

OBJECTIVES: By the end of the lesson, students will be able to introduce themselves and name the toy characters in *Kid's Box AE Starter*.

• TARGET LANGUAGE

Key language: What's your name? Hi, Goodbye, I'm (name). **Additional language:** numbers 1–3, mouse, star, Monty, Maskman, Marie, look, listen, repeat, wake up, walk and talk, watch me, please, close your books, stand in line, time to go, sit down, here we go

MATERIALS REQUIRED

Character flashcards (1–3)

Photocopiable 1a-c (see pages T64-T66), copied onto thin cardboard (all three masks for each student), scissors, a piece of elastic for each mask, crayons

A set of three character masks completed for demonstration Optional: *Kid's Box AE Starter Teacher's Resource Book* Unit 1 Reinforcement worksheet 1 (page 7)

Warmer

 Greet the students. Wave and say Hi. I'm (your name). Point to yourself. Go up to a student and repeat. Add What's your name? The student responds I'm (student's name). Repeat with four or five different students. Students then ask each other.

Presentation

- Hold up each character flashcard in turn and say the name. Students repeat.
- Stick the character flashcards on the board. Elicit the names. Say the names in different ways. Students repeat in the same way: loudly, quietly, as a question, and as if surprised.
- Point to the flashcard of Monty. Say Monty's a mouse. Mouse. EeeK, EeeK! (squeak like a mouse). Students repeat Mouse and the noise.

CB4. ACTIVITY **1.** Listen and point.

- Say Look at me. Hold up your book and open it. Say Open your books. Open your books to page 4. Hold up four fingers. Point to the page number in the book. Students do the same. Show your book to check students have the right page.
- Draw a simple star shape on the board. Make it the same as the hidden blue star with the face in the picture. Point to it and say *lt's a star*. Students repeat *star*. Point to your book and say *Where's the star*? Pause to give students time to look. They check in pairs, and then hold up their books to show you. Point to the star in the picture (on the building). Say *Here it is*. Students repeat.
- Stick the character flashcards on the board. Elicit the names. Point to one of the flashcards. Students point to the same character in their books. Repeat.
- Say *Listen* and cup your hand behind your ear. Play the CD. Students listen.
- Say Listen and point. Monty? Marie? Maskman? Hold up your book and point to the characters. Say Listen and point again. Play the CD again. Students listen and point to the characters in their books as they introduce themselves.

CD 1, 02

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? маккмам: I'm ... Maskman! макие: Hi, Maskman! I'm Marie. маккмам: Hi, Marie.

CB4. ACTIVITY **2.** Say the chant.

- Divide the class into three groups: Monty, Maskman, and Marie. Play the CD. Students listen and stand when they hear their character's name. Play the CD again. This time, students stay seated. Teach the actions: Before the chant = head on the desk, eyes closed; Wake up! Wake up! = head up, open eyes, rub eyes; Monty, Maskman, Marie = stand up; Walk and talk now = take two steps, hands by side; One ... two ... three = march and count in time.
- Write numbers 1, 2, 3 on the board and say them. Students repeat. Play the CD again. Students do the actions.
- Say *Listen* and *repeat*. Play the chant again. Students listen and repeat each line. Practice the chant.

CD 1, 03

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

Photocopiable 1a-c: see pages T64-T66

- Show students your completed character masks. Say Let's make the masks. Hand out Photocopiable 1a-c (pages T64-T66). Students color the masks. Demonstrate cutting out a mask. Students cut out their masks. Make two holes at the side of each student's mask. Give out the elastic. Demonstrate threading the elastic through the holes and tying a knot. Students thread the elastic and put on their masks.
- Demonstrate 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. Say each name and do the pose. Students copy.
- Put on the Maskman mask and ask a student to put on the Marie mask. Do the Maskman pose. Say *Hi, I'm Maskman*. *What's your name?* The whole class repeats. The "Marie" student says *Hi, Maskman. I'm Marie*. Encourage the student to use Marie's voice and to do the Marie pose. The whole class repeats. Repeat with the Monty mask.
- Divide the class into groups of three. Each student chooses a mask so that each group has one of each character. They practice greeting each other and asking *What's your name?*
- Students write their names on the masks. Collect them at the end of the activity to use in future lessons.

Extra activity (if time)

 Teach the following routine, with appropriate actions. Close your books. Stand in line. Time to go! Goodbye! Goodbye!

Optional activity

• Unit 1 Reinforcement worksheet 1 from the Starter Teacher's Resource Book (page 7).

- Put the character flashcards on the board. Wave at each one and say, e.g., *Goodbye*, *Monty*. Repeat and this time students wave and say *Goodbye*, (character's name) with you. This activity can be repeated at the end of each lesson.
- Say the closing routine (see Extra activity above).

More Information

OBJECTIVES: 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: Marie, Maskman, Monty, numbers 1–3 Additional language: check, draw Review: Hi, I'm (name). What's your name?

MATERIALS REQUIRED

Character masks from previous lesson, one set for each pair of students (or materials listed on page T4 if your students haven't made the masks yet)

Extra activity 1: two rolled-up newspapers

Warmer

- Say/Teach the following opening routine. Students can join in with the words and actions when they feel confident: Good morning/afternoon! Hi! Hi!
- Sit down, please.
- Here we go!
- Say Hi! I'm (your name). Ask several students What's your name?
- Play the chant from the previous lesson (CD 1, 03). Students join in and do the actions.
- Say Sit down, please. Repeat the last line of the chant and clap: One (one clap), two (two claps), three (three claps). Students copy. Repeat. Invite a student to say the numbers and clap the correct number of times. Repeat with different students.

CB5. ACTIVITY **3.** Listen and check (\checkmark). **(S)** toward

- Review the character names, using the flashcards. Show a flashcard, covering half with a blank card, e.g., show Marie from the waist down. Ask *Maskman? Marie? Monty?* Students say, e.g., *Marie.* Show the flashcard and say, e.g., *Yes, Marie! Hi, Marie!* Students repeat, *Hi, Marie!* Repeat with the other flashcards.
- Say Open your books to page 5, please. Hold up five fingers. Hold up your book to check students have the right page. Point to the page number in the book. Students do the same. Point to the pairs of pictures. Stick the flashcards of Maskman and Monty on the board. Say Listen and look. Cup your hand behind your ear. Point to the first pair of pictures in the book. Play the example on the CD. Put a large check mark next to the flashcard of Monty on the board. Say Check. Point to the correct picture in the book and the check mark.
- 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 CD. Stop after each one for students to think and check. Students check answers in pairs. Play the CD again. Elicit answers.

Key: 2 Marie, 3 Maskman, 4 Monty

CD <u>1, 04</u>

- 1. монту: Hi. I'm Monty.
- 2. MARIE: Hi. I'm Marie.
- 3. маsкмan: Hi. I'm Maskman.
- 4. MONTY: Hi. I'm Monty.



Practice

- Demonstrate the activity. 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. Each pair has the three character masks. Student A chooses a character and says *I'm* (name of the character). Student B finds the correct mask. Student B chooses one of the other two masks and says *I'm* (name of the character). Student A finds the correct mask. They put their masks on and practice greetings, using the character voices.
- CB5. ACTIVITY 4. Look and draw. Say the number.
- 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.
- Focus students on Activity 4. Say Look and draw. Mime drawing a line as in the example, linking all the numbers that are the same. Make sure students understand that they are looking for, e.g., three number 3s. They are not matching colors. 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.

Key: 2 2, 3 1, 4 3

Extra activity 1 (if time)

- Practice the character mimes from Activity 2 in the previous lesson (see page T4). Say one of the character names. Students all do the correct mime. Repeat, getting faster and faster.
- Divide the class into three groups. Point to the first group and say One. Point to the second group and say Two. Point to the third group and say Three. Give instructions for each group. Say, e.g., Two, Maskman! The students in Group 2 only do the Maskman mime. Say One, Marie. The students in Group 1 do the Marie mime, and so on. Speed up so it is challenging for students to follow. Say two groups as the students get used to the game, e.g., One and Three, Monty!

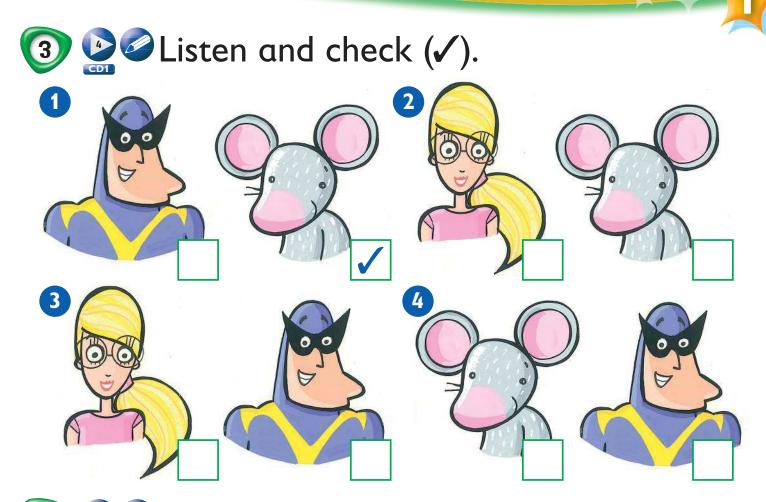
Extra activity 2 (if time)

• Divide the class into two teams. Display the character flashcards 1–3 on the board (picture side up). Teams line up, facing the board. Hand a rolled-up 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 student to do this wins a point for their team. The two students go to the back of the team. Hand the newspapers to the next two students at the front and continue. Repeat characters to make it more challenging. When all students have had a turn, the team with the most points is the winner.

- Write numbers 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.

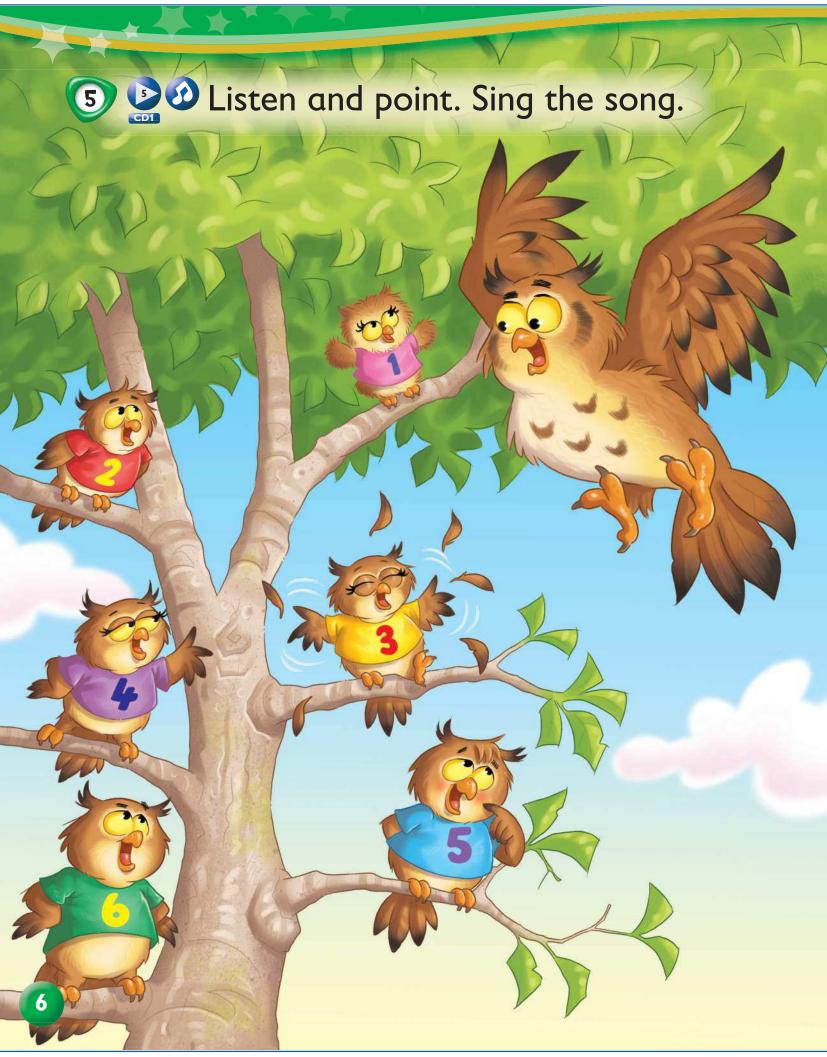
4

Cambridge University Press 978-1-316-62699-3 — Kid's Box Starter Teacher's Book Exam Update American English Lucy Frino , With Caroline Nixon , Michael Tomlinson Excerpt <u>More Information</u>



Solution Content of the second draw. Say the number.

1	3	1	2	2]	3	2
	3	3	1	3	2	2
	2	1	3	3	1	2
3	2	3	1	4 2	1	1
	3	1	2	1	3	2
	1	1	3	3	3	3
		Marie M	askman Mont <u>u</u>	y one two three	What's your n	ame? I'm 5



CAMBRIDGE

Cambridge University Press 978-1-316-62699-3 — Kid's Box Starter Teacher's Book Exam Update American English Lucy Frino , With Caroline Nixon , Michael Tomlinson Excerpt <u>More Information</u>

OBJECTIVES: By the end of the lesson, students will be able to understand and use numbers 1-6, understand *How old are you?*, and sing a song.

• TARGET LANGUAGE

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

MATERIALS REQUIRED

Character flashcards (1–3) Number flashcards (4–9) Extra activity 2: classroom objects, e.g., six books, six pencils, six erasers Optional: *Kid's Box AE Starter Teacher's Resource Book*

Unit 1 Reinforcement worksheet 2 and/or Unit 1 Song worksheet (pages 8 and 11)

Warmer

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

Song

- Stick the number flashcards 4, 5, 6 on the board 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 *l'm* ... (help them with the number if they are older than six). Repeat with other students around the class.

CB6. ACTIVITY 5. Listen and point. Sing the song.

- Say Open your books to page 6, please. Help students find the page. Hold up your book and point to the page number. Point to the large owl and say Look! A bird! Point to all 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 Listen and point. Cup your hand behind your ear. Play the CD. Students point to the birds in turn, as they hear the numbers on their T-shirts. Hold up your book and demonstrate.
- Say Let's sing a song. Play the CD again. Students join in with the song. Play the CD one or two more times to give students confidence to sing. Students stand up and sing the song together.

CD 1, 05

Hi, Hi. How old are you? Hi, Hi. How old are you? I'm one, I'm one, I'm one. Hi, Hi. 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.

Hi, Hi. How old are you? Hi, Hi. How old are you? I'm five, I'm five, I'm five.

Hi, Hi. How old are you? Hi, Hi. How old are you? I'm six, I'm six, I'm six.

CD 1, 06

Now sing the song again. (Karaoke version)

Extra activity 1 (if time)

• 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.

Extra activity 2 (if time)

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

Optional activity

• Unit 1 Reinforcement worksheet 2 and Unit 1 Song worksheet from the Starter Teacher's Resource Book (see pages 8 and 11 of the Starter Teacher's Resource Book).

- Say numbers 1 to 6 in order. For each number, hold 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.

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

• TARGET LANGUAGE

Key language: numbers 4–6, How old are you? I'm (four). **Additional language:** birthday, candle, Happy Birthday! **Review:** numbers 1–6

MATERIALS REQUIRED

Number flashcards 1–6 (cards 4–9) Extra activity 2: CD with music for Happy Birthday to You (or music from the Internet) Optional: Kid's Box AE Starter Teacher's Resource Book Unit 1 Extension worksheet 1 (page 9)

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.

CB7. ACTIVITY 6. Look and draw. Say the numbers.

- Say Open your books to page 7, please. Help students find the right page. Point to the first domino and the figure 2. Say *Trace*. 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 trace over the number, and then draw the correct number of dots.
- Students work individually. They read and trace the figures and draw dots. Copy the remaining five dominoes on the board. Students check in pairs. Then check with the class. Ask students to come and draw the correct number of dots and say the number aloud.
- Early finishers can circle the domino that shows their own age or draw a new domino to show their age. Help them with this if they are older than six.

CB7. ACTIVITY **7.** Listen and circle.

- Focus students on the pictures. Hold up your book. Point to the candles on the first cake in picture 1 and say *Two candles? Three candles?* Students respond *Three*. Repeat with the rest of the cakes.
- Say Listen and circle. Draw a circle on the board as you say circle. Play number 1 and elicit the answer (Three). Point to the circle around the cake with three candles. Demonstrate how to circle the picture of the cake in the book. Make sure students know that they have to circle one of the pictures each time. Tell them to use pencil, not pen.
- Play the rest of the CD. Stop after each answer for students to think and circle. They check in pairs. Play the CD again. Stop after each answer and check with the class.
- **Key:** 2 second picture (6 candles), 3 second picture (5 candles), 4 first picture (4 candles)

CD 1, 07

How old are you?
I'm three.
How old are you?
I'm six.
How old are you?
I'm five.
How old are you?
I'm for.
How old are you?

Extra activity 1 (if time)

- 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 then draws the correct number of candles on his/her empty cake. Students compare pictures. They then swap roles and repeat.

Extra activity 2 (if time)

- Teach the class *Happy Birthday to You*. Use a CD with the appropriate music or find the music and words online.
- Tell students that American people sing this before someone blows out the candles on their cake. Sing this song with the class when someone has a birthday.

Optional activity

• Unit 1 Extension worksheet 1 from the Starter Teacher's Resource Book (page 9).

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 card 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 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).

Т7



















four five six How old are you? I'm ...















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: Let's listen to a story, look, let's play, yes Review: numbers 1–6, How old are you? I'm (four), character names and vocabulary from Unit 1

MATERIALS REQUIRED

Character flashcards (1–3)

Pieces of thin cardboard or paper, one for each student, with a number between 1 and 6 on each piece

Extra activity: small ball or game piece to act as a pretend die (one for each group of three students), set of character masks for each group of three students (see Photocopiable 1a-c, pages T64-66)

Optional: Kid's Box AE Starter Teacher's Resource Book Unit 1 Extension worksheet 2 (page 10) and/or animated version of the Unit 1 story from Kid's Box AE Starter Interactive DVD

Warmer

- Say the opening routine (see page T5).
- Place the flashcards on the board 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 8. Listen to the story.

- Say Open your books to page 8, please. Help students find the right page. Say Look at the pictures. Point to Maskman. (Students point.) Point to Marie. (Students point.) Do the same for Monty. Hold up your book. Point to the small numbers in the corner of each picture. Count aloud One, two, three, four, five, six, to check students know the order to follow as they listen. Say Let's listen to a story. Listen and point to the pictures. Play the CD. Students listen and point the first time.
- Say Listen and look. Who is six? Maskman, Monty, or Marie? Play the CD again. Students check their answer in pairs. Check with the class (Maskman).
- Play the CD again. Stop after each picture to check understanding. Point to the picture and ask, e.g., *How old is Monty?* (Four) *How old is Marie?* (Five). Elicit answers from the whole class. It is important for students to enjoy the story at this stage. They should not feel pressure to "get the answers right."

CD 1, 08

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: Oooh! MONTY: I'm four! ... How old are you, Marie?

MONTY: Oooh! MARIE: I'm five! ... How old are you, Maskman?

MASKMAN: Oh, no! I'm ... errr ... umm ...

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

Class game

- Demonstrate the game. Give out four or five cards with numbers. Students look at the number on their card and remember it. Take a number yourself. Make sure it is the same number as one of the numbers given out. Look at your number and hold it up to show the class. Say *l'm* ... and elicit the number on your card, e.g., *Five*. Say the sentence *l'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.
- Practice the question *How old are you*? with the class. Say the question. Students repeat in chorus. Choose individual students to say the question. Repeat with *I'm six*.
- 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 stand up and walk around the class. They ask *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 number cards.

Extra activity (if time)

- Students act out the story. Make groups of three. Point to each student in the groups and say *Monty, Maskman, Marie* so they know which character they are. They put on their character masks. Hand out a small ball or game piece to each group to act as the die, if you wish.
- Play the CD for students to act only the first time. They mime rolling the "die" as the characters do. Play the story again. Encourage students to join in with the characters' lines and the extra noises they make.

Optional activities

- Unit 1 Extension worksheet 2 from the Starter Teacher's Resource Book (page 10).
- The animated version of the Unit 1 story from *Kid's Box AE* Starter Interactive DVD. See pages 34–36 of the Teacher's Booklet for the Interactive DVD.

- 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).

OBJECTIVES: By the end of the lesson, students will have reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit Additional language: balloon, stick, talk to Maskman Review: numbers 1–6, Hi, I'm (name), What's your name? How old are you? I'm (four).

MATERIALS REQUIRED

Maskman mask for the teacher Number flashcards (4–9) Extra activity 1: one Maskman mask for each pair of students Optional: *Kid's Box AE Starter Interactive DVD*

Warmer

- Say the opening routine (see page T5).
- Say a number between 1 and 6. Students write the number (not the word) in their notebooks. Repeat with different numbers until you have said all six. Say the numbers again in the same order. Students check in pairs. Elicit the numbers and write them (as figures) on the board.

CB9. ACTIVITY **9.** Listen and stick.

- Say Open your books to page 9, please. Help students find the right page. Students prepare the stickers of the balloons. Point to one of the balloons. Say Look! A balloon! Students repeat Balloon. Count the balloons aloud with the students.
- Hold up the stickers and say *Listen and point*. Play the CD. Students listen and point to the correct balloons. They don't take the stickers off the page. Play the CD again. Students listen and point to the children in the book. Check they are pointing to the correct child each time.
- Say Now listen and stick. Mime taking a sticker off the sheet and positioning it in the correct place. Play the CD. Stop after each answer. Check students have the correct sticker and the right position. Students stick the stickers in the correct place. Monitor around the class to check.

CD 1, 09

1

How old are you?
l'm three.
2.
How old are you?
I'm five.
3.
How old are you?
l'm one.
4.
How old are you?
l'm two.
5.
How old are you?
l'm six.
6.
How old are you?
l'm four.

т9

CB9. ACTIVITY 10. Talk to Maskman. (S) toward

- Put on the Maskman mask. Stand in a "superhero" pose and say *Hi, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question. Ask one of the students the question, still acting and speaking like Maskman. The student responds *I'm* (student's name) or *I'm* (student's age), as appropriate. Continue asking the two questions around the class, until you have asked each student at least one question.
- When the activity is finished, students stick the end-of-unit sticker at the bottom of the page.

CD 1, 10

Hi ... I'm Maskman! What's your name? How old are you?

Extra activity 1 (if time)

• Students prepare the Maskman mask (see instructions on page T4) if they have not done so in a previous lesson. Students work in pairs. Student A puts on the mask, stands like Maskman, and says (in a "Maskman" voice) *Hi. I'm Maskman! What's your name?* Student B responds *I'm* (student's name). Student A says (still acting as Maskman) *How old are you?* Student B responds *I'm* (student's age). They swap roles.

Extra activity 2 (if time)

• Ask a student to come and stand at the front, facing the board. Stand so that the class can see you. Trace a large number three with your finger on the student's back. (Alternatively, if you prefer, you can trace numbers on the desk for this activity.) Repeat the drawing. Ask the student *How old are you*? The student responds with the number you have traced (*I'm* ...). Check with the class. Repeat with different students and different numbers.

- Ask students which chant/song/game they'd like to do again from the unit. Do it together to end the unit.
- Say the closing routine (see page T4).

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