

**OBJECTIVES:** By the end of the lesson, pupils will be able to name clothes.

● **TARGET LANGUAGE**

**Key language:** *jacket, shoes, skirt, socks, trousers, T-shirt, How many ... ?*

**Additional language:** *Come on, room*

**Revision:** *Where ... ?*, prepositions, colours

● **MATERIALS REQUIRED**

Clothes flashcards (66–71)

Extra activity 1: flashcards *computer* (38), *crocodile* (59), *ball* (36), *chair* (29)

Optional: *Kid's Box Teacher's Resource Book 1 Unit 8*

Reinforcement worksheet 1 (page 49)

### Warmer

- Review prepositions *next to, on, in, under*. Show, e.g. an eraser. Place it under a book. Ask *Where's the eraser?* Elicit *It's under the book*. Repeat for *on, in, next to*.
- Do a TPR dictation with the class. Say, e.g. *Pick up the blue pencil. Put it on the book*. Pupils follow your instructions.

### Presentation

- Teach or elicit the clothes, using the flashcards. Show each flashcard and say the word clearly. Pupils repeat.
- Display the flashcards (picture side) on the board. Point to each one in turn. Elicit the word. Point to the first flashcard. Elicit the word and then turn it over so it is word side. Elicit the other five words. Repeat until all the flashcards are word side. Pupils read/chorus from memory. Continue, turning one flashcard back to picture side each time, until all the pictures are visible.
- Make a circling motion with your hands. Say *They're clothes*.

**PB54. ACTIVITY 1.** *Listen and point.*

- Say *Open your Pupil's Books at page 54, please*. Elicit what pupils can see (clothes) and say *Where's the star?* (on the hat). Pupils say *Here it is*. Say *Listen and point to the clothes*. Play the CD. Pupils listen and point. Play the CD again. Check comprehension by asking, e.g. *What colour are the trousers? Where are the shoes?*

**CD 3, 15**

**MR STAR:** Come on, children. Time for school.

**STELLA:** OK, Dad.

**SIMON:** Stella, where are my grey trousers?

**STELLA:** They're under your toy box.

**SIMON:** Now, where are my socks?

**STELLA:** Your blue socks? They're in your shoes.

**SIMON:** And where are my shoes?

**STELLA:** Under the chair, Simon. Come on!

**SIMON:** OK. Is that my green T-shirt next to the computer?

**STELLA:** Yes, it is. And your jacket's next to the door.

**PB54. ACTIVITY 2.** *Listen and repeat.*

- Play the CD. Pupils listen. Point to the words and repeat. Play the CD again for pupils to repeat in chorus.
- Make six groups. Hand out one clothes flashcard to each group. Conduct groups like an orchestra. Point to a group. They stand, say their word in chorus and then sit. Move quickly from group to group, returning to the same group sometimes to make it more fun.

**CD 3, 16**

T-shirt, skirt, socks, shoes, jacket, trousers

**AB54. ACTIVITY 1.** *Find and circle the number.*

- Say *Open your Activity Books at page 54, please*. Say *Look at the socks. How many (are there)? Let's count*. Count with the class. At the count of 10, point to the circled 10 in the grid. Say *Do the same for T-shirts, skirts, shoes, jackets, trousers*.
- Pupils work individually. They check in pairs. Check with the class by asking, e.g. *How many T-shirts?* Pupils count aloud, e.g. *One, two, three, ...*

**Key:** T-shirt 4, skirt 7, shoe 9, jacket 3, trousers 5

**AB54. ACTIVITY 2.** *Listen and answer.*

- Play the first question on the CD. Elicit the response from pupils. Play the rest of the CD. Pupils chorus the answers.

**Key:** three, nine, ten, five, seven, four

**CD 3, 17**

How many jackets?

How many shoes?

How many socks?

How many pairs of trousers?

How many skirts?

How many T-shirts?

### Extra activities: see page T116 (if time)

### Optional activity

- Unit 8 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 48 and 49).

### Ending the lesson

- Say, e.g. *Point to some shoes, please*. Pupils point (to their or another pupil's shoes). Say *Point to a skirt*. Pupils don't point. Continue with other clothes. Pupils who make a mistake sit down. Stop when you have a small group of winners.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice talking about clothes.

● **TARGET LANGUAGE**

**Key language:** *jacket, shoes, skirt, socks, trousers, T-shirt*

**Revision:** *have got, colours, adjectives, face and body parts*

● **MATERIALS REQUIRED**

Clothes flashcards (66–71) or clothes word cards from *Kid's Box Teacher's Resource Book 1*

Optional: audio or video recorder

Extra activity 2: CD of lively music

## Warmer

- Review clothes and instructions by playing a TPR game with the class. Combine instructions, clothes, body parts and colours. Say, e.g. *Stand up if you've got black shoes. Jump up if you've got brown hair. Stamp your feet if you've got blue socks. Wave your arms if you've got a white shirt. Clap your hands if you've got grey trousers.* Use vocabulary which gives all pupils a chance to join in.

**PB55. ACTIVITY 3.** *Say the chant.*

- Say *Open your Pupil's Books at page 55, please. Point to the trousers. What colour are they?* Play the CD. Pupils listen and clap or tap the rhythm.
- Play the CD. Pupils repeat line by line. Pupils say the chant as a class. Repeat. Record the class, or video them if possible.

**CD 3, 18**

I've got blue trousers,  
And a green T-shirt.  
I've got a brown jacket,  
And a purple skirt.  
I've got red shoes,  
And long pink socks.  
They're on the floor,  
Next to my box. (x2)

**PB55. ACTIVITY 4.** *Listen and say the number.*

- Say *Listen.* Play the first section of the CD. Pupils look at the pictures. Wait for most pupils to raise their hands. Elicit the answer (1). Play the rest of the CD. Pupils whisper the answer to their partner. Play the CD again. Pause after each sentence. Pupils put up their hands. Elicit answers from different pupils.

**Key:** 1, 3, 4, 3, 4, 2, 1, 2, 4, 2, 1, 3, 4

**CD 3, 19**

My favourite clothes are my grey skirt and my purple jacket.  
My favourite shoes are white.  
I've got an orange T-shirt. It's my favourite.  
I've got short grey trousers. They're my favourite.  
My favourite shoes are red.  
My favourite trousers are brown.  
My favourite socks are pink.

My favourite T-shirt is big and yellow.

My favourite skirt is blue.

I've got brown shoes. They're my favourite.

My favourite shoes are black. They're beautiful.

My favourite jacket is green.

My favourite socks are white.

## Pair work

- Pupils do the activity in pairs. They take it in turns to speak and answer. Pupil A says, e.g. *My favourite shoes are brown.* Pupil B points and says, e.g. *Number 2.*

**AB55. ACTIVITY 3.** *Listen and colour.* [YLE]

- Say *Open your Activity Books at page 55, please.* Pupils take out grey, blue, brown, yellow, green, red and orange crayons. Say *Listen and colour. Make a dot first.* Play the CD. Pupils make a dot on the clothes. They check in pairs. Play the CD again. Pause after each one to check and for pupils to colour.
- Elicit which colour they didn't need to use (green).

**CD 3, 20**

I've got red trousers,  
And a blue T-shirt.  
I've got a grey jacket,  
And an orange skirt.  
I've got brown shoes,  
And yellow socks.  
They're on the floor,  
Next to my box.

**AB55. ACTIVITY 4.** *Draw and write.*

- Say *Um, my favourite clothes are my brown shoes and my green jacket. (Name), what about you?* Elicit ideas from pupils using the model. Ensure correct pronunciation of *clothes*.
- Say *Draw your favourite clothes here* (point to the box) *and write the words here* (point to the writing line). Display the flashcards on the board to give support with spelling.
- More confident pupils show their pictures to the class and say the sentence.

## Extra activities: see page T116 (if time)

## Ending the lesson

- Display the clothes flashcards (word side) or use the clothes word cards from the Teacher's Resource Book. Pupils stand up. Point to one word, e.g. *Socks.* Pupils silently point to their socks. Continue pointing to different words quickly, one after another. Pupils who say the word (or who giggle) miss a turn.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice with recognising and talking about clothes.

● **TARGET LANGUAGE**

**Key language:** *He's / She's got ... , He / She hasn't got ... , jacket, shoes, skirt, socks, trousers, T-shirt*

**Additional language:** *Who's got ... ? Is that right?*

**Revision:** *colours, I have got ... / I haven't got ... , I don't know*

● **MATERIALS REQUIRED**

Real clothes: T-shirts, socks, trousers, skirts, jackets

A big bag

Optional: *Kid's Box Teacher's Resource Book 1 Unit 8*

Reinforcement worksheet 2 (page 50)

## Warmer

- Play a version of the warmer from the previous lesson. Use negatives as well, e.g. *Stand up if you haven't got black shoes. Jump up if you've got blue eyes.*

**PB56. ACTIVITY 5. Listen and point.**

- Say *Open your Pupil's Books at page 56, please.* Remind pupils that Mrs Star is Suzy, Simon and Stella's mum. Say *Listen to the CD and point to the clothes.* Play the CD. Pupils listen and point.
- Play the CD again. Check understanding, e.g. *Has Simon got his blue T-shirt?* (no). Supply *he hasn't.* Continue, e.g. *Has Stella got her red trousers?* (No, she hasn't). Ask *Who's got the clothes?* (Suzy).

**CD 3, 21**

**STELLA:** Mum, have you got my red trousers? Where are they?

**MRS STAR:** I don't know.

**STELLA:** Has Simon got my red trousers?

**MRS STAR:** Ask Simon, not me.

**SUZY:** No, Stella. Simon hasn't got your red trousers.

**SIMON:** Mum, has Stella got my blue T-shirt?

**MRS STAR:** I don't know. Ask Stella, not me.

**SUZY:** No, Simon. Stella hasn't got your blue T-shirt.

**STELLA:** No, I haven't got your blue T-shirt. Have you got my red trousers?

**SIMON:** No, I haven't. And who's got my favourite white shoes?

**STELLA AND SIMON:** Where's Suzy?

**MRS STAR:** Look at Suzy. She's got your red trousers, Stella. She's got your blue T-shirt, Simon.

**SIMON:** And she's got my favourite white shoes ... Not my shoes!

## Practice

- Say, e.g. *Has (name) got green eyes?* Pupils answer *Yes, he/she has* or *No, he/she hasn't.* Continue. Pupils ask questions about their classmates for the class to answer.
- Introduce *Who's got (long hair)?* etc. Pupils continue, asking about other pupils in the class.

**PB56. ACTIVITY 6. Listen and repeat.**

- Play the CD. Pause after each sentence. Pupils point to and chorus the clothes. Walk around the room. Point to pupils' clothes for the class to say *He's got ... / She's got ...*

**CD 3, 22**

He's got a blue T-shirt.

She's got red trousers.

He's got white shoes.

**AB56. ACTIVITY 5. Listen and colour. [YLE]**

- Say *Open your Activity Books at page 56, please. Say Listen. Don't write.* Play the the CD. Pupils listen and take out the crayons they need (black, grey, green, pink, white, brown, purple, yellow, blue, orange, red). Say *Listen. Put a coloured dot on the picture.* Play the CD again. Elicit the colours and the objects (black shoe, grey mouse, etc.). Pupils colour them.

**CD 3, 23**

The shoe under the table is black.

The mouse is grey.

The T-shirt on the chair is green.

The jacket is pink.

The cat is black and white.

The shoe under the chair is brown.

The skirt is purple.

The socks on the chair are yellow and blue.

The fish is orange and black.

The trousers are red.

**AB56. ACTIVITY 6. Listen and match. [YLE]**

- Say *Listen again. Who's got a black shoe and a pink jacket? Listen and draw lines.* Play the CD. Elicit the answer (Sue). Play the rest of the CD in sections. Pupils check in pairs. Check with the class.

**CD 3, 24**

Sue's got a black shoe and a pink jacket.

Nick's got a green T-shirt and an orange and black fish.

Kim's got a purple skirt and a grey mouse.

Tony's got a black and white cat and a brown shoe.

May's got red trousers and yellow and blue socks.

## Extra activities: see page T116 (if time)

### Optional activity

- Unit 8 Reinforcement worksheet 2 from *Teacher's Resource Book 1* (pages 48 and 50).

### Ending the lesson

- Put the clothes in the bag. Pupils come up one by one, feel in the bag and guess the clothing. They take it out and hold it up to check. Repeat.

**OBJECTIVES:** By the end of the lesson, pupils will have sung a song and talked more about clothes.

● **TARGET LANGUAGE**

**Additional language:** *Tell me about ...*

**Revision:** *She's got ... , He/She hasn't got ... , colours, book, train, car, ball, clothes*

● **MATERIALS REQUIRED**

Photocopiable 8 (see page T104), one for each pupil, copied onto thin card, scissors, a complete coloured set for demonstration, envelopes

Optional: *Kid's Box Teacher's Resource Book 1 Unit 8 Song worksheet (page 53)*

### Warmer

- Play the guessing game from Extra activity 1 in the previous lesson to review clothes. Include pupils not included before.

### Song

**PB57. ACTIVITY 7.** *Listen and correct.*

- Say *Open your Pupil's Books at page 57, please. What clothes can you see? Elicit the names and colours of the clothes. Elicit other items in the picture.*
- Say a false sentence about the picture using *He's got or She's got*, e.g. *He's got a green eraser.* Then ask *Yes or no?* Pupils respond *No* (and do the 'thumbs down' gesture). Elicit the sentence with the correct colour and *He's got ... (He's got a white eraser).* Say *Listen and correct.* Play the CD, pausing for pupils to respond.

**Key:** She's got a yellow sock. She's got a pink pencil. He's got a blue jacket. He's got a purple ball.

**CD 3, 25**

She's got a black sock.      He's got a blue elephant.  
She's got a pink train.      He's got a white ball.

**PB57. ACTIVITY 8.** *Sing the song.*

- Focus pupils on the picture of the bedroom again. Elicit where the clothes are (in his/her hands). Say *Listen to the song and point to the clothes.* Play the CD. Pupils listen and point.
- Play the CD again. Pupils join in. Sing the song without the CD. Pupils stand up. Make four groups. Each group sings a verse.
- They sing the song, changing the words to the other items the boy and girl are holding (a red T-shirt, a white eraser, brown trousers, an orange book).
- Hold an object, e.g. a green eraser. Pupils sing about you, e.g. *She's got a green eraser in her hands.* Pupils come to the front in turn with objects for the class to sing about.

**CD 3, 26**

He's got a blue jacket in his hands,  
A blue jacket.  
He's got a blue jacket in his hands,  
A jacket in his hands.

He's got a purple ball in his hands,  
A purple ball.  
He's got a purple ball in his hands,  
A ball in his hands.

She's got a yellow sock in her hands,  
A yellow sock.  
She's got a yellow sock in her hands,  
A sock in her hands.

She's got a pink pencil in her hands,  
A pink pencil.  
She's got a pink pencil in her hands,  
A pencil in her hands.

**CD 3, 27**

Now sing the song again. (Karaoke version)

### Photocopiable 8: see pages T96 and T104

**AB57. ACTIVITY 7.** *Listen and write a name or a number. [YLE]*

- Say *Open your Activity Books at page 57, please. Say Look at the picture. Point to the girl. Point to the boy. Point to the dog.*
- Read the example question aloud. Play the first part of the CD and show pupils the example answer on the first line and the line through the name in the box. Nominate pupils to read each of the other questions and check comprehension.
- Play the rest of the CD. Pupils write a name or number from the box on each line. Check answers as a class.

**Key:** 1 Kim, 2 9, 3 2, 4 Ben, 5 4

**CD 3, 28**

Example.

**WOMAN:** Hello. Are you the boy in this picture?

**TOM:** Yes, I am.

**WOMAN:** What's your name?

**TOM:** I'm Tom.

1.

**WOMAN:** Look at this girl. Is she your friend?

**TOM:** Yes, she is.

**WOMAN:** What's her name?

**TOM:** She's Kim.

2.

**WOMAN:** Is Kim in your class?

**TOM:** Yes, she is.

**WOMAN:** Really? What class are you in?

**TOM:** We're in class nine.

3.

**WOMAN:** Has Kim got a dog?

**TOM:** Yes, she has. She's got two dogs. One dog is here and one dog is at home.

4.

**WOMAN:** What's the name of this dog?

**TOM:** He's Ben.

5.

**WOMAN:** What's your favourite animal, Tom?

**TOM:** Birds. At home we've got four birds. They're beautiful.

### Extra activities: see page T116 (if time)

#### Optional activity

- Hand out the Unit 8 song worksheet from *Teacher's Resource Book 1* (pages 48 and 53). Pupils do the gap fill activity and cut out and colour the cards, to use while singing the song.

#### Ending the lesson

- Mime putting on an item of clothing, e.g. a skirt. Pupils guess.
- Pupils play the game in pairs.

**OBJECTIVES:** By the end of the lesson, pupils will have practised the phoneme /ɒ/ and writing the letters a, e, i, o.

● **TARGET LANGUAGE**

**Key language:** the phoneme /ɒ/ as in *orange, socks, dog a doll, a door*

**Revision:** clothes vocabulary

● **MATERIALS REQUIRED**

Clothes, some pet, some toy, some school flashcards (66–71, 20, 23, 24, 47, 48, 49, 52, 37, 40, 39, 31, 32)

Extra activity 2: cards from Photocopiable 8 (see page T104)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 8 Extension worksheet 1 (page 51)

### Warmer

- Review colours (*red, green, orange*), some pets (*dog, cat, fish*) and some toys (*doll, train, bike*) using the flashcards. Elicit the word and stick the flashcard on the board. Put the flashcards with the sound /ɒ/ in one group: *orange, dog, doll*. Point to them and say *Today's sound is ...* Let the class complete by saying *o* (the sound, not the letter name).

**PB58. ACTIVITY 9. Monty's phonics.**

- Say *Open your Pupil's Books at page 58, please.* Point to the pictures of the colour orange, the socks and the dog and say *Orange, Socks, Dog*. Pupils practise saying the words and the sound /ɒ/.
- Point to the larger picture and say *A long dog in orange socks.* Say *Now listen to Monty, point and repeat.*
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying *A long dog in orange socks* as a tongue twister.

**CD 3, 29**

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

/ɒ/ /ɒ/ orange

/ɒ/ /ɒ/ socks

/ɒ/ /ɒ/ dog

A long dog in orange socks.

A long dog in orange socks.

A long dog in orange socks!

**PB58. ACTIVITY 10. Ask and answer.**

- Pupils look at the pictures for 30 seconds. Say *She's got a yellow jacket.* Pupils answer *Meera*. Pupils close their books. Continue to see how much they can remember.
- Pupils work in pairs. They look at the picture for two minutes. Pupil A closes their book and Pupil B asks questions. Pupil As get one point for each correct answer. After two minutes, pupils swap roles. Give pupil Bs one minute to look at the pictures again before As ask the questions. Ask how many points pupils got at the end of the activity.

**AB58. ACTIVITY 8. Listen and write 'a', 'e', 'i' or 'o'.**

- Put the *orange* flashcard on the board. Write the word with the vowel missing below (as in AB page 58 Activity 8):  
\_ range. Point and say *Orange: a, e, i or o?* (say the letter sounds, not their names). Make the shape of the letters in the air as you say them. Elicit the answer (*o*). Write the letter *o* on the board to complete the word below the flashcard.
- Say *Open your Activity Books at page 58, please. Say Listen and write 'a', 'e', 'i' or 'o'.* Again, use the letter sounds, not their names.
- Play the example on the CD and point to the letter 'o' in *doll*. Play the rest of the CD. Pupils write the missing letter each time. Pupils check answers in pairs.
- Play the CD again. Check answers as a class.

**Key:** 2 a, 3 o, 4 e, 5 i, 6 o, 7 o, 8 i

**CD 3, 30**

1. doll
2. bag
3. dog
4. pen
5. fish
6. sock
7. box
8. six

**AB58. ACTIVITY 9. Write the sentences.**

- Focus pupils on the pictures and ask *What are these? (Trains).* Point to the words on the train engines and carriages and go through the example with the class. Say *Read the words. Change the order* (gesture moving the carriages of a toy train around). *Write the sentences.*
- Pupils work in pairs to write the remaining two sentences. Monitor and help any pairs who are having difficulty. Check answers.

**Key:** 2 He's got a blue jacket. 3 They've got white shoes.

**Extra activities: see page T116 (if time)**

### Optional activity

- Unit 8 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 48 and 51).

### Ending the lesson

- A pupil comes to the front. The pupil stands facing the board, so that the class can see his/her back. Write a letter (*a, e or i*) on the pupil's back, using your finger. (Alternatively, if you prefer, you can trace letters on the desk for this activity.) The pupil then says a word with this letter in it. If the pupil can't feel the letter, write it on their back again. Remind the class to be silent. Repeat with two other pupils and the other two letters. Overemphasise the shape and direction of the letter each time.
- Pupils work in pairs. They take turns to write one of the three letters on each other's backs and to say a word beginning with the letter. It doesn't matter if they repeat words from earlier in the game.

**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

**Revision:** language from the unit, *I don't know*

● **MATERIALS REQUIRED**

Clothes flashcards (66–71)

Extra activity 2: Prepare a large piece of paper with split words on it like this:

jac	sers
sh	shirt
sk	ket
so	irt
trou	oes
T-	cks

Optional: *Kid's Box Teacher's Resource Book 1* Unit 8 Extension worksheet 2 (page 52) and/or animated version of the Unit 8 story from *Kid's Box Interactive DVD 1* (Suzy's room section)

## Warmer

- Play a mime game to review clothes. Mime taking off an item of clothing for pupils to guess. Individual pupils can come to the front and mime for the class. Encourage them to be inventive.

## Story

**PB59. ACTIVITY 11.** Listen to the story.

- Say *Open your Pupil's Books at page 59, please.* Elicit who they can see (Stella, Simon, Suzy, Trevor, Monty, Marie and Maskman). Say *Listen and look. What colour's Suzy's T-shirt? What's on it?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (orange, a mouse).
- Play the CD again. Pupils listen and repeat.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *Who's this? (Stella). Has she got a blue T-shirt? What colour are her socks and shoes?*
- Personalise the activity. Ask *Who's got a mouse on their T-shirt?*
- Play the CD again. Pupils listen and repeat in sections. Encourage them to say it with feeling.

**CD 3, 31**

**SIMON:** Here, Stella. Catch.

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MARIE:** Look at Stella's clothes. She's got a yellow T-shirt, she's got a blue skirt, she's got pink socks and she's got brown shoes.

**MASKMAN:** But she hasn't got a jacket. Look at these. Simon's got a red jacket, he's got green trousers and he's got black shoes.

**MARIE:** Well, Maskman, Stella's got trousers too. Has Simon got a skirt?

**MASKMAN:** Huh! No, he hasn't!

**TREVOR:** Oooohh! Hee, hee.

**MONTY:** Suzy's got a skirt, and she's got a beautiful orange T-shirt, with a mouse on it!

**TREVOR:** Ha, ha, ha!

**PB59. ACTIVITY 12.** Listen and say the number.

- Say *Listen. What's the number?* Play the first one as an example. Pupils whisper the number to their partner. Elicit the number from the class (5). Play the rest of the CD. Pause after each one to give pupils time to look, think and write down the number. Pupils check in pairs. Play the CD for a final time. Pause after each one for a hands-up-and-chorus answer.

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

**CD 3, 32**

Story as above, but in the order of the key.

**AB59. MY PICTURE DICTIONARY.**

- Say *Open your Activity Books at page 59, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the words in turn. Pupils hold up the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check. If appropriate, pupils trace around the word under the picture.

**AB59. MY STAR CARD.**

- Say *Can you say these words?* Use the flashcards to elicit the words in turn from the class. Pupils say them in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a word in their books and to say it.
- Say *Colour the stars.* Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

**Extra activities: see page T116 (if time)**

## Optional activities

- Unit 8 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 48 and 52).
- The animated version of the Unit 8 story from *Kid's Box Interactive DVD 1* (Suzy's room section). See pages 41–45 of the Teacher's Booklet for the Interactive DVD.

## Ending the lesson

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

**OBJECTIVES:** By the end of the lesson, pupils will have learnt habitat vocabulary and matched animals with their correct habitats.

● **TARGET LANGUAGE**

**Key language:** *forest, plain, river, habitat*

**Additional language:** *You tell me!*

**Revision:** *big, small, legs, fish, tigers, elephants, birds, monkeys, crocodiles, giraffes, snakes, hippos, very long nose*

● **MATERIALS REQUIRED**

Wild animal flashcards (52 and 59–65) with some copies (if possible)

Photos of wild animals cut from magazines or from the Internet

**Warmer**

- Review wild animals using the flashcards (*bird, crocodile, elephant, hippo, giraffe, snake, tiger, monkey*). Slowly reveal the first flashcard from behind another (blank) card. Pupils put up their hands when they have the answer. Elicit the animal's name. Repeat for the other animals.

**Presentation**

- Say *Open your Pupil's Books at page 60, please*. Point to the picture of Marie and say *This is Marie's geography. Say Today's lesson is about geography. Check understanding of geography and habitat. Move your hand over the water in the river picture and say river. Pupils repeat. Do the same for the other habitats. Then point to each of the pictures and say, e.g. A river is a habitat. Then say Today's lesson is about habitats. Animals live in different habitats.*

**PB60. ACTIVITY 1. Listen and point.**

- Stick the tiger flashcard on the board. Say *It's a tiger. Hold up your book. Point and say Where's the tiger? (In the forest). Pupils point to the tiger and say Here it is. Repeat with the other animals.*
- Say *Listen and point. Play the CD. Pupils point to the animals in their books as they hear them in the chant. Pause the CD after each line to check pupils' answers. Then play the chant again, pausing after each line for pupils to repeat.*

**CD 3, 33**

Elephants are big.

Fish are small.

Tigers are big.

Monkeys are small.

Crocodiles have got four legs.

Birds have got two legs.

Giraffes have got four legs.

Snakes have got no legs.

And hippos?

You tell me!

**PB60. ACTIVITY 2. Look and say.**

- Point to the picture of the hippo. Elicit the name. Say *What's the habitat for the hippo? Forest?* Elicit *No* and the correct habitats, *River and plain*. Point to the example speech bubbles and read them aloud.
- Say *Look and say*. Pupils talk about the habitats of the other animals in the pictures in pairs. Monitor and help as necessary. Check each animal with the whole class.

**Key:** monkey – forest, fish – river, elephant – plain and forest, bird – forest, tiger – forest

**AB60. ACTIVITY 1. Read and tick (✓) or cross (X).**

- Say *Open your Activity Books at page 60, please*. Hold up your book and point to the example in the table. Say *What's the habitat for a fish? Point to the word river in the table and ask River? Pupils answer in chorus Yes. Point to the tick. Say Look. River is the habitat for a fish. Put a tick. Repeat for the other habitat words, e.g. Plain? Pupils say No. Point to the cross. Say Plain isn't the habitat for a fish. Put a cross. Then say Read and tick or cross.*
- Pupils work individually to complete the table and then check their answers in pairs. In order to help pupils complete the information in the table, say *Look at the pictures in the Pupil's Book on page 60, please*. Draw the table on the board and get pairs to come up and complete it for each animal.

**Key:**

	river	plain	forest
giraffe	X	✓	X
hippo	✓	✓	X
crocodile	✓	X	X

**AB60. ACTIVITY 2. Read. Write and draw.**

- Say *Look at the words in the box*. Point to the box and read each word together. Remind pupils of the meanings of the words.
- Hold up your book and point to the text. Read the first sentence and emphasise the word *plains*. Point to that word crossed out in the box and the example answer on the line. Read through the rest of the text, pausing at the gaps. Mime or point to some of the vocabulary as you read, e.g. *nose*.
- Say *Write and draw*. Pupils work in pairs to complete the text with words from the box and then draw a picture of the animal in the frame.

**Key:** forest, grey, long, elephant  
Pupils draw an elephant in the frame

**Extra activity: see page T117 (if time)**

**Ending the lesson**

- Draw simple pictures to represent the habitats on the board, e.g. wavy lines for *river*, short dashes for *plains* and trees for *forest*. Write the words for each habitat below the pictures.
- Pupils come to the front to place the animal flashcards in the correct habitats and say, e.g. *Crocodile in the river*. Use copies of the flashcards or photos of animals cut from magazines for this activity, so that every pupil gets a turn (or remove the flashcards when they have all been used, mix them up and use them again with different pupils).

**OBJECTIVES:** By the end of the lesson, pupils will have listened to a story and talked about the importance of loving nature.

● **TARGET LANGUAGE**

**Key language:** *has got, hasn't got*

**Additional language:** *love nature*

**Revision:** *river, forest, happy, sad, clean, dirty*

● **MATERIALS REQUIRED**

Pictures of nature reserves or national parks in your region/country

Extra activity: photos from magazines or the Internet showing parks and natural places, enough for one per pair of pupils – half of the pictures showing unspoilt places and half showing habitats such as rivers and forests filled with rubbish/affected by pollution

## Warmer

- Call a volunteer to the front of the class to mime *happy* or *sad*. Repeat with different pupils. The class say *happy* or *sad* in chorus, depending on the expression. Make this a quick-paced activity.

**PB61. ACTIVITY 3.** *Listen to the story.*

- Say *Open your Pupil's Books at page 61, please.* Elicit the meaning of *values*. Point to Trevor and the words *Love nature*. Elicit/explain the meaning of *nature* and say that the animals, birds and forests are all part of nature.
- Hold up your book. Point to picture number 1 and ask *Where's Mum?* Pupils point. Ask: *Where's Dad?* Pupils point. Ask: *Where's Ben?* Pupils point to the young bird (Ben).
- Point to picture 2 and ask *What can you see?* Elicit known vocabulary, e.g. *river, frog*.
- Ask pupils *What colour is the river?* They put up their hands to answer *Grey*. Ask *Is it clean?* and point to the rubbish in the river. Elicit *No, dirty*.
- Point to the trees in picture 3. Say *The forest hasn't got trees* and shake your head, looking sad.
- Point to the river in picture 4 and ask *Is it dirty?* Pupils answer *No, clean*.
- Say *Listen to the story.* Play the CD.

**CD 3, 34**

**FATHER BIRD:** Come on, Ben. It's time to go.

**YOUNG BIRD:** OK, Dad. Come on, Mum.

**MOTHER BIRD:** I'm right here, next to you.

**MOTHER BIRD:** The river is dirty.

**YOUNG BIRD:** The forest hasn't got trees.

**FATHER BIRD:** The animals are sad.

**FATHER BIRD:** And this river is dirty.

**YOUNG BIRD:** And this forest hasn't got trees.

**MOTHER BIRD:** And these animals are sad.

**MOTHER BIRD:** This river is clean.

**YOUNG BIRD:** This forest has got trees.

**FATHER BIRD:** The animals are happy.

## Values

- Talk to the class about looking after nature. Ask *Are you happy or sad when you see a dirty place? Which clean places are there in (name of your country or region)?* Talk about areas which are unspoilt, such as nature reserves or national parks, and the importance of looking after them and protecting the plants and animals that live there. Show pictures of these places if you can.

**PB61. ACTIVITY 4.** *Listen. Say 'happy' or 'sad'.*

- Say *Listen. Say 'happy' (make a happy face) or 'sad' (make a sad face).* Play the CD and pause after each sentence. Give pupils a minute to think. They could draw a smiley face for *happy* and a grumpy face for *sad* in their notebooks. They check in pairs and put up their hands or hold up their notebooks when they have the answer.

**Key:** happy, sad, happy, happy, sad, sad

**CD 3, 35**

The forest is clean.

The river is dirty.

The forest has got trees.

The river is clean.

The forest hasn't got trees.

The forest is dirty.

**AB61. ACTIVITY 3.** *Read and write the number.*

- Say *Open your Activity Books at page 61, please.* Read the example sentence 1 and ask *Which picture – one, two, three or four?* Pupils point to picture 4. Elicit why the birds are sad. Say *The forest hasn't got trees.* Say *Read and write the number.* Pupils work individually to match the statements and pictures and then check their answers in pairs. Go through the answers with the class.

**Key:** 2 picture 3, 3 picture 2, 4 picture 3, 5 picture 4, 6 picture 2, 7 picture 1, 8 picture 1

## Extra activity: see page T117 (if time)

## Ending the lesson

- Draw two columns on the board. Write *Happy nature* at the top of the first column and *Sad nature* at the top of the second. Ask pupils to put their hands up to say sentences for each column. For *Happy nature* pupils say, e.g. *The river is clean. The forest has got trees. The animals are happy.* For *Sad nature* pupils say, e.g. *The river is dirty. The animals are sad.* Encourage pupils to think of new sentences.



**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 5–8.

● **TARGET LANGUAGE**

**Key language:** revision of Units 5–8, colours, *have got*, *has got*

**Additional language:** *clown*

● **MATERIALS REQUIRED**

Flashcards from Units 5–8

### Warmer

- Hand out the 25 flashcards. Point to a flashcard in turn. The class says the word. The pupil with the flashcard comes to the front, holds it up and says the word again.

**PB62. ACTIVITY 1.** Listen and say the number.

- Say *Open your Pupil's Books at page 62, please.* Play the first speaker on the CD. Check with the class. Play the rest of the CD. Pupils whisper the numbers to their partner. Play the CD again. Pause after each speaker. Pupils raise their hands. Elicit the answer.
- Ask, e.g. *What colour are the snakes?*
- Elicit pupils' favourite animals.

**Key:** 7, 2, 6, 3, 4, 8, 1, 2, 5, 5, 4, 3

**CD 3, 36**

They aren't crocodiles. They're elephants.  
Her jacket's green.  
They're brown and yellow and they've got small heads.  
They've got short legs and they're green.  
He's got a red jacket.  
I haven't got a blue T-shirt. I've got a yellow T-shirt.  
We've got black hair.  
She's got short brown hair.  
She hasn't got a cat. She's got a dog.  
My skirt's orange.  
He's got grey trousers.  
They've got a lot of teeth.

**PB62. ACTIVITY 2.** Look, read and match.

- Focus pupils on the four photographs. Point to the first one and say *It's a giraffe. Yes or no?* Pupils respond. *No. It's a hippo.*
- Pupils work in pairs. They take it in turns to say a sentence about one of the photographs, using the words in the boxes. Elicit answers from individuals, e.g. say *Number 2.* The pupil says *It's a crocodile.* Make sure pupils use *an* when necessary (*It's an elephant*).

**Key:** 1 It's a hippo. 2 It's a crocodile. 3 It's a giraffe. 4 It's an elephant.

**AB62. ACTIVITY 1.** Read, draw and colour.

- Say *Open your Activity Books at page 62, please.* Elicit or teach the word *clown*. Say *Look at this clown. What's his name?* (Bill). Repeat for the other clown (Ben). Point to the text. Point to, e.g. *Long shoes.* Ask *Bill or Ben?* (Bill). Mime drawing long shoes on Bill. Do another example for Ben.
- Pupils complete the activity in pairs.

**AB62. ACTIVITY 2.** Listen and say 'Bill' or 'Ben'.

- Say *Listen and check.* Play the CD. Pause after each sentence for pupils to say *Bill* or *Ben* in chorus.

**Key:** 1 Bill, 2 Ben, 3 Ben, 4 Bill, 5 Bill, 6 Bill

**CD 3, 37**

1. He's got black hair.
2. He's got short shoes.
3. He's got a red jacket.
4. He's got purple trousers.
5. He's got a dirty T-shirt.
6. He's got a sad mouth.

**AB62. ACTIVITY 3.** Say the sentences.

- Point to the pictures of the fish and the snakes in the table and read the example sentence in the speech bubble. Elicit the next sentence (*Cats and dogs haven't got hands*). Write the sentence on the board. Make sure pupils realise they have to change *no hands* to *haven't got hands*.
- Pupils work in pairs to make the rest of the sentences. Check answers. Pupils then cover the example speech bubble on the Activity Book page and practise saying the sentences using only the pictures and words in the table. Fast finishers can draw some picture and word prompts to make sentences of their own.

**Key:** Cats and dogs haven't got hands. Birds and giraffes haven't got arms. Elephants and crocodiles haven't got hair.

### Extra activities: see page T117 (if time)

### Ending the lesson

- Pupils stand up. Say, e.g. *Point to your nose, please.* (Pupils point to their noses.) *Touch your ears.* (Pupils don't respond because you didn't say *please*.) Continue, going faster and faster. Pupils who respond incorrectly sit down.

**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 5–8.

● **TARGET LANGUAGE**

**Key language:** revision of Units 5–8, pronunciation

**Additional language:** *Start, Finish, It's my/your turn. I've got a (five). Pass me the spinner, please. Is this my counter? I'm the winner.*

● **MATERIALS REQUIRED**

Flashcards from Units 5–8

Spinners from Review 1–4 (see pages xiii and T33), counters or coins (one per pupil)

Magazines with animal and clothes pictures

Extra activity 2: Prepare a photocopiable sheet for pupils as shown on page T117.

Optional: Evaluation 2 (page T123), Practice Test 2 from *Kid's Box Teacher's Resource Book 1* (pages 104–113), *Kid's Box Interactive DVD 1: Stella's room Quiz 2*

**Warmer**

- Draw three large circles on the board. In the middle of one write *Pets*, in the middle of another write *Clothes*, and in the middle of the third write *Wild animals*. Brainstorm with the class (books closed) the words that complete the word families. Either write the words on the board as pupils say them, or hand out flashcards around the class and have pupils come and stick them in the right place. The class confirms if it's right or wrong.

**PB63. ACTIVITY 3. Play the game. Say the words.**

- Say *Open your Pupil's Books at page 63, please*. Point to some of the squares on the board and elicit the words.
- Tell pupils they are going to play a game. Demonstrate how to play. Take out a counter and the spinner you made for the first Review Unit (see pages xiii and T33) or use one of the pupils' spinners. Hold up your book and put the counter on the *Start* arrow. Say *This is the start. The green arrow. You spin your spinner ... Spin and show pupils how to move their counter along the board, e.g. Look! I've got a four. One ... (moving your counter) two ... three ... four. I say 'Purple!' I stay on this square. ... Then it's Yolanda's turn. And then it's Carlos's turn. Now it's my turn again. Spin your spinner and move your counter again, e.g. to the square with the shoes. Look thoughtful and say Oh, I don't know this word. What are these? Move your counter back to the purple square. Say I don't know. I move back one, two three. If you say the word you stay. If you don't say the word, you move back. Point to the Finish square and say This red square is the finish. The first person here is the winner! Hooray!*
- Write a list of useful language for games on the board, e.g. *It's my turn. It's your turn. I've got a (five). Pass me the spinner, please. Is this my counter? I'm the winner.* Pupils practise saying the sentences chorally.
- Make groups of three or four pupils. They need one spinner per group and a coin or counter for each pupil. Groups play the game. Monitor and check they are saying the words in English. Encourage pupils to use the language for games. The winner is the first pupil to get to the finish or the pupil who is furthest along the board after a certain amount of time (e.g. ten minutes).

**AB63. ACTIVITY 4. Read and write. [YLE]**

- Say *Open your Activity Books at page 63, please*. Elicit what they can see (a monkey). Focus pupils on the text. Either read it aloud yourself, stopping at the pictures for pupils to supply the word, or read it with the class. Some pupils may find this amount of text difficult to process, so be ready to give a lot of support. Go through it orally with the class once or twice.
- Pupils work in pairs and write the words in the gaps. Remind them to use their picture dictionaries, to look back at the units in the book for help and to ask each other.
- Check with the class by reading the text around the class at the end.

**Key:** 2 two, 3 ears, 4 mouth, 5 arms, 6 two, 7 hands, 8 tail

**Extra activities: see page T117 (if time)**

**Optional evaluations:**

You may wish to carry out one or all of the following evaluations when your pupils have completed the Review section.

- Evaluation 2 (page T123) – see page xi of the Teacher's Book Introduction for instructions and teacher's script.
- Practice Test 2 from *Kid's Box Teacher's Resource Book 1* (pages 104–113). For test key and tapescript see pages 139–141 of the Teacher's Resource Book.
- Quiz 2 from *Kid's Box Interactive DVD 1 (Stella's room section)*. This quiz can be done as a whole-class activity or as a team competition. See pages 39–40 of the Teacher's Booklet for the Interactive DVD.

**Ending the lesson**

- Make groups of three. Groups need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 5. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 6 and take turns to say the words. They choose which to cover for Units 7 and 8 (words or pictures).
- Talk about the units with the pupils, using L1 if necessary. Ask them which lessons, topics and/or activities are their favourites.
- Draw three large circles on the board. In the middle of one write *animals*, in the middle of another write *face and body*, and in the middle of the third write *clothes*. Brainstorm with the class (books closed) the words that complete the word families. Either write the words on the board as pupils say them, or hand out flashcards around the class and have pupils come and stick them in the right place. The class confirms if it's right or wrong.