



CB4 Hi! | Unit 1

**More Information** 

# **Unit 1** Hi! Class Book p.4

# **Objectives**

By the end of the lesson, students will be able to ask and say their names and name the toy characters in *Kid's Box*.

# Target language

- **Key language:** characters (*Marie*, *Maskman*, *Monty*), Hi, Goodbye, What's your name? I'm (Marie).
- Additional language: numbers 1–3, mouse, star

#### **Materials**

- Flashcards: characters (1–3)
- Consolidation activity: Photocopiable 1 *a–c* copied onto thin card stock (three masks for each student), scissors, elastic, colored pencils or crayons
- A set of three character masks completed for demonstration

#### Warmer

 Greet the students. Wave and say Hi. I'm (your name). Go up to a student and repeat. Add What's your name? The student responds I'm (name). Repeat with different students.

#### **Presentation**

- Hold up each flashcard and say the name. Students repeat.
- Display the flashcards. Elicit the names. Say them in different ways (e.g., loudly, quietly). Students repeat in the same way.
- Point to Monty. Say Monty's a mouse. Mouse. Eek, eek! (squeak like a mouse). Students repeat mouse and the noise.

#### **EXECUTE** CB4. ACTIVITY 1

#### Listen and point. Listen and repeat.

- Show page 4. Draw a star on the board. Point and say It's a star. Ask Where's the star? Invite a student to point to the star in the picture on the whiteboard (top right). Drill star.
- Point to one of the flashcards and elicit the name. Students point to the character in the picture. Repeat.
- Say Open your books to page 4. Point to the page number.
- Cup your hand behind your ear. Say Listen. Play the (1) Audio.
- Say Listen and point. Monty? Marie? Maskman? Point to the characters. Play the ♠ Audio again. Students listen and point in their books.

#### **4**) 2

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One, two, three.

Marie: Hi. I'm Marie. What's your name? Monty: Hi. I'm Monty. I'm a mouse. Hi! I'm Monty. What's your name?

Maskman: I'm Maskman! Marie: Hi, Maskman! I'm Marie.

Maskman: Hi, Marie.

• Say Listen and repeat. Play the •) Audio. Students point to the characters in the picture as they say the names.

#### **(1)** 3

Marie, Maskman, Monty, one, two, three

### CB4. ACTIVITY 2

#### Say the chant. Do the actions.

- Divide the class into three groups: Monty, Maskman, and Marie. Play the chant. Students listen and stand up when they hear their character's name. Play the chant again and do these actions for students to copy:
  - Before the chant = head on desk, eyes closed; Wake up! = head up, open eyes; Monty, Maskman, Marie = stand up; Walk and talk now = take two steps; One, two, three = march and count in time.
- Write and say numbers 1, 2, 3. Students repeat. Play the chant again. Students do the actions.
- Say Listen and repeat. Play the chant again. Students listen and repeat each line as they do the actions.

© Extra challenge More confident students volunteer to say the chant and do the actions for the class.

**4**0) 4

Wake up! Wake up! Monty, Maskman, Marie. Walk and talk now. One, two, three.

# **Consolidation activity**

- Show your completed character masks. Hand out Photocopiable 1 *a–c*. Students choose a mask to make in class. They should make the others at home for the following lesson. Students color the masks and cut them out. Make a hole on each side and thread the elastic through the holes. Students put on their masks.
- Say each name and show three poses: Maskman: clench your fists and show your arm muscles. Marie: put one hand on your chin as if thinking. Monty: cup your hands on your head to represent mouse ears. Students copy.
- Put on the Maskman mask and choose a student with the Marie mask. Do the Maskman pose. Say Hi. I'm Maskman. What's your name? The student says Hi, Maskman. I'm Marie. He/She copies Marie's voice and does the pose. Repeat with Monty.
- Divide the class into groups of three. They practice greetings and asking What's your name?

#### **Ending the lesson**

- Put the flashcards on the walls in different parts of the room. Say Point to (Marie). Students point and say Hi, (Marie)!
- Teach the following routine, with actions: Close your books. Stand in line.
   Time to go! Goodbye! Goodbye!
- Wave at the character flashcards on the walls and say, e.g., Goodbye, (Monty). Students do the same.

# **Digital Classroom**



) Audio 2-4



Practice Extra

# Extra Resources

Teacher Resources: Unit 1, Reinforcement worksheet 1

Unit 1 | Hi! T4

# Unit 1 Hi! Class Book p.5

# **Objectives**

More Information

By the end of the lesson, students will have practiced introductions and be able to understand and use numbers 1-3.

# Target language

- Key language: characters, numbers 1–3, Hi, I'm (Marie), What's your name?
- Additional language: Good morning, Good afternoon

#### **Materials**

- Flashcards: characters (1–3)
- One set of character masks from previous lesson for each pair of students
- Consolidation activity: two rolled-up newspapers

# Warmer

Say and do the following opening routine. Students join in with the actions and words when they feel confident: Good morning/afternoon! Hi! Hi! Sit down, please. Here we go!

### CB5. ACTIVITY 1

# Listen and check $(\checkmark)$ .

- Review the character names using the flashcards. Show a flashcard, covering half of it with a piece of card stock, e.g., show Marie from the waist down. Ask Maskman? Marie? Monty? Students say, e.g., Marie. Show the whole flashcard and say, e.g., Yes, Marie! Hi, Marie! Students repeat Hi, Marie! Repeat with the other flashcards.
- Show page 5. Point to the pairs of pictures and elicit the names. Say Listen and look. Point to the pictures of Maskman and Monty in item 1. Play the example on the ♠) Audio. Point to the check mark next to the picture of Monty. Say Check.
- Say Open your books to page 5, please. Point to the page number on the whiteboard. Say Listen and check. Make sure students know that they have to check one of the pictures each time. Ask them to use pencil, not pen.
- Play the (1) Audio. Stop after each one for students to check. Students check answers in pairs. Play the (1) Audio again. Elicit answers.

Key: 2 Marie, 3 Maskman, 4 Monty

#### 5

- 1. Monty: Hi. I'm Monty.
- 2. Marie: Hi. I'm Marie.
- 3. Maskman: Hi. I'm Maskman.
- 4. Monty: Hi. I'm Monty.
- Put three different character masks in front of a confident student. Say (without acting) I'm Monty. Gesture that the student needs to give you the correct mask. Put it on and say, in a "Monty" voice, Hi. I'm Monty. What's your name? The student chooses one of the other masks, puts it on and answers, e.g., I'm Maskman.

Students work in pairs with the three character masks. Student A chooses a character and says, e.g., Hi. I'm Marie. Student B finds the correct mask. Student B chooses one of the other two masks and says, e.g., Hi. I'm Monty. Student A finds the correct mask. They put on their masks and practice greetings, using the character voices.

#### **Presentation**

Write 1, 2, 3 on the board. Elicit the numbers. Students practice the numbers in order. Point to one of the numbers. Students repeat in chorus. Ask a student to say the three numbers in order. Point to the numbers in a different order. The student says them. Repeat with different students.

### CB5. ACTIVITY 2

#### Look and draw. Say the number.

Focus students on puzzle 1. Say Look and draw. Mime drawing a line as in the example, linking all the numbers that are the same. Say Look! Three, three, and three. I draw a line. Students work individually or in pairs. They draw lines for each set of numbers. Monitor and help as necessary. Elicit the number for each set.

© Extra challenge Show one, two, or three fingers. Students say how many they can see. They work in pairs and take turns showing fingers and saying the number.

Key: 22, 31, 43

# Consolidation activity

Divide the class into two teams. Stick the character flashcards on the board. Teams line up facing the board. Hand a rolledup newspaper to the first student on each team. Say one of the character names. Students race to touch the correct flashcard with their newspaper. The first to do so wins a point for their team. The two students go to the back of their teams' lines. Hand the newspapers to the next two students at the front and continue. Repeat characters to make it more challenging. When all students have taken a turn, the team with more points is the winner.

#### **Ending the lesson**

- Write 1, 2, 3 on the board and elicit the words. Say a number, e.g., two, and clap twice. Students copy. Say a different number, e.g., three, and clap three times. Repeat several times. Say a number. Students clap the correct number of times. Repeat with different numbers from 1 to 3.
- Say the closing routine (see page T4). Students can join in with the words and actions.

# **Digital Classroom**





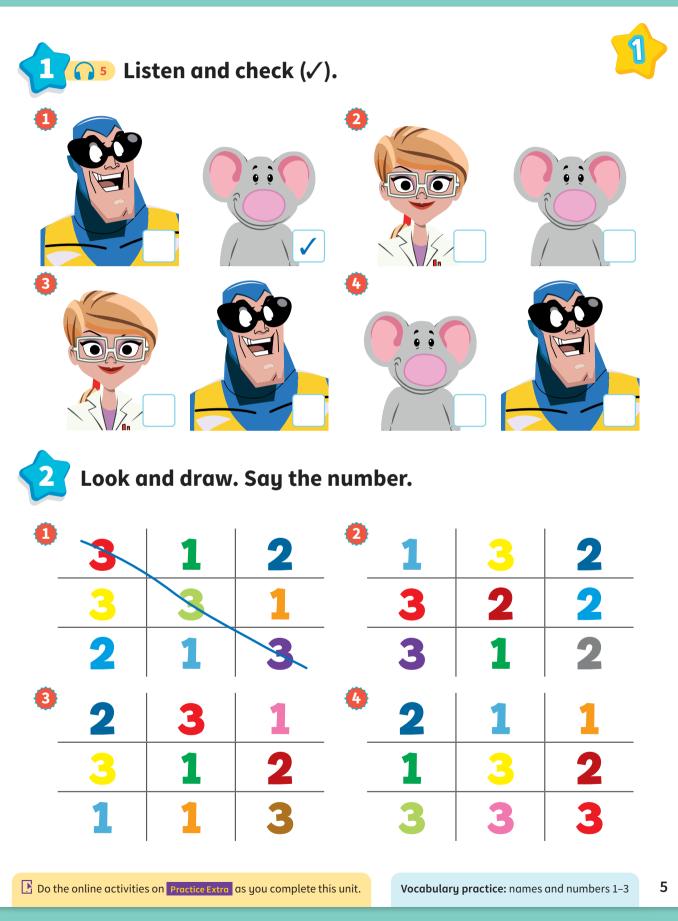
Digital Flashcards **Practice Extra** 

🌖 Audio 5

T5 Hi! Unit 1



**More Information** 



Unit 1 | Hi! CB5



Listen and point. Sing the song. Ask and answer. How old are you? I'm five. Vocabulary presentation: numbers 1-6

CB6 Hi! | Unit 1

**More Information** 

# Unit 1 Hi! Class Book p.6

# **Objectives**

By the end of the lesson, students will be able to understand and use numbers 1-6, ask How old are you? and say their ages, and sing a song.

# Target language

- Key language: numbers 1–6, Hi, How old are you? I'm (four).
- Additional language: bird, baby, sing

# **Materials**

- Flashcards: numbers 1-6 (4-9)
- Consolidation activity 2: classroom objects, e.g., six books, six pencils, six erasers

#### Warmer

- Say the opening routine (see page T5). Students can join in with the words and actions.
- Jumble the number flashcards 1, 2, 3 on the board (e.g., 3, 1, 2). Elicit the numbers. Ask a student to come up and put the flashcards in the correct order. The student says the numbers. The whole class says the numbers. Repeat with two or three more students.

### **Presentation**

- Stick up the number flashcards 4, 5, 6 after 1, 2, and 3. See if any of the students already know how to say these numbers in English. Say each number. Students repeat. Point to the flashcards in order. Students say them in chorus several times. Point to individual flashcards. Elicit the number from the whole class.
- Teach How old are you? Ask a student the question. The student responds I'm (five). Repeat with other students around the class. Help them with the number if they are older than six.

#### Song

# **EXECUTE** CB6. ACTIVITY 1

#### Listen and point. Sing the song.

- Show page 6. Point to the large owl and say Look! A bird! Point to the baby owls and say Birds. Baby birds. Count the baby owls aloud as you point to them: One, two, three, four, five, six baby birds!
- Say Open your books to page 6, please. Point to the page number on the whiteboard. Say Listen and point. Cup your hand behind your ear. Play the song. Students point to the birds in turn as they hear the numbers on their T-shirts.
- Say Let's sing the song. Play the song again. Students join in with the song. Play the song one or two more times to give students confidence to sing it. Students stand up and sing the song together.

# **4**06 ▶

Hi, Hi, How old are you? Hi. Hi.

How old are you?

I'm one. I'm one. I'm one.

How old are you?

Hi, Hi.

How old are you?

I'm two. I'm two. I'm two.

Hi Hi

How old are you?

Hi, Hi,

How old are you?

I'm three. I'm three. I'm three.

Hi, Hi.

How old are you?

Hi, Hi,

How old are you?

I'm four. I'm four. I'm four.

How old are you?

Hi, Hi.

How old are you?

I'm five. I'm five. I'm five.

How old are you?

Hi, Hi.

How old are you?

I'm six. I'm six. I'm six.

### **●**) 7

Karaoke version

# CB6. ACTIVITY 2

#### Ask and answer.

- Choose a more confident student and ask How old are you? The student answers I'm (five). Ask a couple more confident students. Drill the question with the whole class in different ways (e.g., whispering, shouting).
- Students ask and answer about their ages in pairs.

Extra support Put the number flashcards 5 and 6 in different parts of the room. Ask How old are you? Students point or move to the correct number for them. Ask the question again and point to the 5, and all the students say I'm five. Do the same with 6. Draw or show a question mark. All the six-year-olds ask the question in chorus, and the five-year-olds reply. Then they swap.

#### Consolidation activity 1

• Ask six students to come to the front. Give each student a number flashcard, in random order. The students each say their number. They stand in the correct order, 1 to 6, from left to right. Elicit the numbers again. Repeat with six more students.

#### Consolidation activity 2

• Hold up different numbers of objects, e.g., five pencils. Students say the number. This game can also be played in pairs.

### **Ending the lesson**

- Say numbers 1 to 6 in order, holding up the correct number of fingers. Students repeat the numbers and copy you. Say a number. Students hold up the correct number of fingers. Repeat with different numbers, getting faster and faster.
- Say the closing routine (see page T4). Students can join in with the words and actions

# **Digital Classroom**



Audio 6–7



**Digital Flashcards** 

**Practice Extra** 

# Extra Resources

- Teacher Resources: Unit 1, Reinforcement worksheet 2
- Teacher Resources: Unit 1, Song worksheet

Unit 1 | Hi! T6



> **Unit 1** Hi! Class Book p.7

# **Objectives**

By the end of the lesson, students will have practiced numbers 1–6 and asked and answered about their ages.

# Target language

- Key language: numbers 1–6, How old are you? I'm (four).
- Additional language: birthday, candle, Happy birthday!

#### **Materials**

- Flashcards: numbers 1–6 (4–9)
- Consolidation activity: paper for each student
- Extension activity: music for the Happy Birthday song (optional)

#### Warmer

- Say the opening routine (see page T5).
- Start to draw a number between 1 and 6 on the board very slowly. Students guess which number it is. Ask a student to come to the board and complete the number. Repeat for the other numbers.

# E CB7. ACTIVITY 1

#### Look and draw. Say the numbers.

© Extra support Show the number 1 flashcard and say one. Draw a dot in the air in front of you. Then show number 2, say two, and draw two dots. Say Look and draw. Show and say numbers, and students draw dots in the air in front of them.

- Show page 7. Point to the first domino. Follow the shape of the number with your finger. Point to the two dots and say Look. Draw two. One, two. Make sure students understand that they need to draw the correct number of dots.
- Say Open your books to page 7, please. Students work individually. They read and trace the figures and draw dots.
   Students check in pairs and say the numbers. Then check with the class by asking students to draw the correct number of dots on the board and say the number aloud.

© Extra challenge Students work in pairs. Student A says a number, and Student B shows the same number, of fingers. They swap roles.

#### CB7. ACTIVITY 2

• Watch the Video and answer the questions.

#### Listen and circle.

• Focus on the pictures of the cakes. Say Happy ... to see if any of the students know the phrase Happy birthday or can sing the song (see Extension activity). Point to the candles on the first cake in item 1 and say Two candles? Three candles? Students respond Three. Repeat with the rest of the cakes.

- Say Listen and circle. Draw a circle in the air as you say circle. Play the example on the ① Audio and trace the example circle on the whiteboard. Students circle the picture of the cake in their books with a finger. Make sure students know that they have to circle one of the pictures each time. Ask them to use pencil, not pen.
- Play the rest of the ◆) Audio. Stop after each answer for students to think and circle. They check in pairs. Play the ◆) Audio again. Stop after each answer and check with the class.

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

#### **a**b) 8

- 1. How old are you? I'm three.
- 2. How old are you? I'm six.
- 3. How old are you? I'm five.
- **4.** How old are you? I'm four.

# **Consolidation activity**

- Say How old are you? Students repeat. Say the question loudly, quietly, whispering, etc. Students repeat in the same way.
- Students work in pairs. Student A draws a cake with candles on it (in secret). He/She chooses a number between 1 and 6. Student B draws a cake without any candles. Student B then asks How old are you? Student A responds according to the number of candles he/she has drawn, e.g., I'm four. Student B draws the correct number of candles on his/her empty cake. Students compare pictures. Then they swap roles and repeat.

### **Extension activity**

- Teach the class the song *Happy birthday to you*. Start by humming the tune to see if any of the students know it.
- Tell students that American people sing this before someone blows out the candles on their cake. Mime blowing out candles. Sing the song together with the class to celebrate students' birthdays.

#### **Ending the lesson**

- Draw a cake on the board with no candles on it. Hand one
  of the number flashcards to a student. Say It's your birthday!
  Happy birthday! Gesture at the number flashcard and ask How
  old are you? The student responds with the number on the
  flashcard, e.g., I'm two. Ask the student to come to the board
  and draw the correct number of candles on the cake. Erase
  the board and repeat with four or five more students.
- Say the closing routine (see page T4).

# Digital Classroom



Presentation Plus: Unit 1



Digital Flashcards



**Practice Extra** 

# Extra Resources

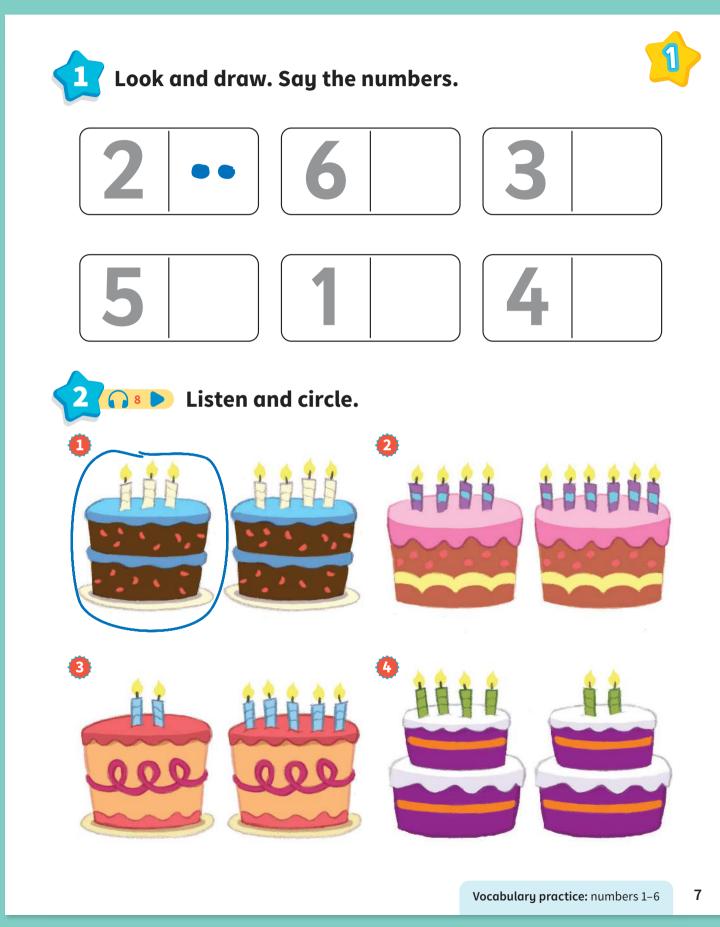
• Teacher Resources: Unit 1, Extension worksheet 1

T7 Hi! | Unit 1

🌗 Audio 8



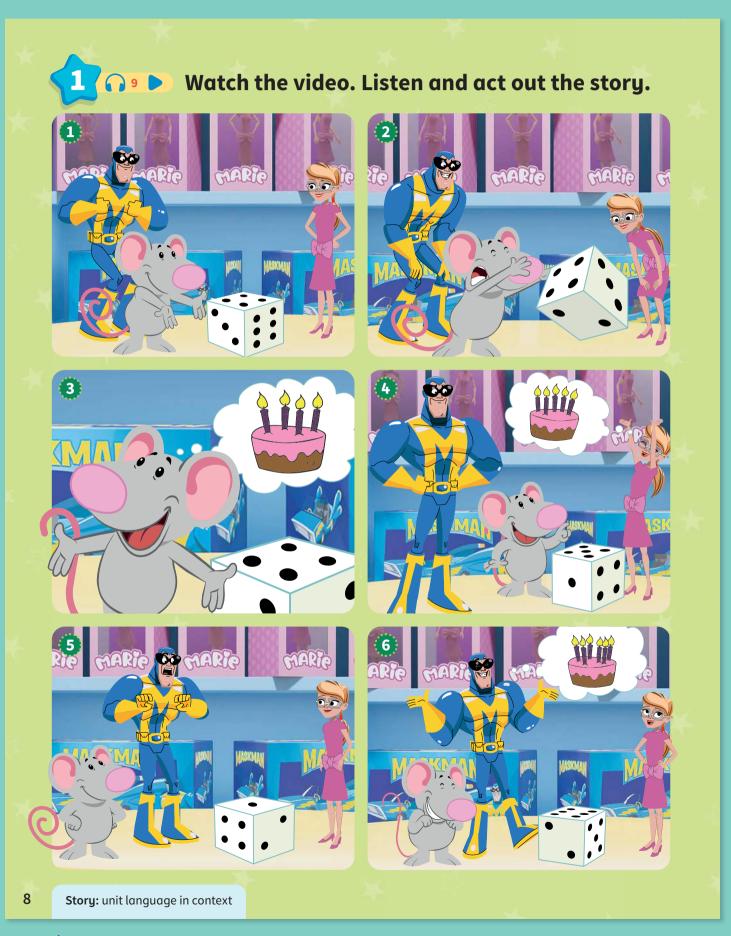
**More Information** 



Unit 1 | Hi! CB7



More Information



CB8 Hi! | Unit 1



**More Information** 

Cambridge University Press & Assessment 978-1-108-88245-3 — Kid's Box New Generation Starter Teacher's Book with Digital Pack American English Sue Parminter with Caroline Nixon & Michael Tomlinson Excerpt

# Unit 1 Hi! Class Book p.8

# **Objectives**

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

# Target language

- Key language: language from the unit
- Additional language: yes, no, Let's play

#### **Materials**

- Flashcards: characters (1–3)
- One set of character masks for each student
- Consolidation activity: a note card for each student with a number between 1 and 6

#### Warmer

- Say the opening routine (see page T5).
- Show the flashcards and elicit the names. Say, e.g., Maskman and clap twice. Students repeat. Repeat for the other flashcards with a different action for each character (e.g., stamp feet for Monty, snap fingers for Marie). Point to a flashcard. Students say the name and do the action.

# Story

# **CB8. ACTIVITY 1**

# Watch the video. Listen and act out the story.

• Show page 8. Say Look at the pictures. Point to the characters and ask Who's this? Students say the name. Tell students they are going to watch a Video of the story.

© Extra support Use the pictures to guide students to predict the story. Point to the dice and the cake and ask students to guess how old each character is.

- Watch the ▶ Video with the class. Give students the option of watching it twice if they need to.
- Point to picture 3 on the whiteboard. Ask How old is Monty? (Four) Do the same for Marie and Maskman. Elicit answers from the whole class. It is important for students to enjoy the story and not feel pressure to "get the answers right."
- Say Open your books to page 8, please. Say Listen and point to the pictures. Play the (1) Audio. Students listen and point to the speakers in each picture. Stop after each picture to check. Play the (1) Audio for the picture again and point to the characters in the story pictures on the whiteboard. You can invite two more confident students to do so.
- Put the class into three groups Monty, Marie, and Maskman. Say Listen and act out the story. Play the ♠) Audio. Students put on their character masks and listen and act out the story.

© Extra challenge Invite more confident students to act out the story for the class in groups of three.

#### **4**)9 ▶

Wake up! Wake up! Monty, Maskman, Marie. Walk and talk now. One, two, three.

Monty: Look! Let's play How old are you?

Maskman & Marie: Yes.

Marie: How old are you, Monty?

Maskman & Marie: Ooh!

Monty: I'm four! How old are you, Marie?

Monty: Ooh!

Marie: I'm five! How old are you, Maskman?

Maskman: Oh, no! I'm, uh, umm ...

Maskman: Yes! I'm six! I'm six.

# Consolidation activity

- Give out four or five of the number cards you have prepared. Students look at their number and remember it. Take a number yourself. Make sure it is the same as one of the numbers given out. Look at your number and hold it up to show the class. Say I'm ... and elicit the number on your card, e.g., five. Say the sentence I'm five.
- Ask one of the students with a number How old are you? The student responds according to the number on his/her card, e.g., I'm three. Hold up your card and say, e.g., I'm not three. I'm five. No. That's not right. Move to a different student and ask How old are you? in the same way. Repeat until you find a student with the same number as you. The student responds I'm five. Say Yes! I'm five! Stand next to the student. Show the class that you are a pair because you both have the same number card.
- Mix up all the cards. Hand them out at random around the class so that each student has a number between 1 and 6. Students look at their number, remember it, and put their card away. They stand up and walk around the class asking How old are you? until they find a partner with the same number.
- Monitor carefully. Make sure students are using English, not showing each other their numbers.

# **Ending the lesson**

- Say one. Draw a 1 in the air with your finger. Repeat with the other numbers up to six, in sequence. Students draw the numbers in the air. Continue, but say the numbers at random. Students work in pairs. They take turns saying a number. Their partner draws it in the air.
- Say the closing routine (see page T4).

# **Digital Classroom**



) Audio 9

Presentation Plus: Unit 1



**Digital Flashcards** 

**Practice Extra** 

# **Extra Resources**

• Teacher Resources: Unit 1, Extension worksheet 2

Unit 1 | Hi! T8