

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

### ● TARGET LANGUAGE

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

**Additional language:** *TV show, funny, fair, different, I have*

**Review:** adjectives

### ● MATERIALS REQUIRED

Character and face flashcards (1–5, 45–46, 53–58)  
Optional: face word cards from Kid's Box AE Teacher's Resource Book 1, Unit 6 Reinforcement worksheet 1 (page 37)

## Warmer

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

## Presentation

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

### SB40. ACTIVITY 1. Listen and point.

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

### CD 2, 40

**SCOTT:** Shhh, everybody. It's *The Troll Show*. It's my favorite TV show.

**SALLY:** Yes, mmmm.

**SUZY:** Ooohh. They're big and ugly.

**SCOTT:** No, they aren't. They're funny.

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

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

**SUZY:** ... and ugly.

**SCOTT:** Shhh!

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

**SCOTT:** Beautiful!

### SB40. ACTIVITY 2. Listen and repeat.

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

### CD 2, 41

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

## Practice

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

### WB40. ACTIVITY 1. Listen and draw colored lines.

#### **S** toward Listening Part 4

- Say *Open your Workbooks to page 40, please*. Students take out the following colors: orange, purple, green, gray, pink, brown, black. Demonstrate the activity using the example. Play the CD. Pause after each one for students to think and draw. They check in pairs. Play the CD again. Check with the class. Elicit the color they didn't use (pink).

### CD 2, 42

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

### WB40. ACTIVITY 2. Circle the different word.

- Say *Look at Activity 2*. Read the words in the first line. Elicit why *nose* is different. Encourage students to notice, rather than telling them. Ask *Is a bike a toy?* Repeat for *nose, train, doll*. For *nose*, students respond *No, it's on my face*.
- Students complete the activity in pairs. Pairs check with pairs. Give time for slower readers to finish. Check with the class.

Note: If students give you an unexpected answer, ask them why. These activities rely on critical thinking, and there can be more than one answer. Listen to students' reasons. Be prepared to accept their answer.

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

## Extra activities: see page T114 (if time)

### Optional activities

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

### Ending the lesson

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

**OBJECTIVES:** By the end of the lesson, students will have practiced naming parts of the face and writing the face words.

### ● TARGET LANGUAGE

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

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

**Review:** head, adjectives, boy

### ● MATERIALS REQUIRED

Face flashcards (53–58)

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

## Warmer

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

## Presentation

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

### SB41. ACTIVITY 3. Say the chant.

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

### CD 2, 43

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

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

### SB41. ACTIVITY 4. Listen and correct.

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

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

### CD 2, 44

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

## Photocopiable 6: see pages T95–96 and T102

### WB41. ACTIVITY 3. Listen and write the number.

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

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

### CD 2, 45

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

## Extra activity: see page T114 (if time)

### WB41. ACTIVITY 4. Write the words.

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

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

## Ending the lesson

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

**OBJECTIVES:** By the end of the lesson, students will have talked about physical features using *have*.

### ● TARGET LANGUAGE

**Key language:** *I have ... Do you have ... ? Yes, I do. No, I don't.*

**Additional language:** *Shhh*

**Review:** face and body parts, adjectives, numbers

### ● MATERIALS REQUIRED

Troll puppet (see previous lesson)

Extra activity 1: Photocopiable 3B (see page T99) – toy cards

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 6

Reinforcement worksheet 2 (page 38)

## Warmer

- Show your puppet. Say in a troll voice, e.g., *I have blue eyes* (incorrect). Teach the response *Oh, no, you don't!* Students add the correction, e.g., *They're green*. Repeat with, e.g., *I have brown hair* (purple). Listen for correct use of *It's/They're*.

## Presentation

- Students with the same hair color / eye color as you come to the front. Say *We have (color) hair/eyes*. Ask, e.g., *Who has blue eyes?* (not the same color as yours). Students who answer come to the front. Say *I have (color) eyes. They have blue eyes*. Repeat for short/long hair.

### SB42. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to page 42, please. Look! It's The Ugly Monster Show. Listen and point.*
- Play the CD twice. Elicit the names of the monsters (Murk, Moss). Ask *Is he scary? Is she scary?* Ask *Are they ugly?* Say in a monster voice, e.g., *My name's Murk. I have an orange head*. Students correct in a monster voice: *I have a purple head*. Repeat.
- Continue in open pairs.

### CD 2, 46

Toys in the toy box,  
Come alive.  
Walk and talk,  
On the count of five,  
One, two, three, four, five.

**PRESENTER:** Hi, everybody. Welcome to *The Ugly Monster Show*.

**MONTY:** Look, Maskman. It's my favorite show.

**MASKMAN:** It isn't my favorite show. Those monsters are ugly.

**MONTY:** Shhh! Be quiet, please!

**MURK:** Hi, boys and girls. My name's Murk. I have a purple head and short orange hair. I have one big red eye and a long green nose. I have four small ears.

**PRESENTER:** Do you have a small mouth?

**MURK:** No, I don't. I have a big mouth, and I have four clean white teeth.

**PRESENTER:** Thank you, Murk. You are ugly.

**MURK:** Oh, thank you.

**PRESENTER:** And this is Moss. Hi, Moss.

**MOSS:** Hi, everybody. I have a yellow face and long green hair. I have three orange eyes and a small blue nose. I have a big purple mouth and a lot of beautiful teeth. My teeth are gray.

**PRESENTER:** Do you have small ears?

**MOSS:** No, I don't. I have two big ears.

**PRESENTER:** Thank you, Moss. You're ugly, too.

**MOSS:** Thank you.

### SB42. ACTIVITY 6. Listen and repeat.

- Say *Listen and repeat. Play the CD. Pause for students to repeat.*

### CD 2, 47

**MURK:** I have a purple head.

**MOSS:** I have long green hair.

**MURK:** I have one big red eye.

**MOSS:** I have a yellow face.

**MURK:** I have four small ears.

**MOSS:** I have a small blue nose.

## Practice

- Two students with the same color hair come to the front. Ask *What color hair do they have?* Students respond *They have (color) hair*. Repeat with other color hair/eyes. Students ask and answer the questions. Ask a student *What color eyes do you have?* The student replies *I have (color) eyes*. Students ask and answer in open pairs.

### WB42. ACTIVITY 5. Listen and draw. Listen and color.

#### S toward Listening Part 4

- Say *Open your Workbooks to page 42, please. Put your pencils down. Listen.* Play the first part of the CD. Play the first part again. Pause after each piece of information for students to draw. They check in pairs. Check with the class.
- Say *Listen and color.* Play the second part of the CD. Students color after listening. Check with the class.

### CD 2, 48

My name's Wibble. I have four small eyes and two big noses. I have a big mouth and a lot of teeth. My hair is long. What? Ears! I have six big ears, of course!

#### Listen and color.

My eyes are pink.

My noses are green.

My teeth are gray.

My hair is red.

My ears are purple.

### WB42. ACTIVITY 6. Draw your face and write.

- Students draw their face and complete the sentences. Early finishers can label their face.
- In groups, students talk about their drawings, e.g., *I have blue eyes. I have a small mouth. I have brown hair.*

## Extra activities: see page T114 (if time)

### Optional activities

- Unit 6 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 36 and 38).

### Ending the lesson

- Start very slowly, writing one of the face words on the board. Students guess what the word is. Repeat for the other words.

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

### ● TARGET LANGUAGE

**Key language:** *Do you have ... ? Yes, I do. No, I don't. I have ... We have ...*

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

**Review:** face parts, adjectives

### ● MATERIALS REQUIRED

Photocopies of six troll faces from Photocopiable 6 (see page T102), colored different colors, but with some of the features colored the same color

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

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

### Warmer

- Display the colored photocopies from Photocopiable 6. Elicit what they are (troll faces). Write a number under each one (1–6). Describe one, e.g., *I have blue hair. I have three eyes.* Students raise their hands to guess which number.

### Class game

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

### Song

#### SB43. ACTIVITY 7. Sing the song.

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

#### CD 2, 49

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

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

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

#### CD 2, 50

Now sing the song again. (Karaoke version)

### Sing and move

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

#### SB43. ACTIVITY 8. Say and listen. Draw.

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

#### WB43. ACTIVITY 7. Read and write. toward Reading and Writing Part 4

- Say *Open your Workbooks to page 43, please.* Say *Here's another monster. Look and read.* Point to the first line of the paragraph below the picture and say *The monster says, "I'm a happy monster. My head is very big."* Point to the monster's head in the picture. Show students that the word *head* has been crossed out in the box at the bottom of the page.
  - Say *Read and write. Use the words in the box.* Point to the box again. Students work individually to complete the paragraph. Monitor and check that they are using the picture to help them and copying words from the box.
  - Students compare answers in pairs. Check as a class. Read the paragraph aloud, stopping at the blanks and choosing students to say the missing words.
- Note: The actual Starters test does not test the content of a specific picture and has eight answer options.

**Key:** 1 hair, 2 ears, 3 nose, 4 teeth, 5 cat

### Extra activities: see page T114 (if time)

### Optional activities

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

### Ending the lesson

- Say a true sentence about yourself, e.g., *I have brown hair.* Students show thumbs up. Say a false sentence about yourself, e.g., *I have purple eyes.* Students show thumbs down. Repeat other sentences to which students respond with the action. Invite students to say sentences about themselves to which the class responds with an action.

**OBJECTIVES:** By the end of the lesson, students will have practiced the sounds /gr/, /br/, and /fr/ and had more practice talking about physical features.

### ● TARGET LANGUAGE

**Key language:** Do you have ... ? Yes, I do., No, I don't., I have ... , the phonemes /gr/, /br/, /fr/

**Additional language:** frog, I don't have ...

**Review:** toy vocabulary

### ● MATERIALS REQUIRED

Color flashcards, picture of a frog

Extra activity 1: spinners from Review Units 1–4

Extra activity 2: two plastic rulers

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 6

Extension worksheet 1 (page 39)

## Warmer

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

### SB44. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 44, please.* Point to the colors green and brown and the picture of the frog and say *Green, Brown, Frog.* Students practice saying the words.
- Point to the larger picture and say *Look! A green and brown frog.* Say *Now listen to Monty, point, and repeat.*
- Play the CD. Students listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Students work in pairs and practice saying *A green and brown frog* as a tongue twister.

### CD 2, 51

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

/gr/ /gr/ green

/br/ /br/ brown

/fr/ /fr/ frog

A green and brown frog.

A green and brown frog.

A green and brown frog!

### SB44. ACTIVITY 10. Play the game. Ask and guess.

- Demonstrate the game. Choose a row, e.g., 3. Students ask questions, e.g., *Do you have a brown dog?* to guess the correct row. Students play the game in pairs. They take turns choosing a row and asking questions to guess the row. Monitor students and help where necessary.

### WB44. ACTIVITY 8. Listen and complete the words.

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

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

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

### CD 2, 52

- frog
- brown
- draw
- green
- brother
- train

### WB44. ACTIVITY 9. Listen, look, and draw. Write.

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

**Key:** 2 mouth, 3 hair, 4 nose

### CD 2, 53

- Hi. My name's Crud. I'm very ugly. I have four small ears and one eye. I have short hair and a big mouth. My nose is small.
- Hi. My name's Grot. I have short hair. I have three eyes and two big ears. I have a big mouth.
- Hi. My name's Dribble. I have three eyes. I have long hair, and I have two small mouths. I have a small nose.
- Hi. My name's Squidge. I have one eye and a small nose. I have short hair and four big ears. I have a small mouth.

## Extra activities: see page T114 (if time)

### Optional activity

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

### Ending the lesson

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

**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

**Additional language:** friends

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

### ● MATERIALS REQUIRED

Face flashcards (53–58)

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

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 6

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

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

**MONTY:** Hi, Trevor! How are you?

**TREVOR:** Hi, Monty. I'm fine, thank you.

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

**TREVOR:** Hi. I'm Trevor.

**MARIE:** Hi, Trevor. How are you? Are you happy?

**TREVOR:** Yes, I am. Now I have three friends.

**MASKMAN:** Yes, we're your friends.

### **SB45. ACTIVITY 12.** Listen and say “yes” or “no.”

- Say Listen and say yes or no. Play the CD. Pause after each one for students to respond as a class.
- Practice the game in open pairs. One says a sentence about the story, e.g., Trevor has purple eyes, and another says yes or no. Students then continue the game in pairs.

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

### **CD 2, 55**

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

### **WB45. MY PICTURE DICTIONARY.**

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

### **WB45. MY STAR CARD.**

- Say Can you say these words? Use flashcards to elicit the words in turn from the class. Students chorus the words. Students repeat if necessary. When students don't say a word correctly, elicit the word from another student who can, and 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. Demonstrate the activity if necessary. Elicit a word. Say Good. Now color the star. Check students know what to do with the other words and stars. Students choose colors to color their stars.

### **Extra activities: see page T114 (if time)**

### **Optional activities**

- Unit 6 Extension worksheet 2 (see pages 36 and 40 of the Teacher's Resource Book 1).
- The animated version of the story from Kid's Box 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.

## **Story**

### **SB45. ACTIVITY 11.** Listen to the story.

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

### **CD 2, 54**

Toys in the toy box,  
Come alive.

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

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

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

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

**MARIE:** Yes, Maskman. Trolls are green.

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

**OBJECTIVES:** By the end of the lesson, students will have matched senses to parts of the body and drawn examples for each sense.

### ● TARGET LANGUAGE

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

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

**Review:** eyes, mouth, nose, ears

### ● MATERIALS REQUIRED

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

Extra activity: pieces of paper

## Warmer

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

## Presentation

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

### SB46. ACTIVITY 1. Listen and point.

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

### CD 2, 56

I see with my eyes.  
I touch with my hands.  
I taste with my mouth.  
I smell with my nose.  
I hear with my ears.

### SB46. ACTIVITY 2. Point and say the sense.

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

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

### WB46. ACTIVITY 1. Look and write. Find and draw.

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

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

### WB46. ACTIVITY 2. Point and say.

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

## Extra activity: see page T115 (if time)

## Ending the lesson

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

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

### • TARGET LANGUAGE

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

**Additional language:** This is my ... , take care of, bee

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

### • MATERIALS REQUIRED

Pet flashcards (47–52)

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

Optional: Kid's Box AE Workbook 1 Language Portfolio page 101

## Warmer

- Show the picture of your pet, elicit the animal name, and remind students of the word pet. Talk about what you do with your pet and how you take care of it. Use the new vocabulary from the lesson. Pre-teach the verbs using mime.
- Use the pet flashcards to elicit other animal names (cat, dog, fish, horse, mouse, bird). Talk about and mime how to take care of them in the same way as with the picture.
- Make a buzzing sound, flap your hands like little wings, and teach the word bee.

### SB47. ACTIVITY 3. Listen and say the number.

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

**Key:** 3, 1, 4, 2

### CD 2, 57

I brush my cat. My cat is beautiful.

I walk my dog. My dog is happy.

I wash my horse. My horse is beautiful.

I feed my fish. My fish is happy.

- Say Look at the pictures. Find the bees. Students point to picture 1.

## Values

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

### SB47. ACTIVITY 4. Do the actions. Guess.

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

### WB47. ACTIVITY 3. Read and match.

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

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

### WB47. ACTIVITY 4. Draw and write.

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

## Extra activity: see page T115 (if time)

### Language Portfolio

- Students complete page 101 of Kid's Box AE Workbook 1 Language Portfolio (I can Units 4–6).

### Ending the lesson

- Call a volunteer to mime an action for taking care of a pet. The class guesses which pet it is. They ask, e.g., Is it a dog? Repeat with other students.