

OBJECTIVES: By the end of the lesson, pupils will have identified and named parts of the face.

● **TARGET LANGUAGE**

Key language: *face, ear, eye, mouth, nose, teeth/tooth, hair, head*

Additional language: *programme, funny, fair, different, I've got*

Revision: adjectives

● **MATERIALS REQUIRED**

Character and face flashcards (1–5, 45–46, 53–58)

Optional: face word cards from *Kid's Box Teacher's Resource Book 1*, Unit 6 Reinforcement worksheet 1 (page 37)

Warmer

- Review the characters. Display the flashcards. Point to Simon and say, e.g. *He's Mr Star*. Pupils correct, saying *No, he's Simon*. Repeat.

Presentation

- Display the face flashcards (picture side). Point to one eye and say *One eye*. Then point to two eyes and say *Two eyes*. Pupils point and repeat in chorus. Repeat for *ear, two ears, face, tooth, teeth, nose, mouth*. Teach *hair* as the final word.

PB40. ACTIVITY 1. *Listen and point.*

- Say *Open your Pupil's Books at page 40, please. Say Where's the star?* Pupils check together. Check with the class (on Stella's back). Pupils say *Here it is*. Point to the troll and say *This is Trevor. He's a troll*.
- Say *Listen and point*. Play the CD. Pupils listen and point.
- Check comprehension by asking, e.g. *Is Trevor's head small? What colour are his teeth?*

CD 2, 40

SIMON: Ssshh, everybody. It's *The Troll Show*. It's my favourite programme.

STELLA: Yes, mmmm.

SUZY: Ooohh. They're big and ugly.

SIMON: No, they aren't. They're funny.

PRESENTER: Hi, boys and girls. It's *The Troll Show*.

TREVOR: Hello, everybody. My name's Trevor Troll. I'm big and green ...

SUZY: ... and ugly.

SIMON: Ssshh!

TREVOR: My head is big and I've got purple hair. Look at my face. It's dirty. My eyes are orange and my mouth is big. I've got yellow teeth and big green ears. My nose is short.

SIMON: Lovely!

PB40. ACTIVITY 2. *Listen and repeat.*

- Play the CD. Pupils point to the words on the page and repeat after the CD.
- Ask pupils about their faces, e.g. *What colour's your hair? Is it long or short?*
- Pupils ask and answer about their faces in open pairs across the class.

CD 2, 41

Mouth, nose, ear, hair, eye, face, teeth

Practice

- Display the word side of the flashcards or use the word cards from *Kid's Box Teacher's Resource Book 1*. Say *Point to your ...* and point to the word eye. Pupils point to one of their eyes. Repeat with the other words.

AB40. ACTIVITY 1. *Listen and draw coloured lines. [YLE]*

- Say *Open your Activity Books at page 40, please*. Pupils take out the following colours: orange, purple, green, grey, pink, brown, black. Demonstrate the activity using the example. Play the CD. Pause after each one for pupils to think and draw. They check in pairs. Play the CD again. Check with the class. Elicit the colour they didn't use (pink).

CD 2, 42

1. Black. Nose.
2. Brown. Eyes.
3. Purple. Teeth.
4. Grey. Ears.
5. Green. Head.
6. Orange. Mouth.

AB40. ACTIVITY 2. *Circle the different word.*

- Say *Look at Activity 2*. Read the words in the first line. Elicit why *nose* is different. Encourage pupils to notice, rather than telling them. Ask *Is bike a toy?* Repeat for *nose, train, doll*. For *nose*, pupils respond *No, it's on my face*.
- Pupils complete the activity in pairs. Pairs check with pairs. Give time for slower readers to finish. Check with the class. Note: If pupils give you an unexpected answer, ask them why. These activities rely on critical thinking and there can be more than one answer. Listen to pupils' reasons. Be prepared to accept their answer.

Key: 2 table, 3 ball, 4 car, 5 head, 6 dog

Extra activities: see page T114 (if time)

Optional activities

- Unit 6 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 36 and 37).

Ending the lesson

- Say *Shhhh* and put your finger to your lips. Pupils who make a noise are out. Everyone stands up. Point to your hair and mouth the word *Hair*. Don't say it. Pupils point to their hair and mouth the word *Hair*. Repeat with the other parts of the face. Pupils who giggle or make any noise are out. Stop when you have a small group of winners. Say *Hoorah!*

OBJECTIVES: By the end of the lesson, pupils will have practised naming parts of the face and writing the face words.

● **TARGET LANGUAGE**

Key language: ears, eyes, face, hair, mouth, nose, teeth

Additional language: head, shoulders, knees, toes, body

Revision: head, adjectives, boy

● **MATERIALS REQUIRED**

Face flashcards (53–58)

Photocopiable 6 (see page T102), copied onto thin card, scissors, glue, a lollipop stick for each pupil, different coloured wool, a completed stick puppet for demonstration, an envelope for each pupil

Warmer

- Review the face vocabulary using the flashcards. Flash each one and elicit the word. Pupils point to the part of the face. Add *Head, hair*. Say the words quickly one after another for pupils to point, e.g. *Eye, ear, nose, face*.

Presentation

- Introduce *Shoulders, knees, toes*. Stand at the front of the class. Point to your shoulders and say *Shoulders*. Pupils repeat. Repeat for *Knees, toes*.

PB4I. ACTIVITY 3. *Say the chant.*

- Say *Open your Pupil's Books at page 41, please. Ask Who is it? Pupils respond It's Trevor Troll. Say Listen to the chant. Point to the pictures. Play the CD. Pupils listen and point. Repeat the body parts and elicit the pictures. Play the CD again. Stand and touch the relevant body parts as you chant. Play the CD again. Pupils stand and join in with the words and actions. Repeat. When verses are repeated, pupils don't say the word again; they say Hum, but they touch the part of the body.*

CD 2, 43

Head, shoulders, knees and toes, knees and toes.
Head, shoulders, knees and toes, knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders, knees and toes, knees and toes.

Hum, shoulders, knees and toes, knees and toes.
Hum, shoulders, knees and toes, knees and toes.
And eyes and ears and mouth and nose.
Hum, shoulders, knees and toes, knees and toes.
etc.

PB4I. ACTIVITY 4. *Listen and correct.*

- Elicit what pupils can see in the picture (a monster). Play the CD. Pause after the first line. Elicit the answer *No, I'm a girl monster*. Repeat in a monster voice.
- Play the rest of the CD. Pause after each one for pupils to whisper the answer to their partner. Play the CD again. Elicit responses from pupils.
- Say, e.g. *I'm a girl*. Pupils say *No, you're a teacher / a man / a woman*. Say, e.g. *My eyes are green*. Continue in open pairs.

Key: girl, pink, big, blue, yellow, long, small, purple, happy

CD 2, 44

I'm a boy monster.
My hair's purple.
My nose is small.
I'm green.
My eyes are blue.
My hair's short.
My ears are big.
My mouth's red.
I'm sad.

Photocopiable 6: see pages T95–96 and T102

AB4I. ACTIVITY 3. *Listen and write the number.* [YLE]

- Say *Open your Activity Books at page 41, please*. Elicit that it's Trevor doing the *Head, shoulders, knees and toes* chant.
- Say *Listen and write the number*. Play the example. Elicit the body part. Play the rest of the CD. Pupils listen and number. They check in pairs. Check with the class.

Key: 6 nose, 4 ears, 1 head,
3 eyes, 2 knees, 5 mouth

CD 2, 45

1 head, 2 knees, 3 eyes, 4 ears, 5 mouth, 6 nose

Extra activity: see page T114 (if time)

AB4I. ACTIVITY 4. *Write the words.*

- Draw writing lines on the board. Copy the words as they appear in the Activity Book. Point to the ascenders and the descenders in each word to make sure pupils notice them.
- Say *Look at Activity 4. Write the words. Think about the shapes*. Point to the example answer. Pupils work individually and write the words, using the shapes to help them. Monitor pupils as they are working. They check in pairs.

Key: (clockwise from top left) hair, eyes, mouth, teeth, nose

Ending the lesson

- Sing *Head, shoulders, knees and toes* again. This time, get faster and faster as the song progresses.

OBJECTIVES: By the end of the lesson, pupils will have had further practice talking about physical features, using *have got*.

● **TARGET LANGUAGE**

Key language: *Have you got ... ? Yes, I have. No, I haven't. I've got ... We've got ...*

Additional language: *Sorry. Can you repeat that, please?*

Revision: face parts, adjectives

● **MATERIALS REQUIRED**

Photocopies of six troll faces from Photocopiable 6 (see page T102), coloured different colours, but with some of the features coloured the same colour

Place a number of objects, e.g. pencil, eraser, toy animal, toy ball, in your pockets or bag before the class.

Optional: *Kid's Box Teacher's Resource Book 1* Unit 6 Song worksheet (page 41)

Warmer

- Display the coloured photocopies from Photocopiable 6. Elicit what they are (troll faces). Write a number under each one (1–6). Describe one, e.g. *I've got blue hair. I've got three eyes.* Pupils put up their hands to guess which number.

Class game

- Revise *have got* by playing a class game. Say you've got some things in your pocket. Pupils guess, using the question *Have you got ... ?* Go around the class. Pupils ask. When you answer *Yes*, put the object on the table for all to see. When pupils have guessed them all, hide them again and pupils have to remember all the objects and say, e.g. *You've got an eraser.*

Song

PB43. ACTIVITY 7. *Sing the song.*

- Say *Open your Pupil's Books at page 43, please.* Elicit what they can see (a monster). Ask *Is it beautiful?* Pupils respond *No, it's ugly!* Play the CD. Pupils listen and point to the parts of the monster (dirty ears, etc.).
- Use the CD to teach the song to the class. Pupils repeat in small sections until they can sing the whole song. Practise a few times with the whole class. Teach them actions, e.g. when they sing *I've got pink hair*, they touch their hair.

CD 2, 49

I'm a very ugly monster,
I'm a very ugly monster,
I'm a very ugly monster.
I've got six dirty ears.
Yes, I have.

I've got pink hair,
And my eyes are red.
I've got a blue nose,
And a purple head.
I've got a green mouth,
And my teeth are blue.
My name's Slime.
Who are you?

I'm a very ugly monster,
I'm a very ugly monster,
I'm a very ugly monster.
I've got six dirty ears.
I've got six dirty ears.
Yes, I have.

CD 2, 50

Now sing the song again. (Karaoke version)

Sing and move

- Pupils sing the song and do the actions at the same time. Pupils stand up. Make sure they have room to move as they sing. Make three groups. Each group sings a verse. The other groups mime the actions when one group is singing.

PB43. ACTIVITY 8. *Say and listen. Draw.*

- Draw the face of a monster on the board. Using a 'monster' voice, say *Look! I'm a monster. This is me!* Describe the monster using the first person, e.g. *I've got four ears. I've got a big eye. I've got a small nose.*
- Say *Draw a monster. The monster is you!* Set a time limit of four minutes for pupils to draw and colour a picture of a monster face. Encourage them to use the face parts they have learned.
- Pupils work in pairs. They do not show each other their pictures. Pupil A describes his/her monster using the first person (*I've got ...*) while Pupil B draws. Then they compare pictures. They swap roles: Pupil B describes his/her monster and Pupil A draws.
- Nominate pupils to show their pictures and describe them to the class.

AB43. ACTIVITY 7. *Read and write. [YLE]*

- Say *Open your Activity Books at page 43, please. Say Here's another monster. Look and read.* Point to the first line of the paragraph below the picture and say *The monster says 'I've got a big head.'* Point to the monster's head in the picture. Show pupils that the word *head* has been crossed out in the box at the bottom of the page.
- Say *Read and write. Use the words in the box.* Point to the box again. Pupils work individually to complete the paragraph. Monitor and check that they are using the picture to help them and copying words from the box.
- Pupils compare answers in pairs. Check as a class. Read the paragraph aloud, stopping at the gaps and choosing pupils to say the missing words.

Key: 1 hair, 2 three, 3 nose, 4 teeth, 5 chair

Extra activities: see page T114 (if time)

Optional activities

- Hand out copies of the Unit 6 song worksheet from *Teacher's Resource Book 1* (pages 36 and 41). Pupils listen and number, then sing the song again.

Ending the lesson

- Say a true sentence about yourself, e.g. *I've got brown hair.* Pupils show thumbs up. Say a false sentence about yourself, e.g. *I've got purple eyes.* Pupils show thumbs down. Repeat other sentences for pupils to respond with the action. Invite pupils to say sentences about themselves for the class to respond with an action.

OBJECTIVES: By the end of the lesson, pupils will have practised the sound /gr/, /br/ and /fr/ and had more practice talking about physical features.

● **TARGET LANGUAGE**

Key language: *Have you got ... ? Yes, I have. No, I haven't. I've got ...*, the phonemes /gr/, /br/, /fr/

Additional language: *frog, I haven't got ...*

Revision: toy vocabulary

● **MATERIALS REQUIRED**

Colour flashcards, picture of a frog

Extra activity 1: spinners from Review Units 1–4

Extra activity 2: two plastic rulers

Optional: *Kid's Box Teacher's Resource Book 1* Unit 6 Extension worksheet 1 (page 39)

Warmer

- Present *frog* using a photograph or picture or draw a frog on the board. Say the word for pupils to repeat. Stick the flashcards for green and brown on the board and elicit the words. Say *Today's sounds are gr, br and fr.*

PB44. ACTIVITY 9. *Monty's phonics.*

- Say *Open your Pupil's Books at page 44, please.* Point to the colours green and brown and the picture of the frog and say *Green, Brown, Frog.* Pupils practise saying the words.
- Point to the larger picture and say *Look! A green and brown frog.* 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 green and brown frog* as a tongue twister.

CD 2, 51

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

/gr/ /gr/ green

/br/ /br/ brown

/fr/ /fr/ frog

A green and brown frog.

A green and brown frog.

A green and brown frog!

PB44. ACTIVITY 10. *Play the game. Ask and guess.*

- Demonstrate the game. Choose a row, e.g. 3. Pupils ask questions, e.g. *Have you got a brown dog?* to guess the correct row. Pupils play the game in pairs. They take turns to choose a row and to ask questions to guess the row. Monitor pupils and help where necessary.

AB44. ACTIVITY 8. *Listen and complete the words.*

- Stick the picture of the frog on the board or draw a frog. Elicit the word. Write og under the picture. Elicit the missing letters and write them on the lines.
- Say *Open your Activity Books at page 44, please.* Look at the example. Play the example on the CD and say *Now listen and complete the words.* Tell pupils to look at the pictures and try to guess the missing letters before they listen. Play the rest of the CD. Pupils write the missing letters each time. Pupils check answers in pairs.

- Play the CD again. Check answers as a class. Elicit the sound/letter that all the words have in common (r). Practise saying the words as a class.

Key: 2 br, 3 dr, 4 gr, 5 br, 6 tr

CD 2, 52

1. frog
2. brown
3. draw
4. green
5. brother
6. train

AB44. ACTIVITY 9. *Listen, look and draw. Write.* [YLE]

- Focus pupils on the pictures.
- Say *Listen and draw the face part.* Play the first part of the CD. Elicit the missing part (eye). Show them the example eye drawn in. Play each section of the CD. Pause to give pupils drawing time.
- Pupils check in pairs. Check with the class.
- Elicit the words in the word pool. In pairs, pupils find the words to label the face parts they've drawn. Encourage more confident pupils to use adjective–noun combinations, e.g. *Big mouth.*

Key: 2 mouth, 3 hair, 4 nose

CD 2, 53

1. Hello. My name's Crud. I'm very ugly. I've got four small ears and one eye. I've got short hair and a big mouth. My nose is small.
2. Hello. My name's Grot. I've got short hair. I've got three eyes and two big ears. I've got a big mouth.
3. Hello. My name's Dribble. I've got three eyes. I've got long hair and I've got two small mouths. I've got a small nose.
4. Hello. My name's Squidge. I've got one eye and a small nose. I've got short hair and four big ears. I've got a small mouth.

Extra activities: see page T114 (if time)

Optional activity

- Unit 6 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 36 and 39).

Ending the lesson

- Make two groups. Groups line up facing the board. Whisper an instruction to the two pupils at the front, e.g. *Touch your nose.* Pupils whisper the instruction down the line. The last pupil in each team does the action. Award teams one point for finishing first and one for doing the correct action. Pupils at the front move to the back. Repeat.

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: *friends*

Revision: language from the unit, *How are you?*

● MATERIALS REQUIRED

Face flashcards (53–58)

Extra activity 2: stick puppets from Photocopiable 6 (see page T102)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 6 Extension worksheet 2 (page 40) and/or animated version of the Unit 6 story from *Kid's Box Interactive DVD 1* (*Suzy's room* section)

Warmer

- Teach the following action chant to pupils. As they say each word, they point to or touch that part of the body. They shout the last part of the chant, e.g. *MY FACE!* Point to the body part before you start the chant for that part, so they know which one to say. Repeat out of sequence to make sure pupils watch you and to revise the words.

This is my face, my face, my face.

This is my face. MY FACE!

- Repeat for: *my eye, my ear, my nose, my mouth, my hair, my head.*

Story

PB45. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 45, please.* Elicit who they can see (Trevor, Monty, Marie and Maskman). Say *Listen and look. Is Trevor happy?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (yes).
- Play the CD again. Pupils listen and repeat.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *Who's this? (Trevor). Is he a monster? (No, he's a troll). What colour's Trevor's hair? Is it short? Is his head small? What colour are Trevor's eyes? Check that pupils understand the meaning of friends and that Trevor is happy because he has got three friends.*
- Personalise, e.g. *Have you got three friends? Who are they?*

CD 2, 54

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Look, Marie. There he is. He's a monster.

MARIE: No, he isn't, Maskman. He's a troll.

MASKMAN: A troll? What's a troll? Look at his hair! It's long and ... purple! And his head ... it's big and green!

MARIE: Yes, Maskman. Trolls are green.

MASKMAN: Look at his eyes, Marie ... They're orange. He's a monster!

TREVOR: I'm green, I've got purple hair and orange eyes, but I'm not a monster.

MONTY: Hello, Trevor! How are you?

TREVOR: Hello, Monty. I'm fine, thank you.

MONTY: Trevor, this is Marie and this is Maskman. They're my friends.

TREVOR: Hello. I'm Trevor.

MARIE: Hello, Trevor. How are you? Are you happy?

TREVOR: Yes, I am. Now I've got three friends.

MASKMAN: Yes, we're your friends.

PB45. ACTIVITY 12. *Listen and say 'yes' or 'no'.*

- Say *Listen and say yes or no.* Play the CD. Pause after each one for pupils to respond as a class.
- Practise the game in open pairs. One says a sentence about the story, e.g. *Trevor's got purple eyes*, and another says *yes* or *no*. Pupils then continue the game in pairs.

Key: 1 No, 2 Yes, 3 No, 4 Yes, 5 No, 6 Yes

CD 2, 55

1. Trevor's got orange hair.
2. Trevor's got a big green head.
3. Marie's got short hair.
4. Monty's got small eyes.
5. Maskman's got two noses.
6. Trevor's got three friends.

AB45. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 45, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the words in turn. Pupils point to the sticker and to the word in their books. Pupils stick the stickers in the correct place. Remind them to check with each other or with you before sticking them in their books. Monitor around the class to check. If appropriate, pupils trace around the word under the picture.

AB45. MY STAR CARD.

- Say *Can you say these words?* Use flashcards to elicit the words in turn from the class. Pupils chorus the words. Pupils repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and 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.* Demonstrate the activity if necessary. Elicit a word. Say *Good. Now colour the star.* Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

Extra activities: see page T114 (if time)

Optional activities

- Unit 6 Extension worksheet 2 (see pages 36 and 40 of the *Teacher's Resource Book 1*).
- The animated version of the story from *Kid's Box Interactive DVD 1* (*Suzy's room* section). See pages 41–44 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 matched senses to parts of the body and drawn examples for each sense.

● **TARGET LANGUAGE**

Key language: *hear, see, smell, taste, touch, hands*

Additional language: *science, senses, What can you (hear)?*

Revision: *eyes, mouth, nose, ears*

● **MATERIALS REQUIRED**

Body parts flashcards (54–57) and a drawing of a pair of hands on a piece of card

Extra activity: pieces of paper

Warmer

- Put the body parts flashcards on the board (ears, eyes, mouth, nose). Also introduce *hands* using the drawing. Turn all the cards over and stick them to the board again. Pupils have to remember where the pictures are as you say *Where's the nose? Where are the eyes? Where are the ears?* etc. Choose a pupil to come up and find the right card to turn over. If it is wrong, ask the group what the picture shows.

Presentation

- Say *Open your Pupil's Books at page 46, please. Point to the picture of Marie at the top of the page. Say This is Marie's science. Check pupils know the meaning of Science. Say Today's lesson is about the senses. Show the five senses through mime.*
- Using the flashcards stuck on the board, write the sense word next to each flashcard, e.g. *smell* next to the picture of the nose.

PB46. ACTIVITY 1. Listen and point.

- Hold up your book. Point to, e.g. the ear, and say *What's this? Is it a mouth?* Elicit the correct body part. Repeat for the other body parts in the pictures in the inner circle.
- Say *Listen and point.* Play the CD. Pupils listen and point to the body parts in the inner circle. Check by asking *I hear with my ... ?* Pupils look at the body parts and point to answer. Check with the class by holding up your book and pointing to the ear. Say *Here it is.* Repeat for the other verbs.

CD 2, 56

I see with my eyes.

I touch with my hands.

I taste with my mouth.

I smell with my nose.

I hear with my ears.

PB46. ACTIVITY 2. Point and say the sense.

- Point to one of the pictures around the outside of the circle and say the sense (e.g. point to the ice cream and say *Taste or I taste an ice cream*). Talk with the pupils about the names for the other pictures around the circle. Write any new items on the board.
- Say *Point and say the sense.* Pupils work in pairs, taking turns to point and say. They can say just the sense or they can make a sentence (e.g. *See or I see green*).

Key: I taste fish / ice cream. I touch a cat / a pencil. I smell an onion / a flower. I hear a girl / a bird. I see a rainbow / green.

AB46. ACTIVITY 1. Look and write. Find and draw.

- Say *Open your Activity Books at page 46, please. Look at the example. Do the example with the class. Hold up your book and point to the senses words and the picture of the ear. Elicit the senses word they can see for the ear (hear). Say Look and write. Check pupils know what to do. Pupils work in pairs and write the senses word for each body part. Monitor pupils as they are working and help those who are having difficulty. Check answers with the class by eliciting: *With my nose I ...?**
- Point to picture 1 of the girl singing. Elicit a picture pupils could draw for *nose* and *smell* (e.g. flower). Say *Find and draw.* Pupils work individually to draw pictures to match the senses words. Tell them to use some of the pictures they remember from the Pupil's Book to help them. Remind pupils they were written on the board. Pupils check their answers together in Activity 2.

Key: 2 smell 3 taste, 4 see, 5 touch

AB46. ACTIVITY 2. Point and say.

- Hold up your book. Point to and read the example question *What can you smell?* Point to the answer and pupils read it in chorus: *Flowers.*
- Pupils work in pairs. Say *Point and say.* They take turns to ask and answer the questions about the senses, using words for the pictures they have drawn. Monitor and provide new words if necessary.
- Call volunteer pairs to the front to show their pictures and to ask and answer.

Extra activity: see page T115 (if time)

Ending the lesson

- Point to the flashcards of body parts on the board. Pupils put their hands up to make a sentence to match the body part, e.g. *I can taste orange juice.*

OBJECTIVES: By the end of the lesson, pupils will have listened to people talking about pets, played a guessing game and learnt verbs to do with pets.

● **TARGET LANGUAGE**

Key language: *brush, feed, walk, wash*

Additional language: *This is my ... , look after*

Revision: *pet, cat, dog, fish, horse, mouse, bird, happy, beautiful*

● **MATERIALS REQUIRED**

Pet flashcards (47–52)

A photo of your own pet if you have one, or an imaginary pet

Optional: *Kid's Box 1 Language Portfolio* page 4

Warmer

- Show the photo of your pet, elicit the animal name and remind pupils of the word *pet*. Talk about what you do with your pet and how you look after it. Use the new vocabulary from the lesson. Pre-teach the verbs using mime.
- Use the pet flashcards to elicit other animal names (cat, dog, fish, horse, mouse, bird). Talk about and mime how to look after them in the same way as with the photo.

PB47. ACTIVITY 3. *Listen and say the number.*

- Say *Open your Pupil's Books at page 47, please.* Look at picture 1 and point to the dog. Ask pupils *What pet is it?* Repeat for the other pictures. Say *Listen and say the number.*
- Play the CD. Pause after each picture. Give pupils time to think and check their answers in pairs before asking for the answer from the class.

Key: 3, 1, 4, 2

CD 2, 57

I brush my cat. My cat is beautiful.

I walk my dog. My dog is happy.

I wash my horse. My horse is beautiful.

I feed my fish. My fish is happy.

Values

- Talk to the class about the importance of looking after pets. Ask who has a pet and ask *What's his/her name? What do you feed him/her? Do you wash him/her? Do you brush him/her?*

PB47. ACTIVITY 4. *Do the actions. Guess.*

- Hold up the Pupil's Book, point to a picture (e.g. cat) and mime that picture (brushing the cat). Pupils put up their hands when they have the answer: *I brush my cat.*
- Say *Do the actions and guess.* Pupils work in pairs to take turns at miming the actions and guessing. Pupils use the book to help at first.
- Call volunteers to the front to do their mime for the rest of the class to guess.

AB47. ACTIVITY 3. *Read and match.*

- Say *Open your Activity Books at page 47, please.* Say *These are the pets.* Point to the example and say *I walk my dog.* Do the next one together. Point to picture 2, read one of the sentences and ask *Is it this one?* When pupils agree on the answer, say *Good. That's right. Which sentence is it?* Pupils respond, e.g. *I wash my horse.*
- Pupils work individually to match the sentences and pictures, and then check their answers in pairs.
- Check answers with the whole class.

Key: 2 I wash my horse. 3 I feed my fish. 4 I brush my cat.

AB47. ACTIVITY 4. *Draw and write.*

- Point to the box for the drawing and the gaps underneath. Say *Draw and write.* Pupils draw their own pet (or one they would like to have) and write about it by completing the sentences, using two suitable verbs from the box.

Extra activity: see page T115 (if time)

Language Portfolio

- Pupils complete page 4 of *Kid's Box 1 Language Portfolio* (*I can* Units 4–6).

Ending the lesson

- Call a volunteer to mime an action for looking after a pet. The class guess which pet it is. They ask, e.g. *Is it a dog?* Repeat with other pupils.