

OBJECTIVES: By the end of the lesson, students will have learned to talk about objects and people in the classroom.

● TARGET LANGUAGE

Key language: board, bookcase, cupboard, desk, ruler, teacher, Is this a ... ? Yes/No.

Additional language: playground, window, look, listen, open/close your books / the door

Review: alphabet, colors, school objects: eraser, pen, pencil, chair, table, bag, book

● MATERIALS REQUIRED

Flashcards: (school things) 26–31 and/or school word cards from Teacher's Resource Book 2 (page 89); a board, a bookcase, a cupboard, a desk, a ruler, a teacher

Warmer

- Greet the class by saying *Hi, I'm ... / My name's ...* Greet individual students for them to respond. Add the greeting *How are you? I'm fine, thank you.* Weave it around the class: Student A to Student B, Student B to Student C, Student C to Student D, etc.

Practice

- Say the Alphabet chant with the class two or three times. Play a quick alphabet game to review words and letters, e.g., What "b" is a toy? (ball), What "c" is an animal? (cat), etc.

Presentation

- Use the flashcards to present the new vocabulary to the class. Display the flashcards (word side up) on their objects where students can see them or use the word cards from Teacher's Resource Book 2 (see page 89). Point to, e.g., the word *board*, point to the board, and say *Board*. Say *Point to the board*. Students point. Drill the word in chorus, softly and then loudly with the class. Repeat with the other classroom words. Stick the flashcard on yourself, too, for *teacher*.
- Play a quick pointing game. Say *Point to the board* (students point), *Point to the teacher* (students point), etc. Review other classroom words as part of this activity: *book, bag*.

SB10. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 10, please. Look at the picture of the classroom. Say Find the hidden star. Where is it?* Elicit from students where it is, hold up your book, and point to it (on the vase). Students say *Here it is.*
- Say *Listen and point.* Play the CD. Students listen and point to the objects in the picture.
- Set the pre-listening questions: *Is it Eva's classroom? Is Maskman Scott's favorite toy? Where's Robert's ruler?* Don't accept answers yet. Play the CD again. Students listen for the answers. Check with the class (no, yes, on the desk).
- Check comprehension by holding up your book and asking other questions, e.g., *What's this? Who's this? What color's this? What's in the cupboard? Where's the bookcase?*

CD 1, 16

SALLY: Hi, Alex. Hi, Robert. How are you?

ALEX AND ROBERT: Fine, thanks.

EVA: Is this your classroom, Scott?

SCOTT: Yes.

EVA: Who's that on the board?

SCOTT: That's my favorite toy, Maskman. Look at my Maskman ruler.

ROBERT: That's nice. My ruler's on my desk.

SALLY: Are your school books in the bookcase?

SCOTT: No, they're in the cupboard. Our teacher's here now.

SALLY AND EVA: Oops.

SB10. ACTIVITY 2. Listen and repeat.

- Say *Let's do Activity 2. Listen and repeat.* Play the CD. Students repeat the words in chorus. Listen for correct pronunciation of *cupboard* and correct word stress of *bookcase, teacher*.

CD 1, 17

Board, bookcase, cupboard, desk, ruler, teacher

WB10. ACTIVITY 1. Find and write the words.

- Say *Open your Workbooks to page 10, please.* Elicit what students can see (a word search puzzle) and check they remember how to do them. Hold up your book and point to the circled word. Elicit what it says (*desk*). Check students understand they have to write the word correctly under the picture.
- Students work in pairs and circle all the words, matching them with the pictures. Students then write the words under the pictures. Remind them to use Student's Book page 10 to help with the spelling (copying from a vertical word can be confusing).
- Check by asking students to spell the words for the class.

Key: cupboard, pen, pencil, board, ruler, eraser, chair, bag, classroom, bookcase, teacher

WB10. ACTIVITY 2. Listen and color.

- Say *Look at Activity 2. Tell students to have the following colors ready: orange, yellow, red, blue, brown, black.* Note: The letters in the puzzle are all part of the same pronunciation group. If you want, remind students that these letters were on the red splotches in the picture for the chant on Student's Book page 6.
- Hold up your book and point to the letters. Say *Listen and color.* Play the CD. Students listen and color the letters appropriately. They compare answers in pairs. Check the colors with the whole class.

CD 1, 18

F is red. L is brown. M is yellow.

N is orange. S is blue. X is black.

Extra activities: see page T115 (if time)

Ending the lesson

- Review the school objects by playing the *Please* game. Students follow your instruction only when you say *please*, e.g., *Put the ruler under the book, please* (students do it). *Point to the board* (students don't do it).

OBJECTIVES: By the end of the lesson, students will have learned to count from 1 to 20 and talk about plural classroom objects.

● TARGET LANGUAGE

Key language: 11–20, eleven–twenty, plural nouns, *How many ... are there?*

Additional language: school language, e.g., *open/close your books, donkey, polar bear*

Review: numbers 1–10, the alphabet

● MATERIALS REQUIRED

Flashcards: (school things) 26–31, (numbers 11–20) 32–41, pictures of a donkey and a polar bear

Photocopiable 2 (see page T101), one copy for each student, plus one for demonstration

Extra activity 1: two rolled-up newspapers

Optional: Teacher's Resource Book 2 Unit 2 Reinforcement worksheet 1 (page 15)

Warmer

- Go around the classroom sticking the flashcards (word side up) onto the wrong objects, e.g., *Bookcase* on the board. Say OK? Invite students one at a time to come and change two flashcards so that one is in the right place. Continue until all the flashcards are on the right objects.
- Point to each word and elicit it from the class.

Presentation

- Write the numbers 11–20 in sequence across the board. Above each number, stick the same number flashcard (word side up). Point to each number in turn, say it for the class, and they repeat in chorus several times. Teach the numbers cumulatively, e.g., teach 11, teach 12, and review 11, 12. Teach 13 and review 11, 12, 13, and so on.
- Write numbers 1–10 above, so that 1 is above 11, 2 is above 12, and so on. Encourage students to notice the similarities and differences, e.g., *Four/fourteen*. Help them find patterns.

SB11. ACTIVITY 3. Listen and point. Chant.

- Point to some posters in the classroom and ask *How many posters are there?* (two) Show pictures of a polar bear and a donkey and teach the words. Students repeat. Point to the two pictures in turn and students say the words.
- Point to a desk and elicit the word *desk* and then count desks with the students: *One, two, three, etc.* Count to fifteen and then say *Fifteen desks*. Repeat with rulers and count to eighteen.
- Say *Open your Student's Books to page 11, please. Look at Activity 3.* Elicit what students can see (desk, pen, teacher, etc.). Say *Listen and point to the numbers.* Play the CD. Students point to the numbers as they listen. Play the CD again. This time, students listen and point with two hands: one at the number and the other at the object in the picture.
- Play the CD again. Encourage students to chant.

CD 1, 19

School, school. This is the Numbers School.

Eleven desks,
Twelve erasers,
Thirteen rulers,
Fourteen cupboards,
Fifteen classrooms,
Sixteen teachers,
Seventeen pens,
Eighteen boards,
Nineteen pencils,
Twenty tables.

School, school. This is the Numbers School.

SB11. ACTIVITY 4. Ask and answer.

- Students work in pairs. Student A asks a question about the song lyrics, e.g., *How many desks are there?* Student B answers, e.g., *11*. Students swap roles. When students have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

Photocopiable 2: see pages T98 and T101

WB11. ACTIVITY 3. Look at the numbers. Write the words. S

- Say *Open your Workbooks to page 11, please. Look at Activity 3.* Hold up your book and point to the numeral 11. Elicit what it is. Point to the anagram *veleen* and then to the example answer *eleven*. Check students know what to do. Remind them to check in their Student's Books for the spelling.
- Students work in pairs, solve the anagrams, and write the words correctly in their books.
- Check by asking students to come to the board to write the numbers. They can bring their books to help them.

Key: fifteen, eighteen, twelve, twenty, thirteen

WB11. ACTIVITY 4. Read and color.

- Say *Look at Activity 4. Read and tell me the colors you need.* Students read and say the colors: *Brown, pink, green, blue, orange.* Point to the first sentence (*Color number twelve brown*). Say *What do you do here?* Encourage students to figure out what they have to do and to tell you. Check all students understand what to do. Students work individually and color the objects using the correct colors. Monitor students as they are working.
- Check with the class by asking, e.g., *What is brown? What color's the eraser? What color's number 16?*

Extra activity: see page T115 (if time)

Optional activity

- Unit 2 Reinforcement worksheet 1 from Teacher's Resource Book 2 (see pages 14–15 of the Teacher's Resource Book).

Ending the lesson

- Finish the lesson with a silent activity. Say *Open your Student's Books to page 11, please. Look at the numbers. Look and then point. Shh.* Mouth a number, e.g., *Fourteen*, in an exaggerated way. Students look and then point to the number in their books. Make sure everyone is silent and that they don't say the number. Repeat with the other new numbers.

OBJECTIVES: By the end of the lesson, students will have learned to ask and answer questions about *How many?*

• TARGET LANGUAGE

Key language: *There is ... , There are ... , There isn't ... , There aren't ... , How many ... are there?* whiteboard, wall

Additional language: *a lot of, any*

Review: prepositions, colors, school vocabulary, numbers, *my, long, it, computer, picture, burger, apple, orange, cake, ice cream, banana*

• MATERIALS REQUIRED

Flashcards: (school things) 26–31

A poster and some crayons

Some preparation might be needed for the Warmer (number of pencils/books on your desk).

Extra activity 1: Photocopiable 2 (see page T101), one copy for each student, from the previous lesson

Optional: Teacher's Resource Book 2 Unit 2 Reinforcement worksheet 2 (page 16)

Warmer

- Students stand up. Say a true statement, e.g., *In the classroom, there's a board. It's true.* Students put their hands on their heads. Say a false statement, e.g., *In the classroom, there are five desks. It's false.* Students put their hands by their sides. Continue with true and false statements to review numbers and classroom objects and to raise awareness of *There is ... , There isn't ... , There are ... , There aren't ...*. Note: Don't teach the use of *any* in this lesson, but use it correctly.

SB12. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to page 12, please. Look at the picture. Tell me ... how many chairs are there? (18). How many bags are there? (11).* Ask other questions to help students focus and review the use of *How many ... ?* Elicit the girl's name (Eva).
- Say *Listen to the CD and point to the things in the classroom.* Play the CD. Students listen and point. Set pre-listening questions: *Is there a red ruler? Is there a computer?* Play the CD again. Students listen for the answers. They check in pairs. Check with the class. (No, there isn't. / Yes, there is.)
- Check comprehension by asking, e.g., *Are there a lot of bags on the chairs?, etc.* for students to answer Yes, there are. / No, there aren't. Yes, there is. / No, there isn't. Check understanding of *whiteboard*. Students work in pairs and think of a question to ask the class about the picture, using *Is there ... ? / Are there ... ?*

CD 1, 20

EVA: This is my classroom. How many desks are there? There are a lot of desks. That's my desk next to the bookcase. There's a long pink ruler on it. There are a lot of books in the bookcase. There's a big whiteboard on the wall. There's a computer, but there isn't a TV.

SB12. ACTIVITY 6. Listen and repeat.

- Say *Now listen to the sentences and repeat. Play the CD.* Students repeat. Listen for correct pronunciation and intonation. Repeat the activity.

CD 1, 21

There's a pink ruler on her desk.

There are a lot of books in the bookcase.

There's a big whiteboard on the wall.

There's a computer in the classroom.

There isn't a TV.

WB12. ACTIVITY 5. Write the sentences.

- Say *Open your Workbooks to page 12, please. Hold up your book and point to the example and the words written in the right order on the line underneath. Focus on the capital letters and the punctuation.*
- Students work in pairs to reorder the words and write sentences. They write them on the lines underneath, carefully copying the capital letters and the punctuation.

Key: 2 There are 12 pencils on the desk. 3 There's a bag under the chair. 4 There are 16 books in the bookcase.

WB12. ACTIVITY 6. Look at the picture. Write the answers.

- Focus students on Activity 6. Elicit what they can see (chimps/monkeys, bananas, apples, burgers, oranges, cakes, ice cream cones). Ask a student to read the first question: *How many burgers are there?* and another to read the example response: *There are six.* Students work in pairs and take turns asking and answering about the other items in the picture. They write the sentences following the example. Monitor students as they are working.
- Check around the class using open pairs.

Key: 2 There are twelve. 3 There are fifteen. 4 There are fourteen. 5 There are eleven. 6 There are seventeen.

Extra activities: see page T115 (if time)

Optional activity

- Unit 2 Reinforcement worksheet 2 from Teacher's Resource Book 2 (see pages 14 and 16 of the Teacher's Resource Book).

Ending the lesson

- Do the Spelling chant to review the alphabet and the new vocabulary. Repeat with other school objects. More able pairs of students can be the "teacher" and spell out a word for the class to chant.

Teacher:

Give me a b

Students respond:

b

Give me an o

o

Give me an a

a

Give me an r

r

Give me a d

d

What does that spell?

board

What does that spell?

board

OBJECTIVES: By the end of the lesson, students will have sung a song and had more practice in asking and answering questions about *How many ... ?*

• TARGET LANGUAGE

Key language: *There is ... , There are ... , How many are there?* statement/question word order

Review: school objects, numbers 11–20, prepositions

• MATERIALS REQUIRED

Flashcards: (school things) 26–31, (numbers 11–20) 32–41

Ten pieces of paper

A poster and some crayons

Extra activity 1: the following sentences written large on strips of paper, cut up as indicated:

There's / a bag / on / the chair.

There are / five books / in / the bookcase.

Is there / a ruler / under / the book?

Are there / twenty students / in / our class?

There isn't / a computer / next to / the desk.

There aren't / two teachers / in / our classroom.

Optional: Teacher's Resource Book 2 Unit 2 song worksheet (page 19)

Warmer

- Play the *Disappearing flashcard* game. Display the number flashcards on the board in sequence from left to right. Point to and elicit the numbers. Place a piece of paper over one of the numbers (not in sequence). Point to each number, including the paper, again to elicit 11–20. Repeat, covering another number, but not following the sequence, e.g., cover 13, then 19, then 16. Continue until all the numbers are covered.
- Point to pieces of paper (out of sequence) and ask what the number is underneath. When they say it correctly, reveal the number. Repeat until all the numbers are revealed.
- Use a real poster and some crayons to review poster and crayons.

SB13. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Student's Books to page 13, please. Look at the picture.* Elicit why it's funny, e.g., *The teacher is on the bookcase.* Say *Now listen and point.* Play the CD. Students listen and point to the relevant part of the picture. Play the CD again.

CD 1, 22

There are pencils in the classroom, yes there are.

There's a cupboard on the pencils, yes there is.

There's a ruler on the cupboard,

There's a bookcase on the ruler,

There's a teacher on the bookcase, yes there is.

There's a teacher on the bookcase, yes there is.

[Repeat x3]

CD 1, 23

Now sing the song again. (Karaoke version)

SB13. ACTIVITY 8. Ask and answer.

- Students work in pairs. Student A asks a question about the song, e.g., *Where's the cupboard?* Student B answers, e.g., *On the pencils.* Students swap roles. Repeat with items in the classroom.

Practice

- Say *Listen* and then say the following words to the students: *Pencil, cupboard, bookcase, ruler, teacher.* By beating the rhythm with your hand, show students there are two beats (syllables) in these words in the song. Elicit from the class other two-syllable words they could use in the song (they can be silly), e.g., *whiteboard, tiger, jacket, ice cream, burger.*
- Make groups of four. Each group chooses words to write another verse of the song. Monitor and help students with the activity. Remind them to use the model in their books.
- Choose groups to perform their versions (with actions).

WB13. ACTIVITY 7. Look and read. Write "yes" or "no." S

- Say *Open your Workbooks to page 13, please.* Read the example statement: *There are two teachers in the classroom.* Say *Look at the picture. Yes or no?* Students respond *No.* Point to the example answer *no.* Elicit the correct sentence (*There's one teacher in the classroom.*)
- Students work individually and silently read the rest of the statements. They write *yes* or *no* on the lines to the right. Monitor and check they are looking at the picture to find out the answers. Students check in pairs. Elicit answers. Choose individuals to correct the false sentences.

Key: 1 yes, 2 yes, 3 no (There are two bookcases under the board.), 4 no (There are some clothes on the bookcases.), 5 no (There are two bags under the desk.)

Extra activities: see page T115 (if time)

Optional activity

- Hand out copies of the Unit 2 song worksheet from Teacher's Resource Book 2. Students cut out the items and do the *Listen and place* activity while listening to the song (see pages 14 and 19 of Teacher's Resource Book 2).

Ending the lesson

- Play a *Number bingo* game. Students draw a 2 × 2 grid in their notebooks and write numbers between 11 and 20 in the squares – one in each. Call out the numbers out of sequence. Students cross out the numbers when they hear them. The first student to cross out all four numbers shouts *Bingo!* Check the numbers back from them. If they are ones you called, that student is the winner. Repeat.

OBJECTIVES: By the end of the lesson, students will have learned to identify and say the long ee /i:/ vowel sound and to contrast it with the short e /e/ vowel sound and had more practice with numbers 11–20.

● TARGET LANGUAGE

Key language: the phoneme /i:/ as in *three, teacher, tree; classmate*

Review: numbers 1–20, colors, classroom language, poster, crayons, tree, read, bus, school

● MATERIALS REQUIRED

Flashcards: red, green

Teacher's Resource Book 2, Unit 2, Extension worksheet 1 (pages 14, 17); Workbook 2 Language Portfolio, page 105

Warmer

- Review the alphabet with the Alphabet chant on Student's Book page 4. Then say *Listen*. Recite the alphabet slowly, leaving out a letter. Students say the missing letter. Repeat.

SB14. ACTIVITY 9. Monty's phonics

- Say *Open your Student's Books to page 14, please. Look! It's Monty's Phonics today.* Point to the number three and say *three*, emphasizing the /i:/ sound. Say the word again and draw the figure 3 with your finger as you speak. Point to the pictures of the teacher and the tree and practice the words in the same way, emphasizing the vowel sound and using mime when you say the words. 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. Check understanding of the tongue twister by miming as students are listening – hold up three fingers for *three*, mime writing on the board for *teacher*, put your hands at the side of your head and close your eyes for *sleeping*, and stretch your arms up and out like branches for *tree*. Encourage the students to join in the mime.
- Students repeat the tongue twister as a class. Ask small groups to try saying it. Put students in pairs. They practice saying the tongue twister quickly to each other.
- Write the tongue twister on the board. Focus students on the words. Elicit which letters to underline for the sound /i:/.

CD 1, 24

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

/i:/, /i:/, three

/i:/, /i:/, teacher

/i:/, /i:/, tree

Three teachers sleeping in a tree! (x3)

Practice

- Say some true/false statements about the classroom. Use known vocabulary and numbers between 1 and 20, e.g., *There are seven crayons on the desk* (False). Prompt the response, e.g., *No, there aren't.* *There are twelve pencils on the desk.* Continue with, e.g., *There are three posters in the classroom.* Students correct your false statements. They say *Yes, there are* to the true ones.
- In pairs, students prepare two statements about their classroom. Students say their statements for the class to respond.

SB14. ACTIVITY 10. Say and correct.

- Say *Look at Activity 10. Point to the children in the photo and say Look at these children. They are in the same class, and they are classmates. How many classmates do you have?*
- Focus students on the example speech bubbles. Students look at the picture and count the classroom objects. Students work in pairs. Student A describes something he/she can see in the picture, but says the wrong number. Student B listens and corrects the sentence. Students swap roles.

WB14. ACTIVITY 8. Listen and color red or green.

- Remind students of the way colors matched letter sounds on Student's Book page 6. Stick the flashcards red and green on the board and elicit the color names. Say *Which letters go with red?* Elicit/Remind students which letters of the alphabet have the same vowel sound as the word *red* (f, l, m, n, s, x). Repeat for *green* (b, c, d, e, g, p, t, v, z).
- Say *Open your Workbooks to page 14, please.* Point to Activity 8 and to the first two pictures of the paint pots. Make sure students have red and green crayons ready. Say *Listen and color red* (make the sound /e/) or *green* (make the sound /i:/). Play the first two words on the CD and elicit the colors. Students color in the first two items.
- Play the rest of the CD, pausing after each word for students to choose a color. Remind them to make a dot first. They compare answers in pairs. Play the CD again if necessary. Monitor the activity and make sure students are choosing the color based on sound. Check answers, eliciting phrases, e.g., *a green tree, a red ten.*

Key: 1 red, 2 green, 3 green, 4 red, 5 red, 6 green, 7 red, 8 green, 9 green, 10 red

CD 1, 25

1. red, 2. green, 3. tree, 4. ten, 5. pen, 6. read, 7. twelve, 8. fourteen, 9. teacher, 10. desk

WB14. ACTIVITY 9. Find the words.

- Say *Look at Activity 9. What is it? Students answer A snake.* Hold up your book, point to *bus* and say *What's this word?* Students say *Bus.* Check understanding. Say *Find the words, find the pictures, and check.*
- Students work individually. They check in pairs. Monitor students as they are working. Students write the answers to the questions at the bottom of the page. Check with the class.

Key: school, leg, gray, yellow, white, eraser, ruler, red, desk
There are four colors. Gray, yellow, white, red.

Extra activities: see page T115 (if time)

Optional activity

- Unit 2 Extension worksheet 1 from Teacher's Resource Book 2 (see pages 14 and 17 of the Teacher's Resource Book).

Language Portfolio

- Students complete page 105 of Kid's Box AE Workbook 2 Language Portfolio (*My school bag*). They write sentences with *There's ... and There are ...*.

Ending the lesson

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

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

● TARGET LANGUAGE

Key language: language from the unit
Review: *beautiful, Can you ... , please?*

● MATERIALS REQUIRED

Extra activity 1: Flashcards: (school things) 26–31, (numbers 11–20) 32–41
Ten pieces of paper
Extra activity 2: the following half words on a large piece of paper:

| | | | |
|-------|-----|------|------|
| six | een | four | ve |
| cupb | her | twel | en |
| elev | ase | teac | oard |
| bookc | ard | bo | teen |

Optional: Teacher's Resource Book 2 Unit 2 Extension worksheet 2 (page 18) and/or animated version of the Unit 2 story from Kid's Box AE 2 Interactive DVD (Suzy's room section)

Warmer

- Play the Please game. Students stand up. Say, e.g., *Can you put your hands on your heads, please?* Students put their hands on their heads. Say, e.g., *Can you open your book?* Students don't respond. Continue practicing classroom language (*open, close, sit, stand, put*) and known vocabulary.

Story

SB15. ACTIVITY 11. Listen to the story.

- Say *Can you open your Student's Books to page 15?* Students shouldn't respond. Say *Oh, sorry. Can you open your books to page 15, please?* Elicit who they can see (Trevor, Monty, Marie, and Maskman). Set the pre-listening questions. Make groups of three, A, B, and C. Each student in each group has a different question to listen for: As: *Is there a ruler?* Bs: *Is there an eraser?* Cs: *How many pencils are there in picture 5?* Say *Listen and look.* Play the CD. Students listen and look. The groups of three exchange their answers. Check with the class (Yes, there is, Yes, there is, 11).
- Play the CD again. Students listen and repeat.
- Check comprehension by asking, e.g., *Is it a backpack?* (Yes). *Who's this?* (Marie). *Is there a ruler?* (Yes, there is). *Is it a Monty ruler?* (No, it isn't. It's a Maskman ruler). *What's this?* (An eraser). *Is the eraser in the backpack?* (Yes, it is). *How many pencils are there?* (11). *Where's pencil 12?* (Trevor is eating it). *What's Trevor's favorite food?* (Pencils).

CD 1, 26

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.
MARIE: OK, everybody. This backpack is for school. Let's look.
MASKMAN, TREVOR, AND MONTY: OK, Marie!

MARIE: Hmm. Is there a ruler?
MASKMAN: Yes, there is. It's a "Maskman" ruler.

MONTY: Look, Marie. Here's an eraser.
MARIE: Good! Can you put it in the backpack, please, Monty?

MONTY: Now there's an eraser in the backpack, Marie.

MARIE: Good! Thank you, Monty.

MARIE: Now ... how many pencils are there?

MASKMAN: There are 9, 10, 11 pencils.

MONTY: 11 pencils! Where's the pencil? Trevor?!

TREVOR: Sorry. Here you are. Pencils are my favorite food.

SB15. ACTIVITY 12. Listen and say "yes" or "no."

- Say *Listen. It's about the story. Say "yes" or "no."* Play the first statement on the CD. Students raise their hands. Choose a student to answer (No). Play the rest of the CD. Students point to the picture and do a secret thumbs up or thumbs down to their partner.
- Play the CD again. Pause after each one and elicit the answer. Elicit a correct statement/response for the Nos.

Key: No – backpack, Yes, No – an eraser, No – Monty, Yes, No – Pencils

CD 1, 27

MARIE: OK, everybody. This book is for school. Let's look.

MASKMAN: Yes, there is. It's a "Maskman" ruler.

MONTY: Look, Marie. Here's a pencil.

MARIE: Good! Thank you, Trevor.

MASKMAN: There are 9, 10, 11 pencils.

TREVOR: Sorry. Here you are. Erasers are my favorite food.

WB15. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 15, please.* Point to the scrambled word in the first square and the example answer. Elicit the word (teacher).
- Say *Look at the letters. Unscramble the letters and write words.* They are classroom words. Students work individually or in pairs to solve the anagrams. Check answers.
- 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: board, ruler, desk, bookcase, cupboard

WB15. MY PROGRESS.

- Say *Let's read the sentences together.* Read the first sentence. Elicit the meaning and point to different objects in the classroom for students to name. Repeat for the second sentence. Students say the numbers in chorus. Point to a classroom object, e.g., desk, and say *What's this?* Students reply: Desk. Ask: *Can you spell desk?* Repeat with other classroom objects and numbers.
- Students work in pairs. They take turns pointing to a sentence in their books and doing what it says.
- Say *Ask each other and check or put an X.* Demonstrate the activity again if necessary. Students check and color the star. Encourage students to practice so that they can check all the statements.

Extra activities: see pages T115–T116 (if time)

Optional activity

- Unit 2 Extension worksheet 2 Teacher's Resource Book 2, pages 14 and 18.
- The animated version of the story from Kid's Box AE 2 Interactive DVD (Suzy's room section). See pages 41–43 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 people talking about their favorite fruit, interpreted a block graph, and taken part in a class survey.

● TARGET LANGUAGE

Key language: lemon, pear, pineapple, I like ..., I don't like ..., I love ...

Additional language: This fruit is (yellow). block graph

Review: apple, banana, orange, colors, numbers 1–20, horse, hippo, cat, snake, polar bear

● MATERIALS REQUIRED

Pictures of fruit and animals: apple, banana, orange, horse, hippo, cat, tiger, snake; real fruit (an orange, a banana, an apple, a lemon, a pear, and a pineapple, if possible)

Warmer

- Stick the fruit pictures on the board picture side down. Turn each picture over, point to the fruit, and say, e.g., orange.
- Talk about the fruit by saying, e.g., I like oranges, I don't like bananas. Ask, e.g., What color is the banana? Students respond. When all the pictures are face up, point to each one again. Students repeat the names of the fruit.

SB16. ACTIVITY 1. Listen and point.

- Say Open your Student's Books to page 16, please. Hold up your book and point to the picture of Marie. Say Who's this? Elicit Marie. Say Marie is doing math today. This lesson is called "Marie's math."
- Hold up your book. Point and say Where's the pineapple? Students say Here it is. Students point to the same fruit in their books. Repeat. Point to the banana and ask Is this a pineapple? Choose a confident student and elicit the answer No, it's a banana. Repeat with the other pictures of fruit. Say Listen and point.
- Play the CD. Students point to each fruit as they hear the word. Play the CD again. Call volunteers to point to the correct fruit flashcard/picture on the board (or the correct real fruit).

Key: 1 orange, 2 lemon, 3 pear, 4 pineapple, 5 apple, 6 banana

CD 1, 28

1. I love this fruit!
Is it an apple? I like apples.
No, it isn't an apple. It's an orange. I don't like apples. But I love oranges!
2. This fruit is yellow.
That's a banana.
No, it's a lemon.
3. This fruit is green.
Oh, that's a pear.
4. What's this?
It's green.
Is it a pear?
No, it's green and brown.
Oh, that's a pineapple!
5. I like this fruit.
Is it a pear?
No, this fruit is red.
Ah, it's an apple! You like apples!

6. I don't like this fruit.
Is it a pineapple?
No, it's a banana!

SB16. ACTIVITY 2. Listen and answer.

- Point to the graph. Say This is a block graph. Students repeat the phrase. Say A block graph shows us information about numbers.
- Give students time to look at the graph and talk about it in pairs. Ask How many children like bananas? Students answer (18). Repeat for other fruit. Say 17 children like this fruit. What is it? Students answer (pear). Make sure students understand that the numbers on the vertical axis of the graph represent people who chose each of the fruits listed on the horizontal axis.
- Say Listen and answer. Play the CD. Stop after each question. Give students time to think and check with each other before eliciting the answer from the class.

Key: 1 apple, 2 17, 3 13, 4 banana, 5 12, 6 pineapple

CD 1, 29

1. 14 children like this fruit. What is it?
2. How many children like pears?
3. How many children like oranges?
4. 18 children like this fruit. What is it?
5. How many children like lemons?
6. 15 children like this fruit. What is it?

WB16. ACTIVITY 1. Ask and answer. Color the graph.

- Review animal vocabulary quickly and review polar bear, using the flashcards from Level 1 and pictures from the Internet. Say Open your Workbooks to page 16, please. Look at the graph. It's a new graph. Point to the numbers. (Students point to the numbers on the vertical axis.) Point to the animals. (Students point to the animals on the horizontal axis.) Tell students they are going to do their own survey, by asking their classmates about the animals they like.
- Focus students on the speech bubble in their books. Ask Which animals do you like? to elicit an answer from a confident student, e.g., I like hippos, polar bears, and snakes. Mime putting a mark on the graph for the hippo, polar bear, and snake columns. Repeat with another student.
- Divide the class into small groups. Ask each group to work together.
- Each group chooses other children in the class for their survey. When they have asked everyone in their group/the class, they go back to their seats and color the graph, using a different color for each column. Check their graphs while they are coloring.

WB16. ACTIVITY 2. Answer the questions.

- Students use the information from their graphs to answer the questions. Do the first question with the class as an example.
- Students work in pairs to ask and answer the questions according to the information in their graphs. Check answers in open class.

Extra activities: see page T116 (if time)

Ending the lesson

- Students close their books. Choose two confident students to come to the front. Give them each a fruit flashcard. They hide their card from the class and describe their fruit without saying what it is, e.g., I like this fruit. It's green and brown. The rest of the class ask, e.g., Is it a (pear)? Repeat with other students and different fruit flashcards.

OBJECTIVES: By the end of the lesson, students will have used polite language to act out social situations.

● TARGET LANGUAGE

Key language: After you. Thank you. Can you (open the window / spell ...), please? Yes, of course. Can we come in? Yes, come in.

Additional language: Sorry, I'm late. That's OK. Sit down, please. Can I have (a pencil), please? Yes, of course. Here you are.

Review: Thank you., paper

● MATERIALS REQUIRED

Extra activity 1: The following sentences from dialogs, written on separate pieces of paper (enough for half the students in the class to have a piece of paper each):

After you.

Sorry I'm late.

Can you open the window, please?

Can you spell "pencil," please?

Can I have a pen, please?

Can I have a ruler, please?

Can we come in, please?

Extra activity 2: Pictures of social situations from the lesson taken from magazines or the Internet.

Warmer

- Pretend to bump into one of the students or to stand on his/her foot and say *Sorry!* Repeat with another student. Brainstorm other polite words and phrases that the students know in English and write them on the board (e.g., *Please. Thank you. Excuse me.*).
- Say *We use these words to be polite.* Make sure students know the meaning of *polite*. Explain that the words are little, but that American people use them a lot. Get students to use some of the language on the board in pairs.

SB17. ACTIVITY 3. Listen and say the number.

- Say *Open your Student's Books to page 17, please.* Point to the picture of Trevor at the top of the page. Elicit his name. Ask *Is he happy or sad?* Translate the meaning of "values" so the students know that Trevor's pages are about doing the right thing.
- Point to the title of the page and say *Look! This page is about being polite.* Focus students on the pictures of children in their classroom. Say *Where's the teacher?* Students point. Say *Listen and say the picture number: one, two, three, four, five, or six.* 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: Picture 3, Picture 1, Picture 4, Picture 6, Picture 5, Picture 2

CD 1, 30

Sorry, I'm late.

That's OK. Sit down, please.

Can we come in, please?

Yes, come in.

Can I have a pencil, please?

Yes, of course. Here you are.

Thank you.

Can you spell "ruler," please?

Yes, r-u-l-e-r.

Can you open the window, please?

Yes, of course.

After you.

Thank you.

SB17. ACTIVITY 4. Act it out.

- Say *Let's act out the first picture.* Demonstrate the activity. Five students come to the front. Let each student choose a character, e.g., the teacher and the other children. Play the CD and help the students act out the dialog. Repeat with another scene.
- Point to picture 4 and review *paper*. Say to a student *Can I have some paper, please?* The student says *Yes, of course. Here you are.* and hands you some paper. Say *Thank you.*

WB17. ACTIVITY 3. Read and complete.

- Say *Open your Workbooks to page 17, please.* Point to the pictures. Point to the blanks in the dialogs and the box of phrases at the top of the page. Go through the example with the class and show them how the words in the box go in the blank in dialog 1.
- Say *Read and complete.* Students work in pairs to complete the other dialogs. Pairs check with pairs. Check with the class. Students say the dialogs in pairs.

Key: 2 After you 3 Can you spell 4 Yes, of course.

WB17. ACTIVITY 4. Draw a picture of you. Be polite!

- Students visualize themselves in one of the situations from earlier on the page and draw themselves with speech bubbles.
- Check they are either asking a question or responding to a request. Focus students on being polite and remembering to say *please, thank you, Can you ... ?*

Extra activities: see page T116 (if time)

Ending the lesson

- Act out one of the situations from the class but in an impolite way, for example, look sternly at a student and say *Give me some paper!* Students raise their hands to correct you and say the polite phrase, e.g., *Can I have some paper, please?*