

OBJECTIVES: By the end of the lesson, pupils will have named different toys and practised asking questions.

● **TARGET LANGUAGE**

Key language: *car, ball, doll, computer, bike, train, What's your favourite toy? My favourite ... is ...*

Additional language: *Where's ... ?*

Revision: *What's this? It's a ... Where's ... ?*

● **MATERIALS REQUIRED**

Character flashcards (1–3, 19, 33–34)

Toy flashcards (35–40)

School flashcards (27–32)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 3

Reinforcement worksheets 1 and 2 (pages 19 and 20)

Warmer

- Show the character flashcards and elicit the names. Stick the flashcards face down on the board. Say *Where's Meera?* Pupils come up to turn over one card to find her. The pupil that finds her mixes up the flashcards, turns them to face the board again and runs the game. Repeat for other characters.

Presentation

- Teach the new vocabulary (*car, ball, doll, computer, bike, train*), using the flashcards. Show each flashcard in turn. Elicit or say the word. Pupils repeat. Vary it by asking them to say it loudly, softly, whispering and so on.

PB18. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 18, please.* Hold up your book. Say *Where's the star?* Pupils check together. Check with the class (on the computer screen). Pupils say *Here it is.* Point to, e.g. the bike and say *What's this? Is it a train?* Repeat for other objects. Elicit who is in the picture (Simon, Stella, Alex, Meera, Lenny, Suzy). Say *Listen and point.* Play the CD. Pupils listen and point to the toys. Check which character has which toy and check understanding of *favourite*.

CD 1, 36

STELLA: My favourite toy's my computer. What's your favourite toy, Alex?

ALEX: My bike. What's your favourite toy, Simon?

SIMON: My favourite toy's Maskman and ... the car.

MEERA: Is Maskman a doll?

SIMON: No. Marie's a doll.

MEERA: Oh. My favourite toy's my ball.

LENNY: My favourite's my train. What's your favourite toy, Suzy?

SUZY: Mo... Aaahhh! Where's Monty?

PB18. ACTIVITY 2. Listen and repeat.

- Say *Listen and repeat.* Play the CD. Pupils repeat. Play the CD again if necessary.

CD 1, 37

Computer, ball, doll, car, train, bike

Practice

- Display the toy flashcards. Point to the bike and say *Is it a doll?* Pupils respond *No.* Say *Is it a car?* Pupils respond *No.* Say *What is it?* Pupils respond *It's a bike.* Repeat.
- Point to the ball and say *What's this?* Pupils respond *It's a ball.* Say *What colour is it?* Repeat.
- Pupils play the game in pairs, taking turns to point to a toy in their books and ask questions, and to answer.

AB18. ACTIVITY 1. Listen and circle the tick or cross. [YLE]

- Display the train flashcard on the board. Draw a tick and a cross next to it. Point and say *It's a car.* Pupils respond with thumbs down (no). Circle the cross. Repeat using a correct sentence and circling the tick.
- Say *Open your Activity Books at page 18, please.* Say *Listen and circle the tick or cross.* Point to the tick as you say *tick* and the cross as you say *cross.* Play the CD. Pupils listen and circle. Pupils check in pairs. Play the CD again. Check with the class.

Key: 2 X, 3 ✓, 4 X, 5 ✓, 6 X

CD 1, 38

1. My favourite toy's a car.
2. My favourite toy's a train.
3. My favourite toy's a bike.
4. My favourite toy's a doll.
5. My favourite toy's a computer.
6. My favourite toy's a ball.

Extra activities: see page T111 (if time)

AB18. ACTIVITY 2. Look and complete.

- Hold up your Activity Book. Point to the pictures in the first line. Elicit the words. Say them clearly as groups of three (*A ball, a car, a doll, ... A ball, a car, ...*). Follow the line to the doll with your finger and elicit a *doll*.
- Pupils complete the other lines in pairs.
- Check with the class.

Key: 2 a computer, 3 a bike, 4 a car

Optional activity

- Unit 3 Reinforcement worksheets 1 and 2 from *Teacher's Resource Book 1* (pages 18–20).

Ending the lesson

- Teach a mime for the new words, e.g. *bike*: holding handlebars; *car*: turning steering wheel; *computer*: typing; *train*: moving arms in circular motion; *doll*: cradling motion; *ball*: throwing.
- Teach the following chant to the class with the actions. Pupils join in. Repeat for other toys, starting the mime a little before the chant. Invite confident pupils to lead the class.
Here's my (ball), my (ball), my (ball).
Here's my (ball). My favourite toy.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about toys and colours.

● **TARGET LANGUAGE**

Key language: *ball, bike, car, computer, doll, train, black, brown, grey, white*

Revision: colours, numbers 1–6, *What's your favourite toy?*

● **MATERIALS REQUIRED**

Colour flashcards (20–26, 41–44): seven known and four new (*black, brown, white, grey*)

Toy flashcards (35–40)

Photocopiable 3B (see page T99), photocopied onto thin card, scissors, envelopes

Extra activity: eleven crayons, one of each colour

Warmer

- Use the chant from the end of the previous lesson to review the toys.

Presentation

- Review the known colours. Elicit or teach the four new colours, using the flashcards. Pupils repeat the new colours in chorus and group by group.

PBI9. ACTIVITY 3. *Listen and say the number.*

- Say *Open your Pupil's Books at page 19, please. Listen and say the number.* Play the first one as an example. Pupils put up their hands to answer. Elicit from the whole class in chorus (3). Play the CD. Pupils whisper the answers to their partner.
- Play the CD again. Pupils put their hands up after each one. Elicit the answers.

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

CD 1, 39

What's your favourite toy?

My favourite toy's my red car.

Look at my green ball. It's my favourite toy.

What's this?

It's my blue computer.

What colour's your train?

It's yellow.

What's your favourite toy?

It's my orange bike.

What's this?

It's my pink doll.

Pair work

- In pairs, pupils take turns to point to the pictures and say, e.g. *What's number 2? It's a blue computer. What colour's the train? It's yellow.* Don't focus on *an* as in *an orange bike*.

PBI9. ACTIVITY 4. *Say the chant.*

- Display the four new colour flashcards. Say, e.g. *Grey.* Pupils point. Repeat for the other colours.
- Say *Listen and chant.* Play the CD. Pupils point to the colours in their books. Play the CD again. Pupils join in. Pupils say the chant in groups, loudly, softly, whispering and so on.

CD 1, 40

Black, brown, white, grey,

Look, listen, point and say.

Photocopiable 3B: see pages T95 and T99

ABI9. ACTIVITY 3. *Listen and draw coloured lines.* [YLE]

- Say *Hold up your black crayon.* Repeat for *grey, purple, yellow, brown, blue, red.* (This is one more colour than they need.) Say *Open your Activity Books at page 19, please.* Play the CD. Do the first one as an example. Mime drawing from child 1 to the computer. Play the rest of the CD, leaving time for pupils to find the crayons and draw the lines in the appropriate colours. Pupils check in pairs. Play the CD again and check by eliciting the number, the colour and the toy.
- Elicit the colour they didn't use (red).

CD 1, 41

1. Black. My favourite toy is my computer.
2. Purple. My favourite toy is my bike.
3. Yellow. My favourite toy is my car.
4. Brown. My favourite toy is my ball.
5. Blue. My favourite toy is my doll.
6. Grey. My favourite toy is my train.

ABI9. ACTIVITY 4. *Colour the toys.*

- Focus pupils on the four boxes at the top of the activity. Elicit the names of the items (ball, car, computer, bike).
- Say *Colour the toys.* Hold up brown, black, white and grey crayons or pencils. Say *A ball. What colour?* and mime thinking and choosing one of the four colours. *I think black. A black ball.* Hold up your black crayon and mime colouring the ball. Say *You choose the colours. Brown, black, white or grey.*
- Pupils work individually to colour the pictures. Monitor and check that they are using a different colour for each toy from the four options.
- Demonstrate the second part of the activity with a pupil. Open an Activity Book at page 19 and ask the pupil, e.g. *What colour's your ball?* Choose a coloured pencil or crayon according to the pupil's response (e.g. if he/she responds *It's brown*, hold up a brown crayon). Mime colouring the ball at the bottom of page 19.
- Pupils work in pairs to complete the speaking and colouring activity. Then they compare pictures. Monitor and check that they are asking full questions and answering with sentences, and not showing each other their pictures until the activity is complete.

Extra activity: see page T111 (if time)

Ending the lesson

- Pupils stand up. Point to objects in the classroom. Say, e.g. *It's pink.* When pupils hear the right colour, they jump in the air. When they hear the wrong colour, they turn around. Pupils who make a mistake sit down. Continue until you have a small group of winners.

OBJECTIVES: By the end of the lesson, pupils will have practised using prepositions to talk about location.

● **TARGET LANGUAGE**

Key language: *Is Monty under the chair?*

Additional language: *I don't know, your, He isn't*

Revision: toy vocabulary, *in, on, under, next to, Is he ... ? No, he isn't. Yes, he is.*

Note: The use of the negative is new.

● **MATERIALS REQUIRED**

Toy flashcards (35–40)

Extra activity 1: Photocopiable 3A (see page T99), **either** the completed sentence wheels **or** the material copied onto thin card, paper fasteners, scissors, one completed activity for demonstration

Optional: *Kid's Box Teacher's Resource Book 1* Unit 3 Song worksheet 1 (page 23)

Kid's Box Interactive DVD 1: The living room 'Rocking horses' episode

Warmer

- Revise prepositions using the action game from the previous lesson. Use realia to elicit sentences from the class, e.g. place an eraser under the desk and ask *Where's the eraser?* Pupils put the following objects on their desks: pencil, pen, book, crayons. They take turns to place objects, to ask a question and to elicit a response from the class. Pupils play in pairs.

PB21. ACTIVITY 7. Sing the song.

- Say *Open your Pupil's Books at page 21, please.* Focus pupils on the picture in their books. Elicit what they can see (toy box, computer, etc.). Play the CD. Pupils listen and point. Sing along to the CD yourself and shake your head to indicate the meaning of *isn't*. Play the CD again. Pause after each line for pupils to repeat in chorus. Use an upward motion with your hand to indicate the rising tone in the questions: *Is he in the toy box? Is he under the book? Is he next to the computer?*
- Divide the class in half. Groups sing alternate lines.

CD 1, 45

Monty?

Monty isn't here,

Monty isn't there.

He isn't on the table.

He isn't under the chair.

Oh, where? Where?

Where is Monty?

Monty?

Is he in the toy box?

Is he under the book?

Is he next to the computer?

Look! Look! Look!

Oh, where? Where? Where?

Where? Where? Where?

Where? Where? Where?

Where's Monty?

CD 1, 46

Now sing the song again. (Karaoke version)

PB21. ACTIVITY 8. Ask and answer.

- Ask questions about the picture in Activity 7, e.g. *Is Monty under the chair?* Pupils respond *No, (he isn't)*. Elicit another question from a pupil, e.g. *Is he in the toy box?* and an answer from the class. Focus pupils on the question marks in the picture in Activity 7. Pupils work in pairs and take turns to ask and answer about Monty.

Key: Monty's/He's in the bag.

AB21. ACTIVITY 7. Listen and draw lines. [YLE]

- Say *Open your Activity Books at page 21, please. Look at the pictures. What can you see?* Elicit the names of the objects pupils know in the big picture of the bedroom (e.g. table, chair, toy box) and the toys and classroom objects around the big picture (ball, train, doll, bike, pen, eraser, car).
- Say *Listen.* Play the example on the CD. Say *What is it? The train? The car?* Elicit *The eraser.* Ask *Where's the eraser?* Elicit *On the table.* Hold up the Activity Book page and mime drawing a line from the eraser to a position on the table.
- Say *Listen and draw. Use a pencil.* Play the rest of the CD. Pupils listen and draw lines. They check in pairs. Play the CD again. Check by asking, e.g. *Where's the train?*

CD 1, 47

Example.

Look at the eraser. Put it on the table.

Where?

Put it on the table.

OK.

1.

Put the ball under the table.

Under the table?

Yes. Put the ball under the table.

OK.

2.

Look at the doll. Put it on the chair.

OK. The doll on the chair.

Good.

3.

Put the pen next to the book.

Sorry, where?

Put it next to the book.

4.

Look at the train. Put it in the toy box.

Good. The train is in the toy box.

5.

Is the car in the toy box?

No, put the car next to the toy box.

OK. The car's next to the toy box.

Extra activities: see page T112 (if time)

Optional activities

- Hand out copies of the song worksheet from *Teacher's Resource Book 1* (pages 18 and 23). Pupils make the character finger puppets and use them when they sing the song.
- The 'Rocking horses' episode from *Kid's Box Interactive DVD 1* (*The living room* section). See pages 12–15 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song from the beginning of the lesson. Make sure pupils shake their heads for *isn't* and use a rising tone for the *yes/no* questions, e.g. *Is he in the toy box?*

OBJECTIVES: By the end of the lesson, pupils will have practised the sounds /t/ and /d/ and asked and answered questions.

● **TARGET LANGUAGE**

Key language: the phonemes /t/ as in *train, ten* and /d/ as in *doll, Is your ... under your ... ?*

Additional language: *in, on, under, next to*

Revision: *monster, train, table, classroom vocabulary*

● **MATERIALS REQUIRED**

Number, school and toy flashcards (9–18, 27–32, 35–40)

Extra activity 1: two rulers

Extra activity 2: Cards from Photocopiable 3B (see page T99)

Optional: *Kid's Box Interactive DVD 1: The playroom 'Who's got the ball?'* (and a soft ball)

Warmer

- Review vocabulary using the flashcards. Elicit the word and stick the flashcard on the board. Put the flashcards of the train and the doll on the board. Say *Today's sounds are ...* Pupils complete by saying *tuh and duh*.

PB22. ACTIVITY 9. *Monty's phonics.*

- Say *Open your Pupil's Books at page 22, please.* Point to the pictures of the train and the doll and say *Train, Doll*, emphasising the initial /t/ and /d/ sounds. Pupils practise saying the words and making the two sounds.
- Point to the picture of the train and say *Look! Ten dolls on a train.* Say *Now listen to Monty, point and repeat.*
- Play the CD. Pupils listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Pupils work in pairs and practise saying *Ten dolls on a train* as a tongue twister.

CD 1, 48

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

/t/ /t/ train

/d/ /d/ doll

Ten dolls on a train.

Ten dolls on a train.

Ten dolls on a train!

PB22. ACTIVITY 10. *Hide and play.*

- Close your eyes. A pupil hides his/her book, e.g. under the chair, on the table, in the bag. Open your eyes and ask questions, e.g. *Is your book under your chair? Is your book in your bag?* The pupil answers *No* or *Yes*. When you guess correctly, the pupil holds up the book and says *Here it is!* Repeat. Make sure pupils use *your* in the question.
- Pupils play the game in pairs.

AB22. ACTIVITY 8. *Listen and circle 't' or 'd'.*

- Stick the flashcards for *table* and *doll* on the board and write the letters *t* and *d* below each one, as in Activity 8.
- Point to the table and say *Table: tuh or duh?* Make the shape of the letter 't' in the air as you say *tuh* and the shape of the letter 'd' as you say *duh*. Elicit the response (*tuh*). Circle the letter *t* on the board below the flashcard of the table. Do the same with *doll*.

- Say *Open your Activity Books at page 22, please. Say Listen and circle 't' or 'd'.* Use the letter sounds (*tuh* and *duh*), not their names.

- Play the CD. Pupils circle a letter each time. Pupils check answers in pairs.

- Play the CD again. Check answers as a class.

Key: Pupils circle: 2 t, 3 d, 4 t, 5 t, 6 d, 7 t, 8 t

CD 1, 49

1. toys
2. table
3. doll
4. two
5. train
6. draw
7. ten
8. teacher

AB22. ACTIVITY 9. *Listen and colour.* [YLE]

- Revise prepositions by placing flashcards in, on and under objects in the class. Pupils need nine crayons: pink, brown, purple, yellow, green, red, blue, black, grey. Say *Listen and colour.* Remind pupils to make a dot the first time. Play the CD. Pupils listen and dot. Pupils check in pairs. Play the CD again. Check with the class by eliciting from pupils, e.g. *Hold up the brown.* Elicit *The doll is brown.* Ask *Where's the doll?* Elicit *On the chair.* Say *Good. The doll on the chair is brown.* Elicit from pupils which colour they didn't use (blue).

Key: Brown doll on chair, pink doll in toy box, green train in toy box, red car on table, yellow car under chair, purple ball in toy box, green ball under table, red train next to toy box, black bike, grey computer

CD 1, 50

The doll on the chair is brown.

The doll in the toy box is pink.

The train in the toy box is green.

The car on the table is red.

The car under the chair is yellow.

The ball in the toy box is purple.

The ball under the table is green.

The train next to the toy box is red.

The bike is black.

The computer is grey.

Extra activities: see page T112 (if time)

Optional activity

- Watch the DVD clip 'Who's got the ball?' from *The Playroom* section of the *Kid's Box Interactive DVD 1*. Then play the game with your pupils. See pages 34–35 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Repeat the chant from the beginning of the lesson. Say it a little faster each time (like a train) until pupils (and you!) can't go any faster.

OBJECTIVES: By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language from the unit

Additional language: *Here you are.*

Revision: language from the unit, *Where's*, prepositions

● **MATERIALS REQUIRED**

Toy flashcards (35–40)

Optional: *Kid's Box Teacher's Resource Book 1* Unit 3 Extension worksheet 2 (page 22) and/or animated version of the Unit 3 story from *Kid's Box Interactive DVD 1* (*Suzy's room* section) *Kid's Box 1 Language Portfolio* pages 3 and 9

Warmer

- Use the mime chant from the first lesson of the unit to review the vocabulary. Pupils call out the words. They copy your actions and join in with the chant. Then pupils take it in turns to do the actions for the class to join in and copy.
Here's my (ball), my (ball), my (ball).
Here's my (ball). My favourite toy.

Story

PB23. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 23, please. Look at the pictures. Elicit who they can see (Marie, Monty and Maskman). Hold up your book to check pupils remember the sequence of the pictures. Say Listen and look. Where's Maskman's car? Play the CD. Pupils listen and look. Check (in the bag).*
- Play the CD again. Pupils listen and repeat. Encourage them to say it with feeling.

CD 1, 51

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Hello, Marie. What's that?

MARIE: It's my computer. It's my favourite toy.

MASKMAN: Oh, ...

MARIE: What's your favourite toy, Maskman?

MASKMAN: My car. It's blue and black. It's 'the Maskman Car'.

MARIE: Oh, that's nice. Where is it?

MASKMAN: It's there, next to the toy box.

MONTY: No, it isn't next to the toy box, Maskman.

MASKMAN: Oh, no! Where's my car?

MONTY: Is it in the toy box?

MASKMAN: No, it isn't.

MARIE: Is it under the table?

MASKMAN: No, it isn't under the table. Ooohh. Where's my car?

MARIE: I don't know, Maskman. Is it on the chair?

MASKMAN: No, it isn't.

MONTY: Look, Maskman. It's OK. It's here, in the bag.

MASKMAN: Oh, thank you, Monty.

MASKMAN: My Maskman Car.

PB23. ACTIVITY 12. *Listen and say 'yes' or 'no'.*

- Point to the first frame of the story. Say *Marie's computer is red.* Mime looking carefully at the picture and thinking, hold your thumb up and say *Yes?* Turn your thumb down and say *No?* Pupils hold their thumbs down and say *No.* Say *That's right. Marie's computer isn't red. Marie's computer is ...* Pupils respond (grey).
- Say *Now listen, look at the pictures and think. Say 'yes' or 'no'.* Play the first sentence on the CD. Pause for pupils to respond. Encourage them to use the thumbs up or down gesture as well as speaking. Repeat with the rest of the sentences, checking each answer as a class.

Key: 1 Yes, 2 No, 3 No, 4 No, 5 No, 6 Yes

CD 1, 52

1. Marie's favourite toy is her computer.

2. Maskman's car is green and red.

3. Maskman's car is in the toy box.

4. Maskman's car is on the chair.

5. Maskman's car is under the table.

6. Maskman's car is in the bag.

AB23. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 23, please. Look at the picture dictionary. Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Remind them to check with each other or with you before sticking them in their books. If appropriate, pupils trace around the word under the picture.*

AB23. MY STAR CARD.

- Focus pupils on the activity in their books. Say *Can you say these words?* Use the flashcards to elicit the words in turn from the class. Pupils say them in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a word in their books and to say it.
- Say *Colour the stars.* Demonstrate the activity on the board if necessary. Elicit a word. Say *Good. Now colour the star.* Check pupils know what to do with the other words and stars. Pupils choose colours to colour their stars.

Extra activities: see page T112 (if time)

Optional activities

- Unit 3 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 18 and 22).
- The animated version of the Unit 3 story from *Kid's Box Interactive DVD 1* (*Suzy's room* section). See pages 41–44 of the *Teacher's Booklet* for the Interactive DVD.

Language Portfolio

- Pupils complete pages 3 and 9 of *Kid's Box 1 Language Portfolio* (*I can* Units 1–3 and *About me*).

Ending the lesson

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