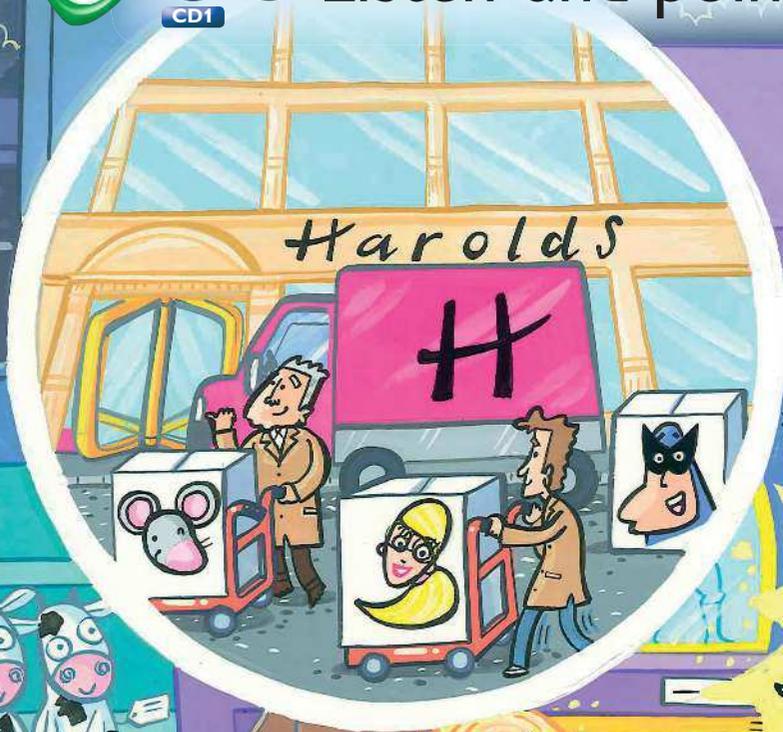


1 Hello!

1 **2** Listen and point.



2 **3** Say the chant.

4

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

● TARGET LANGUAGE

Key language: *What's your name? Hello, 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 card (all three masks for each pupil), scissors, a piece of elastic for each mask, crayons

A set of three character masks completed for demonstration

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

Unit 1 Reinforcement worksheet 1 (page 7)

Warmer

- Greet the pupils. Wave and say *Hello. I'm (your name)*. Point to yourself. Go up to a pupil and repeat. Add *What's your name?* The pupil responds *I'm (pupil's name)*. Repeat with four or five different pupils. Pupils then ask each other.

Presentation

- Hold up each character flashcard in turn and say the name. Pupils repeat.
- Stick the character flashcards on the board. Elicit the names. Say the names in different ways. Pupils 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. Eek, Eek!* (squeak like a mouse). Pupils 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 at page 4*. Hold up four fingers. Point to the page number in the book. Pupils do the same. Show your book to check pupils 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 *It's a star*. Pupils repeat *star*. Point to your book and say *Where's the star?* Pause to give pupils time to look. They check in pairs, and then hold up their books to show you. Point to the star in the picture. Say *Here it is*. Pupils repeat.
- Stick the character flashcards on the board. Elicit the names. Point to one of the flashcards. Pupils point to the same character in their books. Repeat.
- Say *Listen* and cup your hand behind your ear. Play the CD. Pupils 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. Pupils 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: Hello. I'm Marie. What's your name?

MONTY: Hello. I'm Monty. I'm a mouse.

... Hello! I'm Monty. What's your name?

MASKMAN: I'm ... Maskman!

MARIE: Hello, Maskman! I'm Marie.

MASKMAN: Hello, Marie.

CB4. ACTIVITY 2. Say the chant.

- Divide the class into three groups: Monty, Maskman and Marie. Play the CD. Pupils listen and stand when they hear their character's name. Play the CD again. This time pupils 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. Pupils repeat. Play the CD again. Pupils do the actions.
- Say *Listen and repeat*. Play the chant again. Pupils listen and repeat each line. Practise the chant.

CD 1, 03

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

Photocopiable 1a–c: see pages T64–T66

- Show pupils your completed character masks. Say *Let's make the masks*. Hand out Photocopiable 1a–c (pages T64–T66). Pupils colour the masks. Demonstrate cutting out a mask. Pupils cut out their masks. Make two holes at the side of each pupil's mask. Give out the elastic. Demonstrate threading the elastic through the holes and tying a knot. Pupils 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. Pupils copy.
- Put on the Maskman mask and ask a pupil to put on the Marie mask. Do the Maskman pose. Say *Hello, I'm Maskman. What's your name?* The whole class repeats. The 'Marie' pupil says *Hello, Maskman. I'm Marie*. Encourage the pupil 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 pupil chooses a mask, so that each group has one of each character. They practise greeting each other and asking *What's your name?*
- Pupils 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. *Time to go!*
Stand in line. *Goodbye! Goodbye!*

Optional activity

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

Ending the lesson

- Put the character flashcards on the board. Wave at each one and say, e.g. *Goodbye, Monty*. Repeat and this time pupils 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).

OBJECTIVES: By the end of the lesson, pupils will have practised introductions and be able to understand and use numbers 1–3.

● TARGET LANGUAGE

Key language: *Marie, Maskman, Monty*, numbers 1–3

Additional language: *tick, draw*

Revision: *Hello, I'm (name). What's your name?*

● MATERIALS REQUIRED

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

Extra activity 1: two rolled-up newspapers

Warmer

- Say/Teach the following opening routine. Pupils can join in with the words and actions when they feel confident:
Good morning/afternoon!
Hello! Hello!
Sit down, please.
Here we go!
- Say *Hello! I'm (your name)*. Ask several pupils *What's your name?*
- Play the chant from the previous lesson (CD 1, 03). Pupils 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). Pupils copy. Repeat. Invite a pupil to say the numbers and clap the correct number of times. Repeat with different pupils.

CB5. ACTIVITY 3. Listen and tick (✓). **S** towards

- Review the character names, using the flashcards. Show a flashcard, covering half with a blank piece of card, e.g. show Marie from the waist down. Ask *Maskman? Marie? Monty?* Pupils say, e.g. *Marie*. Show the flashcard and say, e.g. *Yes, Marie! Hello, Marie!* Pupils repeat, *Hello, Marie!* Repeat with the other flashcards.
- Say *Open your books at page 5, please*. Hold up five fingers. Hold up your book to check pupils have the right page. Point to the page number in the book. Pupils 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 first pair of pictures in the book. Play the example on the CD. Put a large tick next to the flashcard of Monty on the board. Say *Tick*. Point to the correct picture in the book and the tick.
- Say *Listen and tick*. Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Play the CD. Stop after each one for pupils to think and tick. Pupils check answers in pairs. Play the CD again. Elicit answers.

Key: 2 Marie, 3 Maskman, 4 Monty

CD 1, 04

1. **MONTY:** Hello. I'm Monty.
2. **MARIE:** Hello. I'm Marie.
3. **MASKMAN:** Hello. I'm Maskman.
4. **MONTY:** Hello. I'm Monty.

Practice

- Demonstrate the activity. Put three different character masks in front of a confident pupil. Say (without acting) *I'm Monty*. Gesture that the pupil needs to give you the correct mask. Put it on and say, in a 'Monty' voice, *Hello. I'm Monty. What's your name?* The pupil chooses one of the other masks, puts it on and answers, e.g. *I'm Maskman*.
- Pupils work in pairs. Each pair has the three character masks. Pupil A chooses a character and says *I'm (name of the character)*. Pupil B finds the correct mask. Pupil B chooses one of the other two masks and says *I'm (name of the character)*. Pupil A finds the correct mask. They put their masks on and practise greetings, using the character voices.

CB5. ACTIVITY 4. Look and draw. Say the number.

- Write 1, 2, 3 on the board. Elicit the numbers. Pupils practise the numbers in order. Point to one of the numbers. Pupils repeat in chorus. Ask a pupil to say the three numbers in order. Point to the numbers in a different order. The pupil says them. Repeat with different pupils.
- Focus pupils 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 pupils understand that they are looking for, e.g. three number 3s. They are not matching colours. Say *Look! Three, three and three. I draw a line*. Pupils 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)

- Practise the character mimes from Activity 2 in the previous lesson (see page T4). Say one of the character names. Pupils 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 pupils in Group 2 only do the Maskman mime. Say *One, Marie*. The pupils in Group 1 do the Marie mime, and so on. Speed up so it is challenging for pupils to follow. Say two groups as the pupils 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). Teams line up facing the board. Hand a rolled-up newspaper to the first pupil in each team. Say one of the character names. Pupils race to touch the correct flashcard with their newspaper. The first to do this wins a point for their team. The two pupils go to the back of the team. Hand the newspapers to the next two pupils at the front and continue. Repeat characters to make it more challenging. When all pupils have had a go, the team with the most points is the winner.

Ending the lesson

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

3 Listen and tick (✓).

1

2

3

4

4 Look and draw. Say the number.

1	3	1	2	2	1	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 Maskman Monty one two three What's your name? I'm ... **5**



Listen and point. Sing the song.



OBJECTIVES: By the end of the lesson, pupils 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.*

Revision: *Hello*

● 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 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). Pupils 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 pupil to come and put the cards in the correct order. The pupil says the numbers. The whole class says the numbers. Repeat with two or three more pupils.

Song

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

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

- Say *Open your books at page 6, please.* Help pupils 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 at them: *One, two, three, four, five, six baby birds!*
- Say *Listen and point.* Cup your hand behind your ear. Play the CD. Pupils point at 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. Pupils join in with the song. Play the CD one or two more times to give pupils confidence to sing. Pupils stand up and sing the song together.

CD 1, 05

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

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

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

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

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

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

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

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

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

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

Hello, Hello.

How old are you?

Hello, Hello.

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 pupils to come to the front. Give each pupil a number flashcard, in random order. The pupils 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 pupils.

Extra activity 2 (if time)

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

Optional activity

- Unit 1 Reinforcement worksheet 2 and/or Unit 1 Song worksheet from the *Starter Teacher's Resource Book* (see pages 8 and 11).

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils 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!*

Revision: 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 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. Pupils guess which number it is. Ask a pupil 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 at page 7, please.* Help pupils 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 pupils understand that they need to trace over the number, and then draw the correct number of dots.
- Pupils work individually. They read and trace the figures and draw dots. Copy the remaining five dominoes on the board. Pupils check in pairs. Then check with the class. Ask pupils to come and draw the correct number of dots and say the number aloud.
- Early finishers can circle the domino which 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 pupils on the pictures. Hold up your book. Point to the candles on the first cake in picture 1 and say *Two candles? Three candles?* Pupils 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 pupils 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 pupils 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

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.

Extra activity 1 (if time)

- Say *How old are you?* Pupils repeat. Say the question loudly, quietly, whispering, etc. Pupils repeat in the same way.
- Pupils work in pairs. Pupil A draws a cake with candles on (in secret). He/She chooses a number between 1 and 6. Pupil B draws a cake without any candles. Pupil B then asks *How old are you?* Pupil A responds according to the number of candles he/she has drawn, e.g. *I'm four.* Pupil B then draws the correct number of candles on his/her empty cake. Pupils 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 pupils that British 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 pupil. Say *It's your birthday! Happy birthday!* Gesture at the number card and ask *How old are you?* The pupil responds with the number on the flashcard, e.g. *I'm two.* Ask the pupil to come and draw the correct number of candles on the cake. Clean the board and repeat with four or five more pupils.
- Say the closing routine (see page T4).



6   Look and draw. Say the numbers.

2	• •	6		3	
---	-----	---	--	---	--

5		1		4	
---	--	---	--	---	--

7   Listen and circle.

1



2



3

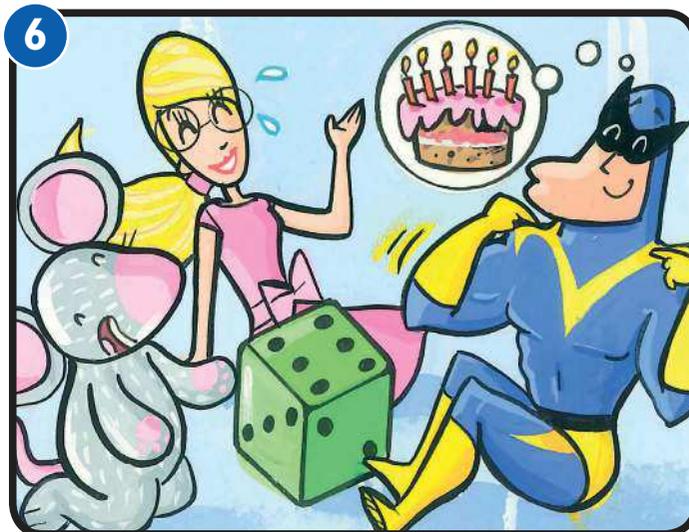
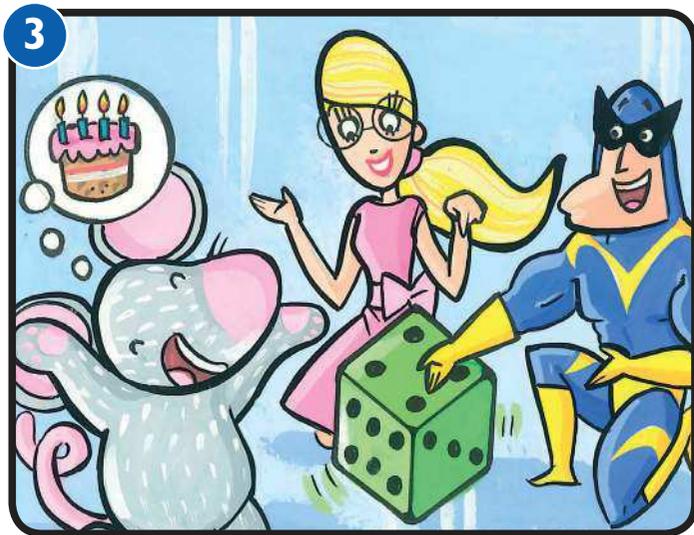


4



four five six How old are you? I'm ... **7**

8 Listen to the story.



OBJECTIVES: By the end of the lesson, pupils 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*

Revision: numbers 1–6, *How old are you? I'm (four)*, character names and vocabulary from Unit 1

● MATERIALS REQUIRED

Character flashcards (1–3)

A4 pieces of card or paper, one for each pupil, with a number between 1 and 6 on each piece

Extra activity: small ball or counter to act as a pretend dice (one for each group of three pupils), set of character masks for each group of three pupils (see Photocopiable 1a–c, pages T64–66)

Optional: *Kid's Box 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 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. Pupils 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. Pupils say the name and do the action.

Story

CB8. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 8, please.* Help pupils find the right page. Say *Look at the pictures. Point to Maskman.* (Pupils point.) *Point to Marie.* (Pupils 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 pupils know the order to follow as they listen. Say *Let's listen to a story. Listen and point to the pictures.* Play the CD. Pupils listen and point the first time.
- Say *Listen and look. Who is six? Maskman, Monty or Marie?* Play the CD again. Pupils 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 pupils 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 ... err ... umm ...

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

Class game

- Demonstrate the game. Give out four or five of the pieces of card with numbers. Pupils 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 *I'm ...* and elicit the number on your card, e.g. *Five.* Say the sentence *I'm five.*
- Ask one of the pupils with a number *How old are you?* The pupil 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 pupil and ask *How old are you?* in the same way. Repeat until you find a pupil with the same number as you. The pupil responds *I'm five.* Say *Yes! I'm five!* Stand next to the pupil. Show the class that you are a pair because you both have the same number card.
- Practise the question *How old are you?* with the class. Say the question. Pupils repeat in chorus. Choose individual pupils 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 pupil has a number between 1 and 6. Pupils 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 pupils are using English, not showing each other their number cards.

Extra activity (if time)

- Pupils act out the story. Make groups of three. Point to each pupil 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 counter to each group to act as the dice, if you wish.
- Play the CD for pupils to act only the first time. They mime throwing the 'dice' as the characters do. Play the story again. Encourage pupils 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 Starter Interactive DVD.* See pages 34–36 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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

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

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *balloon, stick, talk to Maskman*

Revision: numbers 1–6, *Hello, 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 pupils

Optional: *Kid's Box Starter Interactive DVD: 'Balloons!'*

Warmer

- Say the opening routine (see page T5).
- Say a number between 1 and 6. Pupils 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. Pupils check in pairs. Elicit the numbers and write them (as figures) on the board.

CB9. ACTIVITY 9. Listen and stick.

- Say *Open your books at page 9, please.* Help pupils find the right page. Pupils prepare the stickers of the balloons at the back of the book. Point to one of the balloons. Say *Look! A balloon!* Pupils repeat *Balloon*. Count the balloons aloud with the pupils.
- Hold up the stickers and say *Listen and point.* Play the CD. Pupils listen and point at the correct balloons. They don't take the stickers off the page. Play the CD again. Pupils listen and point at the children in the book. Check they are pointing at 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 pupils have the correct sticker and the right position. Pupils stick the stickers in the correct place. Monitor around the class to check.

CD 1, 09

1.
How old are you?
I'm three.
2.
How old are you?
I'm five.
3.
How old are you?
I'm one.
4.
How old are you?
I'm two.
5.
How old are you?
I'm six.
6.
How old are you?
I'm four.

CB9. ACTIVITY 10. Talk to Maskman. towards

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

CD 1, 10

Hello ... I'm Maskman!

What's your name?

How old are you?

Extra activity 1 (if time)

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

Extra activity 2 (if time)

- Ask a pupil 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 pupil's back. (Alternatively, if you prefer, you can trace numbers on the desk for this activity.) Repeat the drawing. Ask the pupil *How old are you?* The pupil responds with the number you have traced (*I'm ...*). Check with the class. Repeat with different pupils and different numbers.

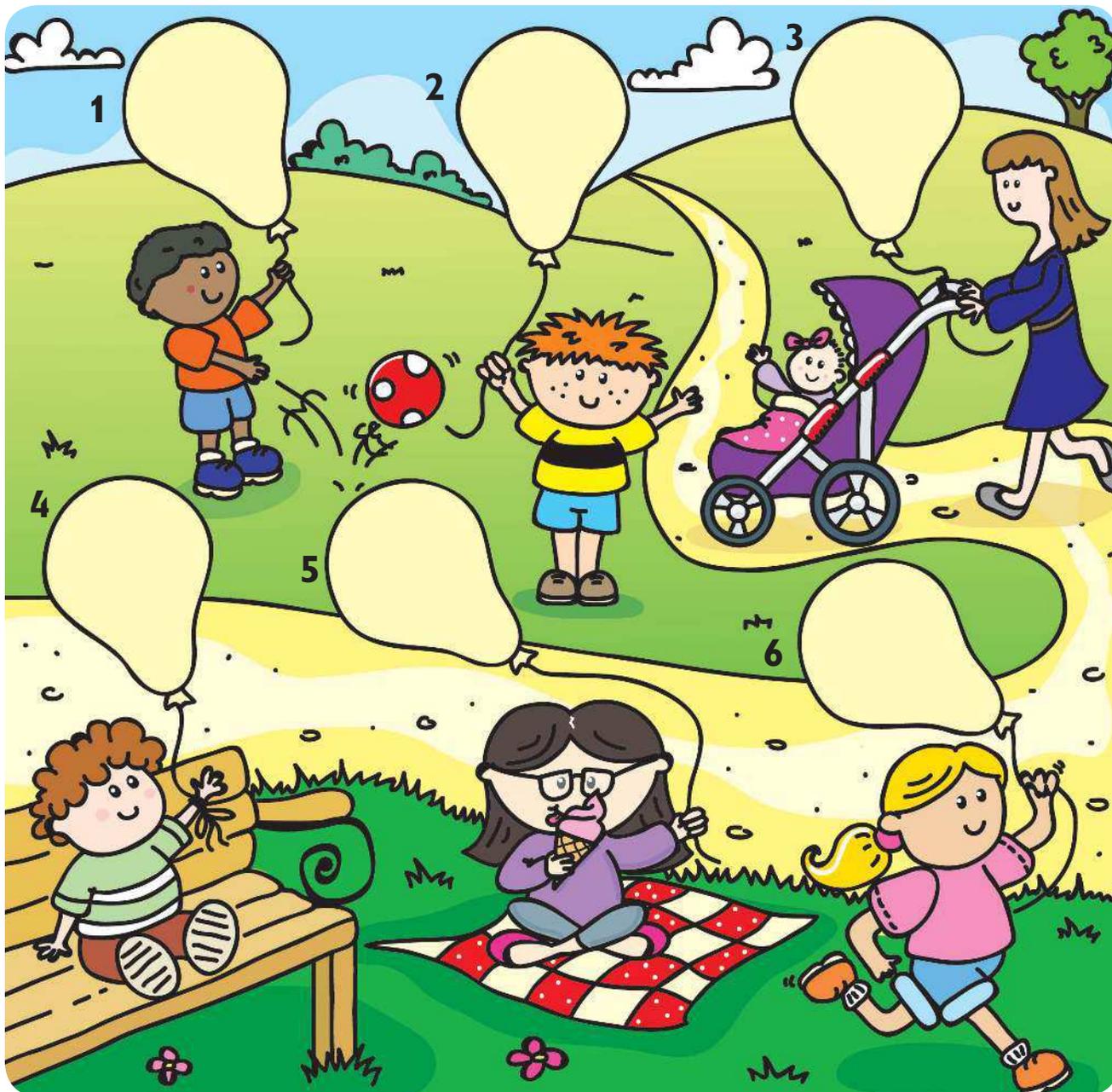
Optional activity

- The 'Balloons!' documentary from *Kids' Box Starter Interactive DVD*. See pages 12-15 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Ask pupils 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).

9   Listen and stick.



10   Talk to Maskman.

