

# 9 Our clothes

**9 Our clothes**

1 Listen and answer.

sunglasses  
shirt  
jeans  
hat  
glasses  
handbag  
dress

2 Listen and repeat.

64

**9 Our clothes**

1 Listen and join the dots.

2 Follow the 'clothes' words. Write.

watch	shoes	glasses	lizard	cake
thing	frog	socks	burger	sheep
hat	T-shirt	jeans	carrots	goat
trousers	ice cream	cow	bread	spider
dress	shirt	jacket	shirt	handbag

How many clothes are there? \_\_\_\_\_  
Write the 'animal' words. \_\_\_\_\_  
Write the 'food' words. \_\_\_\_\_

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**Objectives:** By the end of the lesson, pupils will have learned to talk about what they are wearing.

## Target language

- **Key language:** *dress, glasses, gold, handbag, hat, jeans, shirt, sunglasses, watch, thing*
- **Additional language:** *fashion show*
- **Revision:** clothes, colours, adjectives, wearing, lizard

## Materials required

- Clothes flashcards and wordcards (79–85)
- Clothes flashcards and wordcards from *Kid's Box 1* (68–73) or pictures: a jacket, shoes, a skirt, socks, trousers, a T-shirt
- Extra activity 1: One section of the text from the *Pupil's Book* activity written on a large piece of paper or on the board like this:  
*Now here's Meera. She's wearing a short brown skirt and an orange jacket. She's wearing long yellow socks and green shoes. Thank you, Meera.*
- Optional: *Kid's Box Teacher's Resource Book 2* Unit 9 Reinforcement worksheet 1 (pages 56 and 57)

## Pupil's Book page 64

### Warmer

- Review the clothes (jacket, shoes, skirt, socks, trousers, T-shirt), using pictures or the flashcards. Show each one and elicit the name. Display the flashcards around the edge of the board. Make a circling gesture with your hands and say *These are all ...* Wait for pupils to say *clothes*. Check for correct pronunciation. Write *clothes* in the centre of the board.

### Presentation

- Elicit/Teach the new clothes vocabulary, using the flashcards. Show each flashcard in turn and elicit/say the word. Pupils repeat in chorus and then in groups, loudly, softly and so on. Stick the flashcards on the board around the mind map to show they are also clothes, apart from *handbag* and *glasses*. Put these at the side of the board. Point to each new flashcard in turn. Pupils chorus the word. Then show the wordcards. Pupils chorus the word again.

#### 1 Listen and answer. **S** towards

- Set the scene, but pupils don't open their books. Say *Listen. The Star children and their friends are wearing different clothes. Set the pre-listening questions: What are Simon and Alex wearing? What's Meera wearing? What's Suzy wearing? What's Lenny wearing?* Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 64, please. Listen again and check.* Play the CD again as pupils are checking. Use the picture to teach *watch, sunglasses*. Elicit the difference between *glasses* and *sunglasses*. Check comprehension by asking, e.g. *What colour is Suzy's hat? Who's got grey trousers?*
- Say *Can you find the hidden star? Show your partner.* Check with the class (on Suzy's shoe).

#### CD 3, 20

**STELLA:** Hello and welcome to the Star Fashion show. Here are Simon and Alex. They're wearing black shirts, blue jeans and white shoes. Simon's got small black sunglasses on his head. Alex is wearing a new yellow watch. Thank you, Simon. Thank you, Alex.

Now here's Meera. She's wearing a short brown skirt and an orange jacket. She's wearing long yellow socks and green shoes. Thank you, Meera.

Now we've got Suzy, the star of the show. She's wearing a long purple dress and big pink shoes. She's wearing a nice big red hat and she's got a beautiful gold handbag. Thank you, Suzy.

Now here's Lenny. He's wearing grey trousers, black shoes, and a red T-shirt with a green lizard on. What a beautiful T-shirt! Thank you, Lenny.

#### 2 Listen and repeat.

- Say *Now let's do Activity 2. Listen and repeat.* Play the CD. Pupils repeat the words in chorus, in groups and then individually (choose pupils at random).

#### CD 3, 21

Dress, glasses, handbag, hat, shirt, jeans

### Extra activity 1: see page 228 (if time)

## Activity Book page 62

#### 1 Listen and join the dots.

- Say *Open your Activity Books at page 62, please. Say Listen for the words. Join the words to make a picture.* Play the CD. Pupils join the words. They check in pairs. Check with the class (A dress).

#### CD 3, 22

Shirt, handbag, glasses, watch, skirt, hat, sock, T-shirt, jeans, shoe, dress, shirt

#### 2 Follow the 'clothes' words. Write.

- Pupils work in pairs and draw a line through the clothes words. Pairs check with pairs. Check with the class. Pupils answer.
- Ask *What's the extra word? (thing).* Check understanding.

**Key: Clothes** (13) dress, glasses, handbag, hat, jacket, jeans, shirt, shoes, skirt, socks, trousers, T-shirt, watch  
**Animals** cow, frog, goat, lizard, sheep, spider  
**Food** bread, burger, cake, carrots, ice cream

### Extra activity 2: see page 228 (if time)

#### Optional activity

- Unit 9 Reinforcement worksheet 1 from *Teacher's Resource Book 2* (pages 56 and 57).

#### Ending the lesson

- Display the ten clothes wordcards, plus *handbag* and *glasses*. Pupils stand up. Say, e.g. *Stella says Point to the handbag.* Pupils point. Say *Point to the shirt.* Pupils don't point. Continue repeating some of the clothes quickly, one after another, to keep pupils active.

**3** Listen and point. Chant.

**Grammar**  
He's wearing glasses.  
They're wearing black jackets.

Handbags, glasses,  
Jackets and shirts.  
T-shirts, trousers,  
Dresses and skirts.  
Hats, jeans,  
Shoes and socks.  
Put them on,  
They're in the box.

**4** Listen and correct.

There's a big box with toys. No, there's a big box with clothes.

**Vocabulary**  
dress glasses handbag hat  
jeans shirt sunglasses

**Grammar**  
He's / She's / They're wearing ...

65

**3** Write the words and colour the picture.

a	b	c	d	e	f	g	h	i	j	k	l	m
☆	■	○	—	◆	□	●	★	◀	△	▼	∩	●
n	o	p	q	r	s	t	u	v	w	x	y	z
▲	☆	▴	◇	▲	∩	▽	□	—	∩	▽	▭	▭

I'm \_\_\_\_\_

**4** Describe your clothes.

**Me!**  
I'm wearing \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Objectives:** By the end of the lesson, pupils will have practised talking about things they wear and learned a chant.

**Target language**

- **Key language:** *I'm/You're/He's/She's/They're wearing ..., put (it/them) on, take (it/them) off*
- **Additional language:** *code*
- **Revision:** clothes vocabulary, *handbag, watch, glasses, wear, with*, adjectives, colours

**Materials required**

- Extra activity 1: Photocopiable activity 9 (page 213), one for each pupil, scissors, crayons
- A hat, a pair of sunglasses
- Optional: *Kid's Box Teacher's Resource Book 2 Unit 9 Reinforcement worksheet 2* (pages 56 and 58); Grammar reference Unit 9 from *Pupil's Book 2* (page 100)

## Pupil's Book page 65

### Warmer

- Pupils stand up. They look at each other's clothes for 30 seconds. Then they stand back to back and take turns to say what the other is wearing. Demonstrate the activity with a pupil, using *You're wearing ...*

### 3 Listen and point. Chant.

- Say *Open your Pupil's Books at page 65, please.* Elicit the clothes they can see. Say *Listen and point.* Play the CD. Pupils listen and point to the clothes in the pictures (or the words). Play the CD again in sections. Pupils repeat, pointing to clothes or touching theirs as they say the words. Pupils stand and do the chant as a class without the CD. Divide the class into three groups. Groups take turns to do the chant. Vote for the best one.
- Focus pupils on the Grammar box. Point to a boy in the picture wearing glasses and read the first sentence *He's wearing glasses.* Then point to the boys wearing black jackets and read the second sentence *They're wearing black jackets.* Pupils repeat after you. Then in pairs, pupils practise more sentences using the picture.

#### CD 3, 23

Handbags, glasses, Jackets and shirts. T-shirts, trousers, Dresses and skirts.	Hats, jeans, Shoes and socks. Put them on, They're in the box.
---	---

### 4 Listen and correct.

- Focus pupils on the example statements in the speech bubbles. Say *Listen.* Play number 1 on the CD (the first false statement). Check pupils know what to do. Play each sentence in turn. Pupils whisper the response to their partner. Play the CD again. This time, pause before asking the class to respond as a group. Elicit the response from smaller groups and individuals too.

**Key:** 2 No, one boy is wearing jeans. 3 No, one girl is wearing red shoes. 4 No, four children are wearing glasses. 5 No, three girls are wearing a dress. 6 No, there are four handbags. 7 No, one boy is wearing short trousers. 8 No, there are four hats.

#### CD 3, 24

- 1 There's a big box with toys.
- 2 Three boys are wearing jeans.
- 3 Two girls are wearing red shoes.
- 4 Five children are wearing glasses.
- 5 One girl's wearing a dress.
- 6 There are six handbags.
- 7 Two boys are wearing short trousers.
- 8 There are five hats.

**Extra activity 1: see page 228 (if time)**

## Activity Book page 63

### 3 Write the words and colour the picture.

- Say *Open your Activity Books at page 63, please.* Elicit what pupils can see (a code). Tell pupils to look and to tell you what the first word is (I'm). Pupils work individually and complete the writing, using the code. They check in pairs. Pupils colour the picture according to the instructions.

**Key:** I'm wearing blue jeans, a yellow shirt, grey socks, black shoes and a new red hat.

### Extra activity 2: see page 229 (if time)

### Practice

- Show pupils the hat you have brought to class and say, e.g. *This is my new hat.* Put it on and while you are doing so say *I'm putting on my hat. I'm putting it on.* Take the hat off and say or elicit *I'm taking off my hat.* Say *I'm taking ...* and elicit the pronoun *it.* Complete the sentence by saying *off.* Repeat this process with the sunglasses. (*These are my new sunglasses. I'm putting on my sunglasses. I'm putting them on. etc.*)
- Get the class to give you instructions in chorus, as follows: *Put your hat on. Take your hat off. Put your sunglasses on. Take your sunglasses off.* Repeat several times until pupils are confident with the language. Every time they tell you to do something make a sentence in the present continuous with a pronoun (e.g. for the hat: *I'm putting it on. I'm taking it off.* For the sunglasses: *I'm putting them on. I'm taking them off.*)
- Pupils stand up. They mime putting on and taking off various items of clothing, as you give the instructions below. Encourage pupils to say the sentences on the right chorally as they mime. They can then repeat the drill in pairs (one gives instructions, the other mimes and makes a sentence with *it* or *them*, as appropriate).  
*Put your hat on. I'm putting it on.*  
*Take your shoes off. I'm taking them off.*  
*Put your dress on. I'm putting it on.*  
*Take your socks off. I'm taking them off. (etc.)*

### 4 Describe your clothes.

- Pupils work in pairs and take turns to orally describe their clothes to their partner. Pupils then individually write a description of their clothes. Monitor and help where needed.

### Optional activities

- Unit 9 Reinforcement worksheet 2 from *Teacher's Resource Book 2* (pages 56 and 58).
- Grammar reference Unit 96 from *Pupil's Book 2* (page 100).

### Ending the lesson

- Do the chant again. This time pupils mime putting the clothes on as they say them (rather than just pointing to them).

**5** Listen and point. **Grammar**  
 Have you got a dog?  
 Yes, I have. / No, I haven't.

I've got a big car. Have you got a car, Trevor?  
 No, I haven't.

**6** Listen and repeat. **Grammar**  
 Have you got ... ? Yes, I have. No, I haven't.  
 Has he / she got ... ? Yes, he / she has. No, he / she hasn't.

**5** Look and write.

I've got a watch, a hat and a lizard.

I've got \_\_\_\_\_.

I've got \_\_\_\_\_.

I've got \_\_\_\_\_.

**64**

**Objectives:** By the end of the lesson, pupils will have asked and answered about ownership using *have got*.

**Target language**

- **Key language:** *Have you got ... ? Has he/she got ... ? Yes, I have. No, I haven't. I've got/We've got ..., Yes, he/she has. No, he/she hasn't.*
- **Additional language:** *a good life*
- **Revision:** *family, friends, garden, flowers, trees, animals, car, bus, cake, milk, So do I, can't drive, superhero*

**Materials required**

- Extra activity 1: Classroom objects
- Optional: *Kid's Box Teacher's Resource Book 2 Unit 9 Extension worksheet 1* (pages 56 and 59); Grammar reference Unit 9 from *Pupil's Book 2* (page 100) and *Activity Book 2* (page 98)
- *Kid's Box Language Portfolio 2* (page 12)

## Pupil's Book page 66

### Warmer

- Revise *have got*. Ask a pupil, e.g. *Have you got a blue crayon?* Prompt the pupil to respond truthfully, e.g. *No, I haven't*. If it's *Yes, I have*, the pupil gives it to you. Continue around the class, sometimes asking for objects you know pupils don't have. After asking a pupil and the pupil's response, turn to the class and say, e.g. *Has he got a bag?* The class responds, e.g. *No, he hasn't*. Continue, making sure pupils get practice of *I/she/he* and positive and negative.

### 5 Listen and point.

- Say *Open your Pupil's Books at page 66, please*. Elicit who and what they can see. Elicit *garden, flowers, trees*. Say *Listen and point to what the toys have got*. Check it's only what they've got (ownership). Play the CD. Pupils listen and point. Play the CD again for pupils to make sure. Play the CD, stopping where indicated below // for pupils to respond.
- Pupils focus on the Grammar box. Ask pupils. *Have you got a dog?* Encourage pupils to answer the question using short forms (*Yes, I have. / No, I haven't*). Then personalise the activity. Ask pupils, eg. *Have you got a garden? Have you got a car?* Encourage pupils to ask you questions as well.

**Key:** nice family, friends (Trevor), house, garden, big car, superhero clothes (Maskman), jacket and glasses (Marie), black glasses (Maskman), dog (Trevor).

### CD 3, 25

Toys in the toy box,  
Come alive.

Walk and talk,  
On the count of five.  
One, two, three, four, five.

**TREVOR:** You know, Maskman, we've got a good life. We've got a nice family and we've got a lot of friends. //

**MASKMAN:** I know, Trevor, and we've got a house and a garden with lots of trees and beautiful flowers. //

**MARIE:** Yes, a lot of toys haven't got a house or a garden ...

**MASKMAN:** Or a car. I've got a big car. Have you got a car, Trevor? //

**TREVOR:** No, I haven't got a car. I can't drive.

**MASKMAN:** I've got superhero clothes. Have you got superhero clothes, Trevor? //

**TREVOR:** No, I haven't. I'm not a superhero.

**MONTY:** Marie's a doctor. She's got a long white jacket and glasses. //

**MASKMAN:** Yes, I've got black glasses, too. //

**TREVOR:** Yes, Maskman, we've got a good life. We've got a nice dog too. Look, there she is. //

**MASKMAN:** Aaaghh!! ... And she's got a big mouth.

**OTHERS:** Ha ha ha!

### 6 Listen and repeat.

- Say *Now, let's listen and repeat*. Play the CD. Pupils repeat in chorus and then in groups and pairs.

### CD 3, 26

**TREVOR:** We've got a nice family and we've got a lot of friends.

**MASKMAN:** Have you got superhero clothes, Trevor?

**TREVOR:** No, I haven't. I'm not a superhero.

**MONTY:** Marie's a doctor. She's got a long white jacket and glasses.

Extra activity 1: see page 229 (if time)

## Activity Book page 64

### 5 Look and write.

- Say *Open your Activity Books at page 64, please*. Focus pupils on the example. Follow the line through the maze to find what the first child has got. Point to the completed sentence. Pupils work individually to follow the lines from the children to the objects. They check in pairs. Check with the class. Pupils then complete the text at the bottom of the page. Monitor to help if necessary.

**Key:** I've got a skateboard, a dress and a bird. I've got a camera, a shirt and a phone. I've got shorts, a bag and a duck.

Extra activity 2: see page 229 (if time)

### Optional activities

- Unit 9 Extension worksheet 1 from *Teacher's Resource Book 2* (pages 56 and 59).
- Grammar reference Unit 6 from *Pupil's Book 2* (page 100) and *Activity Book 2* (page 98).

**Key:** 1 have, 2 hasn't, 3 has, 4 haven't

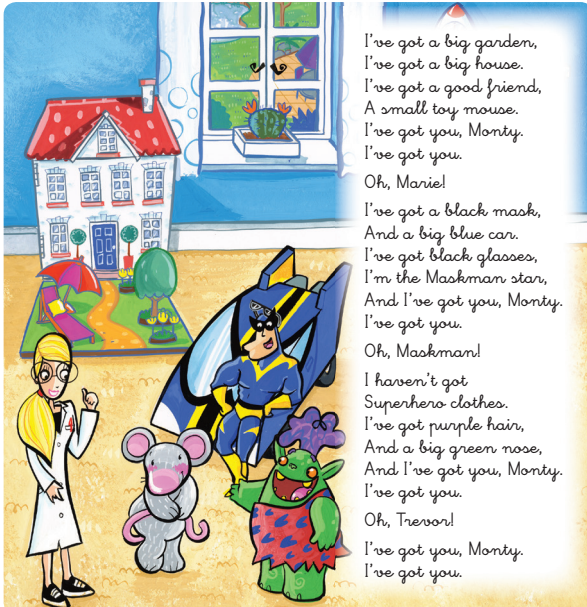
### Language Portfolio

- Pupils complete page 12 of *Kid's Box Language Portfolio 2* (*My favourite clothes*). Help with new language as necessary.

### Ending the lesson

- Choose eight classroom objects: ruler, pencil, bag, book, etc. Hold them up in turn, saying *I've got a book, a bag, a ruler, a pencil ...* Hide them from the class. In pairs, pupils try and remember the objects you had and anything else about them. Elicit from pairs, e.g. *You've got a ruler. It's blue*. Show objects as they are mentioned.

**7** Listen and point. Sing.



I've got a big garden,  
I've got a big house.  
I've got a good friend,  
A small toy mouse.  
I've got you, Monty.  
I've got you.

Oh, Marie!  
I've got a black mask,  
And a big blue car.  
I've got black glasses,  
I'm the Maskman star,  
And I've got you, Monty.  
I've got you.

Oh, Maskman!  
I haven't got  
Superhero clothes.  
I've got purple hair,  
And a big green nose,  
And I've got you, Monty.  
I've got you.

Oh, Trevor!  
I've got you, Monty.  
I've got you.

**8** Ask and answer.


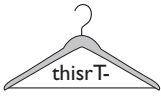
Have you got a garden?      Yes, I have.

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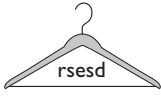
Starters Reading and Writing, Part 3


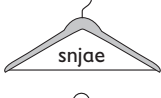
**6** Look at the pictures. Look at the letters. Write the words.



**Example**



 I - s h i r t       thisrT-



**Questions**

①  \_\_\_\_\_       rsesd

②  \_\_\_\_\_       snjae

③  \_\_\_\_\_       srtsho

④  \_\_\_\_\_       ssslega

⑤  \_\_\_\_\_       bghdaan

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**Objectives:** By the end of the lesson, pupils will have had more practice talking about ownership and will have sung a song.

**Target language**

- **Key language:** *I've got/I haven't got ... Have you got?*
- **Revision:** colours, clothes, adjectives, boots, garden, house, toy, mouse, car, glasses, superhero, hair, nose,

**Materials required**

- Extra activity 1: Clothes flashcards (79–85)
- Clothes flashcards from *Kid's Box 1* (68–73) or pictures of a jacket, shoes, a skirt, socks, trousers, a T-shirt
- Optional: *Kid's Box Teacher's Resource Book 2* Unit 9 Song worksheet (pages 56 and 61); *Kid's Box Interactive DVD 2, The music room*, Unit 9 'I've got you, Monty' song

## Pupil's Book page 67

### Warmer

- Review colours and adjectives. Say, e.g. *I can see something in the classroom. It's small, blue and beautiful and it's under a chair.* Pupils guess (a bag). Continue with other objects, including clothes.

### 7 Listen and point. Sing.

- Say *Open your Pupil's Books at page 67, please.* Elicit what pupils can see. Ask *Has Maskman got yellow shoes?* Pupils answer *No, he's got yellow boots.* Revise *boots.* Pupils repeat after you.
- Say *Listen and point.* Play the CD. Pupils point to the objects in the song. Play the CD again. Encourage pupils to sing.

#### CD 3, 27

**MARIE:** I've got a big garden.  
I've got a big house.  
I've got a good friend,  
A small toy mouse.  
I've got you, Monty.  
I've got you.

**MONTY:** Oh, Marie!

**MASKMAN:** I've got a black mask,  
And a big blue car.  
I've got black glasses,  
I'm the Maskman star,  
And I've got you, Monty.  
I've got you.

**MONTY:** Oh, Maskman!

**TREVOR:** I haven't got  
Superhero clothes.  
I've got purple hair,  
And a big, green nose,  
And I've got you, Monty.  
I've got you.

**MONTY:** Oh, Trevor!

**MARIE, MASKMAN, TREVOR:** I've got you, Monty.  
I've got you.

#### CD 3, 28

Now sing the song again. (Karaoke version)

### 8 Ask and answer.

- Pupils work in groups. They take it in turns to ask each other *have got* questions, e.g. *Have you got a garden?* Pupils answer *Yes, I have. / No, I haven't.*

Extra activity 1: see page 229 (if time)

## Activity Book page 65

### 6 Look at the pictures. Look at the letters. Write the words. **S**

- Say *Open your Activity Books at page 65, please.* Point to the picture of the T-shirt and to the scrambled letters inside the clothes hanger on the right. Ask a volunteer to read the example answer.
- Say *Look at the pictures. Move the letters in the hangers.* Copy the letters in the order they appear inside the first hanger on the board and show pupils how they make the word *T-shirt*, 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.

Key: 1 dress, 2 jeans, 3 shorts, 4 glasses, 5 handbag

Extra activity 2: see page 229 (if time)

### Optional activities

- Unit 9 Song worksheet from *Teacher's Resource Book 2* (pages 56 and 61).
- *The music room*, Unit 9 'I've got you, Monty' song from *Kid's Box Interactive DVD 2*. See pages 28, 29 and 31 of the *Teacher's Booklet*.

### Ending the lesson

- Sing the song again with pupils. They mime the actions as they sing.



**9** **Monty's phonics**

**7**  
seven

sheep

shop

Seven **sheep** are sleeping in a **shop**!

**10** Ask and answer.

Ben: Has Ben got shorts?  
Yes, he has.

**68** Phonics  
Consonant sounds: 's' and 'sh' (seven, sheep)

**7** Listen and write 's' or 'sh'.

1 sheep 2 shoe 3 seven 4 chips 5 shirt

sheep \_ \_ oe \_ even chip \_ \_ irt

6 desk 7 fish 8 dress 9 sleep 10 shop

de\_k fi\_\_ dre\_\_ \_leep \_\_op

**8** Cross out five objects.  
Ask your friend.

Have you got a boot? Yes, I have.

hat  lemon   
handbag  cow   
boot  sheep   
glasses  monster   
frog  tomato

**66**

**Objectives:** By the end of the lesson, pupils will have learned to identify and say the phonemes 's' /s/ and 'sh' /ʃ/ at the beginning, middle and end of words and had more practice with listening.

**Target language**

- **Key language:** the phonemes /s/ and /ʃ/ as in *seven, sleep, sheep, shop*
- **Revision:** colours, adjectives, *family*

**Materials required**

- Clothes flashcards and wordcards (79–85)
- Clothes flashcards and wordcards from *Kid's Box 1* (68–73) or pictures of a jacket, shoes, a skirt, socks, trousers, a T-shirt
- A picture of shorts
- Extra activity 2: Dark bag with eight classroom objects inside, e.g. ruler, eraser
- Optional: *Kid's Box 2 Interactive DVD: The living room* 'The eye test' episode (if not used in Unit 8)

## Pupil's Book page 68

### Warmer

- Elicit the clothes, using the wordcards and the picture of shorts. Reveal each one slowly. When pupils say it, stick it on the board. Display them at random.

### 9 Monty's phonics.

- Say *Open your Pupil's Books at page 68, please.* Point to the small pictures and say them, emphasizing the sounds /s/ and /ʃ/. Pupils practise pronunciation of each word. Remind pupils that the plural of *sheep* is *sheep*. Point at the large picture and say *How many sheep are there? (Seven) Where are the sheep? (In a shop) What are they doing? (Sleeping).* 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.
- Write the tongue twister on the board and elicit the /ʃ/ sounds. Underline them. Focus pupils on the flashcards on the board and ask which words have the /ʃ/ sound (*shirt, shoes, T-shirt*) and which have the /s/ sound (*dress, glasses, jeans, skirt, socks, trousers*).

#### CD 3, 29

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

/s/, /s/, seven

/ʃ/, /ʃ/, sheep

/ʃ/, /ʃ/, shop

Seven sheep are sleeping in a shop!

Seven sheep are sleeping in a shop!

Seven sheep are sleeping in a shop!

### 10 Ask and answer.

- Say *Look at Activity 10.* Demonstrate the activity for the pupils. Choose one of the pictures and write the letter (a, b, c or d) on a piece of paper, keeping it hidden from the class. Don't say which picture you have chosen. Tell the class they have to ask you questions to find out which of the four pictures you are thinking of. The questions can only be the type with yes or no answers (e.g. *Is ...? Has ... got ...? or Is/ Are there...?*). If necessary, write some questions on the board to get pupils started, e.g. *Has Ben got 2 brothers? Has Ben got a big brown dog? Has Ben got a house?* When pupils guess the correct picture, show them the letter you wrote on the piece of paper (e.g. *Yes, that's right. It's picture c*).
- Make pairs. Pupil A chooses a picture for Pupil B to identify by asking questions. Monitor and help as necessary. Pupils swap roles once Pupil B has guessed the answer. They can play a number of times.

Extra activity 1: see page 229 (if time)

## Activity Book page 66

### 7 Listen and write 's' or 'sh'.

- Say *Open your Activity Books at page 68, please. Say Look at the pictures. All the words have the sound 's' or 'sh'. Look and think.* Give pupils time to guess what each word is, how to say it and which letter(s) to write.
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for pupils to repeat the word and to write. They check answers in pairs.
- Play the CD again. Correct as a class.

Key: 2 sh, 3 s, 4 s, 5 sh, 6 s, 7 sh, 8 ss, 9 s, 10 sh

#### CD 3, 30

1 sheep, 2 shoe, 3 seven, 4 chips, 5 shirt, 6 desk, 7 fish, 8 dress, 9 sleep, 10 shop

### 8 Cross out five objects. Ask your friend.

- Elicit the objects in the picture. Pupils use a pencil and secretly put a cross through five objects. They work in pairs, but they don't look at each other's books. They take turns to ask *Have you got a ... ?* and to answer. They say *No, I haven't* if they have put a cross through it. Again in pencil, pupils write ticks or crosses in the boxes about their partner's objects. The first in each pair to find all the objects crossed out is the winner. Pupils erase their crosses and ticks and repeat the game.

Extra activity 2: see page 229 (if time)

### Optional activity

- 'The eye test' episode from *Kid's Box Interactive DVD 2 (The living room section)*, if not used in Unit 8. See pages 8-11 of the *Teacher's Booklet*.

### Ending the lesson

- Do the tongue twister again with the class. Pupils stand up. Do it as a class and then invite groups or pairs to have a go at saying it as fast as they can.

**11** Listen to the story.

1 Monty! Are you wearing my long white jacket and my glasses?  
Yes, I am. I'm Marie Mouse.

2 Trevor! What are you wearing?  
I'm wearing blue trousers, a blue shirt, a blue hat and a black mask. Who am I?

3 I can swim and fly, but I can't sing or dance. I'm ... Masktroll!

4 Look at Maskman!

5 Maskman! Are you eating a pencil?  
Yes, I am. Who am I?

6 You're ... Trollman!  
That's right! I can't swim and I can't spell.  
No, you can't, Trollman, but you've got a lot of friends.

**12** Listen and say the number.

**My picture dictionary**

**9** Listen and write. Stick.

1 <u>handbag</u>	2 _____	3 _____
4 _____	5 _____	6 _____

**My progress**

Tick (✓) or cross (X).

I can talk about my clothes.

I can talk about things I have got.

**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:** *Trollman, Masktroll, arms*
- **Revision:** adjectives, clothes, colours, *wearing, mask, sing, dance, can't, can, look at, legs, pencil, eating, spell, fly, nice, friends*

**Materials required**

- Clothes flashcards (79–85)
- Clothes flashcards from *Kid's Box 1* (68–73) or pictures of a jacket, shoes, a skirt, socks, trousers, a T-shirt
- Optional: *Kid's Box Teacher's Resource Book 2* Unit 9 Extension worksheet 2 (pages 56 and 60); the animated version of the Unit 9 story from *Kid's Box Interactive DVD 2* (*Suzy's room* section); *Playscript 9 Kid's Box Teacher's Resource Book 2* (pages 86-87 and 96)
- *Kid's Box Language Portfolio 2* (page 5)

## Pupil's Book page 69

### Warmer

- Review the 12 clothes words, using the flashcards. Hold one behind your back. Pupils guess, asking *Have you got a dress?* etc. Answer *Yes, I have.* / *No, I haven't.*

### Story

#### 11 Listen to the story.

- Say *Open your Pupil's Books at page 69, please.* Elicit who they can see (Trevor, Monty, Maskman, Marie). Elicit where they are (in the house). Set the pre-listening questions: *Can Trevor fly? What colour's Maskman's hair? Can Maskman spell? Say Listen and look.* Play the CD. Pupils listen and look. Check with the class (Yes, Purple, No). Check pupils understand that Trevor and Maskman have changed roles. Play the CD again. Pupils listen and repeat.
- Check comprehension by pointing to each picture in turn and asking, e.g. *What's Monty wearing?* (Marie's long white jacket and glasses). *What's Trevor wearing?* (blue trousers, shirt and hat and a black mask). *What's Trevor's name?* (Masktroll). *What's Maskman eating?* (a pencil).
- Say *Open your Activity Books at page 102, please.* Point to the Story pictogram Unit 9. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 203 of *Teacher's Book 2*).

#### CD 3, 31

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MARIE:** Monty! Are you wearing my long white jacket and my glasses?

**MONTY:** Yes, I am. I'm Marie mouse.

**MARIE:** Trevor! What *are* you wearing?

**TREVOR:** I'm wearing blue trousers, a blue shirt, a blue hat and a black mask ... Who am I?

**TREVOR:** I can swim and fly, but I can't sing or dance. I'm ... Masktroll!

**MONTY:** Look at Maskman!

**TREVOR:** Maskman! Are you eating a pencil?

**MASKMAN:** Yes, I am. Who am I?

**MONTY:** You're ... Trollman!

**MASKMAN:** That's right! I can't swim and I can't spell.

**TREVOR:** No, you can't, Trollman, but you've got a lot of friends.

#### 12 Listen and say the number.

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

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

#### CD 3, 32

**TREVOR:** Maskman! Are you eating a pencil?

**TREVOR:** I'm wearing blue trousers, a blue shirt, a blue hat and a black mask ... Who am I?

**MONTY:** Look at Maskman!

**TREVOR:** I can swim and fly, but I can't sing or dance. I'm ... Masktroll!

**MARIE:** Monty! Are you wearing my long white jacket and my glasses?

**MASKMAN:** That's right! I can't swim and I can't spell.

### Extra activity 1: see page 229 (if time)

## Activity Book page 67

#### MY PICTURE DICTIONARY

- Say *Open your Activity Books at page 67, please.* Say *Which word is it? Listen to the spelling.* Play number 1 on the CD and elicit the word (*handbag*). Pupils stick the sticker in the first square. Play the rest of the CD. Pupils lay the stickers out on their desk in the correct order. Check before they stick them. Say *Now write the words.*

**Key:** 2 hat, 3 dress, 4 jeans, 5 shirt, 6 glasses

#### CD 3, 33

1 h-a-n-d-b-a-g, 2 h-a-t, 3 d-r-e-s-s, 4 j-e-a-n-s,  
5 s-h-i-r-t, 6 g-l-a-s-s-e-s

### Extra activity 2: see page 229 (if time)

#### MY PROGRESS

- Say *Let's read the sentences together.* Read the first sentence. Tell pupils to describe their clothes. Pupils now look back at Activity Book page 64 and say which of the items they have got. Say *Good, you can talk about the things you have got.*
- Say *Now tick or cross the sentences.*

### Optional activities

- Unit 9 Extension worksheet 2 from *Teacher's Resource Book 2* (pages 56 and 60).
- The animated version of the story from *Kid's Box Interactive DVD 2* (*Suzy's room* section). See pages 41–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from *Pupil's Book* page 69. Hand out a copy to each student of Playscript 9 from *Teacher's Resource Book* (page 96). See notes on pages 86–87.

### Language Portfolio

- Pupils complete page 5 of *Kid's Box Language Portfolio 2* (*I can ... Units 7–9*).

### 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.

**Marie's maths Venn diagrams**

**1** Ask and answer.

What's this?  
It's a sheep.

wool

We wear...

**2** Listen and say.

It's wool. It's a toy.  
What is it?

It's a toy doll.

**70** Vocabulary: wool

Now you! Activity Book page 68

**Marie's maths Venn diagrams**

**Now you!** **1** Find, draw and write.

Things we wear

Red things

**2** Write about your Venn diagram.

There are \_\_\_\_\_ red things.

There are \_\_\_\_\_ things we wear.

There are \_\_\_\_\_ things we wear.

**68**

**Objectives:** By the end of the lesson, pupils will have learned to identify and describe items in a Venn diagram. They will be able to write sentences about their Venn diagrams.

### Target language

- **Key language:** *wool, In my classroom there are ... We wear it/them*
- **Additional language:** *What is it/are they? You can put your feet on it*
- **Revision:** *It's/They're ... sheep, shorts, skirt, jacket, hat, socks, shirt, rug, doll, colours*

### Materials required

- Items made of wool – e.g. a ball of a wool, a woollen jumper, a scarf and gloves made of wool. Make sure two or more of these items are the same colour. Other items that are the same colours as the woollen items, e.g. a green book. Red items, e.g. a red pencil, a red table tennis bat, a red hat. Items of clothing of various colours, including red (e.g. socks, jeans, skirt, T-shirt, hat)
- Large plastic hoops (for example those used for hoola-hooping or in football training)

## Pupil's Book page 70

### Warmer

- Place the woollen items and other red and green items around the classroom. Teach *wool* using a ball of wool.
- Say *Find something green*. Pupils go and stand next to something green (or point at a green object). Say *Find something made of wool*. Pupils stand next to it or point, as before. Say *Find something green and made of wool*. Pupils race to find something in the classroom made from that material/colour.

### Presentation

- Say *Open your Pupil's Books at page 70, please*. Point to the picture of Marie at the top of the page. Say *This is Marie's maths. The lesson is about Venn diagrams*. Explain that a Venn diagram is used to sort things into 3 categories, the middle category having the characteristics of the other two.
- Use the items from the warmer activity to make a physical Venn diagram. Place two plastic hoops on the floor, overlapping so there are three sections (as in the Venn diagram on page 70). Put all the items made of wool in the left hand hoop. Put the green items in the right hand hoop. Now ask pupils to help you move the items which are both green and made of wool into the central section, (e.g. the green jumper and the green ball of wool). If you cannot do this physical activity, draw or write the items on the board.

#### 1 Ask and answer.

- Point to the speech bubbles at the top of the page. Point to each item in turn in the diagram and say *What's this?* Pupils answer in chorus *It's a...(sheep)*. Say *Ask and answer*. Pupils work in pairs.
- Ask pupils to work on the part of the diagram labelled 'wool' then the part labelled 'We wear ...'. Pupils finally ask and answer about the clothes in the middle section. Check by choosing pairs to ask and answer.

**Key:** What's this?

It's a doll/a rug/a sheep/some wool/a shirt/a skirt/(a pair of) shorts/a wool jacket/a wool hat. They're wool socks.

### Extra activity 1: see page 229 (if time)

#### 2 Listen and say.

- Point to the speech bubble and play the first clue on the CD *It's wool. It's a toy. What is it?* Pupils respond as in the book *It's a toy doll*. Play the second item on the CD. Pupils listen. Pupils whisper their answers in pairs.
- 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.

**Key:** 2 They're socks, 3 It's a jacket, 4 It's a hat, 5 It's a rug, 6 They're shorts

CD 3, 34

- It's wool. We don't wear it. It's a toy. What is it?  
We wear them and they're wool. We wear them on our feet.  
What are they?  
We wear it but it's not wool. We wear it on our body and arms. What is it?  
It's wool and we wear it. We wear it on our heads. What is it?  
It's wool. We don't wear it. You can put your feet on it.  
What is it?  
They're not wool. We wear them on our legs. What are they?

## Activity Book page 68

### 1 Find, draw and write.

- Say *Open your Activity Books at page 68, please*. Point to the Venn diagram. Read the labels in the boxes and tell the pupils that there are these things around the classroom for them to find and draw.
- Say *Find, draw and write*. Pupils work individually to find the items around the classroom. They draw a picture of each item in the correct part of the Venn diagram (on the left if it is an item of clothing, but not red, on the right if it is red, but not an item of clothing and in the centre if it is both red and an item of clothing). Pupils label each item with the correct word.
- They compare answers in pairs. Check by copying the blank diagram on the board. Say one of the items (e.g. *pencil*). Call a volunteer to draw the item/write the word on the correct part of the diagram. Leave the completed diagram on the board.

**Key:** Answers will depend on the items supplied by the teacher.

### 2 Write about your Venn diagram.

- Point to the completed diagram on the board from Activity 1. Ask pupils to count the red things with you as you point with your finger. Read the first sentence in Activity 2 aloud and elicit the missing word (the number of things: *In my classroom there are (number) red things*). Pupils complete the sentences according to the items in the diagram in their books/on the board.

**Key:** Answers will depend on the number of items supplied by the teacher.

### Extra activity 2: see page 229 (if time)

### Ending the lesson

- Guessing game: think of an object from the lesson and describe it/them e.g. *They're wool, we wear them on our feet. What are they?* Pupils put up their hands to answer (socks). Volunteers make up their own clues for the class to guess.

**Your town Trevor's values**

**3** Listen and say the number.

**1** Come on! Let's play football.  
No, not here! We can't play football on the road.  
OK. Let's go to the park.  
OK!

**2** This is nice. Let's sit here and eat our lunch.  
Stop! Don't walk on the grass. Look!  
Oops! Sorry.  
Do not walk on the grass

**3** Stop! Don't cross! The man on the lights is red.  
Oh, thank you.  
Listen! When there's no green man, you can't cross.

**4** Don't drop that old balloon there!  
Oh, sorry.  
Find a bin or take it home. It's not good to drop rubbish.  
Don't drop rubbish!  
Picture four.

**Vocabulary**  
balloon bin grass road rubbish traffic lights

71

**Your town Trevor's values**

**3** Read and circle.

① There's a red / green man on the traffic lights. You can cross the road.

② Don't ride your skateboard on the road / at the park.

③ The sign says: Don't walk / Walk on the grass.

④ Put your rubbish / books in the bin.

⑤ Don't cross the road. The traffic lights are green / red.

**4** Look and write 'can' or 'can't'.

**1** I can put my rubbish here.

**2** I \_\_\_\_\_ walk here.

**3** I \_\_\_\_\_ cross the road here.

**4** I \_\_\_\_\_ play here.

69

**Objectives:** By the end of the lesson, pupils will have listened to dialogues with commands and practised giving commands themselves.

### Target language

- **Key language:** balloon, bin, grass, road, traffic lights/lights, rubbish, Stop! Don't... (cross/drop/walk). Listen! We can't (play football on the road)
- **Additional language:** Let's (go to the park/play football). This is nice. At the park
- **Revision:** Oh, sorry. Thank you. Oops! OK. Not good. Come on! red, green, man

### Materials required

- Large picture of a street showing a road, traffic lights and a litter bin (if available). A picture of a park showing some grass
- A balloon
- Extra activity 1: Duplicate photos or flashcards of the following places in a town/features of a street: a park, a street crossing, a bin (one picture each or one for each pair of pupils)

## Pupil's Book page 71

### Warmer

- Use photographs, drawings on the board or the pictures on *Pupil's Book* page 71 to teach *road, grass, traffic lights* and *bin*. Present *balloon* using a real balloon and *rubbish/litter* by throwing some wrappings/paper on the floor. Say each word for pupils to repeat chorally. Choose volunteers to say the words on their own.
- Draw a simple traffic light with red and green lights and elicit what the red light means (stop) and what the green light means (go). Explain that in Britain, pedestrian crossings have lights in the shape of a man walking.

### 3 Listen and say the number.

- Say *Open your Pupil's Books at page 71, please. Point to Trevor and say This lesson is about Trevor's values. Today it's 'Your town'.* Hold up your book. Point to picture 1, point to and read the sign *park*. Repeat with the sign in picture 2 *Do not walk on the grass!*
- Say *Listen and say the number.* Stop the CD after each dialogue for pupils to have time to think about their answers. Repeat. Pupils check in pairs. Check answers with the whole class.

Key: 1 Picture 4, 2 Picture 3, 3 Picture 2, 4 Picture 1

### CD 3, 35

- 1 Don't drop that old balloon there!  
Oh, sorry.  
Find a bin or take it home. It's not good to drop rubbish.
- 2 Stop! Don't cross! The man on the lights is red.  
Oh, thank you.  
Listen! When there's no green man, you can't cross.
- 3 This is nice. Let's sit here and eat our lunch.  
Stop! Don't walk on the grass. Look!  
Oops! Sorry.
- 4 Come on! Let's play football.  
No, not here. We can't play football on the road.  
OK. Let's go to the park.  
OK.

### 4 Ask and answer.

- Focus pupils on Activity 4. Point to the first speech bubble and say *Don't drop rubbish!* Pupils read the answer *Picture 4* and point to the picture in their books. Get a confident pupil to give another example. Use the other language forms e.g. *We/you can't..., It's not good to...* to give examples. Say *Ask and answer.*
- Pupils take turns in pairs to say sentences and match them with the pictures e.g. Pupil A: *Don't walk on the grass!* Pupil B: *Picture 2*, Pupil B: *We can't play football on the road.* Pupil A: *Picture 1.* Ask volunteers to say their sentences for the class. The other pupils point to the correct picture.

Extra activity 1: see page 229 (if time)

## Activity Book page 69

### 3 Read and circle.

- Say *Open your Activity Books at page 69, please.* Read the example sentence and say *Which one: red or green?* Pupils say *Green.* Say *Read and circle.* Pupils work individually to circle the correct option and then check their answers in pairs. Go through the answers with the class.

Key: 2 on the road, 3 Don't walk, 4 rubbish, 5 red

### 4 Look and write 'can' or 'can't'.

- Point to each picture and ask *Where is it? What can you see?* Pupils respond, e.g. *The street. There's a bin.* Say *Look and write 'can' or 'can't'.* Nod your head for *can* and shake it for *can't.* Pupils check their answers in pairs. Check with the whole class.

Key: 1 I can put my rubbish here. 2 I can't walk here.  
3 I can't cross the road here (the light is showing red).  
4 I can play here.

Extra activity 2: see page 229 (if time)

### Ending the lesson

- Pupils come to the front to act out the dialogues from *Pupil's Book*, page 71, Activity 3. Pupils put their hands up to say in which location the dialogue takes place.