

**OBJECTIVES:** By the end of the lesson, students will have learned to talk about what they are wearing.

● **TARGET LANGUAGE**

**Key language:** *dress, purse, sunglasses/glasses, hat, shirt, jeans, watch, gold, thing*

**Additional language:** *fashion show*

**Review:** *clothes, colors, adjectives, wearing, lizard*

● **MATERIALS REQUIRED**

Flashcards: (clothes) 79–84

Kid's Box AE 1 Flashcards: (clothes) 66–71 (or pictures):

a jacket, shoes, a skirt, socks, pants, a T-shirt

Extra activity 1: One section of the text from the Student's Book activity written on a large piece of paper or on the board.

Now here's Eva. She's wearing a short brown skirt and an orange jacket. She's wearing long yellow socks and green shoes. Thank you, Eva.

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 9 Reinforcement worksheet 1 (page 57)

**Warmer**

- Review the clothes (*jacket, shoes, skirt, socks, pants, T-shirt*), using pictures or the flashcards. Show each one and elicit the name. Display the flashcards around the edge of the board. Make a circling gesture with your hands and say *These are all ...* Wait for students to say *Clothes*. Check for correct pronunciation. Write *Clothes* in the center of the board.

**Presentation**

- Elicit/Teach the new clothes vocabulary, using the flashcards. Show each flashcard in turn and elicit/say the word. Students repeat in chorus and then in groups, loudly, softly, and so on. Stick the flashcards on the board (picture side up) to show that they are also clothes, apart from *purse* and *sunglasses*. Put those two at the side of the board. Point to each new flashcard in turn. Students chorus the word. Turn over the flashcard to show the word side up. Students chorus the word again.

**SB64. ACTIVITY 1.** Listen and answer. **S** towards

- Set the scene, but students don't open their books. Say *Listen. The Star children and their friends are wearing different clothes.* Set the pre-listening questions: *What are Scott and Alex wearing? What's Eva wearing? What's Suzy wearing? What's Robert wearing?* Play the CD. Students listen for the answers. They check in pairs. Say *Open your Student's Books to page 64, please. Listen again and check.* Play the CD again as students are checking. Use the picture to teach *watch, sunglasses*. Elicit the difference between *glasses* and *sunglasses*. Check comprehension by asking, e.g., *What color is Suzy's hat? Who has gray pants?*
- Say *Can you find the hidden star? Show your partner.* Check with the class (on Suzy's shoe). Students say *Here it is.*

**CD 3, 08**

**SALLY:** Hi and welcome to the Star Fashion show. Here are Scott and Alex. They're wearing black shirts, blue jeans, and white shoes. Scott has small black sunglasses on his head. Alex is wearing a new yellow watch. Thank you, Scott. Thank you, Alex.

Now here's Eva. She's wearing a short brown skirt and an orange jacket. She's wearing long yellow socks and green shoes. Thank you, Eva.

Now we have Suzy, the star of the show. She's wearing a long purple dress and big pink shoes. She's wearing a nice big red hat, and she has a beautiful gold purse. Thank you, Suzy. Now here's Robert. He's wearing gray pants, black shoes, and a red T-shirt with a green lizard on it. What a beautiful T-shirt! Thank you, Robert.

**SB64. ACTIVITY 2.** Listen and repeat.

- Say *Now let's do Activity 2. Listen, point to the clothes, and repeat.* Play the CD. Students repeat the words in chorus, in groups, and then individually (choose students at random).

**CD 3, 09**

Dress, glasses, purse, hat, shirt, jeans

**WB64. ACTIVITY 1.** Listen and connect the dots.

- Say *Open your Workbooks to page 64, please. Say Listen for the words. Connect the dots to make a picture.* Play the CD. Students connect the words. They check in pairs. Check with the class (A dress).

**CD 3, 10**

Shirt, purse, glasses, watch, skirt, hat, sock, T-shirt, jeans, shoe, dress, shirt

**WB64. ACTIVITY 2.** Follow the "clothes" words.

- Students work in pairs and draw a line through the clothes words. Pairs check with pairs. Check with the class. Students answer the questions.
  - Ask *What's the extra word?* (thing). Check understanding.
- Key:** Clothes (13): watch, shoes, glasses, socks, jeans, T-shirt, hat, pants, dress, skirt, jacket, shirt, purse. Animals: lizard, frog, sheep, goat, cow, spider. Food: cake, burger, carrots, ice cream, bread.

**Extra activities: see page T123 (if time)**

**Optional activity**

- Teacher's Resource Book 2 Unit 9 Reinforcement worksheet 1 pages 56–57.

**Ending the lesson**

- Display the clothes flashcards, plus *purse* and *glasses* (word side up). Students stand up. Say, e.g., *Sally says Point to the purse.* Students point. Say *Point to the shirt.* Students don't point. Continue repeating some of the clothes quickly, one after another, to keep students active.

**OBJECTIVES:** By the end of the lesson, students will have practiced talking about things they wear and learned a chant.

### ● TARGET LANGUAGE

**Key language:** *I'm/You're/He's/She's/They're wearing ... , put (it/them) on, take (it/them) off*

**Additional language:** *code*

**Review:** clothes vocabulary, *purse, watch, glasses, wear, with*, adjectives, colors

### ● MATERIALS REQUIRED

Photocopiable 9 (see page T109), one for each student, scissors, crayons, a hat, a pair of sunglasses  
Optional: *Kid's Box AE Teacher's Resource Book 2 Unit 9 Reinforcement worksheet 2 (page 58)*

## Warmer

- Students stand up. They look at each other's clothes for 30 seconds. Then they stand back-to-back and take turns saying what the other is wearing. Demonstrate the activity with a student, using *You're wearing ...*

### SB65. ACTIVITY 3. Listen and point. Chant.

- Say *Open your Student's Books to page 65, please*. Elicit the clothes they can see. Say *Listen and point*. Play the CD. Students listen and point to the clothes in the pictures (or the words). Play the CD again in sections. Students repeat, pointing to clothes or touching theirs as they say the words. Students stand and do the chant as a class without the CD. Divide the class into three groups. Groups take turns doing the chant. Vote for the best one.

### CD 3, 11

Purses, glasses,	Hats, jeans,
Jackets, and shirts.	Shoes, and socks.
T-shirts, pants,	Put them on,
Dresses, and skirts.	They're in the box.

### PRACTICE

- Show students the hat you have brought to class and say, e.g., *This is my new hat*. Put it on and while you are doing so, say *I'm putting on my hat*. *I'm putting it on*. Take the hat off and say or elicit *I'm taking off my hat*. Say *I'm taking ...* and elicit the pronoun *it*. Complete the sentence by saying *off*. Repeat this process with the sunglasses. (*These are my new sunglasses*. *I'm putting on my sunglasses*. *I'm putting them on*, etc.).
- Get the class to give you instructions in chorus, as follows: *Put your hat on*. *Take your hat off*. *Put your sunglasses on*. *Take your sunglasses off*. Repeat several times until students are confident with the language. Every time they tell you to do something, make a sentence in the present progressive with a pronoun (e.g., for the hat: *I'm putting it on*. *I'm taking it off*. For the sunglasses: *I'm putting them on*. *I'm taking them off*).
- Students stand up. They mime putting on and taking off various items of clothing as you give the instructions below. Encourage students to say the sentences on the right chorally as they mime. They can then repeat the drill in pairs (one gives instructions, the other mimes and makes a sentence with *it* or *them*, as appropriate).

<i>Put your hat on.</i>	<i>I'm putting it on.</i>
<i>Take your shoes off.</i>	<i>I'm taking them off.</i>
<i>Put your dress on.</i>	<i>I'm putting it on.</i>
<i>Take your socks off.</i>	<i>I'm taking them off.</i>
<i>Take your jacket off.</i>	<i>I'm taking it off.</i>
<i>Put your glasses on.</i>	<i>I'm putting them on.</i>
<i>Take your shirt off.</i>	<i>I'm taking it off.</i>
<i>Put your jeans on.</i>	<i>I'm putting them on.</i>
<i>Take your watch off.</i>	<i>I'm taking it off.</i>
<i>Put your skirt on.</i>	<i>I'm putting it on.</i>

### SB65. ACTIVITY 4. Listen and correct.

- Focus students on the example statements in the speech bubbles. Say *Listen*. Play number 1 on the CD (the first false statement). Check students know what to do. Play each sentence in turn. Students whisper the response to their partner. Play the CD again. This time, pause before asking the class to respond as a group. Elicit the response from smaller groups and individuals, too.

**Key:** 2 No, one boy is wearing jeans. 3 No, one girl is wearing red shoes. 4 No, four children are wearing glasses. 5 No, three girls are wearing a dress. 6 No, there are four purses. 7 No, one boy is wearing short pants. 8 No, there are four hats.

### CD 3, 12

- There's a big box with toys.
- Three boys are wearing jeans.
- Two girls are wearing red shoes.
- Five children are wearing glasses.
- One girl's wearing a dress.
- There are six purses.
- Two boys are wearing short pants.
- There are five hats.

## Photocopiable 9: see pages T99 and T109

### WB65. ACTIVITY 3. Write the words and color the picture.

- Say *Open your Workbooks to page 65, please*. Elicit what students can see (a code). Check students know what to do using the example word (*I'm*). Students work individually and complete the writing, using the code. They check in pairs. Check with the class by asking different students to read aloud sections of the sentence. Check understanding of *new*. Students color the picture according to the instructions.

**Key:** *I'm wearing blue jeans, a yellow shirt, gray socks, black shoes, and a new red hat.*

### WB65. ACTIVITY 4. Describe your clothes.

- Students work in pairs and take turns orally describing their clothes to their partner. Students then individually write a description of their clothes. Monitor and help where needed.

## Extra activity: see page T123 (if time)

### Optional activity

- Teacher's Resource Book 2 Unit 9 Reinforcement worksheet 2 pages 56 and 58.*

## Ending the lesson

- Do the chant again. This time, students mime putting the clothes on as they say them (rather than just pointing to them).

**OBJECTIVES:** By the end of the lesson, students will have asked and answered about ownership using *have*.

### ● TARGET LANGUAGE

**Key language:** *Do you have ... ? Does he/she have ... ? Yes, I do. No, I don't. I have / We have ... Yes, he/she does. No, he/she doesn't.*

**Additional language:** *a good life*

**Review:** *family, friends, yard, flowers, trees, animals, car, bus, cake, milk, So do I, can't drive, superhero*

### ● MATERIALS REQUIRED

School objects

Optional: *Kid's Box AE Teacher's Resource Book 2 Unit 9*

Extension worksheet 1 (page 59)

*Kid's Box AE Workbook 2 Language Portfolio page 109*

## Warmer

- Review *have*. Ask a student, e.g., *Do you have a blue crayon?* Prompt the student to respond truthfully, e.g., *No, I don't*. If it's *Yes, I do*, the student gives it to you. Continue around the class, sometimes asking for objects you know students don't have. After asking a student and the student's response, turn to the class and say, e.g., *Does he have a backpack?* The class responds, e.g., *No, he doesn't*. Continue, making sure students get practice with *I/she/he* and positive and negative.

### SB66. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to page 66, please*. Elicit who and what they can see. Elicit *yard, flowers, trees*. Say *Listen and point to what the toys have*. Check it's only what they have (ownership). Play the CD. Students listen and point. Play the CD again for students to make sure. Play the CD, stopping where indicated below // for students to respond. Personalize the activity. Ask students, e.g., *Do you have a yard? Do you have a dog? Do you have a car?* Encourage students to ask you questions as well.

**Key:** nice family, friends (Trevor), house, yard, big car, superhero clothes (Maskman), jacket and glasses (Marie), black glasses (Maskman), dog (Trevor).

### CD 3, 13

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**TREVOR:** You know, Maskman, we have a good life. We have a nice family, and we have a lot of friends. //

**MASKMAN:** I know, Trevor, and we have a house and a yard with a lot of trees and beautiful flowers. //

**MARIE:** Yes, a lot of toys don't have a house or a yard ...

**MASKMAN:** Or a car. I have a big car. Do you have a car, Trevor? //

**TREVOR:** No, I don't have a car. I can't drive.

**MASKMAN:** I have superhero clothes. Do you have superhero clothes, Trevor? //

**TREVOR:** No, I don't. I'm not a superhero.

**MONTY:** Marie's a doctor. She has a long white jacket and glasses. //

**MASKMAN:** Yes, I have black glasses, too. //

**TREVOR:** Yes, Maskman, we have a good life. We have a nice dog, too. Look, there she is. //

**MASKMAN:** Aaaghh!! ... And she has a big mouth.

**OTHERS:** Ha ha ha!

### SB66. ACTIVITY 6. Listen and repeat.

- Say *Now, let's listen and repeat the words*. Play the CD. Students repeat in chorus and then in groups and pairs.

### CD 3, 14

**TREVOR:** We have a nice family, and we have a lot of friends.

**MASKMAN:** Do you have superhero clothes, Trevor?

**TREVOR:** No, I don't. I'm not a superhero.

**MONTY:** Marie's a doctor. She has a long white jacket and glasses.

### WB66. ACTIVITY 5. Look and write.

- Say *Open your Workbooks to page 66, please*. Focus students on the example. Follow the line through the maze to find what the first child has. Point to the completed sentence. Students work individually to follow the lines from the children to the objects. They check in pairs. Check with the class. Students then complete the sentences at the bottom of the page. Monitor to help if necessary.

**Key:** I have a skateboard, a dress, and a bird. I have a camera, a shirt, and a phone. I have shorts, a purse, and a duck.

## Extra activities: see page T123 (if time)

## Optional activity

- *Teacher's Resource Book 2 Unit 9 Extension worksheet 1* (see pages 56 and 59).

## Language Portfolio

- Students complete page 109 of *Kid's Box AE Workbook 2 Language Portfolio (My favorite clothes)*. Help with new language as necessary.

## Ending the lesson

- Choose eight classroom objects: ruler, pencil, backpack, book, etc. Hold them up in turn, saying *I have a book, a backpack, a ruler, a pencil ...* Hide them from the class. In pairs, students try to remember the objects you had and anything else about them. Elicit from pairs, e.g., *You have a ruler. It's blue*. Show objects as they are mentioned.

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

● **TARGET LANGUAGE**

**Key language:** *I have / I don't have ... , Do you have ... ?*

**Review:** colors, clothes, adjectives, *boots, yard, house, toy, mouse, car, glasses, superhero, hair, nose*

● **MATERIALS REQUIRED**

Extra activity 1: Flashcards: (clothes) 79–84

*Kid's Box AE 1* Flashcards (clothes): 66–71 (or pictures): a jacket, shoes, a skirt, socks, pants, a T-shirt

Optional: *Kid's Box AE Teacher's Resource Book 2* Unit 9 song worksheet (page 61)

**Warmer**

- Review colors and adjectives. Say, e.g., *I can see something in the classroom. It's small, blue, and beautiful, and it's under a chair.* Students guess (a backpack). Continue with other objects, including clothes.

**SB67. ACTIVITY 7.** *Listen and point. Sing.*

- Say *Open your Student's Books to page 67, please.* Elicit what students can see. To review *boots*, ask *Does Maskman have yellow shoes?* Students answer *No, he has yellow boots.* Students repeat after you.
- Say *Listen and point.* Play the CD. Students point to the objects in the song. Play the CD again. Encourage students to sing.

**CD 3, 15**

**MARIE:** I have a big yard.

I have a big house.

I have a good friend,

A small toy mouse.

I have you, Monty.

I have you.

**MONTY:** Oh, Marie!

**MASKMAN:** I have a black mask,

And a big blue car.

I have black glasses,

I'm the Maskman star,

And I have you, Monty.

I have you.

**MONTY:** Oh, Maskman!

**TREVOR:** I don't have

Superhero clothes.

I have purple hair,

And a big, green nose,

And I have you, Monty.

I have you.

**MONTY:** Oh, Trevor!

**MARIE, MASKMAN, TREVOR:** I have you, Monty.

I have you.

**CD 3, 16**

Now sing the song again. (Karaoke version)\

**SB67. ACTIVITY 8.** *Ask and answer.*

- Students work in groups. They take turns asking each other have questions, like the ones in the speech bubbles. Monitor and make sure students answer *Yes, I do. / No, I don't.*

**WB67. ACTIVITY 6.** *Look at the pictures. Look at the letters. Write the words.* **S**

- Say *Open your Workbooks to page 67, please.* Point to the picture of the T-shirt and to the scrambled letters inside the clothes hanger on the right. Ask a volunteer to read the example answer. Say *Look at the pictures. Move the letters in the hangers.* Copy the letters in the order they appear inside the first hanger on the board and show students how they make the word *T-shirt*, 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.

**Key:** 1 dress, 2 jeans, 3 shorts, 4 glasses, 5 purse

**Extra activities: see pages T123–T124 (if time)**

**Optional activity**

- Students do the “Listen and write” activity on the Unit 9 song worksheet from *Teacher's Resource Book 2* (see pages 56 and 61 of the *Teacher's Resource Book*).

**Ending the lesson**

- Sing the song again with students. They mime the actions as they sing.



**OBJECTIVES:** By the end of the lesson, students will have learned to identify and say the phonemes /s/ and /ʃ/ at the beginning, middle, and end of words and had more practice with listening.

### ● TARGET LANGUAGE

**Key language:** the phonemes /s/ and /ʃ/ as in *sleep*, *sheep*, *store*

**Review:** colors, adjectives, family

### ● MATERIALS REQUIRED

Flashcards: (clothes) 79–84

*Kid's Box AE 1* Flashcards: (clothes) 66–71 (or pictures): a jacket, shoes, a skirt, socks, pants, a T-shirt

A picture of shorts

Extra activity 2: Dark bag with eight classroom objects inside, e.g., ruler, eraser

Optional: *Kid's Box AE 2 Interactive DVD: The living room* "The eye test" episode (if not used in Unit 8)

## Warmer

- Elicit the clothes, using the flashcards and the picture of shorts. Reveal each one slowly (word side up). When students say it, stick it on the board. Display them at random.

### SB68. ACTIVITY 9. Monty's phonics

- Say *Open your Student's Books to page 68, please*. Point to the small pictures and say them, emphasizing the sounds /s/ and /ʃ/. Students practice pronunciation of each word. Point to the large picture and say *Where is the sheep? (In a store) What is it doing? (Sleeping)*. 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. Write the tongue twister on the board and elicit the /ʃ/ sounds. Underline them. Focus students on the flashcards on the board and ask which words have the /ʃ/ sound (shirt, shoes, T-shirt) and which have the /s/ sound (dress, glasses, jeans, skirt, socks, pants).

### CD 3, 17

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

/ʃ/, /ʃ/, sheep

/s/, /s/, store

Shirley sheep is sleeping in a store!

Shirley sheep is sleeping in a store!

Shirley sheep is sleeping in a store!

### SB68. ACTIVITY 10. Ask and answer.

- Say *Look at Activity 10*. Demonstrate the activity for the students. Choose one of the pictures and write the letter (a, b, c, or d) on a piece of paper, keeping it hidden from the class. Don't say which picture you have chosen. Tell the class they have to ask you questions to find out which of the four pictures you are thinking of. The questions can only be the type with yes or no answers (e.g., *Is ... ? Does ... have ... ? or Is/Are there ... ?*). If necessary, write some questions on the board to get students started, e.g., *Does Ben have two brothers? Does Ben have a big brown dog? Does Ben have a house?* When students guess the correct picture, show them the letter you wrote on the piece of paper (e.g., *Yes, that's right. It's picture c.*).
- Make pairs. Student A chooses a picture for Student B to identify by asking questions. Monitor and help as necessary. Students swap roles once Student B has guessed the answer. They can play a number of times.

### WB68. ACTIVITY 7. Listen and write s or sh.

- Say *Open your Workbooks to page 68, please*. Say *Look at the pictures. All the words have the sound "s" or "sh."* Look and think. Give students time to guess what each word is, how to say it, and which letter(s) to write.
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for students to repeat the word and to write. They check answers in pairs.
- Play the CD again. Correct as a class.

**Key:** 2 sh, 3 s, 4 s, 5 sh, 6 s, 7 sh, 8 ss, 9 s, 10 s

### CD 3, 18

1 sheep, 2 shoe, 3 seven, 4 socks, 5 shirt, 6 desk, 7 fish, 8 dress, 9 sleep, 10 store

### WB68. ACTIVITY 8. Cross out five objects. Ask your friend.

- Elicit the objects in the picture. Students use a pencil and secretly cross out five objects. They work in pairs, but they don't look at each other's books. They take turns asking *Do you have a ... ?* and answering. They say *No, I don't* if they have crossed it out. Again in pencil, students check or put an X in the boxes about their partner's objects. The first in each pair to find all the crossed-out objects is the winner. Students erase their marks and repeat the game.

## Extra activities: see page T124 (if time)

### Optional activity

- "The eye test" episode from *Kid's Box AE 2 Interactive DVD* (The living room section), if not used in Unit 8. See pages 8–11 of the *Teacher's booklet for the Interactive DVD*.

### Ending the lesson

- Do the tongue twister again with the class. Students stand up. Do it as a class and then invite groups or pairs to try saying 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:** *Trollman, Masktroll, arms*

**Review:** adjectives, clothes, colors, *wearing, mask, sing, dance, can't, can, look at, legs, pencil, eating, spell, fly, nice, friends*

### ● MATERIALS REQUIRED

Flashcards: (clothes) 79–84

*Kid's Box AE 1* Flashcards: (clothes) 66–71 (or pictures):

a jacket, shoes, a skirt, socks, pants, a T-shirt

Optional: *Teacher's Resource Book 2* Unit 9 Extension

worksheet 2 (page 60) and/or animated version of the Unit 9 story from *Kid's Box AE 2 Interactive DVD* (Suzy's room section),

*Kid's Box AE Workbook 2 Language Portfolio* page 102

## Warmer

- Review the 12 clothes words, using the flashcards. Hold one behind your back. Students guess, asking *Do you have a dress?*, etc. Answer *Yes, I do. / No, I don't*. The student who guesses comes and hides a flashcard, and the class asks him/her questions. Reuse flashcards to make it more challenging.

## Story

**SB69. ACTIVITY 11.** *Listen to the story.*

- Say *Open your Student's Books to page 69, please*. Elicit who they can see (Trevor, Monty, Maskman, and Marie). Elicit where they are (in the house). Set the pre-listening questions: *Can Trevor fly? What color's Maskman's hair? Can Maskman spell?* Say *Listen and look*. Play the CD. Check with the class (Yes, Purple, No). Check students understand that Trevor and Maskman have changed roles. 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., *What's Monty wearing?* (Marie's long white jacket and glasses). *What's Trevor wearing?* (blue pants, a blue shirt, a blue hat, and a black mask). *What's Trevor's name?* (Masktroll). *What's Maskman eating?* (a pencil).

### CD 3, 19

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MARIE:** Monty! Are you wearing my long white jacket and my glasses?

**MONTY:** Yes, I am. I'm Marie mouse.

**MARIE:** Trevor! What are you wearing?

**TREVOR:** I'm wearing blue pants, a blue shirt, a blue hat, and a black mask ... Who am I?

**TREVOR:** I can swim and fly, but I can't sing or dance. I'm ... Masktroll!

**MONTY:** Look at Maskman!

**TREVOR:** Maskman! Are you eating a pencil?

**MASKMAN:** Yes, I am. Who am I?

**MONTY:** You're ... Trollman!

**MASKMAN:** That's right! I can't swim, and I can't spell.

**TREVOR:** No, you can't, Trollman, but you have a lot of friends.

**SB69. ACTIVITY 12.** *Listen and say the number.*

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

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

### CD 3, 20

**TREVOR:** Maskman! Are you eating a pencil?

**TREVOR:** I'm wearing blue pants, a blue shirt, a blue hat, and a black mask ... Who am I?

**MONTY:** Look at Maskman!

**TREVOR:** I can swim and fly, but I can't sing or dance. I'm ... Masktroll!

**MARIE:** Monty! Are you wearing my long white jacket and my glasses?

**MASKMAN:** That's right! I can't swim, and I can't spell.

### WB69. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 69, please*. Students prepare the clothes stickers. Say *Which word is it? Listen to the spelling*. Play number 1 on the CD and elicit the word (purse). Ask students to hold up the correct sticker. They all stick the sticker in the first square.
- Play the rest of the CD. Students lay the stickers out on their desk in the correct order. Monitor around the class to check before they stick them in their books.
- Point to the example word in square 1. Say *Now write the words*. Students write the name of the clothes item under each sticker.

**Key:** 2 hat, 3 dress, 4 jeans, 5 shirt, 6 glasses

### CD 3, 21

1. p-u-r-s-e, 2. h-a-t, 3. d-r-e-s-s, 4. j-e-a-n-s, 5. s-h-i-r-t, 6. g-l-a-s-s-e-s

### WB69. MY PROGRESS.

- Say *Let's read the sentences together*. Read the first sentence. Refer students back to Workbook page 65. They describe their clothes again. Say *Good, you can talk about your clothes*. Students look back at Workbook page 66 and say which of the items they have. Say *Good, you can talk about the things you have*.
- Students work in pairs. They take turns pointing to a sentence in their books and showing each other / talking about what it says.
- Say *Now check or put an X*. Encourage students to practice so they can check the statements and color the star.

**Extra activities: see page T124 (if time)**

## Optional activities

- Teacher's Resource Book 2* Unit 9 Extension worksheet 2 (see pages 56 and 60).
- The animated version of the story from *Kid's Box AE 2 Interactive DVD* (Suzy's room section). See pages 41–45 of the Teacher's booklet for the *Interactive DVD*.

## Language Portfolio

- Students complete page 102 of *Kid's Box AE Workbook 2 Language Portfolio* (I can ... Units 7–9).

## 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.