

**OBJECTIVES:** By the end of the lesson, students will be able to name and talk about sports and activities.

● **TARGET LANGUAGE**

**Key language:** *play soccer, play basketball, play tennis, play the guitar, swim, ride a bike, play the piano*

**Review:** character names

● **MATERIALS REQUIRED**

Character and action flashcards (1–5, 19, 33–34, 72–78)

Two rulers

## Warmer

- Spread the character flashcards over the board. Make two teams. They line up, facing the board. Give the first student in each line a ruler. Say the name of a character, e.g., *Suzy*. The two students race to be the first to slap the picture. Award a point to the student's team. The two students hand the rulers to the two students at the front and go to the back of the line. Repeat.

## Presentation

- Show the picture side of each action flashcard and teach or elicit the action. Use the simple infinitive, e.g., *Play soccer*. Students repeat in chorus and in groups. Then show flashcards at random. Students say the action.
- Practice doing the actions. Students stand up. Say, e.g., *Simon says play the guitar*. Students mime playing the guitar. Say *Play soccer*. Students don't mime. Repeat for the other actions.

### SB64. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 64, please*. Say *Where's the star?* Check by pointing to the star (on the piano). Students say *Here it is*.
- Say *Listen and point to the actions*. Play the CD. Students listen and point.
- Play the CD again. Students stand up and play the game as they listen.

#### CD 3, 38

ALEX: Let's play *Simon says*.

SCOTT, ROBERT, EVA, SALLY: OK.

SCOTT: OK, Simon says put your hands on your head.

SCOTT: OK, good.

SCOTT: Now, play the piano. Oh, sorry, Robert. Come and stand next to me.

ROBERT: Oops, yeah, OK.

SCOTT: Simon says play basketball. Good. Simon says play tennis. Very good. Now play the guitar. Too bad, Sally. Come and stand next to Robert.

SALLY: Ha ha ha! OK!

SCOTT: OK. Eva and Alex. Simon says swim. Great! Now, play soccer. Oops, Alex! Stand next to Sally. OK, Alex, Simon says stand next to Sally.

ALEX: Thank you.

SCOTT: Great. Eva, Simon says ride a bike.

SCOTT: OK, stop.

EVA: Very good, Scott. Now it's my turn.

### SB64. ACTIVITY 2. Listen and repeat.

- Say *Listen and repeat*. Play the CD. Students repeat in chorus. Check word stress on *soccer*, *basketball*, *tennis*, *guitar*.
- Play *Simon says* again. Students give the instructions.

#### CD 3, 39

Play soccer, swim, play basketball, play tennis, ride a bike, play the guitar

### WB64. ACTIVITY 1. Listen and write the number.

- Say *Open your Workbooks to page 64, please*. Say *Listen and write the number*. Here's an example. Play the first one. Check students know what to do. Play the rest of the CD. Students check in pairs. Play the CD again. Pause after each one. Check with the class.

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

#### CD 3, 40

1. Ride a bike
2. Swim
3. Play tennis
4. Play basketball
5. Play the guitar
6. Play soccer

### WB64. ACTIVITY 2. Read and match.

- Say *Look at Activity 2*. Use the example to check students know what to do. Say *Read and match*. Students work individually and then check in pairs. Monitor students as they are working. Check by displaying the flashcards (word side up), pointing to them in the same sequence as on the Workbook page and saying, e.g., *Number 3?* Students respond *Ride a bike*.

**Key:** 1 play tennis, 2 play basketball, 3 ride a bike, 4 play soccer, 5 play the guitar

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

## Ending the lesson

- Play a guessing game with the action flashcards. Hold them facing you so that no one can see them. Hide the word side, too. Students take turns guessing, e.g., *Ride a bike?* Reply *Yes, it is. / No, it isn't*. The student who guesses correctly comes up and has a turn. Repeat.

**OBJECTIVES:** By the end of the lesson, students will have had more practice naming and talking about sports and activities and will have sung a song.

### ● TARGET LANGUAGE

**Key language:** *play basketball/soccer/tennis, play the guitar/piano, swim, ride a bike*

**Additional language:** *Now let's ... , Let's all do ... , match, Ready, set, go*

**Review:** *Maskman, What's (number 1)?*

### ● MATERIALS REQUIRED

Action flashcards (72–78)

Workbook Activity 3 drawn on a large piece of paper  
Photocopiable 9a (see page T105), copied onto thin cardboard, one for each student, one completed set of cards for demonstration, scissors, envelopes

Optional: *Kid's Box AE Teacher's Resource Book 1* Unit 9 Song worksheet (page 59)

## Warmer

- Review the actions by playing a game of *Simon says*, as in the previous lesson.

### SB65. ACTIVITY 3. Listen and answer.

- Say *Open your Student's Books to page 85, please*. Elicit who it is (Maskman). Focus students on the pictures in Activity 3. Say *Listen. What's the number?* Play the first one as an example. Pause the CD. Elicit the answer (ride a bike). Play the rest of the CD. Students whisper the answer to their partner. Play the CD again. Pause after each one for students to answer in chorus.

**Key:** 1 ride a bike, 2 play tennis, 3 play basketball, 4 swim, 5 play soccer, 6 play the guitar

### CD 3, 41

What's number 1?  
What's number 2?  
What's number 3?  
What's number 4?  
What's number 5?  
What's number 6?

## Song

### SB65. ACTIVITY 4. Sing the song.

- Say *Listen to the song. Do the actions*. Play the CD. Students listen and do the actions (e.g., riding a bike). Play the CD again in sections. Students repeat. Play the CD again. Students mime the actions and sing the song.
- Students stand up. Make six groups, one for each action. Each group sings their lines and does their action. The whole class sings the chorus.

### CD 3, 42

Do the Maskman song,  
Do the Maskman song,  
Let's all do the Maskman song. (x2)  
Ride a bike.  
Play tennis, basketball.  
Play, play, play.

Do the Maskman song,  
Do the Maskman song,  
Let's all do the Maskman song. (x2)  
Now let's swim.  
Play soccer, the guitar.  
Play, play, play.

Do the Maskman song,  
Do the Maskman song,  
Let's all do the Maskman song.

Do the Maskman song,  
Do the Maskman song,  
Let's all do the Maskman song.

### CD 3, 43

Now sing the song again. (Karaoke version)

## Photocopiable 9a: see pages T96 and T105

### WB65. ACTIVITY 3. Find six words.

- Say *Open your Workbooks to page 65, please*. Elicit the circled word (ride). Hold up your book and point to the clues: pictures and question marks. Say *Read and look. What are the missing words? Find them in the puzzle*.
- Students work in pairs. They identify the words first and then find them in the puzzle.
- Display the large piece of paper with the puzzle. In pairs, students come and circle the words they found for a class check.

**Key:** 1 ride, bike, 2 play tennis, 3 swim, 4 guitar

### WB65. ACTIVITY 4. Write the words.

- Point to the picture of the guitar. Elicit *Play the guitar*. Point to number 1 and the example: *guitar*. Point to the word *swim*. Say *Look. Use these words*. Monitor students as they are writing to make sure they form the letters correctly. Students check and comment on each other's work in pairs.

**Key:** 2 play, 3 soccer, 4 tennis, 5 ride, 6 swim

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

### Optional activity

- Students complete the Unit 9 song worksheet from *Teacher's Resource Book 1* (pages 54 and 59).

## Ending the lesson

- Erase the board. Start to write one of the actions in large writing on the board. Make sure everyone can see. Take time forming each letter. When students guess correctly, finish writing the action. Erase the board and repeat with the same or different actions.

**OBJECTIVES:** By the end of the lesson, students will have talked about actions using *can* and *can't*.

### ● TARGET LANGUAGE

**Key language:** *I/You/He/She can ... I/You/He/She can't ...*, weak and strong forms of *can*, *Who can (draw)?, ride a horse, sing, fish*

**Additional language:** *Can you (swim)?, be quiet*

**Review:** *play soccer, play basketball, play tennis, play the guitar, swim, ride a bike, play the piano, instructions, draw, rainbow, colors*

### ● MATERIALS REQUIRED

Action flashcards (72–78)

Extra activity 1: picture cards from Photocopiable 9a (see page T105), envelopes

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 9*

Reinforcement worksheet 1 (page 55)

## Warmer

- Display the action flashcards. Students stand up. Say, e.g., *Point to ride a bike, please*. Students point. Say *Point to swim*. Students don't point. Repeat.

## Presentation

- Display the action flashcards, picture side up. Say, e.g., *I can play soccer*. Smile, look pleased, and pretend to kick an imaginary ball. Say *I can't play the guitar*. Frown, look negative, and shake your head. Mime playing a guitar badly. Repeat, using the other flashcards. Hand a flashcard to a student. Say *Can you (swim)?* The student says *I can / I can't swim* and does the appropriate action. Make sure actions show they can/can't do it, **not** they do/don't like it. Check the weak form of *can*: /cən/. Ask the class, e.g., *Can he/she (play soccer)?* Elicit *Yes/No*.

### SB66. ACTIVITY 5. Listen and point.

- Say *Listen. Who can draw?* (mime draw). *Who can play the guitar? Who can ride a horse?* Play the CD. Students check in pairs. Check with the class (Grandma, Dad, Mom).
- Say *Open your Student's Books to page 66, please*. Students check, using the pictures. Say *Listen and point*. Play the CD. Students listen and point. More confident students read the speech bubbles aloud. Check pronunciation. Ask, e.g., *Can Mrs. Star ride a horse? Can Mr. Star sing?* Accept *Yes/No* answers.

### CD 3, 44

**SUZY:** Look at Mom. She can ride a horse. Can you ride a horse, Scott?

**SCOTT:** No, I can't, but I can ride a bike, and I can play soccer and basketball, too.

**SUZY:** Ooh! Can you fish, too, Scott?

**SCOTT:** No, I can't. Grandpa can fish.

**SALLY:** Yes, he can. And Grandma can draw pictures.

**SUZY:** Look at Dad. He can sing and play the guitar. Can you play the guitar, Sally?

**SALLY:** Yes, I can, but I can't sing. What can you do, Suzy?

**SUZY:** I can draw, and I can sing. Listen. Red and yellow and pink and green ...

**SCOTT:** Yes, Suzy. You can sing. Can you be quiet, too?

**SUZY:** No, I can't ... Orange and purple and blue. I can sing a rainbow ...

### SB66. ACTIVITY 6. Listen and repeat.

- Focus students on the words *can/can't*. Play the CD. Students listen and repeat. Play the CD again. Students repeat.

### CD 3, 45

She can ride a horse.

He can ride a bike.

She can't sing.

She can draw.

He can play the guitar.

### WB66. ACTIVITY 5. Listen and check (✓) or put an X.

**S** toward Listening Part 3

- Say *Open your Workbooks to page 66, please*. Say *Listen. What can Marie do? Check or put an X*. Play the first one and elicit: *She can't play basketball*. Point to the example **X** next to the picture of Marie. Play the rest of the CD. Students listen and check or put an **X**. They check in pairs. Play the CD again. Check with the class.

**Key:** 2 ✓, 3 X, 4 ✓, 5 ✓, 6 X

### CD 3, 46

1.

**MONTY:** Marie, can you play basketball?

**MARIE:** No, I can't play basketball.

2.

**MONTY:** Marie, can you swim?

**MARIE:** Yes, I can swim.

3.

**MONTY:** Marie, can you play tennis?

**MARIE:** No, I can't play tennis.

4.

**MONTY:** Marie, can you ride a bike?

**MARIE:** Yes, I can ride a bike.

5.

**MONTY:** Marie, can you play the guitar?

**MARIE:** Yes, I can play the guitar.

6.

**MONTY:** Marie, can you play soccer?

**MARIE:** No! I can't play soccer.

### WB66. ACTIVITY 6. What can you do? Draw and write.

- Ask students *What can you do?* Students respond, e.g., *I can sing / I can draw / I can ride a bike*.
- Say *Draw two things you can do* (point to the check marks) and *two things you can't do* (point to the **Xs**). Point to the blank lines. Say *Complete the sentences. I can ... / I can't ...* Monitor students and help where necessary.

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

## Optional activity

- Unit 9 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 54 and 55).

## Ending the lesson

- Mime an action, doing it either well or badly. Students guess, e.g., *You can't ride a bike*. Students take turns coming and miming to the class.

**OBJECTIVES:** By the end of the lesson, students will have learned a chant and had more practice using *can* and *can't*.

### ● TARGET LANGUAGE

**Key language:** *can, can't, drive a car, Who can ... ?*

**Additional language:** *chant*

**Review:** actions, character names, *and, but*

### ● MATERIALS REQUIRED

Action flashcards (72–78) and/or action word cards from *Kid's Box AE Teacher's Resource Book 1*

Extra activity 2: word cards from Photocopiable 9a (see page T105)

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 9*

Reinforcement worksheet 2 (page 56)

## Warmer

- Review the actions and *can* and *can't*. Display the flashcards, word side up, or use the word cards from the Teacher's Resource Book, and ask a student, e.g., *Can you swim?* The student answers *Yes, I can swim. / No, I can't swim.* If the student needs support, repeat the question and point to the flashcard. Repeat with other students and other actions. Continue the activity in open pairs: students take turns asking and answering around the class.

## Practice

- Play a memory game in groups of six to ten. Demonstrate to the class first. Student A says, e.g., *I can swim.* Student B says *She can swim, and I can play soccer.* Continue until the chain has gone around the whole group. Divide the class into groups to play the game again.

### SB67. ACTIVITY 7. Say the chant.

- Say *Open your Student's Books to page 67, please.* Say *Listen to the chant.* Play the CD. Students listen and look. Play the CD again, line by line. Students repeat, first as a whole class and then in groups. Teach the whole chant in this way. Do the chant as a class.

#### CD 3, 47

I can chant,  
I can chant,  
I can chant the "Can chant."  
Yeah!

I can play basketball,  
I can play the guitar,  
I can play soccer,  
And I can drive my car.

I can't ride a bike,  
I can't swim,  
I can't play tennis,  
And I can't sing.

But I can chant,  
I can chant,  
I can chant the "Can chant."

Can you chant?  
Can you chant?  
Can you chant the "Can chant"?  
Yeah!

### SB67. ACTIVITY 8. Listen and answer.

- Say *Listen, look, and answer the questions.* Play the first question on the CD. Elicit the answer from the class (Grandma) and point to the speech bubbles. Play the rest of the CD. Students whisper the answer to their partner each time. Play the CD again. Elicit answers from students when most students' hands are raised.

**Key:** 1 Grandpa, 2 Grandma, 3 Mr. Star, 4 Sally, 5 Suzy, 6 Scott, 7 Mrs. Star

#### CD 3, 48

Who can draw?  
Who can play basketball?  
Who can swim?  
Who can play tennis?  
Who can ride a horse?  
Who can play soccer?  
Who can play the guitar?

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

### WB67. ACTIVITY 7. Look and write the words. **S** toward Reading and Writing Part 3

- Say *Open your Workbooks to page 67, please.* Point to the picture of the girl in the example and elicit the sport. Point to the flags on the right and say *Find the word. Move the letters on the flags.* Copy the letters in the order they appear on the flags on the board. Show students how they make the words *basket* and *ball* by crossing out each letter as you write the words with the letters in the correct order below.
- Students work individually to solve the rest of the anagrams. Elicit the answers and call volunteers to write the words on the board. Check spelling carefully.

**Key:** 1 car, 2 bike, 3 horse, 4 tennis, 5 guitar

## Optional activity

- Unit 9 Reinforcement worksheet 2 from *Teacher's Resource Book 1* (pages 54 and 56).

## Ending the lesson

- Play a version of the *Please* game. When you say *you / a* student can do an action, students mime it. When you say *you / a* student can't do it, they don't. Students stand up. Say, e.g., *Paula can't swim.* Students don't respond. Say, e.g., *Paula can ride a bike.* Students mime riding a bike. Continue with other activities and other persons (*I, we, you, he, they*).

**OBJECTIVES:** By the end of the lesson, students will have practiced the sound /l/ and asked and answered questions with *can*.

● **TARGET LANGUAGE**

**Key language:** the phoneme /l/ as in *Lily, blue, yellow, Can you ... Yes, I can. / No, I can't.*

**Review:** *can, can't, play soccer, play basketball, play tennis, play the guitar, swim, ride a bike*

● **MATERIALS REQUIRED**

Color flashcards (20–26, 41–44)

Action flashcards (72–78)

Photocopiable 9b (see page T106), one for each student

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 9*

Extension worksheet 1 (page 57), *Kid's Box AE Workbook 1 Language Portfolio* page 108

**Warmer**

- Hold up the color flashcards one by one and elicit the words. Put the flashcards on the board in two groups – one with blue, black, purple, and yellow and one with the rest of the colors. Say the words *blue, black, yellow, purple*, emphasizing the sound /l/. Say *Today's sound is ...* Let the class complete by saying *l* (the sound, not the letter).

**SB68. ACTIVITY 9. Monty's phonics.**

- Say *Open your Student's Books to page 68, please.* Point to the picture of the horse and elicit her name: *Lily*. Point to the color and elicit the word: *Blue*. Students practice saying the words and the sound *l* after you.
- Point to the larger picture and say *Look and listen. Lily has a blue and yellow tail.* 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 *Lily has a blue and yellow tail* as a tongue twister.

**CD 3, 49**

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

/l/ /l/ Lily

/l/ /l/ blue

Lily has a blue and yellow tail.

Lily has a blue and yellow tail.

Lily has a blue and yellow tail!

**SB68. ACTIVITY 10. Ask and answer.**

- Quickly review the actions, using the flashcards. Display them on the board. Hand out Photocopiable 9b. Demonstrate the activity. Point to *swim* and ask a student, e.g., *Can you swim?* The student answers *Yes, I can. / No, I can't.* Put a check mark or an *X* next to *swim*. Prompt the short answer each time. Students respond in chorus. Make pairs or small groups. Students take turns asking and answering. They write students' names at the top of the chart. They put a check mark or an *X* below the names for each action. Check in open pairs around the class.

**WB68. ACTIVITY 8. Listen and circle "l" in the words.**

- Say *Open your Workbooks to page 68, please.* Say *Listen and circle "l" in the words.* Use the letter sound, not its name.
- Play the example on the CD and point to the circled letters "L" and "l" in *Lily*. Play the rest of the CD. Students circle the "l" sound each time. They check answers in pairs.
- Play the CD again. Check answers as a class.

**CD 3, 50**

1. Lily
2. blue
3. soccer ball
4. pencil
5. play
6. clean
7. yellow
8. plane

**Extra activities: see page T118 (if time)**

**WB68. ACTIVITY 9. Write the words.**

- Hold up your book. Point to the example answer in the second column and say *Write a word from the box.* Elicit an example for the first column (e.g., *draw*) and make sure students understand the difference between the columns (the first column is for verbs that come directly after *can*, the second for sports or musical instruments you can play, the third for things you can ride).
- Students work individually and complete the sentences using the words. They check in pairs. Monitor students as they are working.
- Correct as a class. Elicit sentences from different students.

**Key:** I can draw, sing, swim. I can play soccer, the guitar, the piano, tennis. I can ride a bike, a horse.

**Optional activities**

- Unit 9 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 54 and 57).

**Language Portfolio**

- Students complete page 108 of *Kid's Box AE Workbook 1 Language Portfolio (Fun time)*.

**Ending the lesson**

- Draw a simple picture of a dog with a tail on the board (or show a photograph of a dog). Say *This is Lulu. Hi, Lulu!* Students practice saying *Hi, Lulu!*
- Draw a picture of a ball next to the dog and color it black. Draw movement lines around the dog's tail as if it is wagging and say *Look! Lulu loves her black ball.* Students repeat the line after you. Say it at different volumes and speeds and have students practice saying *Look! Lulu loves her black ball* in pairs, as fast as they can, as a tongue twister.



**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

● **MATERIALS REQUIRED**

Action flashcards (72–78). Mask the words on the back of the flashcards.

Extra activities 1 and 2: cards from Photocopiable 9a (see page T105), envelopes

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 9*

Extension worksheet 2 (page 58) and/or animated version of the Unit 9 story from *Kid's Box AE Interactive DVD 1 (Suzy's room section)*

*Kid's Box AE Workbook 1 Language Portfolio page 102*

## Warmer

- Review the actions by playing the *Disappearing flashcards* game. Display the flashcards (picture side up). Make sure students can't see the words on the back. Elicit what each one is. The class chorus the response. Elicit again, this time turning over the first card. Repeat, with the class chorusing the actions, until all the flashcards are faced to the board.
- Continue, this time turning a flashcard back to face the classroom each time.

## Story

**SB69. ACTIVITY 11.** *Listen to the story.*

- Say *This is a story about Maskman. Listen. What can he do?* Play the CD. Students listen for the answer to the question. Give them time to check in pairs. Say *Open your Student's Books to page 69, please.* Students look and check. Check with the class (ride a bike, play tennis, play basketball, swim, play soccer).
- Play the CD again. Students listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by pointing to the pictures in turn and asking, e.g., *Can Maskman sing?* (No). *Can he play the guitar?* (No). Ask which students can play the guitar and which students can sing.

### CD 3, 51

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MASKMAN:** Do the Maskman song, Do the Maskman song, Let's all do the Maskman song.

**MONTY:** Oooh! Look! There's Maskman. He can ride a bike and play tennis!

**TREVOR:** I know, and he can play basketball.

**MONTY, TREVOR, AND MASKMAN:** Ride a bike. Play tennis, basketball. Play, play, play.

**MONTY:** Hi, Marie.

**TREVOR AND MASKMAN:** Hi, Marie.

**TREVOR:** Marie! Listen to the Maskman song. He can swim, and he can play soccer!

**MARIE:** What? Excuse me? Oh! Sorry, Trevor.

**MARIE:** Yes, Trevor. Maskman can swim, and he can ride a bike, and he can play soccer, but ... he can't play the guitar, and he can't sing.

**SB69. ACTIVITY 12.** *Act out the story.*

- Make groups of four. Students decide which character they are (Maskman, Marie, Monty, Trevor). Play the CD again. Students say the words along with their character on the CD and act out the story. They use the book to help them, too. Give students time to practice in their groups. Encourage them to be creative. They don't have to say it word for word.
- More confident groups role-play their stories for the class. Ask students who their favorite character is.

**WB69. MY PICTURE DICTIONARY.**

- Say *Open your Workbooks to page 69, 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. Remind them to check before sticking them in their books. Monitor around the class to check. If appropriate, students trace around the word under the picture.

**WB69. MY STAR CARD.**

- Say *Can you say these words?* Use the action 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 phrase correctly, elicit the phrase from a student who can, and then ask the students having difficulty to repeat.
- Students work in pairs. They take turns pointing to the words in their books and saying them.
- 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 T118 (if time)**

## Optional activities

- Unit 9 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 54 and 58).
- The animated version of the Unit 9 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.

## Language Portfolio

- Students complete page 102 of *Kid's Box AE Workbook 1 Language Portfolio (I can ... , Units 7–9)*.

## 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.