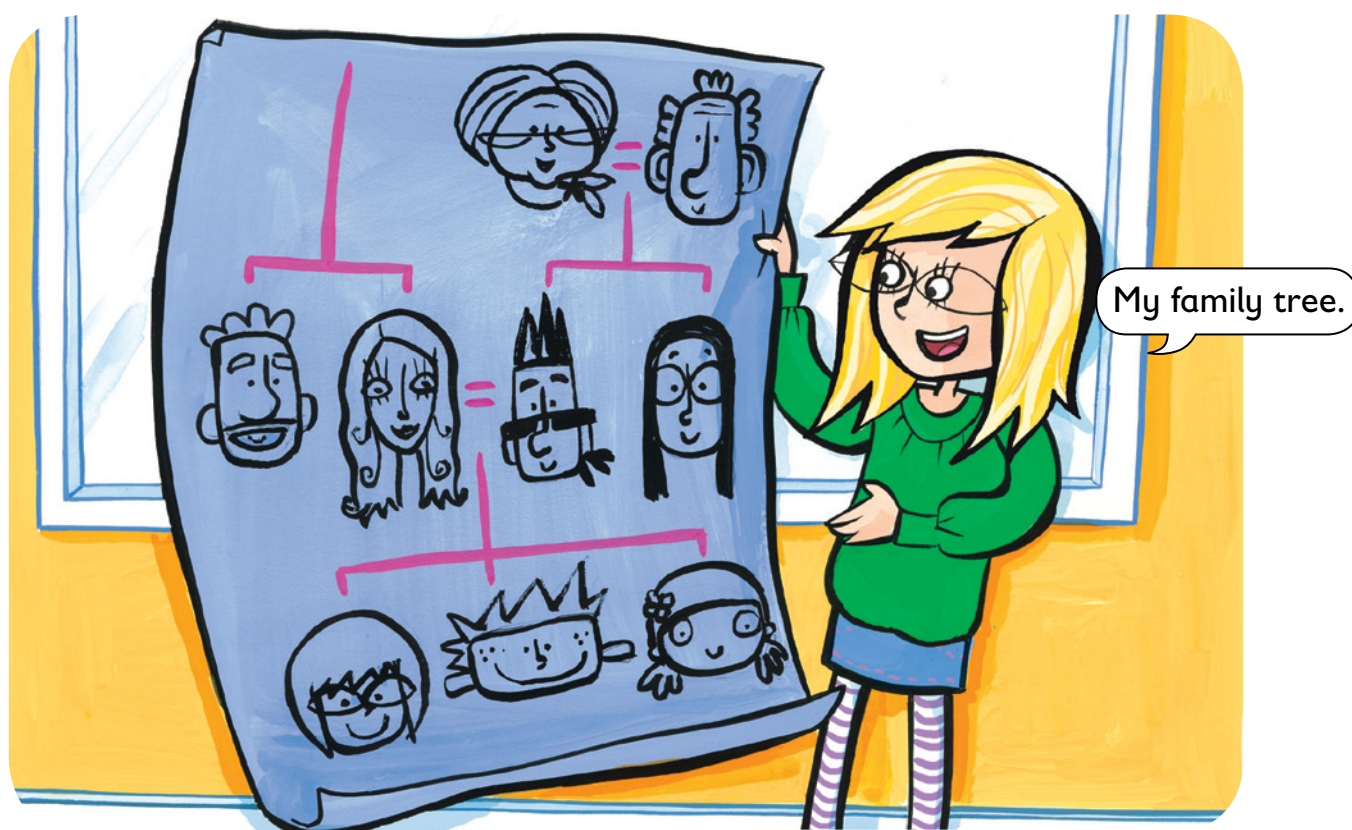


1 Family matters

1 Look, think and answer.

- 1 Is Stella at school?
- 2 Who's on the poster?
- 3 Has she got a brother?
- 4 How many sisters has she got?



aunt daughter granddaughter grandson grandparents son uncle

2 Listen and check.

12
CD1

3 Ask and answer.

- 1 Who's Stella's uncle?
- 2 Who's Suzy's aunt?
- 3 Who are Simon's grandparents?
- 4 Who are Mrs Star's daughters?
- 5 Who's Mr Star's son?
- 6 Who's Grandpa Star's grandson?

Uncle Fred.

LOOK

Who's Stella's uncle?
 Who is Stella's uncle?

OBJECTIVES: By the end of the lesson, pupils will have interpreted a family tree and talked about family relationships.

● TARGET LANGUAGE

Key language: family: *aunt, uncle, daughter, son, granddaughter, grandson, grandparent, parent*, possessive *'s*

Additional language: Star family characters, *then*

Revision: family, toys, transport, *I'm / She's / He's ... , my, your, their, That's right, Let's ...*

● MATERIALS REQUIRED

Pictures of people from magazines

Family flashcards (13–20) and family word cards (*Kid's Box Teacher's Resource Book 3* page 82)

Ending the lesson: Three pieces of paper: *'s* written on one, *'s* written on another, *is* written on another. Use one colour for *'s* and *is* and another colour for the other *'s* (possessive).

Extra activity 2: Long piece of tape or chalk

Warmer

- Draw a simple family tree on the board. Include a mother, a father, grandparents (two sets), a sister and a brother. Name each person, e.g. Jane, and attach a magazine picture or draw a picture. Say *This is my family*. Introduce the people in turn, e.g. *This is my mother*. Check understanding, e.g. point to a grandfather and ask *Is this my father?* Pupils respond, e.g. *No, it's your grandfather*. Use other questions, e.g. *Who's this? Who's (Jim)?*

Presentation

- Extend the family tree on the board to include aunts and uncles and grandchildren. Use the tree and the family flashcards to teach / elicit the new vocabulary: *aunt, uncle, daughter, son, granddaughter, grandson, grandparent, parent*. Add appropriate pictures to the tree on the board. Check understanding, e.g. ask *Who's my aunt? Who's (Jim)'s grandson?* Volunteers ask similar questions. Elicit / teach *A family tree*. Write the heading on the board.

PB10. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 10. Elicit what they can see (a family tree). Ask a pupil to read the activity instruction aloud and others to read the four questions. Pupils study the picture to find the answers and compare their predictions in pairs.

PB10. ACTIVITY 2. Listen and check.

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

Key: 1 Yes, she's at school. 2 Her family (grandparents, parents, aunt and uncle, brother and sister). 3 Yes, she's got a brother. 4 She's got one sister.

CD 1, 12

STELLA: Hi, everyone. This is my project. Here's my family tree. These are my parents, Mr and Mrs Star.
 And look, here are Grandma and Grandpa Star. They're my grandparents and they've got two children: a son and a daughter.

Their son's my dad and their daughter's my Aunt May. I've got one aunt and one uncle: Aunt May and Uncle Fred. Aunt May's my dad's sister. Uncle Fred's my mum's brother.

Grandma and Grandpa Star have got three grandchildren: one grandson, Simon, and two granddaughters, Suzy and me.

PB10. ACTIVITY 3. Ask and answer.

- Focus pupils on the Look box. Read each question for pupils to repeat after you. Make sure pupils realise that the two questions mean the same thing, but the first one has a contracted form of *is* (*'s*).
- Tell pupils to look at Activity 3. Choose two pupils to read the first question and example answer. Point to Suzy's uncle on the family tree. Point to Aunt May on the family tree and elicit her name. Pupils ask and answer questions 2–6 in pairs. Monitor and help. Check pronunciation of *'s*. Check with the class using open pairs.

Key: 2 Aunt May, 3 Grandma and Grandpa Star, 4 Suzy and Stella, 5 Simon, 6 Simon

ABI0. ACTIVITY 1. Listen and match.

- Tell pupils to open their Activity Book at page 10. Elicit what they can see. Play the CD. Pupils match the vehicles with the people by writing letters. They check in pairs. Play the CD again. Pause after each one to check with the class.

Key: Simon c, Grandma and Grandpa Star b, Mr and Mrs Star e, Aunt May a, Uncle Fred f, Stella and Suzy d

CD 1, 13

1. Stella's parents are on the plane.
2. Mr Star's son is on the bike.
3. Suzy's aunt is in the helicopter.
4. Grandpa Star's granddaughters are in the boat.
5. Simon's grandparents are on the bus.
6. Simon's uncle's in the lorry.

ABI0. ACTIVITY 2. Now complete the sentences.

- Focus pupils on the example. Elicit where they can find the information and the words. In pairs, pupils complete the sentences orally. Check with the class. Pupils complete the sentences.

Key: 2 grandson, 3 granddaughters, 4 daughter, 5 son, 6 uncle, 7 parents, 8 aunt

Extra activities: see page T100 (if time)

Ending the lesson

- Write *Suzy Stella sister* on the board. Hold up the three pieces of paper (see 'Materials required', above). Say *Who can put these in the sentence?* Pupils volunteer to complete the sentence by putting the paper in the right place (possible answers: *Suzy is Stella's sister* or *Suzy's stella's sister*). Clean the board. Repeat for the following groups of words: *Who Mr Star dad? / Mrs Star brother Uncle Fred. / Simon Grandpa Star grandson.*

Key: Suzy's / is Stella's sister. Who's / is Mr Star's dad? Mrs Star's brother's / is Uncle Fred. Simon's / is Grandpa Star's grandson.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about family relationships.

● TARGET LANGUAGE

Key language: present continuous for present actions, *children, grandparents, grandchildren, good at*

Additional language: *chess*

Revision: family, contracted 's, actions, *house, garden, Who's ... ?*

● MATERIALS REQUIRED

Warmer: Actions each written on card: *painting a picture, playing football, reading a book, taking a photo, playing a game, sleeping, playing baseball, driving a car*

Family flashcards (13–20)

Optional: *Kid's Box Teacher's Resource Book 3 Unit 1 Reinforcement worksheet 1* (page 16)

Warmer

- Review the family words using the flashcards. Show each flashcard in turn and elicit the words. Show the flashcards again in a different order. Pupils chorus the words. Show individual flashcards to different pupils. They say the words.
- Mime, e.g. painting a picture. As you mime, ask the class *What am I doing?* Pupils respond, e.g. *You're painting a picture.* Pupils come up in turn and take one of the cards (see Materials required). They read it (silently) and mime the action for the class. The pupil asks *What am I doing?* The class guess using the present continuous. Repeat with different pupils.

PBII. ACTIVITY 4. Listen and say the letter.

- Tell pupils to open their Pupil's Book at page 11. Elicit who they can see in the picture. Elicit some of the actions. Invite a pupil to read the instruction aloud. Check pupils know what to do. Play the CD. Pupils listen and write the correct letters. They check in pairs. Check with the class by asking, e.g. *What's Grandma Star doing?* Check understanding of *parents, grandparents, grandchildren, children.*

Key: a (Simon), d (Mrs Star), b (Stella), c (Grandma Star)

CD 1, 14

He's taking a photo of his son.

He's playing football with his uncle.

She's reading a book to her daughter.

She's playing a game with her aunt.

She's painting a picture of her granddaughter.

PBII. ACTIVITY 5. Listen and complete.

- Invite a pupil to read the instruction aloud. Play the first one as an example. Pupils put their hands up. They don't shout out. When all hands are up, elicit the word. Play the rest of the CD. Pupils whisper the word to their partner each time. Play the CD again. Check with the class. Check for correct pronunciation.

Key: granddaughter, uncle, daughter, son, aunt

CD 1, 15

Suzy's sitting next to her ... [beep].

Grandma Star's painting a picture of her ... [beep].

Simon's playing football with his ... [beep].

Mrs Star's reading a book to her ... [beep].

Grandpa Star's taking a photo of his ... [beep].

Stella's playing a game with her ... [beep].

PBII. ACTIVITY 6. Ask and answer.

- Focus pupils on Activity 6. Ask two confident pupils to read the example question and answer. Elicit the other questions from the class, reminding them to use the prompts in the box.
- In pairs, pupils take turns to ask and answer about the people and actions in the picture. Monitor pairs as they work.
- Check as a class.

ABII. ACTIVITY 3. Read the sentences. Who is speaking?

- Tell pupils to open their Activity Book at page 11. Ask a pupil to read the instruction aloud. Ask another pupil to read the first speech bubble. Elicit the answer (Suzy, Stella and Simon). Pupils work in pairs. They take turns to read the rest of the speech bubbles aloud and work out who is speaking. Pairs check with pairs. Check with the class using open pairs.

Key: 2 Grandma and Grandpa Star, 3 Stella, Simon and Suzy, 4 Grandma and Grandpa Star, 5 Stella, Simon and Suzy, 6 Mr Star and Aunt May

ABII. ACTIVITY 4. Read and complete the sentences.

- Read the text aloud around the class with pencils down. Choose pupils at random to read, so they are on their toes. Point out the example answer. Check pupils know where to find the information (in the text). Pupils work individually to complete the gaps in the sentences. Check with the class. Check understanding of *good at*. Elicit from pupils what they are good at.

Key: 2 uncle, 3 sleeping, 4 aunt, 5 good, 6 grandparents, 7 dining room, 8 parents

Extra activities: see page T100 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 1 from *Teacher's Resource Book 3* (pages 15–16).

Ending the lesson

- Draw eight steps going from a boat into the sea. Draw a stick figure on the top step. Draw a big shark's mouth in the sea. Choose one of the family words and write it as dashes on the board, e.g. _ _ _ _ _ (to represent *parent*). Pupils take turns to guess a letter. Write the letter in the word if it's there. If not, write it in the corner of the board and move the stick figure down one step. Continue until pupils guess or the figure is eaten by the shark. Clean the board and repeat with a different word.

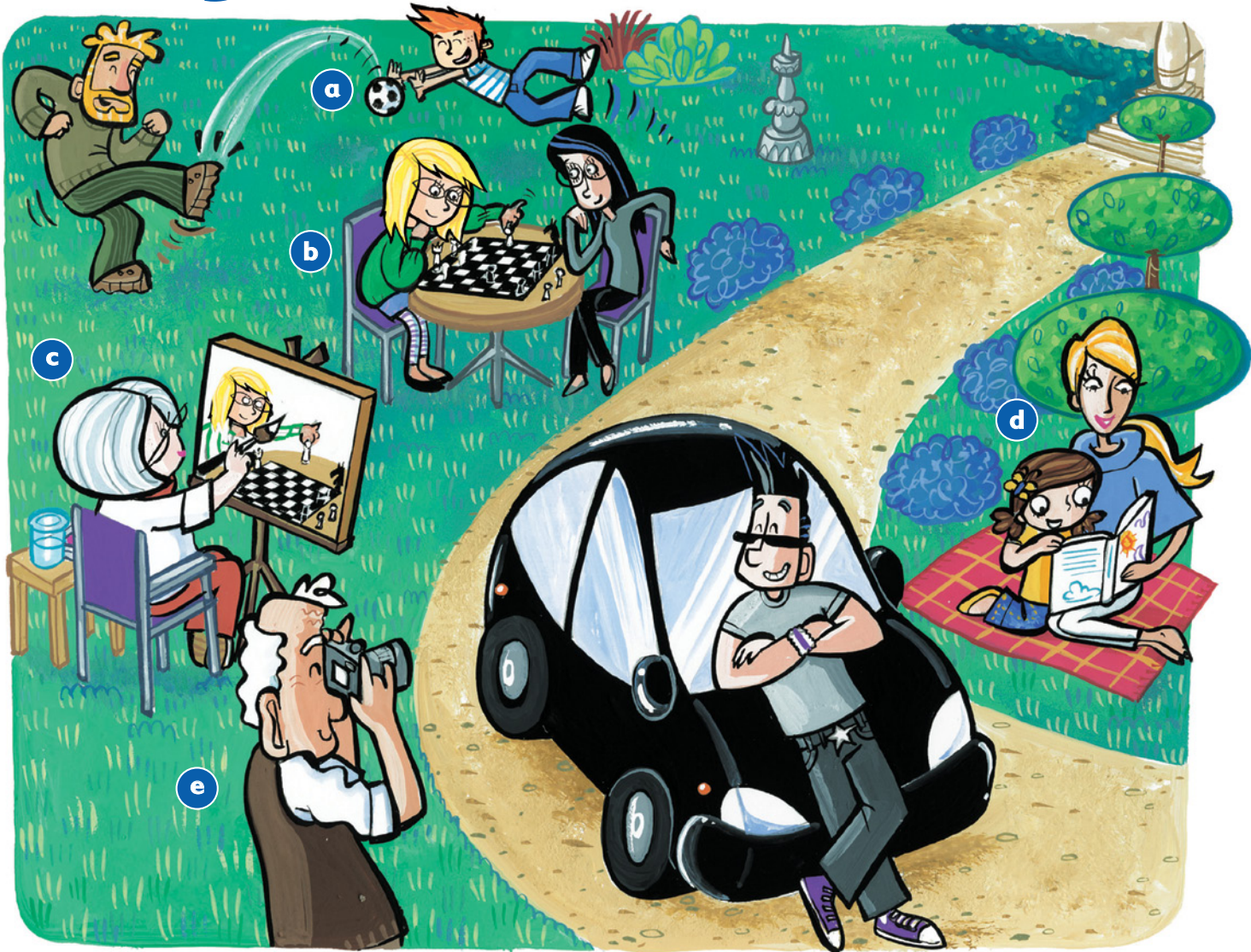
4

14
CD1

Listen and say the letter.

He’s taking a photo of his son.

e



5

15
CD1

Listen and complete.

Suzy’s sitting next to her ...

mum.

6

Ask and answer.

Who’s playing a game with her aunt?

Stella

playing a game reading playing football painting taking a photo

7 Look, think and answer.

- 1 Where's Stella?
- 2 Is Simon happy?

- 3 Is Dotty naughty?
- 4 Who's painting?



8 Read and check.

Hi! I'm Aunt May.

Look at everyone in the garden! Stella's reading. She enjoys reading about science. She's clever and she wants to be a doctor. Simon's with his Uncle Fred. Simon's happy today because he loves riding his bike.

Suzy wants to wash her dog. Dotty's naughty. She doesn't like having a bath. Grandpa's standing next to the bath and he needs a towel.

Grandma's quiet. She enjoys painting. She's painting a beautiful picture of her granddaughter, Stella.



9 Say 'yes' or 'no'.

- 1 Simon doesn't enjoy riding his bike.
- 2 Stella enjoys reading about science.
- 3 Stella doesn't want to be a doctor.
- 4 Suzy wants to wash her doll.
- 5 Dotty likes having a bath.
- 6 Grandma enjoys painting.



LOOK

Simon **enjoys riding** his bike. Simon **wants to ride** his bike.

OBJECTIVES: By the end of the lesson, pupils will have talked about preferences, using *like, love, enjoy, want*.

● TARGET LANGUAGE

Key language: present simple, *like, love, enjoy* + -ing / nouns, *want* + infinitive, *science, doctor, naughty, quiet, towel, clever, at the shops, read about, catch*

Additional language: *really* + adjective, *because, but, and, need*

Revision: present continuous, *family, shops, shopping, coming, seeing, Where ... ?*, action verbs

● MATERIALS REQUIRED

Family flashcards (13–20)

Photocopiable activity 1 (see pages T88 and T90), one copy of the survey for each pupil

Extra activity: A ball of scrunched up paper, one for each group

Optional: *Kid's Box Teacher's Resource Book 3 Unit 1*

Reinforcement worksheet 2 (page 17)

Warmer

- Draw a simple family tree on the board (beginning with a brother and sister at the bottom) to review the family vocabulary. Stick the family flashcards on the tree to be the members of the family. Point to, e.g. the grandparents and say *These are the children's ...* Pupils respond *Grandparents*. Repeat for *parents, uncle, aunt* and *grandchildren*. Say statements about the family tree which are false, for pupils to correct, e.g. (Name and name) *are the children's parents* (they're their grandparents). Pupils correct. Invite pupils to come to the board and do the same.

PB12. ACTIVITY 7. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 12. Elicit some of the people and things they can see in the picture. Elicit where the people are (in the garden). Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils study the picture to find the answers and compare their predictions in pairs.

PB12. ACTIVITY 8. Read and check.

- Focus pupils on the text. They take turns to read it aloud around the class to check / find the answers. Check answers with the class.

Key: 1 She's in the garden / under a tree. 2 Yes, he is. 3 Yes, she is. 4 Grandma Star's painting.

PB12. ACTIVITY 9. Say 'yes' or 'no'.

- Focus pupils on the Look box. Say the sentences. Pupils repeat. Point out the difference in the -ing and to forms. Explain / elicit that these depend on the verb (*enjoy* or *want*). Ask pupils to find and underline an example of a phrase with *love* in the text (*he loves riding his bike*). Point out that the verb after *love* is also in the -ing form. Elicit another verb which uses -ing in the text (*like*).
- Ask pupils to look at Activity 9. Do the first one as an example. Pupils work individually and decide if the rest of the statements are true or false. They check in pairs. They take turns to read the statement and to say *yes* or *no*. Check with the class in the same way.

Key: 1 No, 2 Yes, 3 No, 4 No, 5 No, 6 Yes

Photocopiable 1: see pages T88 and T90

AB12. ACTIVITY 5. Read and circle the best answer. [YLE]

- Tell pupils to open their Activity Book at page 12 and to look at Activity 5. Ask a pupil to read the instruction aloud. Check meaning of *best answer*. Focus on the example answer. You may need to do more examples with the class. Pupils work individually and complete the activity, circling the correct answers in pencil. They check in pairs. Check with the class by asking pairs to read the question and then both answers before saying which they think is correct.

Key: 2 b, 3 a, 4 b, 5 a, 6 a

AB12. ACTIVITY 6. Look and match the sentences.

- Focus pupils on the pictures for Activity 6. Elicit what they can see. Ask a pupil to read number 1. Ask *What does he want to do?* Look at the example. Tell pupils to follow the line to the correct sentence on the right (*He wants to ride it*). Repeat for number 2, and other numbers if necessary, until pupils understand the activity. In pairs, pupils complete the activity, drawing lines to match the sentences. Pairs check with pairs. Check with the class by asking pupils to read the matching pairs of sentences aloud. Listen to check pupils use the weak form of *to* before the infinitive.

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

Extra activity: see page T100 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 2 from *Teacher's Resource Book 3* (pages 15 and 17).

Ending the lesson

- Pupils close their books. Say *Can you remember? Who's clever in the story? Why?* Repeat for *naughty, happy, funny*. After the class has talked about the words, let pupils look again at the picture in the Pupil's Book and find the words in the text.

OBJECTIVES: By the end of the lesson, pupils will be able to describe family members and they will have sung a song.

● TARGET LANGUAGE

Key language: *beard, curly, fair, moustache, straight, hair, farmer, funny*

Additional language: *all day, tractor, boots*

Revision: *adjectives, colours, have got, doctor, really, love, like + noun*

● MATERIALS REQUIRED

Warmer: Five pictures cut from magazines to show people with curly hair, straight hair, a moustache, a dark beard, a fair beard
 Extra activity 2: Nine different coloured squares, sticky tack
 Optional: *Kid's Box Teacher's Resource Book 3 Unit 1 Extension worksheet 1 and / or Song worksheet (pages 18 and 20), Kid's Box Interactive DVD 3 booklet (pages 28–33)*

Warmer

- Play a game of Simon says to review body parts. Pupils stand up. Say, e.g. *Simon says touch your head*. Pupils touch their head. Say, e.g. *Touch your nose*. Pupils don't touch their nose. Continue. Include these words: *hair, arm, leg, face, eye, ear*.

Presentation

- Place the five magazine pictures on the board (see Materials required). Point to one of the pictures. Elicit / teach the description for each one, e.g. *She's got curly hair*. Place the pictures in different parts of the room. Point to them in turn to elicit the correct sentence. Personalise the activity by asking *Who's got straight hair?* (pupils with straight hair put up their hands) and *Who's got curly hair?* (pupils with curly hair put up their hands).
- Place the pictures on the board. Elicit each sentence again and write it under the picture.
- Say each of the new words in turn (*beard, moustache, straight, curly, hair*). Teach a mime for each one, e.g. stroking chin for *beard*, twirling moustache ends for *moustache*. Repeat the words at random. Pupils mime the action. Mime the actions and elicit the words from pupils. Pupils continue the game in pairs.

PB13. ACTIVITY 10. *Complete the song with the names. Then listen and check.*

- Tell pupils to open their Pupil's Book at page 13. Focus them on the picture and elicit who they can see and what they're doing. Ask a pupil to read the instructions aloud. Check understanding. Play the CD. Pupils listen and point / whisper the names to their partner. Pairs check with pairs. Check with the class. Play the CD again. Pupils follow the text in their books. Pause after each section for pupils to point to / identify the correct person in the picture.

Key: Uncle Fred, Grandma Star, Grandpa Star, Simon, Stella, Suzy

CD 1, 16

As in Pupil's Book and Key

PB13. ACTIVITY 11. *Sing the song.*

- Pupils stand up. Play the CD again, verse by verse. Pupils join in. Sing the song again with pupils until they are confident with the words. Invite seven pupils to come to the front. Each pupil is one of the characters in the song (Aunt May, etc.). Encourage them to act the part. The other pupils sing the song and when they sing about, e.g. Aunt May, 'Aunt May' mimes being a doctor. Repeat with seven different pupils in role.

CD 1, 17

As in Pupil's Book

CD 1, 17

Now sing the song again. (Karaoke version)

PB13. ACTIVITY 12. *Draw your family tree. Talk about your family. Use the words in the boxes.*

Note: If you have pupils who would find this activity upsetting, adapt it to an imaginary family tree.

- Focus pupils on Activity 12. Invite different pupils to read a sentence of the instruction. Say *First, draw your family tree. Draw it in your notebooks*. Remind pupils who to include and to write the names, e.g. *Uncle Charlie / Mum*. In pairs, they take turns to talk about their family tree.

AB13. ACTIVITY 7. *Find and write the words.*

- Tell pupils to open their Activity Book at page 13. Focus them on Activity 7 and invite a pupil to read the instruction aloud. Elicit where they find the words, what words they find and where they write them. Say *What's 1?* (clever). Say *Point to 'clever' in the wordsearch*. Pupils point to the example answer. Say *Then you write the word here*. Point to *clever* on line 1. Elicit the words for the other seven pictures. Pupils work individually and find the words. They check with their partner. They write the words on the lines.

Key: 2 naughty, 3 quiet, 4 beard, 5 funny, 6 curly, 7 straight, 8 fair

AB13. ACTIVITY 8. *Ask and answer. Complete the table.*

- Tell pupils to look at Activity 8. Ask two pupils to read the question and then the answers. Focus pupils on the table and check they know what to do. Elicit another example question, e.g. *Do you enjoy playing games?* Divide pupils into groups of six. Pupils ask the questions to everyone in their group. They do this first in pairs and then change partners when they have asked and answered all the questions. Each group of six comes back together and checks they all have the same answers.

Extra activities: see page T100 (if time)

Optional activities

- Unit 1 Extension worksheet 1 from *Teacher's Resource Book 3* (pages 15 and 18).
- Unit 1 Song worksheet from *Teacher's Resource Book 3* (pages 15 and 20).
- Extra activity for Unit 1 Song and / or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing a song, play a game or read a story, depending on which activity came out as the favourite in the survey.



10 **16** Complete the song with the names. Then listen and check.
CD1



Aunt May’s a doctor,
She’s got straight black hair.
_____’s a farmer,
His beard is short and fair.

_____ is quiet,
She wants to paint all day.
_____ is funny,
And his curly hair is grey.

_____ can be naughty,
He loves ‘Lock and Key’.
His sister _____’s clever,
And she doesn’t like TV.

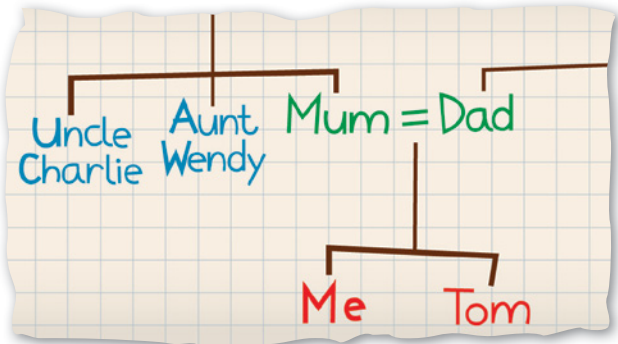
_____ isn’t quiet,
But she’s very small.
Here’s our family,
We really love them all.
We really love them all.

11 **17** Sing the song.
CD1

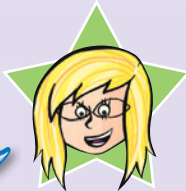
12 Draw your family tree. Talk about your family.
Use the words in the boxes.

She’s	my	aunt.
He’s		uncle. grandmother. grandfather.

She’s	my	father’s	brother.
He’s		mother’s	
		grandmother’s	sister.
		grandfather’s	son. daughter.



13 CD1 Stella’s phonics



Mark’s an artist.



Jane’s a baby.



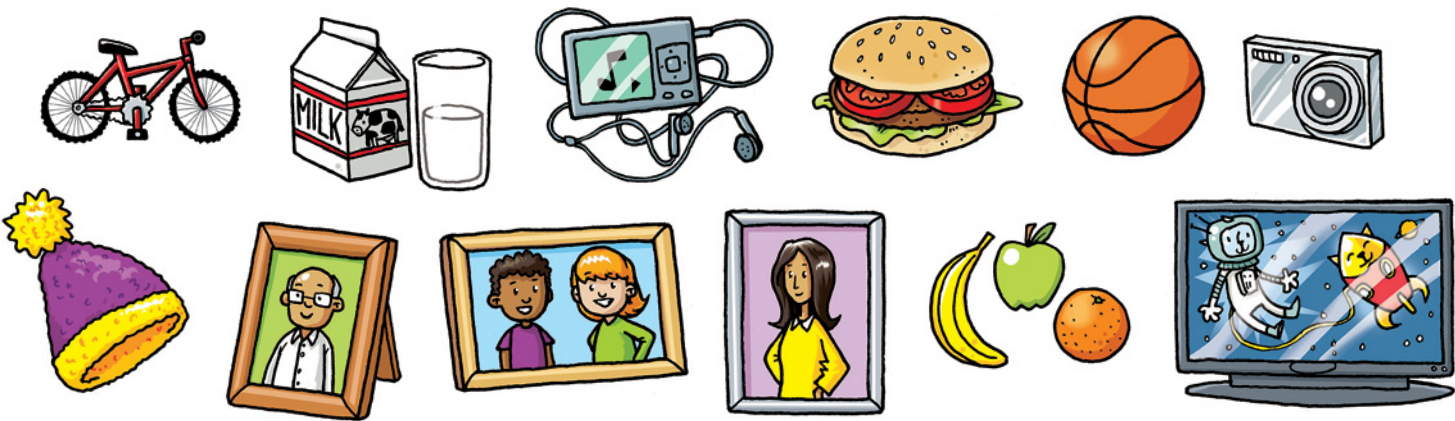
Mark’s painting Jane in the garden.

14 Ask and answer. Use the words in the box.

Do you like taking photos?

Yes, I do.

- taking listening playing riding watching wearing eating drinking



15 Write about your friend’s answers. Tell the class.

14

Jack likes eating fruit. He doesn’t like drinking milk.
He likes playing basketball. He doesn’t like riding his bike.

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the phonemes /eɪ/ and /ɑː/. They will be able to recognise the alternative spellings of the phoneme /eɪ/: *ay* and *a_e*.

● **TARGET LANGUAGE**

Key language: *artist, baby*

Additional language: *garden*

Revision: actions, activities, food, *Do you like + -ing?* Yes, I do / No, I don’t.

● **MATERIALS REQUIRED**

Optional: *Kid’s Box 3 Language Portfolio* page 8

Warmer

- Say *Look and think*. Write these words at random across the board: *paint, farm, party, name, play, star, make, car*. Say *Which words are the same? Think about the sound. Make two groups*. Pupils put the words in two sound groups (*ay / ar*).

PB14. ACTIVITY 13. Stella’s phonics.

- Tell pupils to open their Pupil’s Book at page 14. Elicit what they can see in the picture (an artist, a baby, a garden). Tell pupils to listen and repeat the sounds and sentences. Play the CD. Pupils listen and repeat. Play the CD again for pupils to repeat once more.

Note: If you wish, write the following words on the board: *unt, father, bath*. Say the words for pupils to repeat. Explain / elicit that these words have the /ɑː/ sound but are spelt in different ways (not *ar*).

CD 1, 18

STELLA: Hi, I’m Stella! Repeat after me!

/ɑː/, /ɑː/

Mark’s an artist.

/eɪ/, /eɪ/

Jane’s a baby.

Mark’s painting Jane in the garden.

Mark’s painting Jane in the garden.

Mark’s painting Jane in the garden.

PB14. ACTIVITY 14. Ask and answer. Use the words in the box.

- Focus pupils on Activity 14. Quickly review the structure *Do you like ... -ing?* and short answers *Yes, I do / No, I don’t*. Elicit how pupils can complete the prompts using the pictures, e.g. *taking ... photos*. Pupils work in pairs. They take turns to ask and answer, using the picture prompts and the words in the box. Check by asking pupils about their partner, e.g. *Anna, tell me about Leo. Something he likes and something he doesn’t like*. Anna: *Leo likes watching TV, but he doesn’t like eating burgers*. Listen for use of the plural nouns, e.g. *burgers*.

PB14. ACTIVITY 15. Write about your friend’s answers. Tell the class.

- Pupils write sentences about their friend in their notebooks, using the structure from the feedback to Activity 14. Read the model answer with the class before they write. Monitor pupils as they are working and help where necessary.

AB14. ACTIVITY 9. Listen and say. Circle the odd word out.

- Tell pupils to open their Activity Book at page 14. Ask a pupil to read the instruction aloud. Tell pupils just to listen and repeat the first time. Play the CD. Pupils listen and repeat. Ask a volunteer to read the words in row 1 aloud. Focus on the example and elicit why it is circled (because it has a different vowel sound from the others (/ɑː/, not /eɪ/). Tell pupils to say the rest of the words again themselves and decide which is the odd one out. They circle the odd word out in pencil. Pupils compare their answers in pairs. Check with the class.

Key: 2 star, 3 car, 4 farm, 5 arm, 6 party, 7 garden, 8 start

CD 1, 19

As in Activity Book

AB14. ACTIVITY 10. Listen and colour. [YLE]

- Focus pupils on Activity 10 and ask a pupil to read the instruction aloud. Elicit some of the things they can see in the picture. Play the CD. Pupils don’t colour the first time. They listen and look. Play the CD again. Pupils put a coloured dot on the relevant part of the picture. They check in pairs. Pupils colour the picture, or listen again if necessary.

CD 1, 20

1. Look at the naughty girl. / Where? / Next to the tree. She’s got fair hair. Colour her hair yellow. / OK.
2. Be quiet. The baby’s sleeping. / Oh, yes. Is he with his grandmother? / That’s right. Colour his grandmother’s hair grey. / OK.
3. Can you see the man with a beard? / Is he reading? / Yes, that’s right. / He’s my uncle! / Is his beard orange? / Yes! / Well, colour his beard orange. / OK.
4. Can you see the girl on the bike? / Which one? There are two. / The one with curly hair. / Oh, yes. Colour her hair red. / OK.
5. Can you see the man with straight hair? / Oh, yes. / Colour his hair black. / OK.
6. There’s a clever boy. He’s got 10 in his exam. / What colour’s his hair? / It’s brown. Colour it brown. / OK.

Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Mime and use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don’t get the joke the first time, tell it again.

Extra activities: see page T100 (if time)

Language Portfolio

- Pupils complete page 8 of *Kid’s Box 3 Language Portfolio (My family)*. Help with new language as necessary (e.g. provide new verbs pupils require to answer the second question). This could be set as homework.

Ending the lesson

- Write the sentence *Mark’s painting Jane in the garden* from the beginning of the lesson on the board. Pupils practise saying the sentence as a tongue twister.

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

● TARGET LANGUAGE

Key language: language from the unit, *pet, thief, dirty, jacket, detective agency*

Additional language: *We can find him. Look at that! episode, Do you remember? Fold the page. Correct.*

Revision: language from the story, *No problem, Lock and Key, look, park, Let's ... , agency, How do you spell ... ?*

● MATERIALS REQUIRED

Family word cards (*Kid's Box Teacher's Resource Book 3* page 82), plus word cards *mother* and *father*

Extra activity 2: Family flashcards (13–20)

Optional: *Kid's Box Teacher's Resource Book 3* Unit 1 Extension worksheet 2 (page 19) and / or animated version of the Unit 1 story from *Kid's Box Interactive DVD 3* (*Suzy's room* section), *Kid's Box Interactive DVD 3: The living room* 'Kid's Box Art Show' episode

Warmer

- Write prompts from the first episode of the story on the board, e.g. *Please help me! Please find Clarence. Get the Detective Box.* Elicit the story so far from pupils in the present tense. Ask other questions, e.g. *What are the names of the detectives? Are they good at their jobs?*

Story

PB15. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 15. Tell them that this is the next episode of the story. Elicit / teach *pet thief*. Set the pre-listening questions: *Who's the man on the screen? Is the pet thief in the park?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (The pet thief, No, it's a lady).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What's this?* (a picture of the pet thief). *Has he got curly brown hair?* (no, he's got straight black hair). *Is he wearing a hat?* (yes). *What does Lock say?* (Let's look in the park). *What's the lady wearing?* (a dirty hat and an old jacket). *Is the cat called Clarence?* (yes, it is).
- Ask pupils if Lock and Key are good detectives.

CD 1, 21

As in Pupil's Book

AB15. DO YOU REMEMBER?

- Write the word *Family* in the top left of the board. Brainstorm the family words from the unit with pupils and write them as a mind map (you could use the word cards from *Teacher's Resource Book* page 82, together with your own cards for *mother* and *father*). Elicit the spelling from the class. Include: *parents, son, daughters, aunt, uncle, grandparents, grandson, granddaughters*. Accept others if pupils give them to you. Draw an oval (for a face) in the bottom right of the board. With simple drawings, elicit *curly, straight, beard*. Elicit the spellings and write the words.

- Tell pupils to open their Activity Book at page 15. Clean the board. Pupils study the words on the right in silence, using the pictures to help with meaning. Pupils then fold the page down the middle so that they can see the pictures and the gaps for the words. Without looking, pupils write the words in pencil, using the pictures to help. They can check in pairs by asking, e.g. *How do you spell 'uncle'?*, but they don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

AB15. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples (*son, aunt*, etc.) and elicit / remind pupils of the activities they did in this unit when they wrote about their family. Elicit what the three faces mean (not very well / OK / very well). Tell pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the speaking activities about their friends and family that they did in the unit. Pupils circle a face. Repeat for the third sentence, giving an example for pupils of the structure, e.g. *I want to draw a picture*. Pupils circle a face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T100 (if time)

Optional activities

- Unit 1 Extension worksheet 2 from *Teacher's Resource Book 3* (pages 15 and 19).
- The animated version of the story from *Kid's Box Interactive DVD 3* (*Suzy's room* section). See pages 38–45 of the *Teacher's Booklet* for the Interactive DVD.
- The 'Kid's Box Art Show' episode from *Kid's Box Interactive DVD 3* (*The living room* section). See pages 8–11 of the *Teacher's Booklet* for the Interactive DVD.

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

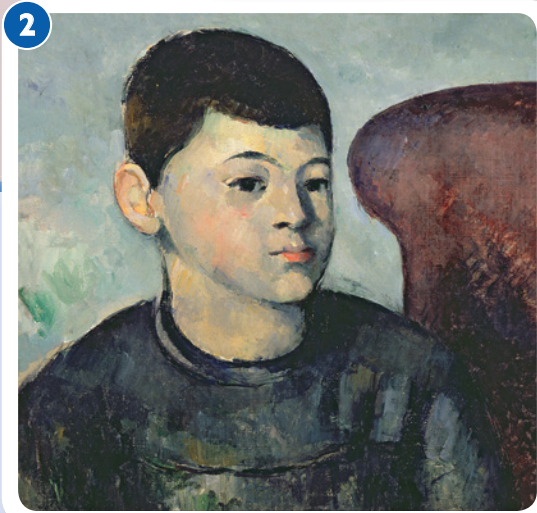
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Excerpt
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Art Portraits

1 Read, look and answer.

Look at these two pictures.
Which one is a portrait?



Fact

Oil paintings can take many years to dry.

There are lots of different types of paintings. A picture of a person or a group of people is called a portrait. A painting of the artist is called a self-portrait.

2 Look at the self-portraits. Listen and say the letter.



OBJECTIVES: By the end of the lesson, pupils will have learnt about types of paintings and listened to descriptions of self-portraits.

● TARGET LANGUAGE

Key language: *painting, portrait, artist, self-portrait, descriptions*

Additional language: *I can see ... , both*

Revision: colours, adjectives, wear, hat

● MATERIALS REQUIRED

Warmer: CD of gentle classical music. Ideally this music should be playing quietly from the beginning of the lesson.

Five pictures cut from magazines to show people with curly hair, straight hair, a moustache, a beard etc. (see page T13 Materials required)

Warmer

- Tell pupils to close their eyes and to put their heads on their desks. Play the CD of gentle music in the background. Say *I'm going to describe a picture. I want you to imagine it in your heads.* Check comprehension of *picture* and make sure pupils know that they just need to listen and think. Describe the first picture on Pupil's Book page 16, e.g. *I can see some water with lots of boats. The water is quiet and still. The sky is grey and white but it isn't raining. I can see two big boats. They're orange and red. They aren't moving. They're beautiful. There is a small house next to the water. It's behind a tall tree. There are two people near the house. I think it's a mother with her daughter. They are looking at the boats.*
- Tell pupils to slowly open their eyes. Ask pupils how they feel and talk about what they are imagining. Say *Today we're going to talk about paintings.* Remind them that Grandma Star likes painting.

PB16. ACTIVITY 1. Read, look and answer.

- Tell pupils to open their Pupil's Book at page 16. Focus them on the two pictures. Explain that you were describing the first picture at the beginning of the lesson. Ask if the picture is what they imagined. Ask the following questions about both pictures, to encourage pupils to talk: *Is this an old painting or a new painting? Is it on paper? Do you like it? What can you see?* If pupils respond in LI, recast their responses into English. It is important to get them talking at this stage. Elicit if any pupils have seen paintings like this.
- Read the sentence and question above picture 1. Ask *Who thinks picture 1 is a portrait?* (Pupils put up their hands.) Repeat for picture 2. Focus pupils on the short text. Read it aloud to the class. Teach / check the words *portrait* and *self-portrait*. Elicit what they are in LI. Repeat the questions about the two pictures (picture 2 is a portrait).

PB16. ACTIVITY 2. Look at the self-portraits. Listen and say the letter.

- Revise personal descriptions. Stick the pictures of people on the board. Elicit as many sentences as possible about each person (e.g. *She's got straight hair. She's got fair hair. She's got blue eyes.*). Write them on the board. Make sure you revise *straight, curly, blue, brown, green (eyes), moustache and beard*. If you don't have any pictures, elicit sentences about pupils in the class and draw simple pictures of a man with a moustache and a beard.

- Focus pupils on the five self-portraits in Activity 2. Talk briefly about each one with the class: the colours, the age of the person, hair / eye colour, whether the picture is old / modern. Ask a pupil to read the instructions aloud. Say *Remember. Whisper the letter to your friend and point to the painting.* Play the CD. Pupils listen and whisper. Play the CD again. Pause after each one to elicit the letter. Ask if anyone knows the name of any of the artists (a Vigée Le Brun, b Leonardo da Vinci, c Daisy de Villeneuve, d Pablo Picasso, e Vincent Van Gogh).

Key: 1 d, 2 a, 3 e, 4 c, 5 b

CD 1, 22

1. This portrait has got lots of orange and brown colours. The artist has got short, straight brown hair and he hasn't got a beard.
2. The artist in this portrait has got long, fair curly hair and a big hat.
3. This portrait has got lots of blue and green colours. The artist has got short red hair and a red beard and moustache.
4. The artist in this portrait is young. She's got long straight hair and big green eyes.
5. This portrait is drawn in red pencil. It isn't coloured in. The artist has got a long white beard, but he hasn't got a moustache. We can see that the portrait isn't finished.

Pairwork

- Demonstrate the game. Focus pupils on the pictures in Activity 2. Say *I'm looking at a self-portrait. Guess. Ask me questions.* Give pupils an example question: *Has he got brown eyes?* Pupils take turns to ask questions and to guess. They can ask a maximum of five questions. The pupil who guesses chooses an artist and the class ask him/her questions. Check pupils use *Has he got / Has she got ... ?* correctly.
- Pupils play the game in pairs. Pupil A secretly writes the letter for the picture in his / her notebook. Pupil B asks questions to guess. They change roles.

AB16. ACTIVITY 1. Read and write the names.

- Tell pupils to open their Activity Book at page 16. Elicit what they can see (a portrait of a family). They do the activity in pairs. Check with the class.

Key: 1 Tom, 2 Sally, 4 Aunt Vicky, 5 Uncle Jack, 6 Daisy

AB16. ACTIVITY 2. Circle the odd one out.

- Focus pupils on Activity 2 and on the first three pictures. Elicit which ones are self-portraits. Say, e.g. *So, we've got two self-portraits and one which is different. So the third one is the odd one out.* Accept other ideas and reasons from pupils for the odd one out. Pupils work individually. They compare their answers in groups of four. Check with the class. There are several possible options.

Key: 2 First picture: self-portrait. 3 Third picture: an animal.
4 Second picture: self-portrait.

Extra activities: see pages T100–101 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have read about portraits, completed a project and practised an exam-style listening task.

● TARGET LANGUAGE

Key language: descriptions, opinions

Additional language: *pet, It's by ..., both*

Revision: *self-portrait, portrait, family, clothes, colours, have got, wear, dress, hat, flowers, because*

● MATERIALS REQUIRED

Project: A large piece of paper for each pupil, paints, paintbrushes, water, cloths

Extra activity 2: A piece of paper with a train engine drawn on it, another piece of paper for a carriage (to contain the new words)

Optional: *Kid's Box Teacher's Resource Book 3 Unit 1 Topic worksheet* (page 21)

Warmer

- Describe a pupil in the class for the others to guess, e.g. *This pupil's got short, dark, straight hair and blue eyes. This pupil's wearing ...* Repeat.

PB17. ACTIVITY 3. Look at the family portraits. Look and find.

- Tell pupils to open their Pupil's Book at page 17. Focus on Activity 3. Ask *Are these pictures self-portraits?* Elicit / explain that they are family portraits. Ask a pupil to read the activity instruction and phrases aloud. Check the class understands. Pupils work in pairs or groups. They look at the pictures and find the people / things as quickly as they can. Groups who finish early make a list of other animals / things they can see in the pictures. Check with the class.

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

PB17. ACTIVITY 4. Now match the texts with the portraits.

- Pupils stay in their pairs / groups. They read the texts, silently or aloud in their groups as they choose, and match them with the portraits. Check with the class. Elicit the words which helped them, e.g. *I lots of colours / pets*. Focus on the phrase *It's by ...* Practise pronunciation. Say a sentence about one of the pictures. Pupils say the letter, e.g. *It's by Pablo Picasso* (d).

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

PB17. PROJECT. Draw your family portrait.

- Focus pupils on the photographs and the activity instruction. Say *Now it's your turn to draw a family portrait. Think about: Who's in it? What are they wearing? Where are they? Are they sitting or standing? Are there any pets in your picture? Are there any other things? Remember – you are in your family portrait!*
- Elicit who pupils are going to put in their portrait. Pupils sketch the portrait in their notebooks. Check pupils' sketches and then hand out the paper, paints, etc. Pupils paint their family portrait. Monitor and encourage pupils to talk about what they are painting (describe the people, place, things, etc.).
- Pupils can write a short description of their family portrait, e.g. *This is a portrait of my family. There's my grandfather and grandmother, my mother and father, my two sisters and me. We are in the living room at home. My sisters and my grandparents*

are sitting on the sofa but I am standing. My parents are behind the sofa. My sisters have both got long fair hair. They're wearing dresses. My dad has got a moustache.

- Pupils show their finished pictures to a partner. They take turns to read out their descriptions.
- When they are dry, display the portraits around the classroom. Encourage pupils to look at their classmates' work and ask the artists questions about their pictures.

AB17. ACTIVITY 3. MOVERS Listening, Part 5

Listen and colour and write. There is one example. [YLE]

- Tell pupils to open their Activity Book at page 17. Elicit what they can see (family words: *grandfather, grandmother*, things: *camera, comic, football, bikes*, clothes: *trousers, skirt, jacket*). Ask a pupil to read the instruction aloud. Check understanding. Explain that there is an example already (point to the man whose hair has been coloured grey) and that they will hear the example described first.
- Play the CD. Pupils don't colour or write the first time. They listen and look. Play the CD again. Pupils put a coloured dot on the relevant part of the picture. They check in pairs. Pupils colour the picture and write, or listen again if necessary. Show a completed picture for pupils to check their answers or elicit the correct colours / word from the class.

Note: In keeping with the YLE listening tests format, the page rubric and audio rubric are different.

CD 1, 23

Can you see the grandfather? / Yes, I can. He's taking a photo of a boy. / Yes. Colour the grandfather's hair grey. / OK.

Can you see the grandfather's grey hair? This is an example. Now you listen and colour and write.

- OK. Look at that boy. / The boy with his grandfather? / Yes. Colour his shoes brown. / OK.
- What can I do now? / Do you want to write something? / Yes, I do. What can I write? / Look at the girl with the comic. Write *comic* next to it. / Is that C-O-M-I-C? / Yes, that's right. Very good.
- Would you like to colour something? / Yes. Can I colour the dog? / OK. What colour? / Red. / Red? That's a funny colour for a dog, but OK.
- OK. Now can you colour the bike, please? / Which bike? The big one or the small one? / Colour the big bike green. / I'm colouring it green now.
- What now? / Can I colour the grandmother's jacket now? / Yes, good idea. Colour her jacket yellow. / A yellow jacket. Great. This is a really good picture now.

Extra activities: see page T101 (if time)

Optional activity

- Unit 1 Topic worksheet from *Teacher's Resource Book 3* (pages 15 and 21).

Ending the lesson

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

- 3
- Look at the family portraits. Look and find.
- 1 A woman in a purple dress.

2 A man with a red hat.

3 A black cat.

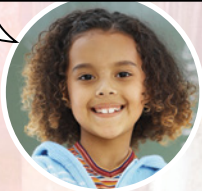
4 Two men with grey hair.



- 4
- Now match the texts with the portraits.

1

I love this portrait by Ursula Roma. It's got lots of colours. We can see the family and their pets.



2

This is my favourite family portrait. It's by Pablo Picasso. I can see three children with their parents and grandfather.



3

I love old paintings. I like this portrait by Copley. It's very old and we can see his family. He's got four children.



4

The parents are both wearing hats. They are walking with their son and daughter. I love this portrait by Hulus Mavruk because it's very happy.



Project

Draw your family portrait.

