

OBJECTIVES: By the end of the lesson, students will have named different pets.

● TARGET LANGUAGE

Key language: *pets, cat, dog, fish, horse, mouse, bird, (color) and (color)*

Additional language: *nice, our*

Review: *What's your favorite ... ? Where's ... ? colors, adjectives*

● MATERIALS REQUIRED

Color and pet flashcards (20–26, 41–44, 47–52), pet names written on large pieces of thin cardboard or pet word cards from *Kid's Box AE Teacher's Resource Book 1*

Extra activity 1: CD of lively music

Extra activity 2: two rulers

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 5*

Reinforcement worksheet 1 (page 31)

Warmer

- Display the color flashcards. Say, e.g., *Where's gray?* Students point and say *Here!* Repeat for other colors.

Presentation

- Teach or elicit the pets, using the flashcards. Show each flashcard in turn and elicit or say the word. Students repeat. Put the flashcards in a group on the board. Make a circling motion with your hands. Say *They're our pets. A dog's a pet. A cat's a pet, etc.* Elicit in L1 which animal is a different kind of pet (horse – it lives outside).

SB34. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 34, please.* Say *Where's the star?* Check by pointing to the star (on the stand under the prizes). Students say *Here it is.*
- Say *Listen and point.* Play the CD. Students point. Play the CD again. Pause after each animal. Students point to the animal.
- Ask, e.g., *What color's the cat? What's this?* (point to the dog).

CD 2, 26

PET SHOW JUDGE: Hi, children. It's a nice day for the pet show.
Are they your pets?

CHILDREN: Yes.

SUZY: This is my pet. It's a black and white dog.

EVA: This is my favorite fish. It's orange. What's your favorite pet, Scott?

SCOTT: My mouse. It's gray.

EVA: Oh! That's, uh, nice.

SALLY: Look at my cat. It's white. What's your pet, Robert?

ROBERT: It's a beautiful bird. It's red, blue, and green. Where's your pet, Mrs. Star?

MRS. STAR: It's there, next to my car. That's my black horse.

SB34. ACTIVITY 2. Listen and repeat.

- Say *Listen and repeat.* Play the CD. Pause after each animal so students can repeat. Make six groups. Hand each group a pet flashcard. Play the CD. Groups stand up and repeat for their animal.

CD 2, 27

Horse, dog, fish, mouse, cat, bird

WB34. ACTIVITY 1. Listen and circle the ✓ or X.

S toward Listening Part 3

- Put the horse flashcard on the board. Write a check mark and an X next to it. Point to the fish. Say *It's a horse.* Nod and circle the check mark.
- Say *Open your Workbooks to page 34, please.* Listen and circle the check mark or the X. Play the CD. Students listen and circle. They check in pairs. Check with the class.
- In pairs, students take turns playing the game.

Key: 2 X, 3 ✓, 4 X, 5 X, 6 ✓

CD 2, 28

- | | | | |
|----|-------------------------------|----|-------------------------------|
| 1. | What's this?
It's a horse. | 4. | What's this?
It's a mouse. |
| 2. | What's this?
It's a dog. | 5. | What's this?
It's a cat. |
| 3. | What's this?
It's a fish. | 6. | What's this?
It's a bird. |

Practice

- Put the pet flashcards on one side of the board and write the names on the other so that they don't match. Point to, e.g., the horse. Say, e.g., *It's a mouse.* Say *Who can help me?* A student comes and draws a line from the picture to the word. Repeat.
- Hand the flashcards to six students. Point to the words in turn. Students chorus the name. The student with the right picture puts it next to the word.

WB34. ACTIVITY 2. Look and write the words.

S toward Reading and Writing Part 3

- Hold up your book, point to the mouse's ear, and say *What pet's this?* Don't focus on the body part. Students respond *It's a mouse.* Say *Write the word here* and show them the example. Students work individually and write in pencil.

Key: 2 a horse, 3 a dog, 4 a cat, 5 a bird, 6 a fish

Extra activity: see page T113 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 30 and 31).

Ending the lesson

- Hold the pet flashcards so students can't see. Look at one. Students ask questions to guess what it is, e.g., *Is it a horse?* Repeat.

OBJECTIVES: By the end of the lesson, students will have talked about pets.

● TARGET LANGUAGE

Key language: *bird, cat, dog, fish, horse, mouse, They're ... , plurals*

Additional language: *too, show, house, my, friend*

Review: colors, adjectives, mice, here, pet

● MATERIALS REQUIRED

Pet flashcards (47–52)

Photocopiable 5 (see page T101), copied onto thin cardboard, one page for each pair of students, cut into two before the lesson

Extra activity: a wordsnake on poster paper written large for all students to see: *horsedollpencatballdogeraserbook mousebikefishchairbird*

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 5

Reinforcement worksheet 2 (pages 30 and 32)

Warmer

- Review the pets, using the flashcards. Hide one behind paper and very slowly reveal the picture from one corner. Students guess. Repeat with the other flashcards. Ask questions, e.g., *Is the dog young? Is the horse beautiful?* to review adjectives.

Presentation

- Hold up one finger. Say, e.g., *One dog.* Hold up two fingers. Say, e.g., *Two dogs.* Repeat for the other animals. Help students to notice the different plural sounds: /s/ *cats, birds, /z/ dogs, /iz/ horses.* Make sure students notice that the plural of *fish* is *fish* and the plural of *mouse* is *mice*.

SB35 ACTIVITY 3. Say the chant.

- Say *Open your Student's Books to page 35, please.* Play the CD. Students listen and look at the picture in their books. Play the CD again. Pause after each line. Students repeat in chorus and then in groups.
- Make six groups. Each group is a pet. Each group stands up, says a line, and sits down. Everyone stands up and says the last two lines. Repeat with the groups in different roles.

CD 2, 29

My horse is beautiful.
My dog is, too.
My fish is ugly.
My bird is blue.
My cat is young,
And my mouse is gray.
Here are our pets,
On pet show day.

SB35. ACTIVITY 4. Listen and say the number.

- Students look at the pictures. Play the first part of the CD as an example. Elicit the number (6). Play the rest of the CD. Students point and whisper the number to their partner each time. Play the CD again. Check by eliciting the number. Then ask, e.g., *What color are the dogs? Are they young?*

Key: 6, 8, 3, 7, 9, 10

CD 2, 30

Look at the dogs. They're old.

Look at the fish. They're ugly.

Look at the birds. They're happy.

Look at the cats. They're young.

Look at the mice. They're white.

Look at the horses. They're brown.

Photocopiable 5: see pages T95 and T101

WB35. ACTIVITY 3. Color the pets.

- Students take out their crayons. Say *Open your Workbooks to page 35, please. Color the pets. Choose the colors.* Students color the four pets at the top of the page.
- Make new pairs. Tell students to sit facing one another, holding their books up so their partner can't see. Focus students on the speech bubbles. Ask a student *What color is the fish?* The student answers, e.g., *It's blue.* Students work in pairs and take turns asking about a pet and coloring it. Students check together.

WB35. ACTIVITY 4. Read and answer.

- Focus students on the questions and the puzzle at the bottom of the page. Point to the pictures of the animals on the right and elicit the plural words (*mice, horses, cats, birds, fish*). Hold up your book and say *Follow the line.* Follow the line from the picture of the mice to line 3 and say *Read and answer.* Read the question and show students that they need to complete the sentence by writing a word from the box.
- Students work individually to follow the lines, choose, and copy the words to complete the sentences. Monitor and help those who are having difficulty.
- Check answers by asking and answering the questions in open pairs around the class (e.g., choose a student to read question 1 aloud and another student to read his/her answer). Make sure the students are pronouncing the plural forms correctly.

Key: 1 fish, 2 cats, 4 horses, 5 birds

Extra activity: see page T113 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 30 and 32).

Ending the lesson

- Use the chant to count around the class and make five groups of animals.
Note: There won't be any horses because horses doesn't work in this rhyme.
- Students stand together in their animal groups. Teach the chant. Students repeat the chant in animal groups, counting their group members as they chant. Remind them that the plural of *mouse* is *mice* and the plural of *fish* is *fish*. Repeat.
One dog, two dogs, three dogs, four,
Five dogs, six dogs, seven dogs, more ...
One cat, two cats, etc.

OBJECTIVES: By the end of the lesson, students will have talked about and described pets.

• TARGET LANGUAGE

Key language: *It's/They're big / small / clean / dirty / long / short.*

Additional language: follow, finger, differences

Review: colors, toys, classroom objects, adjectives, pets, Who? What?

• MATERIALS REQUIRED

Pet and character flashcards (1–5, 45–46, 47–52)

Realia to teach *long, short, big, small, clean, dirty*

Optional: a board game

Extra activity 2: Photocopiable 5 (see page T101) – see instructions for preparation in previous lesson

Optional: Kid's Box AE Workbook 1 Language Portfolio page 107

Warmer

- Display the pet flashcards. Play the *Please* game. Say *Point to the horse*. Students don't point. Say *Point to the dog, please*. Students point to the dog. Continue, repeating animals and varying use of *please*.

Presentation

- Elicit or present the adjectives (*long, short, big, small, clean, dirty*), using realia and mime. Students repeat in chorus. Use thumbs up / thumbs down to check *clean/dirty*. Point to, e.g., the door and say, e.g., *Is it small?* Students chorus *No, it's big*. Repeat.

SB36. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to page 36, please*. Say *Listen and point*. Play the CD. Students join in with the rhyme. Play the CD again.
- Check by holding up your book, pointing, and saying, e.g., *The chairs are clean*. Students: *No, the chairs are dirty*.
- Point to Marie and Maskman. Ask *Who are they?* Students: *They're Marie and Maskman*. Point to, e.g., the chairs. Ask *What are they?* Students: *They're chairs*. Point to, e.g., the pencils and say *Are they pens?* Students: *No, they aren't. They're pencils*.
- Students work in pairs, taking turns pointing to the pictures, friends, and school objects and asking and answering questions: *Who are they? What are they?*

CD 2, 31

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.
MARIE: Oh, look at the table. It's dirty. The chairs are dirty, too.

MASKMAN: Yes, they are. But the toy box is clean.

MARIE: And where are the pencils?

MONTY: Here they are. They're on these pictures. Here's a picture of a big dog.

MARIE: Aahh! The brown pencil's short.

MASKMAN: Yes, it is, but the gray pencil's long.

MONTY: And this is a picture of a small mouse. It's beautiful.

SB36. ACTIVITY 6. Listen and repeat.

- Play the CD. Students repeat in chorus and in groups. Use the mimes and realia to check understanding.
- Make pairs. Students take turns pointing to one of the pictures and saying the phrase.

CD 2, 32

A dirty table, a long pencil, a small mouse, a big dog, a short pencil, a clean toy box

- Hold up a real board game if possible and teach *board game*.
- Say *Find a yellow board game*. Students look at the picture and point. Continue with a green ball, a purple book, a blue crayon, and a green star.

WB36. ACTIVITY 5. Read and circle.

- Review the adjectives, using realia and mime from the presentation.
- Say *Open your Workbooks to page 36, please*. Point to the example (the dog). Say *Read (look down and point to text) and circle*. Students work individually and circle one adjective for each picture. They check in pairs.
- Check with the class. Ask, e.g., *What's number 2?* Students: *It's a dirty cat*. Say, e.g., *Look at number 3. Is it big?* Students: *No, it's small*.

Key: 2 dirty, 3 small, 4 short, 5 big, 6 clean

WB36. ACTIVITY 6. Listen and follow.

- Say *Point to a big horse*.
- Say *Listen and follow. Use your finger*. Hold up your finger. Play the CD. Students follow with their fingers. Say *Use a blue crayon*. Play route 1 again. Say *Use a red crayon*. Play route 2 again. Students check in pairs.
- Check with the class.

CD 2, 33

1. A big horse, a dirty dog, two short pencils, a small mouse, an old cat, two long pencils, a clean cat, an old man
2. A big horse, an ugly fish, a long pencil, a sad boy, a clean dog, a big ball, a dirty car, an old man

Extra activities: see page T113 (if time)

Language Portfolio

- Students complete page 107 of Kid's Box AE Workbook 1 Language Portfolio (*My pet*). Help with new language as necessary.

Ending the lesson

- Mime a pet. Students ask, e.g., *Is it a dog?* Students take turns miming other pets. Students can repeat pets if they do different mimes.

OBJECTIVES: By the end of the lesson, students will have sung a song and had more practice with nouns and adjectives.

● TARGET LANGUAGE

Key language: adjectives

Additional language: *This is a ...*

Review: pets, school objects, toys, *What's your favorite pet?*

My favorite (pet) is a ..., big, small, long, short, clean, dirty, ugly, beautiful, sad, happy, old, young

● MATERIALS REQUIRED

Pet flashcards (47–52)

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 5 Song worksheet* (page 35)

Warmer

- Review the 12 adjectives, using mime. Say and mime *Long*. Mime *short* to elicit *Short*. Do the same for another pair, e.g., *beautiful/ugly*. Divide the class in half. One half chooses an adjective. The other half says its opposite. Groups take turns until all the adjectives are paired.

Song

SB37. ACTIVITY 7. Listen and do the actions.

- Teach or review the actions:
 - *Long*: hands wide apart
 - *Happy*: smiling widely
 - *Clean*: polishing the desk
 - *Big*: legs and arms spread out as far apart as possible
 - *Beautiful*: looking in imaginary mirror
 - *Small*: squatting on the floor in a ball
 - *Ugly*: pulling an ugly face
 - *Dirty*: holding pencil with tips of fingers in disgust
 - *Short*: hands close together
- Mime the adjectives one by one. Students copy and chorus the words. Call out the adjectives for students to mime.
- Say *Open your Student's Books to page 37, please*.

CD 2, 34

EVA: My name's Eva,
And this is my fish.
It's a long fish.
It's a long fish.

ROBERT: My name's Robert,
And this is my bird.
It's a happy bird.
It's a happy bird.

SALLY: My name's Sally,
And this is my cat.
It's a clean cat.
It's a clean cat.

SUZY: My name's Suzy,
And this is my dog.
It's a big dog.
It's a big dog.

MRS. STAR: My name's Mrs. Star,
And this is my horse.
It's a beautiful horse.
It's a beautiful horse.

SCOTT: My name's Scott,
And this is my mouse.
It's a small mouse.

SUZY: It's an ugly mouse.
SCOTT: No, it isn't.

SALLY: It's a dirty mouse.
EVA: It's a short mouse.

ROBERT: It's a small mouse.

ALL: Yes, it's a small mouse.

SCOTT: Yes, it is.

SB37. ACTIVITY 8. Sing the song.

- Play the CD. Students sing and mime. Make groups. Repeat. Say *Listen. Point to the people and the pets*. Play the CD. Students point. Play the CD again in small sections. Students repeat. Play the whole CD again. Students join in. Repeat several times, dividing the class into groups for the characters.

CD 2, 35

This is a repeat of the song in the previous recording.

CD 2, 36

Now sing the song again. (Karaoke version)

WB37. ACTIVITY 7. Look and read. Check (✓) or put an X. **S** toward Reading and Writing Part 1

- Say *Open your Workbooks to page 37, please*. Point to the picture of the horse and choose a volunteer to read the sentence aloud. Say *This is a horse. Yes?* (do a thumbs up gesture). *Or no?* (do a thumbs down gesture). Elicit Yes and point to the check mark in the box next to the sentence. Say Yes. *This is a horse. Check the box.*
- Students work individually to read and check or put an X next to the rest of the sentences. Then they compare answers in pairs.
- Check answers as a class.
Note: The actual Starters test also tests plural nouns with *These are*.

Key: 1 X, 2 ✓, 3 X, 4 ✓

Extra activities: see page T113 (if time)

Optional activity

- Hand out copies of the Unit 5 song worksheet from *Teacher's Resource Book 1* (pages 30 and 35). Students fill in the blanks.

Ending the lesson

- Invite small groups of students to the front. Students hold up a pet flashcard in turn for the class to see and say, e.g., *My favorite pet is a mouse*.

OBJECTIVES: By the end of the lesson, students will have practiced the sound /e/ and played a guessing game.

● **TARGET LANGUAGE**

Key language: the phoneme /e/ as in ten, red, pet

Additional language: guess

Review: pets, adjectives

● **MATERIALS REQUIRED**

Flashcards Alex, ten, pen, red, cat (33, 18, 31, 20, 47)

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 5

Extension worksheet 1 (page 33)

Warmer

- Flash the cards for Alex, ten, pen, and red and elicit the words. Stick the flashcards on the board. Say some names of pets (cat, dog, fish, etc.) and say *What are these?* Elicit Pets and write the word on the board. Say all the words on the board again and say *Today's sound is ...* Let the class complete by saying e (the sound, not the letter name).

SB38. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 38, please.* Point to the number 10 and the color red and say *Ten, Red*, emphasizing the /e/ sound in both words. Students practice saying the words.
- Point to the larger picture of the pets and say *Look! Ten red pets.* Emphasize the /e/ sound in the words. Say *Now listen to Monty, point, and repeat.*
- Play the CD. Students listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Students work in pairs and practice saying *Ten red pets* as a tongue twister.

CD 2, 37

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

/e/ /e/ ten

/e/ /e/ red

Ten red pets.

Ten red pets.

Ten red pets!

SB38. ACTIVITY 10. Say and guess.

- Focus students on the pictures. Say *I'm thinking of some pets. They're beautiful and pink.* Students look and guess by saying, e.g., *Number two. The fish.* Do another example with the class.
- Students play in pairs, taking turns saying and guessing.

WB38. ACTIVITY 8. Listen and write "a" or "e."

- Stick the flashcards for cat and pen on the board and write the words with the vowels missing below the cards (c _ t, p _ n).
- Point to the cat and say *Cat: a or e?* (say the letter sounds, not their names). Make the shape of the letter "a" in the air as you say a and the shape of the letter "e" as you say e. Elicit the response (a). Write the letter a on the board to complete the word below the flashcard of the cat. Do the same with e and pen.

- Say *Open your Workbooks to page 38, please.* Say *Listen and write "a" or "e."* Again, use the letter sounds, not their names.
- Play the example on the CD and point to the letter "e" in pets. Play the rest of the CD. Students write the missing letter each time. Students check answers in pairs.
- Play the CD again. Check answers as a class.

Key: 2 a, 3 a, 4 e, 5 e, 6 a, 7 a, 8 a

CD 2, 38

1. pets

2. bag

3. cat

4. pen

5. ten

6. sad

7. Sally

8. happy

WB38. ACTIVITY 9. Read and write the number.

- Elicit what students can see (dogs). Point to the first phrase. Say *A dirty dog.* Students point to picture 3. Point to the example answer (3) in the box next to the phrase. Say *Look, read, and write the numbers for the dogs.* Students work individually and write the numbers. They check in pairs.
- Check with the class by asking, e.g., *What's number 2? Is number 1 long?* Listen for correct use of the plural dogs for two of the numbers.

Key: a big dog 6, two short dogs 2, a long dog 4, three small dogs 5, a clean dog 1

Extra activities: see pages T113–114 (if time)

Optional activity

- Unit 5 Extension worksheet 1 from Teacher's Resource Book 1 (pages 30 and 33).

Ending the lesson

- Repeat the tongue twister from the beginning of the lesson. Divide the class into groups of four. Give them time to practice together, and then go around the class and see how many groups can say it quickly without getting their tongues in a twist.

OBJECTIVES: By the end of the lesson, students will have listened to a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Review: language from the unit, adjectives

● MATERIALS REQUIRED

Pet flashcards (47–52)

Extra activity 1: two color and two school flashcards

Extra activity 2: Prepare a large sheet of paper with split words on it like this:

do	sh
ho	se
fi	rd
mou	t
bi	rse
ca	g

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 5*

Extension worksheet 2 (page 34) and/or animated version of the story from *Kid's Box AE Interactive DVD 1* (*Suzy's room* section)

Warmer

- Play a mime game to review the pets. Mime a pet for the class to guess. Students come up in turn to mime other pets for the class to guess.

Story

SB39. ACTIVITY 11. Listen to the story.

- Say *Open your Student's Books to page 39, please*. Elicit who they can see (Marie, Maskman, and Monty). Say *Listen and look. What's Maskman's favorite pet?* Play the CD. Students listen and look. They check in pairs. Check with the class (a fish).
- Play the CD again. Students listen and repeat. Encourage them to say it with feeling.
- Check comprehension by holding up your book, pointing to each picture in turn, and asking, e.g., *Who's this?* (Marie). *What's her favorite pet?* (A cat). Check that students understand why Monty is upset when Maskman says *Mice are small and dirty* and why Maskman changes from dogs to fish.

CD 2, 39

Toys in the toy box,
Come alive.

Walk and talk,
On the count of five.

One, two, three, four, five.

MASKMAN: Look, Marie. The pet show.

MARIE: Oh, yes.

MASKMAN: What's your favorite pet, Marie?

MARIE: Cats are my favorite pets. They're beautiful and clean.

MASKMAN: Yes, but they aren't big. Big dogs are my favorite pets.

MARIE: Hmm, but big dogs are ugly.

MARIE: Mice are good pets.

MASKMAN: Yes, but they're small and dirty.

MONTY: Excuse me? Mice are small, but we aren't dirty ... and we're happy.

MASKMAN: Ops. Sorry, Monty.

MASKMAN: Mice aren't dirty, and they're good pets. But my favorite pets are big dogs.

MONTY: But they're ugly and ...

ALL THREE TOYS: [Gasp.]

MARIE: Look at the puppet!

MONTY: Oh, no!

MASKMAN: Eek!

MASKMAN: No, dogs aren't my favorite pets. My favorite pets are fish.

SB39. ACTIVITY 12. Act out the story.

- Students work in groups of three. Play the CD. They act out the dialog as they listen. Act it together with students to give ideas. Play the CD again. Fade the sound in and out as students act to see if they can remember some of the dialog. Encourage students to help each other where necessary. More confident groups can act out parts of the story for the class.

WB39. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 39, please. Look at the picture dictionary.* Students prepare the stickers. Say the words in turn. Students point to the correct sticker. Say the words again in a different order. Students point to the correct word in their books. Students stick the stickers in the correct place. Monitor around the class to check. If appropriate, students trace around the word under the picture.

Extra activities: see page T114 (if time)

WB39. MY STAR CARD.

- Say *Can you say these words?* Use the flashcards to elicit the words in turn. Students say them in chorus. Ask students to repeat if necessary. When students don't say a word correctly, elicit the word from a student who can, and then ask the students having difficulty to repeat.
- Students work in pairs. They take turns pointing to a word in their books and saying it.
- Say *Color the stars.* Check students know what to do with the other words and stars. Students choose colors to color their stars.

Optional activities

- Unit 5 Extension worksheet 2 (pages 30 and 34) from *Teacher's Resource Book 1*.
- The animated version of the story from *Kid's Box AE Interactive DVD 1* (*Suzy's room* section). See pages 41–44 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Ask students which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.