

OBJECTIVES: By the end of the lesson, students will be able to name rooms in a house.

● TARGET LANGUAGE

Key language: bathroom, bedroom, dining room, hallway, kitchen, living room, house

Additional language: everybody, home

Review: clothes, school and pet vocabulary, prepositions, Where ... ? We're ... , Hi, dad, mom, here, come in, sit down

● MATERIALS REQUIRED

Room flashcards (85–90)

Photocopiable 11 (see page T108) copied onto thin cardboard – one copy for each pair of students and one copy for demonstration, scissors, glue, envelopes

Warmer

- Arrange some classroom objects on your desk, e.g., a pen under a book, an eraser next to the book, two red pencils on the book, a green pencil in the book. Ask questions of students, e.g., Where's the green pencil? It's in the book.

Presentation

- Use the flashcards to teach/elicit the new house vocabulary. Show each flashcard in turn. Say the word clearly, and students repeat in chorus. Say the word quietly and then loudly and ask the whole class or parts of the class to say it.
- Display the flashcards and play the *Disappearing flashcards* game. Point to each flashcard in turn and students say the word. Then ask students to chorus each word, but this time, turn the first flashcard to face the board (word side showing) after students have said the word. Repeat until all the flashcards are facing the board and students are chorusing the words by reading / from memory. Continue, turning one flashcard back to face the class each time.
- Indicate the flashcards and say These are rooms in the house.

SB78. ACTIVITY 1. Listen and point.

- Say Open your Student's Books to page 78, please. Elicit what students can see (house/rooms). Say Where's the star? Check by pointing to the star (on Scott's pajama top – he's in the bathroom). Students say Here it is. Say Listen and point. Play the CD. Students point to the rooms. They check in pairs. Play the CD again. Say Listen. Where is the family? Write the names on the board: Grandpa and Grandma, Suzy, Mrs. Star, Mr. Star, Scott, Sally. Students listen to find the answers. Ask, e.g., Where's Mr. Star? Students respond In the hallway.

CD 4, 21

MR. STAR: Hi, everybody. I'm home! Where is everybody?

GRANDMA: Hi. We're in the living room.

MR. STAR: Where are the children?

GRANDMA: Sally's in the kitchen, Suzy's in her bedroom, and Scott's in the bathroom.

MR. STAR: Good. Sally!

SALLY: Hi, Dad! Yes?

MR. STAR: Where's Mom?

SALLY: She's in the dining room.

MRS. STAR: I'm here, in the dining room. Where are you?

MR. STAR: I'm in the hallway.

MRS. STAR: Well, come in and sit down.

SB78. ACTIVITY 2. Listen and repeat.

- Say Listen and repeat. Play the CD. Pause after each room for students to repeat. Make six groups. Each group is a room. Play the CD again. Students stand, repeat their room after the CD, and sit down again. Give groups other rooms and repeat.

CD 4, 22

Bedroom, bathroom, living room, dining room, kitchen, hallway

Photocopiable 11: see pages T96 and T108

WB78. ACTIVITY 1. Listen and draw lines. There is one example. **S** toward Listening Part 1

- Say Open your Workbooks to page 78, please. Look at the pictures. What can you see? Elicit the names of the rooms. Say Listen. Play the example and point to the example line. Play the CD. Students listen and draw lines.

Key: 1 Grace = woman in kitchen, singing 2 Sue = girl in bedroom, listening to music 3 May = girl in dining room, playing the guitar 4 Alex = small boy in hallway, with toy helicopter 5 Bill = boy in living room, eating fish

CD 4, 23

- Look, Mrs. White. This is a picture of my family in our house.
That's nice. Who's that in the bathroom?
It's my dad. His name's Dan.
Dan?
Yes. He's taking a bath.
1.
Where's your mom in this picture?
She's in the kitchen. Her name's Grace.
Grace? Is she singing?
Yes, that's right. My mom's very happy.
That's good.
2.
Do you have a sister?
Yes. Can you see that girl? She's listening to music.
In the bedroom?
Yes. Her name's Sue.
Sue's a nice name.
3.
And the girl in the dining room is my sister, too.
She's playing the guitar.
Yes. That's May.
Is May good?
Yes, she's very good.
4.
And I have two brothers. Can you see the small boy? That's Alex.
Is Alex in the hallway?
Yes, that's right.
What's that in his hand?
His helicopter. It's his favorite toy.
5.
And the boy in the living room.
Is that your big brother?
Yes. His name's Bill.
What's Bill eating?
A fish.
It has a very long tail!
Ha, ha.

Extra activity: see page T119 (if time)

Ending the lesson

- Display the room flashcards (picture side up). Teach and say this chant:
*b ... b ... b ... bathroom
k ... k ... k ... kitchen
d ... d ... d ... dining room
h ... h ... h ... hallway
l ... l ... l ... living room
b ... b ... b ... bedroom*

OBJECTIVES: By the end of the lesson, students will have had more practice naming rooms in a house.

● TARGET LANGUAGE

Key language: bathroom, bedroom, dining room, hallway, kitchen, living room, house

Additional language: beds

Review: in, on, under, next to, is/are, has, doesn't have, numbers, colors, computer, toy box, toys, books

● MATERIALS REQUIRED

Room flashcards (85–90)

Extra activity 2: Photocopiable 11 (see page T108), copied onto thin cardboard, one copy for each pair of students and one copy for demonstration, scissors, glue

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 11

Reinforcement worksheet 1 (page 67)

Warmer

- Display the room flashcards, picture side up, on the board. Write a number between 1 and 10 under each one. Students take out their notebooks and a pencil. Say, e.g., Bedroom. Students write the number under the bedroom flashcard in their books. Repeat for the other five cards. Students check in pairs. Check by asking, e.g., What's number 4?

SB79. ACTIVITY 3. Listen and correct.

- Say Open your Student's Books to page 79, please. Say Look at the pictures on page 78. Listen. Play the first sentence. Pause after bathroom. Give students time to look. Point to the speech bubbles and choose two students to read them. Say Shhh. Listen and whisper the answers to your partner. Play the rest of the CD. Pause after each one to give students time to think, look, and whisper. Play the CD again. Pause after each one and elicit the answers from the class.
- Students continue in pairs. One says a statement (true or false) about the picture; the other either confirms or corrects.

Key: No, they aren't. They are in the living room.

No, he isn't. He's in the bathroom.

No, she isn't. She's in the dining room.

No, she isn't. She's in the kitchen.

No, he isn't. He's in the hallway.

No, she isn't. She's in the bedroom.

No, she isn't. She's in the dining room.

No, he isn't. He's in the bathroom.

CD 4, 24

Monty's in the bathroom.

Grandma and Grandpa are in the kitchen.

Maskman's in the living room.

The cat's in the hallway.

Sally's in the bedroom.

Mr. Star's in the dining room.

Suzy's in the kitchen.

Mrs. Star's in the bathroom.

Scott's in the living room.

SB79. ACTIVITY 4. Listen and answer.

- Focus students on the picture of the house. Point to each room and elicit the name. Say Listen to the question. Look at the picture and answer. Play the first item on the CD. Elicit the answer (It's in the kitchen) and point to the speech bubbles with the example question and answer.
- Play the rest of the CD, pausing after each question for students to look and say the answer. Make sure students are using It's or They're appropriately.

Key: 2 They're in the dining room. 3 They're in the bathroom.

4 It's in the hallway. 5 They're in the bedroom. 6 It's in the living room.

CD 4, 25

- Where's the computer?
- Where are the fish?
- Where are the pants?
- Where's the ball?
- Where are the dolls?
- Where's the book?

WB79. ACTIVITY 2. Follow the lines and write.

- Say Open your Workbooks to page 79, please. Elicit what students can see (rooms of a house) and some of the people they can see above the rooms. Point to, e.g., Mrs. Star and say Where's Mrs. Star? Move your finger along the line to the bedroom. Say Find the room and write it here, pointing to the example answer on the line.
- Students work individually. They follow the lines to find the rooms. They write the rooms. They check in pairs. Monitor students and help with the writing. Make sure they form the letters correctly and write clearly.
- Check with the class by asking, e.g., Number 2. Where's Mr. Star? Students respond He's in the kitchen.

Key: 2 Mr. Star: kitchen, 3 Suzy: living room, 4 Scott: hallway

WB79. ACTIVITY 3. Draw your house.

- Talk to the class about their rooms and their houses before they do the drawing. Use L1 if necessary. For the activity, students can draw their house from the outside, a cross section or a floor plan. They will talk to the other students in English about their drawing at the end, so it's important they are happy with what they draw.
- Students draw and write about their house. They work in small groups, showing each other their drawings and saying something about them, e.g., My house has two bedrooms and a bathroom. More confident students can talk about their drawings to the class.

Extra activities: see page T119 (if time)

Optional activity

- Unit 11 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 66 and 67).

Ending the lesson

- Teach a mime for each room, e.g., bedroom: hands together at the side of the face, bathroom: washing the face, hallway: opening door, kitchen: mixing spoon and bowl, dining room: eating, living room: sitting watching TV / sitting reading. Say, e.g., You're in your house. Go to the bedroom. Go to the bathroom. Students mime when they hear the rooms. Give the instructions quickly one after another. Students can take turns giving instructions to the class.

OBJECTIVES: By the end of the lesson, students will have asked and answered about actions at the moment of speaking.

● TARGET LANGUAGE

Key language: present progressive: *What's he/she doing? He's/She's ...-ing. What are they doing? Is she ...-ing? Yes, she is. No, she isn't.* Spelling of present progressive, e.g., *coloring, spelling, reading, playing, sleeping*

Additional language: *couch, food*

Review: *color, draw, open, listen, sit, read, play*

● MATERIALS REQUIRED

Extra activity 1: the following split sentences, each part written on separate strips of large card/paper for matching:

| | |
|------------------------|----------------------|
| <i>They're sitting</i> | <i>on the couch.</i> |
| <i>Sally's reading</i> | <i>a book.</i> |
| <i>Eva's listening</i> | <i>to music.</i> |
| <i>Suzy's coloring</i> | <i>a picture.</i> |
| <i>They're playing</i> | <i>a game.</i> |
| <i>He's drawing</i> | <i>a picture.</i> |

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 11

Reinforcement worksheet 2 (page 68)

Warmer

- Mime an action, e.g., writing on the board, and say *What am I doing?* Students respond *You're writing.* Continue with other mimes (*flying, riding, walking, drawing, opening, driving, sleeping*).

Presentation

- Give a boy a pencil and a piece of paper. The boy writes. Ask *What's he doing?* Prompt the response, e.g., *He's writing.* Get a girl to draw and ask *What's she doing?* Elicit or prompt the response, e.g., *She's drawing.*
- Ask two or more students to do an action to teach *What are they doing?* *They're ...-ing.*

SB80. ACTIVITY 5. Listen and point.

- Open your book and ask *What am I doing?* Students respond *You're opening your book.* Say *Good.* Open your Student's Books to page 80, please. Say *Listen and point to the actions.*
- Point to Grandpa on Student's Book page 78. Ask *What's Grandpa doing?* (*He's sleeping.*)
- Play the CD. Students listen and point. Play the CD again and ask, e.g., *What's Sally doing?* *What are Alex and Robert doing?*
- Ask, e.g., *Is Eva drawing?* Students respond *No, she isn't.* Then ask *Is she listening to music?* Prompt or elicit *Yes, she is.* Students ask and answer in open pairs.

CD 4, 26

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

MONTY: What do we have here? OK. The children are sitting in the living room. Eva's listening to music.

TREVOR: Uh, excuse me?

MASKMAN: Shhh. Eva's listening to music.

TREVOR: Oh!

MONTY: Sally's reading a book, and Suzy's coloring a picture.

TREVOR: Yum yum. Pencils! They're my favorite food.

MASKMAN: Shhh. Where are Alex and Robert?

MONTY: They're sitting on the couch. They're playing a game.

MASKMAN: What's Scott doing?

MONTY: He's drawing a picture.

MASKMAN: What's he drawing?

MONTY: He's drawing a ... a monster.

MASKMAN AND TREVOR: Aaagh! Aaagh!

MARIE: Monty! What are you doing?

MONTY: Eek! I'm, uh, looking at the children.

MARIE: Come to the toy box, everybody!

SB80. ACTIVITY 6. Listen and repeat.

- Say *Look at Activity 6. Listen and repeat.* Play the CD. Pause after each one for students to repeat in chorus.

CD 4, 27

| | |
|----------------------------------|--------------------------------|
| <i>She's coloring a picture.</i> | <i>She's reading a book.</i> |
| <i>He's drawing a monster.</i> | <i>They're playing a game.</i> |
| <i>She's listening to music.</i> | |

WB80. ACTIVITY 4. Listen and color the stars. toward Listening Part 4

- Say *Open your Workbooks to page 80, please.* Students take out orange, yellow, black, pink, purple, red, and green crayons. Say *Listen and color the stars.* Play the CD.
- Elicit which color they didn't use (purple).

Key: 1 red, 2 orange, 3 pink, 5 green, 6 yellow

CD 4, 28

| | |
|--------------------------------------|------------------------------------|
| <i>Black.</i> | <i>Pink.</i> |
| <i>What are they doing?</i> | <i>What's she doing?</i> |
| <i>They're sitting on the floor.</i> | <i>She's reading a book.</i> |
| <i>Orange.</i> | <i>Green.</i> |
| <i>What are they doing?</i> | <i>What are they doing?</i> |
| <i>They're playing a game.</i> | <i>They're listening to music.</i> |
| <i>Yellow.</i> | <i>Red.</i> |
| <i>What's he doing?</i> | <i>What's she doing?</i> |
| <i>He's opening the toy box.</i> | <i>She's drawing a picture.</i> |

WB80. ACTIVITY 5. Match and write.

- Point to the example. Elicit the sentence. Point to the rest of the words on the right. Say *Draw a line and write the word.*
- Key:** 2 He's reading a book. 3 She's sitting on a chair. 4 They're listening to music. 5 He's driving a car. 6 They're playing tennis.

Extra activities: see page T119 (if time)

Optional activity

- Unit 11 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 66 and 68).

Ending the lesson

- Students come up to do mimes. Ask, e.g., *What's he/she doing? What are they doing?* to elicit *She's ... He's ... They're ...-ing.*

OBJECTIVES: By the end of the lesson, students will have had more practice asking and answering about actions at the moment of speaking.

• TARGET LANGUAGE

Key language: present progressive: *What's ... doing? eat fish, watch TV, take a bath*

Additional language: *her*

Review: rooms, children, boy, girl

• MATERIALS REQUIRED

Room flashcards (85–90)

Extra activity 1: Names of the six rooms each written on large thin cardboard, four copies of each or word cards from *Kid's Box AE Teacher's Resource Book 1*

Optional: audio or video recorder

Kid's Box AE Teacher's Resource Book 1 Unit 11 Song worksheet (page 71)

Warmer

- Review the question forms quickly, using mime and board drawings. Mime an action, e.g., drawing on the board, and ask the class *What am I doing?* They reply, e.g., *You're writing (no), You're drawing (yes).*

SB81. ACTIVITY 7. Sing the song.

- Say *Open your Student's Books to page 81, please. Look at the pictures. Listen to the song. Play the CD.* Students listen and look. Hold up your book and point to the picture of Grandpa eating fish. Ask *What's he doing?* Prompt or elicit the response *He's eating fish.* Mime eating. Repeat for Scott watching TV. Play the CD again. Pause after each section for students to repeat in chorus. Practice the complete song without the CD.
- Make two groups and practice as a prompt-response song (one group sings the questions, the other answers). Groups swap roles. You could record students on audio or video.

CD 4, 29

Where's Grandpa? In the dining room.
What's he doing? He's eating fish.

Where's Scott? In the living room.
What's he doing? He's watching TV.

Where's Suzy? In the bathroom.
What's she doing? She's taking a bath.

Where's Sally? In her bedroom.
What's she doing? She's reading a book.

Where's Grandma? In the hallway.
What's she doing? Opening the door.

Where's Grandpa?

CD 4, 30

Now sing the song again. (Karaoke version)

SB81. ACTIVITY 8. Ask and answer.

- Elicit the questions and answers from the speech bubbles. Make pairs. Students take turns asking and answering more questions about the pictures in the book. Demonstrate the activity in open pairs first.
- Monitor students and help by pointing to scenes in the pictures in Activity 7 for them to ask about. Students can ask about pictures on the previous pages, too.

WB81. ACTIVITY 6. Look, read, and write. **S** toward Reading and Writing Part 5

- Point to a boy in the class and say *He's a ...* Elicit *boy.* Review *girl* in a similar way. Then point to several boys and girls and say *They're ...* Elicit or present *children.*
- Say *Open your Workbooks to page 81, please.* Point to the example. Elicit the question and the answer. Say *Read the questions. Look at the pictures. Write answers.*
- Students work individually to answer the questions. Check as a class.

Key: 1 fish, 2 car, 3 music, 4 elephant, 5 girl/sister

Extra activities: see pages T119–120 (if time)

Optional activity

- Hand out copies of the Unit 11 song worksheet from *Teacher's Resource Book 1* (pages 66 and 71). Students listen and number, then sing the song again.

Ending the lesson

- Repeat this chant with the class. Display the flashcards (word side up). Accentuate the sound at the beginning of each word. Students clap as they chant and then mime the action for the room, e.g., *bathroom*: washing face. Repeat in a different order, pointing to a flashcard each time so students know which room it is. Students take turns leading the chant.

*b ... b ... b ... bathroom
k ... k ... k ... kitchen
d ... d ... d ... dining room
h ... h ... h ... hallway
l ... l ... l ... living room
b ... b ... b ... bedroom*

OBJECTIVES: By the end of the lesson, students will have practiced the sound /h/ and had more practice with spelling.

● TARGET LANGUAGE

Key language: the phoneme /h/ as in *horse, hippo, helicopter*
Review: present progressive, questions and answers, action verbs, numbers

● MATERIALS REQUIRED

Room and color flashcards (20–26, 41–44, 85–90)
Flashcards of *horse, hippo, helicopter* (50, 61, 82)
Extra activity 1: three large cards, each with a letter: *g, h, f*
Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 11 Extension worksheet 1* (page 69)
Kid's Box AE Workbook 1 Language Portfolio page 109

Warmer

- Show the flashcards *horse, hippo*, and *helicopter* and elicit the words. Stick the flashcards on the board (picture side up). Draw a simple picture of a head with hair. Draw an arrow pointing to the hair and elicit *hair*. Gesture at the head and elicit *head*. Say *Listen. What's today's sound?* Repeat all the words, emphasizing the initial sound /h/. Let the class respond by saying *huh*. Say *Today's sound is ...* Let the class complete by saying *huh*.

SB82. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 82, please.* Point to the pictures of the horse, the hippo, and the helicopter and elicit the words. Students practice saying the words and the sound *huh* after you.
- 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 horse and a hippo in a helicopter* as a tongue twister.

CD 4, 31

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

/h/ /h/ horse

/h/ /h/ hippo

A horse and a hippo in a helicopter.

A horse and a hippo in a helicopter.

A horse and a hippo in a helicopter!

SB82. ACTIVITY 10. Say and guess.

- Review present progressive by asking about students in the classroom, e.g., *Is he reading? Is she drawing?* to elicit and practice *Yes, she is. Yes, he is. / No, she isn't. No, he isn't.*
- Say *Look at Activity 10.* Elicit the speech bubbles: *They're eating fish. Number four.*
- Students work in pairs and take turns describing an action in one of the pictures and saying the number. Monitor students as they are working. Fast finishers can continue by pointing to a picture and asking *What's he/she doing? / What are they doing?*

Key: They're playing tennis – 1, She's driving a truck – 2, He's flying a plane – 3, He's reading – 5, She's playing the guitar – 6, They're swimming – 7, They're watching TV – 8

WB82. ACTIVITY 7. Listen and circle the "h" words.

- Say *Open your Workbooks to page 82, please.* Say *Listen and circle the words with the "h" sound. Use the letter sound, not its name.*
- Play the example on the CD and point to the circle around the picture of the hippo. Play the rest of the CD, pausing for students to think and circle, if appropriate. They check answers in pairs.
- Play the CD again. Check answers by eliciting the numbers of the pictures and the words with the "h" sound.

Key: Students circle the pictures: 3 (*hair*), 4 (*helicopter*), 7 (*horse*), 8 (*hand*)

CD 4, 32

1. hippo
2. boat
3. hair
4. helicopter
5. car
6. jacket
7. horse
8. hand
9. guitar

WB82. ACTIVITY 8. Complete the sentences. **S** toward

- Focus students on the first picture and ask *What's he doing?* Elicit the example answer *He's listening to music.* Point to the word box and to the word *listening*. Say *Complete the sentences. Use words from the box. Write them on the lines.*
- Students work individually to complete the sentences. Check answers by asking *What's he/she doing?*

Key: 2 having, 3 eating, 4 reading

Extra activities: see page T120 (if time)

Optional activity

- Unit 11 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 66 and 69).

Language Portfolio

- Students complete page 109 of *Kid's Box AE Workbook 1 Language Portfolio (My house)*. Help with new language as necessary.

Ending the lesson

- Stick the flashcard of the hippo on the board again (picture side up). Point to the picture and say *This is Harry the hippo.* Say *Hi, Harry the hippo!* Students repeat. Say *How are you, Harry?* Students repeat. Say *Are you a happy hippo?* Students repeat again. Say all three lines together for students to say as a chant:

*Hi, Harry the hippo!
How are you, Harry?
Are you a happy hippo?*

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: *I'm not eating.*

Review: language from the unit, *hero*, *don't have*, colors, *can't*

• MATERIALS REQUIRED

Room flashcards (85–90)

Extra activity 2: Photocopiable 11 (see page T108), copied onto thin cardboard, one copy for each pair of students and one copy for demonstration, scissors, glue
Optional: Kid's Box AE Teacher's Resource Book 1 Unit 11 Extension worksheet 2 (page 70) and/or animated version of the Unit 11 story from Kid's Box AE Interactive DVD 1 (*Suzy's room section*)

Warmer

- Hold one of the room flashcards so that no one can see it. Give students a clue. Say, e.g., *I'm in this room, and I'm eating*. Students take turns guessing, e.g., *You're in the dining room* (no). *You're in the kitchen* (no). *You're in the living room* (yes). Repeat with other cards and clues.

Story

SB83. ACTIVITY 11. Listen to the story.

- Say *Open your Student's Books to page 83, please*. Say *Listen and look. What's Trevor doing?* Play the CD. Check with the class (eating pencils).
- Play the CD again. Students listen and repeat. Encourage them to say it with feeling, especially *Mmmm, Uh, Shhh*.
- Check by asking, e.g., *Who's this? (Suzy). What's she doing?* (looking for her pencils). *How many does she have?* Are they under the table? Are they in the bedroom? Are they in the box? Where are they? Is he eating fish? What's he eating?
- Ask students what their favorite food is. Accept answers in L1.

CD 4, 33

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

SUZY: Where are my pencils? I only have ten. I don't have orange, pink, yellow, or black. Can you help me?

SALLY: Are they under the table?

SUZY: No, they aren't, and they aren't in the box.

SALLY: Sorry, Suzy. I can't find your pencils. Are they in your bedroom?

MARIE: Hi, Trevor. What are you doing?

TREVOR: Mmmm, uh ... , mmmm ... , I'm not ... doing ...

MARIE: Where are Maskman and Monty? Are they in the kitchen?

TREVOR: They're mmmm.

MARIE: Excuse me? Trevor! What are you eating?

TREVOR: I'm not ... eating.

MARIE: Trevor! What do you have in your mouth? Can you open your mouth, please?

TREVOR: Uh, no.

MARIE: Trevor! Open your mouth. Now!

TREVOR: Uh, pencils! Pencils are my favorite food.

MARIE: Oh, Trevor! You can't eat pencils!

SUZY: No, Sally. My pencils aren't in my bedroom, and they aren't in the kitchen or the dining room.

MARIE: Shhh! Be quiet. They're coming!

SALLY: Look, Suzy! Your pencils are here on the floor.

SUZY: What? Hmmmmm ...

SB83. ACTIVITY 12. Listen and say "yes" or "no."

- Say *Listen. Yes or no?* Play the first one as an example. Students raise their hands. Elicit a response.
- Play the rest of the CD. Students whisper the answer to their partner. Say *Shhh! Be quiet* (as on the CD). Play the CD again. This time, pause after each one to elicit the response. When the answer is *No*, elicit the correction.

Key: yes, no, no, yes, no, yes, no, no, no

CD 4, 34

Suzy and Sally are in the living room.

The pencils are under the table.

Trevor and Marie are in the hallway.

Trevor's eating.

Trevor's eating fish.

Trevor has the pencils in his mouth.

The pencils are in the bedroom.

The pencils are in the kitchen.

The purple pencil's on the floor.

WB83. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 83, 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. If appropriate, students trace around the word under the picture.

WB83. MY STAR CARD.

- Say *Can you say these words?* Use the flashcards to elicit the words in turn from the class. 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.

Extra activities: see page T120 (if time)

Optional activities

- Unit 11 Extension worksheet 2 from Teacher's Resource Book 1 (pages 66 and 70).
- The animated version of the Unit 11 story from Kid's Box AE Interactive DVD 1 (*Suzy's room section*). See pages 41–46 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.