

**OBJECTIVES:** By the end of the lesson, students will have learned to talk about members of their families.

● **TARGET LANGUAGE**

**Key language:** *family, cousin, mom, dad, grandma, grandpa, baby, Frank*

**Additional language:** *Here you are.*

**Review:** *mother, father, brother, sister, grandmother, grandfather, hair, nose, ears, fly a kite, Eva, Robert, Suzy, Scott, We/You have ... , Do you have ... ? How old is he/she?*

● **MATERIALS REQUIRED**

Flashcards: (characters) 1, 2, 3, 6, 7, 23, 25, 57

Optional: *Kid's Box AE Teacher's Resource Book 2 Unit 5*

Reinforcement worksheet 1 (page 33)

**Warmer**

- Review the known characters using the flashcards. Flash each one quickly in front of the class. Elicit who the character is and display it on the board. Elicit other known family words, e.g., *grandma, grandpa, mom, dad*. Introduce the new characters (Robert and baby Frank) to the class in the same way.

**SB34. ACTIVITY 1. Listen and point.**

- Say *Open your Student's Books to page 34, please*. Elicit who students recognize from the Warmer. Say *Find the hidden star*. Students check in pairs. Check with the class (on the baby). Students say *Here it is*. Say *Listen and point*. Play the CD. Students listen and point to the people as they hear them. Set the listening questions: *Who's with Robert? What's his cousin's name? Who has the kite?* Play the CD again. Students listen and check in pairs. Check with the class (Frank's mom and dad, Frank, Grandpa). Check comprehension by asking, e.g., *Who's that? How many cousins does Eva have? How many cousins does Scott have? How old is Frank? Is Frank Robert's brother?* Check understanding of new vocabulary.

**CD 2, 06**

**SALLY:** Look, Robert's with Frank's mom and dad.

**SCOTT:** Who's Frank?

**SALLY:** Frank's Robert's baby cousin.

**EVA:** Oh, how old is he?

**SALLY:** He's one.

**SCOTT:** How many cousins do you have, Eva?

**EVA:** Six: four boys and two girls. How many cousins do you have?

**SCOTT:** None, but we have a baby. Her name's Suzy.

**SUZY:** I'm not a baby. I'm a big girl! Grandpa! Scott says I'm a baby.

**GRANDPA:** Scott, as you're a big boy, you can fly Suzy's kite with her. Here you are!

**SCOTT:** Puph! Thank you.

**SB34. ACTIVITY 2. Listen and repeat.**

- Say *Let's do Activity 2. Listen and repeat*. Play the CD. Students repeat the words in chorus. Play the CD again for students to listen and point to the correct pictures.

**CD 2, 07**

Mom, dad, grandma, grandpa, cousin, baby

**WB34. ACTIVITY 1. Read and write the names.**

- Review *hair, nose, ears* by pointing to your hair, etc. and eliciting the words from the class. Say *Open your Workbooks to page 34, please*. Focus students on the text. Say *Read quickly and find the family words. Underline them*. Students work in pairs. Check around the class. Students then read the descriptions again and write the names in the spaces. They check in pairs. Check with the class.

**Key:** 1 May, 2 Sam, 3 Robert, 4 Frank

**WB34. ACTIVITY 2. Write the words.**

- Say *Let's do Activity 2*. Students look at the words in the box and write them in the correct shape below. Do the examples with them first. They check in pairs and then as a class.

**Key:** In the house: rug, mirror, lamp, bed, phone (students may also choose desk and ruler). Family: grandma, baby, grandpa, cousin, dad. Toys: kite, truck, robot, boat, doll. At school: teacher, desk, playground, board, ruler (students may also choose phone and lamp).

**Extra activities: see page T119 (if time)**

**Optional activity**

- Unit 5 Reinforcement worksheet 1 *Teacher's Resource Book 2* pages 32–33.

**Ending the lesson**

- Review the new vocabulary by displaying the flashcards (picture side up) around the room. Call out, e.g., *Cousin* and students point to the correct flashcard. Repeat. Then point to a flashcard. Students supply the word. Point to random flashcards to keep students active.

**OBJECTIVES:** By the end of the lesson, students will have talked more about families and worked with a family tree.

● **TARGET LANGUAGE**

**Key language:** possessive 's

**Additional language:** family tree

**Review:** family vocabulary, *What's his/her name?*

● **MATERIALS REQUIRED**

Flashcards: (characters) 1–5

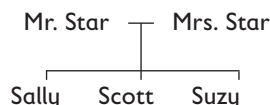
Photocopiable 5 (see page T104), copied onto thin cardboard, one copy for each student, scissors, crayons, envelopes

Optional: *Kid's Box AE Teacher's Resource Book 2* Unit 5

Reinforcement worksheet 2 (page 34)

**Warmer**

- Elicit the Star family names, using the five flashcards. Display the flashcards on the board like a family tree:



- Ask, e.g., *Who's Sally's father? Who's Suzy's sister?* Elicit/Tell students that this is called a *family tree*.  
Note: This is a spatial intelligence activity. Don't worry if some of your students find the diagrams difficult to interpret.

**SB35. ACTIVITY 3. Listen and answer.**

- Say *Open your Student's Books to page 35, please*. Ask what they can see (a family tree). Give students a little time to look at the diagram. Check understanding of the oldest generation (grandma/grandpa) and of who are cousins. Say, e.g., *Find May. Find Robert. Who's May's cousin?* Say all the names for students to repeat after you (many of the names are new). Check with students the gender of each person. Say *Listen and think*. Play the CD, pausing after each one. Students don't answer. They look and think. Play the CD again to give more thinking time. Play the CD a third time. Stop after each one for students to check in pairs before you check with the class.

**Key:** Nick, May, Hugo, May, Lucy, Frank, Tony, Alice

**CD 2, 08**

He's Robert's dad. What's his name?  
She's Frank's cousin. What's her name?  
He's Kim's brother. What's his name?  
She's Robert's sister. What's her name?  
She's Frank's mom. What's her name?  
He's May's cousin. What's his name?  
He's Frank's grandpa. What's his name?  
She's Sam's grandma. What's her name?

**SB35. ACTIVITY 4. Look and say.**

- Students make statements about the family tree for others to respond to. Read aloud the example speech bubbles. Demonstrate the activity in open pairs around the class. When students are more confident, do the activity in closed pairs. Monitor students and help with concepts/language where necessary.

**Photocopiable 5: see pages T98 and T104 (if time)**

**WB35. ACTIVITY 3. Read. Write the name. Color.**

- Say *Open your Workbooks to page 35, please*. Elicit what they can see (trolls). Focus students on the text and do the first part with the class as an example. Students write the names and color the trolls to match the description. Tell students to underline the color words to help them remember the colors to use. Students work in pairs. Monitor students and then check as a class.

**Key:** Tricia, Tony, Trudy, Tom

**WB35. ACTIVITY 4. Write the words.** S

- Focus students on the anagrams in the book and on the example. Check they know what to do. Students work individually and unscramble the family words. They write them on the lines for male or female. Check with the class.

**Key:** Male: grandfather, father, dad, cousin, brother.  
Female: grandmother, mother, sister, cousin, mom.

**Extra activity: see page T119 (if time)**

**Optional activity**

- Unit 5 Reinforcement worksheet 2 *Teacher's Resource Book 2* pages 32 and 34.

**Ending the lesson**

- Elicit and write the family words on the board: *mother, father, brother, sister, cousin, grandma, grandpa*. Do a quick question-and-answer around the class. Start the chain by asking a student, e.g., *What's your mother's name?* The student answers, e.g., *Her name's Teresa* and asks another student a question about another family member, e.g., brother. Supply *I don't have a ...* if appropriate.  
Note: Adapt this activity if you have students for whom family issues are sensitive.

**OBJECTIVES:** By the end of the lesson, students will have described actions in the present progressive form.

● **TARGET LANGUAGE**

**Key language:** present progressive with present meaning, *I'm/He's/She's/It's running, hitting, jumping, getting, sleeping, throwing, catching, flying, cleaning, talking, kicking*

**Additional language:** *make sentences with these words*

**Review:** present progressive with present meaning, characters, numbers 1–20

● **MATERIALS REQUIRED**

Optional: *Kid's Box AE Teacher's Resource Book 2 Unit 5*  
Extension worksheet 1 (page 35)

## Warmer

- Call 20 students to the front. Whisper a number between 1 and 20 to each one in random order. They line up in number sequence 1 to 20 and call out their numbers starting from 1 for the class to check.

## Presentation

- Quickly review the use of the present progressive for actions. Tell a student to draw a picture on the board. Ask *What's he doing?* Prompt *He's drawing*. Repeat with other known actions (*writing, opening the door, reading, etc.*) and other students. Practice *he* and *she*.

**SB36. ACTIVITY 5.** *Listen and say the number.* **S** towards

- Say *Open your Student's Books to page 36, please*. Elicit what students can see (family members, in the park, playing, etc.). Say *Listen and say the number*. Play the first sentence. Elicit the number from students (16). Play the rest of the CD. Students write the numbers in order in their notebooks. They check in pairs. Play the CD again. Stop after each sentence to elicit the number from the class and the full sentence, e.g., *The dog's getting the ball*. Play the sentence from the CD again if students are unsure of it. They repeat in chorus.
- Check further comprehension of the picture by asking, e.g., *What's Robert hitting? Who's sitting next to Frank? What's Grandpa doing?*

**Key:**

16, 19, 14, 11, 15, 18, 12, 17, 13, 20

**CD 2, 09**

Robert's hitting the ball.  
The dog's getting the ball.  
The boy's mother is cleaning his mouth.  
The baby's sleeping.  
Scott's throwing the ball.  
The girl's kicking the ball.  
Frank's mom and dad are talking.  
Eva's catching the ball.  
Grandpa's flying a kite.  
The cat's jumping.

**SB36. ACTIVITY 6.** *Make sentences. Use the words in the box.*

- Focus students on the words in the box. Call them out at random. Students point to the word in the box. Make pairs. Students take turns making sentences about the picture similar to (but not the same as) the ones from Activity 5. Monitor students and give prompts if necessary.
- Pairs say one or two sentences to the class. The class decides if they are correct.

**WB36. ACTIVITY 5.** *Listen and write the number.*

- Say *Open your Workbooks to page 36, please*. Focus students on the pictures and elicit the names of characters, places, objects, and food they can see (e.g., for the first picture: *Suzy, Scott, park, kite*).
- Explain that the characters are talking to each other (each person is saying something – make sure students know that the person on the left in each picture speaks first). Tell students they are going to listen to the conversations and they need to write the correct number in the boxes at the bottom of each picture.
- Play the CD and pause after the first conversation. Students confer in pairs. Elicit the answer. Students point to the correct picture. Play the rest of the CD. Students write their answers in pencil. Play the CD again. Check answers.

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

**CD 2, 10**

1. Whose shoes are you cleaning, Grandpa?  
I'm cleaning Scott's shoes.
2. What are you drawing, Grandma?  
I'm drawing Sally.
3. Whose kite are you flying, Scott?  
I'm flying your kite, Suzy.
4. Which word are you spelling, Sally?  
I'm spelling "beautiful."
5. What are you doing, Mom?  
I'm making a cake.
6. What are you eating, Dad?  
I'm eating chocolate ice cream.

**WB36. ACTIVITY 6.** *Look at the pictures and write the letters.*

- Focus students on the speech bubbles and on the pictures. Do the example with the class. Students work in pairs and write the letters from the speech bubbles in the correct boxes. Monitor students as they are working.

**Key:** 2: a,b; 3: g,h; 4: e,f; 5: k,l; 6: i,j

## Extra activities: see page T119 (if time)

## Optional activity

- Unit 5 Extension worksheet 1 *Teacher's Resource Book 2* pages 32 and 35.

## Ending the lesson

- Play a mime game, using the verbs from the lesson. In turn, students come and mime an action from the lesson to the class. The class gives a sentence, e.g., *Miki's hitting a ball*. The student responds *Yes, I'm hitting a ball* or *No, look* and does the mime again.

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

### ● TARGET LANGUAGE

**Key language:** present progressive with present meaning, *He/She isn't (walking), They're (eating)*

**Review:** *walking, playing, cleaning, flying, throwing, sleeping, jumping, sitting, food, family words, can, happy, big, gray*

### ● MATERIALS REQUIRED

Extra activity 1: Pictures or flashcards of an apple, banana, orange, chocolate, ice cream, cake, burger.

Optional: *Kid's Box AE Teacher's Resource Book 2* Unit 5 song worksheet (page 37)

## Warmer

- Review action words by doing a mime game. Whisper an action word to a student (e.g., *Flying*) and the student mimes for the class. Say, e.g., *He isn't throwing a ball. He's ...* The class completes *flying a kite*. Repeat.

### SB37. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Student's Books to page 37, please*. Focus students on the picture and the people. Elicit what/who they can see. Say *Listen and point*. Play the CD. Students listen and point to the people. Check understanding of the negative. Say, e.g., *Look at Grandpa. Is he walking?* (No). *What's he doing?* (*Flying a kite*). Play the CD again in sections. Teach the lines with the actions.

#### CD 2, 11

My grandpa isn't walking,	[mime "no" and walking]
He's flying my favorite kite.	[mime flying kite]
My grandma's cleaning the table,	[mime cleaning]
It's beautiful and white.	
My father's playing baseball,	[mime hitting ball with baseball bat]
He can catch, and he can hit.	
My cousin has the ball now,	
And now he's throwing it.	[mime throwing]
My baby sister's sleeping,	[mime baby cradled in arms]
She is very small.	[mime small]
My brother isn't jumping,	[mime "no" and jumping]
He's kicking his soccer ball.	[mime kicking]
Hey!	
My grandpa isn't walking,	[as above]
He's flying my favorite kite.	
My grandma's cleaning the table,	
It's beautiful and white.	
My mother's sitting reading,	[mime reading]
Her book is big and gray.	
And me? I'm very happy,	[mime big smile]
I can run and play. [Repeat x5]	

#### CD 2, 12

Now sing the song again. (Karaoke version)

### SB37. ACTIVITY 8. Ask and answer.

- Students work in pairs. Student A asks a question about the song lyrics, e.g., *What's Grandpa doing?* Student B answers,

e.g., *He's flying a kite*. 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.

### WB37. ACTIVITY 7. Listen and check (✓) the box. There is one example. [S]

- Say *Open your Workbooks to page 37, please*. Elicit the things students can see. Read, and then play the example on the CD. Elicit the answer and say *He's watching TV. It's picture 3*. Point to the example check mark in the box.
- Play the rest of the CD, pausing to give students time to think and check. Students compare answers in pairs. Check as a class.

**Key:** 1 picture 3, 2 picture 2, 3 picture 3, 4 picture 3

#### CD 2, 13

What's Dan doing?  
Is Dan reading a book?  
No, he isn't.  
And he isn't sleeping. What's he doing?  
He's watching TV.

### Can you see the check? Now you listen and check the box.

- Which girl is Anna?  
I don't know Anna. Do you?  
Yes, she's not that girl. She isn't catching a ball.  
Is she flying the kite?  
No. That's her. She's playing soccer.
- What's Sue doing?  
Is Sue in the kitchen?  
Yes, she is.  
Oh, is she eating?  
No, she's drinking water.
- What's Grandpa doing?  
Where's Grandpa? Is he riding his bike?  
No, he's on the bus now.  
Oh. Is he listening to music?  
No. He's reading.  
Oh, yes. He likes books.
- What's Sam drawing?  
Are you drawing a robot, Sam?  
No, Dad. Can't you see?  
Is it a monster?  
Dad!  
I know. It's a lamp.  
Yes, you're right.

## Extra activities: see page T119 (if time)

### Optional activity

- Students complete the Unit 5 song worksheet from *Teacher's Resource Book 2* (see pages 32 and 37 of the *Teacher's Resource Book*).

### Ending the lesson

- Play the *Spelling* game with students. Start as the caller, and then students can take over. Use words from the lesson and extend to other words if appropriate.

Teacher:	Class responds:
Give me a k	k
Give me an i	i
Give me a t	t
Give me an e	e
What does that spell?	kite
What does that spell?	kite

**OBJECTIVES:** By the end of the lesson, students will be able to identify and say the long oo /u:/ vowel sound and to contrast it with the short u /ʌ/ vowel sound, and will have asked and answered questions about present actions.

### ● TARGET LANGUAGE

**Key language:** the phoneme /u:/ as in *blue, ruler, Sue*

**Additional language:** *finish, egg and spoon race, candy, Ready, set, go*

**Review:** *Who's ... ?, over there, take turns, running*

### ● MATERIALS REQUIRED

Flashcards: (characters) 2, 3, 4, 5: flashcard *bus* from *Kid's Box AE 1*

Extra activity 2: ten Ping-Pong balls, ten teaspoons, a lot of space

Optional: *Kid's Box AE 2 Interactive DVD: The living room* "At the sports center" episode, *Kid's Box AE Workbook 2 Language Portfolio* page 107

## Warmer

- Review the character names and relationships, using the flashcards. Cover each one (picture side up) with paper and reveal it slowly. Students say *Mrs. Star. Say Good. She's Scott's ... (mother).*

### SB38. ACTIVITY 9. Monty's phonics

- Say *Open your Student's Books to page 38, please.* Point to the small pictures and say them, emphasizing the vowel sound /u:/. Students practice pronunciation of each word. Point to the large picture and say *This is Sue. What's that? (A ruler) What color is the ruler? (Blue) Say Now listen to Monty, point, and repeat.*
- Play the CD. Students listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.
- Students repeat the tongue twister as a class. Do it more and more quickly. Then ask small groups of students to try saying it. Go around the class from group to group. Put students into pairs. They take turns saying the tongue twister quickly to each other. Invite volunteers to say it to the class.

### CD 2, 14

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

/u:/, /u:/, blue

/u:/, /u:/, ruler

/u:/, /u:/, Sue

Sue has a big blue ruler!

Sue has a big blue ruler!

Sue has a big blue ruler!

### SB38. ACTIVITY 10. Ask and answer.

- Focus students on the pictures and on the speech bubbles. Do one or two with the class in open pairs. The first pair repeats the model. The next pair gives another question and answer, e.g., *What's Alex doing? He's hitting a ball.* Students work in pairs and take turns asking and answering about the pictures. Monitor students and help/prompt where necessary. Check using open pairs.

### WB38. ACTIVITY 8. Listen and write.

- Stick the flashcard *bus* on the board (or draw a picture of a bus). Write the word below the picture, with the letter "u" replaced by a line (as on Workbook page 38). Say the word and elicit the *missing* letter. Write it on the line.
- Say *Open your Workbooks to page 38, please.* Play the example and number 2, if necessary.
- Play the CD. Students complete the words with the missing letters. They check answers in pairs.
- Play the CD again. Check answers as a class. Elicit the words in the activity that have the /u:/ sound (*shoe, Sue, ruler, blue*). Point out that the sound is not always represented with the letter *u*. Elicit the vowel sound /ʌ/ in the other words.

**Key:** 2 oe, 3 u, 4 ue, 5 u, 6 u, 7 ue, 8 u, 9 u

### CD 2, 15

1. bus, 2. shoe, 3. truck, 4. Sue, 5. sun, 6. ruler, 7. blue, 8. run, 9. jump

### WB38. ACTIVITY 9. Write the letters.

- Focus students on the half sentences. Read *He's kicking ...* Wait for students to find and respond ... *a soccer ball.* Check students know what to do. They work individually and then check in pairs. Check with the class by eliciting each sentence and asking the student to mime the action to check understanding.

**Key:** c, d, a, g, e, f, b

## Extra activities: see page T119 (if time)

## Optional activity

- "At the sports center" episode from *Kid's Box AE 2 Interactive DVD* (The living room section). See pages 12–15 of the DVD booklet.

## Language Portfolio

- Students complete page 107 of *Kid's Box AE 2 Language Portfolio (My family)*. Help with new language as necessary.

## Ending the lesson

- Practice recognition of the two phonemes /u:/ and /ʌ/ with a *True/False* game. Students stand up. Say different words in turn. When students hear the sound /u:/ (as in *shoe*) in the word, they point to their shoes, when they hear the sound /ʌ/ (as in *run*) in the word, they run on the spot. Students who respond incorrectly sit down. Stop when you have a small group of winners. Use words from the lesson in the game, as well as other known words, e.g., *blue, ruler, Sue, computer, you, two, true, truck, jump, bus, sun, one, thumb, fun.*



**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:** actions

**Review:** shoes, helicopter, superhero, red, dollhouse

● **MATERIALS REQUIRED**

Extra activity 2: Photocopiable 5 (see page T104), if not used previously copied onto thin cardboard, one copy for each student, scissors, crayons

Optional: *Teacher's Resource Book 2* Unit 5 Extension worksheet 2 (page 36) and/or animated version of the Unit 5 story from *Kid's Box AE 2 Interactive DVD* (Suzy's room section)

## Warmer

- Play a mime game to review action verbs. Whisper an action (flying a plane) to a student who mimes it. Say, e.g., *He's driving a car*. Students do thumbs up (true) or thumbs down (false). Elicit the sentence from another student, e.g., *He isn't driving a car. He's flying a plane*. Repeat with other students and other action verbs.

## Story

### SB39. ACTIVITY 11. Listen to the story.

- Say *Open your Student's Books to page 39, please*. Elicit who they can see (Grandpa, Trevor, Monty, Marie, and Maskman). Set the pre-listening questions: *What's Monty doing? Whose shoes is Marie cleaning? Say Listen and look*. Play the CD. Students listen and look. They check in pairs. Check with the class (Driving Suzy's yellow truck, Her shoes).
- 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 is Grandpa doing? (cleaning shoes). What color are they? (black). What's Maskman flying? (a helicopter). What's Trevor doing in picture 5? (cleaning the dollhouse)*.
- Check that students remember the meaning of *superhero*. Ask them who their superheroes are.

### CD 2, 16

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**TREVOR:** Ooh! What's he doing to those shoes, Marie?

**MARIE:** He's cleaning them, Trevor.

**MONTY:** Hi, Trevor! Look at me! I'm driving Suzy's yellow truck.

**TREVOR:** Hi, Maskman. What are you doing?

**MASKMAN:** I'm flying my helicopter. I'm a superhero.

**TREVOR:** Hi, Marie. What are you doing?

**MARIE:** I'm cleaning my shoes.

**MONTY:** What are you doing, Trevor?

**TREVOR:** I'm cleaning the dollhouse.

**MARIE:** Oh, no!

### SB39. ACTIVITY 12. Listen and say the number.

- Focus students on the frames of the story again. Say *Listen to the CD and say the number of the picture*. Play the first one as an example. Elicit the number of the frame from the class (4). Play the rest of the CD. Students work in pairs and point to / whisper the number of the frame to their partner. Play the CD again. This time, stop after each section and elicit the number from a pair of students.

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

### CD 2, 17

**TREVOR:** Hi, Marie. What are you doing?

**MASKMAN:** I'm flying my helicopter. I'm a superhero.

**TREVOR:** I'm cleaning the dollhouse.

**MONTY:** Hi, Trevor! Look at me! I'm driving Suzy's yellow truck.

**MARIE:** Oh, no!

**TREVOR:** Ooh! What's he doing to those shoes, Marie?

### WB39. MY PICTURE DICTIONARY

- Say *Open your Workbooks to page 39, please*. Students prepare the family stickers. Say *Who is it? Listen to the spelling*. Play number 1 on the CD and elicit the family member (*grandma*). 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 correct family word under each sticker. Write the words on the board in random order if they are having difficulty. Play the CD again if necessary.

**Key:** 2 grandma, 3 baby, 4 mommy, 5 daddy, 6 cousin

### CD 2, 18

1. g-r-a-n-d-m-a, 2. g-r-a-n-d-p-a, 3. b-a-b-y, 4. m-o-m-m-y, 5. d-a-d-d-y, 6. c-o-u-s-i-n

### WB39. MY PROGRESS.

- Focus students on the activity in their books. Say *Let's read the sentences together*. Read the first sentence. Elicit some information about a student's family and then say to the student *Good. You can talk about your family*. Let other students do the same. Repeat for the second sentence, using mime prompts if necessary (*actions* is a new word). Students work in pairs. They take turns pointing to a sentence in their books and doing / talking about what it says.
- Say *Now ask each other and check or put an X*. Demonstrate the activity again if necessary. Encourage students to practice so that they can check both the statements and color the star.

**Extra activities:** see page T119 (if time)

## Optional activity

- Unit 5 Extension worksheet 2 *Teacher's Resource Book 2* pages 32 and 36.
- The animated version of the story from *Kid's Box AE 2 Interactive DVD* (Suzy's room section). See pages 41–44 of the Teacher's booklet for the *Interactive DVD*.

## Ending the lesson

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