

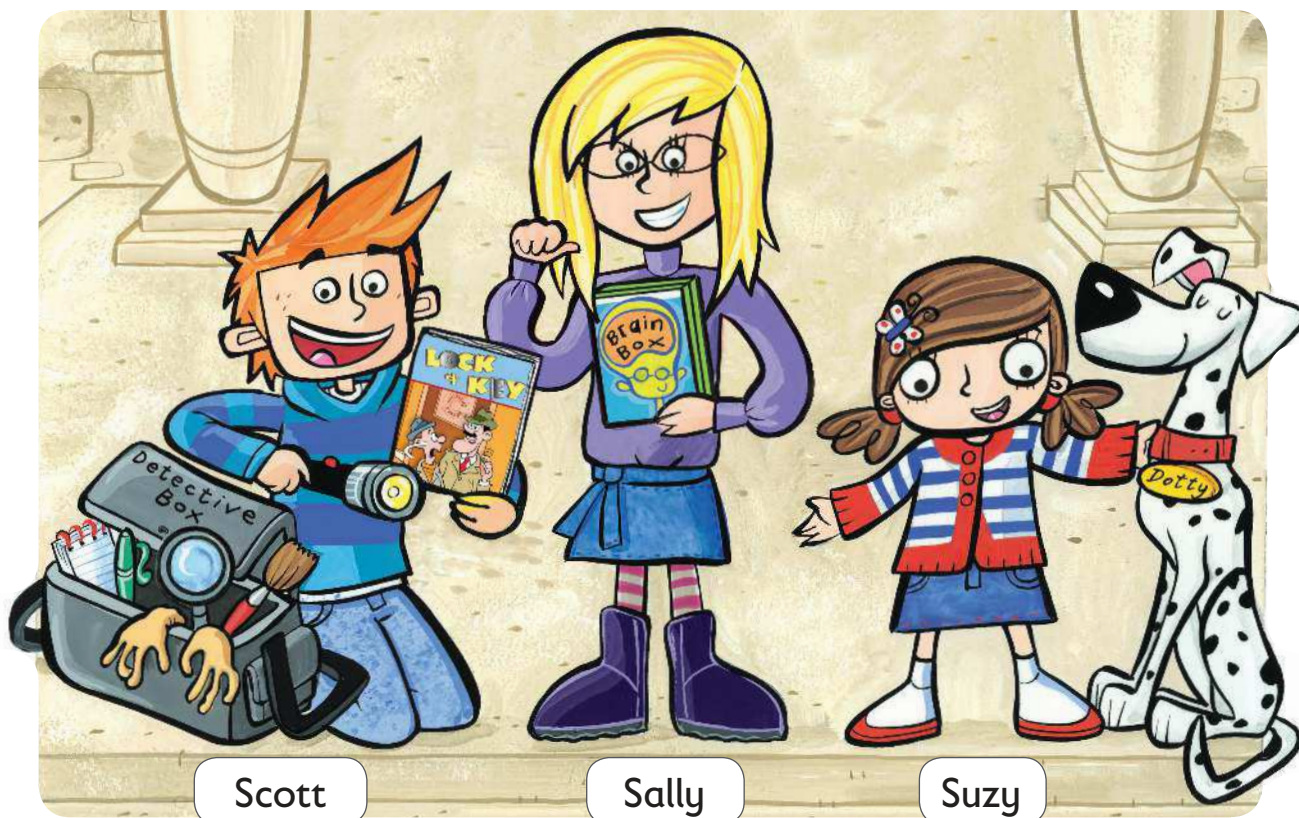
Hello!

1 Read and say the name.

a Hello. I'm nine. I have a brother and a sister. This is my favorite computer game. It's called "Brainbox."

b Hello. I'm five. I have a big dog. She's black and white, and her name's Dotty.

c Hi. I'm eight. I like reading comic books. My favorite comic book's called "Lock and Key."



Scott

Sally

Suzy

2 Listen and check.



3 Ask and answer.

- 1 What's your name? My name's ...
- 2 How old are you?
- 3 Do you have a brother or a sister?
- 4 What's your favorite toy called?



LOOK

My favorite comic book's **called** "Lock and Key."

OBJECTIVES: By the end of the lesson, students will have reviewed understanding and giving personal information.

● TARGET LANGUAGE

Key language: *Hello/Goodbye, What's your name? My name's ... How old are you? I'm (eight). Do you have ... ? I have (a brother / a dog). I like (reading). What's ... called? It's called ... What's her/his name? Her/His name's ... , comic book, Lock and Key*

Additional language: *Brainbox, Look box*

Review: family, pets, numbers, adjectives, colors, toys, favorite

● MATERIALS REQUIRED

Extra activity 2: Two strips of paper for each student
 Optional: *Kid's Box AE Teacher's Resource Book 3 Hello! Unit Reinforcement worksheet 1 (pages 8 and 9), Kid's Box AE Workbook 3 Language Portfolio pages 89 and 90*

Warmer

- Greet the class by saying, e.g., *Hello, everyone. My name's ...* Ask a student *What's your name?* The student responds *My name's ...* Invite two students to the front. They greet each other using the model:

A: *Hello.*

B: *Hello.*

A: *My name's ... What's your name?*

B: *My name's ...*

- Students stand up and walk around the class. Clap your hands. They make pairs and do the dialog. Repeat.

Presentation

- Use prompts to elicit/review language. Say, e.g., *Age. What's the question?* Elicit the question from a student (*How old are you?*) and the answer from another (*I'm ...*). Practice the question and answer, using open pairs. Use other prompts, e.g., *pet, brothers and sisters*, to elicit other personal questions (*Do you have a pet? Do you have brothers or sisters?*) and responses (*No, I don't. / Yes, I have ...*). Use other prompts if appropriate to review questions about favorite toys, games, clothes, etc.

SB4. ACTIVITY 1. Read and say the name.

- Tell students to open their Student's Book to page 4 and to look at the picture. Elicit/say who the characters are. If students studied *Kid's Box AE 1* and/or *Kid's Box AE 2*, briefly elicit what they remember about the Star family. Elicit what they can see in the picture. Focus students on the speech bubbles. They read and match, and then check in pairs. Do not confirm answers at this stage.

Key: a Sally, b Suzy, c Scott

SB4. ACTIVITY 2. Listen and check.

- Tell students to listen carefully. Play the CD. Students listen and check. Check with the class. Ask volunteers to read the texts in the speech bubbles in Activity 1 aloud. Elicit other information about the characters. Ask questions to check understanding of *called*, e.g., *What's your favorite toy called? Do you have a pet? What's its name?*
- Focus students on the Look box. Read the sentence aloud for students to repeat. Elicit other sentences using *called*.

CD 1, 02

a.

SALLY: Hello, I'm Sally. I'm nine. I have a brother and a sister. This is my favorite computer game. It's called "Brainbox."

b.

SUZY: Hello, I'm Suzy. I'm five. I have a big dog. She's black and white, and her name's Dotty.

c.

SCOTT: Hi, I'm Scott. I'm eight. I like reading comic books. My favorite comic book's called "Lock and Key."

SB4. ACTIVITY 3. Ask and answer.

- Students work in pairs and take turns asking and answering about themselves using the question prompts. Check using open pairs.

WB4. ACTIVITY 1. Read and complete the sentences.

- Tell students to open their Workbook to page 4. Focus on Activity 1. Ask students to take turns reading one of the words in the box aloud. Direct them to the example. Students work in pairs. They use the picture and the words in the box to complete the information. Remind students to look back at the Student's Book. Check with the class. Listen for the correct word in the blank as well as appropriate pronunciation.

Key: a nine, sister. b I'm, reading, comic book.

WB4. ACTIVITY 2. Now draw and write about you.

- Focus students on the frame and on the sentences containing blanks. Elicit the pictures they can see. Tell them these are ideas: they don't have to use them. Tell them to complete the text first in pencil. Elicit a few complete sentences. Remind them to ask their friends for help if they need it. Students draw their picture after you have checked their sentences. Tell them to include information from the text in the picture. If time, students read the first three lines of their texts to the class. Students can finish their pictures at home.

Extra activities: see page T99 (if time)

Optional activity

- Hello! Unit Reinforcement worksheet 1 from *Kid's Box AE Teacher's Resource Book 3* (pages 8 and 9).

Language Portfolio

- Students complete pages 89 and 90 of *Kid's Box AE 3 Language Portfolio (About me and My language skills)*. Help with new language as necessary.

Ending the lesson

- Play a memory game about the characters in the book and about the students if they had time to read their sentences aloud from *Workbook Activity 2*. Say, e.g., *Her dog's name is Dotty. (Suzy). He likes reading comic books. (Scott).*
- Say *Goodbye, everyone*. Students respond *Goodbye, teacher*.

OBJECTIVES: By the end of the lesson, students will have used colors and numbers to talk about toys.

● TARGET LANGUAGE

Key language: colors: *blue, pink, black, red, yellow, green, orange, white, gray, purple, brown*, toys: *helicopter, doll, computer, kite, game, truck, camera, train, bike, monster*, numbers: *11 (eleven) – 20 (twenty)*, the alphabet, prepositions
Additional language: *playroom, cupboard, shelf*
Review: *Greetings, Can you spell ... ? How do you spell ... ?*

● MATERIALS REQUIRED

Extra activity 1: Two rolled-up newspapers
 Extra activity 2: Alphabet cards from *Kid's Box AE Teacher's Resource Book 3* page 80 photocopied on thin cardboard (one set per student)
 Optional: *Kid's Box AE Teacher's Resource Book 3* Hello! Unit Reinforcement worksheet 2 (pages 8 and 10)
 Number word cards twelve–twenty from *Kid's Box AE Teacher's Resource Book 3* page 81 and a number eleven word card you make yourself, photocopied on thin cardboard (one set per pair of students)

Warmer

- Invite five students to come to the front. Make sure their names begin with different letters of the alphabet. Ask them to stand in alphabetical order. Help if necessary. Students then say their names for the class to check. Repeat.
- Invite several students to spell out their names as you write them on the board. If students know it, sing the Alphabet song from *Kid's Box AE 2*.

SB5. ACTIVITY 4 Listen. Say the number and the color.

- Review the colors by pointing to objects around the room and eliciting the color. Review numbers 11 through 20 (you could use the number word cards from page 81 of the Teacher's Resource Book and your own number eleven card for this).
- Tell students to open their Student's Book to page 5. Ask a student to read the instructions aloud (*Listen. Say the number and the color*). Play the example. Check students know what to do. Play the rest of the CD. Students whisper the number and the color to their partner.
- Play the CD again. Pause after each one and elicit the answer. Check spelling by asking, e.g., *How do you spell (doll)?* Check comprehension of the toy vocabulary.

Key: Doll. That's number eighteen, and it's pink.

Bike. That's number seventeen, and it's blue.

Train. That's number twelve, and it's gray.

Monster. That's number fourteen, and it's purple.

Game. That's number nineteen, and it's green.

Computer. That's number fifteen, and it's black.

Kite. That's number eleven, and it's yellow and red.

Camera. That's number twenty, and it's white.

Truck. That's number sixteen, and it's orange.

Helicopter. That's number thirteen, and it's blue.

CD 1, 03

d-o-l-l, b-i-k-e, t-r-a-i-n, m-o-n-s-t-e-r, g-a-m-e,
 c-o-m-p-u-t-e-r, k-i-t-e, c-a-m-e-r-a, t-r-u-c-k,
 h-e-l-i-c-o-p-t-e-r

SB5. ACTIVITY 5. Play the game.

- Demonstrate the game, using open pairs. One student spells out one of the toys; another answers, e.g., *Doll. That's number eighteen, and it's pink.*
- Repeat to check students know how to respond.
- Students play the game in pairs. They take turns spelling a toy and saying the toy, the number, and the color.

SB5. ACTIVITY 6. Read and answer.

- Review prepositions. Students work in pairs and take turns reading a sentence aloud and answering. They continue the activity, creating other sentences about the picture for the other toys. Check using open pairs.

Key: 2 Camera, 3 Truck, 4 Helicopter, 5 Game

WB5. ACTIVITY 3. Look and color.

- Tell students to open their Workbook to page 5. Elicit what they can see (the comic book "Lock and Key" and the Detective Agency). Review numbers 11–20 when written as words (using the number word cards from *Teacher's Resource Book 3* page 81 and your own number eleven card – say a number and students hold up the correct word card).
- Focus students on the activity instructions and check they know what to do. Students work individually and color the picture. Monitor.

WB5. ACTIVITY 4. Listen and write.

- Focus students on Activity 4. Say *Now listen and write the number and the toy*. Tell them they can write the number as in the example (14). Play the example. Play the rest of the CD. Students check in pairs. Play the CD again. Check with the class.

Key: 2: 11 trucks, 3: 17 games, 4: 12 cameras, 5: 19 trains, 6: 16 computers, 7: 20 dolls, 8: 15 bikes

CD 1, 04

How many toys are there in the store?

There are 14 kites. 19 trains.

14 kites. 19 trains.

11 trucks. 16 computers.

11 trucks. 16 computers.

17 games. 20 dolls.

17 games. 20 dolls.

12 cameras. 15 bikes.

12 cameras. 15 bikes. Wow! There are a lot of toys!

Extra activities: see page T99 (if time)

Optional activity

- Hello! Unit Reinforcement worksheet 2 from *Teacher's Resource Book 3* (pages 8 and 10).

Ending the lesson

- Say *I can see something, and it's (red) and it begins with (b)*. Students take turns guessing (e.g., *bag*). The student who guesses correctly is the caller. Encourage students to say different colors and objects in the room. They must say things they can see in the room.

4

03
CD1

Listen. Say the number and the color.

D-O-L-L

Doll. That's number eighteen, and it's pink.



5

Play the game.

B-I-K-E

Bike. That's number seventeen, and it's purple.

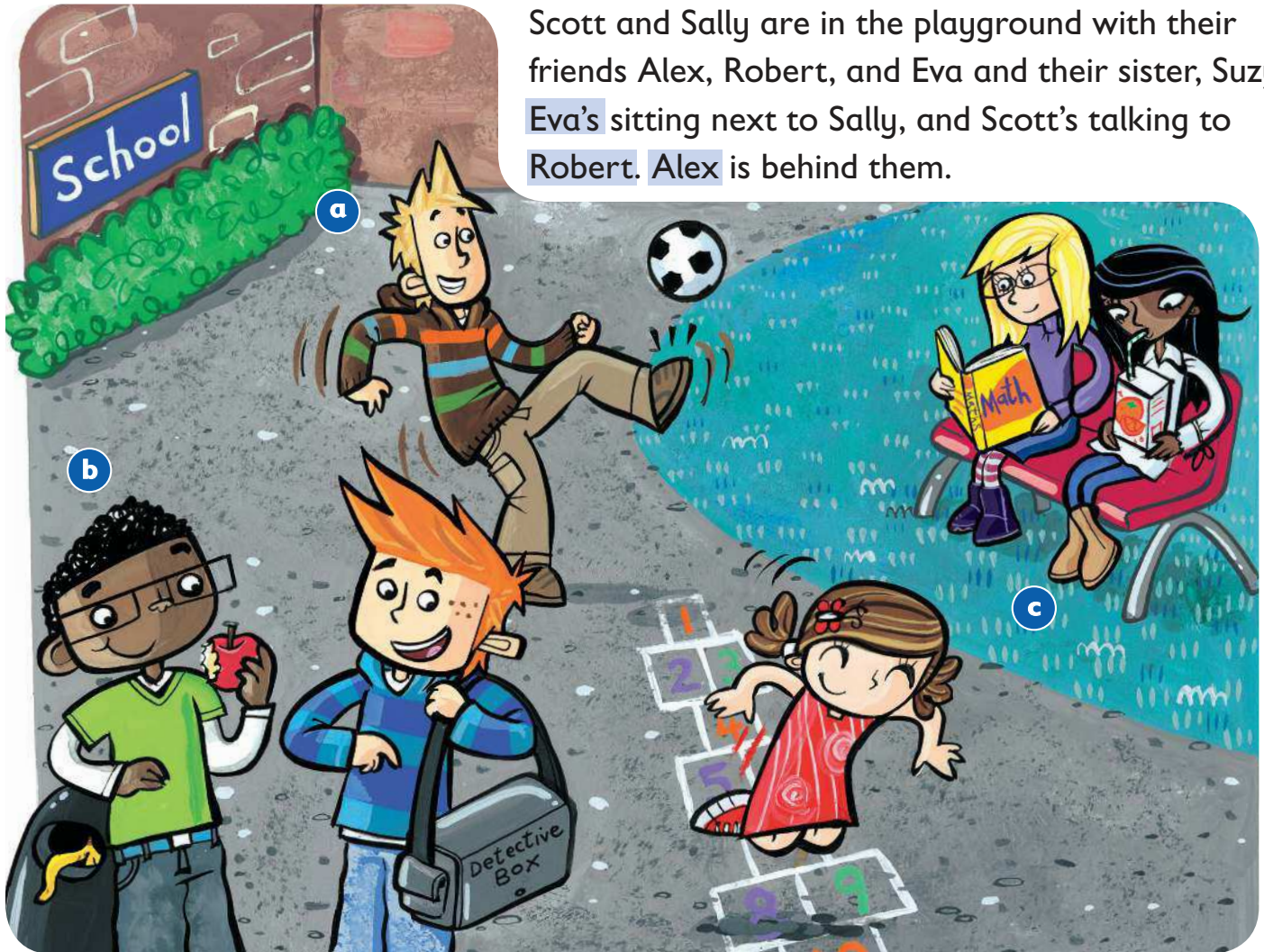
6

Read and answer.

- 1 It's on the table, next to the books. Computer.
- 2 It's on the box, next to the ball.
- 3 It's on the floor, in front of the train.
- 4 It's under the table.
- 5 It's on the floor, between the helicopter and the monster.

7 Read and match the names. Eva – c

Scott and Sally are in the playground with their friends Alex, Robert, and Eva and their sister, Suzy. **Eva's** sitting next to Sally, and Scott's talking to Robert. **Alex** is behind them.



8 05 Listen. Who is it?
CD1

She's drinking orange juice. That's Eva.

9 Answer the questions.

- | | | |
|-------------------------|---|-------------------------|
| 1 What's Sally doing? | She's reading. | 5 What's Eva drinking? |
| 2 What's Alex doing? | | 6 What's Scott doing? |
| 3 What's Robert eating? | | 7 What's Alex kicking? |
| 4 What's Suzy doing? | | 8 What's Sally reading? |

LOOK

What's Suzy doing? What is Suzy doing?
 She's jumping. She is jumping.

OBJECTIVES: By the end of the lesson, students will have talked about actions children are doing.

● TARGET LANGUAGE

Key language: present progressive statements, questions, and short answers: *He's/She's (eating an apple). What's he/she (reading)? Is he/she (painting)? Yes, he/she is. No, he/she isn't.*

Additional language: character names, *playground*

Review: actions: *jumping, reading, sitting, drinking, talking, listening, eating, playing, writing, kicking, hitting, painting, riding, doing, showing*, nouns, *tennis, computer, bike, ball, book, orange juice, apple, bag, book, soccer, baseball*

● MATERIALS REQUIRED

Extra activity 2: A large piece of paper with the following written large enough for all students to read:

- 1 *juice 's drinking She orange .*
- 2 *doing What Suzy is ?*
- 3 *a riding He bike is .*
- 4 *Robert eating 's What ?*
- 5 *friend your playing baseball Is ?*
- 6 *isn't No, she .*
- 7 *is Eva a book reading .*
- 8 *'s Scott tennis playing .*
- 9 *is he Yes, .*
- 10 *teacher your is doing What ?*

Warmer

- Review the action verbs, using mime. Mime an action, e.g., drinking. Students guess. Invite a student to come to the front and whisper an action to him/her. The student mimes, and the class guesses. Repeat to review the other actions for the lesson.

SB6. ACTIVITY 7. Read and match the names.

- Tell students to open their Student's Book to page 6. Use the picture to review/introduce the characters. Write the names on the board if necessary. Check students know which are girls' names and which are boys' names. Elicit where the children are (playground). Check students know what to do. Students read silently. They match the names with the pictures. They check in pairs. Check with the class. Answer any questions about vocabulary.

Key: Robert – b, Alex – a

SB6. ACTIVITY 8. Listen. Who is it?

- Focus students on the activity instructions and check they know what to do. Remind them to whisper the name to their partner the first time they listen. Play the first sentence and point to the example answer. Play the rest of the CD. Students listen and whisper/point. Play the CD again. Check with the class.

Key: That's Suzy. That's Robert. That's Scott. That's Sally. That's Alex.

CD 1, 05

She's drinking orange juice.

She's jumping.

He's eating an apple.

He's showing Robert his new school bag.

She's reading a book.

He's playing soccer.

SB6. ACTIVITY 9. Answer the questions.

- Focus students on the Look box. Read each question and answer for students to repeat. Elicit what the differences are between the two questions and answers (contraction) and when we use one or the other (spoken/written). Students can respond in L1 if they can't explain in English.
- Students work in pairs. They take turns asking and answering the questions in Activity 9 orally about the picture. Elicit the first question and answer from a pair to make sure students are using the contraction. Check using open pairs.
- Students write the answers to the questions in their notebooks.

Key: 2 He's playing soccer. 3 He's eating an apple. 4 She's jumping. 5 She's drinking orange juice. 6 He's showing Robert his new school bag. 7 He's kicking a ball. 8 She's reading a math book.

WB6. ACTIVITY 5. Match and write.

- Tell students to open their Workbook to page 6. Elicit the instruction and check they understand what to do. Students work individually, match the name to the silhouette, and write the name in pencil on the line. They check in groups of three and say what each person is doing, e.g., *This is Sally. She's playing tennis.* Make sure students say what each person is doing. Check as a class by asking, e.g., *Who's this? What's she doing?*
- Prepare students for the next activity by asking, e.g., *Is Alex riding a bike?* Students respond, e.g., *No, he isn't. He's reading a book.* Repeat for the other characters to review *Yes, he/she is. No, he/she isn't.*

Key: 2 Robert, 3 Alex, 4, Sally, 5 Eva, 6 Suzy

WB6. ACTIVITY 6. Now answer the questions.

- Focus students on Activity 6. Ask one student to read the first question and another to read the example answer. Check students know to look at the pictures at the top of the page. They work individually and write the answers for questions 2–6. They check in pairs. Check with the class.

Key: 2 No, she isn't. 3 Yes, he is. 4 No, she isn't. 5 Yes, he is. 6 No, he isn't.

WB6. ACTIVITY 7. Read and match.

- Ask two students to read the example question and answer. Students work individually to complete the activity. Check with the class.

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

Extra activities: see page T99 (if time)

Ending the lesson

- Play a game of *Simon says*. Students stand up. Say, e.g., *Simon says ride a bike.* Students mime riding a bike. Say, e.g., *Play baseball.* Students don't mime. Continue with other activities to review language from the lesson.

OBJECTIVES: By the end of the lesson, students will have practiced talking about possessions using *have* and sung a song.

● TARGET LANGUAGE

Key language: *have/has: I/We have, He/She has*, contracted 's

Additional language: *field hockey, picture, names*

Review: present progressive, *bounce*, adjectives, toys, *cousin, and, street, yard, park, taking, camera*

● MATERIALS REQUIRED

Optional: *Kid's Box AE Teacher's Resource Book 3 Hello! Unit Song worksheet* (page 13), *Kid's Box AE Interactive DVD 3 booklet* (pages 28–33)

Warmer

- Write these adjectives on the board at random: *big, small, fat, thin, new, old, long, short, young*. First ask students to pair the adjectives. Give an example (*big–small*). Elicit the others from students and check they understand how *old* can match with both *young* and *new*. Elicit an example sentence from students for each word to make the meaning clear.

SB7. ACTIVITY 10. Listen and say the name.

- Tell students to open their Student's Book to page 7. Elicit what they can see (a street with children doing things). Elicit some of the things the children are doing. Check understanding of *street, house, yard*. Say the children's names for students to repeat, as these are new. Ask a student to read the instruction (*Listen and say the name*), and check students understand what to do.
- Play the first part of the CD (*I have an old bike, and I'm riding it*). Put your finger to your lips to stop students calling out. They point to the character and silently check with their partner. Elicit the answer from a student (*Fred*). Play the rest of the CD. Remind students to be silent. They point to the character in their books each time to show their partner. Play the CD again. This time pause after each section and elicit the name from different students. Encourage students to say *Everyone!* for the line *We have toys*.
- Review the structure by asking, e.g., *Tell me about Mary*. Prompt students to answer *She has a new ball, and it's bouncing*. Repeat for the other characters. Listen for correct use of the structure and of 's.

Note: Students need to change the verb to third person for Fred and Sally.

Key: Fred, Jim, Vicky, everyone, Stacey, Paul, Mary, everyone

CD 1, 06

As in Student's Book

SB7. ACTIVITY 11. Sing the song.

- Students stand up. Play the CD again in short sections. Students repeat section by section. Students repeat verse by verse and then the whole song. Divide the class into six groups. Each group is one of the children. Sing the song again. The groups sing their section, and then everyone sings the last line of each verse together.

CD 1, 07

As in Student's Book

CD 1, 07

Now sing the song again. (Karaoke version)

SB7. ACTIVITY 12. Look, read and write.

- Read the first statement and elicit the answer. Ask students to look at the picture and finish the sentences. Then tell students to move on to the questions, again answering them based on the picture. At the end of the activity, students write their own sentences.

Key: 1 kite, 2 doll, 3 (He has) a robot., 4 (She's bouncing) a (new) ball., 5&6 e.g., Fred is riding an old bike., Vicky is driving a small car.

WB7. ACTIVITY 8. Read, write, and color.

- Tell students to open their Workbook to page 7. Elicit where the children are (the park) and review their names. Ask a student to read the instruction aloud. Check students understand what to do by going through the example. Students work individually. They write the name and color the items in the picture. They check in pairs. Check with the class.

Key: Children's names (left to right, top row first): Mary, Fred, Stacey; Paul, Jane, Vicky, Jim

Students should color the picture as follows: purple ball, brown dog close to Mary, orange kite, yellow T-shirt and blue jeans for Jane, green camera, gray dog on the bench next to Jim.

WB7. ACTIVITY 9. Look at the picture. Correct the sentences. **M** toward

- Focus students on Activity 9 and on the first sentence. Ask a student to read it aloud. Say *Look at the picture. Is that right?* Students read the example answer. Students work in pairs. They do the activity orally first. Check with the class. Students then write the responses. Remind them to check the text in Activity 8 for the spelling.

Key: 2 No. Vicky has a camera. 3 No. Paul and Jane are playing field hockey. 4 No. Stacey has a bike. 5 No. Jim and Mary have dogs. 6 No. The dog's getting the ball.

Extra activities: see page T99 (if time)

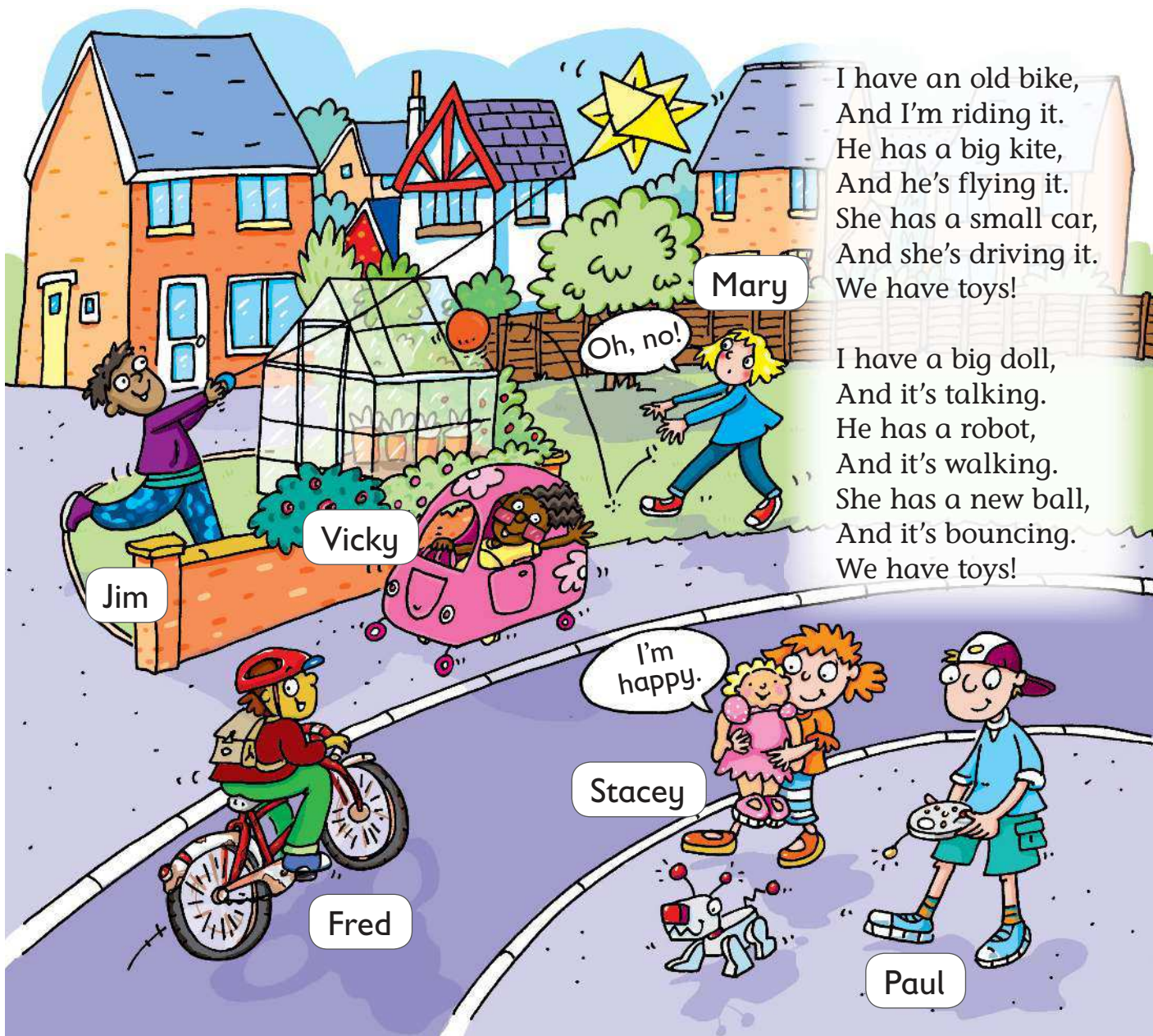
Optional activities

- Hello! Unit Song worksheet from *Teacher's Resource Book 3* (pages 8 and 13).
- Extra activity for Hello! Unit Song and/or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song from the Student's Book, dividing the class into the six different groups from before. Do a "hands up" before you start to check which groups are which character and which part they're going to sing. Say, e.g., *I have an old bike, and I'm riding it. Who's that?* Students respond *Fred*. The "Fred" group raises their hands. Sing the song with the class.

10 Listen and say the name.



I have an old bike,
 And I'm riding it.
 He has a big kite,
 And he's flying it.
 She has a small car,
 And she's driving it.
 We have toys!

I have a big doll,
 And it's talking.
 He has a robot,
 And it's walking.
 She has a new ball,
 And it's bouncing.
 We have toys!

11 Sing the song.



12 Look, read, and write.
 Complete the sentences.

- 1 Jim is flying a big .
- 2 Stacey is carrying a fat .

Answer the questions.

- 3 What does Paul have?
- 4 What is Mary doing?
- 5 Write two sentences about the picture.

13  **Sally's phonics**



Jim and Kim are **playing** a game.



They're **saying** words that sound the same.

14 Ask and answer.

- ride a bike play badminton swim play the piano sing play soccer



OBJECTIVES: By the end of the lesson, students will have practiced recognizing rhyming words and asked and answered questions about ability.

● TARGET LANGUAGE

Key language: rhyming words with different long and short vowel sounds, *can* (for ability), questions and short answers

Additional language: *sound the same*

Review: *hello, head, red, clean, colors, animals, activities, What's your name?*

● MATERIALS REQUIRED

Extra activity 1: color flashcards *red, pink, blue* (or pieces of colored paper or thin cardboard)

Optional: *Kid's Box AE Teacher's Resource Book 3 Hello! Unit Extension worksheet 1* (page 11)

Warmer

- Say *Look and think*. Write these words on the left side of the board: *blue, pink, red, white*. Write these words on the right side: *kite, drink, head, you*. Join *blue* and *you* using a color. Say *Can anyone make another pair?* Give students time to think. Help by saying the words aloud, emphasizing the rhyming phonemes. When all pairs are joined, elicit what the connection is (the pairs of words rhyme). Say *These words sound the same*. Practice saying the words at different volumes (whispering, shouting) and in different tones (kindly, angrily, shyly, etc.).

SB8. ACTIVITY 13. Sally's phonics.

- Tell students to open their Student's Book to page 8. Point to the picture of Sally and elicit her name. Read the title of the activity. Explain that the Sally's phonics activities help students with their pronunciation. Focus on the pictures of the boy and girl. Say *Look at their T-shirts. What are their names?* Elicit *Jim and Kim*. Say "*Jim*" and "*Kim*" sound the same.
- Point to the sentences below the pictures of Jim and Kim. Say *Listen and read. What are Jim and Kim doing?* Play the first part of the CD (pause after Sally says *sound the same* for the second time). Elicit the answer (*They're playing a game*). Ask *What is the game about?* Elicit (in L1) that Jim and Kim are saying words that sound the same / rhyming words. Tell students they are going to listen to Jim and Kim playing the game about rhyming words. Play the rest of the CD for students to listen only. Play the CD again. Students repeat.

Note: Recognizing rhyming words will help your students learn how English words are spelled and pronounced. Encourage your students to notice the following points: initial blends don't affect rhyme (e.g., *drink, pink* – these words rhyme even though the initial sounds are not the same); words that rhyme can have the same spelling (e.g., *white, kite*), have alternative spellings for the same phoneme (e.g., *train, plane*), and have spellings that are exceptions to the spelling patterns (e.g., *blue, you*).

CD 1, 08

SALLY: Hi, I'm Sally! Repeat after me!

Jim and Kim are playing a game.

They're saying words that sound the same.

Jim and Kim are playing a game.

They're saying words that sound the same.

JIM: Hello!

KIM: Red!

KIM: Yellow!

JIM: Clean!

JIM: Head!

KIM: Green!

SB8. ACTIVITY 14. Ask and answer.

- Focus students on Activity 14. Point to the word box and read the activities aloud. Check comprehension by asking students to stand up and mime each one. Choose four students to read the speech bubbles aloud. Practice pronunciation of the questions and answers. Ask different students the two questions. Encourage them to use short answers.
- Students work in pairs. They ask and answer questions using the activities in the box.
- Put students into groups of three or four. They take turns asking and answering the questions.
- Elicit information from the groups by asking, e.g., *Francisco, can Maria play the piano?*

WB8. ACTIVITY 10. Match the rhyming words. Listen, check, and say.

- Tell students to open their Workbook to page 8. Students work individually to match the rhyming pairs. Tell them to say the words aloud again to help.
- Focus on the second part of the instruction. Play the CD for students to listen and check. Students compare answers in pairs. Check with the class. Play the CD again for students to listen and repeat.

Key: 2 g, 3 h, 4 a, 5 b, 6 i, 7 c, 8 j, 9 d, 10 f (see also tapescript)

CD 1, 09

1 red head, 2 sock clock, 3 door floor, 4 pink drink, 5 like bike, 6 blue you, 7 kite white, 8 train plane, 9 fly my, 10 say gray

WB8. ACTIVITY 11. Read and complete the chart.

- Focus students on the text and the chart. Students take turns reading the text aloud. Say *Look at the text. Can Peter swim? Can Daisy ride a bike?* Elicit the answers from students (no, yes) and point to the example ✓ and ✗ in the chart. Students fill in the rest of the chart, using the information from the text.

Key:

Name	Peter	Daisy
Ride a bike	✓	✓
Swim	✗	✓
Play the piano	✓	✓
Play badminton	✓	✗

WB8. Now write about your friends.

- Students write about their friends using information from the chart. In groups, students take turns reading their texts.

Extra activities: see pages T99–100 (if time)

Optional activity

- Hello! Unit Extension worksheet 1 from *Teacher's Resource Book 3* (pages 8 and 11).

Ending the lesson

- Write the colors *white, pink, red, blue, gray* on the board. Elicit a rhyming word from the lesson for each one (e.g., *kite, drink, head, you, say*) and write them on the board. Practice pronunciation of the pairs with the whole class.