

Cambridge University Press
978-1-107-63625-5 – Kid’s Box Level 1
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Excerpt
[More information](#)

1 Hello!

1 **2** **3** Listen and point.

CD1



2 **3** Listen and repeat.

CD1

OBJECTIVES: By the end of the lesson, pupils will be able to introduce themselves and name members of the Star family.

● **TARGET LANGUAGE**

Key language: *Hello, I'm ... , Goodbye, What's your name?*

Additional language: *look, listen, open/close your books, star, pencil, numbers 1–6, Simon, Stella, Suzy, Mr Star, Mrs Star, Monty, match, repeat, ball, circle, tick, cross*

● **MATERIALS REQUIRED**

Character flashcards (1–5 + 8)

Scrunched up balls of paper

Optional: *Kid's Box 1 Language Portfolio* pages 1 and 2

Warmer

- Greet the pupils. Say *Hello. I'm* (your name). Point to yourself. Go up to pupils in turn, repeat the greeting and elicit it from pupils with their names.

Presentation

- Stick the flashcards on the board face down. Turn each flashcard, point to the character and say the name, e.g. *Suzy Star*. When all the flashcards are face up, point to each one again. Pupils repeat.

PB4. ACTIVITY 1. *Listen and point.* [YLE]

- Say *Open your Pupil's Books at page 4, please*. Hold up your book to check pupils have the right page. Draw a simple star shape on the board. Say *It's a star*. Hold up your book. Point and say *Where's the star?* (in the tree). Pupils say *Here it is*.
- Point to one of the flashcards. Pupils point to the same character in their books. Repeat.
- Say *Listen and point*. Play the CD. Pupils point to the characters as they introduce themselves. Check by pointing to the correct flashcard on the board.

CD 1, 02

MRS STAR: Hello. I'm Mrs Star.

MR STAR: Hello. I'm Mr Star.

STELLA: Hello. I'm Stella Star.

SIMON: Hello. I'm Simon Star.

SUZY: Hello. I'm Suzy Star.

SUZY, STELLA AND SIMON: Goodbye.

MONTY: Hello. I'm Monty. What's your name?

PB4. ACTIVITY 2. *Listen and repeat.*

- Say *Listen and repeat, please*. Play the recording. Pause after each name for pupils to repeat the name in chorus.

CD 1, 03

Mrs Star, Mr Star, Stella, Simon, Suzy

Practice

- Stick the flashcards around the room. Say, e.g. *Point to Simon*. Pupils point to the flashcard of Simon. Repeat with the other characters, getting faster as the game continues.

Pair work

- Divide pupils into pairs. Demonstrate the game. Pupil A points to a character in the Pupil's Book. Pupil B says the name, e.g. *Simon*. Pupils take turns. Check by pointing to a flashcard. A pupil says the name. Repeat for all the flashcards.

AB4. ACTIVITY 1. *Match.*

- Say *Open your Activity Books at page 4, please*. Point to and say the example in Activity 1 (Suzy). Pupils work individually and match the other five pictures. Pupils check in pairs by pointing and naming. Check by holding up your book, saying the name and pointing.

Key: 2 Mr Star, 3 Monty, 4 Simon, 5 Mrs Star, 6 Stella

AB4. ACTIVITY 2. *Listen and circle the tick or cross.* [YLE]

- Demonstrate by displaying the Simon flashcard on the board and drawing a tick and a cross below it. Point and say *This is Marie*. Pupils respond by showing thumbs down (no). Circle the cross.

Note: If a thumbs down / thumbs up gesture is not appropriate, pupils can e.g. shake / nod their heads.

- Say *Listen and circle the tick or cross*. Point to the tick and then the cross. Play the CD. Pupils listen and circle. Pupils check in pairs. Play the CD again. Check with the class by playing the CD and pausing after each one to check.

Note: The numbers are for understanding only.

Key: 2 X, 3 ✓, 4 X

CD 1, 04

1.

SIMON: Hello. I'm Simon.

2.

MONTY: Hello. I'm Monty.

3.

SUZY: Hello. I'm Suzy.

4.

STELLA: Hello. I'm Stella.

Class game

- Divide pupils into groups of six. Groups stand in small circles. Give a scrunched up ball of paper to each group. Demonstrate with one group. Say *I'm* (your name). *What's your name?* Throw the ball to a pupil in the group. The pupil says *I'm* (pupil's name). *What's your name?* and throws the ball to another pupil. Continue the game.

Extra activities: see page T110 (if time)

Language Portfolio

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

Ending the lesson

- Display the flashcards on the board face up. Point to each one to elicit the name. Take the Monty flashcard off the board. Say *Goodbye, Monty* and wave. Repeat with the other flashcards. Stand in front of the class, wave and say *Goodbye, everyone*.

OBJECTIVES: By the end of the lesson, pupils will be able to name the rest of the toy characters, understand and use numbers 1–10 and will have learnt a chant.

● TARGET LANGUAGE

Key language: numbers 1–10

Additional language: *Maskman, Marie, stand up, sit down, toy, toy box, come alive, walk, talk, join the dots, complete, do the actions, say the chant*

Revision: *Hello. I'm (name). Goodbye. What's your name?*
character names

● MATERIALS REQUIRED

Flashcards of the eight characters (1–8) and flashcards of numbers 1–10 (9–18)
Photocopiable 1 (see page T97), one for each pupil, an envelope for each pupil
Ten pencils
Ten cards, each with a different number of dots between one and ten

Warmer

- Sit on a chair. Say *Stand up*. Stand up. Say *Sit down*. Sit down. Repeat. Pupils mime the actions.
- Review the characters by holding up 1–5 + 8 flashcards in turn and eliciting the name. Divide the class into six groups. Give each group a flashcard. Say *Stand up, Mrs Star. Stand up, Mr Star. Sit down, Suzy. Stand up, Monty. Stand up, Stella. Sit down, Simon*. Groups do the actions. Repeat for all the characters.

Presentation

- Stick the flashcards of Maskman and Marie on the board face down. Turn each flashcard, point to the character and say the name, e.g. *Maskman*. Pupils repeat.

PB5. ACTIVITY 3. Listen and do the actions.

- Say *Open your Pupil's Books at page 5, please*. Divide the class into three new groups: Monty, Maskman and Marie. Play the CD. Pupils listen and stand when they hear their character's name. Play the CD again. This time pupils sit. Teach the actions:
Toys in the toy box = head down on the desk, eyes closed
Come alive = head up, open eyes
Walk and talk = stand up
On the count of five = rub eyes
One ... five = march and count
Play the CD again. Pupils do the actions.

CD 1, 05

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five,
One, two, three, four, five.
MARIE: Hello. I'm Marie. What's your name?
MASKMAN: Maskman. What's your name?
MONTY: Monty.
ALL: Goodbye.

Practice

- Invite six pupils to come to the front. Give three pupils character flashcards (Simon, Stella, Suzy). Make sure the other three pupils can't see. The three pupils without cards take it in turns to ask the question *What's your name?* The pupils show their flashcards and respond. Repeat.

Presentation

- Display the number flashcards. Place ten pencils on your desk. Point to each pencil in turn and count: *One, two*, etc. pointing to the flashcards as you say the numbers. Repeat. Count using your fingers. Start with one hand (1–5). Pupils repeat. Continue with the other hand (6–10). Pupils repeat.

PB5. ACTIVITY 4. Say the chant.

- Play the chant on the CD. Pupils listen and join in. Divide pupils into two groups. Each group says a different line. Repeat. You could record the pupils and play it back so they can hear themselves. They could vary the way they say each line, e.g. whisper, shout / get louder, get quieter.

CD 1, 06

One, two, three, four, five,
Six, seven, eight, nine and ten.

Pair work

- Hold up a number of fingers. Pupils say how many. Encourage pupils to count from one each time. Pupils work in pairs and take turns to play the game.

AB5. ACTIVITY 3. Look and match.

- Say *Open your Activity Books at page 5, please*. Point to the characters from left to right. Elicit the names each time. Say them clearly as groups of three (*Marie, Maskman, Monty ... Marie, Maskman, ...*). Follow the line to Monty with your finger. Elicit *Monty*.
- Pupils work in pairs to complete the other rows by drawing lines to the correct characters. Pairs check with other pairs. Pupils say the names of the characters in the rows as they check. Check with the class.

Key: 2 Simon, 3 Maskman, 4 Marie

Photocopiable 1: see pages T95 and T97

AB5. ACTIVITY 4. Join the dots.

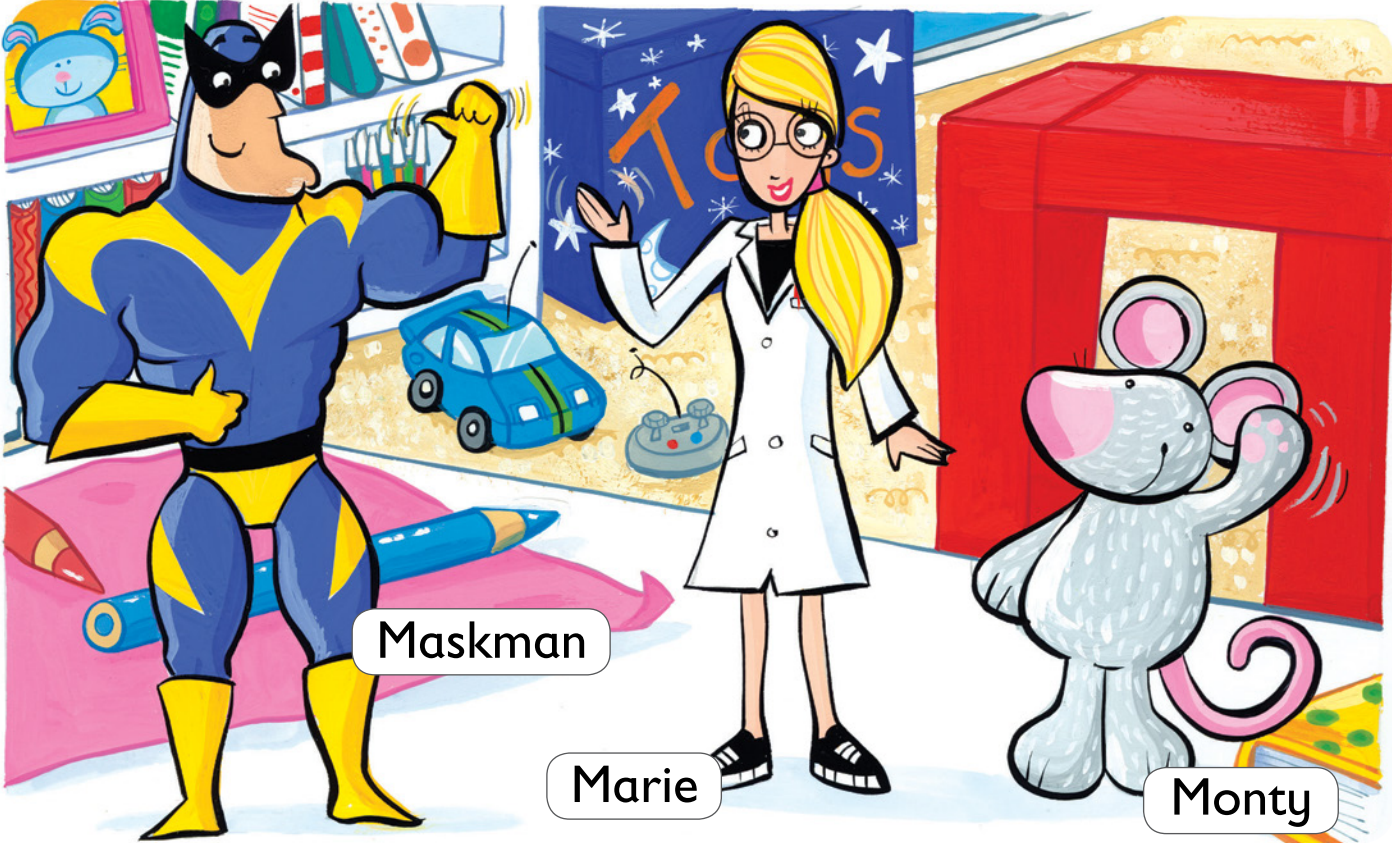
- Hold up a pencil. Say *Use a pencil and join the dots*. Count the numbers aloud with the class. *One, two, three, ...* Elicit what the picture is (a star).

Extra activities: see page T110 (if time)

Ending the lesson

- Choose ten pupils to come to the front. Hand a card with dots to each pupil. Pupils count the dots on their cards and form a line in the sequence 1–10, facing the class. Each pupil then says their number for the class to check. Repeat using the number flashcards.

3 Listen and do the actions.



4 Say the chant.



Functions

Hello, I’m ... What’s your name? Goodbye.

Vocabulary

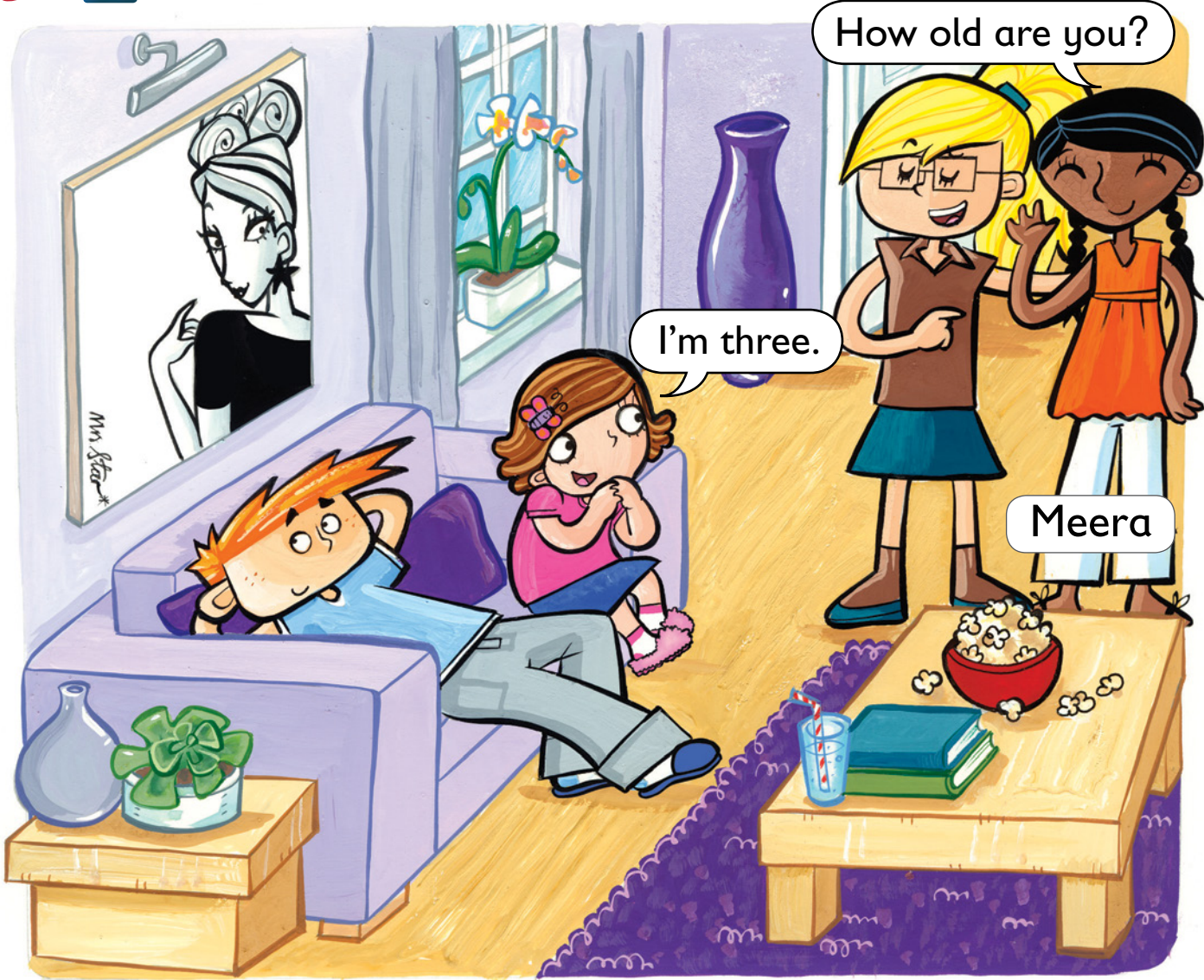
1–10

5

7

CD1

Listen and point.



6

8

CD1

Listen and repeat.



6

Functions

How old are you? I'm ...

OBJECTIVES: By the end of the lesson, pupils will be able to ask and answer about age.

● TARGET LANGUAGE

Key language: *How old are you? I'm ...*

Additional language: *stand up, sit down, point to, pick up, please, draw, write, door, Meera*

Revision: numbers 1–10, *What's your name? I'm ...*

● MATERIALS REQUIRED

Number flashcards (9–18) and ten cards with dots from previous lesson

Flashcard of Meera (19)

Optional: *Kid's Box Teacher's Resource Book 1*

Unit 1 Reinforcement worksheets 1 and 2 and Extension worksheet 1 (pages 7, 8 and 9)

Warmer

- Hand out both sets of number cards. Hold up one finger and elicit *One* from the class. The pupils with the cards showing 1 come and stick their cards on the left of the board. Repeat until all ten numbers are on the board in the correct place.

PB6. ACTIVITY 5. Listen and point. [YLE]

- Say *Open your Pupil's Books at page 6, please. Say Point to Simon.* Pupils point. Repeat for Stella and Suzy. Introduce Meera using the flashcard. Hold up your book, point and say *This is Meera.*
- Play the CD. Pupils listen and point when they hear the names. Play the CD again. Pupils listen and point a second time. Hold up your book. Point to Simon. Say *What's his name?* Repeat for the other three characters.
- Say *How old is Meera?* Elicit from the class (*Eight*). Ask about Simon and Suzy. Play the CD again if pupils can't remember.
- Ask a pupil *How old are you?* The pupil responds, e.g. *I'm six* or *I'm seven*. Ask several other pupils. If you have anyone who is a different age, ask them.

CD 1, 07

STELLA: Hello, Meera.

MEERA: Hello, Stella. Hello. What's your name?

SUZY: Suzy.

MEERA: How old are you?

SUZY: I'm three.

SIMON: How old are you, Meera?

MEERA: I'm eight, and you?

SIMON: I'm six.

PB6. ACTIVITY 6. Listen and repeat.

- Play the CD. Say *Repeat* and point to your mouth. Pupils point to the character and repeat in chorus.

CD 1, 08

SIMON: Hello. I'm Simon. I'm six.

MEERA: Hello. I'm Meera. I'm eight.

SUZY: Hello. I'm Suzy. I'm three.

STELLA: Hello. I'm Stella. I'm seven.

Class game

- Say, e.g. *Hello. I'm Jenny. I'm nine.* Show thumbs up and thumbs down and ask pupils what they think (thumbs down – not true). Whisper to a pupil to say the truth, e.g. *I'm* (real name) and *I'm* (real age). The pupil says the sentence. Show thumbs up and thumbs down and ask pupils what they think (thumbs up). Invite other pupils to stand and say a sentence about their name and age. The class votes each time.

AB6. ACTIVITY 5. Listen and write the number. [YLE]

- Say *Open your Activity Books at page 6, please.* Tell pupils to use a pencil. Say *Listen* and cup your hand behind your ear. Play the CD. Pupils listen and write the ages. They check in pairs. Play the CD again. Check with the class. Ask questions, e.g. *Number 1. How old is he?* Write the correct answer on the board for each one.

Key: 2 = 3, 3 = 5, 4 = 9, 5 = 7, 6 = 10

CD 1, 09

- I'm six.
- I'm three.
- I'm five.
- I'm nine.
- I'm seven.
- I'm ten.

AB6. ACTIVITY 6. Draw and write.

- Point to Stella. Say *Who's this? How old is she?* Pupils respond. Tell pupils to draw (mime drawing a picture in the air) a picture of themselves in the other frame and to write their information. Elicit a few examples from pupils: *I'm* (name). *I'm* (age).
- Encourage pupils to show each other their drawings.

Class game

- Review *Stand up* and *Sit down* from the previous lesson. Check *Point to (the door)*, *Pick up (a pencil)*, *Open (your books)*, *Close (your books)*.
- Play an action game. Pupils do the action only when you say *please*, e.g. *Stand up, please* (pupils stand up). *Open your books, please* (pupils open their books). *Close your books* (pupils don't close their books). Repeat these and other instructions quickly, one after another. Pupils miss a turn when they make a mistake.
 Note: This game can be repeated on a regular basis to revise and extend vocabulary and instructions.

Extra activities: see page T110 (if time)

Optional activity

- Unit 1 Reinforcement worksheets 1 and 2 and Extension worksheet 1 from *Teacher's Resource Book 1* (pages 6–9).

Ending the lesson

- Put your hands behind your back. Hold out a number of fingers. Make sure pupils can't see. Say *How many fingers (are there)?* Pupils take turns to guess. Show your hands when pupils guess correctly. Repeat with different numbers.

OBJECTIVES: By the end of the lesson, pupils will be able to name and talk about colours and sing a song.

● **TARGET LANGUAGE**

Key language: *blue, green, orange, pink, purple, red, yellow, monster, rainbow, and, What colour’s (the pencil)? It’s ...*
Additional language: *sing the song, colour, play bingo, take out*
Revision: *How old are you?, numbers 1–10, stand up, sit down, point to, pick up, open, close*

● **MATERIALS REQUIRED**

Colour flashcards (20–26)
Extra activity 1: a paper plate for each pupil, seven colours of tissue paper cut into strips for each pupil
Optional: *Kid’s Box Teacher’s Resource Book 1* Unit 1 Song worksheet (page 11)

Warmer

- Start to write very slowly a number on the board. Pupils guess which number it is. Ask a pupil to come and complete the number. Repeat for the other numbers.

Presentation

- Teach the colours using the flashcards. Show a flashcard. Say *It’s (colour)*. Stick the flashcards on the board. Point and say *It’s ... green*. Pause before the colour to give pupils a chance to say it. Practise the colours by saying, e.g. *Point to green. Point to red. Point to blue*.
- Point to a flashcard, e.g. yellow. Elicit negative answers. Say *Is it blue? Is it purple? Is it orange?* Then say *What colour is it?* Pupils respond *It’s yellow*. Repeat.
- Invite pupils to take turns to be the callers to give them practice with the questions.

PB7. ACTIVITY 7. Sing the song.

- Say *Open your Pupil’s Books at page 7, please. Say What can you see?* Elicit or teach *rainbow* and *monster*.
- Play the CD. Pupils listen and point to the colours. Play the CD again. Pupils join in with the song. Play the CD one or two more times to give pupils confidence to sing. Pupils stand up and sing the song as a class.

CD 1, 10

Red and yellow and pink and green,
Orange and purple and blue.
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow to you.

CD 1, 11

Now sing the song again. (Karaoke version)

Practice

- Say *Take out a blue pencil. Take out a red pencil*. Repeat for the other five colours. Hold up a blue pencil. Say *What colour’s the pencil?* Pupils respond *Blue*. Pupils work in pairs. They take turns to hold up a pencil, ask a question and respond.

PB7. ACTIVITY 8. Listen and say the colour.

- Play the CD. Do the first one as an example. Pupils hear the number and say the colour which corresponds, e.g. *1 = pink*. Pupils check in pairs. Play the CD again, pausing after each one to elicit the number and the colour.
- Key:** 6 = green, 3 = yellow, 5 = blue, 1 = pink, 7 = purple, 4 = red, 2 = orange

CD 1, 12

Six, three, five, one, seven, four, two

Class game

- Divide the class into seven groups. Give each group a different colour. Play an instruction game. Say, e.g. *Red, stand up. Yellow and green, point to your books*. Continue, making sure you involve all the pupils and give them practice with the language of instruction.

AB7. ACTIVITY 7. Listen and colour. [YLE]

- Say *Open your Activity Books at page 5, please*. Elicit the numbers. Tell pupils to place the seven coloured pencils on their desks. Say *Now listen and colour*. Pupils mark the number with a dot in the right colour. They will not need to use all seven colours. They colour the number in fully after the listening. Play the CD. Pupils listen and mark the numbers. They check in pairs. Play the CD again. Check with the class by asking, e.g. *What colour’s number one?*

Key: 8 = red, 1 = purple, 7 = blue, 9 = yellow, 4 = orange

CD 1, 13

1. Look at number eight. Colour it red.
Red?
Yes, colour number eight red.
OK.
2. Look at number one. Colour it purple.
OK. Number one is purple.
3. OK. Look at number seven. Colour it blue.
Blue?
Yes, number seven is blue.
4. What colour’s number nine?
It’s yellow. Number nine is yellow.
OK.
5. Look at number four. Colour it orange.
OK. Number four is orange.
Yes.

Extra activities: see page T110 (if time)

Optional activity

- Hand out copies of the song worksheet from *Teacher’s Resource Book 1* (pages 6 and 11) and do the colour dictation.

Ending the lesson

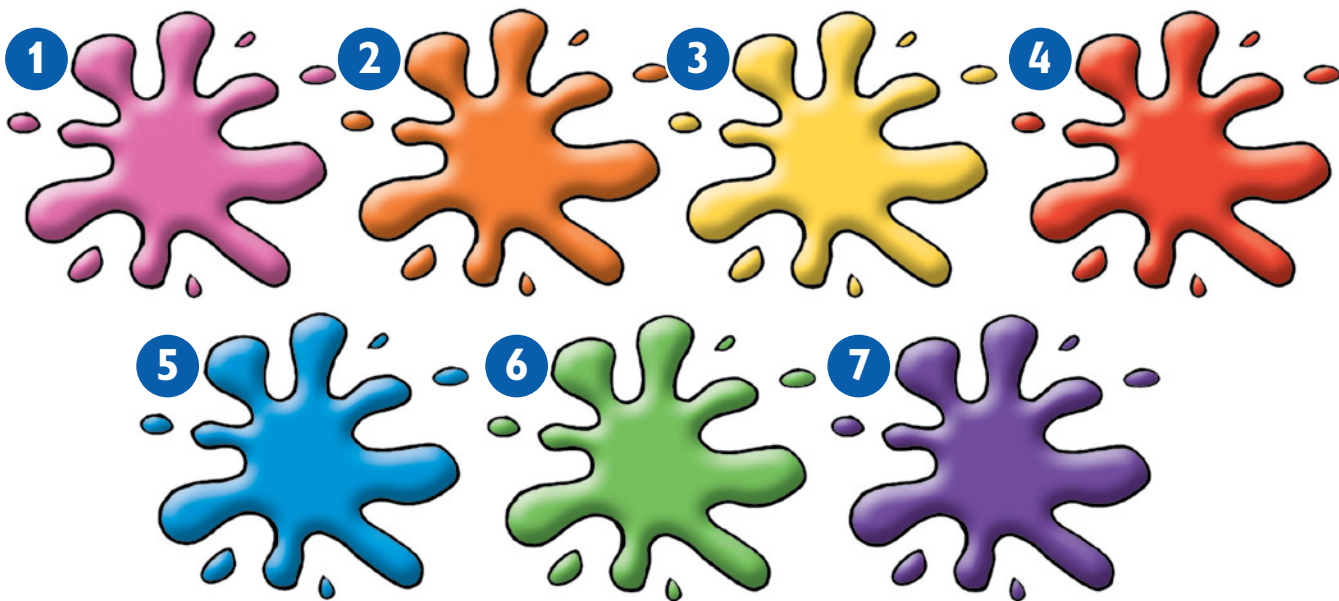
- Pupils close their books. Sing the rainbow song again. If pupils have made rainbows, they point to the colours on their rainbows as they sing.



Sing the song.



Listen and say the colour.



Vocabulary

blue green orange pink purple red yellow



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9

14

CD1

Monty’s phonics





six



star



Six stars.

10 Ask the questions.

What’s your name?

How old are you?



OBJECTIVES: By the end of the lesson, pupils will have practised the sound /s/ and asked and answered questions.

● **TARGET LANGUAGE**

Key language: red, yellow, pink, green, orange, purple, blue, and, rainbow, the phoneme /s/ as in star

Additional language: Don’t (colour).

Revision: classroom language

● **MATERIALS REQUIRED**

Flashcards of the nine characters (1–8, 19)
Pupils’ envelopes with the cards of the six characters from Photocopiable 1
Extra activity 1: colour flashcards (20–26), two rulers

Warmer

- Stick the character flashcards on the board and elicit the names. Put the flashcards of Mr Star, Mrs Star, Simon, Suzy and Stella in one group and Monty, Meera, Marie and Maskman in another. Focus pupils on the s group and on the sound: /s/.

PB8. ACTIVITY 9. *Monty’s phonics.*

- Say *Open your Pupil’s Books at page 8, please.* Point to the picture of the number 6 and say *Six*, emphasising the /s/ sound. Say the word again and draw a figure 6 with your finger as you speak. Point to the picture of the star and say *Star*, emphasising the /s/ sound. Say the word again and make a twinkling star motion with your hand as you speak. Say *Now listen to Monty, point and repeat.*
- Play the CD. Pupils listen and repeat the sounds and the words, using the same tone and speed as Monty.
- Say *Six stars* several times, getting faster and faster (as a tongue twister). Pupils work in pairs and practise saying *Six stars* as a tongue twister in the same way.

CD 1, 14

MONTY: Hi, I’m Monty! Repeat after me!
/s/ /s/ six
/s/ /s/ star
Six stars.
Six stars.
Six stars!

Practice

- Put pupils in pairs. Give pupils their envelopes with the six character cards from Photocopiable 1. They mix their two sets of cards up and put them face down on the desk. (There are 12 cards altogether.) Pupils take turns to turn over two cards and to say the names. If two cards are the same, they keep them. If not, they turn them face down again. The pupil with the most pairs at the end is the winner. Repeat.

PB8. ACTIVITY 10. *Ask the questions.*

- Focus pupils on the pictures. Point to Meera. Say *What’s your name? I’m Meera.* Say *How old are you?* Wait for pupils to respond (*I’m eight*). Point to Suzy. Elicit the questions and answers. Pupils work in pairs. They take turns to point, ask and answer. Monitor pupils and help where necessary.

AB8. ACTIVITY 8. *Listen and circle the ‘s’ words.*

- Stick the six character flashcards on the board. Say the /s/ sound and make the star motion. Point to the flashcards of the characters whose names have the /s/ sound at the beginning (Simon, Suzy, Stella) and do thumbs up. Point to the other three flashcards (Monty, Marie, Maskman) and do thumbs down.
- Say *Open your Activity Books at page 8, please.* Point to the first picture and elicit *Stella* from the class. Do thumbs up. Point to the example answer. Say *Circle this picture.* Point to the next picture and elicit *Four* from the class. Do thumbs down and shake your head. Say *Don’t circle this picture.*
- Play the CD. Pupils circle the pictures of words that begin with the sound /s/. Pupils check answers in pairs.
- Play the CD again. Check answers as a class.

Key: Pupils circle: 4 seven, 5 star, 7 six, 8 Suzy

CD 1, 15

1. Stella
2. four
3. Monty
4. seven
5. star
6. Maskman
7. six
8. Suzy

Class game

- Play the Please game. Say *Stand up* (pupils don’t stand up). *Open your books, please* (pupils open their books). *Close your books, please* (pupils close their books). *Stand up, please* (pupils stand up). *Pick up your pencil* (pupils don’t pick up their pencils). Say the instructions quickly. Practise the language for the next activity.

AB8. ACTIVITY 9. *Listen and tick (✓) the box. [YLE]*

- Focus pupils on the pictures. Say *Listen and tick.* Make a tick on the board as you say *tick*. Play the example. Point to the correct picture and the tick. Play the CD. Pause after each one for pupils to check with each other. Play the CD again. Check and elicit the correct mime from one or more of the pupils each time. Repeat the correct instruction.

Key: 2 = left, 3 = right, 4 = middle

CD 1, 16

1. Sit down, please.
2. Close the door, please.
3. Listen to the CD, please.
4. Open your books, please.

Extra activities: see page T110 (if time)

Ending the lesson

- Pupils take out pencils in the seven colours. Say *Pick up the red pencil, please.* Pupils pick up the red pencil. Repeat for other colours. Say the instructions quickly. More confident pupils can take turns to give instructions.