

1 Hi again!

1

2

CD1

Listen and point.

What's your name?
How old are you?

Grandma Star

Sally

Scott

Grandpa Star

Mr. Star

Mrs. Star

Suzy

2

3

CD1

Listen, point, and repeat.

2

Hi again!



Objectives: By the end of the lesson, students will have reviewed greetings and introductions.

Target language

- **Key language:** *Hi, I'm ... , We're ... , My name's ... , Goodbye, What's your/his/her name? How old are you? to be*
- **Additional language:** *look, listen, open/close your books/the door, one, star, pencil*
- **Review:** numbers 1–10, character names from *Kid's Box 1*

Materials required

- Flashcards (1–7)
- Extra activity 1: ten large pieces of thin cardboard, with a number in words between *one* and *ten* written on each one, e.g., *five*

Student's Book page 2

Warmer

- Introduce yourself. Say *Hi. My name's* (your name). Walk up to a student and repeat. Add *What's your name?* The student responds, e.g., *Hi. My name's* (student's name). *I'm* (student's name). Repeat with four or five more students.
- Students stand up. Clap your hands. They turn to the student on their left and take turns introducing themselves. Clap your hands. They turn to the student on their right and introduce themselves. Repeat for the students behind and in front.

Presentation

- Display the flashcards of the seven characters. If students studied *Kid's Box 1*, elicit the names. If they didn't, hold up each flashcard in turn, say the name, and students repeat.
- Place the flashcards around the room. Say, e.g., *Point to Suzy*. Students point. Repeat with the other characters, saying the instructions quickly one after another.

1 Listen and point.

- Say *Open your Student's Books to page 2, please*. Hold up your book and point to the page. Draw a star on the board. Elicit what it is. Say *Find the star in the picture*. Students check in pairs. Check with the class (on Mr. Star's belt). Students say *Here it is*.
- Elicit what students can see in the picture (the Star family, their house, backyard, dog, cat, etc.).
- Say *Listen and point*. Play the CD. Students listen and point to the characters as they speak. Set the listening questions: *How old is Sally? How old is Scott? How old is Suzy? Say Listen again and answer*. Students check in pairs. Check with the class (Eight, Seven, Four).

CD 1, 02

SALLY: Hi again! We're the Star family. I'm Sally Star and I'm eight. This is my brother, Scott. He's seven, and this is my sister, Suzy. She's four.

SCOTT: This is my grandmother. She's Grandma Star.

GRANDMA: Hi.

SCOTT: This is my grandfather. He's Grandpa Star.

SCOTT: Grandpa, say hi.

GRANDPA: Oh! Hi, everybody.

MRS. STAR: And we're Mr. and Mrs. Star.

SCOTT: What's your name? How old are you?

2 Listen, point, and repeat.

- Say *Look at the picture. Listen, point, and repeat*. Play the CD. Pause after each name for students to point to the characters and repeat. Play the CD again. Students chorus in time with the recording.

CD 1, 03

Sally, Scott, Suzy, Mr. Star, Mrs. Star, Grandma Star, Grandpa Star

Practice

- Invite four students (boys and girls) to the front. Ask each one *What's your name? How old are you?* Point to each of the students in turn and ask the class *What's his/her name? How old is he/she?* Students respond, e.g., *She's* (name). *She's* (age). Repeat with another four students.
- Weave the questions and answers around the classroom in the same way, gesturing to individual students to ask, as well as answer.

Extra activity 1: see page T110 (if time)

Workbook page 2

1 Write.

- Say *Open your Workbooks to page 2, please. Look at Activity 1. Who can you see?* Elicit the characters from the class. Hold up your book and point to the example. Point to each question in turn. Elicit from students what they write, e.g., point to *I'm Suzy*. Students respond *She's Suzy*. Say *Good*.
- Students work individually and complete the activity. Encourage them to check the spelling of *He/She* and also to help each other.
- Correct the activity orally with the whole class.

Key: He's Scott. She's Suzy. He's Mr. Star. She's Mrs. Star. He's Grandpa.

2 Draw and write.

- Say *Look at Activity 2, please*. Hold up one of the students' Workbooks. Point to the frame and say *Whose picture goes here?* The class responds with the student's name. Say *Good*. Point to each of the questions and elicit the response from the class for this student. Repeat.
- Students draw a picture of themselves and write the answers to the questions. Remind them to use *I'm ...* each time. Remind them to write their age in words, not numbers.

Extra activity 1: see page T110 (if time)

Ending the lesson

- Display the character flashcards on the board. Wave and say, e.g., *Goodbye, Suzy*. Invite a student to come and take the flashcard of Suzy off the board. Repeat with the other characters. Turn to the class, wave, and say *Goodbye, class*. Students respond *Goodbye*, (your name).

1

Objectives: By the end of the lesson, students will have practiced greetings and asked and answered questions using *Who's ... ?*

Target language

- **Key language:** *Hi. I'm ... , Goodbye, Who's he/she?* character and toy names (*Monty, Maskman, Marie, Trevor*)
- **Additional language:** *stand up, sit down, point to, pick up, open, close*
- **Review:** *blue, gray, pink, red, white, purple, yellow, black, brown, orange, green*

Materials required

- Character flashcards (1–11)
- Two sets of number cards (as used in the previous lesson)
- Extra activity 1: 11 large pieces of paper, each with one of the colors written on
- Extra activity 2: Prepare at least 12 simple sums using numbers 1–10

Student's Book page 3

Warmer

- Review the names of the Star family, using the flashcards. Flash a card quickly in front of the class and elicit who it is. Display it on the board. Include Trevor, Marie, Monty, and Maskman. If the students did not study *Kid's Box 1*, make sure they repeat the new names as a class several times.
- Point to the flashcards in turn. Students say the name. Turn the first one to face the board. Point to each card (including the one facing the board). The class says the names. Repeat, turning one more card to face the board each time. When all flashcards are facing the board, continue the game, turning a flashcard face up each time until all are visible again.

3 Listen and answer.

- Say *Open your Student's Books to page 3, please. Look at Activity 3.* Elicit who they can see, e.g., say *Who's number nine? Who's number five? Where's Monty?* Say *Listen and answer.* Play the first part of the CD as an example. Check students know what to say. Play the rest of the CD. Students whisper the response to their partner each time. Play the CD again, pausing after each question. This time invite different pairs to respond each time.

Key: 4 Mr. Star, 1 Suzy, 8 Monty, 3 Sally, 6 Grandma Star, 2 Scott, 9 Marie, 10 Maskman, 5 Mrs. Star, 7 Grandpa Star

CD 1, 04

TREVOR: Hi. I'm Trevor.

Look at number four. Who's he?
Look at number one. Who's she?
Look at number eight. Who's he?
Look at number three. Who's she?
Look at number six. Who's she?
Look at number two. Who's he?
Look at number nine. Who's she?
Look at number ten. Who's he?
Look at number five. Who's she?
Look at number seven. Who's he?

4 Ask and answer.

- Demonstrate the activity to the class. Say *Look at number three. Who's she?* The class responds *Sally*. Repeat three or four more times with other questions and answers in open pairs, e.g., Student A asks; Student B responds; Student C asks; Student D responds.
- Say *Look at Activity 4. Now you ask and answer in pairs. Take turns.* Students do the activity in pairs. Monitor the pairs as they are working and help where needed.

Team game

- Divide the class into two teams. Hand out the number cards to each team. Ten students on each team take and hold up a card. Team members take turns asking and answering, e.g., Team A: *Look at number seven. Who's he/she?* Team B: *He's/She's (name).* Award points for correct questions and answers. The team with the most points is the winner.

Extra activity 1: see page T110 (if time)

Workbook page 3

3 Color the stars.

- Say *Open your Workbooks to page 3, please. Look at Activity 3.* Hold up your book and point to 1. Elicit the sentence from the class (*Color two stars*). Say *What color?* Students suggest a color. Repeat for number 2.
- Students work individually and color the correct number of stars in the colors they choose. They can work together. Students check in pairs. Check with the class.

Extra activity 2: see page T110 (if time)

4 Match and connect.

- If you didn't do Extra activity 2, do a few simple sums quickly around the class, e.g., say *One and one is ...* Wait for the class to respond *two*. Repeat with other simple sums.
- Say *Look at Activity 4, please.* Hold up your book. Read the first sum (*Three and one is ...*) and elicit the response from the class (four). With your finger, follow the line in the example to *four* and then 4. Say *One and two is ...* Wait for the class to respond *three* and say *Now draw the lines for this sum and the other sums.*
- Students work individually and then check in pairs. Check with the class.

Key: 2 three 3, 3 eight 8, 4 nine 9, 5 ten 10, 6 seven 7

Ending the lesson

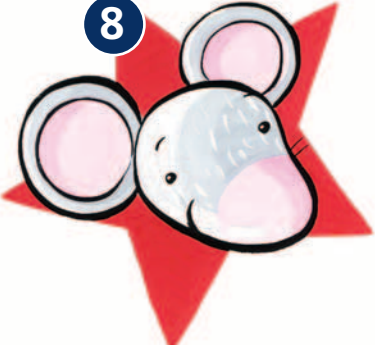
- Play the "Please game" to review classroom objects and instructions. Students stand up. Demonstrate the game first. Say, e.g., *Point to your chair*. Students don't point. Say, e.g., *Open your Student's Books, please*. Students open their Student's Books. Play the game using the following instructions: *sit down, stand up, close, open, point to / touch a book/pencil/table/chair/pen*. Students who respond incorrectly (e.g., do it when you don't say *please*) are out and sit down. Stop when you have a small group of winners.



Listen and answer.



Hi, I'm Trevor. Look at number four. Who's he?



Ask and answer.

Look at number three. Who's she?

Sally.

Suzy Scott Sally Mr. Star Mrs. Star Grandpa Star Grandma Star
What's your name? How old are you? Who's he/she?

