

OBJECTIVES: By the end of the lesson, pupils will be able to name rooms in a house.

● **TARGET LANGUAGE**

Key language: *bathroom, bedroom, dining room, hall, kitchen, living room, house*

Additional language: *everybody, home*

Revision: clothes, school and pet vocabulary, prepositions, *Where ... ? We're ... , Hello, dad, mum, here, come in, sit down*

● **MATERIALS REQUIRED**

Room flashcards (85–90)

Photocopiable II (see page T108) copied onto thin card – one copy for each pair of pupils and one copy for demonstration, scissors, glue, envelopes

Warmer

- Arrange some classroom objects on your desk, e.g. a pen under a book, an eraser next to the book, two red pencils on the book, a green pencil in the book. Ask questions of pupils, e.g. *Where's the green pencil?* Elicit a response from a pupil, e.g. *It's in the book.* Repeat with other questions, using *Where ... ?* about the objects.

Presentation

- Use the flashcards to teach/ elicit the new house vocabulary. Show each flashcard in turn. Say the word clearly and pupils repeat in chorus. Say the word quietly and then loudly and ask the whole class and then parts of the class to say it. Repeat for each word.
- Display the flashcards and play the Disappearing flashcard game. Point to each flashcard in turn and pupils say the word. Point to the flashcards again for pupils to chorus each word, but this time turn the first flashcard to face the board (word side showing) after pupils have said the word. Repeat until all the flashcards are facing the board and pupils are chorusing the words by reading / from memory. Continue, turning one flashcard back to face the class each time until all the flashcards are visible.
- Make a circling motion around the flashcards with your hands and say *These are rooms in the house.*

PB78. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 78, please.* Elicit what pupils can see (house/rooms). Say *Where's the star?* Check by pointing to the star (on Simon's pyjama shirt – he's in the bathroom). Pupils say *Here it is.* Say *Listen and point.* Play the CD. Pupils point to the rooms. They check in pairs. Play the CD again. Say *Listen. Where are the family?* Write the names on the board: *Grandpa and Grandma, Suzy, Mrs Star, Mr Star, Simon, Stella.* Pupils listen to find the answers. They check in pairs. Check again with the class by asking, e.g. *Where's Mr Star?* Pupils respond *In the hall.*

CD 4, 21

MR STAR: Hello, everybody. I'm home! Where is everybody?

GRANDMA: Hello. We're in the living room.

MR STAR: Where are the children?

GRANDMA: Stella's in the kitchen, Suzy's in her bedroom and Simon's in the bathroom.

MR STAR: Good. Stella!

STELLA: Hi, Dad! Yes?

MR STAR: Where's Mum?

STELLA: She's in the dining room.

MRS STAR: I'm here, in the dining room. Where are you?

MR STAR: I'm in the hall.

MRS STAR: Well, come in and sit down.

PB78. ACTIVITY 2. Listen and repeat.

- Say *Listen and repeat.* Play the CD. Pause after each room for pupils to repeat. Make six groups. Each group is a room. Play the CD again. Pupils stand, repeat their room after the CD and sit down again. Give groups other rooms and repeat.

CD 4, 22

Bedroom, bathroom, living room, dining room, kitchen, hall

Photocopiable II: see pages T96 and T108

AB78. ACTIVITY 1. Listen and draw lines. [YLE]

- Say *Open your Activity Books at page 78, please. Look at the pictures. What can you see?* Elicit the names of the rooms and some of the objects around, e.g. *Shoes.* Say *Listen.* Play the first sentence on the CD. Elicit the sentence from the class: *The T-shirt is in the bedroom.* Point to the example line from the T-shirt to the bedroom. Say *Listen and draw. Use a pencil.* Play the rest of the CD. Pupils listen and draw lines. They check in pairs. Play the CD again. Check by asking, e.g. *Where's the jacket?*

CD 4, 23

The T-shirt is in the bedroom. The shoes are in the bathroom.
The fish is in the living room. The skirt is in the bedroom.
The jacket is in the hall. The trousers are in the bathroom.
The ball is in the kitchen. The cat is in the hall.
The doll is in the dining room. The computer is in the living room.

Extra activity: see page T119 (if time)

Ending the lesson

- Display the room flashcards (picture side). Teach and say this chant with the class. Accentuate the sound at the beginning of each word. Pupils clap as they chant. Repeat in a different order, pointing to the flashcards in turn.

b ... b ... b ... bathroom
k ... k ... k ... kitchen
d ... d ... d ... dining room
h ... h ... h ... hall
l ... l ... l ... living room
b ... b ... b ... bedroom

OBJECTIVES: By the end of the lesson, pupils will have had more practice naming rooms in a house.

● **TARGET LANGUAGE**

Key language: *bathroom, bedroom, dining room, hall, kitchen, living room, house*

Additional language: *beds*

Revision: *in, on, under, next to, is/are, has got, hasn't got, numbers, colours, computer, toy box, toys, books*

● **MATERIALS REQUIRED**

Room flashcards (85–90)

Extra activity 2: Photocopiable II (see page T108), copied onto thin card, one copy for each pair of pupils and one copy for demonstration, scissors, glue

Optional: *Kid's Box Teacher's Resource Book 1 Unit 11 Reinforcement worksheet 1* (page 67)

Warmer

- Display the room flashcards, picture side, on the board. Write a number between 1 and 10 under each one. Pupils take out their notebooks and a pencil. Say, e.g. *Bedroom*. Pupils write the number under the bedroom flashcard in their books. Repeat for the other five cards. Pupils check in pairs. Check by asking, e.g. *What's number 4?*

PB79. ACTIVITY 3. *Listen and correct.*

- Say *Open your Pupil's Books at page 79, please. Say Look at the pictures on page 78. Listen.* Play the first sentence. Pause after *bathroom*. Give pupils time to look. Point to the speech bubbles and choose two pupils to read them. Say *Shhh. Listen and whisper the answers to your partner.* Play the rest of the CD. Pause after each one to give pupils time to think, look and whisper. Play the CD again. Pause after each one and elicit the answers from the class.
- Pupils continue in pairs. One says a statement (true or false) about the picture; the other either confirms or corrects.

Key: No, they aren't. They are in the living room.

No, he isn't. He's in the bathroom.

No, she isn't. She's in the dining room.

No, she isn't. She's in the kitchen.

No, he isn't. He's in the hall.

No, she isn't. She's in the bedroom.

No, she isn't. She's in the dining room.

No, he isn't. He's in the bathroom.

CD 4, 24

Monty's in the bathroom.

Grandma and Grandpa are in the kitchen.

Maskman's in the living room.

The cat's in the hall.

Stella's in the bedroom.

Mr Star's in the dining room.

Suzy's in the kitchen.

Mrs Star's in the bathroom.

Simon's in the living room.

PB79. ACTIVITY 4. *Listen and answer.*

- Focus pupils on the picture of the house. Point to each room and elicit the name. Say *Listen to the question. Look at the picture and answer.* Play the first item on the CD. Elicit the answer (*It's in the kitchen*) and point to the speech bubbles with the example question and answer.
- Play the rest of the CD, pausing after each question for pupils to look and say the answer. Make sure pupils are using *It's* or *They're* appropriately.

Key: 2 They're in the dining room. 3 They're in the bathroom.

4 It's in the hall. 5 They're in the bedroom. 6 It's in the living room.

CD 4, 25

1. Where's the computer?
2. Where are the fish?
3. Where are the trousers?
4. Where's the ball?
5. Where are the dolls?
6. Where's the book?

AB79. ACTIVITY 2. *Follow the lines and write.*

- Say *Open your Activity Books at page 79, please.* Elicit what pupils can see (rooms of a house) and some of the people they can see above the rooms. Point to, e.g. Mrs Star and say *Where's Mrs Star?* Move your finger along the line to the bedroom. Say *Find the room and write it here,* pointing to the example answer on the line.
- Pupils work individually. They follow the lines to find the rooms. They write the rooms. They check in pairs. Monitor pupils and help with the writing. Make sure they form the letters correctly and write clearly.
- Check with the class by asking, e.g. *Number 2. Where's Mr Star?* Pupils respond *He's in the kitchen.*

Key: 2 Mr Star: kitchen, 3 Suzy: living room, 4 Simon: hall

AB79. ACTIVITY 3. *Draw your house.*

- Talk to the class about their rooms and their houses before they do the drawing. Use LI if necessary. For the activity, pupils can draw their house from the outside, a cross section or a floor plan. They will talk to the other pupils in English about their drawing at the end, so it's important they are happy with what they draw.
- Pupils draw and write about their house. They work in small groups, showing each other their drawings and saying something about them, e.g. *My house has got two bedrooms and a bathroom.* More confident pupils can talk about their drawings to the class.

Extra activities: see page T119 (if time)

Optional activity

- Unit 11 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 66 and 67).

Ending the lesson

- Teach a mime for each room, e.g. *bedroom:* hands together at the side of the face, *bathroom:* washing the face, *hall:* opening door, *kitchen:* mixing spoon and bowl, *dining room:* eating, *living room:* sitting watching TV / sitting reading. Say, e.g. *You're in your house. Go to the bedroom. Go to the bathroom.* Pupils mime when they hear the rooms. Give the instructions quickly one after another. Pupils can take turns giving instructions to the class.

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

● TARGET LANGUAGE

Key language: present continuous: *What's he / she doing? He's / She's ...-ing. What are they doing? Is she ...-ing? Yes, she is. No, she isn't.* Spelling of present continuous, e.g. *colouring, spelling, reading, playing*

Additional language: *sofa, food*

Revision: *colour, draw, open, listen, sit, read, play*

● MATERIALS REQUIRED

Extra activity 1: the following split sentences, each part written on separate strips of large card/paper for matching:

<i>They're sitting</i>	<i>on the sofa.</i>
<i>Stella's reading</i>	<i>a book.</i>
<i>Meera's listening</i>	<i>to music.</i>
<i>Suzy's colouring</i>	<i>a picture.</i>
<i>They're playing</i>	<i>a game.</i>
<i>He's drawing</i>	<i>a picture.</i>

Optional: *Kid's Box Teacher's Resource Book 1 Unit 11 Reinforcement worksheet 2 (page 68)*

Warmer

- Mime an action, e.g. writing on the board, and say *What am I doing?* Pupils respond *You're writing.* Continue with other mimes (*flying, riding, walking, drawing, opening, driving*).

Presentation

- Give a boy a pencil and a piece of paper. The boy writes. Ask *What's he doing?* Prompt the response, e.g. *He's writing.* Get a girl to draw and ask *What's she doing?* Elicit or prompt the response, e.g. *She's drawing.*
- Ask two or more pupils to do an action to teach *What are they doing? They're ...-ing.*

PB80. ACTIVITY 5. Listen and point.

- Open your book and ask *What am I doing?* Pupils respond *You're opening your book.* Say *Good.* Open your *Pupil's Books* at page 80, please. Say *Listen and point to the actions.*
- Play the CD. Pupils listen and point. Play the CD again and ask, e.g. *What's Stella doing? What are Alex and Lenny doing?*
- Ask, e.g. *Is Meera drawing?* Pupils respond *No, she isn't.* Then ask *Is she listening to music?* Prompt or elicit *Yes, she is.* Pupils ask and answer in open pairs.

CD 4, 26

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.

One, two, three, four, five.

MONTY: What have we got here? OK. The children are sitting in the living room. Meera's listening to music.

TREVOR: Er, pardon?

MASKMAN: Shh. Meera's listening to music.

TREVOR: Oh!

MONTY: Stella's reading a book and Suzy's colouring a picture.

TREVOR: Yum yum. Pencils! They're my favourite food.

MASKMAN: Shh. Where are Alex and Lenny?

MONTY: They're sitting on the sofa. They're playing a game.

MASKMAN: What's Simon doing?

MONTY: He's drawing a picture.

MASKMAN: What's he drawing?

MONTY: He's drawing a ... a monster.

MASKMAN AND TREVOR: Aaagghh! Eeekk!

MARIE: Monty! What are you doing?

MONTY: Eek! I'm er, looking at the children.

MARIE: Come to the toy box, everybody!

PB80. ACTIVITY 6. Listen and repeat.

- Say *Look at Activity 6. Listen and repeat.* Play the CD. Pause after each one for pupils to repeat in chorus.

CD 4, 27

She's colouring a picture.

She's reading a book.

He's drawing a monster.

They're playing a game.

She's listening to music.

AB80. ACTIVITY 4. Listen and colour the stars. [YLE]

- Say *Open your Activity Books at page 80, please.* Pupils take out orange, yellow, black, pink, purple, red and green crayons. Say *Listen and colour the stars.* Play the CD.
- Elicit which colour they didn't use (purple).

Key: 1 red, 2 orange, 3 pink, 5 green, 6 yellow

CD 4, 28

Black.

Pink.

What are they doing?

What's she doing?

They're sitting on the floor.

She's reading a book.

Orange.

Green.

What are they doing?

What are they doing?

They're playing a game.

They're listening to music.

Yellow.

Red.

What's he doing?

What's she doing?

He's opening the toy box.

She's drawing a picture.

AB80. ACTIVITY 5. Match and write.

- Point to the example. Elicit the sentence. Point to the rest of the words on the right. Say *Draw a line and write the word.*

Key: 2 He's reading a book. 3 She's sitting on a chair. 4 They're listening to music. 5 He's driving a car. 6 They're playing tennis.

Extra activities: see page T119 (if time)

Optional activity

- Unit 11 Reinforcement worksheet 2 from *Teacher's Resource Book 1* (pages 66 and 68).

Ending the lesson

- Pupils come up to do mimes. Ask, e.g. *What's he/she doing? What are they doing?* to elicit *She's ... He's ... They're ...-ing.*

OBJECTIVES: By the end of the lesson, pupils will have had more practice asking and answering about actions at the moment of speaking.

● **TARGET LANGUAGE**

Key language: present continuous: *What's ... doing? eat fish, watch TV, have a bath*

Additional language: *her*

Revision: *rooms, children, boy, girl*

● **MATERIALS REQUIRED**

Room flashcards (85–90)

Extra activity 1: Names of the six rooms each written on large card, four copies of each or word cards from *Kid's Box Teacher's Resource Book 1*

Optional: audio or video recorder

Kid's Box Teacher's Resource Book 1 Unit 11 Song worksheet (page 71)

Warmer

- Revise the question forms quickly, using mime and board drawings. Mime an action, e.g. drawing on the board, and ask the class *What am I doing?* They reply, e.g. *You're writing* (no), *You're drawing* (yes).

PB81. ACTIVITY 7. Sing the song.

- Say *Open your Pupil's Books at page 81, please. Look at the pictures. Listen to the song.* Play the CD. Pupils listen and look. Hold up your book and point to the picture of Grandpa eating fish. Ask *What's he doing?* Prompt or elicit the response *He's eating fish.* Mime eating. Repeat for Simon watching TV. Play the CD again. Pause after each section for pupils to repeat in chorus. Practise the complete song without the CD.
- Make two groups and practise as a prompt–response song (one group sings the questions, the other answers). Groups swap roles. You could record pupils on audio or video.

CD 4, 29

Where's Grandpa?	In the dining room.
What's he doing?	He's eating fish.
Where's Simon?	In the living room.
What's he doing?	He's watching TV.
Where's Suzy?	In the bathroom.
What's she doing?	She's having a bath.
Where's Stella?	In her bedroom.
What's she doing?	She's reading a book.
Where's Grandma?	In the hall.
What's she doing?	Opening the door.
Where's Grandpa?	

CD 4, 30

Now sing the song again. (Karaoke version)

PB81. ACTIVITY 8. Ask and answer.

- Elicit the questions and answers from the speech bubbles. Make pairs. Pupils take turns to ask and answer more questions about the pictures in the book. Demonstrate the activity in open pairs first.
- Monitor pupils and help by pointing to scenes in the pictures in Activity 7 for them to ask about. Pupils can ask about pictures on the previous pages too.

AB81. ACTIVITY 6. Look, read and write. [YLE]

- Point to a boy in the class and say *He's a ...* Elicit *boy.* Review *girl* in a similar way. Then point to several boys and girls and say *They're ...* Elicit or present *children.*
- Say *Open your Activity Books at page 81, please.* Point to the example. Elicit the question and the answer. Say *Read the questions. Look at the pictures. Write answers. Write one word.*
- Pupils work individually to answer the questions. Monitor and make sure they are only writing one-word answers and that they are using correct forms of the words (e.g. the continuous for question 3). Check as a class.

Key: 1 fish, 2 car, 3 listening, 4 elephant

Extra activities: see pages T119–120 (if time)

Optional activity

- Hand out copies of the Unit 11 song worksheet from *Teacher's Resource Book 1* (pages 66 and 71). Pupils listen and number, then sing the song again.

Ending the lesson

- Repeat this chant with the class. Display the flashcards (word side). Accentuate the sound at the beginning of each word. Pupils clap as they chant and then mime the action for the room, e.g. *bathroom*: washing face. Repeat in a different order, pointing to a flashcard each time so pupils know which room it is. Pupils take turns to lead the chant.
b ... b ... b ... bathroom
k ... k ... k ... kitchen
d ... d ... d ... dining room
h ... h ... h ... hall
l ... l ... l ... living room
b ... b ... b ... bedroom

OBJECTIVES: By the end of the lesson, pupils will have practised the sound /h/ and had more practice with spelling.

● **TARGET LANGUAGE**

Key language: the phoneme /h/ as in *horse, hippo, helicopter*

Revision: present continuous, questions and answers, action verbs, numbers

● **MATERIALS REQUIRED**

Room and colour flashcards (20–26, 41–44, 85–90)

Flashcards of *horse, hippo, helicopter* (50, 61, 82)

Extra activity 1: three large cards, each with a letter on: *g, h, f*

Optional: *Kid's Box Teacher's Resource Book 1 Unit 11*

Extension worksheet 1 (page 69)

Kid's Box 1 Language Portfolio page 12

Warmer

- Show the flashcards *horse, hippo* and *helicopter* and elicit the words. Stick the flashcards on the board (picture side). Draw a simple picture of a head with hair. Draw an arrow pointing to the hair and elicit *hair*. Gesture at the head and elicit *head*. Say *Listen. What's today's sound?* Repeat all the words, emphasising the initial sound /h/. Let the class respond by saying *huh*. Say *Today's sound is ...* Let the class complete by saying *huh*.

PB82. ACTIVITY 9. Monty's phonics.

- Say *Open your Pupil's Books at page 82, please*. Point to the pictures of the horse, the hippo and the helicopter and elicit the words. Pupils practise saying the words and the sound *huh* after you.
- 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 horse and a hippo in a helicopter* as a tongue twister.

CD 4, 31

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

/h/ /h/ horse

/h/ /h/ hippo

A horse and a hippo in a helicopter.

A horse and a hippo in a helicopter.

A horse and a hippo in a helicopter!

PB82. ACTIVITY 10. Say and guess.

- Review present continuous by asking about pupils in the classroom, e.g. *Is he reading? Is she drawing?* to elicit and practise *Yes, she is. Yes, he is. / No, she isn't. No, he isn't.*
- Say *Look at Activity 10*. Elicit the speech bubbles: *They're eating fish. Number four.*
- Pupils work in pairs and take turns to describe an action in one of the pictures and to say the number. Monitor pupils as they are working. Fast finishers can continue by pointing to a picture and asking *What's he/she doing? / What are they doing?*

Key: They're playing tennis – 1, She's driving a lorry – 2, He's flying a plane – 3, He's reading – 5, She's playing the guitar – 6, They're swimming – 7, They're watching television – 8

AB82. ACTIVITY 7. Listen and circle the 'h' words.

- Say *Open your Activity Books at page 82, please*. Say *Listen and circle the words with the sound 'h'*. Use the letter sound, not its name.
- Play the example on the CD and point to the circle around the picture of the hippo. Play the rest of the CD, pausing for pupils to think and circle, if appropriate. They check answers in pairs.
- Play the CD again. Check answers by eliciting the numbers of the pictures and the words with the 'h' sound.

Key: Pupils circle the pictures: 3 (hair), 4 (helicopter), 7 (horse), 8 (hand)

CD 4, 32

1. hippo
2. boat
3. hair
4. helicopter
5. car
6. jacket
7. horse
8. hand
9. guitar

AB82. ACTIVITY 8. Complete the sentences.

- Focus pupils on the first picture and ask *What's he doing?* Elicit the example answer *He's listening to music*. Point to the word box and to the word *listening*. Say *Complete the sentences. Use words from the box. Write them on the lines.*
- Pupils work individually to complete the sentences. Check answers by asking *What's he/she doing?*

Key: 2 having, 3 eating, 4 reading

Extra activities: see page T120 (if time)

Optional activity

- Unit 11 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 66 and 69).

Language Portfolio

- Pupils complete page 12 of *Kid's Box 1 Language Portfolio (My house)*. Help with new language as necessary.

Ending the lesson

- Stick the flashcard of the hippo on the board again (picture side). Point to the picture and say *This is Harry the hippo*. Say *Hello, Harry the hippo!* Pupils repeat. Say *How are you, Harry?* Pupils repeat. Say *Are you a happy hippo?* Pupils repeat again. Say all three lines together for pupils to say as a chant:
Hello, Harry the hippo!
How are you, Harry?
Are you a happy hippo?

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: *I'm not eating.*

Revision: language from the unit, *hero, haven't got, colours, can't*

● MATERIALS REQUIRED

Room flashcards (85–90)

Extra activity 2: Photocopiable 11 (see page T108), copied onto thin card, one copy for each pair of pupils and one copy for demonstration, scissors, glue

Optional: *Kid's Box Teacher's Resource Book 1* Unit 11 Extension worksheet 2 (page 70) and/or animated version of the Unit 11 story from *Kid's Box Interactive DVD 1* (Suzy's room section)

Warmer

- Hold one of the room flashcards so that no-one can see it. Give pupils a clue. Say, e.g. *I'm in this room and I'm eating.* Pupils take turns to guess, e.g. *You're in the dining room* (no). *You're in the kitchen* (no). *You're in the living room* (yes). Repeat with other cards and clues.

Story

PB83. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 83, please. Say Listen and look. What's Trevor doing?* Play the CD. Check with the class (eating pencils).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with feeling, especially *Mm, Er, Sshh.*
- Check by asking, e.g. *Who's this? (Suzy). What's she doing? (looking for her pencils). How many has she got? Are they under the table? Are they in the bedroom? Are they in the box? Where are they? Is he eating fish? What's he eating?*
- Ask pupils what their favourite food is. Accept answers in LI.

CD 4, 33

Toys in the toy box,
Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

SUZY: Where are my pencils? I've only got ten. I haven't got orange, pink, yellow or black. Can you help me?

STELLA: Are they under the table?

SUZY: No, they aren't and they aren't in the box.

STELLA: Sorry, Suzy. I can't find your pencils. Are they in your bedroom?

MARIE: Hello, Trevor. What are you doing?

TREVOR: Mmmm, er ... , mmmm ... , I'm not ... doing ...

MARIE: Where are Maskman and Monty? Are they in the kitchen?

TREVOR: They're mmm.

MARIE: Pardon? Trevor! What are you eating?

TREVOR: I'm not ... eating.

MARIE: Trevor! What have you got in your mouth? Can you open your mouth, please?

TREVOR: Er, no.

MARIE: Trevor! Open your mouth. Now!

TREVOR: Er, pencils! Pencils are my favourite food.

MARIE: Oh, Trevor! You can't eat pencils!

SUZY: No, Stella. My pencils aren't in my bedroom, and they aren't in the kitchen or the dining room.

MARIE: Sshh! Be quiet. They're coming!

STELLA: Look, Suzy! Your pencils are here on the floor.

SUZY: What? Hmmmmm ...

PB83. ACTIVITY 12. Listen and say 'yes' or 'no'.

- Say *Listen. Yes or no?* Play the first one as an example. Pupils put up their hands. Elicit a response.
- Play the rest of the CD. Pupils whisper the answer to their partner. Say *Sshh! Be quiet* (as on the CD). Play the CD again. This time, pause after each one to elicit the response. When the answer is *No*, elicit the correction.

Key: yes, no, no, yes, no, yes, no, no, no

CD 4, 34

Suzy and Stella are in the living room.

The pencils are under the table.

Trevor and Marie are in the hall.

Trevor's eating.

Trevor's eating fish.

Trevor's got the pencils in his mouth.

The pencils are in the bedroom.

The pencils are in the kitchen.

The purple pencil's on the floor.

AB83. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 83, 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. If appropriate, pupils trace around the word under the picture.

AB83. 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.

Extra activities: see page T120 (if time)

Optional activities

- Unit 11 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 66 and 70).
- The animated version of the Unit 11 story from *Kid's Box Interactive DVD 1* (Suzy's room section). See pages 41–46 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.