

Language Summary

Key vocabulary

Key grammar and functions

Revision

1 Hello!

page 4

Character names:
Marie, Maskman, Monty

Numbers:
one, two, three, four, five, six

What's your name?
I'm ...
How old are you?
I'm ...

2 My class

page 10

Classroom objects:
bag, book, chair, eraser, pencil,
table

Imperatives:
open your books, close your
books, stand up, sit down,
listen, look, point

What's this?
It's a ...

character names, numbers
1–6
Hello, Goodbye, What's your
name? I'm (Marie). How old
are you? I'm (six).

Marie's maths Shapes

page 16

circle, triangle, square

How many (triangles)?

Trevor's values Ask nicely

page 17

Pass me the ... please.
Here you are.
Thank you.

3 My colours

page 18

Colours:
black, blue, brown, red, white,
yellow

Adjectives:
It's red.
It's a red pencil.

What's your favourite colour?
It's ...

classroom objects
numbers 1–6
How many (yellow pencils)?
Point to (a white eraser).

4 My toys

page 24

Toys:
ball, bike, car, doll, kite, robot

Where's ...?
It's here.
... isn't here.

colours, classroom objects,
shapes, numbers 1–6,
imperatives
What colour is it? What
colour's your eraser? It's (black).
What's your favourite (toy)? It's
a (robot). Please. Thank you.

Marie's art Butterfly colours

page 30

orange, green, pink

colours
What colour is it?

Trevor's values Giving

page 31

Mummy, Daddy
Here's a ... for you.

classroom objects, toys
What's this? It's a (pencil).
Pass me the (pencil), please.
Here you are. Thank you.

Review

1

2

3

4

page 32

	Key vocabulary	Key grammar and functions	Revision
5 My house page 34	Home: <i>bedroom, kitchen, living room, bed, door, sofa</i>	<i>He's ... She's ... in, on, under</i>	colours, numbers 1–6, toys <i>chair, table, Where's (the ball)? It's here. It's a (robot). Open the door, please. What colour's (your bedroom)? It's (red).</i>
6 My body page 40	The body: <i>arm, eye, hand, head, leg, mouth</i>	<i>I've got ...</i>	colours, numbers 1–6, classroom objects, toys <i>favourite, How many (eyes)? Where's your (hand)? What colour (are your eyes)?</i>
Marie's technology page 46	Wood and trees <i>house, tree, wood</i>		<i>bed, chair, door, house, table</i>
Trevor's values page 47	Take turns <i>Let's play pairs. OK. You start. It's my turn.</i>		<i>bed, bike, chair, doll, kite, robot, sofa, table</i>
7 My animals page 48	Animals: <i>bird, dog, duck, fish, frog, tiger</i>	<i>I can ... I can't ... fly, jump, swim</i>	toys, numbers 1–6, colours, imperatives <i>I've got a (ball). It's (yellow and blue). What's your favourite (animal)? How many (fish)? What colour's (a frog)?</i>
8 My food page 54	Food: <i>cake, chips, egg, fruit, milk, tomato</i>	<i>I like ... I don't like ...</i>	colours, numbers 1–6, toys, imperatives <i>I've got (tomatoes). Here's a (doll). Thank you, Daddy. What's your favourite (food)?</i>
Marie's science page 60	Life cycles <i>frog's eggs, tadpole, water</i>		colours, animals <i>egg, fly, legs, jump, swim, can/can't</i>
Trevor's values page 61	Share <i>Let's share</i>		food <i>Here you are. Thank you. I've got (water). I haven't got (water). I like (cake).</i>

Introduction

Kid's Box introduces pupils to the pleasures of learning English and enables them to consistently improve throughout the seven books in the series. The Starter level focuses on developing pupils' abilities in listening and speaking whilst levels 1 to 6 focus on all the four skills – listening, speaking, reading and writing. All seven levels of *Kid's Box* challenge learners cognitively and help them to feel a real sense of achievement in learning. As experienced teachers ourselves, we are aware of the demands and difficulties involved in managing a diverse and mixed ability classroom. Teaching younger learners can be at once the most rewarding and the most soul-destroying of pursuits! Sometimes we can have very bad days, but it's the good days that give us an exhilarating sense of achievement, a sense of being part of a child's future development.

Plutarch reminds us that **'The mind is not a vessel to be filled, but a fire to be ignited'** and this concept of learning underpins *Kid's Box*. Pupils learn when they are interested and involved: when they want to find something out, when they are playing a game, when they are listening to a story, when they are doing craft activities. Learning is an active process in every way and *Kid's Box* makes sure that pupils are physically and mentally active and that they are encouraged to make sense of the language themselves. **'The art of teaching is the art of assisting discovery'**, Mark Van Doren.

The language syllabus of *Kid's Box* has been carefully selected and graded to suit the age and level of the pupils. Language is introduced in context and in manageable chunks, giving pupils plenty of opportunities to practise and become familiar with the meanings and the sounds. Language is recycled throughout the units and pupils can practise the language in different contexts. They can also personalise it. Recycling is particularly important for young learners, who tend to forget quite quickly and who do not have the study skills of older learners. For this reason, there is constant revision and recycling throughout the units and course.

The units of the Starter Class Book are based around three toy characters – a mouse (Monty), an action figure (Maskman) and a doll (Marie). Characters give pupils a way of contextualising the language and help them to make it meaningful and purposeful. The characters develop throughout the books so as to sustain the pupils' interest and motivation.

Cambridge English: Young Learners (YLE) Tests

In *Kid's Box* we have followed the syllabus for the Young Learners tests so that each cycle of two levels corresponds to one of the tests. Thus the material covered in the first cycle coincides with that which is required for the Starters test, cycle 2 with the Movers test, and cycle 3 with Flyers. The Starter level gives pupils a head start so they can move into the YLE syllabus with ease. *Kid's Box* covers all the relevant language structures, presents and practises the vocabulary and includes examples of the task-types from the tests. Where certain topics include a vocabulary list which is too comprehensive to include all of the lexical items in the Pupil's Book, additional activities have been offered in the Teacher's Resource Book.

Each Young Learners test consists of three papers: Listening, Reading and Writing, and Speaking. These tests are child-friendly and motivating and have been specially written for primary learners. They are taken by pupils all over the world, have international recognition and are backed by the reputation and research of Cambridge Assessment. They provide a gentle introduction to public exams and research shows that children find the tests highly motivating. The tests can act as a stepping stone to other Cambridge English exams, as the highest level

test, Flyers, is roughly equivalent in language level to Key (KET) for Schools. The Young Learners tests are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit: www.cambridgeenglish.org/exams-and-qualifications/

Common European Framework of Reference for Languages – Learning, Teaching, Assessment

Kid's Box has been written taking into account the proposals included in the Common European Framework of Reference (CEFR). The CEFR has been designed for language teachers and material developers to be able to define different levels of competence and performance. These objectives coincide with those of Cambridge English: Young Learners tests.

Flyers	(at around Level A2 of the CEFR)
Movers	(at Level A1)
Starters	(below Level A1)

The framework places emphasis on values such as pupil autonomy, proposing a task-based methodology with functional evaluation criteria. Although large parts of the CEFR are more relevant to older learners and have not been designed specifically for the primary classroom, it includes two particularly useful parts which are the Common Reference Levels and the English Language Portfolio.

The Common Reference Levels offer a description of what a language learner 'can do' at different stages of the learning process.

The Language Portfolios for levels 1 to 6 are designed as a compendium of skills acquired and work done which incorporates the 'can do' checklists for self-assessment. This is important for pupil motivation and can also be shown to parents to inform them of the syllabus and objectives set for their children.

Course components

The new Starter Level offers a Class Book with CD-ROM, Class Audio CDs, Flashcards, Teacher's Book, Teacher's Resource Book, Presentation Plus, Interactive DVD and Posters. Levels 1 to 6 of *Kid's Box* include a Pupil's Book, Activity Book, Class Audio CDs, Teacher's Book, Teacher's Resource Book, Presentation Plus, Online Resources, Interactive DVD, Language Portfolio, Tests CD-ROM and Posters. There are also Flashcards for Levels 1 to 4.

Class Book

This 64-page full-colour book consists of eight units. After alternate units there is both a Content and Language Integrated Learning (CLIL) page to learn about other subjects through English and a Values page to develop social awareness. After each set of four units there is a Review section.

Each unit is six pages in length, with each page providing sufficient material for one lesson. The lessons include a variety of interesting and motivating activities such as songs, chants, craft activities, guessing games and puzzles. The pupils will have fun doing the activities and you will find that they stimulate their creativity too. The series' strong cast of characters appears throughout the book and their antics are played out in a picture story in each unit. At the end of the book there are six coloured stickers for each unit illustrating key vocabulary items. Pupils use these stickers to complete bright and entertaining pictures whilst reviewing key grammar and vocabulary.

Interactive CD-ROM

The Starter CD-ROM comprises a song, a game and three new interactive exercises for every unit. It recycles course content for extra practice and reinforcement and can be used independently by learners or in the classroom with an Interactive Whiteboard or projector.

Class Audio CDs

The Class Audio CDs contain all of the listening material for the Class Book, including all of the songs and stories. The songs are available in both sung and karaoke versions.

Teacher's Resource Book with Online Audio

The Teacher's Resource Book contains a wealth of photocopiable activities to help with mixed ability classes. There are two reinforcement and two extension worksheets for every unit, as well as song and story worksheets for further exploitation. There are also extra listening activities with online audio.

Interactive DVD

As you navigate your way through the *Kid's Box* department store on our interactive DVD, you will find animated versions of the stories in the book department, animated versions of the songs in the music department, video documentaries in the TV department, craft activities and games in the toy department and interactive games in the computer department.

Teacher's Book

This 144-page interleaved Class and Teacher's Book provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all activities, an overview of the syllabus for each level, extra activities and photocopiable pages.

Teaching notes

The teaching notes provide step-by-step guidelines for each page. Lesson objectives are clearly described and the materials needed for each lesson are specified. Each lesson starts with a *Warmer* and finishes with an *Ending the lesson* activity. There are Extra activities provided for each lesson for times when you need even more material. These Extra activities only appear in the Teacher's Book and there are suggestions in the teaching notes as to when each activity should be used in the lesson. They are not designed only for the end of the lesson.

Photocopiable pages

There is a photocopiable page for each unit in the back of the Teacher's Book. These pages provide you with a range of manual activities to use with your pupils: for example, there are cards, masks and puzzles. There are full instructions in the teaching notes on how to prepare the materials and when and how to use them in class.

Presentation Plus

Presentation Plus includes Interactive Whiteboard tools, a fully interactive Class Book, digital versions of the Teacher's Book and Teacher's Resource Book, a multimedia library including video from the DVD, Class Audio and access to online teacher training support. This Pack enables you to plan and deliver your lessons 'paper-free' from a tablet or a computer.

Posters

These colourful and appealing posters aid revision by giving pupils the chance to practise unit language in a different and fun context. They can be added to the classroom wall as you progress through the course to aid revision. This pack includes eight posters with clear teaching notes available online.

Flashcards

There are 78 flashcards to accompany *Kid's Box* Starter. These colourful flashcards illustrate the key vocabulary items of each unit

on one side and have the words on the other. They are large enough for all pupils to see and there are numerous ideas of how to use them in the Teacher's Book for each lesson.

What does *Kid's Box* offer?

'To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully', Tyron Edwards.

Once pupils are interested, and ready and eager to learn, then the job of teaching them becomes so much easier. The materials in *Kid's Box* have been designed to do just that. Here's how and why it works:

- **Humour through the characters and the stories**

'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn', John Lubbock.

For younger pupils, motivation is vital if the language acquisition process is to be successful. We have tried to include an element of humour in the presentations and, more particularly, in the story in each of the units. This story is designed to revise what pupils have been studying and galvanise them to study more because they want to follow the adventures of the characters.

- **Creativity and learning through action and activity**

'I hear and I forget. I see and I remember. I do and I understand', Chinese proverb.

Young learners need a lot of meaningful, contextualised practice if they are to become successful language learners. In *Kid's Box* there is plenty of 'hands on' practice. Drawing, colouring, 'make and do', songs, games and chants are all activity types which form an integral part of the learning process. These enable pupils to be creative and they help to anchor knowledge more effectively. It's only through repeated practice that skills, awareness and understanding can be developed.

- **Connecting to the world outside the classroom**

'A child educated only at school is an uneducated child', George Santayana.

The CLIL sections bring the outside world into the classroom so that pupils learn about the world around them as they learn English. This helps them understand that English is more than a classroom subject and lets them realise ways in which English can be used as a tool for knowledge.

'I like a teacher who gives you something to take home to think about besides homework', Lilly Tomlin (Edith Ann).

- **Discovery and the development of learner autonomy**

'The object of teaching a child is to enable him to get along without his teacher', Elbert Hubbard.

For pupils to be able to learn effectively and to continue to learn, they need to be encouraged and enabled to find things out for themselves. *Kid's Box* includes self-correction and other activities to develop learner autonomy. Communicative activities, such as pair work, group work and role play, give pupils the opportunity to work independently of the teacher. In these types of activities, the teacher's role is as a guide and facilitator. In this instance we should stand back a little from

the activity and monitor and assist when necessary.

- **Promoting tolerance and respect**

'The highest result of Education is tolerance', Helen Keller.

The material and activities in the book help pupils to appreciate cultural diversity, respect differences and develop human values. Respect for and protection of the natural environment goes hand in hand with the respecting of other human beings. This theme runs throughout the whole of *Kid's Box* and in particular in the Values sections of the Class Book.

Learning styles / Multiple intelligences

'If a child can't learn the way we teach, maybe we should teach the way they learn', Ignacio Estrada.

We now understand that people learn in different ways. We don't talk about 'intelligence' any more, we talk about 'intelligences'.

The activities in *Kid's Box* are designed to stimulate these different intelligences. This means there will always be something to appeal to every learner.

- **Linguistic intelligence:** sensitivity to the written and spoken word and the ability to learn languages.

It is a core element of any language course, and in *Kid's Box* this is exploited in combination with the other intelligences.

- **Interpersonal intelligence:** effective communication with others.

Communication activities have been incorporated from the Starter Level onwards. It is a vital aspect of language learning and is essential in making younger learners aware that language is a tool for communication and not just another school subject. Communication activities help interpersonal skills, encouraging children to work together and develop important communication strategies.

- **Intrapersonal intelligence:** expression of inner thoughts and feelings.

Throughout the course there are various reflective activities, for example 'end of unit stickers' and the personalisation activities, which help pupils become more aware of themselves.

- **Musical intelligence:** appreciation of rhythm and music.

This intelligence runs almost parallel to linguistic intelligence, as Howard Gardner points out. Each unit of *Kid's Box* includes a song as well as occasional rhymes and chants.

- **Bodily-kinaesthetic intelligence:** coordination and connection with the whole body.

This is extremely important for the developing minds and bodies of younger learners, as there is a significant relation between mental and physical activity. In *Kid's Box* there are plenty of action songs and rhymes, which can help develop bodily-kinaesthetic intelligence at the same time as offering a change of rhythm and activity to the ever-restless young learner.

- **Logical-mathematical intelligence:** problem solving and logical thought.

There is a range of different activity types for this intelligence in *Kid's Box*. These activities help develop logical reasoning, problem solving and the detection of patterns. We feel they are vital and extremely motivating.

- **Visual-spatial intelligence:** expression and understanding

through the visual world.

This intelligence is one of the key ways that children learn. In *Kid's Box* there is a range of ways in which pupils' visual-spatial intelligence is supported and developed, such as the full colour illustrations, the flashcards and the drawing and colouring activities.

Tips for teachers

Preparation

- In order to guarantee a positive learning experience, pupils need to be properly prepared before doing any task. Ensure they have the language they need to carry out an activity and that they know exactly how to do it.
- Before starting an activity, demonstrate it. For pair-work activities, choose an individual pupil to help you. Do the first question of the pair-work task with the pupil for the class to get an idea. You can follow this up with an open pair demonstration, choosing two pupils from the class to do another question and answer for the whole class.
- When you divide the class into pairs or groups, point to each pupil and say, for example, A-B, A-B, A-B and so on, so they are in no doubt what their role is. You can follow this up with As, put up your hands. Bs, put up your hands as a further check. Try to give simple, clear instructions in English. Say, for example, *As ask the question and Bs answer the question: A-B, A-B, A-B. Then Bs ask the question and As answer the question: B-A, B-A, B-A.*
- Always bring a few extra copies of the photocopiable worksheets to avoid tears if any pupils do it wrong and want to start again.

Classroom dynamics

'A good teacher, like a good entertainer, first must hold his audience's attention, then he can teach his lesson', John Henrik Clarke.

- Try to move around the classroom while explaining or doing the activities. Circulating among the pupils enables you more effectively to supervise and monitor those who may need more attention at times.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils themselves around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive pupils. For example, weaker pupils could be put next to stronger ones, and more hard-working pupils next to disruptive ones. Pupils might benefit from working with learners they may not usually associate with.
- When forming pairs or groups, we suggest that, whenever possible, pupils just move their chairs. For group work, they can bring chairs around one or two tables, allowing them an easy environment for discussion and written work. For pair work, they can position their two chairs to face each other. This allows a more realistic eye-to-eye communication situation. This change of seating prepares them for the oral work they are about to begin.

Noise

- While speaking activities which involve movement around the classroom can make the class more lively and dynamic, they will also generate a lot of excitement. When pupils are excited, they can become noisy and may even use their first language to talk about or discuss some aspect of the activity. Although it can be difficult to get used to it at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in

hand. You should ensure, however, that only English is used for the completion of tasks and for correction at the end of the activity.

Teaching and learning

‘Mistakes are the portals of discovery’, James Joyce.

- Making mistakes is a vital part of the learning process, so when pupils are asked to invent their own sentences, stories, chants, etc. we should not expect these to be perfect. Sometimes accuracy should be forfeited for the sake of creativity, enthusiastic participation and learning.
- Activities that pupils traditionally find engaging include: moving about, singing, playing games, doing puzzles and colouring in. Wherever possible, use these as effective teaching tools. In this way, young learners can use language to practise English, and work very hard, without being conscious of it. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach.
- The Extra activities for each lesson can be used when you feel that pupils need more practice with some of the language, or when you think you will finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- When pupils are doing listening activities, it is usual for them to listen to the material twice. After the first listening, it is a good idea for pupils to check their answers with each other. This makes them feel more confident if they have the same answers, and is less intimidating if they don't. This approach also gives them a purpose for listening the second time: to confirm or to check again. When checking answers with the whole class, try to include as many pupils as you can and encourage them to say longer phrases rather than single words.
- Pupils are sometimes shy to speak out. They say the answer quietly to the teacher and then the teacher repeats it for the class. This is effective – but it does not help the pupils develop their speaking or listening skills. Whenever possible, you should encourage pupils to speak loudly and clearly and, if the rest of the class didn't hear what the pupil said, you should ask the pupil to repeat, rather than repeat it yourself.
- **‘A teacher is a person who never says anything once’**, Howard Nemerov.
Recycling is an important part of the learning process. Don't expect pupils to remember everything from a previous lesson in the next one. They will only absorb what attracts or interests them, and what they are ready to learn. *Kid's Box* builds in regular recycling and, as the pupils get older, they will come to realise that they can investigate something further by themselves if it really interests them.
- Be flexible within teaching. It is important to take time to listen to pupils and to connect with them. You should try to familiarise yourself with their likes and dislikes and identify both their learning and their emotional needs. If you can do this, then you will be better able to support them in their learning.

Assessment and evaluation

- With pupils of this age, it is best to use continuous assessment. This means we monitor their progress in the classroom and use this information to help us with our teaching. For example, we may find that we need to review language previously taught, or that we can add more challenging activities because pupils are ready for these.
- Children do not develop at the same rate and they do not learn in the same way. So we need to assess each pupil as an individual and not compare them with the other pupils in the class. We should look for progress and development in every pupil. With young children, we should assess and monitor their social and emotional development, as well as their learning of English. This means we should praise effort, and encourage them to share and to work in pairs and groups, as well as giving them feedback on their English.

Discipline

‘No life ever grows great until it is focused, dedicated, disciplined’, Harry Emerson Fosdick.

- One of the most challenging aspects of teaching young learners is holding their interest in the classroom. Pupils have limitless energy, combined with an extremely limited attention span. We have to juggle these factors to try to avoid boredom, restlessness and de-motivation, all of which lead to problems with discipline. By channelling pupils' innate energy to the good, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when pupils are underchallenged and bored, or when activities are too repetitive. *Kid's Box* has been written by experienced teachers who at all times have borne in mind the needs and requirements of pupils and have included a variety of activities for them to enjoy.
- It is important that you establish a context of discipline in your class. Make sure pupils know what is acceptable and what is not and make sure you treat all pupils in the same way. Pupils are very aware when we are not 'fair'. Clear and fair discipline parameters create a 'safe' classroom environment in which pupils can work confidently and freely. This makes for an ordered, busy classroom, rather than an anarchic one.

Songs, rhymes and chants

- For the activities based around songs, rhymes and chants, it is not always necessary for pupils to understand every word outside the key words being practised. In these activities, we are more interested in pupils understanding the gist, and we are using the rhyme as a means with which to practise language, rhythm and pronunciation. The visuals that accompany the rhymes, songs and chants, and the actions included in some, should provide pupils with sufficient information to be able to understand the overall concept. It is important then, at this stage, not to spend precious class time on lengthy and complicated explanations of specific words.
- Get pupils to stand up when performing the songs, rhymes or chants. It can make a tremendous difference to their performance and enjoyment.
- Songs, rhymes and chants can be presented in different ways to make them more interesting and challenging. These techniques are especially useful if you want to go back to previously-used material for revision or further exploitation and want to avoid your pupils' reaction of 'We've already done this!'
 - Whisper the rhyme or phrase while clicking your fingers. Repeat the rhyme, getting gradually louder each time and then reverse the process.
 - Say a rhyme or chant whilst clapping hands and tapping your foot in time to the rhythm.
 - Divide the class into groups and ask them to repeat the rhyme or chant in rounds. To do this, the first group starts to say the rhyme and then, at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
 - With your class audio or video recorder, record the class performing. Be sure to give them a round of applause and encourage the rest of the class to do the same. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again.
- It can be extremely motivating for children to watch their own performances on video, but if you video or photograph your pupils, make sure you get written permission from parents or guardians first.

Competition

- An element of competition can make many pupils try harder. However, while a competition can be a good incentive for an otherwise unenthusiastic pupil, it can sometimes be demotivating for a less able but ordinarily hard-working one. Before playing a competitive game, it may be useful to explain to pupils that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to understand that when they play a game they can practise and learn more English, so they each win a prize and that prize is knowledge. Nonetheless, it is always a good idea to balance competitive games with cooperative ones and to include other activities so that you can reward and praise individuals according to their own needs and performance.

Display

- Pupils find it extremely motivating to have their work displayed and will generally work hard to produce work to the best of their ability if they know it is going to be seen by others. So try to arrange to display pupils' work around the classroom or school whenever possible. Don't forget to include work by all the pupils (not in every display, but over a period of time) and to change the displays regularly.

Craft activities: storage of material

- It is useful to keep supplies for craft activities, for example scissors, glue, wool, crayons, in a large box in the classroom. Then when it is time for craft activities, you can put the box on a table and pupils can come and collect what they need.
- Make sure pupils always clear up at the end of craft activities; that they put materials back in the box and that they put rubbish in the bin. You will need to supply each pupil with an envelope for photocopyable activities, such as game cards. At the end of the activity, pupils write their name on their envelope and put their cards inside. With younger pupils, it is best if you look after the envelopes until the next time you want to use the cards.

A final word

We've had a lot of fun writing this course and sincerely hope that you and your pupils have as much fun using it.

Caroline Nixon and Michael Tomlinson, Murcia 2014.

OBJECTIVES: By the end of the lesson, pupils will be able to introduce themselves and name the toy characters in *Kid's Box Starter*.

● TARGET LANGUAGE

Key language: *What's your name? Hello, Goodbye, I'm* (name)

Additional language: numbers 1–3, *mouse, star, Monty, Maskman, Marie, look, listen, repeat, wake up, walk and talk, watch me, please, close your books, stand in line, time to go, sit down, here we go*

● MATERIALS REQUIRED

Character flashcards (1–3)

Photocopiable 1a–c (see pages T64–T66), copied onto thin card (all three masks for each pupil), scissors, a piece of elastic for each mask, crayons

A set of three character masks completed for demonstration

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 1 Reinforcement worksheet 1 (page 7)

Warmer

- Greet the pupils. Wave and say *Hello. I'm* (your name). Point to yourself. Go up to a pupil and repeat. Add *What's your name?* The pupil responds *I'm* (pupil's name). Repeat with four or five different pupils. Pupils then ask each other.

Presentation

- Hold up each character flashcard in turn and say the name. Pupils repeat.
- Stick the character flashcards on the board. Elicit the names. Say the names in different ways. Pupils repeat in the same way: loudly, quietly, as a question and as if surprised.
- Point to the flashcard of Monty. Say *Monty's a mouse. Mouse. Eek, Eek!* (squeak like a mouse). Pupils repeat *Mouse* and the noise.

PB4. ACTIVITY 1. Listen and point.

- Say *Look at me*. Hold up your book and open it. Say *Open your books. Open your books at page 4*. Hold up four fingers. Point to the page number in the book. Pupils do the same. Show your book to check pupils have the right page.
- Draw a simple star shape on the board. Make it the same as the hidden blue star with the face in the picture. Point to it and say *It's a star*. Pupils repeat *star*. Point to your book and say *Where's the star?* Pause to give pupils time to look. They check in pairs, and then hold up their books to show you. Point to the star in the picture. Say *Here it is*. Pupils repeat.
- Stick the character flashcards on the board. Elicit the names. Point to one of the flashcards. Pupils point to the same character in their books. Repeat.
- Say *Listen* and cup your hand behind your ear. Play the CD. Pupils listen.
- Say *Listen and point. Monty? Marie? Maskman?* Hold up your book and point to the characters. Say *Listen and point* again. Play the CD again. Pupils listen and point to the characters in their books as they introduce themselves.

CD 1, 02

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MARIE: Hello. I'm Marie. What's your name?

MONTY: Hello. I'm Monty. I'm a mouse.

... Hello! I'm Monty. What's your name?

MASKMAN: I'm ... Maskman!

MARIE: Hello, Maskman! I'm Marie.

MASKMAN: Hello, Marie.

PB4. ACTIVITY 2. Say the chant.

- Divide the class into three groups: Monty, Maskman and Marie. Play the CD. Pupils listen and stand when they hear their character's name. Play the CD again. This time pupils stay seated. Teach the actions: Before the chant = head on the desk, eyes closed; *Wake up! Wake up!* = head up, open eyes, rub eyes; *Monty, Maskman Marie* = stand up; *Walk and talk now* = take two steps, hands by side; *One ... two ... three* = march and count in time.
- Write numbers 1, 2, 3 on the board and say them. Pupils repeat. Play the CD again. Pupils do the actions.
- Say *Listen* and *repeat*. Play the chant again. Pupils listen and repeat each line. Practise the chant.

CD 1, 03

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

Photocopiable 1a–c: see pages T64–T66

- Show pupils your completed character masks. Say *Let's make the masks*. Hand out Photocopiable 1a–c (pages T64–T66). Pupils colour the masks. Demonstrate cutting out a mask. Pupils cut out their masks. Make two holes at the side of each pupil's mask. Give out the elastic. Demonstrate threading the elastic through the holes and tying a knot. Pupils thread the elastic and put on their masks.
- Demonstrate three poses: Maskman: clench your fists and show your arm muscles. Marie: put one hand on your chin as if thinking. Monty: cup your hands on your head to represent mouse ears. Say each name and do the pose. Pupils copy.
- Put on the Maskman mask and ask a pupil to put on the Marie mask. Do the Maskman pose. Say *Hello, I'm Maskman. What's your name?* The whole class repeats. The 'Marie' pupil says *Hello, Maskman. I'm Marie*. Encourage the pupil to use Marie's voice and to do the Marie pose. The whole class repeats. Repeat with the Monty mask.
- Divide the class into groups of three. Each pupil chooses a mask, so that each group has one of each character. They practise greeting each other and asking *What's your name?*
- Pupils write their names on the masks. Collect them at the end of the activity to use in future lessons.

Extra activity (if time)

- Teach the following routine, with appropriate actions.
Close your books. *Time to go!*
Stand in line. *Goodbye! Goodbye!*

Optional activity

- Unit 1 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 7).

Ending the lesson

- Put the character flashcards on the board. Wave at each one and say, e.g. *Goodbye, Monty*. Repeat and this time pupils wave and say *Goodbye*, (character's name) with you. This activity can be repeated at the end of each lesson.
- Say the closing routine (see Extra activity above).

OBJECTIVES: By the end of the lesson, pupils will have practised introductions and be able to understand and use numbers 1–3.

● **TARGET LANGUAGE**

Key language: *Marie, Maskman, Monty*, numbers 1–3

Additional language: *tick, draw*

Revision: *Hello, I'm (name). What's your name?*

● **MATERIALS REQUIRED**

Character masks from previous lesson, one set for each pair of pupils (or materials listed on page T4 if your pupils haven't made the masks yet)

Extra activity 1: two rolled-up newspapers

Warmer

- Say/Teach the following opening routine. Pupils can join in with the words and actions when they feel confident:
Good morning/afternoon!
Hello! Hello!
Sit down, please.
Here we go!
- Say *Hello! I'm (your name)*. Ask several pupils *What's your name?*
- Play the chant from the previous lesson (CD 1, 03). Pupils join in and do the actions.
- Say *Sit down, please*. Repeat the last line of the chant and clap: *One (one clap), two (two claps), three (three claps)*. Pupils copy. Repeat. Invite a pupil to say the numbers and clap the correct number of times. Repeat with different pupils.

PB5. ACTIVITY 3. Listen and tick (✓).

- Review the character names, using the flashcards. Show a flashcard, covering half with a blank piece of card, e.g. show Marie from the waist down. Ask *Maskman? Marie? Monty?* Pupils say, e.g. *Marie*. Show the flashcard and say, e.g. *Yes, Marie! Hello, Marie!* Pupils repeat, *Hello, Marie!* Repeat with the other flashcards.
- Say *Open your books at page 5, please*. Hold up five fingers. Hold up your book to check pupils have the right page. Point to the page number in the book. Pupils do the same. Point to the pairs of pictures. Stick the flashcards of Maskman and Monty on the board. Say *Listen and look*. Cup your hand behind your ear. Point to first pair of pictures in the book. Play the example on the CD. Put a large tick next to the flashcard of Monty on the board. Say *Tick*. Point to the correct picture in the book and the tick.
- Say *Listen and tick*. Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Play the CD. Stop after each one for pupils to think and tick. Pupils check answers in pairs. Play the CD again. Elicit answers.

Key: 2 Marie, 3 Maskman, 4 Monty

CD 1, 04

1. **MONTY:** Hello. I'm Monty.
2. **MARIE:** Hello. I'm Marie.
3. **MASKMAN:** Hello. I'm Maskman.
4. **MONTY:** Hello. I'm Monty.

Practice

- Demonstrate the activity. Put three different character masks in front of a confident pupil. Say (without acting) *I'm Monty*. Gesture that the pupil needs to give you the correct mask. Put it on and say, in a 'Monty' voice, *Hello. I'm Monty. What's your name?* The pupil chooses one of the other masks, puts it on and answers, e.g. *I'm Maskman*.
- Pupils work in pairs. Each pair has the three character masks. Pupil A chooses a character and says *I'm (name of the character)*. Pupil B finds the correct mask. Pupil B chooses one of the other two masks and says *I'm (name of the character)*. Pupil A finds the correct mask. They put their masks on and practise greetings, using the character voices.

PB5. ACTIVITY 4. Look and draw. Say the number.

- Write 1, 2, 3 on the board. Elicit the numbers. Pupils practise the numbers in order. Point to one of the numbers. Pupils repeat in chorus. Ask a pupil to say the three numbers in order. Point to the numbers in a different order. The pupil says them. Repeat with different pupils.
- Focus pupils on Activity 4. Say *Look and draw*. Mime drawing a line as in the example, linking all the numbers that are the same. Make sure pupils understand that they are looking for, e.g. three number 3s. They are not matching colours. Say *Look! Three, three and three. I draw a line*. Pupils work individually or in pairs. They draw lines for each set of numbers. Monitor and help as necessary. Elicit the number for each set.

Key: 2 2, 3 1, 4 3

Extra activity 1 (if time)

- Practise the character mimes from Activity 2 in the previous lesson (see page T4). Say one of the character names. Pupils all do the correct mime. Repeat, getting faster and faster.
- Divide the class into three groups. Point to the first group and say *One*. Point to the second group and say *Two*. Point to the third group and say *Three*. Give instructions for each group. Say, e.g. *Two, Maskman!* The pupils in Group 2 only do the Maskman mime. Say *One, Marie*. The pupils in Group 1 do the Marie mime, and so on. Speed up so it is challenging for pupils to follow. Say two groups as the pupils get used to the game, e.g. *One and Three, Monty!*

Extra activity 2 (if time)

- Divide the class into two teams. Display the character flashcards 1–3 on the board (picture side). Teams line up facing the board. Hand a rolled-up newspaper to the first pupil in each team. Say one of the character names. Pupils race to touch the correct flashcard with their newspaper. The first to do this wins a point for their team. The two pupils go to the back of the team. Hand the newspapers to the next two pupils at the front and continue. Repeat characters to make it more challenging. When all pupils have had a go, the team with the most points is the winner.

Note: If you don't wish to use newspapers, pupils can touch the correct flashcard instead.

Ending the lesson

- Write numbers 1, 2, 3 on the board and elicit the words. Say a number, e.g. *Two* and clap twice. Pupils copy. Say a different number, e.g. *Three* and clap three times. Repeat several times. Say a number. Pupils clap the correct number of times. Repeat with different numbers from 1 to 3.
- Say the closing routine (see page T4). Pupils can join in with the words and actions.

OBJECTIVES: By the end of the lesson, pupils will be able to understand and use numbers 1–6, understand *How old are you?* and sing a song.

● **TARGET LANGUAGE**

Key language: numbers 1–6

Additional language: *How old are you? I'm (four), bird, baby, sing, Let's sing a song.*

Revision: *Hello*

● **MATERIALS REQUIRED**

Character flashcards (1–3)

Number flashcards (4–9)

Extra activity 2: classroom objects, e.g. six books, six pencils, six erasers

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 1 Reinforcement worksheet 2 and/or Unit 1 Song worksheet (pages 8 and 11)

Warmer

- Say the opening routine (see page T5). Pupils can join in with the words and actions.
- Stick the number flashcards 1, 2, 3 on the board (picture side up) in the wrong order (e.g. 3, 1, 2). Elicit the numbers. Ask a pupil to come and put the cards in the correct order. The pupil says the numbers. The whole class says the numbers. Repeat with two or three more pupils.

Song

- Stick the number flashcards 4, 5, 6 on the board after 1, 2 and 3. See if any of the pupils already know how to say these numbers in English. Say each number. Pupils repeat. Point to the flashcards in order. Pupils say them in chorus several times. Point to individual flashcards. Elicit the number from the whole class.
- Teach *How old are you?* Ask a pupil the question. The pupil responds *I'm ...* (help them with the number if they are older than six). Repeat with other pupils around the class.

PB6. ACTIVITY 5. Listen and point. Sing the song.

- Say *Open your books at page 6, please.* Help pupils find the page. Hold up your book and point to the page number. Point to the large owl and say *Look! A bird!* Point to all the baby owls and say *Birds. Baby birds.* Count the baby owls aloud as you point at them: *One, two, three, four, five, six baby birds!*
- Say *Listen and point.* Cup your hand behind your ear. Play the CD. Pupils point at the birds in turn, as they hear the numbers on their T-shirts. Hold up your book and demonstrate.
- Say *Let's sing a song.* Play the CD again. Pupils join in with the song. Play the CD one or two more times to give pupils confidence to sing. Pupils stand up and sing the song together.

CD 1, 05

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

I'm one, I'm one, I'm one.

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

I'm two, I'm two, I'm two.

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

I'm three, I'm three, I'm three.

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

I'm four, I'm four, I'm four.

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

I'm five, I'm five, I'm five.

Hello, Hello.

How old are you?

Hello, Hello.

How old are you?

I'm six, I'm six, I'm six.

CD 1, 06

Now sing the song again. (Karaoke version)

Extra activity 1 (if time)

- Ask six pupils to come to the front. Give each pupil a number flashcard, in random order. The pupils each say their number. They stand in the correct order, 1 to 6 from left to right. Elicit the numbers again. Repeat with six more pupils.

Extra activity 2 (if time)

- Hold up different numbers of classroom objects, e.g. five pencils. Pupils say the number. This game can also be played in pairs.

Optional activity

- Unit 1 Reinforcement worksheet 2 and Unit 1 Song worksheet from the *Starter Teacher's Resource Book* (see pages 8 and 11 of the *Starter Teacher's Resource Book*).

Ending the lesson

- Say numbers 1 to 6 in order. For each number hold up the correct number of fingers. Pupils repeat the numbers and copy you. Say a number. Pupils hold up the correct number of fingers. Repeat with different numbers, getting faster and faster.
- Say the closing routine (see page T4). Pupils can join in with the words and actions.

OBJECTIVES: By the end of the lesson, pupils will be able to ask and answer about age.

● **TARGET LANGUAGE**

Key language: numbers 4–6, *How old are you? I'm (four).*

Additional language: *birthday, candle, Happy birthday!*

Revision: numbers 1–6

● **MATERIALS REQUIRED**

Number flashcards 1–6 (cards 4–9)

Extra activity 2: CD with music for *Happy Birthday to you* (or music from the Internet)

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 1 Extension worksheet 1 (page 9)

Warmer

- Say the opening routine (see page T5).
- Start to draw a number between 1 and 6 on the board, very slowly. Pupils guess which number it is. Ask a pupil to come to the board and complete the number. Repeat for the other numbers.

PB7. ACTIVITY 6. Look and draw. Say the numbers.

- Say *Open your books at page 7, please.* Help pupils find the right page. Point to the first domino and the figure 2. Say *Trace.* Follow the shape of the number with your finger.
- Point to the two dots and say *Look. Draw two. One, two.* Make sure pupils understand that they need to trace over the number, and then draw the correct number of dots.
- Pupils work individually. They read and trace the figures and draw dots. Copy the remaining five dominoes on the board. Pupils check in pairs. Then check with the class. Ask pupils to come and draw the correct number of dots and say the number aloud.
- Early finishers can circle the domino which shows their own age or draw a new domino to show their age. Help them with this if they are older than six.

PB7. ACTIVITY 7. Listen and circle.

- Focus pupils on the pictures. Hold up your book. Point to the candles on the first cake in picture 1 and say *Two candles? Three candles?* Pupils respond *Three.* Repeat with the rest of the cakes.
- Say *Listen and circle.* Draw a circle on the board as you say *circle.* Play number 1 and elicit the answer (*Three*). Point to the circle around the cake with three candles. Demonstrate how to circle the picture of the cake in the book. Make sure pupils know that they have to circle one of the pictures each time. Tell them to use pencil, not pen.
- Play the rest of the CD. Stop after each answer for pupils to think and circle. They check in pairs. Play the CD again. Stop after each answer and check with the class.

Key: 2 second picture (6 candles), 3 second picture (5 candles), 4 first picture (4 candles)

CD 1, 07

1.
How old are you?
I'm three.
2.
How old are you?
I'm six.
3.
How old are you?
I'm five.
4.
How old are you?
I'm four.

Extra activity 1 (if time)

- Say *How old are you?* Pupils repeat. Say the question loudly, quietly, whispering, etc. Pupils repeat in the same way.
- Pupils work in pairs. Pupil A draws a cake with candles on (in secret). He/She chooses a number between 1 and 6. Pupil B draws a cake without any candles. Pupil B then asks *How old are you?* Pupil A responds according to the number of candles he/she has drawn, e.g. *I'm four.* Pupil B then draws the correct number of candles on his/her empty cake. Pupils compare pictures. They then swap roles and repeat.

Extra activity 2 (if time)

- Teach the class *Happy birthday to you.* Use a CD with the appropriate music or find the music and words online.
- Tell pupils that British people sing this before someone blows out the candles on their cake. Sing this song with the class when someone has a birthday.

Optional activity

- Unit 1 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 9).

Ending the lesson

- Draw a cake on the board with no candles on it. Hand one of the number flashcards to a pupil. Say *It's your birthday! Happy birthday!* Gesture at the number card and ask *How old are you?* The pupil responds with the number on the flashcard, e.g. *I'm two.* Ask the pupil to come and draw the correct number of candles on the cake. Clean the board and repeat with four or five more pupils.
- Say the closing routine (see page T4).

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: *Let's listen to a story, look, let's play, yes*

Revision: numbers 1–6, *How old are you? I'm (four)*, character names and vocabulary from Unit 1

● MATERIALS REQUIRED

Character flashcards (1–3)

A4 pieces of card or paper, one for each pupil, with a number between 1 and 6 on each piece

Extra activity: small ball or counter to act as a pretend dice (one for each group of three pupils), set of character masks for each group of three pupils (see Photocopiable 1a–c, pages T64–66)

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

Extension worksheet 2 (page 10) and/or animated version of the Unit 1 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine (see page T5).
- Place the flashcards on the board and elicit the names. Say, e.g. *Maskman* and clap twice. Pupils repeat. Repeat for the other flashcards with a different action for each character (e.g. stamp feet for Monty, snap fingers for Marie). Point to a flashcard. Pupils say the name and do the action.

Story

PB8. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 8, please.* Help pupils find the right page. Say *Look at the pictures. Point to Maskman.* (Pupils point.) *Point to Marie.* (Pupils point.) Do the same for Monty. Hold up your book. Point to the small numbers in the corner of each picture. Count aloud *One, two, three, four, five, six,* to check pupils know the order to follow as they listen. Say *Let's listen to a story. Listen and point to the pictures.* Play the CD. Pupils listen and point the first time.
- Say *Listen and look. Who is six? Maskman, Monty or Marie?* Play the CD again. Pupils check their answer in pairs. Check with the class (Maskman).
- Play the CD again. Stop after each picture to check understanding. Point to the picture and ask, e.g. *How old is Monty?* (Four) *How old is Marie?* (Five). Elicit answers from the whole class. It is important for pupils to enjoy the story at this stage. They should not feel pressure to 'get the answers right'.

CD 1, 08

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MONTY: Look! Let's play *How old are you?*

MASKMAN & MARIE: Yes.

MARIE: How old are you, Monty?

MASKMAN & MARIE: Oooh!

MONTY: I'm four! ... How old are you, Marie?

MONTY: Oooh!

MARIE: I'm five! ... How old are you, Maskman?

MASKMAN: Oh no! I'm ... err ... umm ...

MASKMAN: Yes! I'm six! ... I'm six.

Class game

- Demonstrate the game. Give out four or five of the pieces of card with numbers. Pupils look at the number on their card and remember it. Take a number yourself. Make sure it is the same number as one of the numbers given out. Look at your number and hold it up to show the class. Say *I'm ...* and elicit the number on your card, e.g. *Five.* Say the sentence *I'm five.*
- Ask one of the pupils with a number *How old are you?* The pupil responds according to the number on his/her card, e.g. *I'm three.* Hold up your card and say, e.g. *I'm not three. I'm five. No. That's not right.* Move to a different pupil and ask *How old are you?* in the same way. Repeat until you find a pupil with the same number as you. The pupil responds *I'm five.* Say *Yes! I'm five!* Stand next to the pupil. Show the class that you are a pair because you both have the same number card.
- Practise the question *How old are you?* with the class. Say the question. Pupils repeat in chorus. Choose individual pupils to say the question. Repeat with *I'm six.*
- Mix up all the cards. Hand them out at random around the class, so that each pupil has a number between 1 and 6. Pupils stand up and walk around the class. They ask *How old are you?* until they find a partner with the same number.
- Monitor carefully. Make sure pupils are using English, not showing each other their number cards.

Extra activity (if time)

- Pupils act out the story. Make groups of three. Point to each pupil in the groups and say *Monty, Maskman, Marie,* so they know which character they are. They put on their character masks. Hand out a small ball or counter to each group to act as the dice, if you wish.
- Play the CD for pupils to act only the first time. They mime throwing the 'dice' as the characters do. Play the story again. Encourage pupils to join in with the characters' lines and the extra noises they make.

Optional activities

- Unit 1 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 10).
- The animated version of the Unit 1 story from *Kid's Box Starter Interactive DVD.* See pages 34–36 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say *One.* Draw a 1 in the air with your finger. Repeat with the other numbers up to six in sequence. Pupils draw the numbers in the air. Continue, but say the numbers at random. Pupils work in pairs. They take turns to say a number. Their partner draws it in the air.
- Say the closing routine (see page T4).

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language from the unit

Additional language: *balloon, stick, talk to Maskman*

Revision: numbers 1–6, *Hello, I'm (name), What's your name? How old are you? I'm (four).*

● **MATERIALS REQUIRED**

Maskman mask for the teacher

Number flashcards (4–9)

Extra activity 1: one Maskman mask for each pair of pupils

Optional: *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine (see page T5).
- Say a number between 1 and 6. Pupils write the number (not the word) in their notebooks. Repeat with different numbers until you have said all six. Say the numbers again in the same order. Pupils check in pairs. Elicit the numbers and write them (as figures) on the board.

PB9. ACTIVITY 9. Listen and stick.

- Say *Open your books at page 9, please.* Help pupils find the right page. Pupils prepare the stickers of the balloons. Point to one of the balloons. Say *Look! A balloon!* Pupils repeat *Balloon.* Count the balloons aloud with the pupils.
- Hold up the stickers and say *Listen and point.* Play the CD. Pupils listen and point at the correct balloons. They don't take the stickers off the page. Play the CD again. Pupils listen and point at the children in the book. Check they are pointing at the correct child each time.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place. Play the CD. Stop after each answer. Check pupils have the correct sticker and the right position. Pupils stick the stickers in the correct place. Monitor around the class to check.

CD 1, 09

1.
How old are you?
I'm three.
2.
How old are you?
I'm five.
3.
How old are you?
I'm one.
4.
How old are you?
I'm two.
5.
How old are you?
I'm six.
6.
How old are you?
I'm four.

PB9. ACTIVITY 10. Talk to Maskman.

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question. Ask one of the pupils the question, still acting and speaking like Maskman. The pupil responds *I'm* (pupil's name) or *I'm* (pupil's age), as appropriate. Continue asking the two questions around the class, until you have asked each pupil at least one question.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 1, 10

Hello ... I'm Maskman!

What's your name?

How old are you?

Extra activity 1 (if time)

- Pupils prepare the Maskman mask (see instructions on page T4), if they have not done so in a previous lesson. Pupils work in pairs. Pupil A puts on the mask, stands like Maskman and says (in a 'Maskman' voice) *Hello. I'm Maskman! What's your name?* Pupil B responds *I'm* (pupil's name). Pupil A says (still acting as Maskman) *How old are you?* Pupil B responds *I'm* (pupil's age). They swap roles.

Extra activity 2 (if time)

- Ask a pupil to come and stand at the front, facing the board. Stand so that the class can see you. Trace a large number three with your finger on the pupil's back. (Alternatively, if you prefer, you can trace numbers on the desk for this activity.) Repeat the drawing. Ask the pupil *How old are you?* The pupil responds with the number you have traced (*I'm ...*). Check with the class. Repeat with different pupils and different numbers.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the unit.
- Say the closing routine (see page T4).