

OBJECTIVES: By the end of the lesson, students will have learned to name and talk about things in a house.

● TARGET LANGUAGE

Key language: rug, lamp, clock, phone, couch, mirror

Additional language: bathtub, bed, armchair, furniture, dollhouse

Review: Can I have ... ? can/can't, There's a ... Where ... ? one, bathroom, bedroom, dining room, hallway, kitchen, living room, table, under, in, next to, mouse

● MATERIALS REQUIRED

Flashcards (household objects) 49–54

Kid's Box AE 1 flashcards (rooms): 85–90 OR pictures of: bathroom, bedroom, dining room, hallway, kitchen, living room

A picture of meatballs

Optional: Teacher's Resource Book 2 Unit 4 Reinforcement worksheet 1 (page 27)

Warmer

- Draw a large, simple cross-section of a house on the board: four rooms downstairs, two upstairs. Display the flashcards/pictures of bathroom, bedroom, dining room, hallway, kitchen, living room. Point to a space in the house. Say *What's this?* Students respond. Repeat for all the rooms.

Presentation

- Elicit/Teach the new vocabulary *rug, lamp, clock, phone, couch, mirror*, using the flashcards. Students repeat. Check the concept of *rug*. Discuss which room you can find the objects in, e.g., *Where can I find a rug? What things can you see in the living room?* Ask, e.g., *Do you have a phone in your bedroom?*

SB24. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 24, please.* Elicit what and who they can see (a house, rooms, Suzy, Sally). Say *It's a dollhouse. Say Find the hidden star. Where is it?* (on the mirror in the pink bedroom). Students say *Here it is.*
- Say *Listen and point.* Play the CD.
- Set the pre-listening questions: *Where are the mirrors? Where's the couch? Where are the clocks? Where's the bathtub?* Play the CD again. Students listen for the answers.
- Check comprehension by asking, e.g., *What's this?*

CD 1, 46

SALLY: Can I play, Suzy?

SUZY: OK.

SALLY: Where's my bedroom?

SUZY: It's there, next to the bathroom.

SALLY: OK.

SUZY: Put this blue rug on the floor next to your bed.

SALLY: Can I have a phone in my bedroom?

SUZY: No, you can't. The phone's in the living room next to the couch.

SALLY: Can I have a lamp, please?

SUZY: OK. You can put the lamp on the table next to your bed.

SALLY: Thanks, Suzy. Where can I put the armchair?

SUZY: Put it in the living room under the clock.

SALLY: Is there a mirror in my bedroom?

SUZY: A mirror in your bedroom? No, there isn't. There are three mirrors. One in the bathroom, one in my bedroom, and one in Scott's bedroom.

SALLY: Oh.

SB24. ACTIVITY 2. Listen and repeat.

- Say *Listen and repeat.* Play the CD. Students repeat in chorus.

CD 1, 47

Rug, lamp, clock, phone, mirror, couch

WB24. ACTIVITY 1. Listen and draw lines.

- Say *Open your Workbooks to page 24, please.* Say *Listen. Draw a line in pencil.* Play the first dialog. Point out the example line. Play the rest of the CD. Students draw lines and match.

Key: 1 Girl playing the guitar – Lucy, 2 Boy watching TV – Matt, 3 Girl playing with cat – Eva, 4 Boy eating meatballs – Bill, 5 Girl reading – Alice

CD 1, 48

Listen and draw lines.

Look, Mom. My friends are in the house.

Oh, yes. Who's that boy? He's in the bathroom.

That's my friend Dan.

Dan's enjoying his bath!

Yes, he is.

Can you see the line? This is an example. Now you listen and draw lines.

- | | |
|---|--|
| 1. Who's that girl? She's playing the guitar.
That's Lucy.
Lucy's guitar is very nice.
Yes, it is. It's new. | 4. Is that Bill?
Yes. He's in the kitchen, too.
Bill's eating meatballs.
Yes. They're his favorite! |
| 2. Can you see my friend Matt?
Who's Matt?
He's in the living room.
Is he watching animals on TV?
Yes, he is! | 5. Look! There's my friend Alice.
Who's Alice?
She's in the bedroom. She's reading a book.
I can see her. You have lots of friends!
Yes, I do! |
| 3. Where's your friend Eva?
Eva's in the kitchen.
I can see her. She's playing with the cat.
Yes. It's very small. | |

WB24. ACTIVITY 2. Write the words.

- Say *Look at Activity 2. Do the example. Students write the words in the puzzle. Then they find the letters in the puzzle to match the numbers below and write the new word.*

Key: lamp, couch, bathtub, mirror, clock, phone, bed, new word: armchair

Extra activities: see page T117 (if time)

Optional activities

- Unit 4 Reinforcement worksheet 1 from Teacher's Resource Book 2 pages 26–27.

Ending the lesson

- Play a game to review the alphabet. Say *Listen and raise your hand when you know the word.* Spell out one of the words from Student's Book page 24, letter by letter, e.g., c-l-o-c-k.

OBJECTIVES: By the end of the lesson, students will have learned to talk about where objects are in a house, using prepositions.

• TARGET LANGUAGE

Key language: rug, lamp, clock, phone, couch, mirror, next to, in, on

Review: and, There's a ... , table, bed, bathroom, hallway, wall, bed, bath, boat, colors, Yes, there is, No, there isn't.

• MATERIALS REQUIRED

Flashcards (household objects) 49–54

Photocopiable 4 (see page T103), copied onto thin cardboard, a copy for each student, scissors, crayons

Optional: Teacher's Resource Book 2 Unit 4 Reinforcement worksheet 2 and Extension worksheet 1 (pages 28 and 29)

Warmer

- Place the household object flashcards (word side up or use the "At home" word cards from Teacher's Resource Book 2 page 91) around the room next to / on / in known places, e.g., the rug next to the board, the phone on the desk.
- Say a true or false sentence about each one, e.g., *The rug's on the board* (false). Students write T or F in their notebooks. Check with the class. Students correct the incorrect statements.

SB25. ACTIVITY 3. Listen and point. Chant.

- Say *Open your Student's Books to page 25, please*. Focus students on the pictures and on the text. Play the CD. Students listen and point to the pictures. Play the CD again. Teach the chant line by line. Students stand up and say it without the CD.

CD 1, 49

There's a mirror in the bathroom,
And a phone in the hallway.
A couch in the living room,
A clock on the wall.
There's a lamp on the table,
And a rug next to the bed.
There's a boat in the bathtub,
And the boat is red.

SB25. ACTIVITY 4. Listen and correct.

- Play the first sentence on the CD. Students look at the picture and say *No, there isn't*. Focus on the corrected sentence in the speech bubble. Play the rest of the CD. Stop after each one. Students whisper the correction to their partner. Play the CD again. Check after each one. Elicit corrections.

Key: No, there isn't. There's a boy sitting on the couch.

No, there isn't. There's a mirror in the bathroom.
No, there isn't. There's a phone in the hallway.
No, there isn't. There's a boat in the bathtub.
No, there isn't. There's a couch in the living room.
No, there isn't. There's a lamp on the table.
No, there isn't. There's a clock on the wall in the living room.
No, there isn't. There's a girl sitting on the bed.

CD 1, 50

There's a boy going to bed.
There's a mirror in the living room.
There's a phone in the bedroom.
There's a boat on the bed.
There's a couch in the hallway.
There's a lamp under the window.
There's a clock next to the bath.
There's a boy sitting on the bed.

Photocopiable 4: see pages T98 and T103

WB25. ACTIVITY 3. Read and write the number. Draw.

- Say *Open your Workbooks to page 25, please*. Point to the first word sixteen and say *Read the word*. Write this word as a number. Show students the example answer 16.
- Students read the number words and write figures in the spaces. Check answers before going on to the next stage of the activity.

Key: 14, 17, 18, 20, 12, 15, 13, 19, 11

- Students use the number code to write the letters in the squares to form words. Then they draw a picture of each word on the right. Students check their work in pairs.

Key: 1 mirror, 2 lamp, 3 couch

WB25. ACTIVITY 4. Read and write the words. [S]

- Read the first clue aloud and point to the example answer. Students work in pairs. They read the sentences silently, find the word, and write it. Check with the class.

Key: 2 bathtub, 3 mirror, 4 face, 5 rug

Extra activity: see page T117 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 2 and Extension worksheet 1 from Teacher's Resource Book 2 pages 26, 28, and 29.

Ending the lesson

- Students draw and color a picture of one of the rooms (or a room in their house) including three of the objects, e.g., rug, lamp, phone. They write three sentences about the picture, e.g., *There's a lamp next to the bed*.
- Provide sentence prompts on the board:

There's a	lamp rug phone couch	next to in on	the bed. the couch. the TV. the bath.
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OBJECTIVES: By the end of the lesson, students will have learned to talk about possession, using *yours* and *mine*.

● TARGET LANGUAGE

Key language: It's ... , They're ... , yours, mine, Which ... ?, teddy bear

Additional language: Which one? The (yellow) one.

Review: Whose is this / are these? his, hers, socks, T-shirt, pants, skirt, jacket

● MATERIALS REQUIRED

Extra activity 2: Photocopiable 4 (see page T103), if not used in previous lesson copied onto thin cardboard, a copy for each student, scissors, crayons

Optional: Kid's Box AE Workbook 2 Language Portfolio page 106

Warmer

- Students stand up. Review clothes (socks, T-shirt, pants, skirt, jacket) with a pointing game. Say, e.g., *Point to your shirt. Point to your socks.* Students follow the instructions.

Presentation

- Pick up a student's pencil. Ask the class *Whose is it? Is it hers or his?* Point to two students. Students respond, e.g., *It's hers.* Repeat with other objects and include *Is it yours?*
- Extend the activity to teach *mine/yours*. Hold up your book. Say *It's not yours* (make a gesture to a student). *It's mine.* Repeat for other objects. Students hold up objects and say and do the same. Students work in pairs. One student picks up an object and says *Is it mine or yours?* The other student responds, e.g., *It's mine.*

SB26. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to page 26, please.* Elicit who students can see (Sally, Scott, Grandpa Star). Play the CD. Students point to the clothes. Set pre-listening questions: *Whose is the big yellow T-shirt? What color are Dad's socks?* Play the CD again. Students check in pairs. Check with the class (Scott's, Blue).
- Check comprehension, e.g., *Whose is the small yellow T-shirt? What color are Grandpa's pants? Which T-shirt is Scott's? The big one or the small one?*

CD 1, 51

GRANDPA: Scott! Sally! Can you take your clothes to your bedrooms, please?

SCOTT AND SALLY: OK.

GRANDPA: Whose T-shirt is that?

SALLY: Which T-shirt?

GRANDPA: The yellow one.

SALLY: It's Suzy's.

SCOTT: No, it isn't. It's mine!

SALLY: No, Scott. That T-shirt's very small. Yours is the big yellow one over there.

SCOTT: Oh! Yes!

GRANDPA: OK. Are those blue socks yours, Scott?

SCOTT: No, they aren't mine. They're Dad's.

GRANDPA: What now? Oh, yes! Whose black pants are those?

SALLY AND SCOTT: They're yours, Grandpa.

GRANDPA: Oh, yes! That's right, they are.

SB26. ACTIVITY 6. Listen and repeat.

- Say *Look at Activity 6. Listen and repeat. Play the CD.* Students repeat each line.

CD 1, 52

GRANDPA: Whose T-shirt is that?

SCOTT: It's mine!

GRANDPA: Whose black pants are those?

SALLY AND SCOTT: They're yours, Grandpa.

WB26. ACTIVITY 5. Write "yours" or "mine."

- Say *Open your Workbooks to page 26, please.* Focus students on the pictures and speech bubbles. Use the example to check they know what to do. Students complete the speech bubbles. They check in pairs. Check with the class.

Key: 2 yours, 3 yours, 4 mine

WB26. ACTIVITY 6. Listen and color. [S]

- Students take out their crayons. Play the CD. Students don't color. They listen and look. Play the CD again. Pause after each // below so students can color. They check in pairs. Play the CD again if necessary. Check by asking, e.g., *What color is the teddy bear on the couch?*

Key: See audioscript.

CD 1, 53

Look at the room. It's a living room. There are a lot of teddy bears in the room. The teddy bear on the couch is green. // There's a teddy bear under the big table. It's red. // There's a teddy bear sitting on the mat. It's blue. // Can you see the teddy bear behind the armchair? It's yellow. // And the teddy bear between the door and the small table is brown.

Extra activities: see pages T117–T118 (if time)

Language Portfolio

- Students complete page 106 of Kid's Box AE Workbook 2 Language Portfolio (*My bedroom*).

Ending the lesson

- Review language from the lesson using a game. Take, e.g., a red crayon from one student and a green one from another. Ask *Which one's yours?* Students respond, e.g., *The red one.* Repeat for other students and other objects. Extend to other questions, e.g., *Look at the two bookcases in the classroom, the big one and the small one. Which one's white?*

OBJECTIVES: By the end of the lesson, students will have had more practice talking about possession, using *yours* and *mine*, and sung a song.

● TARGET LANGUAGE

Key language: Whose are those?

Additional language: that, those

Review: yours, mine, his, hers, that one's, this, that, colors, clothes, toys

● MATERIALS REQUIRED

Flashcards (household objects) 49–54

Extra activity 1: the song from Student's Book page 27

Activity 7 written on a large piece of paper, with the following words underlined: shoes, shoes are Scott's, gray ones are his, shoes are Suzy's, red ones are hers, shoes are those, Grandpa's.

Optional: Teacher's Resource Book 2 Unit 4 song worksheet (page 31)

Which backpack is yours? The student answers, e.g., The red one's mine. It's now this person's turn to ask a question to another member of the group.

WB27. ACTIVITY 7. Listen and draw lines. There is one example.

S

- Say Open your Workbooks to page 27, please. Look at the picture. What can you see? Elicit the names of the things students know (ruler, kite, robot, camera, doll, watch, truck).
- Say Listen. Play the example on the CD. Say What is it? The ruler? The truck? Elicit The kite. Hold up the Workbook page and mime drawing the example line from Kim to the girl flying the kite.
- Say Listen and draw lines. Use a pencil. Tell students that they will not hear about all the items in the pictures. Play the rest of the CD. Students listen and draw lines. They check in pairs. Play the CD again. Check by asking, e.g., Is Matt the boy with the robot? Elicit which item wasn't mentioned (the camera).

Key: 1 boy with robot – Matt, 2 boy with truck – Nick, 3 girl with ruler – Sue, 4 boy with watch – Hugo, 5 girl with doll – Grace

CD 1, 56

Listen and draw lines. There is one example.

Look, Dad. There are my friends. They're in the yard.

Yes, they are. Who's that girl?

The girl with the kite? That's Kim.

Is Kim's kite new?

Yes, it is. She loves it.

Can you see the line? This is an example. Now you listen and draw lines.

1. Is that boy your friend, too?
Matt? Yes, Matt's my friend.
I like his robot.
Me, too. I want a robot like that!
2. Can you see Nick?
Who's Nick? Does he have a truck?
Yes, he does. He got the truck for his birthday.
It's cool!
3. Is that Sue?
Yes, it is. Sue has a new ruler.
Is the ruler for school?
Yes, it is.
4. There's my friend Hugo.
Does Hugo have a new watch?
Yes, he does. He loves watches. He has six!
Wow!
5. What does your friend Grace have?
She has a doll. Grace really likes dolls.
Do you like them, too?
Yes, I do. I have three.
That's fantastic!

Extra activities: see page T118 (if time)

Optional activity

- Students complete the Unit 4 song worksheet from Teacher's Resource Book 2 pages 26, 31.

Ending the lesson

- Six students come to the front. Hand each one a household object flashcard. They quickly line up with the objects in alphabetical order. They say their words. The class checks.

CD 1, 55

Now sing the song again. (Karaoke version)

SB27. ACTIVITY 8. Ask and answer.

- Students work in groups. Students put some of their personal belongings on the desk. As you monitor, make sure that there are at least two examples of each item. Students take turns asking one member of the group a question, e.g.,

OBJECTIVES: By the end of the lesson, students will have learned to identify and say the long oa /ou/ vowel sound and to contrast it with the short o /a/ vowel sound, and they will have had more practice with *yours* and *mine*.

• TARGET LANGUAGE

Key language: the phoneme /ou/ as in *yellow, boat, home*

Review: *yours, mine, Are these ... ?, or, clothes*

• MATERIALS REQUIRED

Prepare a worksheet with the following text, cutting along the lines to make 30 cards.

Whose trucks are those?	They're Ben's trucks.
Are those gray pants yours or mine?	The gray ones are yours.
Whose watch is that?	It's Kim's watch.
Is that red phone yours or mine?	The red one's mine.
Are these dirty shoes Ben's or Tom's?	They're Tom's dirty shoes.
Are these clean jeans Ann's or Sue's?	They're Ann's clean jeans.
Is that brown bag May's or Grace's?	It's May's brown bag.
Is this blue ruler Nick's or Tony's?	It's Nick's blue ruler.
Are those short socks yours or his?	The short ones are mine.
Are those long socks mine or hers?	The long ones are hers.
Is that black phone yours or hers?	The black one's hers.
Are these big books yours or his?	The big ones are mine.
Are those fat white mice his or hers?	The fat white ones are his.
Is this purple T-shirt mine or his?	The purple one's his.
Is that small red camera Jill's or Lucy's?	The small red one's Jill's.

Extra activity 1: three large pieces of paper with one word written at the top of each: *snake, hippo, bee*

Extra activity 2: Photocopiable 4 (see page T103), if not used in previous lesson copied onto thin cardboard, a copy for each student, scissors, crayons

Warmer

- Review pets with a mime game. Mime an animal, e.g., *cat*. Elicit from students. A student comes to the front. Whisper an animal. The student mimes. Choose from the word set *pets*, e.g., *cat, dog, horse, fish, mouse, bird*, and any other pets that the class knows. Elicit the word for all these animals: *Pets*.

SB28. ACTIVITY 9. Monty's phonics

- Say *Open your Student's Books to page 28, please*. Point to the small pictures and say them, emphasizing the vowel sound /ou/. Students practice pronunciation of each word. Point to the large picture and ask *Where's the girl? (In a boat) What color is the boat? (Yellow) What's in her hand? (A phone)*. Say *Now listen to Monty, point, and repeat*.
- Play the CD. Students listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.

- Students repeat the tongue twister as a class. Do it more and more quickly. Then ask small groups of students to try saying it. Go around the class from group to group. Put students into pairs. They take turns saying the tongue twister quickly to each other. Invite volunteers to say it to the class.
- Write the tongue twister on the board. Focus students on the words. Elicit from them which letters to underline for the sound /ou/.

CD 1, 57

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

/ou/, /ou/, phone

/ou/, /ou/, yellow

/ou/, /ou/, boat

A phone in a yellow boat!

A phone in a yellow boat!

A phone in a yellow boat!

SB28. ACTIVITY 10. Find your partner.

- Take out the 30 cards. If you have fewer than 30 students, discard the extra cards, ensuring that you have discarded the matching questions and answers. If there is an odd number of students in your class, participate in the activity yourself.
- Hand out a card to each student. Ask them to read and memorize what is on their card. Ask students to stand up, mingle, and find their partner by repeating their sentence and listening to the other sentences. Ask students to raise their hands when they think they have found their partner so that you can check if they are a pair.
- Ask students to sit down and work in their new pairs. Give each pair a photocopy of the worksheet already cut into strips of paper. Students match the questions and answers. Check answers orally around the class.

WB28. ACTIVITY 8. Listen and write the words.

- Say *Open your Workbooks to page 28, please*. Point to the large outline pictures in turn and ask *What's this? (A box, A boat)*. Play number 1 on the CD and say "Boat" has the sound /ou/. Look. It's in the boat. (Point to the example word written on the first line in the boat outline.) Play number 2 and say "Box" has the sound /a/. Look. It's in the box. Now listen and think /ou/ or /a/? Boat or box? Write in pencil.
- Play the rest of the CD, pausing after each word for students to consult in pairs and write the word. Elicit answers and write the groups of words on the board for students to check.

Key: Box – 3 doll, 5 clock, 8 robot, 9 socks; Boat – 4 phone, 6 clothes, 7 yellow, 10 old

CD 1, 58

- boat, 2. box, 3. doll, 4. phone, 5. clock, 6. clothes, 7. yellow, 8. robot, 9. socks, 10. old

WB28. ACTIVITY 9. Write the words.

- Quickly review the difference between *this* (close) and *that* (farther away) by pointing to objects in the classroom. Focus students on the speech bubbles. They work in pairs and choose words from the box at the top. Check with the class.

Key: 2 This, 3 These, 4 That, 5 Those, 6 These

Extra activities: see page T118 (if time)

Ending the lesson

- Do the tongue twister again with the class. Students stand up.

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

Additional language: hide and seek, I'm coming, Whose turn is it now? cupboard, look for us, come out, rug

Review: hair, living room, play, close your eyes, count to ... , under, chair, good job, feet, bookcase, couch, toy, horse

● MATERIALS REQUIRED

Flashcards: (household objects) 49–54

A picture of a big rug

Extra activity 2: Photocopyable 4 (see page T103), if not used in previous lesson copied onto thin cardboard, a copy for each student, scissors, crayons

Optional: Teacher's Resource Book 2 Unit 4 Extension worksheet 2 (page 30) and/or animated version of the Unit 4 story from Kid's Box AE 2 Interactive DVD (Suzy's room section)

Warmer

- Review the household objects. Show a picture of a rug and say A big mat is a rug. Students repeat Rug. Display the flashcards and the picture of the rug on the board (picture side up). Write a number between 1 and 20 under each one, e.g., 5 under rug. Call out the numbers at random. Students write the word for the object. Students swap papers. Students correct each other's work.

Story

SB29. ACTIVITY 11. Listen to the story.

- Say Open your Student's Books to page 29, please. Elicit who they can see (Maskman, Trevor, Marie, Monty, and a toy horse). Set the pre-listening questions: Where are the toys? Who is next to the bookcase? Is Marie in the cupboard? Play the CD. Students listen and look. They check in pairs. Check with the class (In the living room, Maskman, No, it's a toy horse).
- Play the CD again, frame by frame. Students listen and repeat. Encourage them to do so with intonation and feeling.
- Check comprehension by asking, e.g., What game are they playing? What's Trevor doing? Why? What can Trevor see? What can Monty see? Ask students what their favorite game is.
- Point to the rug in picture 3 and ask What's this? (A rug).

CD 1, 59

Toys in the toy box,
Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Let's play hide and seek.

MARIE: Trevor, close your eyes and count to 20.

TREVOR: ... 17, 18, 19, 20. I'm coming.

TREVOR: Where are they? Whose tail is that? Ha ha! I can see you, Monty. You're under the armchair.

MONTY: OK. Good job, Trevor.

MONTY: Look. Whose feet are those? Come out, Maskman.
We can see you next to the bookcase.

MASKMAN: Now, where's Marie?

MONTY: Marie's in the cupboard. Look! That's her hair.

MASKMAN: Eek! What's that?

MONTY: It's a toy horse.

MARIE: I win!

SB29. ACTIVITY 12. Listen and say the number.

- Focus students on the frames of the story again. Say Listen to the CD and say the number of the picture. Play the first one as an example. Elicit the number of the frame (Five).
- Play the rest of the CD. Students work in pairs and point to / whisper the number of the frame to their partner. Play the CD again. This time, stop after each section and elicit the number from a pair of students.

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

CD 1, 60

MONTY: Marie's in the cupboard. Look! That's her hair.

MARIE: Trevor, close your eyes and count to 20.

MONTY: Come out, Maskman. We can see you next to the bookcase.

MASKMAN: Now, where's Marie?

MONTY: It's a toy horse.

TREVOR: ... 17, 18, 19, 20. I'm coming.

WB29. MY PICTURE DICTIONARY.

- Say Open your Workbooks to page 29, please. Point to the word with missing vowels in the first square and the example answer. Elicit the word (couch). Say Write the letters to complete the words. They are all things in a room. Students work individually or in pairs to complete the words.
- Students prepare the classroom stickers and lay them out on their desks in the correct order. Check around the class before they stick them in their books.

Key: 2 rug, 3 clock, 4 phone, 5 mirror, 6 lamp

WB29. MY PROGRESS.

- Focus students on the activity in their books. Say Let's read the sentences together. Read the first sentence. Elicit what it means. Display the flashcards of the household objects and ask different students What's this? Do you have one in your house? Where is it?, etc.
- Read the second sentence. Point to various classroom objects, e.g., books, pens, and ask Whose is this? for students to answer It's mine. Students work in pairs. They take turns pointing to a sentence in their books and doing what it says.
- Say Now ask each other and check or put an X. Demonstrate the activity again if necessary. Encourage students to practice so that they can check both statements and color the star.

Extra activities: see page T118 (if time)

Optional activities

- Teacher's Resource Book 2 Unit 4 Extension worksheet 2 pages 26 and 30.
- The animated version of the story from Kid's Box AE 2 Interactive DVD (Suzy's room section). See pages 41–44 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 listened to descriptions of objects, learned about origami, and made a frog from paper.

● TARGET LANGUAGE

Key language: *frog, origami*

Additional language: *What is it? What do you think this is?*

Review: *colors, kite, robot, phone, cupboard, couch, lamp*

● MATERIALS REQUIRED

Flashcards: (colors) 12–22, 28, 45, 46, 50, 52, 54 (kite, robot, phone, cupboard, couch, lamp)

Make the paper frog (WB page 30, Activity 1) yourself before the lesson, so you are more able to help students during this activity and can show it to them as a model. Squares of thick green paper / thin cardboard (or regular paper colored green), each measuring 21 x 21 cm or more to make the jumping frog. Make sure you have more squares than students in the class (in case of mistakes).

Sticky plastic “googly” eyes for the frog (if available)

A piece of paper for the paper plane

Warmer

- Use the color flashcards and the flashcards of the kite, robot, phone, cupboard, couch, and lamp to review language for the lesson. Stick the flashcards on the board as you point, and the students say the color/object.

Presentation

- Say *Open your Student’s Books to page 30, please.* Point to the picture of Marie and the title of the page and say *This is Marie’s art.* Say *Today’s lesson is about origami.* Make the short “o” vowel sound for origami. Students repeat.
- Ask students if they know what origami is and whether any of them have done it. Say *Origami is art made from paper. It’s from Japan.* “Ori” means “folding” (fold a piece of paper) and “kami” means “paper” (hold up some paper).

SB30. ACTIVITY 1. Listen and say.

- Point to the speech bubbles at the top of the page and say *What is it?* Point to the kite. Students read aloud the other speech bubble: *It’s a kite.* Elicit the names of the other origami objects in the picture in the same way. Students raise their hands when they have the answer. Say *Listen and say.*
- Play the CD. Students listen to the descriptions and match them to the objects. Stop the CD after each one to give students time to check together in pairs. Students say *It’s a ...*

Key: It’s a kite – 7, It’s a robot – 2, It’s a phone – 4, It’s a cupboard – 5, It’s a couch – 1, It’s a lamp – 3, It’s a frog – 6

CD 2, 02

This can fly. It’s beautiful and purple. What is it?

This can walk and talk. It’s big and gray. What is it?

This is small and blue. You can talk to your friends with it.

What is it?

This is brown. You can put bananas and apples in it. What is it?

You can sit on it and watch TV. It’s red. What is it?

This is yellow. You can sit under it and read your books.

What is it?

This is green. It jumps. What is it?

SB30. ACTIVITY 2. What do you think this is?

- Focus students on Activity 2 and read the question *What do you think this is?* Point to each diagram and run your finger along the shape of the object. Tell students to look at the shapes of the objects in the picture in Activity 1 in order to figure out which of the origami objects the diagrams show. Students raise their hands to answer.

Key: the frog

WB30. ACTIVITY 1. Make a jumping frog.

- Hold up a paper square and say *This is a paper square.* Explain the students are going to use these to make their own origami frog. Say *Open your Workbooks to page 30, please.* Say *Make a jumping frog.* Hand out the pieces of paper. Point to the first diagram. Say *Fold the paper like this.* Demonstrate the folding. Students copy. Repeat for each diagram so that students have their own jumping frog at the end. Students draw or stick eyes on their frog and add details, e.g., spots/patterns, if time permits.
- Give students time to play with the frogs, making them jump, then put them away. If your students have problems folding, tell them to work with a partner to make the frogs. Students raise their hands when they need help. If you made a frog yourself, use it to show students and help them fold the paper correctly.

WB30. ACTIVITY 2. Look and write.

- Hold up your book. Point to the first picture and the example answer *robot.* Say *Look and write.* Students write the correct word from the box to match each picture. Students check together in pairs. Check answers in open pairs, using *What is it? It’s a ...*

Key: 2 kite, 3 lamp, 4 phone, 5 couch, 6 cupboard

Extra activities: see page T118 (if time)

Ending the lesson

- Make anagrams of words from the lesson and write them on the board, e.g., *apcbuodr* (cupboard). Students work in pairs to solve the anagrams and raise their hands to answer. Alternatively, this could be a team competition with a time limit – the quickest student to figure out the word wins a point for his/her team.

OBJECTIVES: By the end of the lesson, students will have listened to interviews of people talking about recycling and talked about recycling for themselves.

• TARGET LANGUAGE

Key language: What's it made from? It's made from ... What do you have? I have ... What are you making? I'm making ... What are you doing? I'm growing ...

Additional language: plane, reuse, recycle, bottles, paper, ugly, old, computer, keyboard

Review: elephant, robot, flower, boot, What's this? What's your name?

• MATERIALS REQUIRED

Objects (or pictures/flashcards of objects) from the lesson that are usually reused (e.g., a plastic bag, an old T-shirt, a plastic toy) or recycled (e.g., an old newspaper, an empty cereal box, a glass jar), a picture of a pair of boots or real boots.

Extra activity 1: a collection of small real-life items that can be reused/recycled for students to make a picture, to include (if possible) cardboard boxes, old socks, buttons, and used pencils

Warmer

- Mime drinking from a plastic bottle and then pretend to throw the empty bottle in the trash can. Put your thumb up or down as you do so and say Is that right? Yes or no? Students say No (The bottle can be recycled, instead of thrown away.) Teach the words reuse and recycle. Hold up the objects (or pictures/flashcards) you have brought to class. For each one the students say Reuse or Recycle.

SB31. ACTIVITY 3. Listen and say the number.

- Say Open your Student's Books to page 31, please. Remind students of the meaning of "values." Read the title of the page and say Trevor's values today are reusing and recycling. Review boots using a picture or real boots. Focus students on the photographs by asking Where's the elephant/plane/old boot/robot? Students point to the objects. Say Listen and say the number. Play the CD.

Key: 2 (plane), 3 (boot), 1 (elephant), 4 (robot)

CD 2, 03

ANN: Hi.

INTERVIEWER: What's your name?

ANN: I'm Ann.

INTERVIEWER: What do you have?

ANN: I have some old paper.

INTERVIEWER: And what are you doing?

ANN: I'm making a plane.

INTERVIEWER: Wow! Great!

GRACE: Hi.

INTERVIEWER: What's your name?

GRACE: I'm Grace.

INTERVIEWER: What do you have?

GRACE: I have an ugly old boot.

INTERVIEWER: And what are you doing?

GRACE: I'm growing a flower in the boot.

INTERVIEWER: Cool!

INTERVIEWER: Hi.

SAM: Hi.

INTERVIEWER: What's your name?

SAM: I'm Sam.

INTERVIEWER: What do you have?

SAM: I have a lot of old bottles.

INTERVIEWER: And what are you making?

SAM: I'm making an elephant.

INTERVIEWER: Great!

TONY: Hi.

INTERVIEWER: What's your name?

TONY: I'm Tony.

INTERVIEWER: What do you have?

TONY: I have an old computer and an old keyboard.

INTERVIEWER: And what are you making?

TONY: I'm making a robot.

INTERVIEWER: Wow!

SB31. ACTIVITY 4. Ask and answer.

- Point to the first speech bubble and read What's this? (point to the flower in the old shoe). Students answer as in the example It's a flowerpot. Point to the next speech bubble and read What's it made from? Students answer again as in the example It's made from a shoe.
- Check comprehension. Say Ask and answer. Students ask and answer in pairs about the other objects in the same way.

SB31. ACTIVITY 5. What do you reuse at home?

- Point to the photographs and labels at the bottom of the page. Say the words in the labels. Students repeat. Ask What do you reuse at home? Choose a confident student to read and complete the speech bubble I reuse ... with what they reuse at home, e.g., I reuse bottles at home. Students practice in pairs.
- Monitor the activity and help with new vocabulary as necessary.

WB31. ACTIVITY 3. Look, read, and match.

- Say Open your Workbooks to page 31, please. Say Look, read, and match. Focus students on the example line drawn from the picture of the sock to phrase b. Students complete the activity individually or in pairs. They compare books to check. Elicit answers.

Key: 2 a, 3 d, 4 c

WB31. ACTIVITY 4. You have four boxes, two socks, a T-shirt, and five pencils. Draw a robot.

- If you have the real-life items, use them to introduce the activity and call two or three volunteers to the front to make a robot. Say You have four boxes, two socks, a T-shirt, and five pencils. Draw a robot. Students work in pairs to decide how to make the robot.
- Tell students they don't have to use all of the items. Go around checking and ask students What do you have? They say, e.g., I have four boxes, a T-shirt ... Ask What are you making? They answer I'm making a robot.

Extra activities: see page T118 (if time)

Ending the lesson

- Books closed. Ask What do you reuse at home? Students raise their hands to answer, e.g., I reuse old T-shirts at home. Repeat with other students.