

**OBJECTIVES:** By the end of the lesson, students will be able to name clothes.

### ● TARGET LANGUAGE

**Key language:** jacket, shoes, skirt, socks, pants, T-shirt, How many ... ?

**Additional language:** Come on, room

**Review:** Where ... ? prepositions, colors

### ● MATERIALS REQUIRED

Clothes flashcards (66–71)

Extra activity 1: flashcards computer (38), crocodile (59), ball (36), chair (29)

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 8

Reinforcement worksheet 1 (page 49)

## Warmer

- Review prepositions *next to, on, in, under*. Show, e.g., an eraser. Place it under a book. Ask *Where's the eraser?* Elicit *It's under the book*. Repeat for *on, in, next to*.
- Do a TPR dictation with the class. Say, e.g., *Pick up the blue pencil. Put it on the book*. Students follow your instructions.

## Presentation

- Teach or elicit the clothes, using the flashcards. Show each flashcard and say the word clearly. Students repeat.
- Display the flashcards (picture side up) on the board. Point to each one in turn. Elicit the word. Point to the first flashcard. Elicit the word and then turn it over so it is word side up. Elicit the other five words. Repeat until all the flashcards are word side up. Students read/chorus from memory. Continue, turning one flashcard back to picture side each time, until all the pictures are visible.
- Make a circling motion with your hands. Say *They're clothes*.

### SB54. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 54, please*. Elicit what students can see (clothes) and say *Where's the star?* (on the hat). Students say *Here it is*. Say *Listen and point to the clothes*. Play the CD. Students listen and point. Play the CD again. Check comprehension by asking, e.g., *What color are the pants? Where are the shoes?*

### CD 3, 15

**MR. STAR:** Come on, children. Time for school.

**SALLY:** OK, Dad.

**SCOTT:** Sally, where are my gray pants?

**SALLY:** They're under your toy box.

**SCOTT:** Now, where are my socks?

**SALLY:** Your blue socks? They're in your shoes.

**SCOTT:** And where are my shoes?

**SALLY:** Under the chair, Scott. Come on!

**SCOTT:** OK. Is that my green T-shirt next to the computer?

**SALLY:** Yes, it is. And your jacket's next to the door.

### SB54. ACTIVITY 2. Listen and repeat.

- Play the CD. Students listen. Point to the words and repeat. Play the CD again for students to repeat in chorus.
- Make six groups. Hand out one clothes flashcard to each group. Conduct groups like an orchestra. Point to a group. They stand, say their word in chorus, and then sit. Move quickly from group to group, returning to the same group sometimes to make it more fun.

### CD 3, 16

T-shirt, skirt, socks, shoes, jacket, pants

### WB54. ACTIVITY 1. Find and circle the number. **S** toward

- Say *Open your Workbooks to page 54, please*. Say *Look at the socks. How many (are there)? Let's count*. Count with the class. At the count of 10, point to the circled 10 in the grid. Say *Do the same for T-shirts, skirts, shoes, jackets, pants*.
- Students work individually. They check in pairs. Check with the class by asking, e.g., *How many T-shirts?* Students count aloud, e.g., *One, two, three, ...*

**Key:** T-shirt 4, skirt 7, shoe 9, jacket 3, pairs of pants 5

### WB54. ACTIVITY 2. Listen and answer.

- Play the first question on the CD. Elicit the response from students. Play the rest of the CD. Students chorus the answers.

**Key:** three, nine, ten, five, seven, four

### CD 3, 17

How many jackets?

How many shoes?

How many socks?

How many pairs of pants?

How many skirts?

How many T-shirts?

## Extra activities: see page T116 (if time)

### Optional activity

- Unit 8 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 48 and 49).

### Ending the lesson

- Say, e.g., *Point to some shoes, please*. Students point (to their or another student's shoes). Say *Point to a skirt*. Students don't point. Continue with other clothes. Students who make a mistake sit down. Stop when you have a small group of winners.

**OBJECTIVES:** By the end of the lesson, students will have had more practice talking about clothes.

### ● TARGET LANGUAGE

**Key language:** jacket, shoes, skirt, socks, pants, T-shirt

**Review:** have, colors, adjectives, face and body parts, zebra, bee

### ● MATERIALS REQUIRED

Clothes flashcards (66–71) or clothes word cards from Kid's

Box AE Teacher's Resource Book 1

Optional: audio or video recorder

Extra activity 2: CD of lively music

### Warmer

- Review clothes and instructions by playing a TPR game with the class. Combine instructions, clothes, body parts, and colors. Say, e.g., *Stand up if you have black shoes. Jump up if you have brown hair. Stamp your feet if you have blue socks. Wave your arms if you have a white shirt. Clap your hands if you have gray pants.* Use vocabulary that gives all students a chance to join in.
- Say *Open your Student's Books to page 55, please. Find the zebra. Find the bee. What color is the teddy bear? Point to the pants. What color are they?*

### SB55. ACTIVITY 3. Say the chant.

- Say *Open your Student's Books to page 55, please. Find the zebra. Find the bee. What color is the teddy bear? Point to the pants. What color are they?* Play the CD. Students listen and clap or tap the rhythm.
- Play the CD. Students repeat line by line. Students say the chant as a class. Repeat. Record the class, or video them if possible.

### CD 3, 18

I have blue pants,  
And a green T-shirt.  
I have a brown jacket,  
And a purple skirt.  
I have red shoes,  
And long pink socks.  
They're on the floor,  
Next to my box. (x2)

### SB55. ACTIVITY 4. Listen and say the number.

- Say *Listen.* Play the first section of the CD. Students look at the pictures. Wait for most students to raise their hands. Elicit the answer (1). Play the rest of the CD. Students whisper the answer to their partner. Play the CD again. Pause after each sentence. Students raise their hands. Elicit answers from different students.

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

### CD 3, 19

My favorite clothes are my gray skirt and my purple jacket.  
My favorite shoes are white.  
I have an orange T-shirt. It's my favorite.  
I have short gray pants. They're my favorite.

My favorite shoes are red.

My favorite pants are brown.

My favorite socks are pink.

My favorite T-shirt is big and yellow.

My favorite skirt is blue.

I have brown shoes. They're my favorite.

My favorite shoes are black. They're beautiful.

My favorite jacket is green.

My favorite socks are white.

### Pair work

- Students do the activity in pairs. They take turns speaking and answering. Student A says, e.g., *My favorite shoes are brown.* Student B points and says, e.g., *Number 2.*

### WB55. ACTIVITY 3. Listen and color. [S] toward

#### Listening Part 4

- Say *Open your Workbooks to page 55, please.* Students take out gray, blue, brown, yellow, green, red, and orange crayons. Say *Listen and color. Make a dot first.* Play the CD. Students make a dot on the clothes. They check in pairs. Play the CD again. Pause after each one to check and for students to color.
- Elicit which color they didn't need to use (green).

### CD 3, 20

I have red pants,  
And a blue T-shirt.  
I have a gray jacket,  
And an orange skirt.  
I have brown shoes,  
And yellow socks.  
They're on the floor,  
Next to my box.

### WB55. ACTIVITY 4. Draw and write.

- Say *Um, my favorite clothes are my brown shoes and my green jacket. (Name), what about you?* Elicit ideas from students using the model. Ensure correct pronunciation of clothes.
- Say *Draw your favorite clothes here (point to the box) and write the words here (point to the writing line).* Display the flashcards on the board to give support with spelling.
- More confident students show their pictures to the class and say the sentence.

### Extra activities: see page T116 (if time)

### Ending the lesson

- Display the clothes flashcards (word side up) or use the clothes word cards from the Teacher's Resource Book. Students stand up. Point to one word, e.g., Socks. Students silently point to their socks. Continue pointing to different words quickly, one after another. Students who say the word (or who giggle) miss a turn.

**OBJECTIVES:** By the end of the lesson, students will have had more practice with recognizing and talking about clothes.

### • TARGET LANGUAGE

**Key language:** *He has / She has ... , He/She doesn't have ... , jacket, shoes, skirt, socks, pants, T-shirt*

**Additional language:** *Who has ... ? Is that right?*

**Review:** colors, *I have ... / I don't have ... , I don't know*

### • MATERIALS REQUIRED

Real clothes: T-shirts, socks, pants, skirts, jackets

A big bag

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 8

Reinforcement worksheet 2 (page 50)

### Warmer

- Play a version of the warmer from the previous lesson. Use negatives as well, e.g., *Stand up if you don't have black shoes. Jump up if you have blue eyes.*

### SB56. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to page 56, please.* Remind students that Mrs. Star is Suzy, Scott, and Sally's mom. Say *Listen to the CD and point to the clothes.* Play the CD. Students listen and point.
- Play the CD again. Check understanding, e.g., *Does Scott have his blue T-shirt? (no). Supply he doesn't. Continue, e.g., Does Sally have her red pants? (No, she doesn't).* Ask *Who has the clothes? (Suzy).*

### CD 3, 21

**SALLY:** Mom, do you have my red pants? Where are they?

**MRS. STAR:** I don't know.

**SALLY:** Does Scott have my red pants?

**MRS. STAR:** Ask Scott, not me.

**SUZY:** No, Sally. Scott doesn't have your red pants.

**SCOTT:** Mom, does Sally have my blue T-shirt?

**MRS. STAR:** I don't know. Ask Sally, not me.

**SUZY:** No, Scott. Sally doesn't have your blue T-shirt.

**SALLY:** No, I don't have your blue T-shirt. Do you have my red pants?

**SCOTT:** No, I don't. And who has my favorite white shoes?

**SALLY AND SCOTT:** Where's Suzy?

**MRS. STAR:** Look at Suzy. She has your red pants, Sally. She has your blue T-shirt, Scott.

**SCOTT:** And she has my favorite white shoes ... Not my shoes!

### Practice

- Say, e.g., *Does (name) have green eyes?* Students answer *Yes, he/she does* or *No, he/she doesn't.* Continue. Students ask questions about their classmates for the class to answer.
- Introduce *Who has (long hair)?*, etc. Students continue, asking about other students in the class.

### SB56. ACTIVITY 6. Listen and repeat.

- Play the CD. Pause after each sentence. Students point to and chorus the clothes. Walk around the room. Point to students' clothes for the class to say *He has ... / She has ...*

### CD 3, 22

He has a blue T-shirt.

She has red pants.

He has white shoes.

### WB56. ACTIVITY 5. Listen and color. S toward

- Say *Open your Workbooks to page 56, please.* Say *Listen. Don't write.* Play the CD. Students listen and take out the crayons they need (black, gray, green, pink, white, brown, purple, yellow, blue, orange, red). Say *Listen. Put a colored dot on the picture.* Play the CD again. Elicit the colors and the objects (black shoe, gray mouse, etc.). Students color them.

### CD 3, 23

The shoe under the table is black.

The mouse is gray.

The T-shirt on the chair is green.

The jacket is pink.

The cat is black and white.

The shoe under the chair is brown.

The skirt is purple.

The socks on the chair are yellow and blue.

The fish is orange and black.

The pants are red.

### WB56. ACTIVITY 6. Listen and match.

- Say *Listen again. Who has a black shoe and a pink jacket? Listen and draw lines.* Play the CD. Elicit the answer (Sue). Play the rest of the CD in sections. Students check in pairs. Check with the class.

### CD 3, 24

Sue has a black shoe and a pink jacket.

Nick has a green T-shirt and an orange and black fish.

Kim has a purple skirt and a gray mouse.

Tony has a black and white cat and a brown shoe.

May has red pants and yellow and blue socks.

### Extra activities: see page T116 (if time)

### Optional activity

- Unit 8 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 48 and 50).

### Ending the lesson

- Put the clothes in the bag. Students come up one by one, feel in the bag, and guess the clothing. They take it out and hold it up to check. Repeat.

**OBJECTIVES:** By the end of the lesson, students will have sung a song and talked more about clothes.

### ● TARGET LANGUAGE

**Additional language:** Tell me about ...

**Review:** She has ..., He/She doesn't have ..., colors, book, train, car, ball, clothes

### ● MATERIALS REQUIRED

Photocopiable 8 (see page T104), one for each student, copied onto thin cardboard, scissors, a complete colored set for demonstration, envelopes

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 8 Song worksheet (page 53)

### Warmer

- Play the guessing game from the previous lesson.

### Song

#### SB57. ACTIVITY 7. Listen and correct.

- Say Open your Student's Books to page 57, please. What clothes can you see? Elicit other items in the picture.
- Say a false sentence about the picture, e.g., He has a green eraser. Then ask Yes or no? Students respond No. Elicit the sentence with the correct color and He has ... (He has a white eraser). Say Listen and correct. Play the CD, pausing for students to respond.

**Key:** She has a yellow sock. She has a pink pencil. He has a blue jacket. He has a purple ball.

### CD 3, 25

She has a black sock.      He has a blue elephant.  
She has a pink train.      He has a white ball.

#### SB57. ACTIVITY 8. Sing the song.

- Focus students on the picture of the bedroom again. Elicit where the clothes are (in his/her hands). Say Listen to the song and point to the clothes. Play the CD. Students listen and point.
- Play the CD again. Students join in. Sing the song without the CD. Students stand up. Make four groups. Each group sings a verse.
- They sing the song, changing the words to the other items the boy and girl are holding (a red T-shirt, a white eraser, brown pants, an orange book).
- Hold an object, e.g., a green eraser. Students sing about you, e.g., She has a green eraser in her hands.

### CD 3, 26

He has a blue jacket in his hands,  
A blue jacket.  
He has a blue jacket in his hands,  
A jacket in his hands.

He has a purple ball in his hands,  
A purple ball.  
He has a purple ball in his hands,  
A ball in his hands.

She has a yellow sock in her hands,

A yellow sock.

She has a yellow sock in her hands,

A sock in her hands.

She has a pink pencil in her hands,

A pink pencil.

She has a pink pencil in her hands,

A pencil in her hands.

### CD 3, 27

Now sing the song again. (Karaoke version)

### Photocopiable 8: see pages T96 and T104

**WB57. ACTIVITY 7.** Read the question. Listen and write a name or a number. There are two examples. **S** toward Listening Part 2

- Say Open your Workbooks to page 57, please. Say Look at the picture. Point to the girl. Point to the boy. Point to the dog.
- Read the example question aloud. Play the first part of the CD and show students the example. Check comprehension.
- Play the rest of the CD. Students write a name or number from the box on each line. Check answers as a class.  
Note: In the actual Starters test, answer options are not given.

**Key:** 1 Bill, 2 3, 3 Tom, 4 9, 5 8

### CD 3, 28

Hello. What's your name?

It's Kim.

Kim? That's a beautiful name.

Thank you.

And how old are you, Kim?

I'm ten.

Ten?

Yes.

1.

Is this your dog?

Yes. This is Bill.

Bill. That's a good name for a dog.

Thank you.

2.

How old is your dog?

He's three.

Three? He's a young dog.

Yes, he is. And he's very happy!

3.

And who's this?

He's my brother.

Oh, yes? Is his name Tom?

Yes, it is. Tom's my favorite brother.

4.

How old is your brother?

He's nine.

Nine? Is he in your class at school?

Yes, he is.

5.

Is your class at school big?

No, it's small.

How many children are in your class?

Eight.

Eight children. That's great.

### Extra activities: see page T116 (if time)

#### Optional activity

- Hand out the Unit 8 song worksheet from Teacher's Resource Book 1 (pages 48 and 53). Students do the fill-in-the-blank activity and cut out and color the cards, to use while singing the song.

#### Ending the lesson

- Mime putting on an item of clothing. Students guess.
- Students play the game in pairs.

**OBJECTIVES:** By the end of the lesson, students will have practiced the phoneme /a/ and writing the letters *a, e, i, o*.

### ● TARGET LANGUAGE

**Key language:** the phoneme /a/ as in *socks, doll, box*

**Review:** clothes vocabulary

**Additional language:** *shorts, baseball cap*

### ● MATERIALS REQUIRED

Clothes, some toy, some school flashcards (66–71, 37, 40, 39, 31, 32)

Optional: shorts and a baseball cap

Extra activity 2: cards from Photocopiable 8 (see page T104)

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 8*

Extension worksheet 1 (page 51)

### Warmer

- Review clothes (*jacket, shirt, socks*), and some toys (*doll, train, bike*) using the flashcards. Elicit the word and stick the flashcard on the board. Put the flashcards with the sound /a/ in one group: *socks, box, doll*. Point to them and say *Today's sound is ...* Let the class complete by saying *o* (the sound, not the letter name).

### SB58. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 58, please*. Point to the pictures of the doll, the socks, and the box and say *Doll, Socks, Box*. Students practice saying the words and the sound /a/.
- Point to the larger picture and say *A doll in socks on a box*. 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 doll in socks on a box* as a tongue twister.

### CD 3, 29

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

/a/ /a/ doll

/a/ /a/ socks

/a/ /a/ box

A doll in socks on a box.

A doll in socks on a box.

A doll in socks on a box!

### SB58. ACTIVITY 10. Ask and answer.

- Show a real pair of shorts if possible and say *Shorts*. Students repeat. Do the same with *baseball cap*.
- Students look at the pictures for 30 seconds. Say *She has a yellow jacket*. Students answer *Eva*. Students close their books. Continue to see how much they can remember.
- Students work in pairs. They look at the picture for two minutes. Student A closes his/her book, and Student B asks questions. Student As get one point for each correct answer. After two minutes, students swap roles. Give student Bs one minute to look at the pictures again before As ask the questions. Ask how many points students got at the end of the activity.

### WB58. ACTIVITY 8. Listen and write "a," "e," "i," or "o."

- Put the socks flashcard on the board. Write the word with the vowel missing below (as in WB page 58 Activity 8): *s \_ cks*. Point and say *Socks: a, e, i, or o?* (say the letter sounds, not their names). Make the shape of the letters in the air as you say them. Elicit the answer (*o*). Write the letter *o* on the board to complete the word below the flashcard.
- Say *Open your Workbooks to page 58, please*. Say *Listen and write "a," "e," "i," or "o."* Again, use the letter sounds, not their names.
- Play the example on the CD and point to the letter *"o"* in *doll*. 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 o, 4 e, 5 i, 6 o, 7 o, 8 i

### CD 3, 30

1. doll
2. cap
3. dog
4. pen
5. fish
6. sock
7. box
8. six

### WB58. ACTIVITY 9. Write the sentences.

- Focus students on the pictures and ask *What are these? (Trains)*. Point to the words on the train engines and carriages and go through the example with the class. Say *Read the words. Change the order* (gesture moving the carriages of a toy train around). Write the sentences.
- Students work in pairs to write the remaining two sentences. Monitor and help any pairs who are having difficulty. Check answers.

**Key:** 2 He has a blue jacket. 3 They have white shorts.

### Extra activities: see page T116 (if time)

#### Optional activity

- Unit 8 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 48 and 51).

#### Ending the lesson

- A student comes to the front. The student stands facing the board so that the class can see his/her back. Write a letter (*a, e, or i*) on the student's back, using your finger. (Alternatively, if you prefer, you can trace letters on the desk for this activity.) The student then says a word with this letter in it. If the student can't feel the letter, write it on their back again. Remind the class to be silent. Repeat with two other students and the other two letters. Overemphasize the shape and direction of the letter each time.
- Students work in pairs. They take turns writing one of the three letters on each other's backs and saying a word beginning with the letter. It doesn't matter if they repeat words from earlier in the game.

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

### • TARGET LANGUAGE

**Key language:** language from the unit

**Review:** language from the unit, *I don't know*

### • MATERIALS REQUIRED

Clothes flashcards (66–71)

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

jac	nts
sh	shirt
sk	ket
so	irt
pa	orts
T-	cks

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 8

Extension worksheet 2 (page 52) and/or animated version of the Unit 8 story from Kid's Box AE Interactive DVD 1 (Suzy's room section)

### Warmer

- Play a mime game to review clothes. Mime taking off an item of clothing for students to guess, e.g., shoes or cap. Individual students can come to the front and mime for the class. Encourage them to be inventive.

### Story

#### SB59. ACTIVITY 11. Listen to the story.

- Say *Open your Student's Books to page 59, please.* Elicit who they can see (Sally, Scott, Suzy, Trevor, Monty, Marie, and Maskman). Say *Listen and look. What color's Suzy's T-shirt? What's on it?* Play the CD. Students listen and look. They check in pairs. Check with the class (orange, a mouse).
- 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?* (Sally). Does she have a blue T-shirt? What color are her socks and shoes?
- Personalize the activity. Ask *Who has a mouse on their T-shirt?*
- Play the CD again. Students listen and repeat in sections. Encourage them to say it with feeling.

#### CD 3, 31

**SCOTT:** Here, Sally. Catch.

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

**MARIE:** Look at Sally's clothes. She has a yellow T-shirt, she has a blue skirt, she has pink socks, and she has brown shoes.

**MASKMAN:** But she doesn't have a jacket. Look at these. Scott has a red jacket, he has green pants, and he has black shoes.

**MARIE:** Well, Maskman, Sally has pants, too. Does Scott have a skirt?

**MASKMAN:** Huh! No, he doesn't!

**TREVOR:** Ooooh! Hee, hee.

**MONTY:** Suzy has a skirt, and she has a beautiful orange T-shirt, with a mouse on it!

**TREVOR:** Ha, ha, ha!

#### SB59. ACTIVITY 12. Listen and say the number.

- Say *Listen. What's the number?* Play the first one as an example. Students whisper the number to their partner. Elicit the number from the class (5). Play the rest of the CD. Pause after each one to give students time to look, think, and write down the number. Students check in pairs. Play the CD for a final time. Pause after each one for a hands-up-and-chorus answer.

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

#### CD 3, 32

Story as above, but in the order of the key.

#### WB59. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 59, please. Look at the picture dictionary.* Students prepare the stickers. Say the words in turn. Students hold up 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.

#### WB59. 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. Students choose colors to color their stars.

### Extra activities: see page T116 (if time)

#### Optional activities

- Unit 8 Extension worksheet 2 from Teacher's Resource Book 1 (pages 48 and 52).
- The animated version of the Unit 8 story from Kid's Box AE Interactive DVD 1 (Suzy's room section). See pages 41–45 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.

**OBJECTIVES:** By the end of the lesson, students will have learned habitat vocabulary and matched animals with their correct habitats.

### • TARGET LANGUAGE

**Key language:** forest, plain, river, habitat

**Additional language:** You tell me!

**Review:** big, small, legs, fish, tigers, elephants, birds, monkeys, crocodiles, giraffes, snakes, hippos, very long nose, zebra

### • MATERIALS REQUIRED

Wild animal flashcards (52 and 59–65) with some copies (if possible)

Pictures of wild animals cut from magazines or printed from the Internet

## Warmer

- Review wild animals using the flashcards (bird, crocodile, elephant, hippo, giraffe, snake, tiger, monkey). Slowly reveal the first flashcard from behind another (blank) card. Students raise their hands when they have the answer. Elicit the animal's name. Repeat for the other animals.

## Presentation

- Say Open your Student's Books to page 60, please. Point to the picture of Marie and say This is Marie's geography. Say Today's lesson is about geography. Check understanding of geography and habitat. Move your hand over the water in the river picture and say river. Students repeat. Do the same for the other habitats. Then point to each of the pictures and say, e.g., A river is a habitat. Then say Today's lesson is about habitats. Animals live in different habitats.

### SB60. ACTIVITY 1. Listen and point.

- Stick the tiger flashcard on the board. Say It's a tiger. Hold up your book. Point and say Where's the tiger? (In the forest). Students point to the tiger and say Here it is. Repeat with the other animals.
- Say Listen and point. Play the CD. Students point to the animals in their books as they hear them in the chant. Pause the CD after each line to check students' answers. Then play the chant again, pausing after each line for students to repeat.

### CD 3, 33

Elephants are big.

Fish are small.

Tigers are big.

Monkeys are small.

Crocodiles have four legs.

Birds have two legs.

Giraffes have four legs.

Snakes have no legs.

And hippos?

You tell me!

### SB60. ACTIVITY 2. Look and say.

- Point to the picture of the hippo. Elicit the name. Say What's the habitat for the hippo? Forest? Elicit No and the correct habitats, River and plain. Point to the example speech bubbles and read them aloud.

- Say Look and say. Students talk about the habitats of the other animals in the pictures in pairs. Monitor and help as necessary. Check each animal with the whole class.

**Key:** monkey – forest, fish – river, elephant – plain and forest, zebra – plain, tiger – forest

### WB60. ACTIVITY 1. Read and check (✓) or put an X.

- Say Open your Workbooks to page 60, please. Hold up your book and point to the example in the table. Say What's the habitat for a fish? Point to the word river in the table and ask River? Students answer in chorus Yes. Point to the check mark. Say Look. River is the habitat for a fish. Put a check mark. Repeat for the other habitat words, e.g., Plain? Students say No. Point to the X. Say Plain isn't the habitat for a fish. Put an X. Then say Read and check or put an X.
- Students work individually to complete the table and then check their answers in pairs. In order to help students complete the information in the table, say Look at the pictures in the Student's Book on page 60, please. Draw the table on the board and get pairs to come up and complete it for each animal.

**Key:**

	river	plain	forest
giraffe	X	✓	X
hippo	✓	✓	X
crocodile	✓	X	X

### WB60. ACTIVITY 2. Read. Write and draw. **S** toward Reading and Writing Part 4

- Say Look at the words in the box. Point to the box and read each word together. Remind students of the meanings of the words.
- Hold up your book and point to the text. Read the first sentence and emphasize the word plain. Point to that word crossed out in the box and the example answer on the line. Read through the rest of the text, pausing at the blanks. Mime or point to some of the vocabulary as you read, e.g., nose.
- Say Write and draw. Students work in pairs to complete the text with words from the box and then draw a picture of the animal in the frame.

**Key:** forests, gray, long, elephant  
Students draw an elephant in the frame.

## Extra activity: see page T117 (if time)

### Ending the lesson

- Draw simple pictures to represent the habitats on the board, e.g., wavy lines for river, short dashes for plain, and trees for forest. Write the words for each habitat below the pictures.
- Students come to the front to place the animal flashcards in the correct habitats and say, e.g., Crocodile in the river. Use copies of the flashcards or pictures of animals cut from magazines for this activity so that every student gets a turn (or remove the flashcards when they have all been used, mix them up, and use them again with different students).

**OBJECTIVES:** By the end of the lesson, students will have listened to a story and talked about the importance of loving nature.

### • TARGET LANGUAGE

**Key language:** *has, doesn't have*

**Additional language:** *love nature*

**Review:** *river, forest, happy, sad, clean, dirty*

### • MATERIALS REQUIRED

Pictures of nature reserves or national parks in your region/country

Extra activity: pictures from magazines or the Internet showing parks and natural places, enough for one per pair of students – half of the pictures showing unspoiled places and half showing habitats such as rivers and forests filled with garbage/affected by pollution

## Warmer

- Call a volunteer to the front of the class to mime *happy* or *sad*. Repeat with different students. The class says *happy* or *sad* in chorus, depending on the expression. Make this a quick-paced activity.

### SB61. ACTIVITY 3. Listen to the story.

- Say *Open your Student's Books to page 61, please*. Elicit the meaning of values. Point to Trevor and the words *Love nature*. Elicit/Explain the meaning of *nature* and say that the animals, birds, and forests are all part of nature.
- Hold up your book. Point to picture number 1 and ask *Where's Mom?* Students point. Ask: *Where's Dad?* Students point. Ask: *Where's Ben?* Students point to the young bird (Ben).
- Point to picture 2 and ask *What can you see?* Elicit known vocabulary, e.g., *river, frog*.
- Ask students *What color is the river?* They raise their hands to answer *Gray*. Ask *Is it clean?* and point to the garbage in the river. Elicit *No, dirty*.
- Point to the trees in picture 3. Say *The forest doesn't have trees* and shake your head, looking sad.
- Point to the river in picture 4 and ask *Is it dirty?* Students answer *No, clean*.
- Say *Listen to the story*. Play the CD.

### CD 3, 34

**FATHER BIRD:** Come on, Ben. It's time to go.

**YOUNG BIRD:** OK, Dad. Come on, Mom.

**MOTHER BIRD:** I'm right here, next to you.

**MOTHER BIRD:** The river is dirty.

**YOUNG BIRD:** The forest doesn't have trees.

**FATHER BIRD:** The animals are sad.

**FATHER BIRD:** And this river is dirty.

**YOUNG BIRD:** And this forest doesn't have trees.

**MOTHER BIRD:** And these animals are sad.

**MOTHER BIRD:** This river is clean.

**YOUNG BIRD:** This forest has trees.

**FATHER BIRD:** The animals are happy.

## Values

- Talk to the class about taking care of nature. Ask *Are you happy or sad when you see a dirty place? Which clean places are there in (name of your country or region)?* Talk about areas that are unspoiled, such as nature reserves and national parks, and the importance of taking care of them and protecting the plants and animals that live there. Show pictures of these places if you can.

### SB61. ACTIVITY 4. Listen. Say "happy" or "sad."

- Say *Listen. Say "happy"* (make a happy face) or *"sad"* (make a sad face). Play the CD and pause after each sentence. Give students a minute to think. They could draw a smiley face for *happy* and a grumpy face for *sad* in their notebooks. They check in pairs and raise their hands or hold up their notebooks when they have the answer.

**Key:** happy, sad, happy, happy, sad, sad

### CD 3, 35

The forest is clean.

The river is dirty.

The forest has trees.

The river is clean.

The forest doesn't have trees.

The forest is dirty.

### WB61. ACTIVITY 3. Read and write the number.

- Say *Open your Workbooks to page 61, please*. Read the example sentence 1 and ask *Which picture – one, two, three, or four?* Students point to picture 4. Elicit why the birds are sad. Say *The forest doesn't have trees*. Say *Read and write the number*. Students work individually to match the statements and pictures and then check their answers in pairs. Go through the answers with the class.

**Key:** 2 picture 3, 3 picture 2, 4 picture 3, 5 picture 4, 6 picture 2, 7 picture 1, 8 picture 1

## Extra activity: see page T117 (if time)

### Ending the lesson

- Draw two columns on the board. Write *Happy nature* at the top of the first column and *Sad nature* at the top of the second. Ask students to raise their hands to say sentences for each column. For *Happy nature* students say, e.g., *The river is clean. The forest has trees. The animals are happy*. For *Sad nature* students say, e.g., *The river is dirty. The animals are sad*. Encourage students to think of new sentences.