

# 1 Hello again!



**Objectives:** By the end of the lesson, pupils will have reviewed greetings and introductions.

## Target language

- **Key language:** *Hello, I'm ... , We're ... , My name's ... , Goodbye, What's your/his/her name? How old are you? to be*
- **Additional language:** *look, listen, open/close your books/the door, one, star, pencil*
- **Revision:** numbers 1–10, character names from *Kid's Box 1*

## Materials required

- Character flashcards (1–7)
- Extra activity 1: ten large pieces of card, with a number in words between *one* and *ten* written on each one, e.g. *five*
- Extra activity 2: a ball of paper
- *Kid's Box 2 Language Portfolio* (pages 1, 2 and 7)

## Pupil's Book page 4

### Warmer

- Introduce yourself. Say *Hello. My name's* (your name). Walk up to a pupil and repeat. Add *What's your name?* The pupil responds, e.g. *Hello. My name's* (pupil's name). / *I'm* (pupil's name). Repeat with four or five more pupils.
- Pupils stand up. Clap your hands. They turn to the pupil on their left and take turns to introduce themselves. Clap your hands. They turn to the pupil on their right and introduce themselves. Repeat for the pupils behind and in front.

### Presentation

- Display the flashcards of the seven characters (1-7). If pupils studied *Kid's Box 1*, elicit the names. If they didn't, hold up each flashcard in turn, say the name and pupils repeat.
- Place the flashcards around the room. Say, e.g. *Point to Suzy*. Pupils point. Repeat with the other characters, saying the instructions quickly one after another.

### 1 Listen and point.

- Say *Open your Pupil's Books at page 4, please*. Hold up your book and point to the page. Draw a star on the board. Elicit what it is. Say *Find the star in the picture*. Pupils check in pairs. Check with the class (on Mr Star's belt). Pupils say *Here it is*.
- Elicit what pupils can see in the picture (the Star family, their house, garden, dog, cat, etc.).
- Say *Listen and point*. Play the CD. Pupils listen and point to the characters as they speak. Set the pre-listening questions: *How old is Stella? How old is Simon? How old is Suzy?* Say *Listen again and answer*. Pupils check in pairs. Check with the class (eight, seven, four).

#### CD 1, 02

**STELLA:** Hello again! We're the Star family. I'm Stella Star and I'm eight. This is my brother, Simon. He's seven, and this is my sister, Suzy. She's four.

**SIMON:** This is my grandmother. She's Grandma Star.

**GRANDMA:** Hello.

**SIMON:** This is my grandfather. He's Grandpa Star.

**SIMON:** Grandpa, say hello.

**GRANDPA:** Oh! Hello, everybody.

**MRS STAR:** And we're Mr and Mrs Star.

**SIMON:** What's your name? How old are you?

### 2 Listen and repeat.

- Say *Look at the picture. Listen and repeat*. Play the CD. Pause after each name for pupils to repeat. Play the CD again. Pupils chorus in time with the recording.

#### CD 1, 03

Stella, Simon, Suzy, Mr Star, Mrs Star, Grandma Star, Grandpa Star

### Practice

- Invite four pupils (boys and girls) to the front. Ask each one *What's your name? How old are you?* Point to each of the pupils in turn and ask the class *What's his/her name? How old is he/she?* Pupils respond, e.g. *She's* (name). *She's* (age). Repeat with another four pupils.
- Weave the questions and answers around the classroom in the same way, gesturing to individual pupils to ask as well as answer.

Extra activity 1: see page 220 (if time)

## Activity Book page 2

### 1 Write.

- Say *Open your Activity Books at page 2, please. Look at Activity 1. Who can you see?* Elicit the characters from the class. Hold up your book and point to the example. Point to each question in turn. Elicit from pupils what they write, e.g. point to *I'm Suzy*. Pupils respond *She's Suzy*.
- Pupils work individually and complete the activity.
- Correct the activity orally with the whole class.

**Key:** He's Simon. She's Suzy. He's Mr Star. She's Mrs Star. He's Grandpa.

### 2 Draw and write.

- Say *Look at Activity 2, please*. Point to the frame and say *Whose picture goes here?* The class responds with the pupil's name. Point to each of the questions and elicit the response for a few pupils as an example.
- Pupils draw a picture of themselves and write the answers. Remind them to use *I'm ...* and to write their age in words, not numbers.

Extra activity 2: see page 220 (if time)

### Language Portfolio

- Pupils complete pages 1, 2 and 7 of *Kid's Box Language Portfolio 2* (*About me, My language skills, English and me*). These materials fit well at the beginning of the lesson. Help with new language as necessary.

### Ending the lesson

- Display the character flashcards (1-7) on the board. Wave and say, e.g. *Goodbye, Suzy*. Invite a pupil to come and take the flashcard of Suzy off the board. Repeat with the other characters. Turn to the class, wave and say *Goodbye, class*. Pupils respond *Goodbye, (your name)*.



1

3

## Colour the stars.

1

Colour two stars.

2

Colour five stars.

3

Colour six stars.

4

Colour one star.

5

Colour eight stars.

4

## Match and join.

1

four + one =

2

two + one =

3

six + one =

4

eight + one =

5

five + one =

6

seven + one =

7

nine + one =

7

5

8

6

9

10

3

eight

seven

five

ten

six

three

nine

3

- Character flashcards (1–11)
- Two sets of number cards (as used in the previous lesson)
- Extra activity 1: 11 large pieces of paper, each with one of the colours written on or colour wordcards (12–22)
- Extra activity 2: 16 simple sums using numbers 1–10
- Optional: Grammar reference Unit 1 *Pupil's Book* (page 98) and *Activity Book* (page 96)



## Pupil's Book page 5

### Warmer

- Review the names of the Star family, using the flashcards. Flash a card and elicit who it is. Display it on the board. Include Trevor, Marie, Monty and Maskman. If the pupils did not study *Kid's Box 1*, make sure they repeat the new names as a class several times.
- Point to the flashcards in turn. The class says the name. Turn the first one to face the board. Point to each card (including the one facing the board). The class says the names. Repeat, turning one more card to face the board each time. When all flashcards are facing the board, continue the game, turning a flashcard face up each time until all are visible again.

### 3 Listen and answer.

- Say *Open your Pupil's Books at page 5, please*. Focus pupils on the Grammar box. Read the question and point to Suzy, for example. Elicit the answer (*Suzy*). In pairs, pupils practise the question. Then point to Stella and say *This is my sister*. Tell pupils to repeat after you.
- Say *Look at Activity 3*. Elicit who they can see, e.g. say *Who's number nine? Who's number five? Where's Monty?* Say *Listen and answer*. Play the first part of the CD as an example. Check pupils know what to say. Play the rest of the CD. Pupils whisper the response to their partner each time. Play the CD again, pausing after each question. This time invite different pairs to respond each time.

**Key:** 4 Mr Star, 1 Suzy, 8 Monty, 3 Stella, 6 Grandma Star, 2 Simon, 9 Marie, 10 Maskman, 5 Mrs Star, 7 Grandpa Star

### CD 1, 04

**TREVOR:** Hello. I'm Trevor.

Look at number four. Who's he?  
 Look at number one. Who's she?  
 Look at number eight. Who's he?  
 Look at number three. Who's she?  
 Look at number six. Who's she?  
 Look at number two. Who's he?  
 Look at number nine. Who's she?  
 Look at number ten. Who's he?  
 Look at number five. Who's she?  
 Look at number seven. Who's he?

### 4 Ask and answer.

- Say *Look at number three. Who's she?* The class responds *Stella*. Repeat three or four more times with other questions and answers in open pairs, e.g. Pupil A asks; Pupil B responds; Pupil C asks; Pupil D responds.
- Say *Look at Activity 4. Now you ask and answer in pairs. Take turns*. Pupils do the activity in pairs. Monitor the pairs as they are working and help where needed.

### Team game

- Divide the class into two teams. Hand out the number cards to each team. Ten pupils in each team take and hold up a card. Team members take it in turns to ask and answer, e.g. Team A: *Look at number seven. Who's he/she?* Team B: *He's/She's (name)*. Award points for correct questions and answers. The team with the most points is the winner.

### Extra activity 1: see page 220 (if time)

## Activity Book page 3

### 3 Colour the stars.

- Say *Open your Activity Books at page 3, please. Look at Activity 3*. Hold up your book and point to 1. Elicit the sentence from the class (*Colour two stars*). Say *What colour?* Pupils suggest a colour. Repeat for number 2.
- Pupils work individually and colour the correct number of stars in the colours they choose. They can work together. Pupils check in pairs. Check with the class.

### Extra activity 2: see page 220 (if time)

### 4 Match and join.

- If you didn't do Extra activity 2, do a few simple sums quickly around the class, e.g. say *One and one is ...*. Wait for the class to respond *two*. Repeat with other simple sums.
- Say *Look at Activity 4, please*. Hold up your book. Read the example sum (*six and one is ...*) and elicit the response from the class (*seven*). With your finger, follow the line in the example to *seven* and then 7. Say *Now draw the lines for this sum and the other sums*.
- Pupils work individually and then check in pairs. Check with the class.

**Key:** 1 5 (five), 2 3 (three), 3 7 (seven), 4 9 (nine), 5 6 (six), 6 8 (eight), 7 10 (ten)

### Optional activity

- Grammar reference Unit 1 from *Pupil's Book 1* (page 98) and *Activity Book 1* (page 96).

**Key:** 1 What's his name? He's Tom. 2 Who's she? She's my teacher Mrs Brown.

### Ending the lesson

- Play the Please game. Pupils stand up. Demonstrate the game first. Say, e.g. *Point to your chair*. Pupils don't point. Say, e.g. *Open your Pupil's Books, please*. Pupils open their Pupil's Books. Play the game using the following instructions: *sit down, stand up, close, open, point to / touch a book/pencil/table/chair/pen*. Pupils who respond incorrectly (e.g. do it when you don't say *please*) are out and sit down. Stop when you have a small group of winners.

1

**5** Listen, point and repeat.

**6** Say the chant.

**5** Listen and colour.

**6** Listen and point. Write the words.

1 This is Stella. This is \_\_\_\_\_. This is \_\_\_\_\_.  
 She's eight. He's \_\_\_\_\_. She's \_\_\_\_\_.

2 3

**Objectives:** By the end of the lesson, pupils will have learned to say and recognise the letters of the alphabet.

### Target language

- **Key language:** the alphabet, *How old are you? Can you spell your name, please?*
- **Additional language:** *his/her, painting*
- **Revision:** *What's your name?*

### Materials required

- Colour flashcards (12, 13, 15, 18, 20–22); crayons
- Extra activity 1: Photocopiable activity 1 (page 204), copied onto thin card, one copy for each pupil, scissors, an envelope for each pupil
- Optional: *Kid's Box Teacher's Resource Book 2 Unit 1 Song worksheet* (pages 8 and 13); *Kid's Box Interactive DVD 2, The music room*, Unit 1 'A, b, c' song

## Pupil's Book page 6

### Warmer

- Pupils take out their crayons. Give pupils instructions to follow, e.g. *Hold up the blue crayon. Put it under your Pupil's Book. Put the yellow crayon next to the book. Take the green crayon and put it under your chair.*

### 5 Listen and point. Chant.

- Say *Open your Pupil's Books at page 6, please. Look at Activity 5. It's an alphabet painting!*
- Hold up your book and point to the letters. Gesture from left to right along the first row of letters and say the letters aloud. Pupils repeat. Do the same with the rest of the rows. Make sure pupils are reading from left to right, if they do not do this in their first language.
- Display the colour flashcards in a horizontal line on the board. Help pupils to notice the colours of the letters in their books. The letters are coloured to help with pronunciation: grey = /ei/ = a, h, j, k; green = /i:/ = b, c, d, e, g, p, t, v; red = /e/ = f, l, m, n, s, x, z; white = /ai/ = i, y; yellow = /əu/ = o; blue = /u:/ = q, u, w; dark brown = /a:/ = r.
- Say *Listen, point and repeat.* Play the CD. Pupils listen and point the first time. Play the CD again for pupils to point and repeat the colours and letter names.

#### CD 1, 05

Grey: a, h, j, k,  
 Green: b, c, d, e, g, p, t, v  
 Red: f, l, m, n, s, x, z  
 White: i, y  
 Yellow: o  
 Blue: q, u, w  
 Brown: r

### 6 Say the chant. towards

- Say *Listen to the chant and point to the letters.* Play the CD. Pupils point to the letters. Make sure they are moving from left to right along the rows.
- Play the chant again in sections for the pupils to repeat.

#### CD 1, 06

a b c d e f g h i j k l m n o p q r s t u v w x y z

### Practice

- Ask an able pupil: *What's your name?* When the pupil says it, ask *Can you spell your name, please?* Help the pupil. The class spell the name. Write the name on the board. Repeat. Tell pupils to write their names in their books. They work in pairs. Pupil A asks *Can you spell your name, please?* Pupil B spells it and Pupil A writes it. They swap roles.

Extra activity: see page 220 (if time)

## Activity Book page 4

### 5 Listen and colour.

- Say *Open your Activity Books at page 4, please. Look at Activity 5. Tell pupils to take out their crayons. Say Ready? Listen and colour.* Remind pupils to place a dot in the colour the first time they listen. Play the CD. Pupils listen and place a coloured dot on the letter. Play the CD again for pupils to check. Ask e.g. *What colour is 'p'? What letter is purple?* Pupils colour the letters.

Note: These are not the same colours as were used to help with pronunciation. All these letters have the same pronunciation pattern (/i:/). This phonetic grouping is aimed at pupils who do not use the Roman alphabet in their first language.

Key: g = black, b = orange, v = purple, p = pink, c = yellow, t = brown, e = green, d = blue

#### CD 1, 07

Colour g black. Colour b orange. Colour v purple.  
 Colour p pink. Colour c yellow. Colour t brown.  
 Colour e green. Colour d blue.

### 6 Listen and point. Write the words.

- Say *Look at Activity 6.* Write the two example anagrams on the board: *eltaS, igteh*. Elicit what they are. Tell pupils the first is a name and the second a number. Write them correctly on the board. Don't write the capital letters at the beginning of the name. Encourage pupils to use their letter cards for the other anagrams. They place the cards on their desk and move them around to make the correct spelling. This helps the kinaesthetic learners. Pupils check in pairs. Play the CD for pupils to listen and check.

Key: 2 Simon, seven; 3 Suzy, four

#### CD 1, 08

- This is Stella. She's eight.
- This is Simon. He's seven.
- This is Suzy. She's four.

### Optional activities

- Unit 1 Song worksheet from *Teacher's Resource Book 2* (pages 8 and 13). Do the rhyming activity.
- The music room*, Unit 1 'A, b, c' song from *Kid's Box Interactive DVD 2*. See pages 28 and 29 of the *Teacher's Booklet*.

### Ending the lesson

- Pupils stand up. Do the alphabet chant again together with the CD. Repeat.



7

Ask and answer.

grey

pink

green

orange

red

brown

white

blue

yellow

black

purple

Can you spell 'purple'?

P-u-r-p-l-e.

8

Order the colours.

Black, blue, brown ...

Vocabulary

black blue brown green grey orange pink purple red white yellow

7

Starters Listening, Part 2

7

Read the question. Listen and write a name or a number.  
There are two examples.

Example

What is the boy's name? Dan

How old is he? \_\_\_\_\_

Questions

1 What is the girl's name? \_\_\_\_\_

2 How old is the girl? \_\_\_\_\_

3 What is the name of Dan's street? \_\_\_\_\_  
street

4 What number is Dan's house? \_\_\_\_\_

5 What is the name of Grace's book? \_\_\_\_\_

5

**Objectives:** By the end of the lesson, pupils will have had more practice with the letters of the alphabet.

Target language

- **Key language:** the alphabet, colours, *Can you spell ... , please?*
- **Additional language:** *in alphabetical order, painting*

Materials required

- Extra activity 1: Photocopiable 1 (alphabet cards) from the previous lesson, one set for each pupil plus one set of your own
- Optional: *Kid's Box Teacher's Resource Book 2 Unit 1 Reinforcement worksheets 1 and 2* (pages 8, 9 and 10)



## Pupil's Book page 7

### Warmer

- Pupils place their alphabet cards on their desks in the same order as on page 6 of the Pupil's Book (alphabetical order). Pupils stand up. Say the alphabet chant with them again. They point to the letters on their desks as they say them.

### 7 Ask and answer.

- Say *Open your Pupil's Books at page 7, please. It's a colours painting! Say Point to purple.* Pupils point. Repeat with the other colours. Draw pupils' attention to the speech bubbles on the photograph and elicit the question and answer. Repeat the question with two more colours. Invite a pupil to ask the question about another colour. The class spells it out. Continue until all the colours have been spelt out.
- Pupils work in pairs. They take turns to ask the question and to spell the colours.

### Practice

- Hand out one alphabet card from your set to different pupils (26 pupils). If you have fewer pupils, give some pupils more than one. Ask pupils to come to the board and to put the letters in order from left to right on the board. Make two lines if you can't get 26 letters in one line. Point to each letter and pupils repeat.
- Ask five pupils, whose names each start with a different letter of the alphabet, to come to the front. Tell them to stand in the order of the alphabet. Help them by pointing to the alphabet on the board. Check with the class if the pupils are in the correct order. Repeat.

### 8 Order the colours.

- Write the following colours on the board: *blue, black, brown.* Ask pupils to put them in order. Show them how it's done: point to the first letters and say *b, b, b. They're the same.* Point to the second letters and say *l, l, r. They're different. R comes after l so brown is last.* Point to the third letter and say *u, a. They're different. A comes before u. Can anyone tell me which word is first?* Write them on the board in order: *black, blue, brown.* Repeat for *green* and *grey*, and *pink* and *purple*.
- Say *Look at Activity 8. Now put all the colours in alphabetical order.* Pupils work in pairs and write the colours in order in their notebooks. Tell them to write them as a list. Remind pupils what is written on the board. Elicit the correct order from the class.

Key: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow

Extra activity 1: see page 220 (if time)

## Activity Book page 5

- 7 Read the question. Listen and write a name or a number. There are two examples. **S**

- Say *Open your Activity Books at page 5, please.* Look at Activity 7. Point to the picture of the boy and girl and elicit what the children are doing (*reading*) and what pupils can see (e.g. *books, a library, bags*).
- Say *Listen and write a name or a number. Let's look at and listen to the examples.* Point to the example questions and read them with the class. Play the examples on the CD and pause to indicate the example answers. Ask *Name or number?* Pupils respond (*Name. Number.*). Before playing the rest of the CD, encourage pupils to read the rest of the questions and think about whether each answer will be a name or a number.
- Play the CD. Pupils write their answers in pencil. Play the CD again. Pupils check in pairs.

Key: 1 Grace, 2 10/ten, 3 Sun, 4 6/six, 5 Mouse

### CD 1, 09

- |  |   |
|--|---|
| Look at the picture. Listen and write a name or a number.<br>Hello, Lucy. Is this a picture of your friends?<br>Yes. The boy's name is Dan. Is that D-A-N?<br>Yes.<br>How old is Dan?<br>He's nine.<br>Nine?<br>Yes, that's right.<br>Can you see the answers?<br>Now you listen and write a name or a number. | 2. How old is Grace?<br>She's ten.<br>Ten?<br>Yes, she is.<br>3. Where does Dan live?<br>He lives in Sun Street.<br>S-U-N?<br>That's right.<br>4. What number is Dan's house?<br>It's number six.<br>Number six?<br>Yes.<br>5. What is the name of Grace's book?<br>It's Mouse House.<br>Is that M-O-U-S-E?<br>Yes! |
| 1. Who is the girl?<br>That's Grace.<br>Is that G-R-A-C-E?<br>Yes, it is.  |   |

Extra activity 2: see page 220 (if time)

### Optional activity

- Unit 1 Reinforcement worksheets 1 and 2 from *Teacher's Resource Book 2* (see pages 8, 9 and 10).

### Ending the lesson

- Teach and do the following chant with the pupils.

Teacher:	Pupils respond:
Give me an g	g
Give me an r	r
Give me an e	e
Give me an y	y
What does that spell?	grey
What does that spell?	grey





9

Monty's phonics

snake

play

game

Four snakes are playing games!

10

Say and answer.

The pencil is under the chair.

That's 'h'.

a

h

j

k

8

Phonics

Long vowel sound: 'ay, a\_e' (play, snake)

8

Listen and complete.

1

black

2

g\_m

3

s\_y

4

b\_g

5

c\_t

6

pl\_y

7

h\_nd

8

sn\_k

9

gr\_y

10

\_pple

9

Listen and write. Match.

a

b

c

d

e

f

g

h

1

pen

2

3

4

5

6

7

8

**Objectives:** By the end of the lesson, pupils will have learned to identify and say the long 'ay' /eɪ/ vowel sound and to contrast it with the short 'a' /æ/ vowel sound.

Target language

- **Key language:** the phoneme /eɪ/ as in *snake, play, game*
- **Revision:** comparison with the short phoneme /æ/ as in *black, prepositions, spelling*

Materials required

- Flashcards: (words with /eɪ/ and /æ/ sound) 19, 21, 92, 95
- Extra activity 1: Photocopiable 1 alphabet cards used in the previous two lessons
- Extra activity 2: Prepare about 20 questions for Noughts and crosses, e.g. *What's this colour? G-r-e-e-n. What's this animal? T-i-g-e-r.*
- Optional: *Kid's Box Teacher's Resource Book 2 Unit 1 Extension worksheet 1* (pages 8 and 11)

## Pupil's Book page 8

### Warmer

- Display the flashcards *cake*, *paint* and *grey* on the board. Elicit the words and say them for pupils to repeat. Focus on the vowel sound /eɪ/ which all three words have in common. Say *Today's sound is ...* Pupils respond by saying /eɪ/. Provide more example words with the sound, if necessary (e.g. *game*, *play*, *say*, *day*).

### 9 Monty's phonics

- Say *Open your Pupil's Books at page 8, please*. Point to the picture of Monty and ask *Who's this?* Pupils respond (*It's Monty*). Elicit the title of the activity. If pupils studied *Kid's Box 1* remind them that the Monty's phonics activities practise different English sounds. Point to the picture of the snake and say *snake*, emphasising the /eɪ/ sound. Say the word again and draw a snake shape with your finger as you speak. Point to the pictures of the children playing and the game and practise the words in the same way, using mime when you say the words. Say *Now listen to Monty, point and repeat*.
- Play the CD. Pupils listen and repeat the sounds and the words, using the same tone and speed as Monty.
- Say *Four snakes are playing games* several times, getting faster and faster (as a tongue twister). Pupils work in pairs and practise saying the phrase as a tongue twister in the same way.

#### CD 1, 10

**MONTY:** Hi, I'm Monty! Repeat after me!  
 /eɪ/, /eɪ/, snake  
 /eɪ/, /eɪ/, play  
 /eɪ/, /eɪ/, game  
 Four snakes are playing games!  
 Four snakes are playing games!  
 Four snakes are playing games!

### 10 Say and answer.

- Pupils work in pairs. Pupil A describes the position of one of the objects in pictures a, h, j or k. Pupil B listens and says the correct letter. Pupils swap roles.

Extra activity 1: see page 220 (if time)

## Activity Book page 6

### 8 Listen and complete.

- Say *Open your Activity Books at page 8, please. Look at Activity 8*. Stick the flashcard *black* on the board (or colour a small black blob). Write the word below the picture, with the letter 'a' replaced by a line (as on Activity Book page 8). Say the word and elicit the missing letter. Write it on the line.
- 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 /eɪ/ sound (*game*, *say*, *play*, *snake*, *grey*). Point out that the sound is not always represented with the letter a.
- Play the CD. Pupils listen and complete. They check in pairs. Check with the class.

Key: 2 a, e, 3 a, 4 a, 5 a, 6 a, 7 a, 8 a, e, 9 e, 10, a

#### CD 1, 11

1 black, 2 game, 3 say, 4 bag, 5 cat, 6 play, 7 hand,  
 8 snake, 9 grey, 10 apple

### 9 Listen and write. Match.

- Say *Look at Activity 9, please*. Point to the example and play the first item on the CD. Ask *How do you spell 'pen'?* Pupils respond by spelling the word letter by letter, as on the CD. Ask *How do you spell 'look'?* Wait for a pupil to volunteer the answer and see how he/she says the two 'o's in the middle of the word. Explain that we can say double when there are two letters together, e.g. *l - double o - k* to spell *look*. Say *Now listen and write. Use a pencil*.
- Play the rest of the CD, pausing after each item for pupils to write. Repeat the CD and let them check the words in pairs. Elicit answers (the words only) before pupils match.
- Say *Now match the words and the pictures. Write letters*. Show pupils how the example word *pen* has been matched to picture b (the example answer in the small box). Pupils work individually or in pairs to do the matching. Check answers as a class.

Key: 2 eraser c, 3 book e, 4 bag f, 5 pencil g, 6 table a,  
 7 chair h, 8 door d

#### CD 1, 12

1 p-e-n, 2 e-r-a-s-e-r, 3 b-o-o-k, 4 b-a-g, 5 p-e-n-c-i-l,  
 6 t-a-b-l-e, 7 c-h-a-i-r, 8 d-o-o-r

### Optional activity

- Unit 1 Extension worksheet 1 from *Teacher's Resource Book 2* (see pages 8 and 11).

Extra activity 2: see page 220 (if time)

### Ending the lesson

- Review the phoneme /eɪ/ with a True/False game. Pupils stand up. Say different words in turn. When pupils hear the sound /eɪ/ in the word, they show thumbs up; when they don't, they show thumbs down. (Alternatively, if more appropriate, they can nod or shake their heads.) Pupils who respond incorrectly sit down. Stop when you have a small group of winners. Use the following words in the game, e.g. *snake*, *ball*, *grey*, *train*, *apple*, *play*, *cat*, *game*, *car*, *day*, *Grace*.