

**OBJECTIVES:** By the end of the lesson, students will be able to name places in a town.

### • TARGET LANGUAGE

**Key language:** park, store, street, hospital, café, apartment, town

**Review:** boots, shoe, long, Grandpa, Can you see ... ?, over there, window, look at, What's that? Where is it? those, next to, drink, Oh, sorry, flowers, feet, colors, adjectives

### • MATERIALS REQUIRED

Flashcards: (town) 73–78

Optional: Kid's Box AE 2 Interactive DVD: The playroom "Hopscotch" (thick chalk and a game piece, e.g., a beanbag)

### Warmer

- Play a Pointing game to review body and clothes, e.g., Point to your nose. Point to your eyes. Point to your legs. Point to your feet. Point to your shirt. Point to your shoes.

### Presentation

- Elicit/Teach the new words (park, store, street, hospital, café, apartment), using the flashcards (picture side up). Students repeat in chorus and then in groups and pairs. Elicit each word again and place the flashcards in a circle on the board (picture side up). Say These places are all in a town. Write Town in the center of the circle. Point to each flashcard, elicit the word, and then turn it word side up.

### SB54. ACTIVITY 1. Listen and point.

- Say Open your Student's Books to page 54, please. Elicit who they can see and where the people are (Grandpa and Suzy, Town). Say Can you find the hidden star? Students look and check in pairs. Check with the class (on the truck). Students say Here it is. Say Listen and point. Play the CD. Students listen and point to the places in the town. Prompt, using the flashcards if necessary. Set the focus listening questions: Where's Grandpa's apartment? Where's the shoe store? Ask What can you see in the window of the shoe store? to elicit and review boots. Play the CD again. Students listen for the answers. They check in pairs. Check with the class (Next to the park, Next to the café). Check comprehension by asking, e.g., Is it a big city or a small town? What color are Grandpa's windows? What color shoes does Suzy want? Ask different students. Play the CD again if necessary.

### CD 2, 45

SUZY: This is a long street, Grandpa.

GRANDPA: Yes, it is. It's a big town. Can you see my apartment?

SUZY: No. Where is it?

GRANDPA: It's over there, next to the park. It's the one with the green windows.

SUZY: Oh, yes. What's this over here, next to the toy store?

GRANDPA: That's a hospital.

SUZY: Ooh, look! There's a shoe store! Look at those beautiful red shoes, Grandpa.

GRANDPA: What ... ? Oh, yes.

SUZY: The shoe store's next to the café, Grandpa.

GRANDPA: Good idea. Let's go to the café for a drink.

SUZY: No, Grandpa. Let's go to the shoe store for my new red shoes.

GRANDPA: Oh, sorry ... Yes ... Of course.

### SB54. ACTIVITY 2. Listen and repeat.

- Say Let's do Activity 2. Listen to the new words and repeat. Play the CD. Students point to the words in the picture and repeat them in chorus. Listen for correct pronunciation.

### CD 2, 46

Park, store, street, hospital, café, apartment

### WB54. ACTIVITY 1. Look and read. Check (✓) or put an X in the box.

- Say Open your Workbooks to page 54, please. Focus students on the example. Read the sentence (This is an apartment), point to the picture (house), and point to the X. Check students know what to do. Students work individually. They check in pairs. Check with the class. Display the flashcards (picture side up) on the board.
- For the sentences with the wrong picture, invite a student to go up to the board, point to the house, and say, e.g., This is a house.

**Key:** 2 ✓, 3 X This is a school. 4 ✓, 5 ✓, 6 X This is a hospital.

### WB54. ACTIVITY 2. Circle the different word.

- Say Look at Activity 2. Read the words in the first line. Elicit why boot is different. Encourage students to notice, rather than telling them. Ask Is a car a kind of transportation? Repeat for truck and bus. For boot, students respond No, it isn't.
- Students complete the activity in pairs. Pairs check with pairs. Give time for slower readers to finish. Check with the class.

**Note:** If students give you an unexpected answer, ask them why. This activity relies on critical thinking. It's possible for there to be more than one answer. Listen to students' reasons for their choice. Be prepared to accept their answer.

**Key:** 2 goat, 3 bike, 4 park, 5 store, 6 bedroom, 7 frog, 8 town

### Extra activities: see page T122 (if time)

### Optional activity

- Watch the DVD clip "Hopscotch" from the "playroom" section of the Interactive DVD. Then play the game with your students. See page 35 of the DVD booklet.

### Ending the lesson

- Six students come to the front. Hand each one a flashcard (park, store, street, hospital, café, apartment). Tell students to stand in alphabetical order. Let the class check if they're correct. Use this activity to focus students on the second letter of a word when the first letter (s) is the same. Repeat with another six students.

**OBJECTIVES:** By the end of the lesson, students will have had more practice reading and talking about places in a town.

### ● TARGET LANGUAGE

**Key language:** plurals, children, men, women, babies, count, see, buggy, skateboard

**Additional language:** Spot the difference

**Review:** How many ... ? There are ... / There is ... park, store, street, hospital, café, apartment, town, woman, pineapple, cat, boy, kite, shoes, lemon, bus, Are there ... ? Where ... ? pets

### ● MATERIALS REQUIRED

Flashcards (town) 73–78

A real skateboard or a picture of a skateboard

Extra activity 1: The following sentences written on a large piece of paper:

- 1 There are five \_\_\_\_\_ child/children in the park.
- 2 There is one \_\_\_\_\_ man/men in the shoe store.
- 3 There are three \_\_\_\_\_ woman/women in the café.
- 4 There is one \_\_\_\_\_ child/children on a skateboard.
- 5 There is one \_\_\_\_\_ woman/women on the bus.
- 6 There are two \_\_\_\_\_ baby/babies in the buggy.
- 7 There are four \_\_\_\_\_ man/men in the pet store.
- 8 There is one \_\_\_\_\_ baby/babies with a banana.

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 8

Reinforcement worksheet 2 (page 52)

### Warmer

- Review the town words, using the flashcards. Slowly reveal each one from behind paper (picture side up) until students say the word correctly.
- Pre-teach skateboard either showing a real skateboard or with a picture. Students say the word after you.

### SB55. ACTIVITY 3. Read and answer.

- Say Open your Student's Books to page 55, please. Elicit what students can see in the picture. Accept their feedback. Make sure you draw out the following words as students need them for the reading: baby, woman, fruit store, pineapples, lemons, cats, kite, bus.
- Say Read the questions. Talk about the answers with your partner. Students work in pairs and answer the questions. Monitor students as they are working. Check by asking students to read the questions aloud. Other students answer. If a student doesn't want to read aloud, ask another student to volunteer.
- Students write the questions and answers in their notebooks.

**Key:** 1 She's in the park. 2 There are five pineapples.

3 There are three cats. 4 He's in the park. 5 The boots are red. 6 The lemons are in the fruit store. 7 The bus is yellow.

### SB55. ACTIVITY 4. Ask, count, and answer.

- Focus students on the words in the box. Elicit what they think the following words are: men, women, babies, children.

Check for correct pronunciation of women. Help them figure out that they are plurals of man, woman, baby, child. Teach count by counting on your fingers. Students work in pairs, using the model question and answer and the words in the box. They take turns asking and answering about the picture in Activity 3. Monitor and help if necessary. Check using open pairs: one pair asks a question, and another answers it.

### WB55. ACTIVITY 3. Spot the differences.

- Say Open your Workbooks to page 55, please. Focus students on the pictures. Say Look. They are different. Read out the example. Students find these differences in the pictures. Say There are five more differences. Can you find them? Students work in pairs and find the other differences. Monitor and help by pointing to parts of the picture if necessary. Elicit answers from pairs around the class. Write the example sentence on the board and underline the words they change each time:

In A there's one car, but in B there are two cars. Students use the model to complete the other sentences.

**Key:** (Students' answers can be in any order.) 2 In A there's one bus stop, but in B there's no bus stop. 3 In A there's a pet store, but in B there's a toy store. 4 In A there's a woman on the bus, but in B there's a man on the bus. 5 In A there are two women in the store, but in B there are two men on the street. 6 In A there's a café, but in B there's a bookstore.

### WB55. ACTIVITY 4. Write the words.

- Focus students on the store names: fruit, toys, pets, furniture. Point out the examples (pear, skateboard, dog, chair). Students work in groups of four and put the other words into the categories. Monitor and help where necessary. Check by eliciting the words for each category and writing them on the board.

**Key:**

Fred's Fruit: coconut, apple, pineapple, lemon, orange

Ted's Toys: bike, computer game, train, car, truck

Pete's Pets: lizard, cat, fish, mouse, bird

Phil's Furniture: armchair, table, mirror, clock, cupboard

### Extra activities: see page T122 (if time)

#### Optional activity

- Teacher's Resource Book 2 Unit 8 Reinforcement worksheet 2 (see pages 50 and 52).

#### Ending the lesson

- Play a Chain game of In the town there are ... Start the chain, e.g., In the town there are four bookstores. Student 1: In the town there are four bookstores and two cafés. Student 2: In the town there are four bookstores, two cafés, and ... When the chain is about six places long, shout Change! and the next student starts another chain. Choose students at random to continue the chain to make sure all students are listening. Don't do it in seat order.

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

### ● TARGET LANGUAGE

**Key language:** *behind, between, in front of, music*

**Additional language:** *I can't see, I can't hear, everybody*

**Review:** character names, sitting, Be quiet, very happy, So do I

### ● MATERIALS REQUIRED

Photocopyable 8 (see page T108), copied onto thin

cardboard, one for each student, scissors, crayons

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 8

Reinforcement worksheet 1 (page 51)

### Warmer

- Review known prepositions (*in, on, next to*) using classroom objects. Say, e.g., *Pick up a pencil. Put it next to your book. Put your red crayon in the book. Put your ruler on your head. Put your eraser on the ruler.*

### Presentation

- Call five students to the front of the class. They stand like this:

S1		
S2	S3	S4
S5		

- Say *Listen. (Name S1) is behind (name S3). (Name S5) is in front of (name S3). (Name S3) is between (name S2) and (name S4). Who's next to (name S4)? Repeat several times. Ask questions, e.g., Where is (name S3)? Where is (name S5)? Invite five more students to the front and give them instructions, e.g., (Name), stand in front of (name). They arrange themselves according to your instructions.*

### SB56. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to page 56, please. Elicit where the people are (At school, in a theater). Elicit the names of the people. Say Listen and point. Play the narrative section of the CD. Students point. Repeat. Pre-teach Music. Set the focus questions: Suzy isn't happy. Why? Who's in front of Suzy? Play the dialog section of the CD. Students listen for the answers. They check in pairs. Play it again. Check with the class (She can't see. Robert's mom is in front of Suzy.). Say I love music. Elicit responses So do I / I don't.*
- Check comprehension and prepositions by asking about the people in the picture, e.g., *Who is between Mrs. Star and Scott? Where is Grandma Star?*

### CD 2, 47

**NARRATOR:** Mr. Star is playing his guitar at Scott and Sally's school. Scott's sitting between Sally and Suzy, and Mrs. Star's sitting next to Suzy. Robert's sitting in front of Mrs. Star, and Robert's mom's sitting between Robert and his dad.

Grandpa and Grandma Star are sitting behind Scott and Suzy. Everybody is very happy, but Suzy isn't.

**SALLY:** I love music.

**MRS. STAR:** So do I.

**SUZY:** Mom, I can't see.

**MRS. STAR:** Shh, Suzy. Be quiet!

**SUZY:** But I can't see. Robert's mom's in front of me.

**GRANDMA:** Shh, Suzy. Be quiet! I can't hear if you're talking.

**SUZY:** Can I sit with Sally, please?

**MRS. STAR:** Well, all right, but be quiet.

**SUZY:** Yes, Mom. Thanks.

**SUZY:** Oh, this is good. Now I can see.

**SALLY:** Huh! You can see, but I can't. Mom!

### SB56. ACTIVITY 6. Ask and answer.

- Students work in pairs. They use the model and your examples from the end of the previous activity to take turns asking and answering about the picture. Monitor students and prompt where necessary.

### Photocopiable 8: see pages T99 and T108

#### WB56. ACTIVITY 5. Listen and color the stars.

- Say *Open your Workbooks to page 56, please. Say Listen for the colors you need. Play the CD. Students listen and put the right crayons on their desks (gray, red, pink, yellow, purple, orange, blue, green, brown). Play the CD again, pausing after each sentence. Students make a dot on the star the first time. They check in pairs. Play the CD again, sentence by sentence. Check with the class. Play the CD again for students to color.*

**Key:** 1 orange, 2 gray, 3 pink, 4 red, 5 purple, 6 yellow, 7 brown, 8 blue, 9 green

#### CD 2, 48

Color the star between number 1 and number 3 gray.

Color the star under number 1 red.

Star number 3 is pink.

Color the star between number 3 and number 9 yellow.

The star under the gray star is purple.

The star next to number 2 is orange.

Color the star between 7 and 9 blue.

Color the star under number 6 green.

The star next to the blue star is brown.

#### WB56. ACTIVITY 6. Read and write the names.

- Do this first as a TPR activity. Arrange six chairs as in the Workbook activity and invite six students to the front. Give each student a name: Tom, Jill, etc. Read the instructions one by one. Students arrange themselves as instructed. The class helps by telling them where to sit.
- Students do the activity in the Workbook. They check in pairs. Check with the class (using the TPR activity again).

**Key:**

Tom, Ann, Nick

Jill, Sue, Bill

### Extra activity: see page T122 (if time)

#### Optional activity

- Teacher's Resource Book 2 Unit 8 Reinforcement worksheet 1 pages 50–51.

#### Ending the lesson

- Ask questions about students in the class, e.g., *Who's sitting in front of (name)? Who's sitting between (name) and (name)?* Students take turns asking questions.

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

### • TARGET LANGUAGE

**Key language:** Where's the ... ?

**Additional language:** It isn't the one ...

**Review:** prepositions, furniture, body parts, school objects, animals

### • MATERIALS REQUIRED

Extra activity 2: Photocopiable 8 (see page T108), if not used in the previous lesson copied onto thin cardboard, one for each student, scissors, crayons

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 8

Extension worksheet 1 (page 53) and/or song worksheet (page 55)

### Warmer

- Review prepositions (*between, behind, in front of, next to*) by asking questions as in the Ending the lesson activity in the previous lesson.

### SB57. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Student's Books to page 57, please*. Elicit what students can see in the pictures. Say *Listen and point*. Play the CD. They point to the pictures of the actions. Play the CD again in sections with actions. Students repeat. Repeat all the sections together with the CD. Students take the real objects (books, pencil, etc.) and do the song with the actions. Divide the class into four groups. Each group performs the song. Vote for the best performance.

### CD 2, 49

Put two books on the table,  
Put two books on the table.  
Put a pencil between the books,  
Put a pencil between the books.  
Put a pencil behind your head,  
Put a pencil behind your head.  
Put a book in front of your nose,  
Put a book in front of your nose.  
Put a book under your chair,  
Put a book under your chair.  
Put a pencil behind your ear,  
Put a pencil behind your ear.  
Put two books on your head,  
Put two books on your head.  
Put them all back on the table,  
And now, now sit down.

### CD 2, 50

Now sing the song again. (Karaoke version)

### SB57. ACTIVITY 8. Ask and answer.

- Students work in pairs. Student A asks a question about the picture, and Student B answers (as in the example speech bubbles). Students swap roles.

### WB57. ACTIVITY 7. Look at the pictures and read the questions. Write one-word answers. **S**

- Say *Open your Workbooks to page 57, please*. Point to the first picture and read the example questions and answers with the class. Elicit other things students can see in the three pictures (e.g., chairs, a dog).
- Say *Read question 1. Look at the picture. Write one word for each answer*. Students read the rest of the questions individually and write their answers in pencil. Make sure they know they only need to write one word for each blank. They can compare answers in pairs. Copy the questions and answers (with blanks) on the board. Write the missing words on the board for students to check their spelling.

**Key:** 1 table, 2 ice cream, 3 sleeping, 4 boy, 5 eating

### Extra activities: see page T122 (if time)

### Optional activities

- Teacher's Resource Book 2 Unit 8 Extension worksheet 1 (see pages 50 and 53).
- Teacher's Resource Book 2 Unit 8 song worksheet (see pages 50 and 55).

### Ending the lesson

- Select an object or a student in the classroom. Say, e.g., *I'm thinking of a backpack. It's green, and it's under a chair. It's next to the window*, for students to guess. Repeat. Students can take turns being the callers.

**OBJECTIVES:** By the end of the lesson, students will be able to identify and say the long /ow/ou /au/ vowel sound and will have had more practice with asking and answering about location.

### ● TARGET LANGUAGE

**Key language:** the phoneme /au/ as in *brown, mouse, town, house*

**Additional language:** *Tom*

**Review:** *clock, orange, box, store, prepositions, places in a town, Where's ... ? Where are ... ? It's ... , They're ...*

### ● MATERIALS REQUIRED

Flashcards: (town) 73–78 (household objects) 49–54

Extra activity 1: Photocopiable 8 (see page T108), if not used in the previous lesson copied onto thin cardboard, one for each student, scissors, crayons

Optional: *Kid's Box AE 2 Interactive DVD*: The living room “The eye test” episode

## Warmer

- Review the town and household objects vocabulary using the 12 flashcards. Flash each one quickly in front of students, elicit the word, and stick it on the board (picture side up).

### SB58. ACTIVITY 9. Monty's phonics

- Say *Open your Student's Books to page 58, please*. Point to the small pictures and say them, emphasizing the vowel sound /au/. Students practice pronunciation of each word. Point to the large picture and say *What color is the mouse? (Brown)* *Where is it? (In a house)* *Where's the house? (In a town)*. 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, 51

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

/au/, /au/, brown

/au/, /au/, mouse

/au/, /au/, house

A brown mouse in a town house!

A brown mouse in a town house!

A brown mouse in a town house!

### SB58. ACTIVITY 10. Ask and answer.

- Ask a question about the picture, using the example. Review the meaning of the prepositions they'll need, using gestures: *next to, in front of, between, behind*. Students ask and answer first in open pairs. Students work in closed pairs, taking turns asking and answering about the picture.

### WB58. ACTIVITY 8. Listen and write the words.

- Say *Open your Workbooks to page 58, please*. Say *Look at the pictures. All the words have the sound “ou” /au/. Look and think*. Give students time to guess what each word is and how to say it.
- 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 town, 3 mouse, 4 cow, 5 sit down, 6 house, 7 couch, 8 mouth

### CD 2, 52

1. brown, 2. town, 3. mouse, 4. cow, 5. sit down, 6. house, 7. couch, 8. mouth

### WB58. ACTIVITY 9. Draw a town. Use these words.

- Focus students on the words in the box and check comprehension.
- Students draw a picture of their ideal town to include the places in the box. They write a label next to each feature. Make pairs or groups of four. Students compare their pictures and make sentences about what they have drawn, e.g., *There's a pet store next to the hospital. The bookstore is between the park and the café*.
- Early finishers write sentences about their town in their notebooks.

## Extra activities: see page T122 (if time)

### Optional activity

- “The eye test” episode from *Kid's Box AE 2 Interactive DVD* (The living room section). See pages 8–11 of the Teacher's booklet for the *Interactive DVD*.

### Ending the lesson

- Write the six town words in scrambled letter order on the board (*park, store, street, hospital, café, apartment*). Students work in pairs and race to unscramble them. Check with the class by asking students to spell words aloud correctly.

**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:** Dogzilla, Catzilla, daytime

**Review:** town vocabulary, prepositions, monster, I'm coming, superhero, run, funny, help, goodbye

### ● MATERIALS REQUIRED

Optional: Kid's Box AE 2 Teacher's Resource Book Unit 8

Extension worksheet 2 (page 54) and/or animated version of the Unit 8 story from Kid's Box AE 2 Interactive DVD (Suzy's room section)

## Warmer

- Review the prepositions using a TPR game. Invite five students to the front and give them instructions, e.g., (Name) stand in front of (name). (Name) stand behind (name). (Name) stand between (name) and (name). (Name) stand next to (name). They arrange themselves according to your instructions. Repeat.

## Story

### SB59. ACTIVITY 11. Listen to the story.

- Say Open your Student's Books to page 59, please. Elicit who they can see (Monty, Maskman, Scott, Suzy, and a dog). Elicit where they are (in the living room). Set the pre-listening questions: What's Dogzilla? Where's the cat? Say Listen and look. Play the CD. Students listen and look. They check in pairs. Check with the class (A monster dog, Behind Monty). Elicit what they think Catzilla is (a monster cat). Play the CD again. Students listen and repeat. Encourage them to say it with intonation and feeling, especially the shrieks.
- Check comprehension by holding up your book, pointing to each picture in turn, and asking, e.g., What's the helicopter doing? (flying). Is it day or night? (day). Does Monty like cats? (no). Is there a dog behind Maskman? (yes). Ask students who their superhero is. Ask them if it's Maskman.

### CD 2, 53

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

**SCOTT:** Aaagh! Look behind you! It's behind you!

**SUZY:** Ooooh! I can't look!

**MASKMAN:** Oh, no. It's "Dogzilla," the monster dog.

**MASKMAN:** I'm coming, children.

**CHILDREN:** Maskman's our superhero.

**MONTY:** Aaagh! Monty! Look behind you! There's a cat!  
It's "Catzilla."

**MONTY:** Eeeek! Help! A cat!

**MASKMAN:** Ha ha ha!

**MONTY:** It isn't funny.

**MONTY:** Look! There's a dog. It's behind you.

**MASKMAN:** Eeeek! Help! There's a dog! It's "Dogzilla"! Help!

### SB59. 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, 1, 5, 6, 4, 3

### CD 2, 54

**MONTY:** Eeeek! Help! A cat!

**SCOTT:** Aaagh! Look behind you! It's behind you!

**MONTY:** It isn't funny!

**MONTY:** Look! There's a dog. It's behind you.

**MASKMAN:** Aaagh! Monty! Look behind you! There's a cat! It's "Catzilla."

**MASKMAN:** I'm coming, children.

### WB59. MY PICTURE DICTIONARY.

- Say Open your Workbooks to page 59, please. Point to the word with missing vowels in the first square and the example answer. Elicit the word (apartment). Say Write the letters to complete the words. They are all places in a town. Students work individually or in pairs to complete the words. Check answers.
- Students prepare the town stickers and lay them out on their desks in the correct order. Check around the class before they stick them in their books.

**Key:** 2 park, 3 store, 4 hospital, 5 street, 6 café

## Extra activities: see page T122 (if time)

### WB59. MY PROGRESS.

- Focus students on the activity in their books. Say Let's read the sentences together. Read the first sentence. Focus students on what they did in Student's Book page 58 Activity 10. Elicit some sentences from students. Say Good. You can talk about the town. Read the second sentence and elicit what they drew and spoke about for Workbook page 58 Activity 9. Say Good. You can write about the town, too.
- Students work in pairs. They take turns pointing to a sentence in their books and showing each other or talking about what it says.
- Say Now check or put an X. Encourage students to practice so that they can check both the statements and color the star.

## Optional activities

- Teacher's Resource Book 2 Unit 8 Extension worksheet 2 (see pages 50 and 54).
- 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.

## 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 matched animals to music and made a guitar.

### ● TARGET LANGUAGE

**Key language:** They're (cats). It's a (cow).

**Additional language:** What's this? It's a (snake).

**Review:** horse, frog, fish, bird, snake, spider, cat, cow

### ● MATERIALS REQUIRED

Materials to make a guitar. Each student will need / need to bring a shoe box, glue, Scotch tape, a ruler / length of wood, string / elastic bands (see Workbook page 60, Activity 2).

Extra activity 2: yogurt containers, cocoa cans, wooden sticks, cotton balls, large paper, small material circles, Scotch tape, elastic bands

## Warmer

- Review animals using mime. Below are suggestions on how to mime each animal for the lesson. Tell or show these to the students and then they mime/copy them. Write the names of the animals on the board as you mime.
- Sheep: Students go down on all fours, huddled together with their heads down as if chewing grass quietly. Emphasize that sheep are still and quiet.
- Snakes: Students stand with hands joined over their heads. They do a full body sway/wriggle to imitate a snake.
- Spiders: Students use five fingers in a creeping movement, then their whole body, arms extended twisting and turning and swooping as though weaving a web.
- Cows: Similar to sheep, but bigger, occasionally making a mooing movement with their mouths, chewing grass slowly with a big jaw movement.
- Birds: Students stand with their hands fluttering at shoulder height as wings, nodding their heads with a little chirping mouth in the shape of a beak.
- Horses: Students move their whole body, legs galloping (on the spot). Shoulders rocking backward and forward, hands in front of chest, as though holding reins. Heads up, looking at the horizon.
- Frogs: Students crouch down, ready to spring, hands between their knees, touching the floor next to their feet. They spring up and down on the spot.

## Presentation

- Say Open your Student's Books to page 60, please. Point to the picture of Marie and say This is Marie's music. Say Today's lesson is about animals in music. Point to the instruments and notes in the background of the page.

### SB60. ACTIVITY 1. Look and say.

- Point to the photograph of the snake. Point to the first speech bubble and say What's this? Students reply as in the example It's a snake. Say Look and say. Students ask and answer about the other animals in the pictures in pairs. Monitor and help as necessary. Practice each question and answer with the whole class.

**Key:** 2 It's a frog, 3 It's a spider, 4 It's a horse, 5 It's a bird, 6 It's a fish

### SB60. ACTIVITY 2. Listen and say the animal.

- Explain that students are going to listen to some music and they have to think of the animal from the photographs that it represents. Say Write numbers 1 to 6 in your notebook. Listen and write the animal. Play the CD. Pause after each one for students to think and write the name of the animal they are reminded of. Tell students that there is no "right" answer. They compare answers in pairs. Play the CD again, pause after each piece of music and elicit ideas.

**Key:** Possible answers: 1 bird, 2 horse, 3 fish, 4 snake, 5 spider, 6 frog

### CD 3, 02

1. Excerpt from *Carnival of the Animals No 10* by Saint Saens (birds)
2. Excerpt from *William Tell* by Rossini (horses)
3. Excerpt from *Carnival of the Animals No 7* by Saint Saens (fish)
4. Excerpt from *Ottoman Sands* by Andreas Panayi (snake)
5. Excerpt from *Spider's Web Smail* by audionetwork (spider)
6. Excerpt from *Jelly and Ice Cream 3* by Barrie Gleddon (frog)

### WB60. ACTIVITY 1. Listen and say the animal.

- Say Open your Workbooks to page 60, please. Focus students on the six photographs and elicit the names of the animals. Say Listen and say the animal. Look at the examples. Point to the two speech bubbles It's a bird and They're cats. Talk about the singular and plural sentences (remind students to use the plural for more than one animal). Play the first item on the CD and elicit the answer to make sure students know what they have to do. Play the rest of the CD. Students whisper the answer to each other.
- Play the CD again, pausing after each animal noise to elicit the answer. Insist on complete sentences. Play the CD one last time and have students do the appropriate animal mimes from the Warmer.

**Key:** 1 It's an elephant, 2 They're sheep, 3 They're cats, 4 They're cows, 5 They're frogs, 6 They're birds

### CD 3, 03

1. [sound effect – elephant]
2. [sound effect – sheep]
3. [sound effect – cat]
4. [sound effect – cow]
5. [sound effect – frog]
6. [sound effect – bird]

### WB60. ACTIVITY 2. Make a guitar.

- Tell students they are going to make a guitar. Point to the photographs at the bottom of the page. Make sure that students have all the materials they need, as shown in the first picture. If you don't have enough for each student, they can make a guitar in pairs or small groups. Tell students to look at the pictures to see how to make the guitar or make the guitar along with the class.

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

## Ending the lesson

- Students work in pairs. Student A mimes an animal, and Student B guesses, e.g., It's a snake. Students take turns miming and guessing. Choose confident students to come to the front of the class to do their mimes for the rest of the students to guess.

**OBJECTIVES:** By the end of the lesson, students will have listened to dialogs with commands and practiced giving commands themselves.

### ● TARGET LANGUAGE

**Key language:** balloon, trash can, grass, road/street, traffic lights/lights, trash, Stop! Don't ... (cross/drop/walk). Listen! We can't (play soccer on the road / in the street).

**Additional language:** Let's (go to the park / play soccer). This is nice. At the park.

**Review:** Oh, sorry. Thank you. Oops! OK. Not good. Come on! red, green, man

### ● MATERIALS REQUIRED

Large picture of a street showing a road, traffic lights, and a trash can (if available). A picture of a park showing some grass.

A balloon.

Extra activity 1: Duplicate pictures or flashcards of the following places in a town / features of a street: a park, a street crossing, a trash can (one picture each or one for each pair of students).

### Warmer

- Use photographs, drawings on the board, or the pictures on Student's Book page 61 to teach *road*, *grass*, *traffic lights*, and *trash can*. Present *balloon* using a real balloon and *trash* by throwing some wrappings/paper on the floor. Say each word for students to repeat chorally. Choose volunteers to say the words on their own.
- Draw a simple traffic light with red and green lights and elicit what the red light means (stop) and what the green light means (go).

### SB61. ACTIVITY 3. Listen and say the number.

- Say *Open your Student's Books to page 61, please*. Point to Trevor and say *This lesson is about Trevor's values. Today it's "Your town."* Hold up your book. Point to picture 1. Point to and read the sign *park*. Repeat with the sign in picture 2 *Do not walk on the grass!*
- Say *Listen and say the number*. Stop the CD after each dialog for students to have time to think about their answers. Repeat. Students check in pairs. Check answers with the whole class.

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

### CD 3, 04

1.

Don't drop that old balloon there!  
Oh, sorry.  
Find a trash can or take it home. It's not good to throw trash on the street.

2.

Stop! Don't cross! The light is red.  
Oh, thank you.  
Listen! When the light isn't green, you can't cross.

3.

This is nice. Let's sit here and eat our lunch.  
Stop! Don't walk on the grass. Look!  
Oops! Sorry.

4.

Come on! Let's play soccer.  
No, not here. We can't play soccer in the street.  
OK. Let's go to the park.  
OK.

### SB61. ACTIVITY 4. Ask and answer.

- Focus students on Activity 4. Point to the first speech bubble and say *Don't throw trash*. Students read the answer *Picture 4* and point to the picture in their books. Get a confident student to give another example. Use the other language forms, e.g., *We/you can't ... , It's not good to ...* to give examples. Say *Ask and answer*.
- In pairs, students take turns saying sentences and matching them with the pictures e.g., Student A: *Don't walk on the grass!* Student B: *Picture 2*, Student B: *We can't play soccer on the street*. Student A: *Picture 1*. Ask volunteers to say their sentences for the class. The other students point to the correct picture.

### WB61. ACTIVITY 3. Read and circle.

- Say *Open your Workbooks to page 61, please*. Read the example sentence and say *Which one: red or green?* Students say *Green*. Say *Read and circle*. Students work individually to circle the correct option and then check their answers in pairs. Go through the answers with the class.

**Key:** 2 on the road, 3 Don't walk, 4 trash, 5 red

### WB61. ACTIVITY 4. Look and write "can" or "can't."

- Point to each picture and ask *Where is it? What can you see?* Students respond, e.g., *The street. There's a trash can*. Say *Look and write "can" or "can't."* Nod your head for *can* and shake it for *can't*. Students check their answers in pairs. Check with the whole class.

**Key:** 1 I can put my trash here. 2 I can't walk here. 3 I can't cross the road here (the light is red). 4 I can play here.

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

### Ending the lesson

- Students come to the front to act out the dialogs from Student's Book, Activity 3. Students raise their hands to say in which location the dialog takes place.