OBJECTIVES: By the end of the lesson, pupils will have named different classroom objects and learnt a chant.

● TARGET LANGUAGE
Key language: *bag, book, chair, eraser, pencil, table*
Additional language: *What's this? It's a …*
Revision: numbers *1–6, How old are you? I'm (four), star*

● MATERIALS REQUIRED
Character flashcards (1–3)
Classroom object flashcards (10–15) and real classroom objects
One set of character masks from Unit 1 (see pages T4 and T64–T66)
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 2 Reinforcement worksheet 1 (page 13)

Warmer
- Say the opening routine from Unit 1 (see page T5). Pupils join in with the words and actions.
- Sing the song from Unit 1 (CD 1, 05) with the pupils. They hold up the correct number of fingers for each verse.

Presentation
- Teach the new words, using flashcards and realia. Hold up each flashcard/object in turn. Say the word. Pupils repeat in chorus. Hold up the flashcards/objects in a different order. Pupils say the word. Repeat several times.
- Introduce *What's this? It's a …* Hold up a pencil and ask a pupil *What's this?* The pupil responds *Pencil.* Say *Yes. It's a pencil.* The class repeats *It's a pencil.* Repeat with the other objects.
  Note: Do not insist on pupils using *a* or *an* correctly at this stage.

PB10. ACTIVITY 1. *Listen and point.*
- Say *Open your books at page ten, please.* Hold up your book to check pupils have the right page.
- Put on the character masks in turn (or stick the character flashcards on the board). Elicit the names. Say the names. Pupils point to the characters in the picture.
- Draw a simple star shape on the board, the same as the hidden one with the face in the picture. Elicit *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.
- Put the flashcards of the classroom objects on the board. Elicit the words. Say *Listen and point.* Play the CD. Pupils listen and point to the objects in their books. Play the CD again. Pupils join in with the chant at the beginning and point at the objects again. Point to the flashcards on the board at the same time.

CD 1, 11

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

MONTY: Ooh, Marie!
MARIE: Yes, Monty?
MONTY: Look! What's this?
MARIE: It's a pencil, Monty.
MONTY: And what's this?
MARIE: It's an eraser … Look! This is a book and this is a table.
MASKMAN: A chair, please! … A chair! ... Look! … It's a … bag.
MARIE: Yes, Maskman. It's a bag.

PB10. ACTIVITY 2. *Say the chant.*
- Place the *eraser, table* and *pencil* flashcards in a row on the board in the same order as they appear in the chant. Place the *bag, book, chair* flashcards in a row below the first three cards. Say *Listen.* Play the CD. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the CD again. Point to the flashcards as each object is mentioned. Pupils copy. Then say *Let's say the chant. Listen, repeat and point.* Play the CD. Stop after each line. Pupils repeat in chorus and point to the flashcards.

CD 1, 12

Eraser, table, pencil,
Bag, book, chair.
Eraser, table, pencil,
Bag, book, chair.

Repeat x3

Practice
- Hold up your book. Point to one of the six objects in the picture. Ask *What's this?* Pupils respond, e.g. *(It's a) pencil.* Repeat with the other items.
- Pupils practise the question and answer in chorus.
- Pupils work in pairs. They take it in turns to ask and answer about the objects in the picture in the same way.

Extra activity 1 (if time)
- Walk around the classroom and pick up/point to one of the six new items. Say a false sentence, e.g. point to a bag and say *It's a table.* Pupils correct you (e.g. *No! It's a bag.*). Repeat with other items. Pupils can also play this game in pairs.

Extra activity 2 (if time)
- Stick the classroom object flashcards on the board. Elicit the words. Ask *What's this?* for each one. Let pupils look at the flashcards for 30 seconds. Then say *Close your eyes.* Demonstrate. Pupils copy. Remove one of the flashcards. Pupils open their eyes. Elicit which flashcard is missing. Elicit the word from a pupil. Show the missing flashcard to check. Move the flashcards around on the board and repeat. When pupils have got the idea, ask a pupil to come and lead the game.

Optional activity
- Unit 2 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 13).

Ending the lesson
- Write numbers *1* to *6* in order in a row on the board. Point to them. Pupils say them in chorus. Stick a classroom object flashcard below each number. Say, e.g. *It's a chair.* Pupils say the corresponding number. Repeat with the other flashcards. Then say the numbers. Pupils say the objects.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have practised counting classroom objects and completing patterns.

● TARGET LANGUAGE

Key language: *pencil, eraser, book, table, chair, bag*
Additional language: *What's this? It's a …, What's the number? complete*
Revision: numbers *1–6*

● MATERIALS REQUIRED

Classroom object flashcards (10–15) and real classroom objects
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 2 Reinforcement worksheet 2 (page 14)

Warmer

- Say the opening routine.
- Place the classroom object flashcards on the board. Elicit the words. Write numbers between *1* and *6* under the flashcards in random order. Pupils take out their notebooks. Say *Eraser.* Pupils write the number under the eraser, e.g. *2*. Repeat for the rest of the words. Pupils check in pairs. Check with the class.

PB11. ACTIVITY 3. *Listen and circle the number.*

- Say *Look at me.* Hold up three pencils. Say *Pencil, pencil, pencil.* Say *One, two, three or four?* Pupils respond *Three*. Repeat with different classroom objects and different numbers up to six. Then repeat the name of a classroom object without showing the object. Hold a finger up for each word to show you are counting. Say *One, two, three or four?* Elicit the correct number. Repeat for other objects.
- Say *Open your books at page 11, please.* Help pupils find the right page. Focus on the pictures. Point to the objects and elicit the words. Ask *What's this?*
- Say *Listen*. Point to the two numbers below the first picture. Say *Bag. Four or five?* Play the example on the CD. Count with your fingers as you hear the words. Show pupils the example circle around the number 5.
- Make sure pupils understand that they have to circle one of the numbers each time. Say *Listen and circle*. Play the rest of the CD. Stop after each one for pupils to count with their fingers and circle. They check in pairs. Play the CD again. Stop after each one and check with the class. Pupils hold up the correct number of fingers each time.

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

CD 1, 13

Bag, bag, bag, bag, bag.
Table, table.
Eraser, eraser, eraser, eraser.
Chair, chair, chair.
Book, book, book, book, book, book.
Pencil.

PB11. ACTIVITY 4. *Look and complete.*

- Focus pupils on the rows of pictures. Point to the pictures in the first row and elicit the words. Say them clearly as pairs (*pencil, table … pencil, table, … pencil, …*). Follow the example answer line to the table with your finger and elicit *table*.
- Check pupils know that they have to draw a line to the next object in the sequence. Pupils complete the other rows by drawing lines. Pupils check in pairs. They say the names of the objects in the rows. Check with the class. Pupils say the objects in each row in chorus.

Key: 2 eraser, 3 book

Extra activity 1 (if time)

- Say *Watch me, please.* Teach the following actions:
  pencil = mime writing with a pencil in the air
  eraser = mime rubbing something out in the air / on a desk
  book = open an imaginary book
  table = lean on an imaginary table, arms folded
  chair = mime sitting down
  bag = mime picking up a bag and putting it on your shoulder
- Say one of the words. Pupils do the action. Repeat for the other words. Repeat, getting quicker.
- Do one of the actions. Say *What's this?* Pupils chorus the word. Repeat for the other actions.
- Ask a pupil to come and do an action. He/She says *What's this?* The rest of the class says the word. Repeat with different pupils.

Extra activity 2 (if time)

- Hold up the classroom object flashcards in turn and ask *What's this?* The class answers. Repeat as a sentence, e.g. *It's a table.* Pupils repeat. Hand out the classroom object flashcards to different pupils. Pupils with flashcards take it in turns to stand up, show the flashcard and ask the class *What's this?* The class answers.

Optional activity

- Unit 2 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 14).

Ending the lesson

- Place the smaller classroom objects (eraser, pencil, book, bag) on a table. Put a chair nearby. Say *Look and listen*. Point to the objects and say the words, e.g. *Chair, table, bag, eraser, pencil, book*. Point again in the same order and repeat the words. Invite a pupil to come and point to the objects and say the words in the same order. Pupils repeat the activity in pairs. They use their own objects, the chair they are sitting on and their/a table in the classroom.
- Say the closing routine. Pupils join in with the words and actions.

OBJECTIVES: By the end of the lesson, pupils will be able to follow classroom instructions and sing a song.

● TARGET LANGUAGE
Key language: *sit down, stand up, open/close your books, point, look, listen*
Additional language: *listen to me*
Revision: *Hello, Goodbye*, numbers *1–3*

● MATERIALS REQUIRED
Instruction flashcards (16–22)
Maskman mask for each pair of pupils
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 2 Song worksheet (page 17)

Warmer

- Say the opening routine.
- Use the chant from Lesson 1 (CD 1, 12) to review the classroom objects. Encourage pupils to point to real objects around them as they chant.
- Say *Open your books*. Pupils open their books. Demonstrate if pupils are unsure. Say *Close your books*. Pupils close their books. Say the two instructions. Pupils repeat.
- Pupils work in pairs. Pupil A gives the instructions (*Open your books. Close your books.*). Pupil B follows. Then they swap roles.

Presentation

- Teach/Review the instructions *sit down, stand up, point, look, listen*. Use the following actions:
  Sit down = sit down
  Stand up = stand up
  Point = point to the front
  Look = look straight ahead and gesture from your eye towards what you are looking at
  Listen = cup one hand behind one ear
- Say one of the instructions. Pupils do the action. Repeat for the rest of the instructions. Do one of the actions. Pupils chorus the instruction.

Song

PB12. ACTIVITY 5. *Listen and point. Sing the song.*

- Say *Open your books at page 12, please*. Help pupils find the right page. Point to the smaller pictures of actions and elicit the words/phrases.
- Say *Listen and point*. Play the CD. Pupils point at the smaller pictures in turn. Hold up your book and do the same.
- Play the CD line by line. Pupils repeat.
- Play the CD again. Stop after each line and do an action. Use the actions above and teach the following:
  Hello! = stand up and wave
  1, 2, 3 = count one, two, three on your fingers
  Listen to me = cup one hand behind one ear and then point to yourself
  Goodbye! = wave, turn around and walk on the spot as if leaving
  Pupils repeat each line and do the actions.
- Say *Let's sing the song*. Play the whole song. Pupils join in and do the actions.

CD 1, 14
Hello! Hello! Hello!

Sit down, sit down.
Open your books.
Listen and point.
Look! Look! Look!

Stand up, stand up.
1, 2, 3.
Close your books.
And listen to me.

Repeat from 'Sit down, sit down.' to 'Look! Look! Look!'

Goodbye! Goodbye! Goodbye!

CD 1, 15
Now sing the song again. (Karaoke version)

Practice

- Demonstrate the activity. Put on the Maskman mask and stand in a 'superhero' pose. Give instructions in a 'Maskman' voice, e.g. *Stand up. Open your books*. Pupils do the actions.
- Make pairs. Pupil A puts on the Maskman mask and gives instructions in the same way. Pupil B does the actions. Then pupils swap roles.

Extra activity 1 (if time)

- Stick the instruction flashcards in a row on the board. Pupils stand up. Point to each flashcard in turn. Pupils say the instruction and do the action. Point to the flashcards out of order. Pupils say and mime in the same way.
- Ask a pupil to come and rearrange the flashcards. He/She then points to one of the flashcards. The rest of the class say the instruction in chorus and do the action/mime. Repeat with different pupils.

Extra activity 2 (if time)

- Review the actions for the classroom instructions.
- Play a game. Hold your hands behind your back and say the following rhyme:
  Listen, point, look,
  Sit down, open your books.
  Just after you say *open your books*, put your hands in front of you and do one of the actions (e.g. point). Don't say the word. Repeat the rhyme, but do a different action at the end. Pupils join in. They hold their hands behind their backs, chant with you and then do an action (which they choose). Pupils who do a different action to you sit down for one turn. Repeat.
- Pupils can play the game in groups of six. They take it in turns to be the caller.

Optional activity

- Unit 2 Song worksheet from the *Starter Teacher's Resource Book* (page 17).

Ending the lesson

- Show the instruction flashcards and elicit the actions. Show them again. Pupils say the action and do a mime. Repeat in different orders, getting faster and faster.
- Say the closing routine. Pupils join in.

OBJECTIVES: By the end of the lesson, pupils will be able to give and follow classroom instructions.

● TARGET LANGUAGE
Key language: *sit down, stand up, open/close your books, point, look, listen, draw*
Additional language: *please*
Revision: classroom objects

● MATERIALS REQUIRED
Extra activity 1: soft ball
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 2 Extension worksheet 1 (page 15)

Warmer

- Say the opening routine.
- Play the song from the previous lesson (CD 1, 14). Pupils sing and do the actions.

PB13. ACTIVITY 6. *Listen and tick (✓).*

- Say *Open your books at page 13, please*. Help pupils find the right page. Point to the pairs of pictures. Say *Listen and look*. Point to the first pair of pictures. Play the example. Point to the correct picture in the book and the tick.
- Say *Listen and tick*. Draw a tick on the board. 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 instruction for pupils to think and tick. Pupils check answers in pairs. Play the CD again. Elicit answers.

Key: 2 first picture, 3 second picture, 4 first picture

CD 1, 16

1. Point to the chair, please.
2. Open your books, please.
3. Sit down, please.
4. Stand up, please.

Class game

- Play an action game. Pupils do the action only when you say *please*. Say *Stand up, please* (pupils stand up), *Open your books, please* (pupils open their books), *Close your books* (pupils don't close their books).
- Say the instructions quickly. Pupils miss a turn when they make a mistake.
  Note: This game can be repeated on a regular basis to revise vocabulary and instructions.

PB13. ACTIVITY 7. *Draw your classroom. Say.*

- Focus pupils on the frame in the bottom half of the page. Draw a rectangle on the board. Draw items from the classroom in the picture roughly where they are (tables, chairs, windows, doors). Pupils draw their own picture in the same way. Monitor and point to objects pupils are drawing. Ask *What's this?*
- Pupils work in pairs or small groups. They point to objects in their picture and say the words.

Extra activity 1 (if time)

- The class stands in a circle or at their desks. They throw a soft ball from pupil to pupil. When a pupil drops the ball, give an instruction (e.g. *Sit down. / Open your book. / Point to a bag.*). The pupil follows the instruction. Pupils throw the ball again. The game continues in this way. When the pupils are confident with the game, ask a pupil to say the actions instead of you.

Extra activity 2 (if time)

- Pupils work in pairs. Pupil A pretends to be a teacher and gives Pupil B instructions, e.g. *Listen. Look. Sit down.* Pupil B follows the instructions/mimes. If Pupil B makes a mistake, Pupil A scores one point. After a certain amount of time, pupils swap roles. Make sure both pupils have the same amount of time to give instructions. They count their points at the end to see who wins.

Optional activity

- Unit 2 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 15).

Ending the lesson

- Pupils stand up. Give each pupil a number between *1* and *6*. Call out an instruction with a number, e.g. *Number 3, point to your chair.* All the pupils who are number 3 do the action or mime. Repeat with other instructions, e.g. *Number 5, stand up. Number 5, sit down. Number 2, close your books. Number 6, point to a pencil. Number 1, listen. Number 1, look. Number 3 and number 4, stand up*, etc. You can make the game competitive by choosing the best number 'team' at the end of the game. (This is the team that has followed your instructions with the fewest mistakes.)
- Say the closing routine. Pupils join in with the words and actions.

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: *good, the, my, here's your bag, thank you, now*
Revision: vocabulary from Unit 2

● MATERIALS REQUIRED

Instruction flashcards (16–22)
Classroom object flashcards (10–15)
Character flashcards (1–3)
Extra activity 1: one set of character masks, one table, two chairs, three erasers, four pencils, six bags
Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 2 Extension worksheet 2 (page 16) and/or animated version of the Unit 2 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine.
- Review the instructions using flashcards. Hold up each flashcard, elicit the instruction and hand the flashcard to a pupil. One of the pupils with a flashcard shows it to the class, says the instruction and sticks it on the board. The class follows the instruction with an action or a mime. Repeat for the rest of the pupils with flashcards.
- Point to the flashcards on the board in turn. The whole class says the instruction and does the action/mime.

Story

PB14. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 14, 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. Point to the small numbers in the corner of each picture and count *One, two, three, four, five, six*. Pupils copy.
- Say *Let's listen to a story. Listen and point to the pictures*. Play the CD. Pupils listen and point.
- Say *Listen and look. Four bags, five bags or six bags?* Play the CD again. Pupils check their answer in pairs. Check with the class (six).
- Play the CD again. Stop after each picture to check understanding. Point to the picture and ask, e.g. *Erasers: three, four or five?* (Three).

CD 1, 17

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One …, two …, three.

MARIE: OK now. Hmmm. One table and … one …, two chairs.
MONTY: Yes, Marie! Two chairs!

MASKMAN: And look! … One …, two …, three erasers.
MARIE: Yes! Good, Maskman! Three erasers.

MONTY: Eegh! Look! … One …, two …, three …
MASKMAN: Four pencils!
MARIE: Maskman!

MASKMAN: Hmmm. The bags … Er, the bags!

MARIE: Now! The bags! One … two … three ... four ... five bags. Yes! … Good! Five bags.
MASKMAN: Huh!!?? No, no, Marie! … My bag!

MONTY: Look, Maskman! Here's your bag!
MASKMAN: My bag! … Oh! Thank you, Monty!
MARIE: Yes, six bags. Now … Stand up, please Maskman!

Extra activity 1

- Ask three confident pupils to come to the front. Each pupil chooses a character. They put on the character masks. Make sure they have the items from the story to hand (table, two chairs, three erasers, four pencils, six bags). Play the CD and help the pupils act out the story. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Extra activity 2

- Stick the flashcards of classroom objects and instructions on the board in random order. Make sure your pupils can reach the cards. Say one of the items and ask a pupil to come and take the flashcard as quickly as possible. The pupil takes the card and sits down in his/her place. He/She turns the card over so the rest of the class can't see the picture. (He/She also covers the word or phrase.) Repeat until no flashcards are left on the board. See if the pupils can remember the items from the board (the pupils with flashcards may not look at them). Elicit the words and phrases one by one. Ask the pupil with the corresponding flashcard to come and stick it back on the board.

Optional activities

- Unit 2 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 16).

Ending the lesson

- Say a line from the story, acting if you can, e.g. *One table and one, two chairs!* Ask *Monty, Marie or Maskman?* Pupils say the name of the speaker (e.g. Marie). Repeat with other lines, e.g. *Yes, Marie! Two chairs!* (Monty), *No, no Marie! My bag!* (Maskman), *Look! One, two, three erasers!* (Maskman), *Four pencils!* (Maskman), *Stand up, please, Maskman!* (Marie)
- Say the closing routine. Pupils join in with the words and actions.

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: *What's this? It's a …*
Revision: *What's your name? How old are you?*

● MATERIALS REQUIRED
Classroom object flashcards (10–15)
Maskman mask for the teacher
Extra activity 1: one Maskman mask for each pair of pupils

Warmer

- Say the opening routine.
- Hold up one of the classroom object flashcards. Hide the picture with a piece of paper/card. Slowly reveal the flashcard. Ask *What's this?* Pupils respond, e.g. *Chair.* Say *Yes. It's a chair.* Repeat with the rest of the flashcards.

PB15. ACTIVITY 9. *Listen and stick.*

- Say *Open your books at page 15, please.* Help pupils find the right page. Pupils prepare the stickers of the classroom objects. Hold up the stickers. Point to them and elicit the words. Say *Listen and point.* Play the CD. Pupils listen and point at the correct stickers. They don't take the stickers off the page.
- Point to page 15 and say *Listen and point.* Play the CD again. Pupils listen and point. Check they are pointing at the correct places in the picture.
- 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 item. Check pupils have the correct sticker and the correct position. Pupils stick the stickers in the correct place. Monitor around the class to check.

CD 1, 18

1.
What's this?
It's a book.

2.
What's this?
It's a table.

3.
What's this?
It's a pencil.

4.
What's this?
It's an eraser.

5.
What's this?
It's a bag.

6.
What's this?
It's a chair.

PB15. 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 or instruction and repeat, still acting and speaking like Maskman. Choose a pupil to respond. The pupil responds or follows the instruction, as appropriate. Continue around the class, until each pupil has responded at least once.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 1, 19

Hello … I'm Maskman!
What's your name?
How old are you?
Stand up!
Point to a chair.
Point to a pencil.
Sit down!

Extra activity 1 (if time)

- Pupils work in pairs. Each pair needs a Maskman mask. Pupil A puts on the mask, stands in a 'superhero' pose and gives instructions in a 'Maskman' voice, e.g. *Close your book. Stand up. Listen to me.* Pupil B follows the instructions. Pupils then swap roles.

Extra activity 2 (if time)

- Call a pupil to the front. Hand him/her a classroom object flashcard. The pupil looks at the card, but keeps it hidden. He/She then does a mime of the object (e.g. sitting down for *chair*, sharpening a pencil or writing for *pencil*). The rest of the class guesses the object. They put up their hands and say, e.g. *It's a pencil.* The pupil at the front shows the flashcard when another pupil guesses correctly. Repeat with a different pupil.

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.
- Say the closing routine. Pupils join in with the words and actions.

OBJECTIVES: By the end of the lesson, pupils will be able to name basic shapes and will have made a picture of a robot out of shapes.

● TARGET LANGUAGE
Key language: *triangle, circle, square*
Additional language: *maths, shape, robot, count, make, how many …?*
Revision: *What's this? It's a …*, numbers *1–6*

● MATERIALS REQUIRED
Shape flashcards (23–25)
Photocopiable 2 (see page T67), copied onto thin card or paper (one copy for each pupil), crayons, A4 paper (one piece for each pupil), glue, scissors (if time is short, use coloured card or paper and cut out the shapes before the lesson)
Optional: *Kid's Box Starter Interactive DVD*: 'Playground shapes' documentary

Warmer
- Say the opening routine.
- Play the *Please* action game again. Pupils do the action only when you say *please*. Say, e.g. *Stand up, please* (pupils stand up), *Open your books, please* (pupils open their books), *Close your books* (pupils don't close their books). Pupils miss a turn when they make a mistake.

Presentation
- Teach the new words for shapes using the flashcards or by drawing a triangle, a circle and a square on the board. Make sure pupils say each word several times. Ask them to say each word loudly, softly, whispering, and so on.
- Show the shape flashcards in turn. Ask *What's this?* Elicit, e.g. *(A) circle*. Then shuffle the cards and show them in a different order. Elicit the shapes as before.
- Say *Point to a triangle*. Point to an object in the classroom that is shaped like a triangle in the classroom. Pupils copy. Repeat for the other two shapes.

PB16. ACTIVITY 1. *Listen and point. Say the chant.*
- Say *Open your books at page 16, please*. Help pupils find the right page. Point to the picture of Marie and elicit her name. Point to the shapes in Activity 1 and say *It's maths*. Check understanding of *maths*.
- Say *Listen and point*. Play the CD. Hold up your book and point to each shape. Go back to the beginning of the shapes when the chant is repeated. Pupils listen and point to the pictures in the same way. Check that they are pointing to the correct shapes.
- Say *Let's say the chant. Listen and repeat*. Play the CD. Stop after each line. Pupils repeat in chorus. Then play the whole chant for pupils to join in.

CD 1, 20

Triangle, triangle, circle, square.
Triangle, triangle, circle, square.

Triangle, triangle, circle, square.
Triangle, triangle, circle, square.

Practice
- Hide the shape flashcards around the classroom. Put them in places where they are partially visible. Say, e.g. *Find the triangle*. Pupils find and point to the correct shape. Don't ask them to say where the shapes are.

PB16. ACTIVITY 2. *Look and count. Make and say.*
- Teach *How many …?* Hold up five pencils. Say *Two pencils?* Pupils say *No*. Say *Three pencils?* (No). Then say *Four pencils?* (No). Look confused and ask *How many pencils?* Pupils respond *Five*. Say *How many?* again. Pupils chorus the question. Repeat with different numbers (1 to 6) of other classroom objects.
- Focus pupils on the the girl and the picture of the robot. Say *It's a robot*. Hold up your book and point to the shapes that form the robot. Say *Point to a circle. Point to a square. Point to a triangle*. Pupils point to the shapes in their books.
- Say *Let's count the circles. How many?* Point to the circles in the picture of the robot and count aloud with the pupils. Say *Five circles*. Demonstrate writing the number 5 in the small box next to the circle on the right-hand side of the page.
- Pupils work in pairs. They count the triangles and the squares. They write the numbers in pencil next to the shapes on the right. Elicit answers by pointing at the shape and asking *What's this?* (A triangle) *How many (triangles)?*

Key: 2 six squares, 3 four triangles

Photocopiable 2: see page T67
- Tell pupils they are going to make their own robot. Hand out Photocopiable 2. Pupils colour and cut out the shapes. They arrange the shapes to make their own robot. They stick the shapes on a piece of A4 paper. They can either make the robot in the photograph or make a different robot. Monitor and help as necessary. Point to the shapes in the pupils' pictures and ask *What's this? How many squares?*, etc.
  Note: If time in class is limited, photocopy the page onto coloured paper so the pupils don't have to colour the shapes. You can also cut out the shapes before the lesson.

Extra activity (if time)
- Draw a mouse on the board made up of squares, circles and triangles. Draw the picture gradually (e.g. a square for the body first, a circle for the head, two smaller circles for ears, a triangle for a nose, etc.). After each shape you draw, elicit the shape. Ask pupils to guess the animal. If they don't guess, continue drawing. When you have finished the picture, ask *How many squares?* Repeat for the other shapes.

Optional activity
- The 'Playground shapes' documentary from *Kid's Box Starter Interactive DVD*. See pages 8–11 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson
- Draw a row of shapes on the board to form a 'What's next?' puzzle, e.g. square, square, triangle, square, square, triangle, square, square. Elicit the shape to complete the row. Ask *How many squares? How many triangles?*
- Pupils work in pairs. They make their own puzzle. They then swap with another pair and solve the puzzle.
- Say the closing routine. Pupils join in.

OBJECTIVES: By the end of the lesson, pupils will have listened to examples of polite English and practised asking for items politely and responding.

● TARGET LANGUAGE
Key language: *please, thank you, pass me the (pencil), please.*
Additional language: *values, ask nicely, here you are*
Revision: classroom objects

● MATERIALS REQUIRED
Classroom object flashcards (10–15)
Real classroom objects (pencils, erasers, bags, books)

Warmer

- Say the opening routine.
- Show the classroom object flashcards one by one and elicit the words. Pupils repeat.
- Hold up four pencils. Ask *How many pencils?* Count aloud with the class: *One, two, three, four!* Repeat with different numbers and different classroom objects.
- Practice the question *How many …?* Say the question. Pupils repeat several times. Vary it by asking them to say it loudly, softly, angrily, whispering, and so on.
- Show three books to a confident pupil and ask *How many books?* The pupils respond *Three.*
- Pupils work in pairs. They ask and answer about classroom objects in the same way. Monitor and check they are using *How many …?* correctly.

PB17. ACTIVITY 3. *Listen and point.*

- Say *Open your books at page 17, please.* Help pupils find the right page. Point to the picture of Trevor at the top of the page. Say *This is Trevor.* Wave at Trevor and say *Hello, Trevor!* Pupils say *Hello, Trevor!* and wave. Translate *values*, so the pupils know that Trevor's pages are about doing the right thing. Point to the four large pictures of the children at school and at home. Say *Listen* and *point*. Play the CD. Pupils point to the characters as they speak.

CD 1, 21

Pass me the pencil, please.

Here you are.
Thank you.

Pass me the bag, please.

Here you are.
Thank you.

Practice

- Play the CD again, line by line. Pupils repeat in chorus. Encourage them to use the same intonation as on the recording.

PB17. ACTIVITY 4. *Act it out.*

- Pupils work in pairs. They act out the situations in the pictures using real objects (a pencil and a bag). Act together with a pupil first to demonstrate. Monitor and help as necessary.
- Pupils swap partners and make up new dialogues using erasers, e.g. Pupil A: *Pass me the eraser, please*. Pupil B: *Here you are*. Pupil A: *Thank you*. More confident pairs can act out the situations for the class. Encourage pupils to use the phrases every day in class.

Extra activity 1 (if time)

- Pupils look at the pictures on page 17. Mime and say the lines for one of the pictures, e.g. *Pass me the bag, please*. Pupils point to the picture and say the number, e.g. *Three*. Repeat with the other pictures. You can repeat the whole activity, saying the lines more quickly.

Extra activity 2 (if time)

- Start a chain. Put a book on a pupil's desk at the front. Say *Pass me the book, please*. He/She passes you the book and says *Here you are*. Say *Thank you*. Another pupil says to you *Pass me the book, please.* Pass it saying *Here you are*. The second pupil says *Thank you.* The pupil next to this pupil continues the chain (*Pass me the book, please …*).
- When pupils are confident with the game, start a new chain in a different place in the classroom with a different object, e.g. a pencil.

Ending the lesson

- Mime one of the actions from the situations in the lesson, e.g. handing something to someone. Pupils say the correct phrase, e.g. *Here you are*. Repeat with other actions (receiving something from someone, smiling and looking grateful – pupils say *Thank you*; gesturing that you want a pencil – pupils say *Pass me the pencil, please*.). Pupils repeat the game in pairs.
- Say the closing routine.