

OBJECTIVES: By the end of the lesson, students will be able to name and talk about hobbies.

● TARGET LANGUAGE

Key language: *hobby/hobbies, paint, sports, play field hockey, Ping-Pong, baseball, badminton, basketball*

Additional language: *take a picture, about, And yours?*

Review: *characters, favorite, book, reading, talking, man, hat, hit, ball, play soccer, play the guitar*

● MATERIALS REQUIRED

Flashcards: (sports/hobbies) 85–91

A picture of a camera

Kid's Box AE 1 Flashcards: (activities) 72–78: play soccer, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Extra activity 2: two rolled-up newspapers

Optional: *Kid's Box AE Teacher's Resource Book 2* Unit 10

Reinforcement worksheet 1 (page 63)

Warmer

- Mime known actions in turn (playing soccer, playing basketball, playing tennis, playing the guitar, playing the piano, swimming, riding a bike). Students guess, e.g., *You're swimming*. Show each flashcard, elicit the word, and stick it on the board.

Presentation

- Show each sports/hobbies flashcard in turn and elicit/say the word. Students repeat in chorus and then in groups. Stick the flashcards on the board (picture side up) to make a mind map. Elicit from students what the word in the middle is. Don't write anything yet.
- Point to each new flashcard in turn. Students chorus the word. Turn the flashcard word side up. Students chorus the word.

SB70. ACTIVITY 1. Listen and answer. **S** towards

- Set the scene, but students don't open their books. Say *Listen. Suzy and Sally are talking about some of these things* (point to the board). Set the pre-listening questions: *What are Robert and Scott doing? What's Grandma doing? What are the words for all these activities?* (gesture to the board). Play the CD. Students listen for the answers. They check in pairs. Say *Open your Student's Books to page 70, please. Listen again and check* (Playing field hockey, Painting, Sports and hobbies). Play the CD again as students are checking. Write the words *Sports and hobbies* in the center of the mind map on the board.
- Say *Can you find the hidden star? Show your partner*. Check with the class (in Suzy's hair). Students say *Here it is*.

CD 3, 22

SUZY: Sally, I have a book about sports. What are these sports?

SALLY: The man with the hat's hitting the ball. He's playing baseball, and this man here's playing basketball. He's bouncing the ball.

SUZY: What are Robert and Scott doing?

SALLY: They're playing field hockey.

SUZY: Are Grandpa and Alex playing tennis?

SALLY: No, they're playing badminton.

SUZY: Grandma's painting. Is painting a sport?

SALLY: No, it isn't, Suzy. It's a hobby.

SUZY: Eva's taking a picture. Is that a sport or a hobby?

SALLY: It's a hobby, Suzy.

SUZY: What's your favorite hobby, Sally?

SALLY: It's reading, ... and yours?

SUZY: My favorite hobby? ... Uh ... It's, uh ... talking.

SALLY: Yes, it is.

SB70. ACTIVITY 2. Listen and repeat.

- Say *Now listen and repeat*. Play the CD. Students repeat in chorus as a class, then in groups and pairs.

CD 3, 23

Painting, badminton, Ping-Pong, field hockey, baseball, basketball

WB70. ACTIVITY 1. Write the words and the numbers.

- Say *Open your Workbooks to page 70, please*. Focus students on the pictures and elicit what they can see. Students work in pairs. They unscramble the words and match each one with a picture. Check with the class.

Key: guitar 3, badminton 5, Ping-Pong 1, field hockey 6, baseball 2

WB70. ACTIVITY 2. Listen and color. **S** towards

- Focus students on the pictures. Say *Listen and choose the right colors for each picture. Don't color this time*. Students listen and choose. Play the CD again. Students listen and mark the item with a colored dot. They check in pairs. Play the CD again. Pause after each one to check. Students color the clothes.

CD 3, 24

- 1 Look at the boy playing badminton. / Oh, yes. Can I color his pants? / Yes, color them black. / OK. What color is his T-shirt? / It's orange.
- 2 Find the boy taking a picture. / OK. I can see him. / Can you color his pants blue? / Yes, he has blue pants. What color's his T-shirt? / It's purple.
- 3 What's this girl doing? / She's playing basketball. Color her T-shirt yellow. / OK. She's wearing a yellow T-shirt. Now what? / Color her pants green.
- 4 Now, find the girl playing badminton. / OK. Here she is. / Good. She's wearing a pink T-shirt and red pants. / A pink T-shirt and red pants? / Yes, that's right.

Extra activities: see page T124 (if time)

Optional activity

- *Teacher's Resource Book 2* Unit 10 Reinforcement worksheet 1 (see pages 62 and 63).

Ending the lesson

- Display the sports/hobbies flashcards (picture side up) around the room. Call out the sports/hobbies. Students point to the right card.

OBJECTIVES: By the end of the lesson, students will have talked and read further about sports and hobbies.

● TARGET LANGUAGE

Key language: *player, goalkeeper*

Additional language: *In this picture ..., tennis, racket, paddle*

Review: sports and hobbies, colors, clothes, *can, has, see, catch, kick, ball, run, hands, children, wear, fishing,* present progressive

● MATERIALS REQUIRED

Flashcards: (sports/hobbies) 85–91

A picture of a camera

Activities flashcards from *Kid's Box AE 1* 72–78: play soccer, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Optional: *Kid's Box AE 2 Interactive DVD: The living room* "Let's go climbing!" episode

Warmer

- Review the sports and hobbies using flashcards. Hold one behind your back. Students take turns guessing, e.g., *Is it basketball?* Respond *Yes, it is. / No, it isn't*. The student to guess chooses a flashcard and becomes the caller.

SB71. ACTIVITY 3. Listen and match. Say the hobby.

- Say *Open your Student's Books to page 71, please*. Focus students on the pictures. Say *Listen and look*. Play number 1 on the CD. Pause. Point to the example (f basketball). Play the rest of the CD. Students point to the answer and confirm silently with their partner. Play the CD again for students to check. Elicit answers by playing the CD a third time. Pause after each one and elicit the sport/hobby. Elicit a description of the character in each one (clothes, colors, etc.).
- Point to the racket in picture a and the paddles in picture d and teach *racket* and *paddle*. Students say the words after you. Ask *Tennis racket or tennis paddle?* Confirm that *tennis racket* is correct.

Key: c baseball, d Ping-Pong, a badminton, e soccer, b field hockey

CD 3, 25

1. She's bouncing the big ball. Now she's throwing it to her friend.
2. He's throwing the small ball to his friend ... Yes, she's hitting it. Oh! Yes ... now she's catching the ball.
3. They're playing with a small ball. They have a big table between them, and the ball's bouncing on the table.
4. They aren't playing with a ball. They're hitting a small white object. It isn't bouncing, and they aren't catching it.
5. She's running and kicking the ball. The ball isn't bouncing, and they aren't catching it.
6. They're running with a small ball. He's hitting it with a long stick.

SB71. ACTIVITY 4. Read and answer.

- Focus students on the picture in Activity 4. Elicit what the sport/hobby is (soccer). Say *Quickly read the text* (point to the text) *and find the name for the girl with the orange T-shirt*. Students read and check (goalkeeper). Ask more questions about the picture to review vocabulary, e.g., *Is she kicking the ball? Is she bouncing it? Can you touch the ball in soccer? What color are her shorts? What color are her boots?* Make sure you involve the girls and the boys when asking questions. Say *Now read the text again and answer the questions*. Students work individually and write their answers in their notebooks. They check in pairs. Give pairs time to check and review their answers. Check with the class. Check understanding and pronunciation of *players* and *goalkeeper*.

Key: 1c, 2a, 3c

WB71. ACTIVITY 3. Write the words.

- Say *Open your Workbooks to page 71, please*. Elicit what they can see (a crossword puzzle). Elicit the directions (down and across) and elicit the example from students (1 down: tennis). Students work in pairs. They work through the clues. Remind students to check spelling of the words (it's not a test). Monitor students as they are working. Check with the class.

Key: Down 1 tennis, 2 badminton, 4 reading, 5 field hockey, 6 Ping-Pong, 7 guitar. Across 2 basketball, 3 swimming, 6 painting, 7 piano, 9 fishing, 10 soccer.

WB71. ACTIVITY 4. Complete the sentences.

- Focus students on the sentences and on the example. They work individually and complete the sentences, using the information from the crossword puzzle. Check with the class.

Key: 3 across They're swimming. 4 down She's reading. 6 across She's painting. 6 down They're playing Ping-Pong. 9 across He's fishing. 10 across They're playing soccer.

Extra activities: see page T124 (if time)

Optional activity

- The "Let's go climbing!" episode from *Kid's Box AE 2 Interactive DVD* (The living room section). See pages 20–23 of the Teacher's booklet for the *Interactive DVD*.

Ending the lesson

- Divide the class into groups according to their favorite sport: baseball, soccer, or tennis. Each group decides the mime for their sport. Teach the chant. Groups say their chant in turn, doing the actions as they chant.

*Baseball, baseball, I like baseball.
Baseball is the sport for me!*

*Soccer, soccer, I like soccer.
Soccer is the sport for me!*

*Tennis, tennis, I like tennis.
Tennis is the sport for me!*

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

● TARGET LANGUAGE

Key language: *I like ... / I love ... / I don't like ... + ing, cooking, gardening, driving, reading about ... , likes, dislikes*

Additional language: *ID card*

Review: characters, sports and hobbies, *riding horses, fishing, cleaning shoes, watching TV, name*

● MATERIALS REQUIRED

Flashcards: (sports/hobbies) 85–91

Pictures of driving, gardening, cooking, riding horses, singing
A picture of a camera

Kid's Box AE 1 Flashcards: (activities) 72–78: play soccer, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Photocopiable 10 (see page T110), copied onto thin cardboard, one for each student, scissors, crayons

Optional: *Kid's Box AE Teacher's Resource Book 2* Unit 10
Extension worksheet 1 (page 65)

Warmer

- Review sports and hobbies, using the flashcards. Show a flashcard. Students stand up if it's a sport and sit if it's a hobby. Repeat. Display the flashcards on the board. Point to one, do thumbs up, and say, e.g., *I love playing soccer*. Point to another, make a positive (but less than for love) gesture with your hand, and say, e.g., *I like painting*. Point to another, do thumbs down, and say, e.g., *I don't like swimming*. Elicit some sentences from students.

SB72. ACTIVITY 5. Listen and say the number.

- Say *Open your Student's Books to page 72, please*. Focus students on the ID cards and elicit/teach/check *ID cards*. Use the pictures to pre-teach *driving, gardening, cooking* and to review *riding horses, singing*. Play the first item on the CD. Point out the example answer in the speech bubble. Play the rest of the CD. Students listen and look the first time. They check in pairs. Play the CD again. Pause after each one and elicit the answer. Wait for most of the class to raise their hands before eliciting the answers. For each one, say *Good, tell me about him/her. What does he/she like doing? What does he/she dislike doing? Does he/she like gardening?*, etc. Students ask and answer about the characters in pairs in the same way.

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

CD 3, 26

MR. STAR: Hi. My name's Bruce Star. I like playing the guitar, and I love cooking, but I don't like riding horses.

MRS. STAR: Hi. I'm Angelina Star. I love riding horses and reading, but I don't like cooking.

GRANDPA: Hi. I'm Grandpa Star. I like fishing and playing badminton, but I don't like cleaning my shoes.

GRANDMA: Hi. I'm Grandma Star. I love painting and driving. I don't like gardening.

SALLY: Hi. I'm Sally. I love playing the piano, and I like reading about sports, but I don't like playing sports.

SCOTT: Hi. My name's Scott. I like playing basketball and field hockey, but I don't like cleaning my room.

SUZY: Hi. I'm Suzy. I love singing and drawing, but I don't like playing soccer.

ALEX: Hi. I'm Alex. I like playing badminton, and I love playing the piano, but I don't like playing baseball.

ROBERT: Hi. My name's Robert. I like swimming and playing soccer, but I don't like playing Ping-Pong.

EVA: Hi. I'm Eva. I like riding my bike, and I love taking pictures, but I don't like watching TV.

Photocopiable 10: see pages T99 and T110

WB72. ACTIVITY 5. Listen and check (✓) or put an X.

- Say *Open your Workbooks to page 72, please*. Focus students on the pictures. Say *Listen. Check what they like. Cross out what they don't like*. Make a check mark and an X on the board. Play the first item on the CD. Point out the example answer. Play the rest of the CD. Students listen and check or put an X. They check in pairs. Play the CD again. Check with the class.

Key: 1 b ✓, c ✓. 2 a X, b ✓, c X. 3 a X, b X, c ✓. 4 a ✓, b X, c ✓.

CD 3, 27

- 1 She likes carrots, ice cream, and cake.
- 2 He doesn't like taking pictures or riding bikes. He likes swimming.
- 3 He likes playing field hockey. He doesn't like playing Ping-Pong or badminton.
- 4 She likes painting and reading. She doesn't like playing the guitar.

WB72. ACTIVITY 6. Draw and write about you.

- Focus students on the sentence prompts and the frame for drawing. Elicit sentences from students, using all the prompts. Review necessary language in this way. Students work individually. They complete the sentences first and then draw a picture of themselves. Monitor students as they are working. Encourage students to write true sentences and supply new vocabulary as appropriate.

Extra activity: see page T124 (if time)

Optional activity

- *Teacher's Resource Book 2* Unit 10 Extension worksheet 1 (see pages 62 and 65).

Ending the lesson

- Call out sports and hobbies from Student's Book Activity 5. Students do thumbs up if they love it, thumbs wiggling up then down if they like it, and thumbs down if they don't like it.

OBJECTIVES: By the end of the lesson, students will have had more practice talking about likes and dislikes and sung a song.

● TARGET LANGUAGE

Key language: *Does he/she like ...-ing? Yes, he/she does. / No, he/she doesn't.*

Review: colors, hobbies, sports, love / like / don't like ...-ing, fly a plane, flying kites, running, train, cleaning, shoes, cooking

● MATERIALS REQUIRED

Extra activity 2: Flashcards: (sports/hobbies) 85–91

A picture of a camera

Kid's Box AE 1 Flashcards (activities) 72–78: play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Optional: *Kid's Box AE Teacher's Resource Book 2* Unit 10 song worksheet (page 67)

Warmer

- Say *I'm thinking of a sport or hobby. It's something I love doing.* Students guess by asking, e.g., *Swimming?* When the students guess correctly, say *Yes, I love, e.g., cooking.* Repeat for *like / don't like.* Students take turns being the callers.

SB73. ACTIVITY 6. Listen and point. Sing.

- Say *Open your Student's Books to page 73, please.* Elicit what students can see in the pictures, e.g., *fishing.* Focus them on the symbols, e.g., ♥♥, and elicit what they think they mean. Play the CD. Students listen and check (two hearts = love, one heart = like, crossed-out heart = don't like). Play the CD again. Students listen to the verses and point to the people and the actions. Check understanding by asking, e.g., *This person loves swimming. Who is it?* (Scott).
- Play the CD again, this time in sections. Students repeat the section. Teach the whole song in this way. Students stand up. They sing the song again in chorus. Divide the class into two. One half is Scott, the other Grandpa. The groups take turns singing their parts. Swap roles. You can record students and let them see/hear themselves singing the song.

CD 3, 28

GRANDPA: I love fishing,
I love flying kites.
I like taking pictures,
I like riding bikes.
I love fishing!
Bedum ... bedoo.

SCOTT: I love swimming,
Playing field hockey, too,
And I love painting,
With the color blue.
I love swimming!
Bedum ... bedoo.

GRANDPA: I don't like driving,
Or flying in a plane,
I don't like cleaning shoes,
I don't like running for a train.
Bedum bedum bedoo.

SCOTT: I don't like cooking,
Or playing the guitar,
I don't like badminton,
Or cleaning my dad's car.
I don't like it!
Bedum ... bedoo. Yeh!

CD 3, 29

Now sing the song again. (Karaoke version)

SB73. ACTIVITY 7. Ask and answer.

- In pairs, students ask questions about the characters in the song, following the model. They work in open and then closed pairs.

WB73. ACTIVITY 7. Look and read. Write "yes" or "no."

- Say *Open your Workbooks to page 73, please.* Read the example statement: *Two boys are playing field hockey.* Say *Look at the picture. Yes or no?* Students respond *Yes.* Point to the example answer *yes.* Repeat with the second example and the answer *no.* Elicit the correct sentence (*A girl is playing basketball.*).
- 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 yes, 4 no (He's painting.), 5 no (The girl in a black skirt is playing badminton./She's wearing a black skirt.)

Extra activities: see page T124 (if time)

Optional activity

- Hand out copies of the Unit 10 song worksheet from *Teacher's Resource Book 2*. Students do the matching activity and then personalize by writing "So do I" or "I don't." (See pages 62 and 67 of the *Teacher's Resource Book*.)

Ending the lesson

- Invite a group of eight students to the front. Each of the eight students says one thing they like, e.g., *I like playing soccer.* Ask the class, e.g., *Does Pablo like riding bikes?* The class answers from memory *Yes, he does. / No, he doesn't.* Ask further questions about the group, e.g., *Who likes riding bikes? What does Pablo like doing?*

OBJECTIVES: By the end of the lesson, students will have learned to identify and say the phoneme /ŋ/ and practiced asking and answering questions.

● TARGET LANGUAGE

Key language: the phoneme /ŋ/ as in *king, sing, morning, Do you like ...-ing? Yes, I do. No, I don't.*

Review: sports and hobbies, long, clothes, food

● MATERIALS REQUIRED

Picture of a king (with crown)

Extra activity 1: Write the following chant on a large piece of paper before the lesson:

Do you like mice?

Mice are nice/big.

They have big heads,

And little legs/feet.

My mouse lives next door,

At number six/four.

His windows are blue,

And there are three/two.

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 10

Reinforcement worksheet 2 (page 64),

Kid's Box AE 2 Interactive DVD: The playroom "Jumping rope games" (plus a long jump rope and a short jump rope)

Warmer

- Show a picture of a king or draw a simple king's head on the board (with a crown on it). Present *king*. Say the word for students to listen and repeat. Say *Listen*. Then say the following list of words, emphasizing the /ŋ/ sound at the end of each one: *king, sing, thing, song, long*. Say *Hmm. What do you think today's sound is?* Students respond *ng (/ŋ/)*.

SB74. ACTIVITY 8. Monty's phonics

- Say *Open your Student's Books to page 74, please*. Point to the small pictures and say them, emphasizing the sound /ŋ/. Students practice pronunciation of each word. Point to the large picture and say *What's the king doing? (Singing) Is it night time? (No) When is it? (Morning)*. Say *Now listen to Monty, point, and repeat*.
- Play the CD. Students listen and repeat in chorus. Play the CD again. This time, students repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class. Write the tongue twister on the board and elicit the /ŋ/ sounds. Underline them.

CD 3, 30

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

/ŋ/, /ŋ/, king

/ŋ/, /ŋ/, sing

/ŋ/, /ŋ/, morning

The king sings in the morning!

The king sings in the morning!

The king sings in the morning!

SB74. ACTIVITY 9. Ask your friend.

- Focus students on Activity 9 and elicit/explain that the children in the photograph are doing a survey (asking each other the questions on the left).

- Choose six volunteers to read the questions on the clipboard aloud (*1 Do you like playing basketball?*, etc). Check comprehension by asking individual students (a different student for each question).
- Make pairs (Student A and Student B). Student A asks the questions on the clipboard, student B answers. Student A writes the answers in his/her notebook. Then they swap roles.
- Students use the answers in their notebook to write a short report about their partner's likes and dislikes. Write the following example on the board before they write, explaining the use of *and*, *but*, and *or*. *Ben doesn't like playing basketball, fishing, or painting, but he likes reading and playing tennis. His favorite hobby is swimming.* Monitor and help as students write.
- Make groups of four. Students read their reports to the other members of their group.

WB74. ACTIVITY 8. Listen and match.

- Say *Open your Workbooks to page 74, please. Listen and match*. Point to the first phrase and play the first item on the CD. Students repeat. Say *Now look at the pictures. A long dog. It's picture c!* (Point to the picture of the dog and the example letter "c.") Make sure students know that they have to listen and repeat first, then match each of the rest of the sentences with a picture.
- 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. Check answers as a class.

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

CD 3, 31

1 A long dog. 2 The boy's eating. 3 She's singing a song. 4 The king's reading. 5 She's painting.

WB74. ACTIVITY 9. Read. Write the words.

- Focus students on the pictures. Elicit some of the words. Set the task. Students read the text and complete it with the appropriate words from the pictures. They work individually. They check the pictures and then write the words in the right place. They can check with their partner as they work. Monitor students as they are working. Check with the class. Students take turns reading aloud parts of the text.

Key: tennis, T-shirt, pants, chicken, apple

Extra activities: see page T125 (if time)

Optional activities

- Unit 10 Reinforcement worksheet 2 from *Teacher's Resource Book 2* (see pages 62 and 64 of the *Teacher's Resource Book*).
- Watch the DVD clip "Jumping rope games" from the "playroom" section of the *Interactive DVD*. Then play the game with your students. See page 36 of the DVD booklet.

Ending the lesson

- Do the tongue twister again with the class. Students stand up. Do it together as quickly as you can. Pairs then practice saying it fast. Invite pairs to come to the front and say it as fast as they can.

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: *What a great game! It's your turn.*

Review: numbers, present progressive, kick, sports, run, fly, hit, eat, ball, head, Come and play

● MATERIALS REQUIRED

Flashcards: (sports/hobbies) 85–91

A picture of a camera

Kid's Box AE 1 Flashcards: (activities) 72–78: play soccer, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Extra activity 2: Photocopiable 10 (see page T110), if not used in a previous lesson, copied onto thin cardboard, one for each student, scissors, crayons

Optional: *Kid's Box AE 2 Teacher's Resource Book* Unit 10

Extension worksheet 2 (page 66) and/or animated version of the Unit 10 story from *Kid's Box AE 2 Interactive DVD* (Suzy's room section)

Warmer

- Review the sports and hobbies, using the flashcards. Secretly hand the flashcards out to 13 students. They don't show them to their friends. The rest of the class tries to remember the sports and hobbies. When the students with the cards hear their sport/hobby, they hold up their flashcard.

Story

SB75. ACTIVITY 10. *Listen to the story.*

- Say *Open your Student's Books to page 75, please.* Elicit who they can see (Trevor, Monty, Maskman, and Marie) and what they're doing (playing soccer). Set the pre-listening questions: *What color are Maskman's/Trevor's boots/shorts? Who's kicking the ball in picture 2? Who's number 18? Who's number 15?* Play the CD. Students listen and look. They check in pairs. Check with the class (18/Maskman, Maskman, Trevor). Say *Does Marie like playing soccer?* (No, she likes reading about it.). Play the CD again. Students listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn, and asking, e.g., 1 *What's Monty doing?* (taking a picture). 2 *What's number 15 doing?* (hitting the ball with his head). 3 *What's Maskman doing?* (touching the ball with his hands). 4 *Who's running with the ball?* (15/Trevor).

CD 3, 32

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MONTY: What a great game of soccer! Yes! What a great goal!

MONTY: Number 18 is kicking the ball. Now number 15 is hitting the ball with his head.

MASKMAN: Ouch! My hands!

MARIE: No, Maskman! You can't touch the ball with your hands!

MONTY: Now number 15 is running with the ball.

MARIE: Trevor! Are you eating the ball?

TREVOR: No, I'm not.

MASKMAN: Come and play soccer with us, Marie!

MARIE: Oh, no, boys! I love reading about soccer, but I *don't* like playing it.

SB75. ACTIVITY 11. *Listen and say "yes" or "no."*

- Say *Now listen. Is it the same as the pictures or not?* Do the first one as an example (yes). Play the rest of the CD. Pause after each one. Students check in pairs. Play the CD again, stopping after each one to elicit the response. Elicit corrections for the "no" answers.

Key: 1 yes, 2 no – 18 and 15, 3 no – hands, 4 yes, 5 no – ball, 6 no – soccer

CD 3, 33

- What a great game of soccer. Yes! What a great goal!
- Number 8 is kicking the ball. Now number 5 is hitting the ball with his head.
- No, Maskman! You can't touch the ball with your head!
- Now number 15 is running with the ball.
- Trevor! Are you eating the book?
- Come and play badminton with us, Marie!

WB75. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 75, please.* Point to the scrambled word in the first square and the example answer. Elicit the word (*badminton*). Say *Look at the letters. Unscramble the letters and write words. They are all sports or hobbies.* Students work individually or in pairs to solve the anagrams. Check answers.
- Students prepare the hobbies stickers and lay them out on their desks in the correct order. Check around the class before they stick them in their books.

Key: badminton, Ping-Pong, baseball, basketball, painting, field hockey

Extra activities: see page T125 (if time)

WB75. MY PROGRESS.

- Focus students on the activity. Say *Let's read the sentences together.* Read the first sentence. Focus students on what they wrote for the My picture dictionary activity and then say to the students *Good. You can write sport and hobby words.* Draw ♥♥, ♥, and ♥ on the board. Elicit what these mean. Elicit sentences from students, e.g., *I like playing the piano. I love reading. I don't like cleaning my room.* Students work in pairs. They take turns reading aloud a *can do* sentence from their books and showing / talking about what it says.
- Say *Now check or put an X.* Demonstrate the activity again if necessary. Encourage students to practice so that they can check both the statements and color the star.

Optional activities

- Teacher's Resource Book 2* Unit 10 Extension worksheet 2 (see pages 62 and 66).
- The animated version of the story from *Kid's Box AE 2 Interactive DVD* (Suzy's room section). See pages 41–46 of the Teacher's booklet for the *Interactive DVD*.

Ending the lesson

- Ask students which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, students will have learned to identify and describe items in a Venn diagram. They will be able to write sentences about their Venn diagrams.

● TARGET LANGUAGE

Key language: *wool, In my classroom there are ... We wear it/them.*

Additional language: *What is it/are they? You can put your feet on it.*

Review: *It's/They're ... sheep, shorts, skirt, jacket, hat, socks, shirt, rug, doll, colors*

● MATERIALS REQUIRED

Items made of wool – e.g., a ball of yarn, a wool sweater, a scarf, mittens. Make sure two or more of these items are the same color (e.g., a green wool sweater and a ball of green yarn). Other items that are the same colors as the wool items, e.g., a green book. Red items, e.g., a red pencil, a red Ping-Pong bat, a red hat. Items of clothing of various colors, including red (e.g., socks, jeans, skirt, T-shirt, hat). Large plastic hoops (e.g., those used for hoola-hooping or in soccer training).

Warmer

- Place the wool items and other red and green items around the classroom. Tell students that they need to look very carefully in today's lesson. Teach *wool* using a ball of yarn.
- Say *Find something green*. Students go and stand next to something green (or point to a green object). Say *Find something made of wool*. Students stand next to it or point, as before. Say *Find something green and made of wool*. Students race to find something in the classroom made from that material/color.

Presentation

- Say *Open your Student's Books to page 76, please*. Point to the picture of Marie at the top of the page. Remind students that Marie's lessons are about different school subjects. Say *This is Marie's math. The lesson is about Venn diagrams*. If students are unsure what a Venn diagram is, explain that a Venn is used to sort things into three categories, the middle category having the characteristics of the other two.
- Use the items from the Warmer activity to make a physical Venn diagram. Place two plastic hoops on the floor, overlapping so there are three sections (as in the Venn diagram on page 76). Put all the items made of wool in the left-hand hoop. Put the green items in the right-hand hoop. Now ask students to help you move the items that are both green and made of wool into the central section, where the two hoops meet (e.g., the green sweater and the ball of green yarn). If you cannot do this physical activity, draw or write the items on the board.

SB76. ACTIVITY 1. Ask and answer.

- Hold up your book and point to the speech bubbles at the top of the page. Point to each item in turn in the diagram and say *What's this?* Students answer in chorus *It's a ... (sheep)*. Say *Ask and answer*. Students work in pairs to ask and answer about the items in the diagram.
- Ask students to work on the part of the diagram labeled "wool" then the part labeled "We wear..." Students finally ask and answer about the clothes in the middle section.

Monitor and help as necessary with this part and elicit the word *wool* in their answers. Check by choosing pairs to ask and answer about the objects in front of the class.

Key: *What's this? Answers: It's a doll / a rug / a sheep / some wool / a shirt / a skirt / (a pair of) shorts / a wool jacket / a wool hat. They're wool socks.*

SB76. ACTIVITY 2. Listen and say.

- Hold up your book. Point to the speech bubble and play the first clue on the CD *It's wool. It's a toy. What is it?* Students respond as in the book *It's a toy doll*. Play the second item on the CD. Students listen. Students whisper their answers in pairs.
- Play the rest of the CD, pausing to give students time to think between each item. Students check in pairs and raise their hands when they have the answer.

Key: 2 They're socks, 3 It's a jacket, 4 It's a hat, 5 It's a rug, 6 They're shorts

CD 3, 34

It's wool. We don't wear it. It's a toy. What is it?

We wear them, and they're wool. We wear them on our feet. What are they?

We wear it, but it's not wool. We wear it on our body and arms. What is it?

It's wool, and we wear it. We wear it on our heads. What is it?

It's wool. We don't wear it. You can put your feet on it. What is it?

They're not wool. We wear them on our legs. What are they?

WB76. ACTIVITY 1. Find, draw, and write.

- Say *Open your Workbooks to page 76, please*. Point to the Venn diagram. Read the labels in the boxes and tell the students that there are these things around the classroom for them to find and draw.
- Say *Find, draw, and write*. Students work individually to find the items around the classroom. They draw a picture of each item in the correct part of the Venn diagram (on the left if it is an item of clothing, but not red, on the right if it is red, but not an item of clothing and in the center if it is both red and an item of clothing). Students label each item with the correct word.
- They compare answers in pairs. Check by copying the blank diagram on the board. Say one of the items (e.g., *Pencil*). Call a volunteer to draw the item/write the word in the correct part of the diagram. Leave the completed diagram on the board.

Key: Answers will depend on the items supplied by the teacher.

WB76. ACTIVITY 2. Write about your Venn diagram.

- Point to the completed diagram on the board from Activity 1. Ask students to count the red things with you as you point with your finger. Read the first sentence in Activity 2 aloud and elicit the missing word (the number of things: *In my classroom there are (number) red things*). Students complete the sentences according to the items in the diagram in their books / on the board.

Key: Answers will depend on the number of items supplied by the teacher.

Extra activities: see page T125 (if time)

Ending the lesson

- Guessing game: Think of an object from the lesson and describe it/them, e.g., *They're wool, we wear them on our feet. What are they?* Students raise their hands to answer (socks). Volunteers make up their own clues for the class to guess.

OBJECTIVES: By the end of the lesson, students will have listened to rules about different sports and described how to play some sports.

● **TARGET LANGUAGE**

Key language: *bounce, stick, paddle*

Additional language: *within your hands*

Review: *You can/can't (play, hit, kick, run), sports words*

● **MATERIALS REQUIRED**

Flashcards: (sports) 85–90;

Kid's Box AE 1 Flashcards: (sports) 72–78, a ball, and a

Ping-Pong bat or tennis racket

Warmer

- Use the sports flashcards to elicit the different sports and write the words on the board. Mime/Elicit verbs to do with the sports when you show the flashcards *run, play, kick, hit, bounce*. Use a ball and a racket to elicit *kick, bounce, and hit*. Students stand up. Give simple instructions to practice the verbs, e.g., *Bounce a ball. Play tennis. Kick a ball. Hit a ball with a paddle (Ping-Pong). Hit a ball with a racket (tennis/badminton). Hit a ball with a stick (field hockey)*. Students mime.

SB77. ACTIVITY 3. *Listen and say the number.*

- Say *Open your Student's Books to page 77, please*. Point to Trevor at the top of the page and the title *Sports rules*. Elicit/Explain the meaning of *rules* (say that they are things you *can* and *can't* do in a sport to play it properly). Hold up your book, point to picture 1, and ask students *What's the sport?* Students respond *Ping-Pong*. Repeat for the other pictures. Use picture 2 to present *stick*. Say *Listen and say the number*. Play the CD, pausing after each statement to give students time to think. Students raise their hands to answer.

Key: soccer, basketball, field hockey, Ping-Pong

CD 3, 35

You can kick the ball. You can't hit the ball with your hands.

You can throw and catch the ball. You can bounce the ball.
You can't run with the ball in your hands.

You hit the ball with a stick. You can run and hit the ball with the stick.

You play this game on a big green table. You can't hit the ball with your hands.

SB77. ACTIVITY 4. *Ask and answer.*

- Point to the speech bubbles and read the examples together *You can hit the ball with paddles. Which sport is it? Ping-Pong*. Students work in pairs. Student A says a sentence about a sport and asks *Which sport is it?* Student B guesses. Then they swap roles. Ask confident students to say their clues for the class to guess the sport.

Key: Example clues and answers: You can play this game on a green table (Ping-Pong). You can hit the ball with a stick (field hockey). You can bounce the ball (basketball). You can throw and catch the ball (basketball). You can kick the ball (soccer).

WB77. ACTIVITY 3. *Look and check (✓) or put an X.*

- Say *Open your Workbooks to page 77, please*. Point to picture 1 and read the sentence about the sport. Students think whether this is the *right* (nod your head) or *wrong* (shake your head) rule for that sport. Students put a check mark in the *Right rule?* box or an *X* in the *Wrong rule?* box. Students check answers in pairs and raise their hands to answer.

Key: 1 Wrong rule, 2 Right rule, 3 Wrong rule, 4 Right rule

WB77. ACTIVITY 4. *Listen and say the sport.*

- Say *Listen and say the sport*. Play the first sound on the CD and get a confident pair of students to read the example in the speech bubble. Students work in pairs. Pause the CD after each sound effect to give students time to think about which sport is being played.
- Elicit the names of the sports and say what the sport is. Check as a class.

Key: (spoken responses) 2 *They're kicking a ball. It's soccer.*

3 *They're hitting the ball with paddles. It's Ping-Pong.*

4 *They're hitting the ball (with a stick). It's field hockey.* (written responses) 1 basketball, 2 soccer, 3 Ping-Pong, 4 field hockey

CD 3, 36

1.

[sound effects of basketball]

2.

[sound effects of a soccer game]

3.

[sound effects of Ping-Pong]

4.

[sound effects of field hockey]

Extra activities: see page T125 (if time)

Ending the lesson

- Make two teams. Reveal the sports flashcards slowly for students to say which sport it is. The first student to say the word gets a point for his/her team. If students can say a correct rule for the sport, they get an extra point.