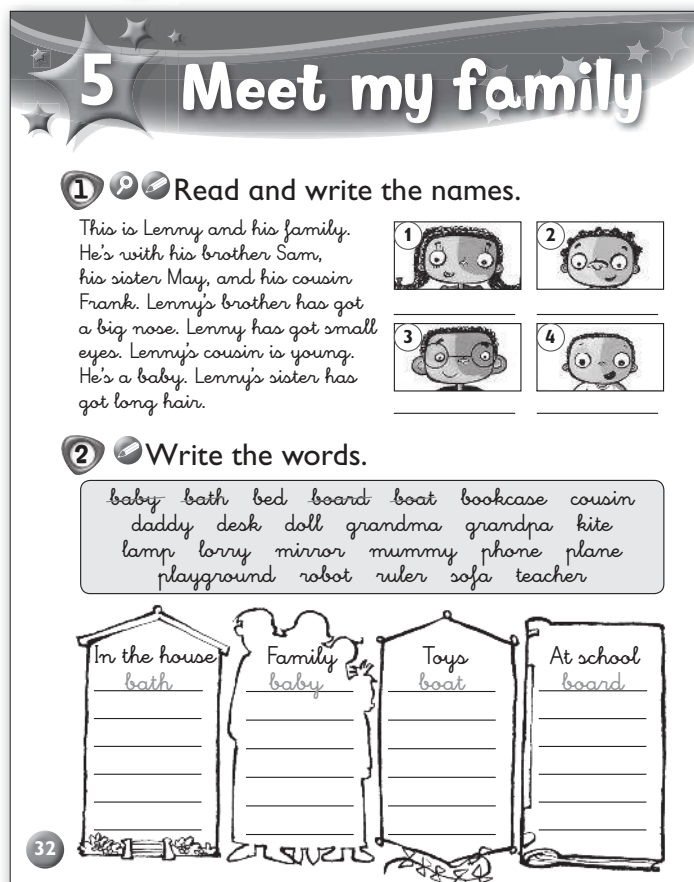
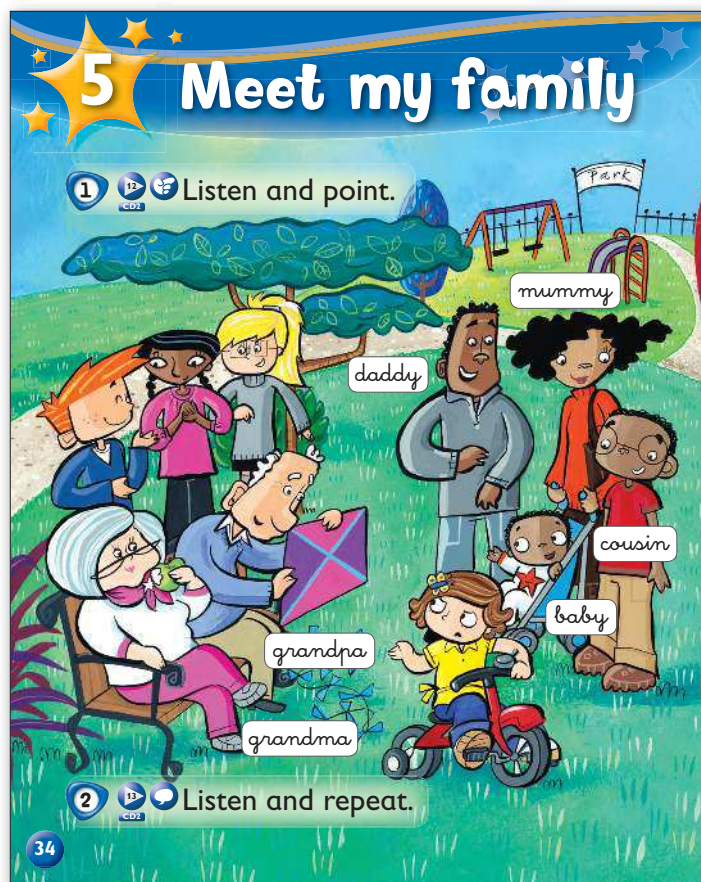




Meet my family



Objectives: By the end of the lesson, pupils will have learned to talk about members of their families.

Target language

- **Key language:** *family, baby, cousin, mummy, daddy, grandma, grandpa, Frank*
- **Additional language:** *Here you are*
- **Revision:** *mother, father, brother, sister, grandmother, grandfather, hair, nose, ears, fly a kite, Meera, Lenny, Suzy, Simon, You've got/We've ... , Have you got ... ? How old is he/she?*

Materials required

- Character flashcards and wordcards (1, 2, 3, 6, 7, 23, 25, 57)
- Optional: *Kid's Box Teacher's Resource Book 2 Unit 5 Reinforcement worksheet 1* (pages 32 and 33)

Pupil's Book page 34

Warmer

- Review the known characters using the flashcards. Flash each one quickly in front of the class. Elicit who the character is and display it on the board. Elicit other known family words, e.g. *grandma*, *grandpa*, *mummy*, *daddy*. Introduce the new characters (Lenny and baby Frank) to the class in the same way.

1 Listen and point.

- Say *Open your Pupil's Books at page 34, please*. Elicit who pupils recognise from the Warmer. Say *Find the hidden star*.
- Pupils check in pairs. Check with the class (on the baby). Pupils say *Here it is*. Say *Listen and point*. Play the CD. Pupils listen and point to the people as they hear them.
- Set the listening questions: *Who's with Lenny? What's his cousin's name? Who has got the kite?* Play the CD again. Pupils listen and check in pairs. Check with the class (Frank's mum and dad, Frank, Grandpa).
- Check comprehension by asking, e.g. *Who's that? How many cousins has Meera got? How many cousins has Simon got? How old is Frank? Is Frank Lenny's brother?* Check understanding of new vocabulary.

CD 2, 12

STELLA: Look, Lenny's with Frank's mum and dad.

SIMON: Who's Frank?

STELLA: Frank's Lenny's baby cousin.

MEERA: Oh, how old is he?

STELLA: He's one.

SIMON: How many cousins have you got, Meera?

MEERA: Six: four boys and two girls. How many cousins have you got?

SIMON: None, but we've got a baby. Her name's Suzy.

SUZY: I'm not a baby. I'm a big girl! Grandpa! Simon says I'm a baby.

GRANDPA: Simon, as you're a big boy, you can fly Suzy's kite with her. Here you are!

SIMON: Puph! Thank you.

2 Listen and repeat.

- Say *Let's do Activity 2. Listen and repeat*. Play the CD. Pupils repeat the words in chorus.

CD 2, 13

Mummy, daddy, grandma, grandpa, cousin, baby

Extra activity 1: see page 224 (if time)

Activity Book page 32

1 Read and write the names.

- Review *hair*, *nose*, *ears* by pointing to your hair, etc. and eliciting the words from the class. Say *Open your Activity Books at page 32, please*. Focus pupils on the text. Say *Read and find the family words. Underline them*. Pupils work in pairs. Check around the class. Pupils then read the descriptions again and write the names in the spaces. They check in pairs. Check with the class.

Key: 1 May, 2 Sam, 3 Lenny, 4 Frank

2 Write the words.

- Say *Let's do Activity 2*. Pupils look at the words in the box and write them in the correct shape below. Do the examples with them first. They check in pairs and then as a class.

Key: **In the house** bath, bed, lamp, mirror, phone (pupils may also choose desk and ruler)

Family baby, cousin, daddy, grandma, grandpa

Toys boat, doll, kite, lorry, robot

At school board, desk, playground, ruler, teacher (pupils may also choose phone and lamp)

Extra activity 2: see page 224 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 1 from *Teacher's Resource Book 2* (pages 32 and 33)

Ending the lesson

- Review the new vocabulary by displaying the flashcards around the room. Call out, e.g. *cousin* and pupils point to the correct flashcard. Repeat. Then point to a flashcard. Pupils supply the word. Point at random to keep pupils active.



5

3 Read and write the name. Colour.

Hello. This is my family. My mummy's got long purple hair, small green ears and five yellow teeth. Her name's Trudy. My daddy's name's Tom. He's got short red hair and a dirty green nose. He's got eight brown teeth. My brother Tony's got long brown hair, big red eyes and one white tooth. My sister's name is Tricia. She's very clean! She's got big ears, short blue hair, orange eyes and six green teeth.

4 Write the words.

bbya

afntharedrg

anthmoredrg

oremith

stire

fthrea

ddyda

csinou

rthbore

ymmmu

baby

baby

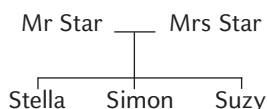
33

- Character flashcards (1–5)
- Extra activity 1: Photocopiable activity 5 (see page 208), copied onto thin card, one copy for each pupil, scissors, crayons, envelopes
- Optional: *Kid's Box Teacher's Resource Book 2* Unit 5 Reinforcement worksheet 2 (pages 32 and 34)

Pupil's Book page 35

Warmer

- Elicit the Star family names, using the five flashcards. Display the flashcards on the board like a family tree:



- Ask, e.g. *Who's Stella's father? Who's Suzy's sister?* Elicit/tell pupils that this is called a *family tree*.
 Note: This is a spatial intelligence activity. Don't worry if some of your pupils find the diagrams difficult to interpret.

3 Listen and answer.

- Say *Open your Pupil's Books at page 35, please*. Ask what they can see (a family tree). Give pupils a little time to look at the diagram. Check understanding of the oldest generation (grandma/grandpa) and of who are cousins. Say, e.g. *Find May. Find Lenny. Who's May's cousin?* Say all the names for pupils to repeat after you (many of the names are new). Check with pupils the gender of each person.
- Say *Listen and think*. Play the CD, pausing after each one. Pupils don't answer. They look and think. Play the CD again to give more thinking time. Play the CD a third time. Stop after each one for pupils to check in pairs before you check with the class.

Key: Nick, May, Ben, May, Lucy, Frank, Nelson, Anna

CD 2, 14

He's Lenny's daddy. What's his name?
 She's Frank's cousin. What's her name?
 He's Kim's brother. What's his name?
 She's Lenny's sister. What's her name?
 She's Frank's mummy. What's her name?
 He's May's cousin. What's his name?
 He's Frank's grandpa. What's his name?
 She's Sam's grandma. What's her name?

4 Look and say.

- Pupils make statements about the family tree for others to respond to. Read out the example speech bubbles. Demonstrate the activity in open pairs around the class. When pupils are more confident, do the activity in closed pairs. Monitor pupils and help with concepts/language where necessary.

Extra activity 1: see page 224 (if time)

Activity Book page 33

3 Read and write the name. Colour.

- Say *Open your Activity Books at page 33, please*. Elicit what they can see (trolls). Focus pupils on the text and do the first part with the class as an example.
- Pupils write the names and colour the trolls to match the description. Tell pupils to underline the colour words to help them remember the colours to use. Pupils work in pairs. Monitor pupils and then check as a class.

Key: Tricia, Tony, Trudy, Tom

4 Write the words. [YLE]

- Focus pupils on the mixed-up words in the book and on the example. Check they know what to do. Pupils work individually and unjumble the family words. They write them on the lines for male and/or female. Check with the class.

Key: Male grandfather, father, daddy, cousin, brother
 Female grandmother, mother, sister, cousin, mummy

Extra activity 2: see page 224 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 2 from *Teacher's Resource Book 2* (pages 32 and 34)

Ending the lesson

- Elicit and write the family words on the board: *mother, father, brother, sister, cousin, grandma, grandpa*. Do a quick question and answer around the class. Start the chain by asking a pupil, e.g. *What's your mother's name?* The pupil answers, e.g. *Her name's Teresa* and asks another pupil a question about another family member, e.g. brother. Supply *I haven't got a ...* if appropriate.
 Note: Adapt this activity if you have pupils for whom family issues are sensitive.



5 Listen and say the number.

Grammar
 What's he doing?
 He's sleeping.

6 Make sentences. Use these words.

The dog's getting the ball.

catching cleaning flying getting
 hitting jumping kicking running
 sitting sleeping talking throwing

36 **Vocabulary** catch clean fly get hit jump run sleep throw **Grammar** He's / She's... ..ing

5 Listen and write the number.

6 Look at the pictures and write the letters.

- What are you doing, mum?
- I'm making a cake.
- Whose kite are you flying, Simon?
- I'm flying your kite, Suzy.
- What are you eating, Dad?
- I'm eating chocolate ice cream.
- Whose shoes are you cleaning, Grandpa?
- I'm cleaning Simon's shoes.
- Which word are you spelling, Stella?
- I'm spelling 'beautiful'.
- What are you drawing, Grandma?
- I'm drawing Stella.

34

Objectives: By the end of the lesson, pupils will have described actions in the present continuous form.

Target language

- **Key language:** present continuous with present meaning, *I'm/He's/She's/It's catching, cleaning, flying, getting, hitting, jumping, running, sleeping, throwing*
- **Additional language:** *make sentences with these words*
- **Revision:** characters, numbers 1–20

Materials required

- Optional: *Kid's Box Teacher's Resource Book 2 Unit 5 Extension worksheet 1* (pages 32 and 35); Grammar reference Unit 5 from *Pupil's Book 2* (page 99) and *Activity Book 2* (page 97)

Pupil's Book page 36

Warmer

- Call out 20 pupils to the front. Whisper a number between 1 and 20 to each one in random order. They line up in number sequence 1 to 20 and call out their numbers starting from 1 for the class to check.

Presentation

- Quickly review the use of the present continuous for actions. Tell a pupil to draw a picture on the board. Ask *What's he doing?* Prompt *He's drawing*. Repeat with other known actions and other pupils. Practise *he* and *she*.

5 Listen and say the number.

- Say *Open your Pupil's Books at page 36, please*. Elicit what pupils can see (family members, in the park, playing, etc.).
- Focus pupils on the Grammar box. Point to baby Frank in the picture and read the question *What's he doing?* Elicit the answer *He's sleeping*. Tell pupils to repeat after you. Then tell pupils to work in pairs and ask and answer questions about the picture.
- Say *Listen and say the number*. Play the first sentence. Elicit the number (16). Play the rest of the CD. Pupils write the numbers in order in their notebooks. They check in pairs. Play the CD again. Stop after each sentence to elicit the number from the class and the full sentence, e.g. *The dog's getting the ball*.
- Check further comprehension of the picture by asking, e.g. *What's Lenny hitting?* *Who's sitting next to Frank?* *What's Grandpa doing?*

Key: 16, 19, 14, 11, 15, 18, 12, 17, 13, 20

CD 2, 15

Lenny's hitting the ball.
 The dog's getting the ball.
 The boy's mother is cleaning his mouth.
 The baby's sleeping.
 Simon's throwing the ball.
 The girl's kicking the football.
 Frank's mum and dad are talking.
 Meera's catching the ball.
 Grandpa's flying a kite.
 The cat's jumping.

6 Make sentences. Use these words.

- Focus pupils on the words in the box. Call them out at random. Pupils point to the word in the box. Make pairs. Pupils take turns to make sentences about the picture. Pairs say one or two sentences to the class. The class decides if they are correct.

Extra activity 1: see page 224 (if time)

Activity Book page 34

5 Listen and write the number.

- Say *Open your Activity Books at page 34, please*. Focus pupils on the pictures and elicit the names of the characters and the places, objects and food they can see (e.g. for the first picture: *Suzy, Simon, park, kite*).
- Explain that the characters are talking to each other. Tell pupils they are going to listen to the conversations and they need to write the correct number in the boxes.
- Play the CD and pause after the first conversation. Elicit the answer. Pupils point to the correct picture. Play the rest of the CD. Pupils write their answers in pencil. Play the CD again. Check answers.

Key: 3, 5, 1, 6, 2, 4

6 Look at the pictures and write the letters.

- Focus pupils on the speech bubbles and on the pictures. Do the example with the class. Pupils work in pairs and write the letters from the speech bubbles in the correct boxes.

Key: 2: a,b; 3: g,h; 4: e,f; 5: k,l; 6: i,j

CD 2, 16

- Whose shoes are you cleaning, Grandpa?
I'm cleaning Simon's shoes.
- What are you drawing, Grandma?
I'm drawing Stella.
- Whose kite are you flying, Simon?
I'm flying your kite, Suzy.
- Which word are you spelling, Stella?
I'm spelling 'beautiful'.
- What are you doing, Mum?
I'm making a cake.
- What are you eating, Dad?
I'm eating chocolate ice cream.

Extra activity 2: see page 224 (if time)

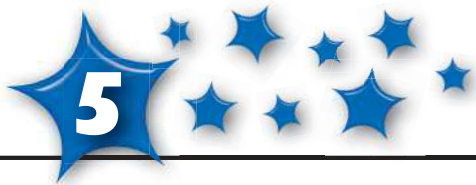
Optional activities

- Unit 5 Extension worksheet 1 from *Teacher's Resource Book 2* (pages 32 and 35).
- Grammar reference Unit 5 from *Pupil's Book 2* (page 99) and *Activity Book 2* (page 97).

Key: 1 's 2 's not 3 'm 4 're not 5 're 6 'm not

Ending the lesson

- Play a mime game, using the verbs from the lesson. In turn, pupils come and mime an action from the lesson to the class. The class give a sentence, e.g. *Miki's hitting a ball*. The pupil responds *Yes, I'm hitting a ball* or *No*. Look and does the mime again.



7

10

10

Listen and point. Sing.

5

My grandpa isn't walking,
He's flying my favourite kite.
My grandma's cleaning the table,
It's beautiful and white.
My father's playing baseball,
He can catch and he can hit.
My cousin's got the ball now,
And now he's throwing it.
My baby sister's sleeping,
She is very small.
My brother isn't jumping,
He's kicking his football.
Hey!
My grandpa isn't walking,
He's flying my favourite kite.
My grandma's cleaning the table,
It's beautiful and white.
My mother's sitting reading,
Her book is big and grey.
And me? I'm very happy,
I can run and play ...

8

Ask and answer.

What's Grandpa doing?

He's flying a kite.

37

Starters Listening, Part 3

7

10

10

Listen and tick (✓) the box.

What is Dan doing?

☐

☒

☐

1 Which is Anna?

☐

☐

☐

2 What's Sue doing?

☐

☐

☐

3 What's Grandpa doing?

☐

☐

☐

4 What's Sam drawing?

☐

☐

☐

35

Objectives: By the end of the lesson, pupils will have had more practice talking about actions at the moment of speaking and will have sung a song.

Target language

- **Key language:** present continuous with present meaning, *He/She isn't (walking), They're (eating)*
- **Revision:** *walking, playing, cleaning, flying, throwing, sleeping, jumping, sitting, food, family words, can, happy, big, grey*

Materials required

- Extra activity 1: Flashcards (96–98) *Kid's Box 1*: an apple, a banana, a burger, cake, chocolate, ice cream OR pictures of these six foods
- Optional: *Kid's Box Teacher's Resource Book 2* Unit 5 Song worksheet (pages 32 and 37); *Kid's Box Interactive DVD 2, The music room*, Unit 5 'I can run and play' song

Pupil's Book page 37

Warmer

- Review action words by doing a mime game. Whisper an action word to a pupil (e.g. *flying*) and the pupil mimes for the class. Say, e.g. *He isn't throwing a ball. He's ...* The class completes *flying a kite*. Repeat.

7 Listen and point. Sing.

- Say *Open your Pupil's Books at page 37, please*. Focus pupils on the picture and the people. Elicit what/who they can see. Say *Listen and point*. Play the CD. Pupils listen and point to the people. Check understanding of the negative. Say, e.g. *Look at Grandpa. Is he walking?* (No). *What's he doing?* (Flying a kite). Play the CD again in sections. Teach the lines with the actions.

CD 2, 17

My grandpa isn't walking,	[mime finger waggle and walking]
He's flying my favourite kite.	[mime flying kite]
My grandma's cleaning the table,	[mime cleaning]
It's beautiful and white.	
My father's playing baseball,	[mime hitting ball with baseball bat]
He can catch and he can hit.	
My cousin's got the ball now,	
And now he's throwing it.	[mime throwing]
My baby sister's sleeping,	[mime baby cradled in arms]
She is very small.	[mime small]
My brother isn't jumping,	[mime finger waggle and jumping]
He's kicking his football.	[mime kicking]
Hey!	
My grandpa isn't walking,	[as above]
He's flying my favourite kite.	
My grandma's cleaning the table,	
It's beautiful and white.	
My mother's sitting reading,	[mime reading]
Her book is big and grey.	
And me? I'm very happy,	[mime big smile]
I can run and play. [Repeat x5]	

CD 2, 18

Now sing the song again. (Karaoke version)

8 Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *What's Grandpa doing?* Pupil B answers, e.g. *He's flying a kite*. Pupils exchange roles.
- When pupils have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

Extra activity 1: see page 224 (if time)

Activity Book page 35

7 Listen and tick (✓) the box. [YLE]

- Say *Open your Activity Books at page 35, please*. Read the example and say *Listen. Is it picture 1, 2 or 3?* Play the example on the CD. Elicit the answer and say *He's reading (a book)*. *It's picture 2*. Point to the example tick in the box and say *Look. There's a tick in the box*. Play the rest of the CD. Pupils compare answers in pairs. Check as a class.

Key: 1 picture 3, 2 picture 2, 3 picture 3, 4 picture 3

CD 2, 9

Is Dan eating an apple? No, he isn't. And he isn't sleeping. What's he doing? He's reading a book.

Can you see the tick? Now you listen and tick the box.

- Which is Anna?
What's Anna doing, Grandpa?
I don't know. Is she catching a ball?
No. And she isn't flying her kite.
Oh, I know! She's playing football.
- What's Sue doing?
Is Sue in the kitchen? // Yes, she is.
Is she eating? // No, she's drinking water.
- What's Grandpa doing?
Is Grandpa riding a bike? // No, he's on the bus.
Oh. Is he listening to music? // No. He's reading.
Oh, yes. He likes books.
- What's Sam drawing?
Are you drawing a robot, Sam? // No, Dad. Can't you see?
I know. Is it a lamp? // Yes, it is.

Extra activity 2: see page 224 (if time)

Optional activities

- Unit 5 Song worksheet from *Teacher's Resource Book 2* (pages 32 and 37).
- The music room*, Unit 5 'I can run and play' song from *Kid's Box Interactive DVD 2*. See pages 28-30 of the *Teacher's Booklet*.

Ending the lesson

- Play the Spelling game with pupils. Start as the caller, and then pupils can take over. Use the food words from the lesson and extend to other words if appropriate.

Teacher:	Class responds:
Give me an k	k
Give me an i	i
Give me an t	t
Give me an e	e
What does that spell?	kite
What does that spell?	kite



9 **Monty's phonics**

blue

ruler

Sue

Sue's got a big blue ruler!

10 **Ask and answer.**

What's Simon doing?

He's sleeping.

38 **Phonics**
Long vowel sound: 'u/ue' (ruler, blue)

8 **Listen and write.**

1 b_ _ _

2 sh_ _

3 m_ _

4 s_ _

5 s_ _

6 r_ _ _

7 bl_ _

8 r_ _

9 j_ _ _

9 **Write the letters.**

<input type="checkbox"/> a	He's kicking	his car.	<input type="checkbox"/>
<input type="checkbox"/> b	They're cleaning	in her bed.	<input type="checkbox"/>
<input type="checkbox"/> c	He's driving	a football.	<input type="checkbox"/> a
<input type="checkbox"/> d	She's sleeping	books.	<input type="checkbox"/>
<input type="checkbox"/> e	We're singing	a song.	<input type="checkbox"/>
<input type="checkbox"/> f	I'm playing	the guitar.	<input type="checkbox"/>
<input type="checkbox"/> g	They're reading	their teeth.	<input type="checkbox"/>

36

Objectives: By the end of the lesson, pupils will have learned to identify and say the long 'oo' /u:/ vowel sound and to contrast it with the short 'u' /ʌ/ vowel sound and will have asked and answered questions about present actions.

Target language

- **Key language:** the phoneme /u:/ as in *blue, ruler, Sue*
- **Additional language:** *finish, egg and spoon race, sweets, Ready, steady, go*
- **Revision:** *Who's ... ?, over there, take turns, running*

Materials required

- Family flashcards (1-5); flashcard *bus* (81) from *Kid's Box 1*
- Extra activity 2: ten ping pong balls, ten teaspoons, lots of space
- Optional: *Kid's Box Interactive DVD 2: The living room 'At the sports centre' episode*
- *Kid's Box Language Portfolio 2* (page 10)

Pupil's Book page 38

Warmer

- Review the character names and relationships, using the flashcards. Cover each one with paper and reveal it slowly. Pupils say *Mrs Star*. Say *Good*. *She's Simon's ...* (mother).

9 Monty's phonics.

- Say *Open your Pupil's Books at page 38, please*. Point to the small pictures and say them, emphasising the vowel sound /u:/. Pupils practice pronunciation of each word. Point at the large picture and say *This is Sue. What's that? (A ruler) What colour is the ruler? (Blue)* Say *Now listen to Monty, point and repeat*.
- Play the CD. Pupils listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.
- Pupils repeat the tongue twister as a class. Do it more and more quickly. Then ask small groups of pupils to have a go at saying it. Go around the class from group to group. Put pupils into pairs. They take it in turns to say the tongue twister quickly to each other. Invite volunteers to say it to the class.

CD 2, 20

MONTY: Hi, I'm Monty! Repeat after me!

/u:/. /u:/. blue

/u:/. /u:/. ruler

/u:/. /u:/. Sue

Sue's got a big blue ruler!

Sue's got a big blue ruler!

Sue's got a big blue ruler!

10 Ask and answer.

- Focus pupils on the pictures and on the speech bubbles. Do one or two with the class in open pairs. The first pair repeats the model. The next pair gives another question and answer, e.g. *What's Alex doing? He's hitting a ball*.
- Pupils work in pairs and take turns to ask and answer about the pictures. Monitor pupils and help/prompt where necessary. Check using open pairs.

Extra activity 1: see page 224 (if time)

Activity Book page 36

8 Listen and write.

- Stick the flashcard *bus* on the board (or draw a picture of a bus). Write the word below the picture, with the letter 'u' replaced by a line (as on *Activity Book* page 36). Say the word and elicit the missing letter. Write it on the line.
- Say *Open your Activity Books at page 36, please*. Play the example and number 2, if necessary.
- Play the CD. Pupils complete the words with the missing letters. They check answers in pairs.
- Play the CD again. Check answers as a class. Elicit the words in the activity which have the /u:/ sound (shoe, Sue, ruler, blue). Point out that the sound is not always represented with the letter *u*. Elicit the vowel sound in the other words (/ʌ/).

Key: 2 oe, 3 u, 4 ue, 5 u, 6 u, 7 ue, 8 u, 9 u

CD 2, 21

1 bus, 2 shoe, 3 mum, 4 Sue, 5 sun, 6 ruler, 7 blue, 8 run, 9 jump

9 Write the letters.

- Focus pupils on the half sentences. Read *He's kicking ...* Wait for pupils to find and respond ... *a football*. Check pupils know what to do. They work individually and then check in pairs. Check with the class by eliciting each sentence and asking the pupil to mime the action to check understanding.

Key: c, d, a, g, e, f, b

Extra activity 2: see page 225 (if time)

Optional activity

- 'At the sports centre' episode from *Kid's Box Interactive DVD 2* (The living room section). See pages 12–15 of the *Teacher's Booklet*.

Language Portfolio

- Pupils complete page 10 of *Kid's Box Language Portfolio 2 (My family)*. Help with new language as necessary.

Ending the lesson

- Practise recognition of the two phonemes /u:/ and /ʌ/ with a True/False game. Pupils stand up. Say different words in turn. When pupils hear the sound /u:/ (as in *shoe*) in the word, they point to their shoes, when they hear the sound /ʌ/ (as in *run*) in the word, they run on the spot. Pupils who respond incorrectly sit down. Stop when you have a small group of winners. Use words from the lesson in the game, as well as other known words, e.g. *blue, ruler, Sue, computer, you, two, true, mum, jump, bus, sun, one, thumb, fun*.



5

11 Listen to the story.

1

Ooh! What's he doing to those shoes, Marie?

He's cleaning them, Trevor.

2

Hello, Trevor! Look at me! I'm driving Suzy's yellow lorry.

3

Hello, Maskman. What are you doing?

I'm flying my helicopter. I'm a superhero.

4

Hello, Marie. What are you doing?

I'm cleaning my shoes.

5

What are you doing, Trevor?

I'm cleaning the doll's house.

6

Oh no!

12 Listen and say the number.

39

My picture dictionary

10 Listen and write. Stick.

?

?

?

?

?

1 grandma

?

?

?

?

?

2

?

?

?

?

?

3

?

?

?

?

?

4

?

?

?

?

?

5

?

?

?

?

?

6

My progress

Star

Tick (✓) or cross (X).

I can talk about my family. ☐

I can talk about actions. ☐

37

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

- Target language**
- **Key language:** language from the unit
 - **Additional language:** actions
 - **Revision:** shoes, helicopter, superhero, red, doll's house

- Materials required**
- Extra activity 2: Photocopiable activity 5 (see page 208), if not used previously copied onto thin card, one copy for each pupil, scissors, crayons
 - Optional: *Kid's Box Teacher's Resource Book 2* Unit 5 Extension worksheet 2 (pages 32 and 36); the animated version of the Unit 5 story from *Kid's Box Interactive DVD 2* (Suzy's room section); Playscript 5 *Kid's Box Teacher's Resource Book 2* (pages 86-87 and 92)

Pupil's Book page 39

Warmer

- Play a mime game to review action verbs. Whisper an action (flying a plane) to a pupil who mimes it. Say, e.g. *He's driving a car*. Pupils do thumbs up (true) or thumbs down (false).

Story

11 Listen to the story.

- Say *Open your Pupil's Books at page 39, please*. Elicit who they can see (Grandpa, Trevor, Monty, Marie and Maskman). Set the pre-listening questions: *What's Monty doing? Whose shoes is Marie cleaning? Say Listen and look*. Play the CD. Check with the class (Driving Suzy's yellow lorry, Her shoes).
- Play the CD again. Pupils listen and repeat.
- Check comprehension by asking, e.g. *What is Grandpa doing?* (cleaning shoes). *What colour are they?* (black). *What's Maskman flying?* (a helicopter). *What's Trevor doing in picture 5?* (cleaning the doll's house).
- Check that pupils remember the meaning of *superhero*. Ask them who their superheroes are.
- Say *Open your Activity Books at page 101, please*. Point to the Pictogram story Unit 5. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 203 of Teacher's Book 2).

CD 2, 22

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

TREVOR: Ooh! What's he doing to those shoes, Marie?

MARIE: He's cleaning them, Trevor.

MONTY: Hello, Trevor! Look at me! I'm driving Suzy's yellow lorry.

TREVOR: Hello, Maskman. What are you doing?

MASKMAN: I'm flying my helicopter. I'm a superhero.

TREVOR: Hello, Marie. What are you doing?

MARIE: I'm cleaning my shoes.

MONTY: What are you doing, Trevor?

TREVOR: I'm cleaning the doll's house.

MARIE: Oh! No!

12 Listen and say the number.

- Focus pupils on the frames of the story again. Say *Listen to the CD and say the number of the picture*. Play the first one as an example. Elicit the number of the frame from the class (4). Play the rest of the CD. Pupils work in pairs and point to/whisper the number of the frame to their partner. Play the CD again. This time, stop after each section and elicit the number from a pair of pupils.

Key: 4, 3, 5, 2, 6, 1

CD 2, 23

TREVOR: Hello, Marie. What are you doing?

MASKMAN: I'm flying my helicopter. I'm a superhero.

TREVOR: I'm cleaning the doll's house.

MONTY: Hello, Trevor! Look at me! I'm driving Suzy's yellow lorry.

MARIE: Oh! No!

TREVOR: Ooh! What's he doing to those shoes, Marie?

Extra activity 1: see page 225 (if time)

Activity Book page 37

MY PICTURE DICTIONARY

- Say *Open your Activity Books at page 39, please*. Pupils prepare the family stickers. Say *Who is it? Listen to the spelling*. Play number 1 on the CD and elicit the family member (*grandma*). Ask pupils to hold up the correct sticker. They all stick the sticker in the first square.
- Play the rest of the CD. Pupils lay the stickers out on their desk in the correct order. Check before they stick them.
- Say *Now write the words*. Pupils write the correct family word under each sticker.

Key: 2 grandpa, 3 baby, 4 mummy, 5 daddy, 6 cousin

CD 2, 24

1 g-r-a-n-d-m-a, 2 g-r-a-n-d-p-a, 3 b-a-b-y, 4 m-u-m-m-y,
 5 d-a-d-d-y, 6 c-o-u-s-i-n

Extra activity 2: see page 225 (if time)

MY PROGRESS

- Say *Let's read the sentences together*. Read the first sentence. Elicit some information about a pupil's family and then say to the pupil *Good. You can talk about your family*. Repeat for the second sentence, using mime prompts if necessary (*actions* is a new word). Pupils work in pairs. They take turns to point to a sentence in their books and do/talk about what it says.
- Say *Now ask each other and tick or cross the sentences*.

Optional activities

- Unit 5 Extension worksheet 2 *Teacher's Resource Book 2* (pages 32 and 36).
- The animated version of the Unit 5 story from *Kid's Box Interactive DVD 2* (Suzy's room section). See pages 41–44 of the *Teacher's Booklet*.
- Pupils might like acting out the story from *Pupil's Book* page 39. Hand out a copy to each student of *Playscript 5* from *Teacher's Resource Book* (page 92). See notes on pages 86–87.

Ending the lesson

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



Marie's geography Maps

1 Listen and answer.

Look at D1. What can you see? I can see mountains.

2 Play the game with a friend.

I can see mountains. Where am I? D1.

Now you! Activity Book page 38

Marie's geography Maps

1 Read, draw and colour.

Draw a car in one square. Colour it blue.
 Draw a tree in one square. Colour it brown and green.
 Draw a flower in one square. Colour it purple and green.
 Draw a house in one square. Colour it red.
 Draw a mountain in one square. Colour it grey.

2 Ask and answer. Draw.

Where is the car? D5.

Objectives: By the end of the lesson, pupils will have practised interpreting maps.

Target language

- **Key language:** letters A-E, numbers 1-10, map, What can you see? I can see ...
- **Additional language:** Where is the ...? Draw a ... Colour it ... Where am I?
- **Revision:** colours, house, flower, car

Materials required

- A map, preferably of your pupils' home town or city, which has large grid squares
- Coloured pens or pencils
- Extra activity 1: large paper map you have/have made with items drawn on it
- Extra activity 2: Paper with a photocopied map grid or squared paper (one piece for each pupil)

Pupil's Book page 40

Warmer

- Review the alphabet in English. Write the capital letters on the board or refer to an alphabet poster. Say the names of the letters (not the sounds). Focus particularly on the first few letters A-E. Also revise numbers 1-10 and practise pronunciation.
- Write the numbers on the board for pupils to say chorally – from 1 to 10 and backwards from 10 to 1, slowly, quickly, softly, loudly, etc.

Presentation

- Point to the picture of Marie and say *This is Marie's Geography and today's lesson is about maps*. Show pupils a real map (preferably of their own town or city) and say *This is a map of* (name of the town/city). Show pupils that the map has grid squares and point to the numbers and letters used at the side and along the top/bottom.

1 Listen and answer.

- Say *Open your Pupil's Books at page 40, please. Say Look at the map. What can you see?* Elicit the names of things on the map, e.g. *a road, the sea, the beach, the mountains, the trees, the city*. Say *Listen and answer*. Pupils listen to the first grid reference. Pause the CD so that pupils have time to find the correct point on the map.
- Show them how to follow column D and row 1 to find the answer. Focus on the speech bubbles at the top of the page. Do the same for number 2. Pupils whisper the answer in pairs to check and then put up their hands to answer. Play the rest of the CD in the same way, pausing to elicit answers.

Key: 2 I can see the sea, 3 I can see some/the trees, 4 I can see a/the city, 5 I can see a boat/the beach, 6 I can see the road/a truck

Extra activity 1: see page 225 (if time)

CD 2, 25

- 1 Look at D1. What can you see?
- 2 Look at A1. What can you see?
- 3 Look at B4. What can you see?
- 4 Look at E5. What can you see?
- 5 Look at B1. What can you see?
- 6 Look at D5. What can you see?

2 Play the game with a friend.

- Focus on the photograph of the children looking at the map. Say *Play the game with a friend*. Pupils work in pairs to ask and answer as in the example speech bubbles. Pupils swap roles so that they have a chance to practise asking the questions and saying the grid references. Go around the class to check and help any pupils who may be confused by the grid references.

Activity Book page 38

1 Read, draw and colour.

- Say *Open your Activity Books at page 38, please. What can you see?* Elicit *A map. Some roads*. Point to the sentences under the map. Say *Read, draw and colour. Choose any square*. Read the first sentence aloud and mime thinking about where to draw a car. Point to a square on the map and say *I'm going to draw my car here. I'm colouring it blue. Mime drawing*.
- Pupils work individually to draw the items in the grid above. Make sure that they draw each item within the lines of a square so that it is clear which grid reference the item is in. Monitor and help as necessary. Pupils colour the items as directed in the sentences.

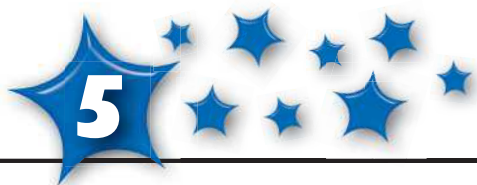
2 Ask and answer. Draw.

- Pupils work in pairs to ask and answer about the map they have drawn in Activity 1 using the speech bubbles to help. They keep their pictures hidden from each other. Pupil A asks, e.g. *Where's the car?* Pupil B answers, e.g. *B3*. Pupil A draws a car in B3. Pupil A continues asking until he/she has drawn all five items.
- Then pupils swap roles and Pupil B asks and draws, with Pupil A answering about his/her picture. At the end they compare their pictures to make sure they have drawn the items in the correct squares.

Extra activity 2: see page 225 (if time)

Ending the lesson

- Write letters from the alphabet on the board and pupils say them (with correct pronunciation) as you write.



Helping holidays Trevor's values

3 **Read and match.**

1 **2** **3** **4** **5** **6** **7** **8** **9** **10** **11** **12** **13** **14** **15** **16** **17** **18** **19** **20** **21** **22** **23** **24** **25** **26** **27** **28** **29** **30** **31** **32** **33** **34** **35** **36** **37** **38** **39** **40** **41** **42** **43** **44** **45** **46** **47** **48** **49** **50** **51** **52** **53** **54** **55** **56** **57** **58** **59** **60** **61** **62** **63** **64** **65** **66** **67** **68** **69** **70** **71** **72** **73** **74** **75** **76** **77** **78** **79** **80** **81** **82** **83** **84** **85** **86** **87** **88** **89** **90** **91** **92** **93** **94** **95** **96** **97** **98** **99** **100** **101** **102** **103** **104** **105** **106** **107** **108** **109** **110** **111** **112** **113** **114** **115** **116** **117** **118** **119** **120** **121** **122** **123** **124** **125** **126** **127** **128** **129** **130** **131** **132** **133** **134** **135** **136** **137** **138** **139** **140** **141** **142** **143** **144** **145** **146** **147** **148** **149** **150** **151** **152** **153** **154** **155** **156** **157** **158** **159** **160** **161** **162** **163** **164** **165** **166** **167** **168** **169** **170** **171** **172** **173** **174** **175** **176** **177** **178** **179** **180** **181** **182** **183** **184** **185** **186** **187** **188** **189** **190** **191** **192** **193** **194** **195** **196** **197** **198** **199** **200** **201** **202** **203** **204** **205** **206** **207** **208** **209** **210** **211** **212** **213** **214** **215** **216** **217** **218** **219** **220** **221** **222** **223** **224** **225** **226** **227** **228** **229** **230** **231** **232** **233** **234** **235** **236** **237** **238** **239** **240** **241** **242** **243** **244** **245** **246** **247** **248** **249** **250** **251** **252** **253** **254** **255** **256** **257** **258** **259** **260** **261** **262** **263** **264** **265** **266** **267** **268** **269** **270** **271** **272** **273** **274** **275** **276** **277** **278** **279** **280** **281** **282** **283** **284** **285** **286** **287** **288** **289** **290** **291** **292** **293** **294** **295** **296** **297** **298** **299** **300** **301** **302** **303** **304** **305** **306** **307** **308** **309** **310** **311** **312** **313** **314** **315** **316** **317** **318** **319** **320** **321** **322** **323** **324** **325** **326** **327** **328** **329** **330** **331** **332** **333** **334** **335** **336** **337** **338** **339** **340** **341** **342** **343** **344** **345** **346** **347** **348** **349** **350** **351** **352** **353** **354** **355** **356** **357** **358** **359** **360** **361** **362** **363** **364** **365** **366** **367** **368** **369** **370** **371** **372** **373** **374** **375** **376** **377** **378** **379** **380** **381** **382** **383** **384** **385** **386** **387** **388** **389** **390** **391** **392** **393** **394** **395** **396** **397** **398** **399** **400** **401** **402** **403** **404** **405** **406** **407** **408** **409** **410** **411** **412** **413** **414** **415** **416** **417** **418** **419** **420** **421** **422** **423** **424** **425** **426** **427** **428** **429** **430** **431** **432** **433** **434** **435** **436** **437** **438** **439** **440** **441** **442** **443** **444** **445** **446** **447** **448** **449** **450** **451** **452** **453** **454** **455** **456** **457** **458** **459** **460** **461** **462** **463** **464** **465** **466** **467** **468** **469** **470** **471** **472** **473** **474** **475** **476** **477** **478** **479** **480** **481** **482** **483** **484** **485** **486** **487** **488** **489** **490** **491** **492** **493** **494** **495** **496** **497** **498** **499** **500** **501** **502** **503** **504** **505** **506** **507** **508** **509** **510** **511** **512** **513** **514** **515** **516** **517** **518** **519** **520** **521** **522** **523** **524** **525** **526** **527** **528** **529** **530** **531** **532** **533** **534** **535** **536** **537** **538** **539** **540** **541** **542** **543** **544** **545** **546** **547** **548** **549** **550** **551** **552** **553** **554** **555** **556** **557** **558** **559** **560** **561** **562** **563** **564** **565** **566** **567** **568** **569** **570** **571** **572** **573** **574** **575** **576** **577** **578** **579** **580** **581** **582** **583** **584** **585** **586** **587** **588** **589** **590** **591** **592** **593** **594** **595** **596** **597** **598** **599** **600** **601** **602** **603** **604** **605** **606** **607** **608** **609** **610** **611** **612**

Pupil's Book page 41

Warmer

- Mime talking with your hands to the pupils (if possible learn one or two signs, e.g. those for *Hello* and *How are you?*). Ask whether any of the pupils know any sign language to demonstrate. Make up your own signs to mime to the class and they guess what you are saying e.g. *open your books* (pretend to open a book with your hands, point to the pupils and a book). Let the pupils have a go in pairs. Say *Speak with your hands*.

3 Read and match.

- Say *Open your Pupil's Books at page 41, please*. Read the title for Trevor's Values 'Helping holidays' and use the photographs to explain that some people go on holidays where they help others/animals. Point to each photo in turn. Say *What/Who can you see?* Elicit some of the things in the pictures (*bird, elephant, beach, children, teacher*).
- Say *Read and match*. Point to the emails below the photographs. Tell pupils they must find the key words to help them match the messages to the photos. They don't need to read and understand all of the text to be able to answer. Give pupils a time limit to 'scan read' the paragraphs and match them to the photos.
- Pupils put up their hands to answer. Ask pupils to read each text again and ask questions for further comprehension and to help prepare pupils for the listening in Activity 4 e.g. *Who is Miss Jones? (A teacher), What animal is Ben helping? (An elephant), Where's Grace on holiday? (The beach)*.

Key: 1 C, 2 B, 3 A

4 Listen and say 'yes' or 'no'.

- Read the speech bubbles at the bottom of the page. Say *Read the email from Grace, Yes or No?* Point to the example answer (No). Play the CD. Pause after each statement to give pupils time to decide whether the statement is correct or incorrect according to the emails in Activity 3. Pupils check together in pairs and say 'yes' for correct and 'no' for incorrect. They correct the false sentences.

Key: No (Grace is on holiday at the beach), No (The beach is black and dirty), Yes, Yes, No (Sue's on holiday in the mountains), Yes, No (Ben's ten), No (Ben's helping some elephants), Yes

Extra activity 1: see page 225 (if time)

CD 2, 26

Grace is on holiday in the mountains.
 The beach is beautiful and clean.
 The sea birds can't fly.
 Sue's a teacher.
 Sue's on holiday at the beach.
 Sue's teaching children to speak with their hands.
 Ben's nine.
 Ben's helping some tigers.
 Ben loves animals.

Activity Book page 39

3 Listen and write the number.

- Say *Open your Activity Books at page 39, please*. Point to the first picture and say *Look. They're cleaning*. Point to the other pictures and ask pupils *What's he/she doing?* Elicit *cleaning the bird/helping the boy/giving the dogs water*. Say *Listen and write the number*. Play the CD and pause after each number to give pupils time to think.
- Pupils work in pairs to number the pictures according to the information on the CD. Check the order as a class.

Key: 1 the second picture (with the dogs), 2 the first picture (with the trees), 3 the third picture (with the book), 4 the fourth picture (with the bird)

CD 2, 27

- Alex is helping at the dogs' home. He's giving them water.
- The children are in the mountains. They're cleaning.
- Tony's reading with his hand. Ann's helping him.
- The bird can't fly and it's very sad. Nick's cleaning it.

4 Write and draw.

- Pupils use the blank square on the left to draw a picture of them helping somebody or something. This could be something they have actually done or something they would like to do in the future. If possible, show a photo of you or someone else helping someone or an animal. Write some sentences as in Activity 3 of the *Pupil's Book* to describe your picture, using *I'm*. Pupils write about their pictures in their notebooks and then copy into their *Activity Books*. Say *Write and draw*. Go around the class checking and helping as necessary.

Extra activity 2: see page 225 (if time)

Ending the lesson

- Pupils take the *Activity Book* home for the holidays and write a postcard. They could find/take a photo of themselves to stick on the postcard to write about.