

1 Hello!



Objectives: By the end of the lesson, pupils will have learned to introduce themselves and name members of the Star family.

Target language

- **Key language:** *Hello, I'm ... , Goodbye, What's your name?*
- **Additional language:** *look, listen, Open/Close your books, star, pencil, numbers 1–6, Simon, Stella, Suzy, Mr Star, Mrs Star, Maskman, Marie, Monty, match, repeat, ball, circle, tick, cross*

Materials required

- Character flashcards (1–8)
- Scrunched up balls of paper
- *Kid's Box Language Portfolio 1* (pages 1 and 2)

Pupil's Book page 4

Warmer

- Greet the pupils. Say *Hello. I'm* (your name). Point to yourself. Go up to pupils in turn, repeat the greeting and elicit it from pupils with their names.

Presentation

- Stick the flashcards on the board face down. Turn each flashcard, point to the character and say the name, e.g. *Suzy Star*. When all the flashcards are face up, point to each one again. Pupils repeat.

1 Listen and point.

- Say *Open your Pupil's Books at page 4, please*. Hold up your book to check pupils have the right page. Draw a simple star shape on the board. Say *It's a star*. Hold up your book. Point and say *Where's the star?* (in the tree). Pupils say *Here it is*.
- Point to one of the flashcards. Pupils point to the same character in their books. Repeat.
- Say *Listen and point*. Play the CD. Pupils point to the characters as they introduce themselves. Check by pointing to the correct flashcard on the board.

CD 1, 02

MRS STAR: Hello. I'm Mrs Star.

MR STAR: Hello. I'm Mr Star.

STELLA: Hello. I'm Stella Star.

SIMON: Hello. I'm Simon Star.

SUZY: Hello. I'm Suzy Star.

SUZY, STELLA AND SIMON: Goodbye.

MONTY: Hello. I'm Monty. What's your name?

2 Listen and repeat.

- Say *Listen and repeat, please*. Play the CD. Pause after each name for pupils to repeat the name in chorus.

CD 1, 03

Mrs Star, Mr Star, Stella, Simon, Suzy

Practice

- Stick the flashcards around the room. Say, e.g. *Point to Simon*. Pupils point to the flashcard of Simon. Repeat with the other characters, getting faster as the game continues.

Pair work

- Divide pupils into pairs. Demonstrate the game. Pupil A points to a character in the Pupil's Book. Pupil B says the name, e.g. *Simon*. Pupils take turns. Check by pointing to a flashcard. A pupil says the name. Repeat for all the flashcards.

Extra activity 1: see page 217 (if time)

Activity Book page 2

1 Match.

- Say *Open your Activity Books at page 2, please*. Point to and say the example in Activity 1 (Suzy). Pupils work individually and match the other five pictures. Pupils check in pairs by pointing and naming. Check by holding up your book, saying the name and pointing.

Key: 2 Mr Star, 3 Monty, 4 Simon, 5 Mrs Star, 6 Stella

2 Listen and circle the tick or cross. **S** towards Listening Part 1 / Reading and Writing Part 1

- Demonstrate by displaying the Simon flashcard on the board and drawing a tick and a cross below it. Point and say *This is Suzy*. Pupils respond by showing thumbs down (no). Circle the cross.

Note: If a thumbs down / thumbs up gesture is not appropriate, pupils can e.g. shake / nod their heads.

- Say *Listen and circle the tick or cross*. Point to the tick and then the cross. Play the CD. Pupils listen and circle. Pupils check in pairs. Play the CD again. Check with the class by playing the CD and pausing after each one to check.

Note: The numbers are for understanding only.

Key: 2 X, 3 ✓, 4 X

CD 1, 04

1

SIMON: Hello. I'm Simon.

2

MONTY: Hello. I'm Monty.

3

MONTY: Hello. I'm Monty.

4

SUZY: Hello. I'm Suzy.

Class game

- Divide pupils into groups of six. Groups stand in small circles. Give a scrunched up ball of paper to each group. Demonstrate with one group. Say *I'm* (your name). *What's your name?* Throw the ball to a pupil in the group. The pupil says *I'm* (pupil's name). *What's your name?* and throws the ball to another pupil. Continue the game.

Extra activity 2: see page 217 (if time)

Language Portfolio

- Pupils complete the cover and pages 1 and 2 of *Kid's Box Language Portfolio 1* (*About me and My language skills*). Help with new language as necessary.

Ending the lesson

- Display the flashcards on the board face up. Point to each one to elicit the name. Take the Monty flashcard off the board. Say *Goodbye, Monty* and wave. Repeat with the other flashcards. Stand in front of the class, wave and say *Goodbye, everyone*.

1

3 Listen and do the actions.

Functions
 What's your name?
 Hello, I'm Marie.
 Goodbye.

Maskman
 Marie
 Monty

4 Say the chant.

One, two, three, four, five,
 six, seven, eight, nine and ten.

Functions
 Hello, I'm ... What's your name? Goodbye.

Vocabulary
 Numbers 1–10

5

3 Look and match.

4 Join the dots.

3

Objectives: By the end of the lesson, pupils have learned to name the rest of the toy characters, understand and use numbers 1–10 and will have learned a chant.

Target language

- **Key language:** numbers 1–10
- **Additional language:** *Hi!, kids, Maskman, Marie, stand up, sit down, toy, toy box, come alive, walk, talk, join the dots, complete, do the actions, say the chant*
- **Revision:** *Hello. I'm (name). Goodbye. What's your name?* character names

Materials required

- Character flashcards (1–8)
- Number flashcards 1–10 (9–18)
- Extra activity 2: Photocopiable activity 1 (page 202), one for each pupil, an envelope for each pupil
- Ten pencils
- Ten cards, each with a different number of dots between one and ten
- Optional: *Kid's Box Interactive DVD 1, The play room: 'One potato, two potato'*

Pupil's Book page 5

Warmer

- Greet the pupils. Say *Hello, kids!* Explain that *Hi!* is an alternative to *Hello!* Point out Kids in the title of the course and explain the meaning in L1 if necessary.
- Sit on a chair. Say *Stand up.* Stand up. Say *Sit down.* Sit down. Repeat. Pupils mime the actions.
- Review the characters by holding up the flashcards in turn and eliciting the name. Divide the class into six groups. Give each group a flashcard. Say *Stand up, Mrs Star. Stand up, Mr Star. Sit down, Suzy. Stand up, Monty. Sit down, Simon.* Groups do the actions. Repeat for all the characters.

Presentation

- Stick the flashcards of Maskman and Marie on the board face down. Turn each flashcard, point to the character and say the name, e.g. *Maskman*. Pupils repeat.

3 Listen and do the actions.

- Say *Open your Pupil's Books at page 5, please.* Focus pupils on the Functions box. Read the question and the sentences and tell pupils to repeat after you. Ask different pupils *What's your name?* Wave hello and goodbye. Then tell pupils to practise them in pairs.
- Divide the class into three new 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 sit. Teach the actions:
Toys in the toy box = head down on the desk, eyes closed
Come alive = head up, open eyes
Walk and talk = stand up
On the count of five = rub eyes
One ... five = march and count
- Play the CD again. Pupils do the actions.

CD 1, 05

Toys in the toy box,
 Come alive.
 Walk and talk,
 On the count of five,
 One, two, three, four, five.
MARIE: Hello. I'm Marie. What's your name?
MASKMAN: Maskman. What's your name?
MONTY: Monty.
ALL: Goodbye.

Practice

- Invite six pupils to come to the front. Give three pupils character flashcards (Simon, Stella, Suzy). Make sure the other three pupils can't see. The three pupils without cards take it in turns to ask the question *What's your name?* The pupils show their flashcards and respond. Repeat.

Presentation

- Display the number flashcards. Place ten pencils on your desk. Point to each pencil in turn and count: *One, two, etc.*

pointing to the flashcards as you say the numbers. Repeat. Count using your fingers. Start with one hand (1–5). Pupils repeat. Continue with the other hand (6–10). Pupils repeat.

4 Say the chant.

- Play the chant on the CD. Pupils listen and join in. Divide pupils into two groups. Each group says a different line. Repeat. You could record the pupils and play it back so they can hear themselves. They could vary the way they say each line, e.g. whisper, shout / get louder, get quieter.

CD 1, 06

One, two, three, four, five,
 Six, seven, eight, nine and ten.

Pair work

- Hold up a number of fingers. Pupils say how many. Encourage pupils to count from one each time. Pupils work in pairs and take turns to play the game.

Extra activity 1: see page 217 (if time)

Activity Book page 3

3 Look and match.

- Say *Open your Activity Books at page 3, please.* Point to the characters from left to right. Elicit the names each time. Say them clearly as groups of three (*Marie, Maskman, Monty ... Marie, Maskman, ...*). Follow the line to Monty with your finger. Elicit *Monty*.
- Pupils work in pairs to complete the other rows by drawing lines to the correct characters. Pairs check with other pairs. Pupils say the names of the characters in the rows as they check. Check with the class.

Key: 2 Simon, 3 Maskman, 4 Marie

Extra activity 2: see page 217 (if time)

4 Join the dots.

- Hold up a pencil. Say *Use a pencil and join the dots.* Count the numbers aloud with the class. *One, two, three, ...* Elicit what the picture is (a star).

Optional activity

- Watch the DVD clip '*One potato, two potato*' from playground section of the *Interactive DVD 1*. Then play the game with your pupils. See pages 32–33 of the *Teacher's Booklet*.

Ending the lesson

- Choose ten pupils to come to the front. Hand a card with dots to each pupil. Pupils count the dots on their cards and form a line in the sequence 1–10, facing the class. Each pupil then says their number for the class to check. Repeat using the number flashcards.

1

5 Listen and point.

Functions
 How old are you?
 I'm three.

How old are you?
 I'm three.
 Meera

6 Listen and repeat.

6 **Functions**
 How old are you? I'm ...

5 Listen and write the number.

6 Draw and write.

I'm Stella
 I'm seven

I'm _____
 I'm _____

Objectives: By the end of the lesson, pupils will have learned to ask and answer about age.

Target language

- **Key language:** *How old are you? I'm ...*
- **Additional language:** *his/her, stand up, sit down, point to, pick up, please, draw, write, door, Meera*
- **Revision:** numbers 1–10, *What's your name? I'm ...*

Materials required

- Number flashcards (9–18) and ten cards with dots from previous lesson
- Flashcard of Meera (19)
- Optional: *Kid's Box Teacher's Resource Book 1* Unit 1 Reinforcement worksheets 1 and 2 and Extension worksheet 1 (pages 6–9); Grammar reference Unit 1, *Pupil's Book 1* (page 98) and *Activity Book 1* (page 96)

Pupil's Book page 6

Warmer

- Hand out both sets of number cards. Hold up one finger and elicit *One* from the class. The pupils with the cards showing *1* come and stick their cards on the left of the board. Repeat until all ten numbers are on the board in the correct place.

5 Listen and point. **S** towards Listening Part 2

- Say *Open your Pupil's Books at page 6, please. Say Point to Simon.* Pupils point. Repeat for Stella and Suzy. Introduce Meera using the flashcard. Hold up your book, point and say *This is Meera.*
- Play the CD. Pupils listen and point when they hear the names. Play the CD again. Pupils listen and point a second time. Hold up your book. Point to Simon. Say *What's his name?* Repeat for the other three characters.
- Say *How old is Meera?* Elicit from the class (Eight). Ask about Simon and Suzy. Play the CD again if pupils can't remember.
- Focus pupils on the Functions box. Read the question and the answer and tell pupils to repeat after you. Ask a pupil *How old are you?* The pupil responds, e.g. *I'm six* or *I'm seven*. Ask several other pupils. If you have anyone who is a different age, ask them. Then tell pupils to practise in pairs.

CD 1, 07

STELLA: Hello, Meera.
MEERA: Hello, Stella. Hello. What's your name?
SUZY: Suzy.
MEERA: How old are you?
SUZY: I'm three.
SIMON: How old are you, Meera?
MEERA: I'm eight, and you?
SIMON: I'm six.

6 Listen and repeat.

- Play the CD. Say *Repeat* and point to your mouth. Pupils repeat in chorus.

CD 1, 08

SIMON: Hello. I'm Simon. I'm six.
MEERA: Hello. I'm Meera. I'm eight.
SUZY: Hello. I'm Suzy. I'm three.
STELLA: Hello. I'm Stella. I'm seven.

Class game

- Say, e.g. *Hello. I'm Jenny. I'm nine.* Show thumbs up and thumbs down and ask pupils what they think (thumbs down – not true). Whisper to a pupil to say the truth, e.g. *I'm (real name) and I'm (real age).* The pupil says the sentence. Show thumbs up and thumbs down and ask pupils what they think (thumbs up). Invite other pupils to stand and say a sentence about their name and age. The class votes each time.

Extra activity 1: see page 217 (if time)

Activity Book page 4

5 Listen and write the number. **S** towards

Listening Part 2

- Say *Open your Activity Books at page 4, please.* Tell pupils to use a pencil. Say *Listen* and cup your hand behind your ear. Play the CD. Pupils listen and write the ages. They check in pairs. Play the CD again. Check with the class. Ask questions, e.g. *Number 1. How old is he?* Write the correct answer on the board for each one.

Key: 2 = 3, 3 = 5, 4 = 9, 5 = 7, 6 = 10

CD 1, 9

- I'm six.
- I'm three.
- I'm five.
- I'm nine.
- I'm seven.
- I'm ten.

Extra activity 2: see page 217 (if time)

6 Draw and write.

- Point to Stella. Say *Who's this? How old is she?* Pupils respond. Tell pupils to draw (mime drawing a picture in the air) a picture of themselves in the other frame and to write their information. Elicit a few examples: *I'm (name). I'm (age).*
- Encourage pupils to show each other their drawings.

Class game

- Review *Stand up* and *Sit down* from the previous lesson. Check *Point to (the door), Pick up (a pencil), Open (your books), Close (your books).*
- Play an action game. Pupils do the action only when you say *please*, e.g. *Stand up, please* (pupils stand up). *Open your books, please* (pupils open their books). *Close your books* (pupils don't close their books). Repeat these and other instructions quickly, one after another. Pupils miss a turn when they make a mistake.
 Note: This game can be repeated on a regular basis to revise and extend vocabulary and instructions.

Optional activities

- Unit 1 Reinforcement worksheets 1 and 2 and Extension worksheet 1 from *Teacher's Resource Book 1* (pages 6-9).
- Grammar reference Unit 1 from *Pupil's Book 1* (page 98) and *Activity Book 1* (page 96).

Key: 1 What's your name? 2 How old are you?

Ending the lesson

- Put your hands behind your back. Hold out a number of fingers. Make sure pupils can't see. Say *How many fingers (are there)?* Pupils take turns to guess. Show your hands when pupils guess correctly. Repeat with different numbers.

1

7 Sing the song.

I can sing a rainbow,
 Sing a rainbow,
 Sing a rainbow to you.

8 Listen and say the colour.

Vocabulary
 blue green orange pink purple red yellow rainbow

7

Starters Listening, Part 4

7 Listen and colour.

5

Objectives: By the end of the lesson, pupils will have learned to name and talk about colours and sing a song.

Target language

- **Key language:** *blue, green, orange, pink, purple, red, yellow, monster, rainbow, and, What colour's (the pencil)? It's ...*
- **Additional language:** *his/her, sing the song, colour, play bingo, take out*
- **Revision:** *How old are you? numbers 1–10, stand up, sit down, point to, pick up, open, close*

Materials required

- Colour flashcards (20–26)
- Extra activity 1: a paper plate for each pupil, seven colours of tissue paper cut into strips for each pupil
- Optional: *Kid's Box Teacher's Resource Book 1 Unit 1 Song worksheet* (pages 6 and 11); *Kid's Box Interactive DVD 1, The music room*, Unit 1 'The rainbow song'

Pupil's Book page 7

Warmer

- Start to write very slowly a number on the board. Pupils guess which number it is. Ask a pupil to come and complete the number. Repeat for the other numbers.

Presentation

- Teach the colours using the flashcards. Show a flashcard. Say *It's* (colour). Stick the flashcards on the board. Point and say *It's ... green*. Pause before the colour to give pupils a chance to say it. Practise the colours by saying, e.g. *Point to green. Point to red. Point to blue*.
- Point to a flashcard, e.g. yellow. Elicit negative answers. Say *Is it blue? Is it purple? Is it orange?* Then say *What colour is it?* Pupils respond *It's yellow*. Repeat.
- Invite pupils to take turns to be the callers to give them practice with the questions.

7 Sing the song.

- Say *Open your Pupil's Books at page 7, please*. Say *What can you see?* Elicit or teach *rainbow* and *monster*.
- Play the CD. Pupils listen and point to the colours. 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 as a class.

CD 1, 10

Red and yellow and pink and green,
 Orange and purple and blue.
 I can sing a rainbow,
 Sing a rainbow,
 Sing a rainbow to you. (x2)

CD 1, 11

Now sing the song again. (Karaoke version)

Practice

- Say *Take out a blue pencil. Take out a red pencil*. Repeat for the other five colours. Hold up a blue pencil. Say *What colour's the pencil?* Pupils respond *Blue*. Pupils work in pairs. They take turns to hold up a pencil, ask a question and respond.

8 Listen and say the colour.

- Play the CD. Do the first one as an example. Pupils hear the number and say the colour which corresponds, e.g. *1 = pink*. Pupils check in pairs. Play the CD again, stopping after each one to elicit the number and the colour.

Key: 6 green, 3 yellow, 5 blue, 1 pink, 7 purple, 4 red, 2 orange

CD 1, 12

Six, three, five, one, seven, four, two

Class game

- Divide the class into seven groups. Give each group a different colour. Play an instruction game. Say, e.g. *Red, stand up. Yellow and green, point to your books*. Continue, making sure you involve all the pupils and give them practice with the language of instruction.

Extra activity 1: see page 217 (if time)

Activity Book page 5

7 Listen and colour. S towards

- Say *Open your Activity Books at page 5, please*. Elicit the numbers. Tell pupils to place the seven coloured pencils on their desks. Say *Now listen and colour*. Pupils mark the number with a dot in the right colour. They will not need to use all seven colours. They colour the number in fully after the listening. Play the CD. Pupils listen and mark the numbers. They check in pairs. Play the CD again. Check with the class by asking, e.g. *What colour's number one?*

Key: 8 = red, 1 = purple, 7 = blue, 9 = yellow, 4 = orange

CD 1, 13

- Look at number eight. Colour it red.
 Red?
 Yes, colour number eight red.
 OK.
- Look at number one. Colour it purple.
 OK. Number one is purple.
- OK. Look at number seven. Colour it blue.
 Blue?
 Yes, number seven is blue.
- What colour's number nine?
 It's yellow. Number nine is yellow.
 OK.
- Look at number four. Colour it orange.
 OK. Number four is orange.
 Yes.

Extra activity 2: see page 217 (if time)

Optional activities

- Hand out copies of the Song worksheet from *Teacher's Resource Book 1* (pages 6 and 11) and do the colour dictation.
- The music room*, Unit 1 'The rainbow song' from *Kid's Box Interactive DVD 1*. See pages 28 and 29 of the *Teacher's Booklet*.

Ending the lesson

- Pupils close their books. Sing the rainbow song again. If pupils have made rainbows, they point to the colours on their rainbows as they sing.

1

9 **Monty's phonics**

6
six

star

Six stars.

10 **Ask the questions.** What's your name?
How old are you?

7 6 3 8

8 **Phonics**
Initial letter sound: 's' (six)

8 **Listen and circle the 's' words.**

1 **2** 4 **3** **4** 7

5 **6** **7** 6 **8**

9 **Listen and tick (✓) the box.**

| | | |
|--|--------------------------|--------------------------|
| 1 <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6

Objectives: By the end of the lesson, pupils will have practised the sound /s/ and asked and answered questions.

Target language

- **Key language:** the phoneme /s/ as in *star*
- **Additional language:** *Don't (colour)*
- **Revision:** classroom language, *blue, green, orange, pink, purple, red, yellow, and, rainbow*

Materials required

- Character flashcards (1–8, 19)
- Pupils' envelopes with the cards of the six characters from Photocopiable activity 1
- Extra activity 1: colour flashcards (20–26), two rulers
- Optional: *Say it with me (S)* from *Pupil's Book 1* (page 94), *Activity Book 1* (page 92) and *Teacher's Book 1* (page 14)

Pupil's Book page 8

Warmer

- Stick the character flashcards on the board and elicit the names. Mr Star, Mrs Star, Simon, Suzy and Stella in one group and Monty, Meera, Marie and Maskman in another. Focus pupils on the s group and on the sound /s/.

9 Monty's phonics.

- Say *Open your Pupil's Books at page 8, please*. Point to the picture of the number 6 and say *Six*, emphasising the /s/ sound. Say the word again and draw a figure 6 with your finger as you speak. Point to the picture of the star and say *Star*, emphasising the /s/ sound. Say the word again and make a twinkling star motion with your hand as you speak. 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 *Six stars* several times, getting faster and faster (as a tongue twister). Pupils work in pairs and practise saying *Six stars* as a tongue twister in the same way.

CD 1, 14

MONTY: Hi, I'm Monty! Repeat after me!
 /s/ /s/ six
 /s/ /s/ star
 Six stars.
 Six stars.
 Six stars!

Practice

- Put pupils in pairs. Give pupils their envelopes. They mix their cards up and put them face down on the desk. (There are 12 cards altogether.) Pupils take turns to turn over two cards and to say the names. If two cards are the same, they keep them. If not, they turn them face down again. The pupil with the most pairs at the end is the winner. Repeat.

10 Ask the questions.

- Point to Meera. Say *What's your name? I'm Meera*. Say *How old are you?* Wait for pupils to respond (*I'm eight*). Point to Suzy. Elicit the questions and answers. Pupils work in pairs.

Extra activity 1: see page 217 (if time)

Activity Book page 6

8 Listen and circle the 's' words.

- Stick the six character flashcards on the board. Say the /s/ sound. Point to the /s/ flashcards (Simon, Suzy, Stella) and do thumbs up. Point to the other three flashcards and do thumbs down.
- Say *Open your Activity Books at page 6, please*. Elicit *Stella* from the class. Do thumbs up. Hold up a crayon. Say *Circle this word*. Elicit *Four* from the class. Do thumbs down and shake your head. Say *Don't circle this word*. Play the CD. Pupils circle the pictures of words that begin with the sound /s/. Check answers as a class.

Key: Pupils circle: 4 seven, 5 star, 7 six, 8 Suzy

9 Listen and tick (✓) the box. **S** towards Listening Part 3

- Focus pupils on the pictures. Say *Listen and tick*. Play the example. Point to the correct picture and the tick. Play the CD.

Key: 2 left, 3 right, 4 middle

CD 1, 16

- | | |
|---------------------------|-----------------------------|
| 1 Sit down, please. | 3 Listen to the CD, please. |
| 2 Close the door, please. | 4 Open your books, please. |

Extra activity 2: see page 217 (if time)

Optional activity

- Say it with me (S) from *Pupil's Book 1* (page 92), *Activity Book 1* (page 92). See notes on *Teachers Book 1* (page 14).

Ending the lesson

- Pupils take out pencils in the seven colours. Say *Pick up the red pencil, please*. Pupils pick up the red pencil. Repeat for other colours. Say the instructions quickly.