

OBJECTIVES: By the end of the lesson, students will be able to name rides at an amusement park.

● TARGET LANGUAGE

Key language: bus, truck, motorcycle, helicopter, plane, boat, amusement park

Additional language: start, Look at me! That's nice.

Review: horse, car, train, in, on, under, next to, where, there, can, These are ... , colors

● MATERIALS REQUIRED

Amusement park flashcards (79–84) and amusement park word cards from Kid's Box AE Teacher's Resource Book 1

Flashcards horse, car, train (50, 35, 40)

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 10

Reinforcement worksheet 1 (page 61)

Warmer

- Review colors. Students take out six different colored pencils and put them on their desks (red, orange, black, yellow, blue, white). Play a game of *Simon says*, e.g., *Simon says put the blue pencil next to the red pencil*. Students respond. *Hold up the yellow pencil*. Students don't respond. Continue with other instructions and other prepositions, e.g., *Point to ... , Put it on/under/in ...*

Presentation

- Teach the new vocabulary, using the flashcards. Show each one, picture side up, in turn. Say each word clearly for students. They repeat as a class and then in groups. Point to flashcards at random for the class to chorus the word.
- Say *These are at the amusement park*. Check comprehension.

SB70. ACTIVITY 1. Listen and point.

- Say Suzy, Scott, Sally, Eva, Alex, Robert, and Mrs. Star are at the amusement park. Point to the rides on the board. Say *Listen and answer. Where's Suzy? Where's Sally? Where's Eva?* Point to the board and say *On the motorcycle? In the truck? Listen*. Play the CD. Students listen for the answers. They check in pairs.
- Say *Open your Student's Books to page 70, please. Look at the amusement park. Listen again to check your answers*. Play the CD again. Check with the class (in the blue helicopter, in the plane, on the yellow bus). Say *Where's the star?* Check by pointing to the star (on the top of the carousel). Students say *Here it is*.
- Play the CD again. Check comprehension by asking, e.g., *What color's the motorcycle? Who's on the motorcycle? Who's on the bus? Where's Robert? Who's next to the white boat?*

CD 4, 02

SUZY: Look at me, Mom! I'm in the blue helicopter.

MRS. STAR: That's nice, Suzy! Where's Sally?

SUZY: She's in the plane.

MRS. STAR: Oh, yes.

SCOTT: Mom, can I ride on the black motorcycle?

MRS. STAR: One minute, Scott. No, sorry, you can't. Alex is on the motorcycle, but you can go in the white boat, next to Eva.

SCOTT: Where's Eva?

MRS. STAR: She's on the yellow bus.

SCOTT: OK. That's good.

MRS. STAR: Now, where's Robert?

SCOTT: He's there, in the red truck.

MRS. STAR: Good! Go and sit in the boat, Scott. Now they can start.

SB70. ACTIVITY 2. Listen and repeat.

- Play the CD. Students listen and repeat in chorus. Make six groups, one for each ride. Point to the flashcard picture of one of the rides on the board, e.g., truck. The truck group stands up and says *Truck*. Give groups different rides to say and repeat.
- Turn the flashcards over to show the word side. Continue the game, giving groups different words to say.

CD 4, 03

Truck, motorcycle, plane, helicopter, boat, bus

WB70. ACTIVITY 1. Write the words.

- Say *Open your Workbooks to page 70, please*. Focus students on the crossword puzzle. Point to picture 1 and to the small number 1 in the puzzle. Say *Look. Picture 1 is for word number 1. What's the word?* Elicit *helicopter* and show students that the answer is crossed out in the word box. Say *Look at the pictures. Write words from the box. Don't color the pictures.*

Key: 2 bike, 3 train, 4 plane, 5 boat, 6 car, 7 motorcycle, 8 truck, 9 bus

WB70. ACTIVITY 2. Listen and color. toward Listening Part 4

- Students take out the following crayons: brown, gray, black, yellow, purple, blue, orange, red, green, pink. Say *Listen and make a dot with the color*. Play the first one as an example. Ask students *What color?* Students hold up the black. Say *What ride?* Students answer *The bike*. Play the rest of the CD. Elicit which color they didn't use (red). Students color in the rides.

CD 4, 04

Can you see the bike? Color it black.

Look at the bus. Can you color it yellow?

That's a big truck. It's purple.

What color's the boat?

It's green.

Can you see the plane? Color it pink.

Look at that helicopter. Can you color it orange?

Do you have a motorcycle?

Yes, it's blue.

He has a long train. Can you color it gray?

Can you see the car? Color it brown.

Extra activities: see page T118 (if time)

Optional activity

- Unit 10 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 60 and 61).

Ending the lesson

- Display the six amusement park flashcards (picture side up), plus *horse, car, train*, on the board. Students stand up. Students jump up when you say a true sentence and put their hands on their heads when you say a false one, e.g., point to the truck and say *It's a car*.

OBJECTIVES: By the end of the lesson, students will have learned a chant and practiced answering questions about locations of objects.

● TARGET LANGUAGE

Key language: boat, bus, helicopter, truck, motorcycle, plane, ship

Review: horse, car, train, where, long, colors, prepositions

● MATERIALS REQUIRED

Amusement park flashcards (79–84)

Photocopiable 10 (see page T107). Copy B onto thin cardboard, one for each pair. Copy A onto paper, one copy for each student. One complete game for demonstration, scissors, glue, coins, game pieces

Optional: video or audio recorder

Extra activity: a stopwatch

Optional: Kid's Box AE Interactive DVD 1: *The living room* "A walk around London" episode

Warmer

- Review the amusement park vocabulary using the flashcards. Hold one so students can't see. They take turns guessing, e.g., *Is it a truck?* Only answer if they ask a complete question (don't accept, e.g., *Truck*). When they guess correctly, show the card to the class. Repeat with the other vocabulary, and repeat words, too, to make it more fun. Invite students to choose a flashcard and answer questions.

SB71. ACTIVITY 3. Say the chant. Do the actions.

- Say *Open your Student's Books to page 71, please*. Elicit what they can see. Play the CD. Students repeat the chant.
- Tell students that another word for a big boat is *ship*. Say *Point to the ship in Activity 3. What color is the ship? (Green.)*
- Teach actions for the rides:
helicopter: arms as rotors above the head
ship: hand above eyes as if looking to horizon
train: arms by side going around in circles
motorcycle: hands on handlebars
truck: hands on big steering wheel
bus: finger on bell
plane: arms out as wings
- Repeat the chant with the actions. Do it several times until students are confident. You could record their performance using audio or video. Play the recording to the class.

CD 4, 05

Helicopter, ship,
Long, blue train.

Motorcycle, truck,
Bus and plane. (x2)

SB71. ACTIVITY 4. Listen and answer.

- Say *Look at Activity 4*. Elicit some of the things students can see (red car, gray plane, etc.). Say *Listen and answer*. Say as an example: *Is the brown ship on the picture?* Wait for all students to raise their hands before eliciting the answer (Yes, it is). Play the rest of the CD. Students whisper the answer to their partner each time. Play the CD again. Pause after each one. Wait for most of the class to raise their hands before eliciting the answer. When the answer is no, elicit the correct sentence by asking, e.g., *Where's the pink boat?*

CD 4, 06

Is the red car in the shoe?
Is the pink boat next to the shoe?
Is the green train under the chair?
Is the brown train next to the computer?
Is the purple plane next to the pink boat?
Is the black helicopter on the table?
Is the orange motorcycle under the chair?
Is the yellow truck in the toy box?
Is the white truck under the chair?
Is the gray plane on the table?

Practice

- Show students the board game you have made. Make pairs. Hand out one copy of Photocopiable 10 (page T107) part B and two copies of part A to each pair. They color the small circles (A) in colors that they know in English, cut them out, and stick them in the correct places on the board (B).
- Demonstrate the game. Students put their game pieces on *Start*. They spin a pencil, and when it lands, the person that the pencil is pointing to starts. The first player tosses the coin: heads they move one space, tails two. The student moves the game piece to the space and says what it is, e.g., *A green helicopter*. If students make a mistake, e.g., say the wrong color or the wrong ride, they miss a turn.
- Remind students of language for playing games, e.g., *It's my turn*. Also teach them *That's wrong!* *Miss a turn*.
- Students take turns playing. The player who gets to *Finish* first is the winner. Collect the game boards for use in another lesson.

WB71. ACTIVITY 3. Draw stars.

- Say *Open your Workbooks to page 71, please*. Point to the pictures at the top of the page and say *Find the star*. Students point. Say *Yes, it's on the truck*. Draw stars. Draw them on, in, under, or next to the bus, plane, and helicopter. At the top of the page only (point to the four pictures in the row at the top). Students work individually, books hidden, to draw three more stars in different places using the pictures at the top only.
- Students take turns asking and answering and drawing. Review classroom language, e.g., *Sorry? Can you repeat that?*

WB71. ACTIVITY 4. Write the words.

- Focus students on Activity 4 and on the example answers written inside the truck and T-shirt shapes. Point to the truck outline and say *Write transportation words here*. Elicit another word from the box that could go in this group (e.g., *helicopter*). Point to the T-shirt outline and say *Write clothes words here*. Elicit another clothes word from the box (e.g., *pants*). Students work individually to complete the activity. Check answers as a class.

Key: In the truck – helicopter, boat, plane, motorcycle, bus
In the T-shirt – pants, skirt, jacket, shoes, socks

Extra activity: see page T118 (if time)

Optional activity

- The "A walk around London" episode from Kid's Box AE Interactive DVD 1 (*The living room* section).

Ending the lesson

- Do the chant from the beginning of the lesson. Make different groups, e.g., trains, helicopters. Everyone says the chant, but only the students in, e.g., the train group, do the train actions.

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

● TARGET LANGUAGE

Key language: present progressive: *What are you doing? I'm driving/flying/riding/walking.*

Additional language: street, don't have

Review: train, car, bus, truck, motorcycle, helicopter, plane, boat, ship, shoes, snake, hippo, elephant, pants, crocodile, socks, T-shirt, skirt, giraffe, tiger, jacket, big, colors

● MATERIALS REQUIRED

Character flashcards (6–8, 53)

Extra activities 1 and 2: amusement park flashcards (79–84) and flashcards of elephant, T-shirt, pants, skirt, shoes, giraffe, snake, tiger, crocodile, jacket, hippo, socks

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 10

Reinforcement worksheet 2 (page 62)

Warmer

- Review the amusement park vocabulary by using the mimes from the chant in the previous lesson. Mime one of the actions, e.g., hands on big steering wheel (truck). Students take turns guessing by saying, e.g., *It's a bus.*

Presentation

- Introduce the present progressive, using mime and demonstration, e.g., start writing on the board and say (as you are writing) *Look, I'm writing.* Start drawing a picture and say (as you are drawing) *Now I'm drawing.*
- Invite a student to open/close a book. Say, e.g., *Are you opening a book?* (yes). Repeat with other students. Write on the board and ask *What am I doing?* Support students in the response *You're writing.* Invite students to do actions and ask, e.g., *What are you doing?* Don't expect students to ask questions and don't expect them to answer correctly. This phase is for awareness-raising only.

SB72. ACTIVITY 5. Listen and point.

- Open your book and, as you are opening it, say *What am I doing?* Students respond, e.g., *(You're) opening your book.* Say *Good.* Open your Student's Books to page 72, please. Elicit what students can see. Hold up your book and point to the streets on the rug. Teach or elicit street. Say *Listen and point.* Play the CD. Pause after Monty's question *What are you doing, Maskman?* Elicit a response (they answer as Maskman: *I'm flying my plane.*) Play the next part of the CD for them to check. Do the same with the other Wh- questions.
- Focus students on the question and answer on the page. Display the character flashcards (Monty, Maskman, Trevor, Marie). Draw speech bubbles from each one. Say, e.g., *Where are you driving, Marie?* Point to the picture of Marie and the speech bubble to elicit a first-person response, e.g., *I'm driving to school.* Don't introduce the third person He's/She's at this stage. Repeat for the other characters.

CD 4, 07

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

MONTY: Hi, everybody.

MASKMAN, TREVOR, MARIE: Hi, Monty.

MONTY: Are you flying your helicopter, Maskman?

MASKMAN: No, I'm not.

MONTY: What are you doing, Maskman?

MASKMAN: I'm flying my plane.

MONTY: That's a nice bus, Marie. Where are you driving?

MARIE: I'm driving to school.

MONTY: Oh! Are you riding your bike, Trevor?

TREVOR: Bike! No, I'm not. I'm riding my big red motorcycle.

MARIE: What are you doing, Monty?

MONTY: Well, I don't have a bike, a motorcycle, a helicopter, or a plane, so ... I'm walking!

SB72. ACTIVITY 6. Listen and repeat.

- Say *Listen and repeat.* Play the CD. Students listen and repeat in chorus. Make sure they use the contraction *I'm ...* Make four groups. One group is Marie, one Trevor, one Maskman, and one Monty. They repeat in role.

CD 4, 08

MARIE: I'm driving to school.

MASKMAN: I'm flying my plane.

TREVOR: I'm riding my big red

motorcycle.

MONTY: I'm walking!

WB72. ACTIVITY 5. Listen and draw colored lines. toward Listening Part 1

- Say *Open your Workbooks to page 72, please.* Elicit what and who they can see. Students take out the following crayons: gray, yellow, black, blue, brown, purple, red. Say *Listen and draw lines. Use the colors.* Play the first one as an example. Play the rest of the CD. Students listen and draw. Play the CD. Elicit which color they didn't use (blue).

Key: 2 brown, Grandpa, plane; 3 red, Scott, motorcycle; 4 gray, Mrs. Star, horse; 5, yellow, Suzy, truck; 6 purple, Mr. Star, walking

CD 4, 09

1. Black.

4. Gray.

SALLY: I'm driving a bus.

MRS. STAR: I'm riding a horse.

2. Brown.

5. Yellow.

GRANDPA: I'm flying a plane.

SUZY: I'm driving a truck.

3. Red.

6. Purple.

SCOTT: I'm riding a motorcycle.

MR. STAR: I'm walking.

WB72. ACTIVITY 6. Draw and write.

- Focus students on the word box and the drawing frame. Point to the space and say *Imagine it's you. What are you doing? Are you riding a horse? Flying a plane? Sitting on a ship? Look at the words. Think. Draw a picture (mime drawing in the box). Say Then write the words (point to the incomplete sentence at the bottom of the page).* Students draw and write. Monitor and help as necessary.

Extra activities: see page T118 (if time)

Optional activity

- Unit 10 Reinforcement worksheet 2 from Teacher's Resource Book 1 (pages 60 and 62).

Ending the lesson

- Do a mime, e.g., driving a car. Say, e.g., *I'm flying a plane.* Students respond with thumbs up / thumbs down. Say *You're right.* *I'm driving a car.* Repeat with the other actions from the listening activity, plus opening/closing a book, writing, drawing.

OBJECTIVES: By the end of the lesson, students will have sung a song and had more practice talking about actions at the moment of speaking.

● TARGET LANGUAGE

Key language: present progressive: *What are you doing? I'm ...-ing, sitting*

Review: train, car, bus, truck, motorcycle, helicopter, plane, boat, long, big, favorite, flying, driving, riding, walking, shoes, colors, prepositions

● MATERIALS REQUIRED

Extra activity 1: Photocopiable 10 (see page T107). If not used previously, copy B onto thin cardboard, one for each group of four. Copy A onto paper, two copies for each group of four. One complete game for demonstration.

Scissors, glue, coins, game pieces

Extra activity 2: 20 flashcards, selected from the following word families: amusement park (79–84), clothes (66–71), wild animals (59–65), school (27–32)

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 10 Song worksheet (page 65)

Warmer

- Review the question form *What are you doing?*, using the mime game from the end of the previous lesson. Individual students take turns doing mimes for the class to ask and for the student to respond.

Song

SB73. ACTIVITY 7. Sing the song.

- As you are opening your book, say *What am I doing?* Students respond *You're opening your book*. Say *Good*. Open your Student's Books to page 73, please. Say *Listen*. Point to the picture. Play the CD. Use the CD to teach the song line by line to the class. Sing the whole song as a class.

Review or teach the actions:

walking: two fingers walking on the table

truck: hands on big steering wheel

boat: hand above eyes, as if looking to the horizon

motorcycle: hands on handlebars

helicopter: arms as rotors above the head

Repeat the song, with students doing the actions. Make five groups. Each group stands, sings their lines, and does the action, and then sits down again. Repeat, with different groups having different roles.

CD 4, 10

I'm walking, walking.

I'm walking in my favorite shoes, favorite shoes, favorite shoes.

I'm walking.

I'm driving, driving.

I'm driving in my long white truck, long white truck, long white truck.

I'm driving.

I'm sitting, sitting.

I'm sitting in my big green boat, big green boat, big green boat.

I'm sitting.

I'm riding, riding.

I'm riding on my motorcycle, motorcycle, motorcycle.
I'm riding.

I'm flying, flying.

I'm flying in my helicopter, helicopter, helicopter.

I'm flying.

I'm walking, walking.

I'm walking in my favorite shoes, favorite shoes, favorite shoes.

I'm walking.

CD 4, 11

Now sing the song again. (Karaoke version)

SB73. ACTIVITY 8. Do the actions. Play the game.

- Make groups of four. Students take turns miming an action from the song to the class and asking *What am I doing?* The others guess and reply, e.g., *You're riding a bike*. They can also use *Are you riding a bike?* Yes/No.

Extra activities: see page T118 (if time)

WB73. ACTIVITY 7. Listen and check (✓) the box. There is one example. **(S)** toward Listening Part 3

- Say *Open your Workbooks to page 73, please*. Elicit the things students can see. Read the first question and say *Listen*. Is it picture 1, 2, or 3? Play the example on the CD. Elicit the answer and say *It's in the toy box*. It's picture 1. Point to the example check mark and say *Look*. There's a check mark.
- Play the rest of the CD, pausing to give students time to think and check. Check as a class.

Note: in the actual Starters test there are 5 items to answer.

Key: 1 A, 2 C, 3 C, 4 B

CD 4, 12

Where's the truck?

Do you have a bus, too?

Do you have a truck, Nick?

No, I don't.

Yes, I do.

3.

Is it under the table?

What color is Matt's

No, look. It's in the toy box.

motorcycle?

Can you see the check?

Do you have a motorcycle,

Now you listen and check
Matt?

the box.

1.

Yes, I do.

What's Anna doing?

Is it gray?

What's Anna doing? Is she

No, it isn't, and it isn't white.

riding a motorcycle?

What color is it?

No. She's flying!

It's black. That's my favorite

Is she flying a plane?

color!

No, she's flying a helicopter.

4.

2.

Which boy is Alex?

Which toy is under the chair?

Where's Alex? Is he playing

Can you see that toy under

soccer?

the chair?

No, he's playing tennis.

Yes. Is it a plane?

Can he play basketball?

No, it's my boat.

No, he can't.

Optional activity

- Students complete the Unit 10 song worksheet from Teacher's Resource Book 1 (pages 60 and 65).

Ending the lesson

- Students sing the song again from the beginning of the lesson, without the CD, and do the actions.

OBJECTIVES: By the end of the lesson, students will have practiced the sound /ʌ/ and words with letters *a, e, i, o, u*.

● TARGET LANGUAGE

Key language: the phoneme /ʌ/ as in *duck, under, bus*
Review: amusement park vocabulary, prepositions

● MATERIALS REQUIRED

Extra activity 1: four large cards, each with a letter: *c, f, d, n*

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 10*

Extension worksheet 1 (page 63)

Warmer

- Say Listen. What's today's sound? Say the words *cut, ugly, brother, mother, bus, duck*, emphasizing the sound /ʌ/ in the middle of each word. Let the class respond by saying *uh*.

SB74. ACTIVITY 9. Monty's phonics.

- Say Open your Student's Books to page 74, please. Point to the pictures of the duck, the ball under the table, and the bus and elicit the three words: *Duck, Under, Bus*. Students practice saying the words and the sound *uh* after you.
- Point to the larger picture and 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 *The ducks are under the bus* as a tongue twister.

CD 4, 13

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

/ʌ/ /ʌ/ duck

/ʌ/ /ʌ/ under

/ʌ/ /ʌ/ bus

The ducks are under the bus.

The ducks are under the bus.

The ducks are under the bus!

SB74. ACTIVITY 10. Listen and correct.

- Say Look at the pictures. Listen to the first one. Play number one. Say Look at picture 1. Is that right? Elicit the response from students: No. Supply or prompt I'm walking (note students don't use he or she). Say Do the same for the others. Listen. Play the CD. Students whisper the response to their partners. Play the CD again. This time pause after each one to elicit the response from students.

Key: 2 No, you're flying your helicopter. 3 No, you're riding a bike. 4 No, you're driving a truck. 5 No, you're driving a car. 6 No, you're riding a bike.

CD 4, 14

1. **SUZY:** I'm driving my car.
2. **MASKMAN:** I'm flying my plane.
3. **MONTY:** I'm riding a horse.
4. **TREVOR:** I'm driving a train.
5. **MARIE:** I'm driving a bus.
6. **SCOTT:** I'm riding a motorcycle.

WB74. ACTIVITY 8. Listen and write "a," "e," "i," "o," or "u."

- Say Open your Workbooks to page 74, please. Say Listen and write the letter. Write "a," "e," "i," "o," or "u." Use the letter sounds, not their names.
- Play the example on the CD and point to the letter "a" on the first line. Play the rest of the CD. Students complete the words with a single letter each time. They check answers in pairs.
- Play the CD again. Check answers as a class.

Key: 2 o, 3 u, 4 i, 5 u, 6 i, 7 a, 8 e

CD 4, 15

1. happy
2. socks
3. bus
4. sing
5. duck
6. fish
7. sad
8. leg

WB74. ACTIVITY 9. Read and complete.

- Focus students on Activity 9. Elicit the names of the vehicles in the small pictures and do a mime for each one. Students respond with the present progressive form, e.g., You're riding a motorcycle.
- Say Read and complete. Point to the words in the box and say Use these words. Look at the example. Point to the example answer on the first line and the word *riding*, which is crossed out in the box. Students complete the activity individually. Check as a class.

Key: 2 flying, 3 driving, 4 driving, 5 flying, 6 riding

Extra activities: see page T119 (if time)

Optional activity

- Unit 10 Extension worksheet 1 from Teacher's Resource Book 1 (pages 60 and 63).

Ending the lesson

- Say Look at Workbook page 74 and remember. Hold the book open, point to the pictures at the top of the page, and mime looking and concentrating as if you are memorizing them. Give students a minute to look at the pictures. Then say Close your books. Listen. Say one of the sounds from Activity 8 on page 74, e.g., Uh. Which words? Students respond bus, duck. Repeat with the other sounds.
- Students repeat the game in pairs. Student A looks at his/her Workbook and says one of the sounds (a, e, i, o, u). Student B replies with one of the words containing that sound from Workbook Activity 8.

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

● TARGET LANGUAGE

Key language: language from the unit

Additional language: cross the street

Review: language from the unit, hero, can, can't, swim

● MATERIALS REQUIRED

Amusement park flashcards (79–84)

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 10

Extension worksheet 2 (page 64) and/or animated version of the Unit 10 story from Kid's Box AE Interactive DVD 1 (Suzy's room section)

Warmer

- Play a mime-and-guess game to review the actions, verbs, and vocabulary, e.g., drive a car, fly a helicopter. Mime driving a car. Say What am I doing? Students guess, e.g., You're driving a car. The student who guesses correctly comes and mimes for the class and asks the question. Repeat.

Story

SB75. ACTIVITY 11. Listen to the story.

- Say Open your Student's Books to page 75, please. Elicit who students can see (Maskman, Trevor, Monty, Marie, and a boy). Review the meaning of hero with the class (they had superhero before). Say Listen and look. Who's the hero? What's the boy's name? Play the CD. Students listen and look. They check in pairs. Check with the class (Maskman and Monty, Sam).
 - Play the CD again. Students listen and repeat. Encourage them to say it with intonation and feeling, especially the sounds, e.g., Wow! Ooh! Uh!
 - Check comprehension by asking, e.g., What's Maskman doing? Where's Maskman? What's the boy doing? Can he swim? What's that? (a green truck). What's that? (a red hand). Can he cross the street?
- Note: Monty is the real hero of this story, since Maskman was only dreaming about saving Sam.
- Personalize by eliciting from students who their heroes are.

CD 4, 16

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

SAM: Help! Help! I can't swim.

MASKMAN: I'm flying my helicopter. Look! I can see a boy. Oh! He can't swim.

MASKMAN: I can pick the boy up.

MASKMAN: Stand next to me, Sam. You can fly in my helicopter again.

SAM: Thanks, Maskman. Wow! You're my hero!

MONTY: Maskman ... a green truck! Stop! You can't cross the street now. Look, the hand's red!

MASKMAN: Ooh! Uh! Thank you, Monty. Wow! You're my hero.

MONTY: That's OK, Maskman.

MARIE AND TREVOR:

Do the Monty song,

Do the Monty song,

Let's all do the Monty song.

SB75. ACTIVITY 12. Listen and say the number.

- Say Look at the pictures. Listen to the story. Listen and say the number of the picture. Play the first one as an example. Wait until most students have raised their hands before eliciting the answer (3). Play the rest of the CD. Students whisper their answer to their partner and/or point to the picture in their books. Play the CD again. Pause after each section. Wait until most students have raised their hands before eliciting the answers.

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

CD 4, 17

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

WB75. MY PICTURE DICTIONARY.

- Say Open your Workbooks to page 75, 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 word under the picture.

WB75. MY STAR CARD.

- Say Can you say these words? Use the amusement park 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 T119 (if time)

Optional activities

- Unit 10 Extension worksheet 2 from Teacher's Resource Book 1 (pages 60 and 64).
- The animated version of the Unit 10 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 to describe sports activities.

● TARGET LANGUAGE

Key language: *play Ping-Pong, sail, They have a ... , He/She has a ... , They're playing ...*

Additional language: *things, What are they doing?*

Review: *playing basketball, riding bikes, riding horses, big, ball, small, sitting on the boat*

● MATERIALS REQUIRED

Action flashcards (72–74 and 77–78)

Pictures of people doing new sports: sailing, playing Ping-Pong, riding horses

Warmer

- Write the sports activities from Unit 9 on the board (*play soccer, play basketball, play tennis, swim, ride a bike*). Show one of the five activity flashcards. Students raise their hands to answer with the correct phrase from the board. Repeat for the other sports.
- Present the new sports using pictures of people sailing, playing Ping-Pong, and riding horses or the pictures on Student's Book page 76.

Presentation

- Say *Open your Student's Books to page 76, please*. Point to the picture of Marie at the top of the page. Remind students that Marie's lessons are about different school subjects. Say *This is Marie's sports. The lesson is about things we need for sports. Bikes, balls, boats – these are all things for sports*. Point to the sports in the box and ask *What's your favorite sport?* Students answer *My favorite is ...* Ask what things students need to wear or have to do for each sport (they respond in L1).

SB76. ACTIVITY 1. Listen and say.

- Hold up your book. Play the first item on the CD. Students listen and point to the correct picture. Elicit the number (5) and ask *What are they doing?* Students respond (*They're sailing*). Point to the speech bubble at the top of the page and say *That's right. They're sailing*.
- Play the rest of the CD, pausing to give students time to think between each item. Students check in pairs and raise their hands when they have the answer. Elicit the number of the picture and the sentence.

Key: 2 (picture 3) *They're riding bikes.* 3 (picture 4) *They're playing basketball.* 4 (picture 1) *They're playing Ping-Pong.* 5 (picture 2) *They're riding horses.*

CD 4, 18

1. They have a small boat. They're sitting on the boat. What are they doing?
2. They have T-shirts and pants. And they have bikes. What are they doing?
3. They're jumping. They have a big orange ball. What are they doing?
4. They have a small white ball and yellow T-shirts. What are they doing?
5. They're wearing black pants and T-shirts. They have horses. What are they doing?

SB76. ACTIVITY 2. Say and answer.

- Hold up your book and point to the speech bubbles at the bottom of the page. Say *They have a big orange ball. Look. Which picture? Point.* Wait until all the students are pointing to a picture and elicit the correct number (4). Say *They're playing ...* Students answer in chorus *basketball*. Elicit the sentence for another picture, e.g., say *They have horses*. Students raise their hands to answer with the number of the picture (2) and the sentence *They're riding horses*.
- Say *Say and answer*. Students work in pairs to ask and answer about the sports in the pictures. Student A says a sentence with *They have ...* or the present progressive, and Student B responds with a sentence about the sport they're doing/playing: *They're ... ing ...* Monitor and help as necessary. Check by choosing pairs to say their sentences for the class.

WB76. ACTIVITY 1. Match and say.

- Say *Open your Workbooks to page 76, please*. Point to the girl in picture 1 and mime bouncing a ball. Say *What's missing?* and gesture that students need to point to one of the pictures of items connected with sports. Elicit *big ball*. Point to the example line drawn from the girl to the ball and to the speech bubble. Say *She has a big ball*. Draw a line.
- Say *Match and say*. Students work individually and match the rest of the pictures. They compare answers by pointing and saying in pairs. Check by saying the number of the picture and getting volunteers to point to the correct piece of equipment and to say the sentence. Make sure students are using *he/she* as appropriate.

Key: 2 She has a horse. 3 He has a bike. 4 He has a small ball. 5 He has a boat.

WB76. ACTIVITY 2. Match and write.

- Point to the pictures in Activity 2. Say *Which sports? What am I doing?* Point to the pictures and elicit *playing Ping-Pong, sailing a boat / sitting on a boat, playing basketball, riding a bike, riding a horse*. Read the example and get students to point to the correct picture. Elicit the missing word and show students that it is crossed out in the box. Read the next sentence. Look thoughtful. Say *Match and write*. Point to the example line from number 1 to the bike. Students work individually to complete the sentences using words from the box and draw lines to match the sentences with the pictures. Check by asking, e.g., 2 *They're sitting on a ... ?* Students raise their hands to answer, reading what they have written, e.g., *boat*.

Key: 2 boat, 3 basketball, 4 Ping-Pong, 5 horse

Extra activity: see page T119 (if time)

Ending the lesson

- Write mixed-up sentences from Workbook Activities 1 and 2 on the board for students to write in the correct order in their notebooks, e.g.,
1 a she big has ball
2 bike a she has
3 basketball playing they're
4 on sitting they're boat a

OBJECTIVES: By the end of the lesson, students will have listened to a story and talked about working in teams.

● TARGET LANGUAGE

Key language: work in teams, I can help you.

Additional language: Great! Come on! Let's go!

Review: You can (do it). I can't (do this). Yes, you can.

● MATERIALS REQUIRED

Items you need to show something you can do and something you can't do (e.g., art pad and pencil for drawing, balls for juggling)

Extra activity: two tennis balls or oranges

Color flashcards (20–26)

Warmer

- Hold up items you need for something you can do well, e.g., if you can draw, show students an art pad and pencil and mime drawing a picture (or start drawing a picture). Look confident and say I can do this. Hold up items for something you can't do, such as juggling balls. Try to juggle and fail, look grumpy and say I can't do this. Ask the students to encourage you. They say Yes, you can! Come on! Great! Try to juggle again and show that you are not so grumpy this time.

SB77. ACTIVITY 3. Listen to the story.

- Say Open your Student's Book to page 77, please. Point to Trevor at the top of the page and the title Work in teams. Elicit/Explain the meaning of team (say that it is a group of people working together to do something, helping each other). Hold up your book, pointing to picture 1, and ask students Where's the red team? Students point. Repeat for the yellow team.
- Say Listen to the story. Play the CD, pausing after each dialog to give students time to think.

CD 4, 19

ANNOUNCER: Can you work in teams?

CHILDREN: Yes!

ANNOUNCER: Great! Come on! Let's go!

CHILDREN: Yes!

BOY 1: I can't do this. I can't ...

GIRL 1: Yes, you can. Come on. I can help you.

BOY 1: Thanks.

GIRL 2: Phew. It's very hot. I don't have any water.

BOY 2: That's OK. I have some water. Here you are.

GIRL 2: Thank you!

YELLOW TEAM: You can do it! You can do it! You can do it!

Values

- Point to picture 2 and to the boy who is having difficulty. Say Look at the boy. Is he OK? Students respond No. Say No. Walking up the hill isn't easy (mime climbing up the hill). Point to the girl who is helping him and say Look at the girl. Is she on the red team or the yellow team? Elicit Yellow. Say Yes, she is

on the boy's team. They're on the same team. The yellow team. The girl says ... See if the students can remember the phrase I can help you from the story. Say She's helping the boy. Explain/Show the meaning of help. Repeat for picture 3 (where the boy is helping the girl).

SB77. ACTIVITY 4. Listen and say the number. Act it out.

- Say Listen and say the number: one, two three, or four. Point to the blue numbers in the corner of the pictures. Play the CD. Pause after each picture. Give students time to think and to check with each other before asking for the answer from the class.

Key: 4, 1, 3, 2

CD 4, 20

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

- Say Act out the story. Demonstrate the activity. Five students come to the front. Assign characters from the story (announcer, girl from the yellow team, boy from the yellow team, girl from the red team, boy from the red team). Play the CD and help the five students act out the story for each picture. Have the whole class chanting for picture 4. Make groups of five students. Assign roles or let the students agree on roles among themselves. Play the CD again. Groups act and join in with their characters' lines.

WB77. ACTIVITY 3. Work in teams. Color the boxes.

- Use the color flashcards to quickly review color names. Make sure all the students have colored pencils or crayons. Say Open your Workbooks to page 77, please. Point to a group of four students and say You are a team. Work as a team. Choose a color for box number 1. Which color? Students decide among themselves and tell you a color, e.g., Blue. Encourage the students to use English, e.g., Yellow for box 1, OK? No, I think red. Let's color box 1 blue. Make sure the students all agree and the answer doesn't come from just one member of the group. Say OK. The team says blue. Color box number 1 blue. Mime coloring in the box with a blue crayon.
- Make groups of four. Say Work in teams. Color the boxes. Students work in their teams to decide which colors to use and they color in the boxes. Monitor and make sure all four students are using the same colors for the boxes and that decisions are being made as a team (and that students are not simply copying colors from each other without speaking). Encourage students to use as much English as possible.

WB77. ACTIVITY 4. Play the game in teams.

- Put students together in groups of eight (two teams in each group – team 1 and team 2). Say Play the game in teams. Students in team 1 keep their books hidden from team 2 and describe the color of their boxes, e.g., Number one is yellow. Color number two red. Team 2 colors the boxes as instructed, asking questions if necessary, e.g., What color is box number three? Monitor and make sure that all students in the teams get to speak. When the boxes are all colored in, the teams swap roles, with team 2 describing colors. The first two teams to color in their boxes correctly are the winners. They show their books to the class to check the coloring.

Extra activity: see page T119 (if time)

Ending the lesson

Students act out the situations from the Student's Book story again.