

OBJECTIVES: By the end of the lesson, students will be able to name different foods.

● **TARGET LANGUAGE**

Key language: *food, alan, apple, banana, burger, ice cream, some cake, chocolate, fish, party time*

Additional language: *yummy, barbecue*

Review: *orange, fish, character names, What do you have?, present progressive*

● **MATERIALS REQUIRED**

Color flashcards (20–26, 41–44)

Food flashcards (91–96)

Pictures of an orange and some fish

Extra activity 2: two plastic rulers

Warmer

- Display the color flashcards around the room. Say, e.g., *Point to gray* (students don't point). Say *Simon says point to green and blue* (students point). Say *Point to yellow* (students don't point). Review all the colors in this way.

Presentation

- Elicit or teach the food vocabulary, using the flashcards and the two pictures (orange, fish). Students repeat as a class and then in groups. Stick the flashcards and pictures on the board. When all eight are on the board, point to different ones at random for the class to chorus.
- Make a circling motion with your arms to include all the flashcards and say *This is food. Yummy*, and rub your stomach.

SB84. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 84, please*. Elicit what students can see (food). Say *Where's the star?* Check by pointing to the star (on the barbecue). Students say *Here it is*. Say *Listen and point to the food*. Play the CD. Students listen and point. Check that students point to the right food as they listen.
- Play the CD again. Check by asking, e.g., *What's Scott eating? What does Mr. Star have? What does Mrs. Star have? What's Grandpa eating?* Make sure you and the students use *some* with *fish, chocolate, and cake* (uncountable) and *alan* with the others (countable). If students answer, e.g., *A fish*, recast the answer and say *Yes, he's eating some fish*. Don't tell students that, e.g., *a fish* is incorrect.
- Check understanding of *Party time!*

CD 4, 35

SUZY: What are you eating, everybody?

SCOTT: I'm eating a big burger.

SALLY: And I'm eating a banana.

SUZY: Hmmm. What do you have, Mom?

MRS. STAR: I have a big red apple.

SUZY: What's that, Dad?

MR. STAR: It's chocolate ice cream. My favorite.

SUZY: Grandpa, are you eating ice cream, too?

GRANDPA: No, I'm eating fish.

SUZY: Hmmm. Can I have some cake, please? Cake's my favorite.

GRANDMA: Yes, Suzy, I know. Here you are.

SUZY: Oooooohh, thank you.

SB84. ACTIVITY 2. Listen and repeat.

- Say *Now listen and repeat the food words*. Play the CD. Pause each time for students to repeat. Say the words quietly, loudly, quickly, and so on to give students as much practice as possible.

CD 4, 36

Apple, ice cream, banana, cake, burger, chocolate

WB84. ACTIVITY 1. Listen and color.

- Students take out the following crayons: blue, yellow, purple, black, pink, red, green. Say *Open your Workbooks to page 84, please. Look at the monsters. Listen and color*. Play the CD. Pause after the first one and check with the class. Say *What color's the monster?* (black). *What's he eating?* (an apple). Say *Remember – put a dot on the monster the first time you listen*. Play the rest of the CD. Students check in pairs.
- Play the CD again. Check with the class.
- Elicit the color they didn't use (pink).

Key: ice cream – yellow, banana – green, chocolate – red, burger – purple, cake – blue

CD 4, 37

The black monster's eating an apple.

The green monster's eating a banana.

The blue monster's eating cake.

The red monster's eating chocolate.

The purple monster's eating a burger.

The yellow monster's eating ice cream.

WB84. ACTIVITY 2. Circle and write the words.

- Focus students on the word search puzzle. Elicit what's in the pictures. Point to the circled word. Elicit what it is (ice cream). Point to the word *ice cream* written on the right. Say *Find the words here* (point to the word search puzzle) and *write them here* (point to the lines). Make sure students realize that the words can appear either horizontally or vertically in the grid.
- Students work in pairs. Monitor and help where needed.

Key: 1 apple, 2 banana, 3 fish, 4 burger, 5 cake, 7 orange, 8 chocolate

Extra activities: see page T120 (if time)

Ending the lesson

- Do a quick action survey. Display the flashcards on the board. Say *What's your favorite food? Look. Choose one*. Say the foods in turn. Students stand up when they hear their favorite. Count the students and write the numbers on the board under the flashcard. Point to the one with the highest number and say *Our favorite!*

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

● **TARGET LANGUAGE**

Key language: *apple, banana, burger, cake, chocolate, ice cream, kiwi, orange*

Additional language: *jump, freeze*

Review: *an orange, some fish, food, alan*

● **MATERIALS REQUIRED**

Food flashcards (91–96) pictures of an orange and some fish
Extra activity 1: flashcards that form initial letter groups, e.g.,
c: *cake, car, crocodile*; b: *ball, blue, banana*, one per student
Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 12*
Reinforcement worksheet 1 (page 73)

Warmer

- Teach *kiwi* using a picture. Review the other foods using the six flashcards and two pictures. Give the flashcards/pictures to nine students. They come to the front of the class and hold their flashcards/pictures. Whisper a number between 1 and 10 to each of the eight students (don't number them in sequence). Shout, e.g., *Four*. The student who is number 4 holds up their flashcard/picture, and the class choruses the word. Repeat.

SB85. ACTIVITY 3. Say the chant.

- Say *Open your Student's Books to page 85, please*. Say *Listen to the chant*. Play the CD. Play it again for students to repeat. Students stand up to make a train around the class and do the chant again.
- Start the chant with a few students at the back of the train whispering. As the "train" moves, the chant gets louder and louder until everyone is shouting the last word. Stop the train with a braking action. Repeat.

CD 4, 38

Apple, apple.
Banana, banana.
Kiwi and cake.
Kiwi and cake.
Ice cream and chocolate.
Ice cream and chocolate.
Burger!
Burger!

SB85. ACTIVITY 4. Listen and say "yes" or "no."

- Review vocabulary in the picture by doing a quick "point to" game. Say, e.g., *Point to the skirt. Point to the bike. Point to the kiwi*.
- Say *Listen to the CD*. Play the example. Elicit the response (*No, she isn't. She's eating a burger*). Play the rest of the CD, pausing after each one. Students do the activity silently, indicating "yes" or "no" to their partner, using thumbs up / thumbs down. Play the CD again. This time pause after each one to elicit the response. For the "no" answers, elicit a correct sentence.

Key:

No, she isn't. She's eating a burger.
No, he isn't. (He isn't eating.)
Yes, she does.
No, he isn't. He's looking at the tiger.
No, it isn't. It's eating a kiwi.
Yes, it is.
No, she isn't. (She isn't eating.)
No, he isn't. He's riding a red bike.
No, she isn't. She's next to the giraffe.
No, it isn't. (It isn't eating.)

CD 4, 39

The woman with a purple skirt is eating chocolate.
The boy on the bike is eating ice cream.
The girl next to the giraffe has brown hair.
The man with the green jacket is looking at the hippos.
The snake in the house is eating an orange.
The small elephant's eating cake.
The woman with the pink T-shirt is eating chocolate.
The boy is riding a gray bike.
The girl with the red pants is next to the tigers.
The big elephant's eating a banana.

WB85. ACTIVITY 3. Write the words.

- Say *Open your Workbooks to page 85, please*. Point to the example. Elicit each word in the line: *Cake, apple, train*. Elicit the initial letter for each word from the class and write them on the board: *c a t*. Elicit what the word says.
- Say *Now you do the same with the other words*. Monitor students as they are working. Remind them to look back at the Student's Book and at the picture dictionary activities.
- Check with the class.

Key: 2 old, 3 big, 4 ten

WB85. ACTIVITY 4. Read and complete.

- Focus students on the picture in Activity 4 and ask *What can you see?* Elicit the food items and review adjectives by saying *Point to the old monkey. Point to the big monkey*, etc.
- Read the beginning of the paragraph and point to the example answer. Show students that *eating* is crossed out in the word box. Say *Read and complete. Use these words*. Students work individually and then compare answers. Check as a class.

Key: cake, banana, young

Extra activities: see page T120 (if time)

Optional activity

- Unit 12 Reinforcement worksheet 1 from *Teacher's Resource Book 1* (pages 72 and 73).

Ending the lesson

- Repeat the food chant from earlier in the lesson.

OBJECTIVES: By the end of the lesson, students will have asked and answered about likes and dislikes.

● TARGET LANGUAGE

Key language: *I like ... , I don't like ... , Do you like ... ? making a cake*

Review: *an orange, some fish, food, alan, apple, banana, burger, ice cream, some cake, chocolate, yummy*

● MATERIALS REQUIRED

Food flashcards (91–96) plus pictures of an orange and some fish

Extra activity 1: Photocopiable cards 3B and 8 (see pages T99 and T104)

Optional: *Kid's Box AE Teacher's Resource Book 1* Unit 12

Reinforcement worksheet 2 (page 74)

Warmer

- Review the food words using the flashcards and pictures. Make two groups on the board (ones you like and ones you don't like).

Presentation

- Point to one group of flashcards and say, e.g., *I like chocolate, ice cream, burgers. They're really yummy. Mmmmm, I like them. Rub your tummy. Put a big smiley face under the group of flashcards. Point to the other group. Do the same, but this time say, e.g. Ooh, I don't like oranges, cake, fish. I don't like them. They aren't yummy. Make a disgusted face and put a big sad face under the group of flashcards.*
- Say *I like ice cream*. Rub your tummy and smile. Students copy. Repeat for *don't like*.

SB86. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to page 86, please. Look at the picture and listen. What cake is it?* Play the CD. Students listen and check in pairs. Check with the class (banana cake).
- Play the CD again. Say, e.g., *I'm making a cake*. Students shout *Sally!* Repeat with other phrases from the listening.

CD 4, 40

SCOTT: Ooohh, Sally! What are you doing?

SALLY: I'm making a cake.

SUZY: Oh, that's nice! I like cake.

SCOTT: I like cake, too. I like chocolate cake.

SALLY: Well, sorry, Scott. It isn't chocolate cake. I don't like chocolate. It's banana cake.

SCOTT: Oh! I don't like banana cake.

SUZY: Look, Scott! It's a Maskman cake. Do you like Maskman cake?

SCOTT: Great! Yes, I really like Maskman cake.

SALLY: Good! I'm really happy now, Scott. You like my banana cake.

SCOTT: I like Maskman cake.

Practice

- Play the CD again. Students do actions as they listen:
I like – rub their stomachs and smile
I don't like – expression of disgust

SB86. ACTIVITY 6. Listen and repeat.

- Say *Now listen and repeat*. Play the CD. Pause for students to repeat. Make sure students use a rising tone for the question.

CD 4, 41

SCOTT: I like chocolate cake. SUZY: Do you like Maskman cake?

SALLY: I don't like chocolate.

WB86. ACTIVITY 5. Listen and check (✓) or put an X. S toward Listening Part 3

- Say *Open your Workbooks to page 86, please. Say Listen and check or put an X. Say I like, rub your tummy, and write a large ✓ on the board. Say I don't like, look disgusted, and write a large X on the board. Point to the check mark and elicit I like. Point to the X and elicit I don't like.*
- Play the example. Say *Check mark or X?* Students respond in chorus: *Check mark*. Point to the example check mark in the box.
- Play the rest of the CD. Students check or put an X. They check in pairs. Play the CD again. Pause after each one to check. Elicit the question and answer they heard, e.g., *Do you like birds? Yes, I do.*

Key: 1 ✓, X, X, ✓ 2 X, ✓, ✓, X 3 X, ✓, ✓, X 4 ✓, X, X, ✓

CD 4, 42

1.
Do you like birds? Yes, I do.
Do you like cats? No, I don't.
Do you like fish? No, I don't.
Do you like dogs? Yes, I do.
2.
Do you like cake? No, I don't.
Do you like burgers? Yes, I do.
Do you like apples? Yes, I do.
Do you like chocolate? No, I don't.
3.
Do you like balls? No, I don't.
Do you like computers? Yes, I do.
Do you like bikes? Yes, I do.
Do you like dolls? No, I don't.
4.
Do you like snakes? Yes, I do.
Do you like tigers? No, I don't.
Do you like elephants? No, I don't.
Do you like crocodiles? Yes, I do.

WB86. ACTIVITY 6. Write "like" or "don't like."

- Point to the first picture and say *Do you like fish?* Continue asking different students until someone says *No* and then encourage the student to make the sentence *I don't like fish*. Repeat with the other pictures. Point to the blank lines below the pictures and say *Think about you. Do you like it?* Write "like" or "don't like" on the line. Monitor and check.

Extra activities: see page T120 (if time)

Optional activity

- Unit 12 Reinforcement worksheet 2 from *Teacher's Resource Book 1* (pages 72 and 74).

Ending the lesson

- Students stand up. Say a sentence with *like* or *don't like* (e.g., *I don't like burgers*). They raise their hands to show *True* and put their hands by their sides to show *False*. Repeat with a different sentence.

OBJECTIVES: By the end of the lesson, students will have sung a song and practiced asking and answering questions.

● TARGET LANGUAGE

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

Additional language: *plate, What does ... like?*

Review: food words

● MATERIALS REQUIRED

Photocopiable 12 (see page T109), one copy for each student, one colored copy with foods drawn / stuck on for demonstration, scissors, glue, food/supermarket ads

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 12 Song worksheet (page 77), Kid's Box AE Workbook 1 Language Portfolio page 110*

Warmer

- Elicit how much students remember about the food you liked/ disliked in the previous lesson.

Song

SB87. ACTIVITY 7. Sing the song.

- Say *Open your Student's Books to page 87, please.* Elicit what food students can see on the page. Say *Listen and point to the food.* Play the CD. Students listen and point.
- Play the CD again. Pause after each exchange for students to repeat.
- Make two groups. One group asks; the other answers. Teach a gesture for them to use, e.g., thumbs up for *likes* / thumbs down for *dislikes*, as they sing. Groups change roles. Make sure students say the question with rising intonation each time.

CD 4, 43

Do you like bananas?

Yes, yes, yes.

Do you like fish?

Yes, yes, yes.

Do you like ice cream?

Yes, yes, yes.

Do you like apples?

Yes, yes, yes.

Do you like chocolate?

Yes, yes, yes.

Do you like burgers?

No, no, no.

CD 4, 44

Now sing the song again. (Karaoke version)

SB87. ACTIVITY 8. Ask and answer.

- Demonstrate the activity in open pairs. Ask a student a question about one of the foods on the page, e.g., *Do you like ice cream?* The student responds *Yes, I do. / No, I don't.* This student then asks a different question of another student in the class, e.g., *Do you like bananas?* The student responds. Repeat three or four times.
- In pairs they ask and answer about the foods.

Photocopiable 12: see pages T96 and T109

WB87. ACTIVITY 7. Listen and color. There is one example.

S toward

- Say *Open your Workbooks to page 87, please.* Ask questions about the picture to review the vocabulary: *Where are they? Are they in the bedroom? (No. They're in the kitchen.) What's the boy eating? (Chocolate.) What's on the table? (A cake.), etc.*

- Students take out crayons in green, orange, red, blue, brown, and yellow. Play the example on the CD. Say *Point to the black book.* Say *Listen and color. Make a dot first.*
- Play the CD. Students make a colored dot for each item. Play the CD again. Check with the class. Students color the objects. Elicit which color they didn't use (brown).

Key: 1 train on cake – blue 2 train next to the bananas – yellow
3 train under the chair of the boy eating chocolate – green
4 train on the boy's T-shirt – orange 5 train on the couch – red

CD 4, 45

Look at the trains in this picture, Mom!

Yes. Can you color them?

OK. Can you see the train on the apples?

The train on the apples? Oh, yes.

That train is black.

OK.

1.

I like the train on the cake.

I can color that train.

OK. Color it blue.

OK. I'm coloring the train on the cake now.

Good.

2.

What are you coloring now?

Can you see the train next to the two bananas?

Yes.

I'm coloring that train yellow.

That's a good color for a train next to two bananas.

Ha, ha. Yes, it is.

3.

What is the boy on the chair eating?

Chocolate, I think.

There's a train under his chair.

Oh, yes. I can color the train under the chair green.

OK.

4.

And look at the boy with the burger.

The boy with a burger? Oh, yes. He has a train on his T-shirt.

Can you color that train?

Yes. I'm doing an orange train on the boy's T-shirt.

That's good.

5.

The boys have a lot of trains! Look at the train on the couch.

That's a big train.

Yes, it is.

OK. I'm coloring that train red.

Great. That's a nice picture now.

Thanks.

Extra activity: see page T120 (if time)

Optional activity

- Students complete the Unit 12 song worksheet from *Teacher's Resource Book 1* (pages 72 and 77).

Language Portfolio

- Students can complete page 110 of *Kid's Box AE Workbook 1 Language Portfolio (Food)* for homework.

Ending the lesson

- In groups, students sing the song answering about themselves.

OBJECTIVES: By the end of the lesson, students will have practiced the sound /aɪ/ and asked and answered questions about likes and dislikes.

● **TARGET LANGUAGE**

Key language: the phoneme /aɪ/ as in *like, pie, white, bike*

Review: present progressive for actions at the moment of speaking, animals, food

● **MATERIALS REQUIRED**

white, eyes, and ride (a bike) flashcards (39, 43, 55, 78)

Food flashcards (91–96) plus pictures of an orange and some fish

Optional: *Kid's Box AE Teacher's Resource Book 1* Unit 12

Extension worksheet 1 (page 75), *Kid's Box AE Interactive*

DVD 1: *The living room* "Making a cake" episode

Warmer

- Show the flashcards *white, bike, eye, ride (a bike)* and elicit the words. Stick the flashcards on the board (picture side up). Say *Listen. What's today's sound?* Repeat all the words, emphasizing the sound /aɪ/. Let the class respond by saying /aɪ/.

SB88. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 88, please.* Point to the pictures of the girl, the pie, the bike, and the color white and elicit the words: *Like, Pie, Bike, White.* Students practice saying the words and the sound /aɪ/ 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 *I like my white bike!* as a tongue twister.

CD 4, 46

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

/aɪ/ /aɪ/ like

/aɪ/ /aɪ/ bike

/aɪ/ /aɪ/ white

I like my white bike.

I like my white bike.

I like my white bike!

SB88. ACTIVITY 10. Read. Listen and say the name.

- Focus students on Activity 10. Elicit an example from the class, e.g., *Sam: I like basketball and soccer, but I don't like swimming or tennis.* Students use the pictures to complete the other sentences. They check in pairs. Elicit sentences. Make sure they use the plural, e.g., *burgers*, for the count nouns, and the singular, e.g., *chocolate*, for the non-count nouns.
- Play the first part of the CD to demonstrate what students have to do (say the name). Play the rest of the CD. Students listen and say the name to their partner. Play the CD again. Elicit the names.

Key: Sam, Ben, May, Sue, May, Sam, Ben, Sam, Sue, Ben

CD 4, 47

I don't like swimming.

I don't like chocolate.

I like jackets.

I don't like horses.

I don't like pants.

I like soccer.

I don't like pies.

I don't like tennis.

I like cats.

I like cake.

WB88. ACTIVITY 8. Listen and write the words.

- Say *Open your Workbooks to page 88, please. Say Look at the pictures. All the words have the sound /aɪ/. Look and think. Give students time to guess what each word is.*
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for students to write. They check answers in pairs. Play the CD again. Correct as a class.

Key: 2 five, 3 bike, 4 nine, 5 drive, 6 white

CD 4, 48

1. like

2. five

3. bike

4. nine

5. drive

6. white

WB88. ACTIVITY 9. Check (✓) the boxes.

- Say *Open your Workbooks to page 88, please. Let's do a class survey. Let's find out what the class likes.* Draw the grid quickly on the board and check students understand the first line is about themselves. They put a check mark in the boxes to show which foods they like. Do the example on the board for yourself. Tell students to complete this part of the activity first.
- Get students' attention. Put students into groups of four. Say *Now ask and answer in groups.* Students write the name of the other three members of their group in the boxes on the left of the grid. They take turns completing the grid for each student in the group by asking *Do you like ... ?* questions. Monitor the groups as they are working to make sure they ask and answer, and don't just point and nod.

Extra activities: see pages T120–121 (if time)

Optional activities

- Unit 12 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 72 and 75).
- The "Making a cake" episode from *Kid's Box AE Interactive DVD 1* (*The living room* section). See pages 24–27 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say the tongue twister again with the class. Do it as a competition to see who can say it quickly six times without making a mistake.

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

● **TARGET LANGUAGE**

Key language: language from the unit

Review: language from the unit

● **MATERIALS REQUIRED**

Food flashcards (91–96)

Extra activity 1: two pictures of your favorite food

Optional: *Kid's Box AE Teacher's Resource Book 1* Unit 12

Extension worksheet 2 (page 76) and/or animated version of the Unit 12 story from *Kid's Box AE Interactive DVD 1* (Suzy's room section).

Kid's Box AE Interactive DVD 1: The playroom "One potato, two potato" (and a potato)

Warmer

- Display the flashcards (picture side up) of *apples, bananas, cake* on the board. Point to the bananas. Clap or hum the word: *mmm MMM mmm*. Use your fingers to show it's three sounds. Repeat with *apples* (two) and *cake* (one).
- Say *Listen. I like MMM mmm, but I don't like MMMM*. Repeat and then say *I like ...* and wait for students to say the word *apples*. Say *But I don't like ...* and wait for the word *cake*.
- Let students try it.

SB89. ACTIVITY 11. *Listen to the story.*

- Say *Open your Student's Books to page 89, please*. Divide the class into four groups. Each group listens for different information. Group 1: *What's Monty's favorite food?* Group 2: *What's Marie's favorite food?* Group 3: *What's Trevor's favorite food?* Group 4: *What's Maskman's favorite food?* Say *Listen and look*. Play the CD. Students listen and look. Group members check in pairs. Check with the class (cake, apples and bananas, pencils, ice cream and chocolate).
- Play the CD again. Students listen and repeat.
- Check comprehension by pointing to each picture in turn and asking, e.g., *What are they doing?* (the food train).
- Personalize by eliciting from students what their favorite foods are. They can shout as at the end of the story.

CD 4, 49

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Apple, apple. Banana, banana.

TREVOR: Orange and cake. Orange and cake.

MONTY: Marie! Come and do the food train with us!

MARIE: OK!

MONTY: Ice cream and chocolate. Ice cream and chocolate.

MARIE: BURGER!

MARIE: STOP, EVERYBODY!

TREVOR: Oooops!

MASKMAN: Ooooh, uh!

MONTY: Eeeek! Help!

MARIE: But I don't like burgers.

MASKMAN: And I don't like apples or bananas. Monty has my ice cream and chocolate.

MONTY: But I don't like ice cream and chocolate. My favorite food's cake.

MARIE: Yuk! I like apples and bananas.

TREVOR: Listen! I know! Can we chant our favorite food?

MASKMAN, MONTY, AND MARIE: Yes! OK! Let's chant our favorite food.

MASKMAN: Hah! Now I have the ice cream and chocolate.

MARIE: Apple, apple. Banana, banana.

MONTY: Orange and cake. Orange and cake.

MASKMAN: Ice cream and chocolate. Ice cream and chocolate.

TREVOR: PENCILS!

SB89. ACTIVITY 12. *Act out the story.*

- Divide students into groups of four. They decide who is who. Play the CD again. Students act out the story along with the CD. They join in with the CD when they can. Give students time to practice their role plays in their groups. Remind them to use the pictures in the book to help them. Invite more confident students to act out parts of the story to the class.

WB89. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 89, please. Look at the picture dictionary*. Students prepare the stickers. Say the words in turn. Students point to the correct sticker. Say the words again in a different order. Students point to the correct word in their books. Students stick the stickers in the correct place. Monitor around the class to check. If appropriate, students trace around the words under the pictures.

WB89. 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*. Students choose colors to color their stars.

Extra activities: see page T121 (if time)

Optional activities

- Unit 12 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 72 and 76).
- The animated version of the Unit 12 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.
- The DVD clip "One potato, two potato" from *The playroom* section of the Interactive DVD. See page 33 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 described still-life paintings and created their own still-life fruit picture.

● **TARGET LANGUAGE**

Key language: *painting, grapes, lemon, pear, watermelon, kiwi*

Additional language: *fruit, man*

Review: *art, food, apple, banana, orange, ice cream, fish, burger, cake, head, parts of the face, chair, table, his/her, is/are*

● **MATERIALS REQUIRED**

Food flashcards (91–92 and 24, also 93–96)

Face flashcards (53–58)

A still life painting in a frame (or an image of a framed painting)

Warmer

- Review parts of the face (*face, ears, eyes, mouth, nose, teeth*) and food (*apple, banana, orange*) using the flashcards.

Presentation

- Put the flashcards of *apple, banana, and orange* on the board and gesture to all three. Say *Apples, bananas, and oranges are food. And they are all fruits. I like fruit. Yum!* Elicit other names of fruit students know in English, e.g., *kiwi*. Say *Today's lesson is about fruit and ... art.*
- Show students a real painting (or an image of one) and say *This is art. It's a painting. Let's look at some more paintings. Paintings of fruit.*

SB90. ACTIVITY 1. Point and say the food.

- Say *Open your Student's Books to page 90, please.* Elicit the name of the character at the top of the page (*Marie*). Say *Look at these paintings. There's a lot of fruit. What can you see?* Elicit the names of things and food in the pictures. Present the new fruit *grapes, lemon, pear, watermelon, kiwi*, and practice pronunciation.
- Say *Point and say the food.* Students work in pairs. Student A points to a type of fruit in one of the paintings. Student B says the name. Then they swap.

SB90. ACTIVITY 2. Listen and say the number.

- Say *Now listen and say the number – one, two, three, or four.* Point to the blue numbers in the corner of each painting. Play the CD, pausing after each item for students to say the number.
- Ask students which painting is their favorite and tell them the names of the painters, if you wish (see below):
Painting 1: *Summertime* by Anton Hinrichs
Painting 2: *Two Apples* by Stanley S. David
Painting 3: *Nature Morte Au Compotier* by Suzanne Valadon
Painting 4: *Autumn 1573* by Giuseppe Arcimboldi

Key: 3, 2, 4, 1

CD 4, 50

This is my favorite painting. The fruit is on a table. There are grapes, a pear, and three apples.

This is my favorite painting. It's two apples. One apple is red, and one apple is yellow. Apples are my favorite fruit. I'm hungry!

I like this painting. It's a man. His head is food. His hair is grapes, and his face is an apple. The painting is old.

This is my favorite painting. It isn't old. It's a watermelon, an orange, and a lemon. The watermelon is big. It's green and pink.

WB90. ACTIVITY 1. Read and circle a word.

- Draw a large outline of a face on the board (with no features or hair). Say *This is Fiona. Fiona Food.* Say *Her face is food. Her nose is ... ?* Students respond with a type of food (or suggest a food yourself, e.g., *an orange*). Draw the food onto the face. Do the same for her mouth, ears, hair, and eyes. When your picture is finished, wave at the face and say *Hi, Fiona! Fiona Food! Look! Her nose is an orange ...* (etc., according to what you have drawn).
- Say *Open your Workbooks to page 90, please. Read and circle a word.* Point to the sentences at the top of the page. Students work individually to choose the food items for their picture. Monitor and help as necessary.

WB90. ACTIVITY 2. Draw and color your Fred Food.

- Students take out crayons. Point to the frame and say *Now draw your Fred Food.* Make sure students realize they need to draw the face according to the words they circled in Activity 1. Set a time limit of five minutes for the drawing.
- Put students in pairs or small groups. They take turns showing and talking about their pictures (*This is Fred Food. His nose is an ice cream cone. His mouth is a burger, etc.*). Nominate students to show and talk about their pictures to the class.

Note: Students can bring fruit to school to make their own fruit sculptures in the next lesson / as a project. Divide the class into groups of four or five and tell each student in the group to bring a different fruit, so that they have a variety to work with (e.g., one brings bananas, one kiwis, one apples, one grapes, one a watermelon). If these fruits are not in season, they can bring any available fruit. Present the new fruit words as necessary during the project work.

Extra activities: see page T121 (if time)

Ending the lesson

- Draw an outline of a face on the board, and instead of features, write food words, e.g., where the eyes should be, write *burger* on the left and *burger* on the right, where the nose should be write *fish*, etc. Say *Read and draw. Who can read and draw quickly?* See which student can draw the complete face first. Have students hold up their pictures to check they have drawn the correct food in the right places.

OBJECTIVES: By the end of the lesson, students will have learned a chant and talked about keeping clean and washing food.

● **TARGET LANGUAGE**

Key language: *brush your teeth, wash apples, wash your hands, washing, cleaning*

Additional language: *keep clean*

Review: parts of the body, present progressive, *his/her, clean* (adj), *bathroom, kitchen, What's ... doing?*

● **MATERIALS REQUIRED**

Extra activity 1: two toothbrushes, two bars of soap, two apples, a CD of instrumental music

Optional: *Kid's Box AE Workbook 1 Language Portfolio* pages 103 and 104

Warmer

- Review parts of the body by playing a TPR game with the class. Say *Stand up*. Give the instructions below, one by one, pausing after each one until everyone is joining in doing the action:
Stamp your feet. Clap your hands. Wave your arms. Point to your head. Point to your leg.
Show me your teeth. Move your nose. Point to your ears. Wave your hands.
- Repeat all the instructions, faster this time. Repeat a third time, getting faster so that students have to change what they are doing quickly.

SB91. ACTIVITY 3. Listen and point.

- Say *Open your Student's Books to page 91, please. What can you see?* Elicit some of the things in the pictures (*boy, girl, bathroom, kitchen, apple*). Present *toothbrush* using the picture and/or a real toothbrush. Point to the first picture and ask *Where is he?* Elicit *In the bathroom*. Ask *What's he doing?* Elicit or teach *Washing his hands*. Point to the second picture and say *What's she doing?* Elicit *Brushing her teeth*. Say *Look at picture 3. Where is he?* Elicit *In the kitchen*. Say *What's he doing?* and elicit *Washing apples*.
- Say *Listen and point to the picture*. Play the CD. Students point.

CD 4, 51

Wash, wash, wash your hands,
Wash your hands, wash your hands.
Brush, brush, brush your teeth,
Brush your teeth, brush your teeth.
Wash, wash, wash apples,
Wash apples, wash apples.

Values

- Say *The boy and girl are washing to keep clean. It's good to be clean. It's good to wash your hands before you eat and brush your teeth after you eat. It's good to wash fruit before you eat it*. Use L1 and gesture to help explain Trevor's value (keeping clean).

SB91. ACTIVITY 4. Say the chant. Do the actions.

- Play the chant again. Students listen and repeat after each line. Practice the chant a few more times as a whole class. Then teach actions for *wash your hands* (mime washing your hands under a tap), *brush your teeth* (mime brushing from side to side with an imaginary toothbrush) and *wash apples* (mime washing an apple under a tap). Play the chant for students to say and do the actions.

CD 4, 52

As CD4, 51 above but this time the chant is played three times, each time becoming faster.

WB91. ACTIVITY 3. Order the pictures.

- Say *Open your Workbooks to page 91, please*. Point to the first row of pictures and say *Look. This is picture 1. She's playing basketball. What's she doing in picture 2?* Elicit *Washing her hands*. Say *Yes. Look at picture 3. She's eating. So she washes her hands and after that she eats. She's keeping clean*.
- Say *Order the pictures. Write 1, 2, or 3*. Students work in pairs to number the pictures in rows 2 and 3. Check the order as a class.

Key: 2: 3 2 1, 3: 1 3 2

WB91. ACTIVITY 4. Read and write.

- Focus students on Activity 4. Point to the sentences under the pictures and ask *What's the missing word?* Look at the picture. *He's ...* Write the word from the box (point to the box of words at the top of the activity). Students work individually to complete the sentences, and then compare their answers in pairs.
- Copy the sentences with blank lines on the board as they work. Call volunteers to the board to write the answers.

Key: 1 washing, 2 brushing, 3 washing

Extra activities: see page T121 (if time)

Language Portfolio

- Students complete pages 103 and 104 of *Kid's Box AE Workbook 1 Language Portfolio* (*I can ...*, Units 10–12, and *English and me*).

Ending the lesson

- Play a mime game to practice language from the lesson. Mime doing one of the following actions: washing a car, brushing your hair, washing your hair, cleaning your shoes, brushing your teeth, washing a dog, cleaning the kitchen. Ask *What am I doing?* Students guess by saying, e.g., *Brushing your teeth*. The first student to guess correctly comes to the front and does another mime – whisper one of the actions in his/her ear.