

OBJECTIVES: By the end of the lesson, pupils will be able to name rides at a funfair.

● TARGET LANGUAGE

Key language: *bus, lorry, motorbike, helicopter, plane, boat, funfair*

Additional language: *start, Look at me! That's nice.*

Revision: *horse, car, train, in, on, under, next to, where, there, can, These are ... , colours*

● MATERIALS REQUIRED

Funfair flashcards (79–84) and funfair word cards from *Kid's Box Teacher's Resource Book 1*

Flashcards *horse, car, train* (50, 35, 40)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 10

Reinforcement worksheet 1 (page 61)

Warmer

- Review colours. Pupils take out six different coloured pencils and put them on their desks (red, orange, black, yellow, blue, white). Play a game of Simon says, e.g. *Simon says put the blue pencil next to the red pencil.* Pupils respond. *Hold up the yellow pencil.* Pupils don't respond. Continue with other instructions and other prepositions, e.g. *Point to ... , Put it on/under/in ...*

Presentation

- Teach the new vocabulary, using the flashcards. Show each one, picture side, in turn. Say each word clearly for pupils. They repeat as a class and then in groups. Point to flashcards at random for the class to chorus the word.
- Say *These are at the funfair.* Check comprehension.

PB70. ACTIVITY 1. Listen and point.

- Say *Suzy, Simon, Stella, Meera, Alex, Lenny and Mrs Star are at the funfair.* Point to the rides on the board. Say *Listen and answer. Where's Suzy? Where's Stella? Where's Meera?* Point to the board and say *On the motorbike? In the lorry?* Listen. Play the CD. Pupils listen for the answers. They check in pairs.
- Say *Open your Pupil's Books at page 70, please. Look at the funfair. Listen again to check your answers.* Play the CD again. Check with the class (in the blue helicopter, in the plane, on the yellow bus). Say *Where's the star?* Check by pointing to the star (on the top of the carousel). Pupils say *Here it is.*
- Play the CD again. Check comprehension by asking, e.g. *What colour's the motorbike? Who's on the motorbike? Who's on the bus? Where's Lenny? Who's next to the white boat?*

CD 4, 02

SUZY: Look at me, Mum! I'm in the blue helicopter.

MRS STAR: That's nice, Suzy! Where's Stella?

SUZY: She's in the plane.

MRS STAR: Oh, yes.

SIMON: Mum, can I ride on the black motorbike?

MRS STAR: One moment, Simon. No, sorry, you can't. Alex is on the motorbike, but you can go in the white boat, next to Meera.

SIMON: Where's Meera?

MRS STAR: She's on the yellow bus.

SIMON: OK. That's good.

MRS STAR: Now, where's Lenny?

SIMON: He's there, in the red lorry.

MRS STAR: Good! Go and sit in the boat, Simon. Now they can start.

PB70. ACTIVITY 2. Listen and repeat.

- Play the CD. Pupils listen and repeat in chorus. Make six groups, one for each ride. Point to the flashcard picture of one of the rides on the board, e.g. *lorry.* The lorry group stand up and say *Lorry.* Give groups different rides to say and repeat.
- Turn the flashcards over to show the word side. Continue the game, giving groups different words to say.

CD 4, 03

Lorry, motorbike, plane, helicopter, boat, bus

AB70. ACTIVITY 1. Write the words.

- Say *Open your Activity Books at page 70, please.* Focus pupils on the crossword puzzle. Point to picture 1 and to the small number 1 in the puzzle. Say *Look. Picture 1 is for word number 1. What's the word?* Elicit *helicopter* and show pupils that the answer is crossed out in the word box. Say *Look at the pictures. Write words from the box. Don't colour the pictures.*

Key: 2 bike, 3 train, 4, lorry, 5 plane, 6 boat, 7 car, 8, motorbike, 9 bus

AB70. ACTIVITY 2. Listen and colour. [YLE]

- Pupils take out the following crayons: brown, grey, black, yellow, purple, blue, orange, red, green, pink. Say *Listen and make a dot with the colour.* Play the first one as an example. Ask pupils *What colour?* Pupils hold up the black. Say *What ride?* Pupils answer *The bike.* Play the rest of the CD. Elicit which colour they didn't use (red). Pupils colour in the rides.

CD 4, 04

Can you see the bike? Colour it black.

Look at the bus. Can you colour it yellow?

That's a big lorry. It's purple.

What colour's the boat?

It's green.

Can you see the plane? Colour it pink.

Look at that helicopter. Can you colour it orange?

Have you got a motorbike?

Yes, it's blue.

He's got a long train. Can you colour it grey?

Can you see the car? Colour it brown.

Extra activities: see page T118 (if time)

Optional activity

- Unit 10 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 60 and 61).

Ending the lesson

- Display the six funfair flashcards (picture side), plus *horse, car, train*, on the board. Pupils stand up. Pupils jump up when you say a true sentence and put their hands on their heads when you say a false one, e.g. *point to the lorry and say It's a car.*

OBJECTIVES: By the end of the lesson, pupils will have learnt a chant and practised answering questions about locations of objects.

● **TARGET LANGUAGE**

Key language: *boat, bus, helicopter, lorry, motorbike, plane*

Revision: *horse, car, train, where, long, colours, prepositions*

● **MATERIALS REQUIRED**

Funfair flashcards (79–84)

Photocopiable 10 (see page T107). Copy B onto thin card, one for each pair. Copy A onto paper, one copy for each pupil.

One complete game for demonstration. Scissors, glue, coins, counters

Optional: video or audio recorder

Extra activity: a stopwatch

Optional: *Kid's Box Interactive DVD 1: The living room* 'A walk round London' episode

Warmer

- Review the funfair vocabulary using the flashcards. Hold one so pupils can't see. They take turns to guess, e.g. *Is it a lorry?* Only answer if they ask a complete question (don't accept, e.g. *Lorry*). When they guess correctly, show the card to the class. Repeat with the other vocabulary, and repeat words too to make it more fun. Invite pupils to choose a flashcard and answer questions.

PB71. ACTIVITY 3. Say the chant. Do the actions.

- Say *Open your Pupil's Books at page 71, please*. Elicit what they can see. Play the CD. Pupils repeat each line of the chant.

Teach actions for the rides:

helicopter: arms as rotors above the head

boat: hand above eye as if looking to horizon

train: arms by side going round in circles

motorbike: hands on handlebars

lorry: hands on big steering wheel

bus: finger on bell

plane: arms out as wings

Note: If pupils don't have enough room to do these actions, teach ones which don't need so much space.

- Repeat the chant with the actions. Do it several times until pupils are confident. You could record their performance using audio or video. Play the recording to the class.

CD 4, 05

Helicopter, boat,

Long, blue train.

Motorbike, lorry,

Bus and plane.

PB71. ACTIVITY 4. Listen and answer.

- Say *Look at Activity 4*. Elicit some of the things pupils can see (red car, grey plane, etc.). Say *Listen and answer*. Play the first one as an example. Wait for all pupils to put up their hands before eliciting the answer (yes, it is). Play the rest of the CD. Pupils whisper the answer to their partner each time. Play the CD again. Pause after each one. Wait for most of the class to raise their hands before eliciting the answer. When the answer is *no*, elicit the correct sentence by asking, e.g. *Where's the pink boat?*

CD 4, 06

Is the red car in the shoe?

Is the pink boat next to the shoe?

Is the green train under the chair?

Is the brown train next to the computer?

Is the purple plane next to the pink boat?

Is the black helicopter on the table?

Is the orange motorbike under the chair?

Is the yellow lorry in the toy box?

Is the white lorry under the chair?

Is the grey plane on the table?

Practice

- Show pupils the board game you have made. Make pairs. Hand out one copy of Photocopiable 10 (page T107) part B and two copies of part A to each pair. They colour the small circles (A) in colours that they know in English, cut them out and stick them in the correct places on the board (B).
- Demonstrate the game. Pupils put their counters on *Start*. They spin a pencil and, when it lands, the person that the pencil is pointing to starts. The first player tosses the coin: heads they move one space, tails two. The pupil moves the counter to the space and says what it is, e.g. *A green helicopter*. If pupils make a mistake, e.g. say the wrong colour or the wrong ride, they miss a turn.
- Remind pupils of language for playing games, e.g. *It's my turn*. Also teach them *That's wrong! Miss a turn*.
- Pupils take turns to play. The player who gets to *Finish* first is the winner. Collect the game boards for use in another lesson.

AB71. ACTIVITY 3. Draw stars.

- Say *Open your Activity Books at page 71, please*. Point to the pictures at the top of the page and say *Find the star*. Pupils point. Say *Yes, it's on the lorry*. Draw stars. Draw them on, in, under or next to the bus, plane and helicopter. At the top of the page only (point to the four pictures in the row at the top). Pupils work individually, books hidden, to draw three more stars in different places using the pictures at the top only.
- Pupils take turns to ask and answer and to draw. Review classroom language, e.g. *Sorry? Can you repeat that?*

AB71. ACTIVITY 4. Write the words.

- Focus pupils on Activity 4 and on the example answers written inside the lorry and T-shirt shapes. Point to the lorry outline and say *Write transport words here*. Elicit another word from the box which could go in this group (e.g. *helicopter*). Point to the T-shirt outline and say *Write clothes words here*. Elicit another clothes word from the box (e.g. *trousers*). Pupils work individually to complete the activity. Check answers as a class.

Key: In the lorry – helicopter, boat, plane, motorbike, bus

In the T-shirt – trousers, skirt, jacket, shoes, socks

Extra activity: see page T118 (if time)

Optional activity

- The 'A walk round London' episode from *Kid's Box Interactive DVD 1* (*The living room* section).

Ending the lesson

- Do the chant from the beginning of the lesson. Make different groups, e.g. trains, helicopters. Everyone says the chant, but only the pupils in, e.g. the train group, do the train actions.

OBJECTIVES: By the end of the lesson, pupils will have talked about actions at the moment of speaking.

● TARGET LANGUAGE

Key language: present continuous: *What are you doing? I'm driving / flying / riding / walking.*

Additional language: *street, haven't got*

Revision: *train, car, bus, lorry, motorbike, helicopter, plane, boat, shoes, snake, hippo, elephant, trousers, crocodile, socks, T-shirt, skirt, giraffe, tiger, jacket, big, colours*

● MATERIALS REQUIRED

Character flashcards (6–8, 53)

Extra activities 1 and 2: funfair flashcards (79–84) and flashcards of *elephant, T-shirt, trousers, skirt, shoes, giraffe, snake, tiger, crocodile, jacket, hippo, socks*

Optional: *Kid's Box Teacher's Resource Book 1 Unit 10*

Reinforcement worksheet 2 (page 62)

Warmer

- Review the funfair vocabulary by using the mimes from the chant in the previous lesson. Mime one of the actions, e.g. hands on big steering wheel (lorry). Pupils take turns to guess by saying, e.g. *It's a bus.*

Presentation

- Introduce the present continuous, using mime and demonstration, e.g. start writing on the board and say (as you are writing) *Look, I'm writing.* Start drawing a picture and say (as you are drawing) *Now I'm drawing.*
- Invite a pupil to open/close a book. Say, e.g. *Are you opening a book?* (yes). Repeat with other pupils. Write on the board and ask *What am I doing?* Support pupils in the response *You're writing.* Invite pupils to do actions and ask, e.g. *What are you doing?* Don't expect pupils to ask questions and don't expect them to answer correctly. This phase is for awareness-raising only.

PB72. ACTIVITY 5. Listen and point.

- Open your book and, as you are opening it, say *What am I doing?* Pupils respond, e.g. *(You're) opening your book. Say Good. Open your Pupil's Books at page 72, please.* Elicit what pupils can see. Hold up your book and point to the streets on the rug. Teach or elicit *street.* Say *Listen and point.* Play the CD. Pause after Monty's question *What are you doing, Maskman?* Elicit a response (they answer as Maskman: *I'm flying my plane.*) Play the next part of the CD for them to check. Do the same with the other *Wh-* questions.
- Focus pupils on the question and answer on the page. Display the character flashcards (Monty, Maskman, Trevor, Marie). Draw speech bubbles from each one. Say, e.g. *Where are you driving, Marie?* Point to the picture of Marie and the speech bubble to elicit a first person response, e.g. *I'm driving to school.* Don't introduce the third person *He's/She's* at this stage. Repeat for the other characters.

CD 4, 07

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five,

One, two, three, four, five.

MONTY: Hello, everybody.

MASKMAN, TREVOR, MARIE: Hello, Monty.

MONTY: Are you flying your helicopter, Maskman?

MASKMAN: No, I'm not.

MONTY: What are you doing, Maskman?

MASKMAN: I'm flying my plane.

MONTY: That's a nice bus, Marie. Where are you driving?

MARIE: I'm driving to school.

MONTY: Oh! Are you riding your bike, Trevor?

TREVOR: Bike! No, I'm not. I'm riding my big red motorbike.

MARIE: What are you doing, Monty?

MONTY: Well, I haven't got a bike, a motorbike, a helicopter or a plane, so ... I'm walking!

PB72. ACTIVITY 6. Listen and repeat.

- Say *Listen and repeat.* Play the CD. Pupils listen and repeat in chorus. Make sure they use the contraction *I'm ...* Make four groups. One group is Marie, one Trevor, one Maskman and one Monty. They repeat in role. Change roles and pupils repeat again.

CD 4, 08

MARIE: I'm driving to school.

MASKMAN: I'm flying my plane.

TREVOR: I'm riding my big red

MONTY: I'm walking!

motorbike.

AB72. ACTIVITY 5. Listen and draw coloured lines. [YLE]

- Say *Open your Activity Books at page 72, please.* Elicit what and who they can see. Pupils take out the following crayons: grey, yellow, black, blue, brown, purple, red. Say *Listen and draw lines. Use the colours.* Play the first one as an example. Play the rest of the CD. Pupils listen and draw. They check in pairs. Play the CD again, pausing after each one to check with the class. Elicit which colour they didn't use (blue).

Key: 2 brown, Grandpa, plane; 3 red, Simon, motorbike; 4 grey, Mrs Star, horse; 5, yellow, Suzy, lorry; 6 purple, Mr Star, walking

CD 4, 09

1. Black.

STELLA: I'm driving a bus.

2. Brown.

GRANDPA: I'm flying a plane.

3. Red.

SIMON: I'm riding a motorbike.

4. Grey.

MRS STAR: I'm riding a horse.

5. Yellow.

SUZY: I'm driving a lorry.

6. Purple.

MR STAR: I'm walking.

AB72. ACTIVITY 6. Draw and write.

- Focus pupils on the word box and the drawing frame. Point to the space and say *Imagine. It's you. What are you doing? Are you riding a horse? Flying a plane? Driving a lorry? Look at the words. Think. Draw a picture* (mime drawing in the box). Say *Then write the words* (point to the incomplete sentence at the bottom of the page). Pupils draw and write. Monitor and help as necessary.

Extra activities: see page T118 (if time)

Optional activity

- Unit 10 Reinforcement worksheet 2 from *Teacher's Resource Book 1* (pages 60 and 62).

Ending the lesson

- Do a mime, e.g. driving a car. Say, e.g. *I'm flying a plane.* Pupils respond with thumbs up / thumbs down (thumbs down). Say *You're right. I'm driving a car.* Repeat with the other actions from the listening activity, plus opening/closing a book, writing, drawing.

OBJECTIVES: By the end of the lesson, pupils will have sung a song and had more practice talking about actions at the moment of speaking.

● TARGET LANGUAGE

Key language: present continuous: *What are you doing? I'm ...-ing, sitting*

Revision: *train, car, bus, lorry, motorbike, helicopter, plane, boat, long, big, favourite, flying, driving, riding, walking, shoes, colours, prepositions*

● MATERIALS REQUIRED

Extra activity 1: Photocopiable 10 (see page T107). If not used previously, copy B onto thin card, one for each group of four. Copy A onto paper, two copies for each group of four.

One complete game for demonstration.

Scissors, glue, coins, counters

Extra activity 2: 20 flashcards, selected from the following word families: funfair (79–84), clothes (66–71), wild animals (59–65), school (27–32)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 10 Song worksheet (page 65)

Warmer

- Review the question form *What are you doing?*, using the mime game from the end of the previous lesson. Individual pupils do mimes in turn for the class to ask and for the pupil to respond.

Song

PB73. ACTIVITY 7. Sing the song.

- As you are opening your book, say *What am I doing?* Pupils respond *You're opening your book. Say Good. Open your Pupil's Books at page 73, please. Say Listen. Point to the picture.* Play the CD. Pupils point to the picture. Use the CD to teach the song line by line to the class. Sing the whole song as a class. Review or teach the actions:

walking: two fingers walking on the table

lorry: hands on big steering wheel

boat: hand above eyes, as if looking to the horizon

motorbike: hands on handlebars

helicopter: arms as rotors above the head

Repeat the song, with pupils doing the actions. Make five groups. Each group stands, sings their lines and does the action, and then sits down again. Repeat, with different groups having different roles.

CD 4, 10

I'm walking, walking.

I'm walking in my favourite shoes, favourite shoes, favourite shoes.

I'm walking.

I'm driving, driving.

I'm driving in my long white lorry, long white lorry, long white lorry.

I'm driving.

I'm sitting, sitting.

I'm sitting in my big green boat, big green boat, big green boat.

I'm sitting.

I'm riding, riding.

I'm riding on my motorbike, motorbike, motorbike.

I'm riding.

I'm flying, flying.

I'm flying in my helicopter, helicopter, helicopter.

I'm flying.

I'm walking, walking.

I'm walking in my favourite shoes, favourite shoes, favourite shoes.

I'm walking.

CD 4, 11

Now sing the song again. (Karaoke version)

PB73. ACTIVITY 8. Do the actions. Play the game.

- Make groups of four. Pupils take turns to mime an action from the song to the class and ask *What am I doing?* The others guess and reply, e.g. *You're riding a bike.* They can also use *Are you riding a bike? Yes/No.*

Extra activities: see page T118 (if time)

AB73. ACTIVITY 7. Listen and tick (✓) the box. [YLE]

- Say *Open your Activity Books at page 73, please.* Elicit the things pupils can see. Read the first question and say *Listen. Is it picture 1, 2 or 3?* Play the example on the CD. Elicit the answer and say *It's in the toy box. It's picture 1.* Point to the example tick and say *Look. There's a tick.*
- Play the rest of the CD, pausing to give pupils time to think and tick. Pupils compare answers in pairs. Check as a class.

Key: 1 picture 1, 2 picture 3, 3 picture 3, 4 picture 2

CD 4, 12

Example.

Where's the lorry?

Have you got a lorry, Nick?

Yes, I have.

Where is it?

It's in the toy box.

1.

What's Sue doing?

Hello, Sue. Are you happy?

Yes, I am.

Are you flying a plane?

No. I'm flying a helicopter.

2.

What toy is under the chair?

Is the toy under the chair?

Yes, it is.

What is it?

It's a boat.

3.

What colour is the motorbike?

What have you got, Ben?

I've got a motorbike.

Is it grey?

No, it isn't. It's black.

4.

Which boy is Alex?

Can you play basketball, Alex?

Yes, I can.

Are you playing basketball now?

No, I'm not. I'm playing tennis.

Optional activity

- Pupils complete the Unit 10 song worksheet from *Teacher's Resource Book 1* (pages 60 and 65).

Ending the lesson

- Pupils sing the song again from the beginning of the lesson, without the CD, and do the actions.

OBJECTIVES: By the end of the lesson, pupils will have practised the sound /ʌ/ and words with letters a, e, i, o, u.

● **TARGET LANGUAGE**

Key language: the phoneme /ʌ/ as in *duck, under, bus*

Revision: funfair vocabulary, prepositions

● **MATERIALS REQUIRED**

Extra activity 1: four large cards, each with a letter on: c, f, d, n
Optional: *Kid's Box Teacher's Resource Book 1* Unit 10 Extension worksheet 1 (page 63)

Warmer

- Say *Listen. What's today's sound?* Say the words *cut, ugly, brother, mother, bus, duck*, emphasising the sound /ʌ/ in the middle of each word. Let the class respond by saying *uh*.

PB74. ACTIVITY 9. Monty's phonics.

- Say *Open your Pupil's Books at page 74, please.* Point to the pictures of the duck, the ball under the table and the bus and elicit the three words: *Duck, Under, Bus*. Pupils practise saying the words and the sound *uh* after you.
- Point to the larger picture and 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 *The ducks are under the bus* as a tongue twister.

CD 4, 13

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

/ʌ/ /ʌ/ duck

/ʌ/ /ʌ/ under

/ʌ/ /ʌ/ bus

The ducks are under the bus.

The ducks are under the bus.

The ducks are under the bus!

PB74. ACTIVITY 10. Listen and correct.

- Say *Look at the pictures. Listen to the first one.* Play number one. Say *Look at picture 1. Is that right?* Elicit the response from pupils: *No*. Supply or prompt *I'm walking* (note pupils don't use *he* or *she*). Say *Do the same for the others.* Listen. Play the CD. Pupils whisper the response to their partners. Play the CD again. This time pause after each one to elicit the response from pupils.

Key: 2 No, I'm flying my helicopter. 3 No, I'm riding a bike.

4 No, I'm driving a lorry. 5 No, I'm driving a car.

6 No, I'm riding a bike.

CD 4, 14

1. **SUZY:** I'm driving my car.

2. **MASKMAN:** I'm flying my plane.

3. **MONTY:** I'm riding a horse.

4. **TREVOR:** I'm driving a train.

5. **MARIE:** I'm driving a bus.

6. **SIMON:** I'm riding a motorbike.

AB74. ACTIVITY 8. Listen and write 'a', 'e', 'i', 'o' or 'u'.

- Say *Open your Activity Books at page 74, please.* Say *Listen and write the letter.* Write 'a', 'e', 'i', 'o' or 'u'. Use the letter sounds, not their names.
- Play the example on the CD and point to the letter 'a' on the first line. Play the rest of the CD. Pupils complete the words with a single letter each time. They check answers in pairs.
- Play the CD again. Check answers as a class.

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

CD 4, 15

1. happy

2. socks

3. bus

4. sing

5. duck

6. fish

7. sad

8. leg

AB74. ACTIVITY 9. Read and complete.

- Focus pupils on Activity 9. Elicit the names of the vehicles in the small pictures and do a mime for each one. Pupils respond with the present continuous form, e.g. *You're riding a motorbike.*
- Say *Read and complete.* Point to the words in the box and say *Use these words. Look at the example.* Point to the example answer on the first line and the word *riding*, which is crossed through in the box. Pupils complete the activity individually. Check as a class.

Key: 2 flying, 3 driving, 4 driving, 5 flying, 6 riding

Extra activities: see page T119 (if time)

Optional activity

- Unit 10 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 60 and 63).

Ending the lesson

- Say *Look at Activity Book page 74 and remember.* Hold the book open, point to the pictures at the top of the page and mime looking and concentrating as if you are memorising them. Give pupils a minute to look at the pictures. Then say *Close your books. Listen.* Say one of the sounds from Activity 8 on page 74, e.g. *Uh. Which words?* Pupils respond *bus, duck*. Repeat with the other sounds.
- Pupils repeat the game in pairs. Pupil A looks at his/her Activity Book and says one of the sounds (a, e, i, o, u). Pupil B replies with one of the words containing that sound from Activity Book Activity 8.

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

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *cross the street*

Revision: language from the unit, *hero, can, can't, swim*

● MATERIALS REQUIRED

Funfair flashcards (79–84)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 10 Extension worksheet 2 (page 64) and/or animated version of the Unit 10 story from *Kid's Box Interactive DVD 1* (*Suzy's room* section)

Warmer

- Play a mime and guess game to review the actions, verbs and vocabulary, e.g. *drive a car, fly a helicopter*. Mime driving a car. Say *What am I doing?* Pupils guess, e.g. *You're driving a car*. The pupil who guesses correctly comes and mimes for the class and asks the question. Repeat.

Story

PB75. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 75, please*. Elicit who pupils can see (Maskman, Trevor, Monty, Marie and a boy). Review the meaning of *hero* with the class (they had *superhero* before). Say *Listen and look. Who's the hero? What's the boy's name?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (Maskman and Monty, Sam).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the sounds, e.g. *Wow! Ooh! Er!*
- Check comprehension by asking, e.g. *What's Maskman doing? Where's Maskman? What's the boy doing? Can he swim? What's that? (a green lorry). What's that? (a red man). Can he cross the street?*
Note: Monty is the real hero of this story, as Maskman was only dreaming about saving Sam.
- Personalise by eliciting from pupils who their heroes are.

CD 4, 16

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

SAM: Help! Help! I can't swim.

MASKMAN: I'm flying my helicopter. Look! I can see a boy. Oh!
He can't swim.

MASKMAN: I can pick the boy up.

MASKMAN: Stand next to me, Sam. You can fly in my helicopter again.

SAM: Thanks, Maskman. Wow! You're my hero!

MONTY: Maskman ... a green lorry! Stop! You can't cross the street now. Look, the man's red!

MASKMAN: Ooh! Er! Thank you, Monty. Wow! You're my hero.

MONTY: That's OK, Maskman.

MARIE AND TREVOR:

Do the Monty song,

Do the Monty song,

Let's all do the Monty song.

PB75. ACTIVITY 12. *Listen and say the number.*

- Say *Look at the pictures. Listen to the story. Listen and say the number of the picture*. Play the first one as an example. Wait until most pupils have raised their hands before eliciting the answer (3). Play the rest of the CD. Pupils whisper their answer to their partner and/or point to the picture in their books. Play the CD again. Pause after each section. Wait until most pupils have raised their hands before eliciting the answers.

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

CD 4, 17

Story as above, but in the order of the key

AB75. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 75, please. Look at the picture dictionary*. Pupils prepare the stickers. Say the words in turn. Pupils point to 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.

AB75. MY STAR CARD.

- Say *Can you say these words?* Use the funfair 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 T119 (if time)

Optional activities

- Unit 10 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 60 and 64).
- The animated version of the Unit 10 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 to describe sports activities.

● **TARGET LANGUAGE**

Key language: *play table-tennis, sail, They've got a ... , He/She's got a ... , They're playing ...*

Additional language: *things, What are they doing?*

Revision: *playing basketball, riding bikes, riding horses, big, ball, small, sitting on the boat*

● **MATERIALS REQUIRED**

Action flashcards (72–74 and 77–78)

Pictures of people doing new sports: sailing, playing table-tennis, riding horses

Warmer

- Write the sports activities from Unit 9 on the board (*play football, play basketball, play tennis, swim, ride a bike*). Show one of the five activity flashcards. Pupils put up their hands to answer with the correct phrase from the board. Repeat for the other sports.
- Present the new sports using pictures of people sailing, playing table-tennis and riding horses or the photos on Pupil's Book page 76.

Presentation

- Say *Open your Pupil's Books at page 76, please*. Point to the picture of Marie at the top of the page. Remind pupils that Marie's lessons are about different school subjects. Say *This is Marie's sports. The lesson is about things we need for sports. Bikes, balls, boats – these are all things for sports*. Point to the sports in the box and ask *What's your favourite sport?* Pupils answer *My favourite is ...* Ask what things pupils need to wear or have to do for each sport (they respond in L1).

PB76. ACTIVITY 1. Listen and say.

- Hold up your book. Play the first item on the CD. Pupils listen and point to the correct photo. Elicit the number (5) and ask *What are they doing?* Pupils respond (*They're*) *sailing*. Point to the speech bubble at the top of the page and say *That's right. They're sailing*.
- Play the rest of the CD, pausing to give pupils time to think between each item. Pupils check in pairs and put up their hands when they have the answer. Elicit the number of the picture and the sentence.

Key: 2 (picture 3) *They're riding bikes*. 3 (picture 4) *They're playing basketball*. 4 (picture 1) *They're playing table-tennis*. 5 (picture 2) *They're riding horses*.

CD 4, 18

1. *They've got a small boat. They're sitting on the boat. What are they doing?*
2. *They've got T-shirts and trousers. And they've got bikes. What are they doing?*
3. *They're jumping. They've got a big orange ball. What are they doing?*
4. *They've got a small white ball and yellow T-shirts. What are they doing?*
5. *They're wearing black trousers, and T-shirts. They've got horses. What are they doing?*

PB76. ACTIVITY 2. Say and answer.

- Hold up your book and point to the speech bubbles at the bottom of the page. Say *They've got a big orange ball. Look. Which picture?* Point. Wait until all the pupils are pointing to a picture and elicit the correct number (4). Say *They're playing ...* Pupils answer in chorus *basketball*. Elicit the sentence for another photo, e.g. say *They've got horses*. Pupils put up their hands to answer with the number of the picture (2) and the sentence *They're riding horses*.
- Say *Say and answer*. Pupils work in pairs to ask and answer about the sports in the photos. Pupil A says a sentence with *They've got ...* or the present continuous and Pupil B responds with a sentence about the sport they're doing/playing: *They're ... ing ...* Monitor and help as necessary. Check by choosing pairs to say their sentences for the class.

AB76. ACTIVITY 1. Match and say.

- Say *Open your Activity Books at page 76, please*. Point to the girl in picture 1 and mime bouncing a ball. Say *What's missing?* and gesture that pupils need to point to one of the pictures of items connected with sports. Elicit *big ball*. Point to the example line drawn from the girl to the ball and to the speech bubble. Say *She's got a big ball*. Draw a line.
- Say *Match and say*. Pupils work individually and match the rest of the pictures. They compare answers by pointing and saying in pairs. Check by saying the number of the picture and getting volunteers to point to the correct piece of equipment and to say the sentence. Make sure pupils are using *he/she* as appropriate.

Key: 2 *She's got a horse*. 3 *He's got a bike*. 4 *He's got a small ball*. 5 *He's got a boat*.

AB76. ACTIVITY 2. Match and write.

- Point to the pictures in Activity 2. Say *Which sports? What am I doing?* Point to the pictures and elicit *playing table-tennis, sailing a boat / sitting on a boat, playing basketball, riding a bike, riding a horse*. Read the example and get pupils to point to the correct picture. Elicit the missing word and show pupils that it is crossed through in the box. Read the next sentence. Look thoughtful. Say *Match and write*. Point to the example line from number 1 to the bike. Pupils work individually to complete the sentences using words from the box and draw lines to match the sentences with the pictures. Check by asking, e.g. *2 They're sitting on a ... ?* Pupils put up their hands to answer, reading what they have written, e.g. *boat*.

Key: 2 boat, 3 basketball, 4 table-tennis, 5 horse

Extra activity: see page T119 (if time)

Ending the lesson

- Write mixed up sentences from Activity Book Activities 1 and 2 on the board for pupils to write in the correct order in their notebooks, e.g.
 - 1 a she's big got ball
 - 2 bike a she's got
 - 3 basketball playing they're
 - 4 on sitting they're boat a

OBJECTIVES: By the end of the lesson, pupils will have listened to a story and talked about working in teams.

● **TARGET LANGUAGE**

Key language: *work in teams, I can help you.*

Additional language: *Great! Come on! Let's go!*

Revision: *You can (do it). I can't (do this). Yes, you can.*

● **MATERIALS REQUIRED**

Items you need to show something you can do and something you can't do (e.g. art pad and pencil for drawing, balls for juggling)

Extra activity: two tennis balls or oranges

Colour flashcards (20–26)

Warmer

- Hold up items you need for something you can do well, e.g. if you can draw, show pupils an art pad and pencil and mime drawing a picture (or start drawing a picture). Look confident and say *I can do this*. Hold up items for something you can't do, such as juggling balls. Try to juggle and fail, look grumpy and say *I can't do this*. Ask the pupils to encourage you. They say *Yes, you can! Come on! Great!* Try to juggle again and show that you are not so grumpy this time.

PB77. ACTIVITY 3. *Listen to the story.*

- Say *Open your Pupil's Book at page 77, please*. Point to Trevor at the top of the page and the title *Work in teams*. Elicit/explain the meaning of *team* (say that it is a group of people working together to do something, helping each other). Hold up your book, pointing to picture 1, and ask pupils *Where's the red team?* Pupils point. Repeat for the yellow team.
- Say *Listen to the story*. Play the CD, pausing after each dialogue to give pupils time to think.

CD 4, 19

ANNOUNCER: Can you work in teams?

CHILDREN: Yes!

ANNOUNCER: Great! Come on! Let's go!

CHILDREN: Yes!

BOY 1: I can't do this. I can't ...

GIRL 1: Yes, you can. Come on. I can help you.

BOY 1: Thanks.

GIRL 2: Phew. It's very hot. I haven't got any water.

BOY 2: That's OK. I've got some water. Here you are.

GIRL 2: Thank you!

YELLOW TEAM: You can do it! You can do it! You can do it!

Values

- Point to picture 2 and to the boy who is having difficulty. Say *Look at the boy. Is he OK?* Pupils respond *No*. Say *No. Walking up the hill isn't easy* (mime climbing up the hill). Point to the girl who is helping him and say *Look at the girl. Is she in the red team or the yellow team?* Elicit *Yellow*. Say *Yes, she is in the boy's team. They're in the same team. The yellow team. The girl says ...*

See if the pupils can remember the phrase *I can help you* from the story. Say *She's helping the boy*. Explain/show the meaning of *help*. Repeat for picture 3 (where the boy is helping the girl).

PB77. ACTIVITY 4. *Listen and say the number. Act it out.*

- Say *Listen and say the number: one, two three or four*. Point to the blue numbers in the corner of the pictures. Play the CD. Pause after each picture. Give pupils time to think and to check with each other before asking for the answer from the class.

Key: 4, 1, 3, 2

CD 4, 20

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

- Say *Act out the story*. Demonstrate the activity. Five pupils come to the front. Assign characters from the story (announcer, girl from the yellow team, boy from the yellow team, girl from the red team, boy from the red team). Play the CD and help the five pupils act out the story for each picture. Have the whole class chanting for picture 4. Make groups of five pupils. Assign roles or let the pupils agree on roles amongst themselves. Play the CD again. Groups act and join in with their characters' lines.

AB77. ACTIVITY 3. *Work in teams. Colour the boxes.*

- Use the colour flashcards to quickly review colour names. Make sure all the pupils have coloured pencils or crayons. Say *Open your Activity Books at page 77, please*. Point to a group of four pupils and say *You are a team. Work as a team. Choose a colour for box number 1. Which colour?* Pupils decide amongst themselves and tell you a colour, e.g. *Blue*. Encourage the pupils to use English, e.g. *Yellow for box 1, OK? No, I think red. Let's colour box 1 blue*. Make sure the pupils all agree and the answer doesn't come from just one member of the group. Say *OK. The team says blue. Colour box number 1 blue*. Mime colouring in the box with a blue crayon.
- Make groups of four. Say *Work in teams. Colour the boxes*. Pupils work in their teams to decide which colours to use and they colour in the boxes. Monitor and make sure all four pupils are using the same colours for the boxes and that decisions are being made as a team (and that pupils are not simply copying colours from each other without speaking). Encourage pupils to use as much English as possible.

AB77. ACTIVITY 4. *Play the game in teams.*

- Put pupils together in groups of eight (two teams in each group – team 1 and team 2). Say *Play the game in teams*. Pupils in team 1 keep their books hidden from team 2 and describe the colour of their boxes, e.g. *Number one is yellow. Colour number two red*. Team 2 colour the boxes as instructed, asking questions if necessary, e.g. *What colour is box number three?* Monitor and make sure that all pupils in the teams get to speak. When the boxes are all coloured in, the teams swap over, with team 2 describing colours. The first two teams to colour in their boxes correctly are the winners. They show their books to the class to check the colouring.

Extra activity: see page T119 (if time)

Ending the lesson

Pupils act out the situations from the Pupil's Book story again.