

**OBJECTIVES:** By the end of the lesson, pupils will have learned to talk about holiday activities.

● **TARGET LANGUAGE**

**Key language:** *mountain, sea, sand, beach, sun, shell, on holiday, pick up*

**Revision:** *lots of, flowers, trees, fishing, walking, sitting, reading, love, So do I, can't, clean, colours, animals, I love playing*

● **MATERIALS REQUIRED**

Flashcards: (holiday) 98–103

Example of a picture postcard.

Extra activity 1: three rolled up newspapers

Optional: *Kid's Box Teacher's Resource Book 2 Unit 12*

Reinforcement worksheet 1 (page 75)

**Warmer**

- Review sports/hobbies, using mime. As pupils say each one, write it at the side of the board and say, e.g. *I love swimming*. Elicit a response from pupils, e.g. *So do I. / I don't*. Sports/hobbies: *playing table tennis, painting, riding a bike, swimming, fishing, reading, walking, playing the guitar, taking photos*.

**Presentation**

- Elicit/teach the new holiday vocabulary, using the flashcards (picture side). Pupils repeat in chorus, in groups, in pairs. Display the flashcards on the board (picture side), point, and pupils repeat. Turn each flashcard over (word side). Pupils chorus each one again. Make a circling motion with your hands and say *These are holiday words*. Check the concept of *holiday*, using the picture postcard. Point to the words from the Warmer. Say, e.g. *Do you go fishing on holiday?* Ask questions about the other sports/hobbies in the same way.

**PB84. ACTIVITY 1. Listen and point.**

- Set the scene, books closed. Say *Listen. Lenny and Simon are talking about their holidays*. Set the pre-listening questions: *What does Simon love doing? (Three things.) What does Lenny love doing? What does Suzy like doing? What does Stella like doing?* Make groups of four. Each pupil in the group listens for the answer to one question. Play the CD. Pupils listen for the answers. They tell the others in their group. Say *Open your Pupil's Books at page 84, please*. Play the CD again for pupils to check. (Playing on the beach, swimming in the sea, fishing with Grandpa; Walking in the mountains; Picking up shells from the beach; Sitting in the sun and reading). Check comprehension by asking, e.g. *Can Simon fish in the city?*
- Say *Can you find the hidden star? Show your partner*. Check with the class (on the sand). Pupils say *Here it is*.

**CD 4, 02**

**LENNY:** We're on holiday! Great!

**SIMON:** I love holidays.

**LENNY:** So do I.

**SIMON:** I love playing on the beach. The clean, yellow sand, the

big sun, the beautiful, blue sea. I love swimming in the sea!  
**LENNY:** Er, the beach is OK, but I love walking in the mountains. There are lots of green trees and beautiful flowers.

**SIMON:** What! Flowers, Lenny?

**LENNY:** Well, yes, er ... flowers and animals, big animals.

**SIMON:** Hmm. I like fishing with my grandpa. We can't fish in the city.

**LENNY:** Do Stella and Suzy like fishing?

**SIMON:** Oh, no. Suzy likes picking up shells from the beach and Stella loves sitting in the sun and reading.

**LENNY:** Come on, Simon. Let's go! We're on holiday!

**SIMON:** Yeh!

**PB84. ACTIVITY 2. Listen and repeat.**

- Say *Now let's listen and repeat*. Play the CD. Pupils chorus the words. Listen for correct pronunciation.

**CD 4, 03**

Beach, sand, sea, shell, sun, mountain

**AB84. ACTIVITY 1. Listen and tick (✓). Find the words.**

- Say *Open your Activity Books at page 84, please*. Do the first one as an example. Play the CD. Elicit the word (sea) and show pupils the tick. Play the CD. Pupils tick the words. They check in pairs. Play the CD again. Check with the class. Pupils then find the words in the wordsearch. Elicit answers.

**CD 4, 04**

- |         |             |            |             |
|---------|-------------|------------|-------------|
| 1. sea  | 4. shell    | 7. flowers | 10. fish    |
| 2. sun  | 5. mountain | 8. bird    | 11. holiday |
| 3. sand | 6. tree     | 9. animals |             |

**AB84. ACTIVITY 2. Match. Write the words.**

- Focus pupils on the example. Check they know what to do. Remind them that the letters on the left match with two sets of letters on the right. Pupils work individually and write the words. They check in pairs. Check with the class.

**Key:** beautiful, beach, mountain, mouse, sand, sun, shell, shirt, train, trees

**Extra activities: see page T126 (if time)**

**Optional activity**

- *Teacher's Resource Book 2 Unit 12 Reinforcement worksheet 1 (see pages 74, 75)*.

**Ending the lesson**

- Make four teams. They line up facing the board. Whisper a different word from the lesson to the first member of each group. They whisper it back along the line. The pupil at the back then runs to the front and writes the word on the board. The first to do it correctly wins two points for their team. The other teams win one point if they do it correctly. The pupils from the back of the lines come to the front. Repeat with different words.

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

● **TARGET LANGUAGE**

**Key language:** *What's he/she doing? What's (name) doing?*

**Additional language:** *a new song*

**Revision:** present continuous, holiday vocabulary, character names, *lots of, at the beach, sleeping, walking, swimming, getting, writing*

● **MATERIALS REQUIRED**

Flashcards: (holiday) 98–103

Extra activity 2: a holiday postcard, one piece of card for each pupil

Optional: *Teacher's Resource Book 2* Unit 11 song worksheet (page 79),

*Kid's Box 2 Interactive DVD: The living room 'At the seaside' episode*

### Warmer

- Review the holiday words using the flashcards. Flash each one (picture side) in front of the class and elicit the word. Display them word side around the room. Call them out quickly one after another. Pupils point to the correct word each time.

**PB85. ACTIVITY 3.** *Listen and point. Sing.*

- Say *Open your Pupil's Books at page 85, please.* Elicit what and who pupils can see and what they're doing. Play the CD. Pupils listen and point to the people in the picture. Play the CD again. Check understanding by asking, e.g. *Who's singing? What's she doing? What's Suzy doing?*
- Play the CD in sections. Pupils repeat. Teach the song in this way. Pupils repeat the whole song in chorus with the CD. Pupils stand up. They sing the song as a class. Make five groups (Stella, Suzy, Simon, etc.). Everyone sings and the groups mime their action during the whole song (so the pupils are miming different actions at the same time). Change roles and repeat. You could record pupils and they could watch / listen to their performance for added motivation.

### CD 4, 05

**STELLA:** I'm writing a new song,  
I'm writing a new song.  
At the beach. At the beach.

Suzy's getting lots of shells,  
She's getting lots of shells.  
At the beach. At the beach.

Simon's swimming in the sea,  
Simon's swimming in the sea.  
At the beach. At the beach.

Dad's walking on the sand,  
Dad's walking on the sand.  
At the beach. At the beach.

Mum's reading in the sun,  
Mum's reading in the sun.  
At the beach. At the beach. [Repeat x3]

### CD 4, 06

Now sing the song again. (Karaoke version)

**PB85. ACTIVITY 4.** *Ask and answer.*

- Pupils work in pairs. Pupil A asks a question about the song lyrics, Pupil B answers. Read the example speech bubbles before they begin. Pupils exchange roles. When pupils have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

**AB85. ACTIVITY 3.** *Look at the picture and answer the questions.*

- Say *Open your Activity Books at page 85, please.* Focus pupils on the picture and say *Tell me about the picture. What can you see?* Elicit some of the things in the picture.
- Focus pupils on the example question and answer. Pupils work in pairs. They take turns to ask one of the questions and to answer it. They do the activity orally first. Pupils then write the answers in their books.
- Monitor and help with spelling. Check with the class using open pairs. Write the sentences on the board for pupils to check their work.

**Key:** 2 He's drinking lemonade. 3 She's sleeping. 4 No, it's running. 5 He's swimming in the sea. 6 She's picking up shells. 7 There are three birds. 8 They're flying.

**AB85. ACTIVITY 4.** *Look at the letters and write the words.*

- Point to the clouds with the scrambled letters inside. Ask a volunteer to read the example answer. Say *Move the letters to make words.* Copy the letters in the order they appear inside the first cloud on the board and show pupils how they make the word sand by crossing out each letter as you write the word with the letters in the correct order below.
- Pupils work individually to solve the rest of the anagrams. Elicit the answers and call volunteers to write the words on the board. Check spelling carefully. Early finishers can draw a picture for each word in their notebooks.

**Key:** 2 shell, 3 flower, 4 beach, 5 tree, 6 mountain

### Extra activities: see page T126 (if time)

### Optional activities

- Pupils do the gap-fill activity and make the dice on the Unit 12 song worksheet from *Teacher's Resource Book 2* (see pages 74 and 79 of *Teacher's Resource Book 2*).
- The 'At the seaside' episode from *Kid's Box 2 Interactive DVD (The living room section)*. See pages 24–27 of the *Teacher's booklet for the Interactive DVD*.

### Ending the lesson

- Pupils sing the song again from memory. They all do the actions for each verse as they sing it.

**OBJECTIVES:** By the end of the lesson, pupils will have learned to ask and answer questions using *want*.

### ● TARGET LANGUAGE

**Key language:** *Where do you want to go on holiday? I want to ... Do you want ... ?*

**Additional language:** *end of school, this year, watch, notebook, sunhat, all*

**Revision:** holiday words, adjectives, *draw, birds, trees, animals, pencils, town, sunglasses, Let's go, walk, sit*

### ● MATERIALS REQUIRED

Flashcards: (holiday) 98–103

Photocopiable 12a (see page T112), enlarged and copied onto card, one copy for each group of four pupils, coloured counters, coins

Extra activity: a CD of holiday-type music

Optional: *Teacher's Resource Book 2 Unit 12 Reinforcement worksheet 2* (page 76)

## Warmer

- Teach a mime for each of the new holiday words:
  - *sun*: shading your eyes from the bright sun
  - *sea*: swimming action
  - *shells*: looking at a tiny shell in the palm of your hand
  - *beach*: spreading arms wide
  - *mountains*: hand making shape of mountains
  - *sand*: sand running through fingers
- Say the words quickly one after another at random. Pupils do the mimes. Pupils take turns to be the callers.

### PB86. ACTIVITY 5. Listen and answer.

- Keep books closed. Say *Listen. The Star family are talking about their holidays. Set the pre-listening questions: Who likes beach holidays? Who likes mountain holidays? Where are they going? The mountains or the beach?* Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 86, please. Listen again and check.* (Simon, Stella, Mountains). Play the CD again. Check comprehension and focus on the target structure. Say *Where does Simon want to go? Where does Stella want to go? Who wants some sunglasses? What does he say? Who wants a sunhat? What does she say?*

### CD 4, 07

**MRS STAR:** Well, children. It's the end of school. Where do you want to go on holiday?

**SIMON:** Let's go to the beach.

**STELLA:** Oh, I want to go to the mountains this year. I want to draw birds and trees and I want to watch small animals. I'd like a new notebook and pencils, please.

**SUZY:** Are there shells in the mountains, Stella?

**STELLA:** No, there aren't, but you can get lots of beautiful flowers.

**MR STAR:** Do you want to go to a big city? We can walk in the streets and sit in cafés.

**ALL:** Oh, no! We don't want to go to a city.

**SIMON:** OK, let's go to the mountains. Can we swim there, Mum?

**MRS STAR:** Yes, you can.

**MR STAR:** OK, that's good. We're all happy to go to the mountains for our holiday.

**STELLA:** So can I have a new notebook and pencils, then?

**SIMON:** Well, I want some new sunglasses, please.

**SUZY:** And I want a new sunhat, please.

**GRANDPA:** Hmm, and now I want my dinner.

## Practice

- Display the flashcards on the board. Say *Where do you want to go on holiday?* Point to the flashcards on the board. Elicit/prompt a response from a pupil: *I want to go to the (beach).* Elicit other responses from pupils. Practise in open pairs.

## Photocopiable 12a: see pages T99 and T112

### AB86. ACTIVITY 5. Listen and tick (✓) the box. [YLE]

- Say *Open your Activity Books at page 86, please.* Play number 1 and point to the ticked box. Play the rest of the CD. Pupils listen and tick. They check in pairs. Play the CD again. Check with the class.

**Key:** 2 a, 3 c, 4 b, 5 b, 6 c

### CD 4, 08

1. Nick's sitting on the sofa. He wants to watch his favourite programme on television.
2. What do you want for lunch, Mary?  
Can I have some chicken and carrots, please?
3. Mum, please can I have a camera for my birthday?
4. What do you want to drink, Susan?  
Please can I have some milk?
5. Sally, let's play football.  
OK. I love playing football.
6. Come on, John. Let's go to the café for some lemonade.  
Er ... I don't want to go to the café. I want to go to the park.

### AB86. ACTIVITY 6. Read. Write 'Yes, he does' or 'No, he doesn't'.

- Elicit the meaning of *birthday list*. Elicit the things on Daniel's list. Go through the example. Pupils work in pairs and write the answers on the lines as appropriate. Check with the class. Elicit the corrections, e.g. 2 *He wants a long ruler.*

**Key:** 2 No, he doesn't. 3 No, he doesn't. 4 Yes, he does.  
5 Yes, he does. 6 No, he doesn't.

## Extra activity: see page T126 (if time)

### Optional activity

- *Teacher's Resource Book 2 Unit 12 Reinforcement worksheet 2* (see pages 74 and 76).

## Ending the lesson

- Brainstorm a class birthday list (ten items). Pupils individually choose four items and write their own list. They swap lists with their partner. Ask questions of A about B, using the words on the board, e.g. *Does (Sue) want a new computer?* A: *Yes, she does / No, she doesn't*, according to what's in the list. Pupils continue the activity in pairs.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice using *want* and *done* a chant.

● **TARGET LANGUAGE**

**Revision:** *wants, that/this one*, clothes, animals, toys, food, town, colours, household objects, question words

● **MATERIALS REQUIRED**

A selection of flashcards from *Kid's Box 2*, e.g. six clothes, six foods, six animals  
Extra activity 2: Six true/false sentences about the picture in Pupil's Book Activity 7, e.g. *The shoe shop is next to the fruit shop. There are two frogs in the toy shop.*  
Optional: *Kid's Box Teacher's Resource Book 2* Unit 12 Extension worksheet 1 (page 77)

**Warmer**

- Display a selection of flashcards, e.g. six clothes, six foods, six animals, on the board. Ask a pupil *Which one do you want?* The pupil responds *I want the (dog), please.* Give the pupil the flashcard. Repeat with the other flashcards and other pupils.

**PB87. ACTIVITY 6.** Listen and point. Chant.

- Say *Open your Pupil's Books at page 87, please.* Focus pupils on the words and pictures. Play the CD. They don't add the words at this stage. Play the CD again. Pupils add the words for each picture to complete the chant. Pupils stand up. Make two groups. One group says the chant (the words written on the page). The other group mimes and supplies the word, e.g. *hat* (putting a hat on their heads). Pupils swap roles.

**Key:** hat, jeans, potatoes, beans, sheep, goat, lorry, boat

**CD 4, 09**

I want a [pause],  
And you want some [pause].  
She wants some [pause],  
And he wants some [pause].

They want a [pause],  
And we want a [pause].  
She wants a [pause],  
And he wants a [pause].

**PB87. ACTIVITY 7.** Listen and say the letter.

- Focus pupils on the picture and on the letters (a, b, etc.). Elicit what they can see in the picture (the shops, the street, etc.). Say *Listen. Don't speak, but point with your partner.* Play the CD. Pupils listen and point. Play the CD again. Stop after each one to elicit the letter. Elicit the names of the shops / the word family for each one.
- Pupils do the activity in pairs. They take turns to ask, e.g. *Which shoes do you want?* and respond, e.g. *I want the red ones.*

**Key:** 1 m, 2 l, 3 e, 4 a, 5 p, 6 h, 7 d, 8 j

**CD 4, 10**

1. Which melon do you want?  
I want the big green one.
2. Which shoes do you want?  
I want the red ones.
3. Which monster do you want?  
I want the ugly one.
4. Which ice cream do you want?  
I want the lemon one.

5. Which apples do you want?  
I want the green ones.
6. Which doll do you want?  
I want the happy one.
7. Which cake do you want?  
I want the small one.
8. Which shoes do you want?  
I want the white ones.

**AB87. ACTIVITY 7.** Listen and colour. There is one example. [YLE]

- Say *Open your Activity Books at page 87, please.* Ask questions about the picture to review the vocabulary.
- Pupils take out crayons or pens in green, pink, blue, red, black, yellow and orange. Play the example on the CD. Say *Where's the black shell?* Pupils point and say *Under the tree.* Say *Listen and colour. Make a dot first.*
- Play the CD. Pupils make a coloured dot for each item. They check in pairs. Play the CD again. Check with the class. Pupils colour the objects. Elicit which colour they didn't use (blue).

**Key:** 1 ball in the sea = pink, 2 sun on the boy's T-shirt = yellow, 3 shell in the girl's hand = green, 4 hat on the beach = red, 5 mountain = orange

**CD 4, 11**

- Look. Here's a picture of the beach.  
Great! Can I colour it, please?  
Yes. Can you see the shell under the tree?  
Yes, I can.  
Well, colour it black.  
OK. The shell under the tree is black.  
Can you see the black shell under the tree? This is an example.  
Now you listen and colour.
1. One boy is in the sea. He's playing with a ball. Can you see it?  
Oh yes.  
Well, colour the ball pink.  
OK. The ball in the sea is pink now.
  2. Now look at the boy on the beach.  
There he is. There's a sun on his T-shirt.  
Yes. Colour it yellow.  
OK. The sun on the boy's T-shirt is yellow.
  3. The girl is holding a shell.  
Oh, yes.  
Colour her shell green, please.  
Right. The girl's shell is green now.
  4. Can you see the hat on the beach?  
On the beach? Yes, there it is.  
Well, colour that hat red.  
Red? OK.
  5. Now, what's your favourite colour?  
Oh, it's orange.  
Then colour the mountain orange.  
Right. The mountain is orange.  
Good. I like this picture now.

**Extra activities: see page T127 (if time)**

**Optional activity**

- Unit 12 Extension worksheet 1 from *Teacher's Resource Book 2* (see pages 74 and 77).

**Ending the lesson**

- Write *sea, sand, mountain, shell, beach, sun, holiday*, plus three other related words, e.g. *swimming, sunglasses, ice cream* on the board, each with jumbled letters. Pupils work in pairs and race to unjumble them. Elicit correct spellings from pairs.

**OBJECTIVES:** By the end of the lesson, pupils will be able to identify and say all the short vowel sounds which have appeared in the course (a /æ/, e /e/, i /ɪ/, o /ɒ/ and u /ʌ/) and will have practised asking and answering questions.

● **TARGET LANGUAGE**

**Key language:** the phonemes /æ/ as in *Dad*, /e/ as in *Ben*, /ɪ/ as in *Jill*, /ɒ/ as in *Tom* and /ʌ/ as in *Mum*

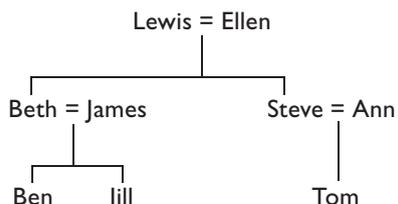
**Revision:** *Do you like ...-ing?* Yes, I do, No, I don't, food, hobbies, holidays, adjectives, animals

● **MATERIALS REQUIRED**

Photocopiable 12b (see page T113) copied onto thin card, cut into dominoes, one set for each group of three or four pupils.  
Extra activity 1: three rolled up newspapers

**Warmer**

Draw a simple family tree showing grandpa (Lewis), grandma (Ellen), mum (Beth) and dad (James), their two children (Ben and Jill), an uncle and aunt (Steve and Ann) and a cousin to Ben and Jill (Tom), as shown below.



Use the family tree to review the words grandpa, grandma, mum, dad, etc. to start the focus on the short vowel sounds (all the names in the tree have short vowel sounds).

**PB88. ACTIVITY 8. Monty's phonics**

- Say *Open your Pupil's Books at page 88, please*. Point to the small pictures and say the names, emphasizing the vowel sounds. Pupils practise pronunciation of each one. Point at the large picture and say *Look! Who's in the picture? (Mum, Dad, Ben, Jill, Tom)? Where are they? (On a bus) What animals can you see? (A cat and a dog)*. Say *Now listen to Monty, point and repeat*.
- Play the CD. Pupils listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.
- Pupils repeat the tongue twister as a class. Do it more and more quickly. Pupils try saying the tongue twister as fast as they can. Invite volunteers to say it to the class.

**CD 4, 12**

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

/ʌ/, /ʌ/, Mum

/æ/, /æ/, Dad

/e/, /e/, Ben

/ɪ/, /ɪ/, Jill

/ɒ/, /ɒ/, Tom

Mum, Dad, Ben, Jill and Tom are on the bus!

Mum, Dad, Ben, Jill and Tom are on the bus!

Mum, Dad, Ben, Jill and Tom are on the bus!

**Photocopiable 12b: see below and page T113**

**PB88. ACTIVITY 9. Ask and answer.**

- Tell the class that they are going to play dominoes. Ask pupils to gather around one table and teach/check the rules with a set of cards from Photocopiable 12b (page T113). Each player has an equal number of dominoes. One domino is placed facing upward on the table. The first player matches the picture or word(s) on one of their dominoes with the same word(s) or picture already placed on the table. Play continues round the table in this way until one player uses all his/her dominoes. He/She is the winner.
- Divide the class into groups of three or four pupils. Hand out a set of domino cards from Photocopiable 12b to each group. Teach the verb *to deal*. Ask one member of each group to deal the cards. Pupils take it in turns to lay a card face up on the table. The player to the left asks, e.g. *Do you like fishing?* The player answers truthfully *Yes, I do. / No, I don't*. Play continues. The first player to get rid of all their cards is the winner.
- You could extend the activity by asking each group to prepare a set of domino cards based on their favourite words from *Kid's Box 2*.

**AB88. ACTIVITY 8. Listen and match.**

- Say *Open your Activity Books at page 88, please. Listen and say*. Point to the first incomplete sentence and play the first item on the CD. Pupils repeat. Mime drawing a line from *Dad catches his to hat*. Make sure pupils know that they have to listen and repeat first, then match the sentence halves.
- Say *Listen and say. Don't match*. Play the rest of the CD, pausing after each item for pupils to repeat the first time.
- Say *Now match*. Pupils work individually or in pairs to do the matching (only the sentences at this stage). Check answers as a class.

**Key:** See audioscript

- Say *Now look at the pictures*. Point to picture a and say *Look! Ben gets shells. It's number 2*. Point to the example number 2 on the line.
- Pupils look and match the rest of the pictures to sentences 1 to 5 by writing numbers. Check as a class.

**Key:** b 5, c 1, d 3, e 4

**CD 4, 13**

1. Dad catches his hat.
2. Ben gets shells.
3. Jill swims with the fish.
4. Tom stops the dog.
5. Mum runs in the sun.

**AB88. ACTIVITY 9. Complete the questions. Then answer.**

- Focus pupils on the words in the box and on the example. Ask a pupil to read it out: *Is your kitchen big or small?* Elicit how they know the word to write is *small*. Check understanding of the concept of *opposite*. Pupils work in pairs. They complete the questions first. Check with the class and check understanding of each question.
- Pupils then work individually and answer the questions about themselves. Monitor and help where necessary.

**Key:** 2 ugly, 3 short, 4 dirty, 5 new

**Extra activities: see page T127 (if time)**

**Ending the lesson**

- Do the tongue twister again with the class. Pupils stand up and say it in chorus. Then invite groups or pairs to have a go at saying it quickly.

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

### ● TARGET LANGUAGE

**Key language:** language from the unit

**Additional language:** *postcard*

**Revision:** holiday, clothes, food, adjectives, *haven't got, got, Let's go, sunhat, sunglasses*

### ● MATERIALS REQUIRED

Flashcards: (holiday) 98–103

Extra activity 2: Photocopiable 12a (see page T112), enlarged and copied onto card, one copy for each group of four pupils, coloured counters, coins

Optional: *Teacher's Resource Book 2* Unit 12 Extension worksheet 2 (page 78) and/or animated version of the Unit 12 story from *Kid's Box 2 Interactive DVD* (Suzy's room section), *Kid's Box 2 Language Portfolio* pages 6 and 13

## Warmer

- Revise the holiday words, using the flashcards. Display the flashcards (picture side) on the board and write a number between 1 and 6 under each one. Write a tiny number on the corner of the board and cover it with your hand. Elicit guesses, e.g. *Is it sand?* until a pupil guesses the right one. The pupil then comes up and repeats the activity.

## Story

**PB89. ACTIVITY 10.** *Listen to the story.*

- Say *Open your Pupil's Books at page 89, please.* Elicit who they can see (Trevor, Monty, Maskman, Marie). Set the pre-listening questions: *Where are they? What does Marie want? What's Maskman got on his eyes?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (Mountains; Dress, shoes, sunhat, sunglasses; Shells). Play the CD again. Pupils listen and repeat.
- Check comprehension by asking questions, e.g. *Is Trevor happy? Is Marie's bag small? Where is Maskman?*

### CD 4, 14

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MARIE:** Here we are in the mountains.

**TREVOR:** Look, I've got a postcard from Maskman.

**TREVOR:** Listen. 'Hello. I'm at the beach. It's beautiful. I love sleeping in the sun and drinking lemonade.'

**TREVOR:** I want to go to 'Star Beach' and see Maskman.

**MARIE:** OK, Trevor. We can go and find Maskman.

**MARIE:** Hmm ... I want my new dress, my new shoes and my new sunhat and sunglasses.

**MASKMAN:** I'm on holiday. Can you get me some lemonade, please, Metal Mouth?

**MARIE:** Maskman! Is this 'Star Beach'?

**MASKMAN:** Hello. Er, yes, it is.

**TREVOR AND MONTY:** Ha ha ha!

**PB89. ACTIVITY 11.** *Listen and say the number.*

- Say *Now listen and look at the pictures. Say the number of the picture to your partner.* Play the CD. Pupils point to the picture and whisper the number to their partner. Play the CD again. Check with the class.

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

### CD 4, 15

**TREVOR:** I want to go to 'Star Beach' and see Maskman.

**MASKMAN:** I'm on holiday. Can you get me some lemonade, please, Metal Mouth?

**MARIE:** Here we are in the mountains.

**TREVOR:** Look, I've got a postcard from Maskman.

**MARIE:** Hmm ... I want my new dress, my new shoes and my new sunhat and sunglasses.

**TREVOR:** Listen. 'Hello. I'm at the beach. It's beautiful. I love sleeping in the sun and drinking lemonade.'

**MARIE:** Maskman! Is this 'Star beach'?

**MASKMAN:** Hello. Er, yes, it is.

**AB89. MY PICTURE DICTIONARY.**

- Say *Open your Activity Books at page 89, please.* Point to the word with missing vowels in the first square and the example answer. Elicit the word (*beach*). Say *Write the letters to complete the words. They are all holiday words.* Pupils work individually or in pairs to complete the words. Check answers.
- Pupils prepare the holiday stickers and lay them out on their desks in the correct order. Check around the class before they stick them in their books.

**Key:** 2 shell, 3 sun, 4 mountain, 5 sand, 6 sea

**Extra activities: see page T127 (if time)**

**AB89. MY PROGRESS.**

- Read the first sentence. Focus pupils on Pupil's Book page 88 Activity 9. Elicit some of the dialogues. Say *Good. You can talk about your holidays.* Focus pupils on the words on Pupil's Book page 87. Say *Remember the chant. Say You can talk about this.* Pupils work in pairs to read out a *can do* sentence and talk about what it says.
- Say *Now tick or cross the sentences.* Encourage pupils to practise, so that they can tick both the statements and colour the star.

## Optional activities

- Unit 12 Extension worksheet 2 (see pages 74 and 78 of *Teacher's Resource Book 2*).
- The animated version of the story from *Kid's Box 2 Interactive DVD* (Suzy's room section). See pages 41–46 of the DVD booklet.

## Language Portfolio

- Pupils complete page 6 of *Kid's Box 2 Language Portfolio (I can ... Units 10–12)* and page 13 (*A holiday*).

## 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 practised interpreting maps.

● **TARGET LANGUAGE**

**Key language:** letters A-E, numbers 1-5, *map*, *What can you see? I can see ...*

**Additional language:** *Where is the ...? Draw a ... Colour it ... Where am I?*

**Revision:** *colours, house, flower, car*

● **MATERIALS REQUIRED**

A map, preferably of your pupils' home town or city, which has large grid squares

Coloured pens or pencils

Extra activity 1: large paper map you have/have made with items drawn on it

Extra activity 2: Paper with a photocopied map grid or squared paper (one piece for each pupil)

### Warmer

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

### Presentation

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

**PB90. ACTIVITY 1.** *Listen and answer.*

- Say *Open your Pupil's Books at page 90, please. Say Look at the map. What can you see?* Elicit the names of things on the map, e.g. *a road, the sea, the beach, the mountains, the trees, the city*. Say *Listen and answer*. Pupils listen to the first grid reference. Pause the CD so that pupils have time to find the correct point on the map.
- Show them how to follow column D and row 1 to find the answer. Focus on the speech bubbles at the top of the page. Do the same for number 2. Pupils whisper the answer in pairs to check and then put up their hands to answer. Play the rest of the CD in the same way, pausing to elicit answers.

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

### CD 4, 16

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

**PB90. ACTIVITY 2.** *Play the game with a friend.*

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

**AB90. ACTIVITY 1.** *Read, draw and colour.*

- Say *Open your Activity Books at page 90, please. What can you see? Elicit A map. Some roads*. Point to the sentences under the map. Say *Read, draw and colour. Choose any square*. Read the first sentence aloud and mime thinking about where to draw a car. Point to a square on the map and say *I'm going to draw my car here. I'm colouring it blue. Mime drawing*.
- Pupils work individually to draw the items in the grid above. Make sure that they draw each item within the lines of a square so that it is clear which grid reference the item is in. Monitor and help as necessary. Pupils colour the items as directed in the sentences.

**AB90. ACTIVITY 2.** *Ask and answer. Draw.*

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

### Extra activities: see page T127 (if time)

### Ending the lesson

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

**OBJECTIVES:** By the end of the lesson, pupils will have read about 'helping' holidays and written about their own experiences helping someone.

### ● TARGET LANGUAGE

**Key language:** *helping holidays, teaching, speak* (with their hands), *dirty, be on holiday*

**Additional language:** *clean, don't have, give, love, Where's (Ben) on holiday? helping*

**Revision:** *elephant, bird, children, beach, teacher, food, park, family, mountains, green, beautiful, hands, happy, black, sea, fly, swim*

### ● MATERIALS REQUIRED

Extra activities: Photos from magazines/newspapers/internet showing people helping others or helping injured or sick animals (at least five – with numbers written on the back).

## Warmer

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

### PB91. ACTIVITY 3. Read and match.

- Say *Open your Pupil's Books at page 91, please*. Read the title for Trevor's Values 'Helping holidays' and use the photographs to explain that some people go on holidays where they help others/animals. Point to each photo in turn. Say *What/who can you see?* Elicit some of the things in the pictures (*bird, elephant, beach, children, teacher*).
- Say *Read and match. Point to the emails below the photographs*. Tell pupils they must find the key words to help them match the messages to the photos. They don't need to read and understand all of the text to be able to answer. Give pupils a time limit to 'scan read' the paragraphs and match them to the photos.
- Pupils put up their hands to answer. Ask pupils to read each text again and ask questions for further comprehension and to help prepare pupils for the listening in Activity 4 e.g. *Who is Miss Jones? (A teacher), What animal is Ben helping? (An elephant), Where's Grace on holiday? (The beach)*.

**Key:** 1 C, 2 B, 3 A

### PB91. ACTIVITY 4. Listen and say 'yes' or 'no'.

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

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

## CD 4, 17

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

### AB91. ACTIVITY 3. Listen and write the number.

- Say *Open your Activity Books at page 91, please*. Point to the first picture and say *Look. They're cleaning*. Point to the other pictures and ask pupils *What's he/she doing?* Elicit *cleaning the bird/helping the boy/giving the dogs water*. Say *Listen and write the number*. Play the CD and pause after each number to give pupils time to think.
- Pupils work in pairs to number the pictures according to the information on the CD. Check the order as a class.

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

## CD 4, 18

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

### AB91. ACTIVITY 4. Write and draw.

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

## Extra activities see T127 (if time)

### Ending the lesson

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

**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 9–12 and will have talked about the differences between two pictures.

● **TARGET LANGUAGE**

**Key language:** vocabulary and language from Units 9–12

**Revision:** sports, clothes, holidays, adjectives, hobbies, food

● **MATERIALS REQUIRED**

Flashcards of new words from Units 9–12

Extra activity 1: any of Photocopiable activities 1–12b

## Warmer

- Display a selection of eight flashcards of new items from Units 9 to 12 (e.g. *glasses, watch, table tennis, paint, lemonade, watermelon, shell, mountain*). Check comprehension by eliciting a sentence for each word (e.g. *My glasses are on my head. I don't like table tennis. I like baseball.* etc.) Make pairs. Pupils write the words in alphabetical order, as quickly as possible. Elicit the words in the correct order (*glasses, lemonade, mountain, paint, shell, table tennis, watch, watermelon*).

**PB92. ACTIVITY 1. Listen and correct.**

- Say *Open your Pupil's Books at page 92, please*. Elicit known items in the picture by asking *What can you see?* (e.g. *sausages, a cake, lemonade, jeans, mountains*, etc). Present *pineapple*.
- Play the first item on the CD and point to the example speech bubbles. Make sure pupils know that they need to listen and look carefully at the picture in order to correct the sentence. Play the rest of the CD. Pupils listen, point and whisper the correct sentence to their partner each time. Play the CD again. Stop after each sentence and elicit the answer.

**Key:** No, she's eating a pineapple. No, there are three trees. No, there are some sausages on the table. No, he's painting a picture. No, there are five yellow flowers. No, there's some lemonade on the table. No, she's wearing a blue shirt and jeans. No, she hasn't got a handbag.

**CD 4, 19**

The boy's wearing a green shirt.

The girl's eating a watermelon.

There are six trees.

There are some burgers on the table.

The boy's taking a photo.

There are five purple flowers.

There's some orange juice on the table.

The woman's wearing an orange dress.

The woman's got a handbag.

**PB92. ACTIVITY 2. Look and say with a friend.**

- Focus pupils on the two pictures in Activity 2. Elicit sports, hobbies, fruit, items of clothing and other objects pupils can see in the two pictures (*badminton, baseball, reading, writing, watermelon, pineapple, sunglasses, hat*, etc.).
- Say *Look. Picture 1 and picture 2 are different*. Read the speech bubble with the class. Pupils work in pairs or individually to find the rest of the differences (tell them there are four more). Elicit the differences and write sentences like the example on page 92 on the board.

- Fast finishers can write sentences about the differences in their notebooks.

**Key:** In picture 1, there's a watermelon on the table, but in picture 2, there's a pineapple on the table.  
In picture 1, there are 3 shells under the table, but in picture 2, there are 2 shells under the table.  
In picture 1, the boy making a sandcastle is wearing a big hat (a sunhat), but in picture 2, he's wearing a small hat.  
In picture 1, the children are playing badminton, but in picture 2 they're playing baseball.

**AB92. ACTIVITY 1. Listen and join the dots.**

- Say *Open your Activity Books at page 92, please*. Check that pupils know what they have to do. Say *Join the dots. Look. Start at letter 'd'. Listen for the next letter. Let's listen and follow first*. Play the CD while pupils trace the route with their fingers (pencils down, without drawing).
- Play the CD again for pupils to join the dots. Elicit the name of the object. Read the question *What's this?* below the picture. Pupils complete the answer. Pupils can colour the picture if there is time.

**CD 4, 20**

Can you see the letter d? Put your pencil on d. Now listen and draw.

d, y, a, m, x, b, z, c, h, o, q, e, l, p, w, v, s, g, i, f, j, d

**AB92. ACTIVITY 2. Listen and colour. [YLE]**

- Focus pupils on the picture and elicit what they can see (a beach). Play the CD. The first time pupils choose the colours they need and look at the pictures. Play the CD again. Pupils colour the objects in the picture. Check with the class.

**CD 4, 21**

1. Find the boat.  
OK. It's in the water.  
Can you colour the ball on the boat black?
2. Can you see the ball in the sea?  
The one in front of the boat?  
That's right. Colour it red.
3. Look at the ball behind the tree.  
OK. Is it the big one?  
Yes, it is. Colour it blue.
4. Find the chair.  
Here it is.  
There's a ball next to it. Colour it yellow.  
OK, a yellow ball next to the chair.
5. Can you see the ball between the shoes?  
Yes, I can.  
OK. Colour it purple, please.

**Extra activities: see page T127 (if time)**

## Ending the lesson

- Play a memory game using the flashcards. Stick a selection of flashcards with the word facing outwards on the board. Ask the pupils to close their eyes and then take one away. Ask pupils to remember which word has gone.

**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 9–12 and played a game.

● **TARGET LANGUAGE**

**Key language:** vocabulary and language from Units 9–12

**Additional language:** procedural language

**Revision:** question words, present continuous

● **MATERIALS REQUIRED**

Flashcards: (holiday) 98–103

Extra activity 1: a selection of 12 flashcards from the new words in Units 9–12, three rolled up newspapers

Optional: *Kid's Box 2 Interactive DVD*: Stella's room Quiz 3,

Test Units 7–12 from *Kid's Box 2 Teacher's Resource Book* (pages 115–129),

## Warmer

- Review the holiday vocabulary, using the flashcards. Cover each one and slowly reveal it (picture side). Pupils say the word. Ask *Do you want to go there? What can you do there?* Pupils respond.

### PB93. ACTIVITY 3. Play the game.

- Say *Open your Pupil's Books at page 93, please.* Tell pupils they are going to play a game, similar to the one on Pupil's Book pages 33 and 63.
- Read the white box at the top of the page and say *In this game you do different things on the red, blue and green squares. On a red square you follow the instructions. Read some examples of the instructions on the red squares. Say On a blue square you answer the question 'What's this?' Do some examples of blue squares. Then say On a green square you have to say what the person in the picture is doing. Look! Point at one of the green squares (e.g. the boy playing baseball) and ask What's he doing? Pupils respond, e.g. He's playing baseball.*
- Demonstrate how to play the game. Hold up your book and put the counter on the Start square (bottom right). Say *This is the Start. You move forward one square at a time. One ... (moving your counter) Red. I follow the instruction. 'The sea's clean. Go forward 2 squares' Move your counter forward and stay on the square you land on. Say OK, I was right. I stay where I am. Now it's Hilaria's turn. Now it's my turn again. I'm on a green square. I have to say He's playing basketball. I can move one square. Point at the Finish square and say This is the Finish. The first person here is the winner! Hooray!*
- Review the useful language for games and write it on the board, if necessary, e.g. *It's my turn. It's your turn. Is this my counter? I'm the winner.* Pupils practise saying the sentences chorally.
- Make pairs. Each pupil needs a coin or counter. Pupils play the game. Monitor and check they are speaking English and following the colour key for each square. If you wish, set a rule that anyone you hear speaking in their own language misses a turn. 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).

### AB93. ACTIVITY 3. Match the questions and answers.

- Say *Open your Activity Books at page 93, please.* Read the example question *How many sausages have you got?* and point at the example letter 'f' in the box on the right. Elicit the answer *I've got two.*
- Say *Read and match.* Pupils work individually or in pairs to match by writing letters.
- Check answers in open pairs (one pupil asks a question and chooses another pupil in the class to answer).

**Key:** 2 b, 3 e, 4 d, 5 a, 6 c

### AB93. ACTIVITY 4. Read and complete.

- Focus pupils on Activity 4. Explain that this is a puzzle they need to complete by writing a word on each card. Point out the arrows, which show the direction they follow. Point to the example answer and say *Look at the picture. It's 'eat'. Write the word. Follow the arrow down to the next card.* Point at the picture on the second card and elicit *ear.* Ask a volunteer to spell it aloud. Explain/elicite that *eat* and *ear* are spelt in the same way, apart from one different letter. Say that all the words in the puzzle will be like that – with just one letter different from one to the next.
- Demonstrate with two or three more cards if necessary. Pupils complete the puzzle in pairs. Monitor and help as necessary.
- Check answers by eliciting the words in order and writing them on the board so pupils can check their spelling.

**Key:** ear, car, cat, hat, mat, man, men, ten, pen, pea, sea

## Extra activities: see page T127 (if time)

### Optional evaluations:

- Quiz 3 from *Kid's Box 2 Interactive DVD* (Stella's room section). This quiz can be done as a whole-class activity or as a team competition. See pages 39 and 40 of the Teacher's booklet for the *Interactive DVD*.
- The test for Units 7–12 from *Teacher's Resource Book 2* (see pages 115–129).

### Ending the lesson

- Pupils work in groups of three. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 9. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 10 and take turns to say the words. They choose which to cover for Units 11 and 12 (words or pictures).
- Talk about the *can do* statements from Units 9–12 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.