

OBJECTIVES: By the end of the lesson, students will have learned to talk about vacation activities.

● TARGET LANGUAGE

Key language: mountain, ocean, sand, beach, sun, shell, on vacation, pick up

Review: a lot of, flowers, trees, fishing, walking, sitting, reading, love, So do I, can't, clean, colors, animals, I love playing

● MATERIALS REQUIRED

Flashcards: (vacation) 98–103

Example of a picture postcard.

Extra activity 1: three rolled-up newspapers

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 12

Reinforcement worksheet 1 (page 75)

Warmer

- Review sports/hobbies, using mime. As students say each one, write it at the side of the board and say, e.g., I love swimming. Elicit a response from students, e.g., So do I. / I don't.

Sports/hobbies: playing Ping-Pong, painting, riding a bike, swimming, fishing, reading, walking, playing the guitar, taking pictures.

Presentation

- Elicit/Teach the new vacation vocabulary, using the flashcards (picture side up). Students repeat in chorus, in groups, in pairs. Display the flashcards on the board (picture side up), point, and students repeat. Turn each flashcard over (word side up). Students chorus each one again. Make a circling motion with your hands and say These are vacation words. Check the concept of vacation, using the picture postcard. Point to the words from the Warmer. Say, e.g., Do you go fishing on vacation? Ask questions about the other sports/hobbies in the same way.

SB84. ACTIVITY 1. Listen and point.

- Set the scene, books closed. Say Listen. Robert and Scott are talking about their vacation. Set the pre-listening questions: What does Scott love doing? (Three things.) What does Robert love doing? What does Suzy like doing? What does Sally like doing? Make groups of four. Each student in the group listens for the answer to one question. Play the CD. Students listen for the answers. They tell the others in their group. Say Open your Student's Books to page 84, please. Play the CD again for students to check. (Playing on the beach, swimming in the ocean, fishing with Grandpa; Walking in the mountains; Picking up shells from the beach; Sitting in the sun and reading). Check comprehension by asking, e.g., Can Scott fish in the city?
- Say Can you find the hidden star? Show your partner. Check with the class (on the sand). Students say Here it is.

CD 4, 02

ROBERT: We're on vacation! Great!

SCOTT: I love vacation.

ROBERT: So do I.

SCOTT: I love playing at the beach. The clean, yellow sand, the big sun, the beautiful, blue ocean. I love swimming in the ocean!

ROBERT: Uh, the beach is OK, but I love walking in the mountains. There are a lot of green trees and beautiful flowers.

SCOTT: What! Flowers, Robert?

ROBERT: Well, yes, uh ... flowers and animals, big animals.

SCOTT: Hmm. I like fishing with my grandpa. We can't fish in the city.

ROBERT: Do Sally and Suzy like fishing?

SCOTT: Oh, no. Suzy likes picking up shells from the beach, and Sally loves sitting in the sun and reading.

ROBERT: Come on, Scott. Let's go! We're on vacation!

SCOTT: Yeh!

SB84. ACTIVITY 2. Listen and repeat.

- Say Now let's listen and repeat. Play the CD. Students chorus the words. Listen for correct pronunciation.

CD 4, 03

Beach, sand, ocean, shell, sun, mountain

WB84. ACTIVITY 1. Listen and check (✓). Find the words.

- Say Open your Workbooks to page 84, please. Do the first one as an example. Play the CD. Elicit the word (ocean) and show students the check mark. Play the CD. Students check the words. They check in pairs. Play the CD again. Check with the class. Students then find the words in the word search puzzle. Elicit answers.

CD 4, 04

- | | | | |
|----------|-------------|------------|--------------|
| 1. ocean | 4. shell | 7. flowers | 10. fish |
| 2. sun | 5. mountain | 8. bird | 11. vacation |
| 3. sand | 6. tree | 9. animals | |

WB84. ACTIVITY 2. Match. Write the words.

- Focus students on the example. Check they know what to do. Remind them that the letters on the left match with two sets of letters on the right. Students work individually and write the words. They check in pairs. Check with the class.

Key: beautiful, beach, mountain, mouse, sand, sun, shell, shirt, train, trees

Extra activities: see page T126 (if time)

Optional activity

- Teacher's Resource Book 2 Unit 12 Reinforcement worksheet 1 (see pages 74, 75).

Ending the lesson

- Make four teams. They line up facing the board. Whisper a different word from the lesson to the first member of each group. They whisper it back along the line. The student at the back then runs to the front and writes the word on the board. The first to do it correctly wins two points for his/her team. The other teams win one point if they do it correctly. The students from the back of the lines come to the front. Repeat with different words.

OBJECTIVES: By the end of the lesson, students will have talked more about vacation activities and sung a song.

● TARGET LANGUAGE

Key language: What's he/she doing? What's (name) doing?

Additional language: a new song

Review: present progressive, vacation vocabulary, character names, *a lot of*, *at the beach*, *sleeping*, *walking*, *swimming*, *getting*, *writing*

● MATERIALS REQUIRED

Flashcards: (vacation) 98–103

Extra activity 2: a vacation postcard, one piece of cardboard for each student

Optional: Teacher's Resource Book 2 Unit 12 song worksheet (page 79)

Kid's Box AE 2 Interactive DVD: *The living room* "At the beach" episode

Warmer

- Review the vacation words using the flashcards. Flash each one (picture side up) in front of the class and elicit the word. Display them word side up around the room. Call them out quickly one after another. Students point to the correct word each time.

SB85. ACTIVITY 3. Listen and point. Sing.

- Say *Open your Student's Books to page 85, please*. Elicit what and who students can see and what they're doing. Play the CD. Students listen and point to the people in the picture. Play the CD again. Check understanding by asking, e.g., *Who's singing? What's she doing? What's Suzy doing?*
- Play the CD in sections. Students repeat. Teach the song in this way. Students repeat the whole song in chorus with the CD. Students stand up. They sing the song as a class. Make five groups (Sally, Suzy, Scott, etc.). Everyone sings and the groups mime their action during the whole song (so the students are miming different actions at the same time). Change roles and repeat. You could record students and they could watch / listen to their performance for added motivation.

CD 4, 05

SALLY: I'm writing a new song,

I'm writing a new song.

At the beach. At the beach.

Suzy's getting a lot of shells,

Suzy's getting a lot of shells.

At the beach. At the beach.

Scott's swimming in the ocean,

Scott's swimming in the ocean.

At the beach. At the beach.

Dad's walking on the sand,

Dad's walking on the sand.

At the beach. At the beach.

Mom's reading in the sun,

Mom's reading in the sun.

At the beach. At the beach. [Repeat x3]

CD 4, 06

Now sing the song again. (Karaoke version)

SB85. ACTIVITY 4. Ask and answer.

- Students work in pairs. Student A asks a question about the song lyrics, Student B answers. Read the example speech bubbles before they begin. Students exchange 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.

WB85. ACTIVITY 3. Look at the picture and answer the questions.

- Say *Open your Workbooks to page 85, please*. Focus students on the picture and say *Tell me about the picture. What can you see?* Elicit some of the things in the picture.
- Focus students on the example question and answer. Students work in pairs. They take turns asking one of the questions and answering it. They do the activity orally first. Students then write the answers in their books.
- Monitor and help with spelling. Check with the class using open pairs. Write the sentences on the board for students to check their work.

Key: 2 He's drinking lemonade. 3 She's sleeping. 4 No, it's running. 5 He's swimming in the ocean. 6 She's picking up shells. 7 There are three birds. 8 They're flying.

WB85. ACTIVITY 4. Look at the letters and write the words.

- Point to the clouds with the scrambled letters inside. Ask a volunteer to read the example answer. Say *Move the letters to make words*. Copy the letters in the order they appear inside the first cloud on the board and show students how they make the word *sand* by crossing out each letter as you write the word with the letters in the correct order below.
- Students work individually to solve the rest of the anagrams. Elicit the answers and call volunteers to write the words on the board. Check spelling carefully. Early finishers can draw a picture for each word in their notebooks.

Key: 2 shell, 3 flower, 4 beach, 5 tree, 6 mountain

Extra activities: see page T126 (if time)

Optional activities

- Students do the fill-in-the-blank activity and make the die on the Unit 12 song worksheet from Teacher's Resource Book 2 (see pages 74 and 79 of Teacher's Resource Book 2).
- The "At the beach" episode from Kid's Box AE 2 Interactive DVD (*The living room* section). See pages 24–27 of the Teacher's booklet for the Interactive DVD.

Ending the lesson

- Students sing the song again from memory. They all do the actions for each verse as they sing it.

OBJECTIVES: By the end of the lesson, students will have learned to ask and answer questions using *want*.

● TARGET LANGUAGE

Key language: Where do you want to go on vacation?

I want to ... Do you want ... ?

Additional language: end of school, this year, watch, notebook, hat, all

Review: vacation words, adjectives, draw, birds, trees, animals, pencils, town, sunglasses, Let's go, walk, sit

● MATERIALS REQUIRED

Flashcards: (vacation) 98–103

Photocopiable 12a (see page T112), enlarged and copied onto thin cardboard, one copy for each group of four students, colored game pieces, coins

Extra activity: a CD of vacation-type music

Optional: Teacher's Resource Book 2 Unit 12 Reinforcement worksheet 2 (page 76)

Warmer

- Teach a mime for each of the new vacation words:
 - sun: shading your eyes from the bright sun
 - ocean: swimming action
 - shells: looking at a tiny shell in the palm of your hand
 - beach: spreading arms wide
 - mountains: hand making shape of mountains
 - sand: sand running through fingers
- Say the words quickly one after another at random.
Students do the mimes. Students take turns being the callers.

SB86. ACTIVITY 5. Listen and answer.

- Keep books closed. Say Listen. The Star family is talking about their vacation. Set the pre-listening questions: Who likes beach vacations? Who likes mountain vacations? Where are they going? The mountains or the beach? Play the CD. Students listen for the answers. They check in pairs. Say Open your Student's Books to page 86, please. Listen again and check. (Scott, Sally, Mountains). Play the CD again. Check comprehension and focus on the target structure. Say Where does Scott want to go? Where does Sally want to go? Who wants some sunglasses? What does he say? Who wants a hat? What does she say?

CD 4, 07

MRS. STAR: Well, children. It's the end of school. Where do you want to go on vacation?

SCOTT: Let's go to the beach.

SALLY: Oh, I want to go to the mountains this year. I want to draw birds and trees, and I want to watch small animals. I'd like a new notebook and pencils, please.

SUZY: Are there shells in the mountains, Sally?

SALLY: No, there aren't, but you can get a lot of beautiful flowers.

MR. STAR: Do you want to go to a big city? We can walk in the streets and sit in cafés.

ALL: Oh, no! We don't want to go to a city.

SCOTT: OK, let's go to the mountains. Can we swim there, Mom?

MRS. STAR: Yes, you can.

MR. STAR: OK, that's good. We're all happy to go to the mountains for our vacation.

SALLY: So can I have a new notebook and pencils, then?

SCOTT: Well, I want some new sunglasses, please.

SUZY: And I want a new hat, please.

GRANDPA: Hmm, and now I want my dinner.

Practice

- Display the flashcards on the board. Say Where do you want to go on vacation? Point to the flashcards on the board. Elicit/Prompt a response from a student: I want to go to the (beach). Elicit other responses from students. Practice in open pairs.

Photocopiable 12a: see pages T99 and T112

WB86. ACTIVITY 5. Listen and check (✓) the box. [YLE]

- Say Open your Workbooks to page 86, please. Play number 1 and point to the checked box. Play the rest of the CD. Students listen and check. They check in pairs. Play the CD again. Check with the class.

Key: 2 a, 3 c, 4 b, 5 b, 6 c

CD 4, 08

1. Nick's sitting on the couch. He wants to watch his favorite show on TV.
2. What do you want for lunch, Mary?
Can I have some chicken and carrots, please?
3. Mom, please, can I have a camera for my birthday?
4. What do you want to drink, Susan?
Please, can I have some milk?
5. Stacey, let's play soccer.
OK. I love playing soccer.
6. Come on, John. Let's go to the café for some lemonade.
Uh ... I don't want to go to the café. I want to go to the park.

WB86. ACTIVITY 6. Read. Write "Yes, he does" or "No, he doesn't."

- Elicit the meaning of *birthday list*. Elicit the things on Daniel's list. Go through the example. Students work in pairs and write the answers on the lines as appropriate. Check with the class. Elicit the corrections, e.g., 2 He wants a long ruler.

Key: 2 No, he doesn't. 3 No, he doesn't. 4 Yes, he does.
5 Yes, he does. 6 No, he doesn't.

Extra activity: see page T126 (if time)

Optional activity

- Teacher's Resource Book 2 Unit 12 Reinforcement worksheet 2 (see pages 74 and 76).

Ending the lesson

- Brainstorm a class birthday list (ten items). Students individually choose four items and write their own list. They swap lists with their partner. Ask questions of A about B, using the words on the board, e.g., Does (Sue) want a new computer? A: Yes, she does / No, she doesn't, according to what's in the list. Students continue the activity in pairs.

OBJECTIVES: By the end of the lesson, students will have had more practice using *want* and done a chant.

● TARGET LANGUAGE

Review: *wants, that/this one, clothes, animals, toys, food, town, colors, household objects, question words*

● MATERIALS REQUIRED

A selection of flashcards from *Kid's Box AE 2*, e.g., six clothes, six foods, six animals

Extra activity 2: Six true/false sentences about the picture in Student's Book Activity 7, e.g., *The shoe store is next to the fruit store. There are two frogs in the toy store.*

Optional: *Kid's Box AE Teacher's Resource Book 2 Unit 12*

Extension worksheet 1 (page 77)

Warmer

- Display a selection of flashcards, e.g., six clothes, six foods, six animals, on the board. Ask a student *Which one do you want?* The student responds *I want the (dog), please.* Give the student the flashcard. Repeat with the other flashcards and other students.

SB87. ACTIVITY 6. Listen and point. Chant.

- Say *Open your Student's Books to page 87, please.* Focus students on the words and pictures. Play the CD. They don't add the words at this stage. Play the CD again. Students add the words for each picture to complete the chant. Students stand up. Make two groups. One group says the chant (the words written on the page). The other group mimes and supplies the word, e.g., *hat* (putting a hat on their heads). Students swap roles.

Key: hat, jeans, potatoes, beans, sheep, goat, truck, boat

CD 4, 09

I want a [pause],
And you want some [pause].
She wants some [pause],
And he wants some [pause].

They want a [pause],
And we want a [pause].
She wants a [pause],
And he wants a [pause].

SB87. ACTIVITY 7. Listen and say the letter.

- Focus students on the picture and on the letters (a, b, etc.). Elicit what they can see in the picture (the stores, the street, etc.). Say *Listen. Don't speak, but point with your partner.* Play the CD. Students listen and point. Play the CD again. Stop after each one to elicit the letter. Elicit the names of the stores / the word family for each one.
- Students do the activity in pairs. They take turns asking, e.g., *Which shoes do you want?* and responding, e.g., *I want the red ones.*

Key: 1 m, 2 l, 3 e, 4 a, 5 p, 6 h, 7 d, 8 j

CD 4, 10

- Which melon do you want?
I want the big green one.
- Which shoes do you want?
I want the red ones.
- Which monster do you want?
I want the ugly one.
- Which ice cream do you want?
I want the lemon one.

- Which apples do you want?
I want the green ones.
- Which doll do you want?
I want the happy one.

- Which cake do you want?
I want the small one.
- Which shoes do you want?
I want the white ones.

WB87. ACTIVITY 7. Listen and color. There is one example. [YLE]

- Say *Open your Workbooks to page 87, please.* Ask questions about the picture to review the vocabulary.
- Students take out crayons or pens in green, pink, blue, red, black, yellow, and orange. Play the example on the CD. Say *Where's the black shell?* Students point and say *Under the tree.* Say *Listen and color. Make a dot first.*
- Play the CD. Students make a colored dot for each item. They check in pairs. Play the CD again. Check with the class. Students color the objects. Elicit which color they didn't use (blue).

Key: 1 ball in the ocean = pink, 2 sun on the boy's T-shirt = yellow, 3 shell in the girl's hand = green, 4 hat on the beach = red, 5 mountain = orange

CD 4, 11

Look. Here's a picture of the beach.

Great! Can I color it, please?

Yes. Can you see the shell under the tree?

Yes, I can.

Well, color it black.

OK. The shell under the tree is black.

Can you see the black shell under the tree? This is an example.

Now you listen and color.

- One boy is in the ocean. He's playing with a ball. Can you see it?
Oh, yes.
Well, color the ball pink.
OK. The ball in the ocean is pink now.
- Now look at the boy on the beach.
There he is. There's a sun on his T-shirt.
Yes. Color it yellow.
OK. The sun on the boy's T-shirt is yellow.
- The girl is holding a shell.
Oh, yes.
Color her shell green, please.
Right. The girl's shell is green now.
- Can you see the hat on the beach?
On the beach? Yes, there it is.
Well, color that hat red.
Red? OK.
- Now, what's your favorite color?
Oh, it's orange.
Then color the mountain orange.
Right. The mountain is orange.
Good. I like this picture now.

Extra activities: see page T127 (if time)

Optional activity

- Unit 12 Extension worksheet 1 from *Teacher's Resource Book 2* (see pages 74 and 77).

Ending the lesson

- Write *ocean, sand, mountain, shell, beach, sun, vacation*, plus three other related words, e.g., *swimming, sunglasses, ice cream*, on the board, each with scrambled letters. Students work in pairs and race to unscramble them. Elicit correct spellings from pairs.

OBJECTIVES: By the end of the lesson, students will be able to identify and say all the short vowel sounds which have appeared in the course (a /æ/, e /e/, i /ɪ/, o /ə/, and u /ʌ/) and will have practiced asking and answering questions.

● TARGET LANGUAGE

Key language: the phonemes /æ/ as in Sam, /e/ as in Ben, /ɪ/ as in Jill, /ə/ as in Tom, and /ʌ/ as in Justine

Review: Do you like ... - ing? Yes, I do, No, I don't, food, hobbies, vacations, adjectives, animals

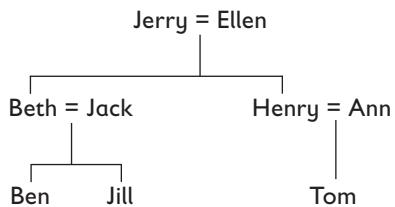
● MATERIALS REQUIRED

Photocopiable 12b (see page T113) copied onto thin cardboard, cut into dominoes, one set for each group of three or four students.

Extra activity 1: three rolled-up newspapers

Warmer

Draw a simple family tree showing grandpa (Jerry), grandma (Ellen), mom (Beth) and dad (Jack), their two children (Ben and Jill), an uncle and aunt (Henry and Ann), and a cousin to Ben and Jill (Tom), as shown below.



Use the family tree to review the words *grandpa*, *grandma*, *mom*, *dad*, etc. to start the focus on the short vowel sounds. (all the names in the tree have short vowel sounds).

SB88. ACTIVITY 8. Monty's phonics

- Say *Open your Student's Books to page 88, please*. Point to the small pictures and say the names, emphasizing the vowel sounds. Students practice pronunciation of each one. Point to the large picture and say *Look! Who's in the picture?* (*Justine, Sam, Ben, Jill, Tom*)? *Where are they?* (*On a bus*) *What animals can you see?* (*A cat and a dog*). 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. Students try saying the tongue twister as fast as they can. Invite volunteers to say it to the class.

CD 4, 12

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

/ʌ/, /ʌ/, Justine

/æ/, /æ/, Sam

/e/, /e/, Ben

/ɪ/, /ɪ/, Jill

/ə/, /ə/, Tom

Justine, Sam, Ben, Jill, and Tom are on the bus!

Justine, Sam, Ben, Jill, and Tom are on the bus!

Justine, Sam, Ben, Jill, and Tom are on the bus!

Photocopiable 12b: see below and page

T113

SB88. ACTIVITY 9. Ask and answer.

- Tell the class that they are going to play dominoes. Ask students to gather around one table and teach/check the rules with a set of cards from Photocopiable 12b (page T113). Each player has an equal number of dominoes. One domino is placed facing upward on the table. The first player matches the picture or word(s) on one of their dominoes with the same word(s) or picture already placed on the table. Play continues around the table in this way until one player uses all his/her dominoes. He/She is the winner.
- Divide the class into groups of three or four students. Hand out a set of domino cards from Photocopiable 12b to each group. Teach the verb *to deal*. Ask one member of each group to deal the cards. Students take turns laying a card face up on the table. The player to the left asks, e.g., *Do you like fishing?* The player answers truthfully *Yes, I do.* / *No, I don't.* Play continues. The first player to get rid of all his/her cards is the winner.
- You could extend the activity by asking each group to prepare a set of domino cards based on their favorite words from Kid's Box AE 2.

WB88. ACTIVITY 8. Listen and match.

- Say *Open your Workbooks to page 88, please. Listen and say*. Point to the first incomplete sentence and play the first item on the CD. Students repeat. Mime drawing a line from *Sam catches his to hat*. Make sure students know that they have to listen and repeat first, then match the sentence halves.
- Say *Listen and say. Don't match*. Play the rest of the CD, pausing after each item for students to repeat the first time.
- Say *Now match*. Students work individually or in pairs to do the matching (only the sentences at this stage). Check answers as a class.

Key: See audioscript

- Say *Now look at the pictures*. Point to picture a and say *Look! Ben gets shells. It's number 2*. Point to the example number 2 on the line.
- Students look and match the rest of the pictures to sentences 1 through 5 by writing numbers. Check as a class.

Key: b 5, c 1, d 3, e 4

CD 4, 13

1. Sam catches his hat.
2. Ben gets shells.
3. Jill swims with the fish.
4. Tom stops the dog.
5. Justine runs in the sun.

WB88. ACTIVITY 9. Complete the questions. Then answer.

- Focus students on the words in the box and on the example. Ask a student to read it aloud: *Is your kitchen big or small?* Elicit how they know the word to write is *small*. Check understanding of the concept of *opposite*. Students work in pairs. They complete the questions first. Check with the class and check understanding of each question.
- Students then work individually and answer the questions about themselves. Monitor and help where necessary.

Key: 2 ugly, 3 short, 4 dirty, 5 new

Extra activities: see page T127 (if time)

Ending the lesson

- Do the tongue twister again with the class. Students stand up and say it in chorus. Then invite groups or pairs to try saying it quickly.

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: postcard

Review: vacation, clothes, food, adjectives, don't have, get, Let's go, hat, sunglasses

● MATERIALS REQUIRED

Flashcards: (vacation) 98–103

Extra activity 2: Photocopiable 12a (see page T112), enlarged and copied onto card, one copy for each group of four students, colored game pieces, coins

Optional: Teacher's Resource Book 2 Unit 12 Extension worksheet 2 (page 78) and/or animated version of the Unit 12 story from Kid's Box AE 2 Interactive DVD (Suzy's room section), Kid's Box AE Workbook 2 Language Portfolio pages 103 and 110

Warmer

- Review the vacation words, using the flashcards. Display the flashcards (picture side up) on the board and write a number between 1 and 6 under each one. Write a tiny number on the corner of the board and cover it with your hand. Elicit guesses, e.g., *Is it sand?* until a student guesses the right one. The student then comes up and repeats the activity.

Story

SB89. ACTIVITY 10. Listen to the story.

- Say *Open your Student's Books to page 89, please.* Elicit who they can see (Trevor, Monty, Maskman, and Marie). Set the pre-listening questions: *Where are they? What does Marie want? What does Maskman have on his eyes?* Play the CD. Students listen and look. They check in pairs. Check with the class (Mountains; Dress, shoes, hat, sunglasses; Shells). Play the CD again. Students listen and repeat.
- Check comprehension by asking questions, e.g., *Is Trevor happy? Is Marie's bag small? Where is Maskman?*

CD 4, 14

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

MARIE: Here we are in the mountains.

TREVOR: Look, I have a postcard from Maskman.

TREVOR: Listen. "Hi. I'm at the beach. It's beautiful. I love sleeping in the sun and drinking lemonade ... "

TREVOR: I want to go to "Star Beach" and see Maskman.

MARIE: OK, Trevor. We can go and find Maskman.

MARIE: Hmm ... I want my new dress, my new shoes, and my new hat and sunglasses.

MASKMAN: I'm on vacation. Can you get me some lemonade, please, Metal Mouth?

MARIE: Maskman! Is this "Star Beach"?

MASKMAN: Hi. Um, yes, it is.

TREVOR AND MONTY: Ha ha ha!

SB89. ACTIVITY 11. Listen and say the number.

- Say *Now listen and look at the pictures. Say the number of the picture to your partner.* Play the CD. Students point to the picture and whisper the number to their partner. Play the CD again. Check with the class.

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

CD 4, 15

TREVOR: I want to go to "Star Beach" and see Maskman.

MASKMAN: I'm on vacation. Can you get me some lemonade, please, Metal Mouth?

MARIE: Here we are in the mountains.

TREVOR: Look, I have a postcard from Maskman.

MARIE: Hmm ... I want my new dress, my new shoes, and my new hat and sunglasses.

TREVOR: Listen. "Hi. I'm at the beach. It's beautiful. I love sleeping in the sun and drinking lemonade ... "

MARIE: Maskman! Is this "Star beach"?

MASKMAN: Hi. Uh, yes, it is.

WB89. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 89, please.* Point to the word with missing vowels in the first square and the example answer. Elicit the word (*beach*). Say *Write the letters to complete the words. They are all vacation words.* Students work individually or in pairs to complete the words. Check answers.
- Students prepare the vacation 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 shell, 3 sun, 4 mountain, 5 sand, 6 ocean

Extra activities: see page T127 (if time)

WB89. MY PROGRESS.

- Read the first sentence. Focus students on Student's Book page 88 Activity 9. Elicit some of the dialogs. Say *Good. You can talk about your vacation.* Focus students on the words on Student's Book page 87. Say *Remember the chant.* Say *You can talk about this.* Students work in pairs to read aloud a *can do* sentence and talk about what it says.
- Say *Now check or put an X.* Encourage students to practice so that they can check both the statements and color the star.

Optional activities

- Unit 12 Extension worksheet 2 (see pages 74 and 78 of Teacher's Resource Book 2).
- The animated version of the story from Kid's Box AE 2 Interactive DVD (Suzy's room section). See pages 41–46 of the DVD booklet.

Language Portfolio

- Students complete page 103 of Kid's Box AE Workbook 2 Language Portfolio (*I can ... Units 10–12*) and page 110 (*A vacation*).

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 practiced interpreting maps.

• TARGET LANGUAGE

Key language: letters A–E, numbers 1–5, *map*, *What can you see? I can see ...*

Additional language: *Where is the ...? Draw a ... Color it ... Where am I?*

Review: colors, house, flower, car

• MATERIALS REQUIRED

A map, preferably of your students' home town or city, that has large grid squares

Colored pens or pencils

Extra activity 1: large paper map you have/have made with items drawn on it

Extra activity 2: Paper with a photocopied map grid or grid paper (one piece for each student)

Warmer

- Review the alphabet in English. Write the capital letters on the board or refer to an alphabet poster. Say the names of the letters (not the sounds). Focus particularly on the first few letters A–E. Also review numbers 1–10 and practice pronunciation.
- Write the numbers on the board for students to say chorally – from 1 to 10 and backward from 10 to 1, slowly, quickly, softly, loudly, etc.

Presentation

- Point to the picture of Marie and say *This is Marie's geography, and today's lesson is about maps*. Show students a real map (preferably of their own town or city) and say *This is a map of* (name of the town/city). Show students that the map has grid squares and point to the numbers and letters used at the side and along the top/bottom.

SB90. ACTIVITY 1. Listen and answer.

- Say *Open your Student's Books to page 90, please*. Say *Look at the map. What can you see?* Elicit the names of things on the map, e.g., a road, the ocean, the beach, the mountains, the trees, the city. Say *Listen and answer*. Students listen to the first grid reference. Pause the CD so that students have time to find the correct point on the map.
- Show them how to follow column D and row 1 to find the answer. Focus on the speech bubbles at the top of the page. Do the same for number 2. Students whisper the answer in pairs to check and then raise their hands to answer. Play the rest of the CD in the same way, pausing to elicit answers.

Key: 2 I can see the ocean, 3 I can see some/the trees, 4 I can see a/the city, 5 I can see a boat/the beach, 6 I can see the road/a truck

CD 4, 16

1. Look at D1. What can you see?
2. Look at A1. What can you see?
3. Look at B4. What can you see?
4. Look at E5. What can you see?
5. Look at B1. What can you see?
6. Look at D5. What can you see?

WB90. ACTIVITY 2. Play the game with a friend.

- Focus on the photograph of the children looking at the map. Say *Play the game with a friend*. Students work in pairs to ask and answer as in the example speech bubbles. Students swap roles so that they have a chance to practice asking the questions and saying the grid references. Go around the class to check and help any students who may be confused by the grid references.

WB90. ACTIVITY 1. Read, draw, and color.

- Say *Open your Workbooks to page 90, please. What can you see?* Elicit *A map. Some roads*. Point to the sentences under the map. Say *Read, draw, and color. Choose any square*. Read the first sentence aloud and mime thinking about where to draw a car. Point to a square on the map and say *I'm going to draw my car here. I'm coloring it blue*. Mime drawing.
- Students work individually to draw the items in the grid above. Make sure that they draw each item within the lines of a square so that it is clear which grid reference the item is in. Monitor and help as necessary. Students color the items as directed in the sentences.

WB90. ACTIVITY 2. Ask and answer. Draw.

- Students work in pairs to ask and answer about the map they have drawn in Activity 1 using the speech bubbles to help. They keep their pictures hidden from each other. Student A asks, e.g., *Where's the car?* Student B answers, e.g., *B3*. Student A draws a car in *B3*. Student A continues asking until he/she has drawn all five items.
- Then students swap roles, and Student B asks and draws, with Student A answering about his/her picture. At the end they compare their pictures to make sure they have drawn the items in the correct squares.

Extra activities: see page T127 (if time)

Ending the lesson

- Write letters from the alphabet on the board and students say them (with correct pronunciation) as you write.

OBJECTIVES: By the end of the lesson, students will have read about “helping” vacations and written about their own experiences helping someone.

• TARGET LANGUAGE

Key language: helping vacations, teaching, speak (with their hands), dirty, be on vacation

Additional language: clean, don't have, give, love, Where's (Ben) on vacation? helping

Review: elephant, bird, children, beach, teacher, food, park, family, mountains, green, beautiful, hands, happy, black, sea birds, fly, swim

• MATERIALS REQUIRED

Extra activities: Pictures from magazines/newspapers/Internet showing people helping others or helping injured or sick animals (at least five – with numbers written on the back).

Warmer

- Mime talking with your hands to the students (if possible, learn one or two signs, e.g., those for *Hi* and *How are you?*). Ask whether any of the students know any sign language to demonstrate. Make up your own signs to mime to the class and they guess what you are saying e.g., *open your books* (pretend to open a book with your hands, point to the students and a book). Let the students try in pairs. Say *Speak with your hands*.

SB91. ACTIVITY 3. Read and match.

- Say *Open your Student's Books to page 91, please*. Read the title for Trevor's values “Helping vacations” and use the photographs to explain that some people go on vacations where they help others/animals. Point to each picture in turn. Say *What/who can you see?* Elicit some of the things in the pictures (*bird, elephant, beach, children, teacher*).
- Say *Read and match. Point to the emails below the photographs*. Tell students they have to find the key words to help them match the messages to the pictures. They don't need to read and understand all of the text to be able to answer. Give students a time limit to “scan read” the paragraphs and match them to the pictures.
- Students raise their hands to answer. Ask students to read each text again, then ask them questions for further comprehension and to help prepare them for the listening in Activity 4, e.g., *Who is Miss Jones?* (A teacher), *What animal is Ben helping?* (An elephant), *Where's Grace on vacation?* (The beach).

Key: 1 c, 2 b, 3 a

SB91. ACTIVITY 4. Listen and say “yes” or “no.”

- Read the speech bubble at the bottom of the page. Say *Read the email from Grace, Yes or No?* Point to the example answer (No). Play the CD. Pause after each statement to give students time to decide whether the statement is correct or incorrect according to the emails in Activity 3. Students check together in pairs and say “yes” for correct and “no” for incorrect. They correct the false sentences.

Key: No (Grace is on vacation at the beach), No (The beach is black and dirty), Yes, Yes, No (Sue's on vacation in the mountains), Yes, No (Ben's ten), No (Ben's helping some elephants), Yes

CD 4, 17

Grace is on vacation in the mountains.

The beach is beautiful and clean.

The sea birds can't fly.

Sue's a teacher.

Sue's on vacation at the beach.

Sue's teaching children to speak with their hands.

Ben's nine.

Ben's helping some tigers.

Ben loves animals.

WB91. ACTIVITY 3. Listen and write the number.

- Say *Open your Workbooks to page 91, please*. Point to the first picture and say *Look. They're cleaning*. Point to the other pictures and ask students *What's he/she doing?* Elicit *cleaning the bird / helping the boy / giving the dogs water*. Say *Listen and write the number*. Play the CD and pause after each number to give students time to think.
- Students work in pairs to number the pictures according to the information on the CD. Check the order as a class.

Key: 1 the second picture (with the dogs), 2 the first picture (with the trees), 3 the third picture (with the book), 4 the fourth picture (with the bird)

CD 4, 18

- Alex is helping at the dogs' home. He's giving them water.
- The children are in the mountains. They're cleaning.
- Tony's reading with his hand. Ann's helping him.
- The bird can't fly, and it's very sad. Nick's cleaning it.

WB91. ACTIVITY 4. Write and draw.

- Students use the blank square on the left to draw a picture of them helping somebody or something. This could be something they have actually done or something they would like to do in the future. If possible, show a picture of you or someone else helping someone or an animal. Write some sentences as in Activity 3 of the Student's Book to describe your picture, using *I'm*. Students write about their pictures in their notebooks and then copy into their Workbooks. Say *Write and draw*. Go around the class checking and helping as necessary.

Extra activities see page T127 (if time)

Ending the lesson

- Students take the Workbook home with them over their vacation and write a postcard. They could find/take a picture of themselves to stick on the postcard to write about.

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 9–12 and will have talked about the differences between two pictures.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 9–12
Review: sports, clothes, vacation, adjectives, hobbies, food

● MATERIALS REQUIRED

Flashcards of new words from Units 9–12

Extra activity 1: any of Photocopiable activities 1–12b

Warmer

- Display a selection of eight flashcards of new items from Units 9 through 12 (e.g., glasses, watch, Ping-Pong, paint, lemonade, watermelon, shell, mountain). Check comprehension by eliciting a sentence for each word (e.g., *My glasses are on my head. I don't like Ping-Pong. I like baseball.*, etc.). Make pairs. Students write the words in alphabetical order, as quickly as possible. Elicit the words in the correct order (glasses, lemonade, mountain, paint, Ping-Pong, shell, watch, watermelon).

SB92. ACTIVITY 1. Listen and correct.

- Say *Open your Student's Books to page 92, please.* Elicit known items in the picture by asking *What can you see?* (e.g., sausages, a cake, lemonade, jeans, mountains, etc.). Present pineapple.
- Play the first item on the CD and point to the example speech bubbles. Make sure students know that they need to listen and look carefully at the picture in order to correct the sentence. Play the rest of the CD. Students listen, point, and whisper the correct sentence to their partner each time. Play the CD again. Stop after each sentence and elicit the answer.

Key: No, she's eating a pineapple. No, there are three trees.
No, there are some sausages on the table. No, he's painting a picture. No, there are five yellow flowers. No, there's some lemonade on the table. No, she's wearing a blue shirt and jeans. No, she doesn't have a purse.

CD 4, 19

The boy's wearing a green shirt.
The girl's eating a watermelon.
There are six trees.
There are some burgers on the table.
The boy's taking a picture.
There are five purple flowers.
There's some orange juice on the table.
The woman's wearing an orange dress.
The woman has a purse.

SB92. ACTIVITY 2. Look and say with a friend.

- Focus students on the two pictures in Activity 2. Elicit sports, hobbies, fruit, items of clothing, and other objects students can see in the two pictures (badminton, baseball, reading, writing, watermelon, pineapple, sunglasses, hat, etc.).
- Say *Look. Picture 1 and picture 2 are different.* Read the speech bubble with the class. Students work in pairs or individually to find the rest of the differences (tell them there are four more). Elicit the differences and write sentences like the example on page 92 on the board.

- Fast finishers can write sentences about the differences in their notebooks.

Key: In picture 1, there's a watermelon on the table, but in picture 2, there's a pineapple on the table.
In picture 1, there are 3 shells under the table, but in picture 2, there are 2 shells under the table.
In picture 1, the boy making a sandcastle is wearing a big hat, but in picture 2, he's wearing a small hat.
In picture 1, the children are playing badminton, but in picture 2 they're playing baseball.

WB92. ACTIVITY 1. Listen and connect the dots.

- Say *Open your Workbooks to page 92, please.* Check that students know what they have to do. Say *Connect the dots.* *Look. Start at letter "d."* Listen for the next letter. Let's listen and follow first. Play the CD while students trace the route with their fingers (pencils down, without drawing).
- Play the CD again for students to connect the dots. Elicit the name of the object. Read the question *What's this?* below the picture. Students complete the answer. Students can color the picture if there is time.

Key: pineapple

CD 4, 20

Can you see the letter "d"? Put your pencil on "d." Now listen and draw.

d, y, a, m, x, b, z, c, h, o, q, e, l, p, w, v, s, g, i, f, j, d

WB92. ACTIVITY 2. Listen and color. [YLE]

- Focus students on the picture and elicit what they can see (a beach). Play the CD. The first time, students choose the colors they need and look at the pictures. Play the CD again. Students color the objects in the picture. Check with the class.

CD 4, 21

- Find the boat.
OK. It's in the water.
Can you color the ball on the boat black?
- Can you see the ball in the ocean?
The one in front of the boat?
That's right. Color it red.
- Look at the ball behind the tree.
OK. Is it the big one?
Yes, it is. Color it blue.
- Find the chair.
Here it is.
There's a ball next to it. Color it yellow.
OK, a yellow ball next to the chair.
- Can you see the ball between the shoes?
Yes, I can.
OK. Color it purple, please.

Extra activities: see page T127 (if time)

Ending the lesson

- Play a memory game using the flashcards. Stick a selection of flashcards word side up on the board. Ask students to close their eyes and then take one away. Ask them to remember the missing word.

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 9–12 and played a game.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 9–12

Additional language: procedural language, *mat*

Review: question words, present progressive

● MATERIALS REQUIRED

Flashcards: (vacation) 98–103

Extra activity 1: a selection of 12 flashcards from the new words in Units 9–12, three rolled-up newspapers

Optional: *Kid's Box AE 2 Interactive DVD*: Sally's room Quiz 3, Test Units 7–12 from *Kid's Box AE 2 Teacher's Resource Book* (pages 115–129)

Warmer

- Review the vacation vocabulary, using the flashcards. Cover each one and slowly reveal it (picture side up). Students say the word. Ask *Do you want to go there? What can you do there?* Students respond.

SB93. ACTIVITY 3. Play the game.

- Say *Open your Student's Books to page 93, please.* Tell students they are going to play a game, similar to the one on Student's Book pages 33 and 63.
- Read the white box at the top of the page and say *In this game you do different things on the red, blue, and green squares. On a red square you follow the instructions. Read some examples of the instructions on the red squares. Say On a blue square you answer the question "What's this?" Do some examples of blue squares. Then say On a green square you have to say what the person in the picture is doing. Look! Point to one of the green squares (e.g., the boy playing baseball) and ask What's he doing? Students respond, e.g., He's playing baseball.*
- Demonstrate how to play the game. Hold up your book and put the game piece on the Start square (bottom right). Say *This is the Start. You move forward one square at a time. One ...* (moving your game piece) *Red. I follow the instruction. "The ocean's clean. Go forward 2 squares."* Move your game piece forward and stay on the square you land on. Say *OK, I was right. I stay where I am. Now it's Hilaria's turn. Now it's my turn again. I'm on a green square. I have to say "He's playing basketball." I can move one square. Point to the Finish square and say This is the Finish. The first person here is the winner! Hooray!*
- Review the useful language for games and write it on the board, if necessary, e.g., *It's my turn. It's your turn. Is this my game piece? I'm the winner.* Students practice saying the sentences chorally.
- Make pairs. Each student needs a coin or game piece. Students play the game. Monitor and check they are speaking English and following the color key for each square. If you wish, set a rule that anyone you hear speaking in their own language misses a turn. Encourage students to use the language for games. The winner is the first student to get to the finish or the student who is farthest along the board after a certain amount of time (e.g., ten minutes).

WB93. ACTIVITY 3. Match the questions and answers.

- Say *Open your Workbooks to page 93, please.* Read the example question *How many sausages do you have?* and point to the example letter "f" in the box on the right. Elicit the answer *I have two.*
- Say *Read and match.* Students work individually or in pairs to match by writing letters.
- Check answers in open pairs (one student asks a question and chooses another student in the class to answer).

Key: 2 b, 3 e, 4 d, 5 a, 6 c

WB93. ACTIVITY 4. Read and complete.

- Focus students on Activity 4. Explain that this is a puzzle they need to complete by writing a word on each card. Point out the arrows, which show the direction they follow. Point to the example answer and say *Look at the picture. It's "eat." Write the word. Follow the arrow down to the next card.* Point to the picture on the second card and elicit *ear*. Ask a volunteer to spell it aloud. Explain/Elicit that *eat* and *ear* are spelled in the same way, apart from one different letter. Say that all the words in the puzzle will be like that – with just one letter different from one to the next. Explain that *mat* is a very small rug.
- Demonstrate with two or three more cards if necessary. Students complete the puzzle in pairs. Monitor and help as necessary.
- Check answers by eliciting the words in order and writing them on the board so students can check their spelling.

Key: ear, car, cat, hat, mat, man, men, ten, pen, pea, pet

Extra activities: see page T127 (if time)

Optional evaluations:

- Quiz 3 from *Kid's Box AE 2 Interactive DVD* (Sally's room section). This quiz can be done as a whole-class activity or as a team competition. See pages 39 and 40 of the Teacher's booklet for the *Interactive DVD*.
- The test for Units 7–12 from *Teacher's Resource Book 2* (see pages 115–129).

Ending the lesson

- Students work in groups of three. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 9. They take turns saying what each picture is. They look and check. They then cover the pictures from Unit 10 and take turns saying the words. They choose which to cover for Units 11 and 12 (words or pictures).
- Talk with students about the *can do* statements from Units 9–12 and elicit examples from volunteer students for each one.
- Ask students which lessons, topics, and/or activities were their favorites.