

OBJECTIVES: By the end of the lesson, pupils will have named different colours and learnt a chant.

● TARGET LANGUAGE

Key language: *black, blue, brown, red, white, yellow*

Additional language: *My favourite colours are (blue) and (black), What's your favourite colour? My favourite colour's yellow, I'm a mouse.*

Revision: *star, mouse, yes, thank you, point to ...*

● MATERIALS REQUIRED

Colour flashcards (26–31)

One set of character masks

Crayons for each pupil: blue, black, red, white, yellow, brown

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

Unit 3 Reinforcement worksheet 1 (page 19)

Warmer

- Say the opening routine.
- Review asking for things politely. Point to a pupil's book. Say *Pass me the book, please*. Encourage the pupil to hand over the book and say *Here you are*. Say *Thank you*. Pupils practise this dialogue in pairs with different classroom objects.

Presentation

- Present the colours using the flashcards. Hold up each flashcard. Elicit/Teach the colour word. Pupils repeat. Show all the flashcards again. Pupils repeat the words after you.
- Make three or four groups. Show the flashcards in different orders. Elicit the words in chorus and group by group.
- Show a flashcard. Say the wrong colour, e.g. show the red flashcard and say *Black!* Pupils respond in chorus, e.g. *No! Red!* Repeat with the other flashcards.

PB18. ACTIVITY 1. Listen and point.

- Hold up your book and open it. Say *Open your books at page 18, please*. Help pupils find the right page.
- Say the names of the characters. Pupils point to the characters in the picture.
Draw a simple star shape on the board, the same as the one hidden in the picture. Elicit *star*. Point to your book and say *Where's the star?* Pause to give pupils time to look. They check in pairs, and then hold up their books to show you. Point to the star in the picture (on the easel). Say *Here it is*. Pupils repeat.
- Put the colour flashcards on the board. Elicit the words. Say *Listen and point*. Play the CD. Pupils listen and point to the colours in their books. Play the CD again. Pupils join in with the chant at the beginning and point at the colours again. Point to the flashcards on the board at the same time.
- Check understanding by saying *My favourite colour's* (a colour from the lesson). If possible, point to something of this colour that you are wearing/holding. Smile broadly and say *It's my favourite*. Put on the Maskman mask and ask *What's my favourite colour?* Repeat for the other characters.

CD 1, 22

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MASKMAN: Blue ..., blue, blue ... Blue and black. My favourite colours are blue and black. What's your favourite colour, Marie?

MARIE: Red ... Red's my favourite colour ... and white. Red and white. What's your favourite colour, Monty?

MONTY: Yellow. Mmmm ... I'm a mouse. My favourite colour's ... yellow.

MASKMAN: ... and brown Monty.

MONTY: Oh, yes. Thank you, Maskman. My favourite colours are yellow and brown.

PB18. ACTIVITY 2. Say the chant.

- Place the colour flashcards on the board in the same order as they appear in the chant. Say *Listen*. Play the CD. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the CD again. Point to the flashcard for each colour as it is mentioned. Pupils copy. Then say *Let's say the chant*. *Listen, repeat and point*. Play the CD. Stop after each line. Pupils repeat in chorus and point at the flashcards.

CD 1, 23

Yellow, red, blue,

Black, brown white.

Yellow, red, blue,

Black, brown white.

Yellow, red, blue,

Black, brown white.

Yellow, red, blue,

Black, brown white.

Practice

- Hold up a red crayon and say *Red*. Repeat for the other colours in the chant. The pupils prepare crayons (red, white, yellow, blue, black and brown) and place them on their desks. Call out a colour. Pupils hold up the correct crayon. Repeat with the other colours. Then call out the colours again in a different order. Repeat several times, speeding up.
- Pupils repeat the activity in pairs.

Extra activity 1 (if time)

- Pupils prepare crayons in red, white, yellow, blue, black and brown. Call out three colours, e.g. *red, brown, yellow*. Pupils put three crayons in the correct order from left to right on their desks. Check around the class. Repeat with different colours and changing the order.
- Pupils can also play this game in pairs.

Extra activity 2 (if time)

- Stick the colour flashcards on the board. Point to the cards and ask a pupil *What's your favourite colour?* The pupil responds, e.g. *Blue*. Repeat with different pupils.

Optional activity

- Unit 3 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 19).

Ending the lesson

- Pupils stand up. Check there is an object in the classroom of a known colour/colours. Say, e.g. *Point to something black*. Pupils look around and point. Repeat with different colours or two colours together (e.g. *Point to something black and white*).
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have had more practice of colours and followed instructions to colour a picture.

● TARGET LANGUAGE

Key language: *black, blue, brown, red, white, yellow*

Additional language: *What colour is it? What colour is number (one)?, My favourite colours are ... and ..., What are his/her favourite colours?, line*

Revision: numbers 1–6

● MATERIALS REQUIRED

Classroom objects

Colour flashcards (26–31)

Crayons for each pupil: blue, black, red, white, yellow, brown

Extra activity 2: large piece of paper

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

Unit 3 Reinforcement worksheet 2 (page 20)

Warmer

- Say the opening routine.
- Show the colour flashcards in turn. Ask *What colour is it?* each time. Pupils respond, e.g. *Yellow*.
- Point at a pupil's bag and ask *What colour is it?* The pupil says the colour. Repeat with different pupils and different objects.
- Pupils practise the question in chorus. Say *What colour is it?* Pupils repeat. Pupils say the question in different ways: quietly, loudly, angrily, etc.
- Pupils work in pairs and ask and answer in the same way.

PB19. ACTIVITY 3. Listen and draw lines.

- Review *favourite*. Place the colour flashcards on the board. Point to them and ask a pupil *What's your favourite colour?* Say *and point*. He/She responds, e.g. *Blue* and points to the correct flashcard on the board. Repeat with three or four more pupils.
- Say *Open your books at page 19, please*. Help pupils find the right page. Focus on the pictures of children. Point to each colour below the children and say *What colour is it?*
- Point to the first boy and say *What are his favourite colours?* *Look*. Point to the example lines. Elicit the colours (yellow and black). Play the example on the CD to confirm. Make sure the pupils know they need to draw two lines for each child. Tell them to use pencil. Play the rest of the CD. Stop after each one for pupils to think and draw lines. They check in pairs.
- Play the CD again. Stop after each one and check answers as a class.

Key: 2 blue and red, 3 white and brown

CD 1, 24

1. My favourite colours are yellow and black.
2. My favourite colours are blue and red.
3. My favourite colours are white and brown.

PB19. ACTIVITY 4. Listen and colour.

- Write numbers 1 to 6 on the board and elicit the words. Practise counting from 1 to 6 and from 6 to 1. Point to single numbers. Individual pupils say the number.
- Focus on the puzzle picture. Point to the numbered boxes on the left. Say *One, two, three, four, five, six. What colour is number one?* Point to the example coloured box. Elicit *Blue*. Say *Listen and colour numbers two, three, four, five and six* (point to the rest of the boxes in the key). Pupils prepare their crayons. Play the CD. Stop after each colour for pupils to colour the box. They check in pairs. Play the CD again. Check with the class. Ask, e.g. *What colour's number two?*
- Hold up your book. Point to the puzzle and say *Look. Numbers on the picture. Point to number one*. Pupils point to the sky areas in the puzzle picture. Ask *What colour is it?* Point to the key on the left and elicit *Blue*. Say *Yes. Colour number one blue*. Point to the sections of the puzzle numbered 1. Mime colouring with a blue crayon. Pupils colour the picture individually. Monitor and check they are following the colour key. They can complete the activity at home.

Key: 2 white, 3 yellow, 4 brown, 5 red, 6 black

CD 1, 25

Colour number one blue.

Colour number two white.

Colour number three yellow.

Colour number four brown.

Colour number five red.

Colour number six black.

Extra activity 1 (if time)

- Play an instruction game. Make six groups. Give each group a different colour. Use instructions from Unit 2, e.g. *Red, stand up. Yellow, open your book. Red, sit down. Black, point to the table*. Pupils follow the instruction only if they are in the named group. Continue, making sure you involve all the pupils. You can make the game competitive – pupils who make a mistake are 'out'.

Extra activity 2 (if time)

- Place a large piece of paper on the board. Draw an object on it with six sections only. Number the sections 1 to 6. Elicit ideas about how to colour the picture. Ask individual pupils, e.g. *What colour is number one? What colour is number two?* Colour your picture according to the pupils' instructions or invite pupils to colour the picture.

Optional activity

- Unit 3 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 20).

Ending the lesson

- Place the colour flashcards on the board in the order they appear in the chant in the previous lesson. Elicit the colours. Point to each flashcard and say *What colour is it?* Pupils say the chant (CD 1, 23) and point to the flashcards.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will be able to understand colours used as adjectives and sing a song.

● TARGET LANGUAGE

Key language: *It's a (brown) (chair).*

Additional language: *troll, yeah, crayon*

Revision: *black, blue, brown, red, white, yellow, my favourite colour, What colour is it?* classroom objects from Unit 2

● MATERIALS REQUIRED

Classroom object and colour flashcards (10–15, 26–31)

Pencils, erasers, crayons, bags and books that are blue, black, red, white, yellow or brown

Crayons for each pupil: blue, black, red, white, yellow, brown

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

Unit 3 Song worksheet (page 23)

Warmer

- Say the opening routine.
- Review classroom objects using the flashcards or realia.

Presentation

- Show the bag flashcard and ask *What colour is it? Red? Blue?* Pupils answer *Yellow*. Say *Yes. It's a yellow bag*. Do the same thing with real objects in the classroom which are blue, black, red, white, yellow or brown. Make a sentence for each one with the colour used as an adjective.

Note: these sentences are for recognition only at this stage.

Song

PB20. ACTIVITY 5 *Listen and point. Sing the song.*

- Say *Open your books at page 20, please*. Help pupils find the right page. Say *Look at the picture. What can you see?* Point to your eyes and then to an object on the page. Say the word for the object. Repeat *What can you see?* Elicit the classroom objects (*table, chair, pencil, bag, eraser, book*). Teach *troll*. Ask *How many trolls?* Pupils respond *Six* (four real trolls and two in the pictures on the wall).
- Say *Listen and point*. Play the CD. Pupils point to the items in the picture as they are mentioned. Hold up your book and do the same.
- Play the song line by line. Pupils repeat.
- Say *Let's sing the song*. Play the whole song. Pupils join in. Hold up the colour flashcards (brown, white, blue, red) or place them on the board to help pupils remember the order of the colours.

CD 1, 26

Brown, brown, brown.

It's a brown chair.

It's a brown chair.

White, white, white.

It's a white eraser.

It's a white eraser.

My favourite colour!

My favourite colour!

My favourite colour!

My favourite colour!

Blue, blue, blue.

It's a blue table.

It's a blue table.

Red, red, red.

It's a red pencil.

It's a red pencil.

My favourite colour!

My favourite colour!

My favourite colour!

My favourite colour!

Yeah!

CD 1, 27

Now sing the song again. (Karaoke version)

Practice

- Point to items around the classroom and make true or false sentences, e.g. point to a brown table and say *It's a red table* (false) or point to a black and yellow bag and say *It's a black and yellow bag* (true). Pupils stand up for 'true' and stay sitting for 'false'. Emphasise the wrong word to give pupils a clue if necessary. Vary the false sentences so that sometimes it is the colour that is wrong and sometimes the name of the item.

Extra activity 1 (if time)

- Make four groups: brown, white, blue and red. Pupils sing the song. Each group sings only the verse about their colour (e.g. the brown group sing the first verse). The whole class joins in with the *My favourite colour lines*.

Extra activity 2 (if time)

- Make up a new version of the song with the pupils, using actual items in your classroom. Sing it using the karaoke version of the song. Point to / Hold up the items as pupils sing, to help them remember the new words.

Optional activity

- Unit 3 Song worksheet from the *Starter Teacher's Resource Book* (page 23).

Ending the lesson

- Pupils prepare crayons in the six colours from the lesson. Say, e.g. *A black crayon*. Pupils hold up the correct crayon as fast as they can. Repeat with the other colours. Do the same thing again with the colours in a different order, getting faster and faster. You could make this competitive – the last pupil to hold up the correct crayon each time is 'out'.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will be able to describe the colour of an object.

● TARGET LANGUAGE

Key language: *It's (red). It's a (red) (pencil).*

Additional language: *How many (yellow pencils) are there?*

Revision: colours, classroom objects, numbers 1–6

● MATERIALS REQUIRED

Crayons for each pupil: blue, black, red, white, yellow, brown
Classroom object flashcards (10–15)

Groups of up to six classroom objects (five pencils, three erasers, etc.)

Extra activity 1: pencils, erasers, crayons, bags and books which are blue, black, red, white, yellow or brown

Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 3 Extension worksheet 1 (page 21)

Warmer

- Say the opening routine.
- Play the song from the previous lesson (CD 1, 26). Pupils sing along.

Presentation

- Hold up a book and say, e.g. *It's blue.* Pupils repeat. Say *It's a blue book.* Pupils repeat again. Do the same with a different classroom object. (Say, e.g. *It's yellow. It's a yellow bag.*) Hold up / Point to different objects. Pupils make sentences, e.g. *It's red* or *It's a red eraser.*

PB21. ACTIVITY 6. Listen and colour.

- Say *Open your books at page 21, please.* Help pupils find the right page. Hold up your book and point to the pictures of classroom objects. Elicit the words. Ask, e.g. *What's number one?* Pupils respond (*A*) *pencil.* Say *Yes. It's a pencil.*
- Say *Listen.* Play the example. Point to the example colouring. Ask *What colour is it?* Elicit *Red.* Tell pupils to place the six crayons on their desks. Say *Listen and colour.* Pupils mark each item with a dot in the right colour. They colour the object in fully after the listening. Play the CD. Stop after each one. Pupils listen and mark the item. They check in pairs.
- Play the CD again. Check with the class. Say, e.g. *Number two.* Pupils respond *It's black* or *It's a black book.*

Key: 2 black, 3 brown, 4 blue, 5 white, 6 yellow

CD 1, 28

1. It's a red pencil.
2. It's a black book.
3. It's a brown chair.
4. It's a blue table.
5. It's a white eraser.
6. It's a yellow bag.

Practice

- Say *Open your books at page 20, please.* Help pupils find the right page. Say *Listen and point. It's a red pencil.* Pupils find the red pencil in the picture and point. They hold up their books for you to check. Repeat with the other items (a brown chair, a white eraser, a blue table, a yellow book, a black bag).

Pair work

- Pupils work in pairs. Pupil A makes sentences about the picture on page 20. Pupil B points. Then they swap roles. Monitor the activity and check pupils are making complete sentences with the colours.

PB21. ACTIVITY 7. Listen, count and answer.

- Prepare groups of classroom objects, e.g. three erasers, five pencils, two bags. Put, e.g. five pencils on the table. Say *Two pencils?* Say 'yes' or 'no'. (Pupils say *No*). Look confused and say *Ah! Four pencils?* (Pupils say *No*). Ask *Six pencils?* Then, as if giving up, ask *How many pencils are there?* Pupils respond *Five (pencils).*
- Repeat the question with different classroom objects, e.g. *How many erasers are there? How many books are there?* Get faster and faster. Be careful not to use more than six objects.
- Focus pupils on Activity 7. Point to the large picture. Say *Look and count. How many blue bags are there?* Pupils look and then check with a partner. Elicit *One.* Repeat with the question *How many blue chairs are there?* (Three)
- Say *Listen, count and answer.* Play the CD. Stop after the first question. Pupils whisper the answer to their partner. Do not elicit answers at this stage. Play the rest of the CD. Pause after each question. Play the CD again. Check with the class.

Key: two brown tables, one red book, three blue chairs, two white erasers, one black bag, four yellow pencils

CD 1, 29

- How many brown tables are there?
- How many red books are there?
- How many blue chairs are there?
- How many white erasers are there?
- How many black bags are there?
- How many yellow pencils are there?

Extra activity 1 (if time)

- Hold up two or three classroom objects of known colours. Say a sentence about one of them, e.g. *It's brown.* Pupils say the object in chorus, e.g. *Pencil.* Repeat for the other objects.
- Hold up the objects in random order. Elicit a sentence for each from individual pupils, e.g. *It's a brown pencil.* Pupils then chorus the sentence.

Extra activity 2 (if time)

- Pupils play a memory game. They work in pairs. They look at the pictures at the top of page 21 for a minute. Pupil B then closes his/her book. Pupil A hides his/her book from view, and then makes a sentence about the colour of one of the objects, e.g. *It's red.* Pupil B has to remember and say, e.g. *(The) pencil.* Pupils then swap roles.

Optional activity

- Unit 3 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 21).

Ending the lesson

- Ask questions / Give instructions about real items in the classroom. Use language from the unit, e.g. *How many tables are there? How many black chairs are there? Point to a blue book. What colour is my bag?*
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *Here's a picture to colour, Colour number (one) ..., What is it? They're your favourite colours, now, only, it's you, What colour is number (one)?*

Revision: colours, classroom objects, numbers 1–6

● MATERIALS REQUIRED

One set of character masks for each pupil

Photocopiable 3 (see page T68), copied onto thin card or paper (one copy for each pupil), crayons for each pupil

Extra activity: one set of character masks for the teacher, three large paintbrushes

Optional: *Kid's Box Starter Teacher's Resource Book* Unit 3 Extension worksheet 2 (page 22) and/or animated version of the Unit 3 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine.
- Divide the class into three groups. Give each group the name of a character (Maskman, Monty, Marie). The pupils all put on the mask for their character.
- Play an instruction game. Say, e.g. *Maskman, point to my table. Marie, stand up. Monty, point to a book*, etc. Pupils follow the instruction only if they are in the named group. Give the instructions more and more quickly. Choose the best group at the end of the game (the group which has followed your instructions with the fewest mistakes).

Story

PB22. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 22, please*. Help pupils find the right page. Say *Look at the pictures*. Hold up your book to check pupils remember the sequence of the pictures. Point to the small numbers in the corner of each picture. Count together *One, two, three, four, five, six*. Say *Listen and point to the pictures*. Play the CD. Pupils listen and point.
- Say *Listen and look. What are Marie's favourite colours?* Play the CD again. Pupils check in pairs. Check with the class (red and white).
- Play the CD again. Stop after each picture to check understanding. Point to a picture and ask, e.g. *Number one, what colour?* (white) *Number two, what colour?* (red).

CD 1, 30

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MARIE: Look! Here's a picture to colour. Maskman, colour number one white, please ... Monty, colour number two red, please.

MASKMAN: What is it? What is it? ...

MONTY: Hmm, red and white, Marie. They're your favourite colours.

MARIE: Yes, Monty ... Maskman, colour number three black, please.

MASKMAN: Look! It's a red pencil!

MONTY: Ha! Ha! Yes! It's a red pencil ... and now I'm a red mouse.

MARIE: Now you, Maskman.

MASKMAN: Here you are! A picture to colour ... Monty, colour number four blue, please ... Marie, colour number five black, please.

MARIE: Er, yes, Maskman.

MARIE: What is it? What is it? Only two colours, Maskman?

MASKMAN: No, Marie. Colour number six yellow, please.

MARIE: It's YOU, Maskman!

MASKMAN: Yes, it is. I'm ... Maskman!

Photocopiable 3: see page T68

- Show the pupils the photocopiable and say *Here's a picture to colour*. Tell them they are going to follow instructions to colour a picture. Hand out copies of Photocopiable 3 (see page T68).
- Say *Listen and colour the stars. Listen to number one*. Play the first item on the CD (Note: This recording is on CD 1, track 48). Elicit the colour. Make sure pupils understand that they need to make a coloured dot on each star.
- Play the rest of the CD. Pupils listen and make coloured dots. They check in pairs.
- Play the CD again. Elicit the colour for each star. Ask, e.g. *What colour is number two?* Pupils colour in the stars. Then they colour all the shapes in the picture according to the colour key they have made. Make sure they are using the correct colours. This activity can be finished at home.

CD 1, 48

Number 1 is yellow.

Number 4 is blue.

Number 2 is white.

Number 5 is black.

Number 3 is brown.

Number 6 is red.

Extra activity (if time)

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks. Give a paintbrush to each pupil. Play the CD and help the pupils act out the story. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Optional activities

- Unit 3 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 22).
- The animated version of the Unit 3 story from *Kid's Box Starter Interactive DVD*. See pages 34–37 of the *Teacher's Booklet* for the Interactive DVD.

Ending the lesson

- Say *Open your books at page 20*. Help pupils find the right page. Make true or false sentences about the objects in the picture, e.g. *The bag is red*. Pupils stand up for 'true' and stay sitting for 'false'.
- Say the closing routine.

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

● **TARGET LANGUAGE**

Key language: language from the unit

Additional language: *What colour's your (pencil)?*

Revision: *What's your favourite colour? What's your name? How old are you?, Point to ...*

● **MATERIALS REQUIRED**

Maskman character mask for the teacher (and for larger classes: Maskman mask for each pair of pupils)

Warmer

- Review *What's your favourite colour?* by asking individual pupils around the class. Pupils work in pairs. They take turns to ask and answer.

PB23. ACTIVITY 9. *Listen and stick.*

- Say *Open your books at page 23, please.* Help pupils find the right page. Say, e.g. *Point to number one.* Pupils point to the correct child in the picture.
- Pupils prepare the colour stickers. Hold up the stickers and say *Listen and point.* Play the CD. Pupils listen and point to the stickers. Check they are pointing at the correct colours.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place on the page. Play the CD. Stop after each colour. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

CD 1, 31

1.
What's your favourite colour?
It's blue.
2.
What's your favourite colour?
It's red.
3.
What's your favourite colour?
It's black.
4.
What's your favourite colour?
It's white.
5.
What's your favourite colour?
It's brown.
6.
What's your favourite colour?
It's yellow.

PB23. ACTIVITY 10. *Talk to Maskman.*

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question or instruction and repeat as Maskman. Choose a pupil to respond / do the action. The pupil responds or follows the instruction, as appropriate. Teach new colour words if necessary.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the CD again. Pupil A repeats the questions / instructions on the CD. Pupil B responds. Then pupils swap roles. Play the CD again for Pupil B to repeat.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 1, 32

Hello ... I'm Maskman!
What's your name?
How old are you?
Point to a white eraser.
What colour's your chair?
What colour's your bag?
What colour's your pencil?

Extra activity 1 (if time)

- Pupils stand. Choose an object in the classroom of a known colour. Say, e.g. *Point to a red book.* Pupils point. Repeat for other objects in different colours. Start off slowly, and then speed up. More confident pupils can take turns to give the instructions.

Extra activity 2 (if time)

- Draw the outline of a bag on the board. Draw a book, pencil and eraser inside the bag. Colour the items in known colours. Elicit sentences about your picture, e.g. *It's a black bag. It's a green book.*
- Pupils draw their own picture of a bag. They draw the same items inside it, but colour them as they wish. Pupils compare pictures in pairs and make sentences. Monitor and check pupils are using the colours as adjectives correctly.

Ending the lesson

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