle one of the pictures each time. Tell them to use pencil, not pen.
- Play the CD. Stop after each one for pupils to think and circle. Pupils check answers in pairs. Play the CD again. Elicit answers. Say, e.g. *Number two. I've got ...?*

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

CD 2, 37

1. I've got cake and milk.
2. I've got eggs and fruit.
3. I've got eggs and chips.
4. I've got fruit and milk.
5. I've got tomatoes and chips.
6. I've got cake and tomatoes.

CB55. 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 (*egg, tomato ... egg, tomato ... egg, ...*). Follow the example answer line to the tomato with your finger and elicit *tomato*.
- Check pupils know that they have to draw a line to the next food item 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 chips, 3 cake, 4 milk

Extra activity 1 (if time)

- Before the class, place five or six food items (or toy foods) in a shopping bag. Show your bag and say *What's this?* Elicit *Bag* and say *Yes. It's my bag.* Look inside and say *Hmm. What's in my bag?* Take out an item and hold it up. Say *I've got (a) ...* Elicit the complete sentence. Repeat for the other food items. When the bag is empty, hold it upside down to show there is nothing inside. Say/Elicit three or four sentences with *haven't got*, e.g. *I haven't got a cake (in my bag). I haven't got a tomato.* Note: If you can't find real or toy food, you can use flashcards for this activity.
- Put all the food (or flashcards) back in the bag. See if pupils can remember what's in the bag. Ask *What's in my bag?* Say, e.g. *I've got (a) ...* Choose a pupil to complete the sentence. Repeat until pupils have remembered all the items. Use mime clues if they have difficulty remembering (e.g. mime drinking for 'milk').

Extra activity 2 (if time)

- Pupils create their own pattern puzzle like the ones in Activity 4. They draw a row of pictures of food, to make a repeating pattern. They draw five or seven pictures in total. Monitor and help as necessary. Ask pupils questions as they work, e.g. *What's this?* Elicit, e.g. *Chips.*
- 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 8 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 50).

Ending the lesson

- Hide a food flashcard behind paper. Say *What's my favourite food?* Very slowly reveal the picture from one corner. Pupils guess, e.g. *Cake?* Reveal the flashcard to check, and then place the flashcard on the board. Repeat with the other flashcards. Ask different pupils *What's your favourite food?* Point to the flashcards on the board. The pupils respond with one of the six food words.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will recognise the difference between *like* and *don't like* and will have learnt a song.

● **TARGET LANGUAGE**

Key language: *I like ... , I don't like ...*

Revision: food

● **MATERIALS REQUIRED**

Food flashcards (70–75)

Two large circles made of card or paper – one with a happy face drawn on it, one with a sad face

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

Unit 8 Song worksheet (page 53)

Warmer

- Say the opening routine.
- Review food. Show each flashcard and elicit the word.
- Give the flashcards to pupils. They come to the front. They hold their cards so the rest of the class can't see. Whisper a number between 1 and 6 to each of the pupils. Shout, e.g. *Three!* The pupil who is number 3 holds up his/her flashcard and shows it to the rest of the class. They chorus the word. Repeat. Ask a confident pupil to lead the activity.

Presentation

- Place the six food flashcards on the board or hold up real food (see Materials required, page T55 for ideas). Point to a food you like, smile and rub your tummy. Say, e.g. *I like milk. Yum!* Repeat for two more foods. Then point to a food you don't like and say, e.g. *I don't like egg. Yuk!* Repeat for two more foods.
- Make a sentence, e.g. *I like chips.* Pupils stand up. Repeat with different sentences, both positive and negative. Pupils stand up for *I like ...* or sit down for *I don't like ...*

Song

CB56. ACTIVITY 5. Listen and point. Sing the song.

- Say *Open your books at page 56, please.* Help pupils find the right page.
- Ask *What can you see?* Elicit known items in the picture (*bird, butterfly, table, fruit, tomatoes, cake, milk, egg and chips*).
- Say *Listen and point.* Play the CD. Pupils point to each food in the picture as it is mentioned. Hold up your book and do the same.
- Place the tomato, fruit, cake and milk flashcards in a row on the board. Draw a smiley face next to them. Point at each flashcard and make a sentence from the song, e.g. *I like tomatoes. I like fruit,* etc. Place the flashcards for egg and chips in a row. Draw an unhappy face next to them. Point at the flashcards and make negative sentences from the song in the same way (e.g. *I don't like eggs*).
- Play the song line by line. Pupils repeat. Point at the flashcards and faces to help them remember the words.
- Say *Let's sing the song.* Play the whole song. Pupils join in. Encourage them to look happy and rub their tummies when they sing the first verse (*I like ...*) and look unhappy as they sing the second verse (*But I don't like ...*).

CD 2, 38

I like tomatoes.

I like fruit.

I like cake.

I like milk.

But I don't like eggs.

And I don't like chips.

No, I don't like egg and chips.

(Repeat both verses)

CD 2, 39

Now sing the song again. (Karaoke version)

Practice

- Stick the large happy face and the unhappy face you have prepared on opposite walls in the classroom. The pupils stand up. Say, e.g. *Eggs!* Pupils who like eggs go to the happy face. Pupils who don't like them go to the sad face. Elicit a sentence from one pupil in each place (*I like eggs. / I don't like eggs.*). Repeat with the other foods.
Note: If it is difficult for your pupils to move around in class, they can stand up, turn and point to the happy or sad face.

Extra activity 1 (if time)

- Make two groups: Like and Don't like. Each group sings the appropriate verse.

Extra activity 2 (if time)

- Draw two columns on the board. At the top of one column draw a happy face. At the top of the other column draw an unhappy face. Place the food flashcards in a row at the bottom of the board. Make sure your pupils can reach them. Take one of the flashcards, e.g. *cake*. Show the pupils. Say, e.g. *I like cake.* Smile. Place the flashcard in the column with the happy face. Do the same with a flashcard of a food you don't like: make a sad face and say, e.g. *I don't like eggs.* Put the flashcard in the other column. Call a confident pupil to the front to choose a flashcard, make a sentence and put it in one of the columns in the same way. Repeat with different pupils.

Optional activity

- Unit 8 Song worksheet from the *Starter Teacher's Resource Book* (page 53).

Ending the lesson

- Teach the following actions/mimes for the song:
tomato = squeeze a tomato in your hand; *banana* = peel a banana; *cake* = eat a slice of cake, smile; *milk* = drink through a straw; *chips* = wave the fingers of your hand; *egg* = make an egg shape with the fingers of one hand
- Say a food. Pupils do the action. Repeat several times. Do an action. Pupils chorus the food.
- Pupils sing the song (CD 2, 38) again. They join in with the actions and mimes.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have practised talking about food they like and don't like.

● **TARGET LANGUAGE**

Key language: *I like ... , I don't like ...*

Additional language: *What's your favourite food? It's ...*

Revision: food, numbers 1–6

● **MATERIALS REQUIRED**

Food flashcards (70–75)

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

Unit 8 Extension worksheet 1 (page 51)

Warmer

- Place the food flashcards on the board in the order they appear in the song (CD 2, 38). Ask *What colour's an egg?* Elicit *Yellow and white*. Repeat with *What colour's milk?* (*White*) and *What colour's a tomato?* (*Red*). Play the song. Pupils sing along and do the actions (see Ending the lesson, page T56). Point to the flashcards to help them remember the words.

CB57. ACTIVITY 6. Listen and write the number.

- Say *Open your books at page 57, please*. Help pupils find the right page. Hold up your book. Point to the pictures of food. Ask, e.g. *Where's the milk?* Pupils point. They check in pairs and then hold up their books to show you. Repeat for the other pictures.
- Draw a happy face on the board. Say *I like or I don't like?* (*I like*). Draw an unhappy face and say *I like or I don't like?* (*I don't like*). Make sure pupils understand that the happy face indicates that the person likes this food and an unhappy face indicates that he/she doesn't like it.
- 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 below the food. Play the example on the CD. Hold up your book. Point to the example number 1 in the box below the cake. Elicit *I don't like cake*.
- Play the CD. Pause after each item 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 *I like chips*.

Key: 2 chips, 3 milk, 4 tomatoes, 5 eggs, 6 fruit

CD 2, 40

1. I don't like cake.
2. I like chips.
3. I don't like milk.
4. I like tomatoes.
5. I don't like eggs.
6. I like fruit.

Practice

- Focus pupils on completed Activity 6. Say *Listen and point*. Say a sentence about one of the pictures, e.g. *I don't like milk*. Pupils point to the correct picture. They check in pairs and then hold up their books to show you. Repeat several times.

Pair work

- Pupils work in pairs. Pupil A says a true sentence with *I like ...* or *I don't like ...* about Activity 6. Pupil B points to the correct picture. Then they swap.

CB57. ACTIVITY 7. Draw foods you like and don't like. Say.

- Focus pupils on the two frames in the bottom half of the page. Draw two similar rectangles on the board, one with a smiley face in the corner, one with an unhappy face. Say *Hmm. What food do I like?* Mime thinking. Draw a simple picture of a food you like in the left-hand rectangle, e.g. a glass of milk. Point at your picture and say *I like milk*. Do the same for something you don't like in the right-hand rectangle.
- Pupils draw their own pictures in the same way. Monitor. Elicit sentences for the pupils' pictures with *I like* and *I don't like*. Ask pupils *What's your favourite food?* They respond *I like ...*
- Pupils show each other their pictures in pairs or small groups. They say *I like ... I don't like ...*

Extra activity 1 (if time)

- Demonstrate the activity. Place the six food flashcards in a column on the board. Elicit the words. Choose a confident pupil. Point to the first food and ask him/her, e.g. *Do you like fruit?* If he/she responds *Yes. I like fruit*, draw a happy face next to the fruit flashcard. If he/she says *No. I don't like fruit*, draw a sad face. Repeat with the other flashcards. Gradually encourage the pupil to make a sentence for each flashcard without you asking the question.
- Pupils work in pairs. They draw small pictures of the six foods in a column. Pupil A makes a sentence about each food (*I like ...* or *I don't like ...*). Pupil B draws a happy or sad face next to each small picture to show Pupil A's likes and dislikes. Then Pupil B shows Pupil A. He/she checks if the faces are correct. They swap roles.

Extra activity 2 (if time)

- Make four groups. Name them *Tomatoes, Chips, Eggs and Cakes*. Give instructions to the groups. Use language from the Starter Level, e.g. *Tomatoes, stand up! Cakes, stand up! Tomatoes, point to a table. Chips, close your books! Cakes and Chips, point to your head. Eggs, stand up! Tomatoes, sit down. Eggs, swim*. Groups mime / do the actions. Say the instructions quickly.

Optional activity

- Unit 8 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 51).

Ending the lesson

- Show the food flashcards in turn. Make a happy or sad face for each one. Pupils chorus *I like ...* or *I don't like ...*, as appropriate.
- 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: *I'm not a ... , Be quiet! children, Stella, Simon, Suzy, He's ... , He isn't ... , superhero*

Revision: *toy, doll, colours, mouse, I'm a ... , I like ... , I don't like ... , Here's a ... , for you, Thank you, Daddy, food*

● MATERIALS REQUIRED

Character flashcards (1–3)

One set of masks

Food flashcards (70–75)

Optional: *Kid's Box Starter Teacher's Resource Book* Unit 8

Extension worksheet 2 (page 52) and/or animated version of the Unit 8 story from *Kid's Box Starter Interactive DVD*

Warmer

- Show a character flashcard or put on a mask. Elicit the name. Repeat for the other character flashcards/masks. Ask *What's Monty?* Elicit *A mouse*. Ask *What are Maskman and Marie?* Elicit *Dolls*.
- Stick the character flashcards on the board. Place the food flashcards below the characters. Elicit the words. Point to Marie and ask *What's her favourite food?* Refer pupils to the picture on page 54 if they can't remember. Elicit *Fruit*. Put the fruit flashcard next to Marie. Ask about Monty and Maskman's favourite foods in the same way (Monty: cake, Maskman: egg and chips).

Story

CB58. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 58, please*. Help pupils find the right page. Say *Look at the pictures. Where are Maskman, Monty and Marie?* Elicit/Explain that they are back in the toy shop from Unit 1 (pupils can look at page 4 if they need to). Use the pictures to present *children* and review *Daddy*.
- Say *Look at the pictures*. Hold up your book. Point at 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.
- Point to the children in the pictures and elicit/teach their names (Simon, Stella, Suzy - in the pram). Tell the pupils the children are from the Star family. They are in the toy shop with their daddy, Mr Star. Say *Listen and look. What toy has Simon got? What has Stella got? What has Suzy got?* Play the CD again. Say *Simon – Monty, Marie or Maskman?* Pupils say *Maskman*. Repeat for Stella and Marie (Stella – Marie, Suzy – Monty).
- Play the CD again. Stop after each picture to check understanding. Hold up your book. Point to the picture and ask, e.g. *Picture 1: Does Marie like pink?* (No.) *Picture 2: Is Maskman a doll?* (No, a superhero.) *Who are Simon, Stella and Suzy? Animals? Toys?* (No, children.) Make sure pupils understand the meaning of *superhero*.

CD 2, 41

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MARIE: I'm a toy. I'm a doll and I don't like pink.

MONTY: I'm a toy. I'm a mouse and I like yellow ... and brown ... and Maskman's a doll.

MASKMAN: I'm not a doll. I'm a ... superhero!
Shhh. Be quiet! Look! Children!

SUZY: Look, Stella! A toy mouse. I like this mouse.

STELLA: Yes, Suzy. Look, Simon. Here's a Maskman doll.

SIMON: He isn't a doll, Stella. He's a superhero.

SIMON: Look, Stella! Here's a doll.

STELLA: Hmm ... I like the doll but I don't like pink. White is my favourite colour.

SUZY: Daddy, I like this mouse. His name's Monty.

MR STAR: OK, Suzy. Stella, the doll is for you, and Simon for you ... the ... superhero!

CHILDREN: Thank you, Daddy.

MONTY: Oooh. I like Suzy.

MARIE: Yes, and I like Stella.

MASKMAN: I like Simon ... and I like eggs and chips.

Extra activity 1 (if time)

- Four pupils come to the front. Let each pupil choose a character – Simon, Stella, Suzy or Mr Star (Daddy). Put the character flashcards on the board or on a shelf, as if they were in the toy shop.
- Play the CD from *Look, Stella! A toy mouse* up to *Thank you, Daddy* and help the pupils act out the story. They act looking around the toy shop and finding the toys they want. They join in with as many of the lines in the story as they can. The pupil who is Mr Star picks up the flashcards of the toys and hands them to the other pupils at the end. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of four.

Extra activity 2 (if time)

- Stick the character flashcards on three different walls in the classroom. Pupils stand up. Say a line from the story as if you were one of the characters, e.g. *I don't like pink*. Pupils turn and point to the correct flashcard. Repeat with different lines (e.g. *I'm a mouse; I like eggs and chips; I'm a doll and I don't like pink; I'm not a doll. I'm a superhero; I like Stella; I like Suzy*).

Optional activities

- Unit 8 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 52).
- The animated version of the Unit 8 story from *Kid's Box Starter Interactive DVD*. See pages 34–38 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say a line from the story, e.g. *Thank you, Daddy*. Ask *Which picture?* Pupils say the number, e.g. *Five*. Repeat with different lines, e.g. *Look! Children!* (Two), *I like eggs and chips* (Six), *White is my favourite colour*. (Four), *I'm not a doll, I'm a superhero!* (One), *Look, Stella! A toy mouse!* (Three).
- 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

Revision: *What's your name? How old are you? Open your book. Point to a ..., What colour's ...? What's your favourite ...?*

● **MATERIALS REQUIRED**

Scissors

Maskman mask for the teacher (and for larger classes:

Maskman mask for each pair of pupils)

Extra activity 1: animal and food flashcards (61–66, 70–75)

Warmer

- Say the opening routine.
- Pupils prepare the food stickers. They cut them out, but don't peel them off the backing. They work in pairs. Each pupil puts the stickers into two groups – food he/she likes and food he/she dislikes. Then they compare. They point at a food and each make a sentence, e.g. Pupil A: *I like milk.* Pupil B: *I don't like milk.*

CB59. ACTIVITY 9. Listen and stick.

- Hold up each sticker. Elicit the words. Say *Listen and show.* Play the CD. Pupils listen and hold up the correct sticker to show you. Check around the class. Ask *What colour's a tomato? What colour's an egg? What colour's milk?*
- Say *Open your books at page 59, please.* Help pupils find the right page. Focus pupils on the numbered boxes. Say *Listen and point.* Play the CD again. Pupils listen and point to the correct place in their books. Check they are pointing at the correct numbers.
- Say *Now listen and stick.* Mime taking a sticker and positioning it in the correct place on the page. Play the CD. Stop after each one. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

CD 2, 42

1.
Where's the milk?
It's here.
I like milk.
2.
Look, here are the chips.
Oh, I don't like chips.
3.
I like fruit. Where is it?
It's here.
4.
Where are the tomatoes?
The tomatoes are here.
5.
An egg?
No, thank you. I don't like eggs.

6.
Look! Here's some cake for you.
Good. Thank you. I like cake.

CB59. ACTIVITY 10. Talk to Maskman. **S** towards

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman.* Play the CD. Pause after each question and repeat as Maskman. Choose a pupil to respond / do the action.
- 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 question/instructions on the CD, Pupil B responds / does the action. 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, 43

- Hello ... I'm Maskman!
What's your name?
How old are you?
What colour's a tomato?
Open your book ... and point to an egg.
Open your book ... and point to a cake.
What's your favourite food?

Extra activity 1 (if time)

- Hand out six to ten of the animal and food flashcards to different pupils. Keep the pictures on the cards hidden. Tell pupils to look at them but not to show them to the class.
- Pupils with the flashcards stand up. Each pupil shows his/her flashcard to the class and says, e.g. *I've got a (cake).* Let the class look at the flashcard for about ten seconds. Say *Remember. It's a cake.* The pupil then holds the flashcard so the rest of the class can't see or puts it face down on a desk covering the word. Repeat for all the pupils who have flashcards.
- Ask about one of the flashcards, e.g. *Where's the cake?* Pupils try to remember. Choose a pupil to stand and point to the correct pupil with a flashcard. The first pupil says *It's here.* The pupil with the flashcard shows the picture so the class can check. He/She says *Yes, I've got the cake* or *No.* Repeat for the other flashcards.

Extra activity 2 (if time)

- Say *Look. What's my favourite food?* Mime eating or drinking one of the foods from the unit. Pupils say the name of the food. Repeat with a different mime.
- Practise saying the question with the class. Say *What's my favourite food?* Pupils say the question in chorus. Make sure pupils say it several times. Vary it by asking them to say it loudly, softly, whispering, and so on.
- Pupils work in pairs. They play the mime game described above.

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 recognise the life cycle of a frog and will have made a poster.

● TARGET LANGUAGE

Key language: *frog, eggs, tadpole, water*

Additional language: *science, life cycle, it can ..., (The eggs) are from ..., it's got / it hasn't got ..., poster*

Revision: *in, egg, fly, jump, swim, can/can't, legs, butterfly, tiger, bird, colours, pair*

● MATERIALS REQUIRED

Flashcards of fish (61), duck (65) and frog (66)

Flashcards of frog's eggs, tadpole and water (76–78)

Photocopiable 8 (see page T73), copied onto paper, a piece of coloured paper or card, scissors, glue and crayons for each pupil

Optional: *Kid's Box Starter Interactive DVD*: 'In the woods' documentary

Warmer

- Say the opening routine.
- Mime being a fish (see page T48). Elicit the word. Stick the flashcard on the board. Repeat for *duck* and *frog*. Say one of the animals. Pupils do the mime. Repeat several times.
- Say *Listen and say 'yes' or 'no'*. Point to the fish and say *It can swim*. Pupils say *Yes*. Say *It can fly*. Pupils say *No*. Say *It can jump*. Pupils say *No*. Repeat with the duck and the frog.
- Ask in LI what the three animals have in common. Draw a pond with blue pen around the flashcards. Elicit that the three animals all like water. Draw an egg on the board and elicit the word. Elicit/Explain in LI that all these animals lay eggs.

Presentation

- Remove the fish and the duck flashcards from the board. Encourage/Help pupils to say as much as they can about the frog (e.g. *It's green. It's got four legs. It can jump. It can swim.*).
- Point to the pond around the frog on the board. Say *Look. The frog's in the water*. Show the water flashcard. Say the word. Pupils repeat. Make sure they say it several times.
- Teach *tadpole* using the flashcard in the same way.

CB60. ACTIVITY 1. Listen and write the number.

- Say *Open your books at page 60, please*. Help pupils find the right page. Hold up your book and point to Marie. Say *It's science*. Check understanding of *science*.
- Point to the photograph of the frog's eggs and say *Look! What are these?* Elicit *Eggs*. Say *That's right. They're frog's eggs*. Ask *Where's the tadpole?* Pupils point to the correct photograph.
- Say *Listen and point*. Play the CD. Pupils listen and point to the correct photographs.
- Say *Now listen and write the number. Write one, two or three. Use a pencil*. Play the CD again. Pupils write numbers in the boxes next to the photographs. They check in pairs. Play the CD again. Elicit answers. Ask e.g. *What's number one?* (Frog's eggs).
- Talk about the life cycle. Point to the arrows in the diagram and say *Look! This is a cycle. A life cycle. It's a circle – from the eggs, to the tadpoles, to the frog*. Follow the circle of arrows with your finger and say *Egg. Tadpole. Frog*. Pupils copy. Check understanding by saying *A tadpole is from an ...?* Pupils respond *egg*. Say *A frog is from a ...?* Pupils respond *tadpole*.

CD 2, 44

1. Look at the frog's eggs. The eggs are in the water. The eggs are from frogs.
2. Look at the tadpole. It's from an egg. The tadpole can swim but it can't jump. It hasn't got legs.
3. Look at the frog. It's from a tadpole. It's got legs. It can jump and swim.

Practice

- Say a sentence from CD 2, 44, e.g. *It can swim but it can't jump*. Pupils look at the life cycle and respond *Tadpole*. Repeat with different sentences, e.g. *It's got legs*. (Frog) *They are from frogs*. (Eggs) *It hasn't got legs*. (Tadpole)

Photocopiable 8: see page T73

CB60. ACTIVITY 2. Make a poster. Say.

- Focus on the three photographs. Point to each picture and describe what's happening. Use gesture. Say, e.g. *Look at number one. He's cutting out the pictures* (mime cutting with scissors). *Look at number two. He's sticking the pictures* (mime sticking). *Look at number three. The pictures are in pairs. It's a poster*.
- Tell pupils they are going to make a similar poster. Hand out Photocopiable 8 (see page T73), scissors and glue. Point to the numbers 1 to 4 on the left and elicit *frog, butterfly, tiger, bird*.
- Pupils cut out the eight pictures. Help as necessary. Pupils lay out the pictures in front of them. Say *Let's make pairs*. Hold up the picture of the nest. Say *Look at picture one. It's a pair with the ...*. Pupils respond *bird*. Say *Match the pictures. Make pairs*. Hold up the pictures of the nest and the bird together. The pupils arrange the rest of the pictures into pairs. Check by saying, e.g. *Number two is a pair with (the) ...*. Pupils respond with the names of the animals.
- Pupils stick the pictures in pairs onto a piece of paper or card. They colour all the pictures as they like. Monitor and talk about the colours they are using and the animals, e.g. *What colour is this? What colour's the tiger? Can a tiger jump?* etc.
- Display the posters in the classroom.

Extra activity (if time)

- You need space for this activity, e.g. the front of the class or the gym. Teach a mime for each phase of the frog life cycle: e.g. *egg* = kneel with head tucked in to make a ball shape; *tadpole* = lie on the floor with legs and arms by sides, wiggle like a tadpole; *frog* = squat on the floor with hands between knees, jump by straightening legs and say '*Ribbit! Ribbit!*'
- Say a word. Pupils do the mime. Repeat for the other words. Do a mime. Pupils say the word. Repeat for the other mimes. Say a sentence about an egg, a frog or a tadpole, e.g. *It can jump*. Pupils do the correct mime (frog). Repeat with different sentences, e.g. *It's in the water. It can't swim*. (egg).

Optional activity

- The 'In the woods' documentary from *Kid's Box Starter Interactive DVD*. See pages 20–23 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say *Look at Activity 1*. Point to the diagram. Say a sentence, e.g. *It can jump and swim*. Pupils respond *Frog*. Repeat with different sentences.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have listened to examples of people sharing and practised sharing.

● **TARGET LANGUAGE**

Key language: *Let's share, here you are, thank you*

Additional language: *values*

Revision: *I've got ... / I haven't got ..., water, I like, food*

● **MATERIALS REQUIRED**

Cards from Photocopiable 6 (pairs game, see pages T47 and T71), one set per pupil

Food flashcards (70–75)

Large empty water bottle, two plastic cups

Extra activity 2: blank paper, drawing and colouring materials for each pupil

Warmer

- Say the opening routine.
- Review the language from the last 'values' lesson. Take out two sets of the cards from the Photocopiable 6 activity (see pages T47 and T71). Start to play a game of pairs with a confident pupil. Lay out the cards face down and say *Let's play pairs. It's your turn.* The other pupil turns over two cards. Ask *Is it a pair?*
- Practise the sentences for game playing again (*Let's play. It's a pair. It isn't a pair. It's my turn. It's your turn.*) Say the sentences. Pupils repeat each one several times.
- Hand out the sets of cards. Pupils play pairs in the same way. Monitor. Remind them to take turns and use the language for game playing.

CB61 ACTIVITY 3. Listen and point.

- Say *Open your books at page 61, 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 pictures and elicit known words, e.g. *boy, girl, table, water, butterfly, cake, fruit.* Say *Listen and point.* Play the CD. Pupils point to the characters as they speak.
- Play the CD again. Pause after the first two pictures. Point to the top left picture and say *Look. The girl says 'I haven't got water.' The boy says 'Let's share.'* Point to the top right picture and say *The children are sharing.* Play the rest of the CD. Talk about the other pictures in the same way.

CD 2, 45

Oh no! I haven't got water.

Oh ... I've got water. Let's share!

Here you are.

Thank you!

I've got cake and I like fruit.

I like cake and I've got fruit. Let's share!

Yes!

Here you are.

Thank you ... Here you are.

Thank you.

Practice

- Play the CD again. Stop after each line. Pupils repeat in chorus. Encourage them to use the same intonation as on the recording. Talk briefly in LI about how important it is to share. Elicit examples of things pupils can share at school (e.g. *books, crayons, erasers, paper*).

CB61. ACTIVITY 4. Act it out.

- Ask a confident pupil to come to the front. Give him/her the bottle of water and cups. Say *Oh no! I haven't got water!* Elicit *I've got water. Let's share.* Encourage the pupil to mime pouring some water into the plastic cups. Make sure he/she says *Here you are.* Respond with *Thank you.*
- Practise the exchange with the class. Say each line. Pupils repeat. Encourage them to say the lines with feeling.
- Pupils work in pairs. Pupil A says *Oh no! I haven't got water!* Pupil B offers to share and mimes pouring water. Then they swap roles.

Extra activity 1 (if time)

- Mime cutting a slice of cake and eating it. Ask pupils *What have I got?* Elicit *Cake.* Say *Yes, I've got cake. I like cake.* Ask a pupil *Do you like cake?* Encourage the pupil to say *I like cake.* Say *Let's share!* Mime cutting a slice of cake and handing it to the pupil. Say *Here you are.* The pupil says *Thank you.* You both mime eating the cake.
- Pupils repeat this dialogue and mime in pairs. They say as much of the language as they can. Encourage them to vary the dialogue with other foods and drinks they know. Monitor and help as necessary. Ask confident pairs to act for the class.

Extra activity 2 (if time)

- Hand out pieces of paper. Tell pupils to draw a food or a toy they know in English. Ask a confident pupil to come and show you his/her picture. Practise the following dialogue, e.g. if the picture is of a robot:
T: *I haven't got a robot. I like robots.*
P: *I've got a robot. Let's share! Here you are.*
T: *Thank you.*
- Pupils work in pairs. Make sure they are with a pupil they don't usually work with. They show their pictures and practise the dialogue in the same way. Monitor and help with the language. Confident pairs perform their dialogue for the class.

Ending the lesson

- Hand the food flashcards to different pupils. Call on the pupils with flashcards to stand up. The first pupil shows the class the picture on his/her flashcard and says, e.g. *I've got milk.* Say *I like milk.* Look sad and say *I haven't got milk.* Encourage the pupil to say *Let's share. Here you are.* Take the flashcard of the milk, smile and say *Thank you.* The pupil sits down. Repeat with the other pupils with flashcards.
- Say the closing routine.