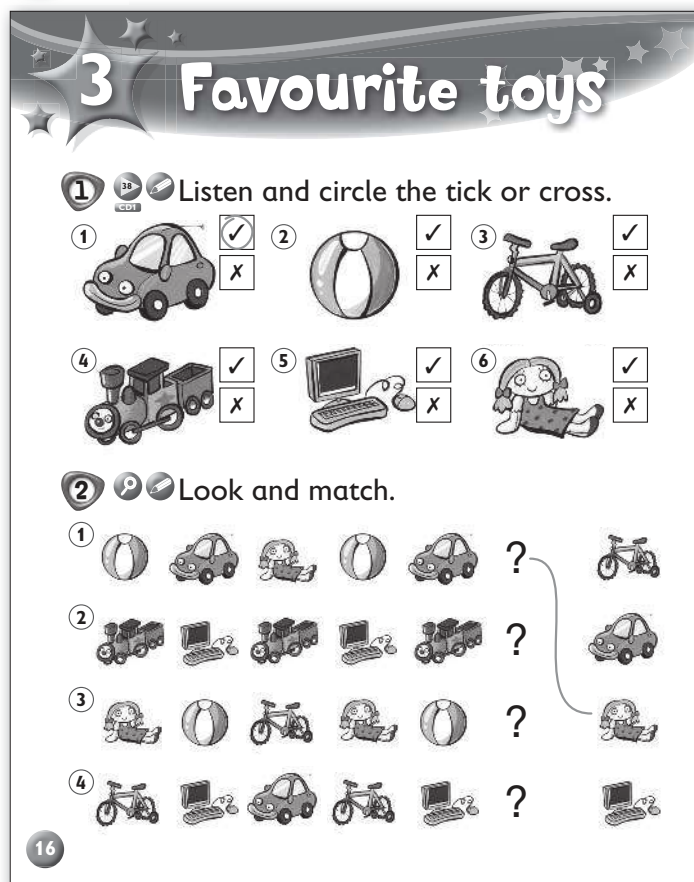
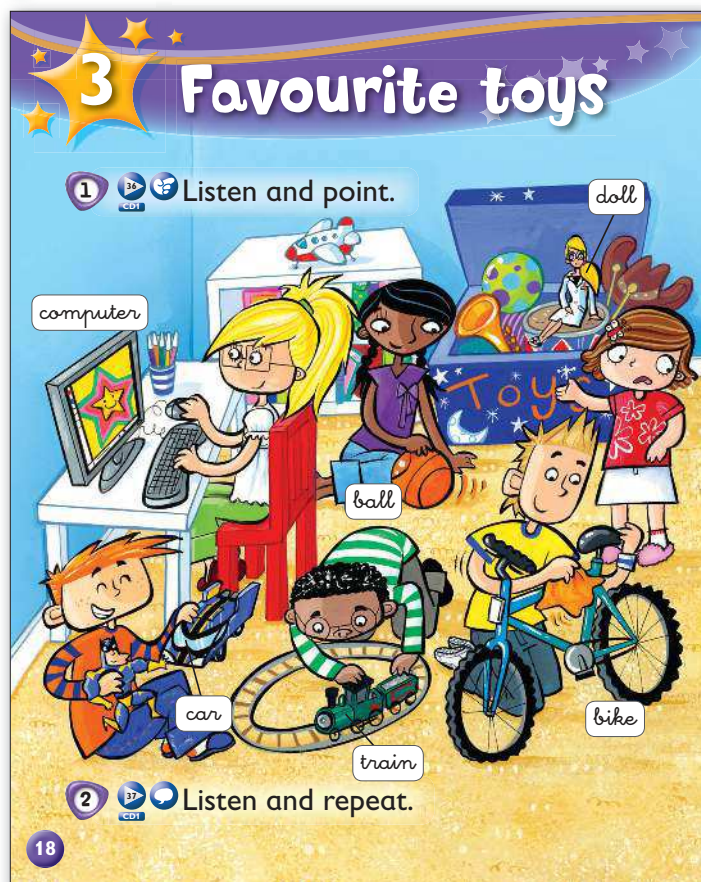


## 3

## Favourite toys



**Objectives:** By the end of the lesson, pupils will have learned to name different toys and practised asking questions.

### Target language

- **Key language:** *ball, bike, car, computer, doll, 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)
- Extra activity 2: school flashcards (27–32)
- Optional: *Kid's Box Teacher's Resource Book 1 Unit 3 Reinforcement worksheets 1 and 2* (pages 18–20)

## Pupil's Book page 18

### 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.

### 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?

### 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.

Extra activity 1: see page 218 (if time)

## Activity Book page 16

### 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 16, 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 activity 2: see page 218 (if time)

### 2 Look and match.

- 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 motion.
- 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.*

3

**3** Listen and say the number.

**4** Say the chant.

Black, brown, white, grey,  
 Look, listen, point and say.

**Vocabulary**  
 ball bike car computer doll train black brown grey white

19

**3** Listen and draw coloured lines.

**4** Colour the toys.

Now ask and answer. Colour your friend's toys.

What colour's your ball? It's white.

17

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

### Target language

- **Key language:** *ball, bike, black, brown, car, computer, doll, grey, train, white,*
- **Revision:** colours, numbers 1–6, *What's your favourite toy?*

### Materials required

- Colour flashcards (20–26, 41–44)
- Toy flashcards (35–40)
- Colouring pencils/crayons
- Extra activity 1: Photocopiable activity 3B (see page 204), photocopied onto thin card, scissors, envelopes
- Extra activity 2: eleven crayons, one of each colour



## Pupil's Book page 19

### 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.

### 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* before *orange* as in *an orange bike*.

### 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. Vary the chant. Pupils say it in groups, loudly, softly, whispering and so on.

#### CD 1, 40

Black, brown, white, grey,  
 Look, listen, point and say.

Extra activity 1: see page 218 (if time)

## Activity Book page 17

### 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 17, 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

- Black. My favourite toy is my computer.
- Purple. My favourite toy is my bike.
- Yellow. My favourite toy is my car.
- Brown. My favourite toy is my ball.
- Blue. My favourite toy is my doll.
- Grey. My favourite toy is my train.

### 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 17.
- 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 2: see page 219 (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.

## 3

**5** Listen and do the actions.

**Grammar**  
 Where's your ball?  
 It's next to the toybox.

Is your ball in your bag?

No, it's next to your chair.

**6** Listen and repeat.

**20** **Grammar**  
 It's in / next to / on / under ...

**5** Listen and write the number.

**6** Look and circle.

**18**

**Objectives:** By the end of the lesson, pupils will have used prepositions to talk about location.

## Target language

- **Key language:** *It's in / next to / on / under ...*
- **Additional language:** *Is your ball ...? Where's ...? differences*
- **Revision:** classroom objects, toys

## Materials required

- School flashcards (27–32)
- Extra activity 1: Photocopiable activity 3A (see page 204), one for each pupil copied onto thin card, paper fasteners, scissors, one completed activity for demonstration
- Extra activity 2: toy flashcards (35–40)
- Optional: *Kid's Box Teacher's Resource Book 1* Unit 3 Extension worksheet 1 (pages 18 and 21); Grammar reference Unit 3 *Pupil's Book 1* (page 98) and *Activity Book 1* (page 96)

## Pupil's Book page 20

### Warmer

- Review the classroom objects, using flashcards. Hold up each flashcard, elicit what it is and hand it to a pupil. Pupils with flashcards show the flashcard to the class, say what it is and stick it on the board.

### Presentation

- Demonstrate and teach the prepositions using actions:
  - On*: the left hand on the right closed fist
  - In*: two fingers of the left hand are gripped in the fist of the right hand
  - Under*: the left hand is flat under the right closed fist
  - Next to*: the left hand is flat next to the fist of the right hand.
- Practise the prepositions, using mime and realia, e.g. a pen on a book. Say *Where's the pen?* Pupils respond *It's on the book* and do the mime.

### 5 Listen and do the actions.

- Say *Open your Pupil's Books at page 20, please.* Focus pupils on the Grammar box. Read the question and the answer and tell pupils to repeat after you. Then tell pupils to look at the picture and ask *Where is the ball?* Then say *It's next to the toybox.* *True or False?* Elicit *False* and ask for the correct position *It's next to Mr Star.*
- Say *Listen and do the actions.* Play the CD. Pupils listen and do the actions when they hear the prepositions. Play the CD again for pupils to repeat. Check understanding by asking, e.g. *Is the ball on the toy box?* (No, it isn't.) *Is the ball in the bag?* (No, it isn't.) *Where's the ball?* (Next to the chair.).

#### CD 1, 42

**MR STAR:** Simon ... Simon, is your ball in your bag?

**SIMON:** Er, no, it isn't, Dad.

**MR STAR:** Simon, is your ball on the toy box?

**SIMON:** Er, no, it isn't, Dad.

**MR STAR:** Simon, is your ball under the table?

**SIMON:** Er, no, it isn't, Dad.

**MR STAR:** Simon, where's your ball?

**SIMON:** Er, it's next to your chair, Dad.

### 6 Listen and repeat.

- Say *Listen and repeat.* Play the CD. Stop after each sentence. Pupils repeat in chorus.

#### CD 1, 43

**MR STAR:** Is your ball on the toybox?

**MR STAR:** Is your ball under the table?

**MR STAR:** Is your ball next to the door?

**MR STAR:** Is your ball in the toybox?

**MR STAR:** Where's your ball?

**SIMON:** Er, it's next to your chair.

### Practice

- Pupils work in pairs. They take turns to say a preposition and to mime the action.

## Activity Book page 18

### 5 Listen and write the number. [YLE]

- Say *Open your Activity Books at page 18, please.* Point to the pictures of the monkey and say *This is Ben.* Elicit what the animal Ben is (a monkey). Pupils take out their pencils. Say *Listen. Look at the pictures. Write the number.* Play number 1. Check the answer with the class (*the sixth picture*) and elicit the sentence (*Ben's in the toybox*). Play the CD. Pause the CD after each one to give pupils more thinking time, but don't elicit answers. Pupils check their answers in pairs. Play the CD again. Check with the class. Elicit a number and a sentence for each one.

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

#### CD 1, 44

1 Ben's in the toybox.

2 Ben's on the train.

3 Ben's next to the car.

4 Ben's on the bike.

5 Ben's next to the computer.

6 Ben's under the chair.

### Extra activity 1: see page 219 (if time)

### 6 Look and circle.

- Say *Look at picture 1. Where's the bag?* Elicit that it's on the door. Say *Look at picture 2. Is the bag on the door?* Elicit that it's next to the toybox. Say *There are six more differences. Can you find them?* Mime circling with a pencil. Pupils work individually and circle the differences. They check in pairs. Elicit from the class. Pupils say, e.g. *In picture 1 the doll's in the toybox. In picture 2 the doll's on the toybox.* Check around the class.
- Pupils work in pairs and take turns to point to differences and to say the sentences.

#### Key:

Picture 1

The doll's in the toybox.

The train's next to the book.

The car's on the computer.

The eraser's on the table.

The pencil's on the chair.

The ball's under the table.

Picture 2

The doll's on the toybox.

The train's on the toybox.

The car's next to the computer.

The eraser's under the table.

The pencil's on the table.

The ball's under the chair.

### Extra activity 2: see page 219 (if time)

### Optional activities

- Unit 3 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 18 and 21).
- Grammar reference Unit 3 from *Pupil's Book 1* (page 98) and *Activity Book 1* (page 96).

**Key:** 1 Is, is, 2 Is, isn't

### Ending the lesson

- Do the preposition action game again from the presentation.



3

**7** Sing the song.

Look! Look! Look!  
 Oh, where? Where? Where?  
 Where's Monty?

**8** Ask and answer.

21

**7** Listen and draw lines.

19

**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 activity 3A (see page 204), **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 (pages 18 and 23); *Kid's Box Interactive DVD 1: The music room*, Unit 3 'Where's Monty?' song; *The living room* 'Rocking horses' episode

## Pupil's Book page 21

### 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.

### 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 (*toybox, 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. Repeat. Use an upward motion with your hand to indicate the rising tone in the questions: *Is he in the toybox? 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 toybox?  
 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)

### 8 Ask and answer.

- Ask questions about the picture, 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 toybox?* 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. (*He's in the bag.*)

Extra activity 1: see page 219 (if time)

## Activity Book page 19

### 7 Listen and draw lines. [YLE]

- Say *Open your Activity Books at page 19, please. Look at the pictures. What can you see?* Elicit the names of the objects in the bedroom (e.g. table, chair, toybox) and the toys and classroom objects around the 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.* 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. 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 activity 2: see page 219 (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 with the song.
- *The music room:* Unit 3 'Where's Monty?' song from *Kid's Box Interactive DVD 1*. See pages 28 and 29 of the *Teacher's Booklet*.
- *The living room:* 'Rocking horses' episode from *Kid's Box Interactive DVD 1*. See pages 12–15 of the *Teacher's Booklet*.

### 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: *Is he in the toybox? Is he under the book? Is he next to the computer?*



3

**9** **Monty's phonics**

train

doll

Ten dolls on a train.

**10** **Hide and play.**

22 **Phonics**  
Initial letter sounds: 't' and 'd' (ten, dolls)

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

1 t d  
 2 t d  
 3 t d  
 4 t d  
 5 t d  
 6 t d  
 7 t d  
 8 t d

**9** **Listen and colour.**

20

**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*
- **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)
- Colouring pencils/crayons
- Extra activity 1: two rulers
- Extra activity 2: Photocopiable activity 3B (see page 204), **either** the cards from the previous lesson **or** the materials copied onto thin card, scissors, a set of cards for demonstration
- Optional: *Kid's Box Interactive DVD 1: The playroom* 'Who's got the ball?' (and a soft ball)

## Pupil's Book page 22

### 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*.

### 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!

### 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 *Yes* or *No*. 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.

Extra activity 1: see page 219 (if time)

## Activity Book page 20

### 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 20, 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. 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

- toys
- table
- doll
- two
- train
- draw
- ten
- teacher

### 9 Listen and colour. [YLE]

- Revise prepositions by placing flashcards *in*, *on* and *under* objects in the class. Pupils need nine crayons: brown, pink, yellow, purple, green, red, black, grey, blue. 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 toybox is pink.
- The train in the toybox is green.
- The car on the table is red.
- The car under the chair is yellow.
- The ball in the toybox is purple.
- The ball under the table is green.
- The train next to the toybox is red.
- The bike is black.
- The computer is grey.

Extra activity 2: see page 219 (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 32, 34–35 of the *Teacher's Booklet*.

### 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.

## 3

**11** Listen to the story.

**1** Hello Marie, what's that?  
 It's my computer. It's my favourite toy.  
 What's your favourite toy Maskman?  
 Oh, that's nice. Where is it?  
 My car. It's blue and black. It's... the 'Maskman Car'.  
 Oh...  
 It's there, next to the toybox.

**2** No, it isn't next to the toybox, Maskman.  
 Oh no, where's my car?

**3** Is it in the toybox?  
 No, it isn't.

**4** Is it under the table?  
 No, it isn't under the table! Ooohh, where's my car?  
 I don't know Maskman. Is it on the chair?  
 Noooo, it isn't!

**5** Look Maskman, it's OK. It's here in the bag.

**6** Oh, thank you Monty.  
 My Maskman Car.

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

23

**My picture dictionary**

car	ball	bike
train	doll	computer

**My star card**

Can you say these words?


Colour the stars.

21

**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 (pages 18 and 22); the animated version of the Unit 3 story from *Kid's Box Interactive DVD 1* (Suzy's room section); Playscript 3 *Kid's Box Teacher's Resource Book 1* (pages 84–85 and 88); *Pupil's Book 1* cut-out puppets
- *Kid's Box Language Portfolio 1* (pages 3 and 9)



## Pupil's Book page 23

### Warmer

- Use the mime chant from the first lesson of the unit to review the vocabulary (page 45, Ending the lesson). 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.

### Story

#### 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 with the class (in the bag). Play the CD again. Pupils listen and repeat.
- Say *Open your Activity Books at page 100, please.* Point to the Story pictogram Unit 3. Tell pupils it is a narrative version of the story. Pupils work in pairs and read the story. (See key on page 201 of *Teacher's Book 1*).

#### 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:** Noooo, it isn't.

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

**MASKMAN:** Oh, thank you, Monty.

**MASKMAN:** My Maskman Car.

#### 12 Listen and say 'yes' or 'no'.

- Point to the first frame of the story. Say *Marie's computer is red.* 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

- Marie's favourite toy is her computer.
- Maskman's car is green and red.
- Maskman's car is in the toy box.
- Maskman's car is on the chair.
- Maskman's car is under the table.
- Maskman's car is in the bag.

**Extra activity 1: see page 219 (if time)**

## Activity Book page 21

### MY PICTURE DICTIONARY

- Say *Open your Activity Books at page 21, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the words in turn. Pupils point to the correct sticker. 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.

### MY STAR CARD

- Say *Can you say these words?* Use the flashcards to elicit the words. Pupils say them in chorus. 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 activity 2: see page 219 (if time)**

### Optional activities

- Unit 3 Extension worksheet 2 from *Teacher's Resource Book 1* (pages 18 and 22).
- Suzy's room: the animated version of the Unit 3 story from *Kid's Box Interactive DVD 1*. See pages 41–44 of the *Teacher's Booklet*.
- Pupils might like acting out the story from *Pupil's Book 1* page 23. Hand out a copy to each student of Playscript 3 from *Teacher's Resource Book 1* (page 88). See notes on pages 84–85.
- Pupils can also use the *Pupil's Book 1* cut-out puppets to act out the story.

### Language Portfolio

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

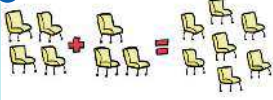
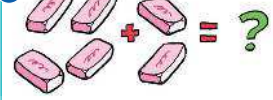
### Ending the lesson

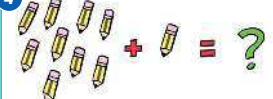
- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

## 3


**Marie's maths Adding**

**1** Look and say the number.

**1**  **2** 

**3**  **4** 

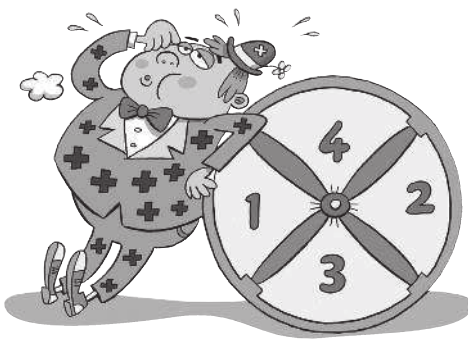
**2** Listen, point and say.



**24** Now you! Activity Book page 22

**Marie's maths Adding**

**Now you! 1** Write the numbers.



**1**  $1 + 4 = 5$  **2**  $4 + 1 = \underline{\quad}$   
**3**  $3 + 2 = \underline{\quad}$  **4**  $2 + 3 = \underline{\quad}$   
**5**  $4 + 3 = \underline{\quad}$  **6**  $3 + 4 = \underline{\quad}$

**2** Write and answer. Say.

**1**  $3 + 2 = 5$  What are three and two?  
**2**  $\underline{\quad} + \underline{\quad} = \underline{\quad}$  Five.  
**3**  $\underline{\quad} + \underline{\quad} = \underline{\quad}$   
**4**  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

**22**

**Objectives:** By the end of this lesson, pupils will be able to understand and talk about basic addition problems and ask for the answer to a simple sum.

### Target language

- **Key language:** *One pen and two pens is ...? What are three and two?*
- **Additional language:** maths, *How many (erasers)?*
- **Revision:** numbers 1–10, classroom objects

### Materials required

- Number and school flashcards (9–18, 27–32)
- Groups of small classroom objects, e.g. three erasers, eight pens, four books
- Extra activity: pieces of paper

## Pupil's Book page 24

### Warmer

- Hold up the flashcards of the classroom objects (table, book, chair, eraser, pen, pencil). Elicit the words.
- Reveal the number flashcards slowly from behind a blank piece of card or paper. Pupils say the numbers.
- Hold up a group of classroom objects, e.g. five erasers. Say *How many (erasers)?* Pupils say the number. Repeat with different objects.

### Presentation

- Say *Open your Pupil's Books at page 24, please.* Point to the picture of Marie and ask *Who's this?* Elicit *Marie*. Say *Marie is doing maths today. This lesson is called 'Marie's maths'.* Draw two groups of a classroom object on the board (e.g. five pencils and two pencils) and elicit how many there are in each group. Say a sum, adding the two groups of objects together, e.g. *Five pencils and two pencils is ...?* Pupils answer *Seven pencils*. Repeat with two more groups of a classroom object.

#### 1 Look and say the number.

- Hold up your book and point to the picture of chairs. Say the numbers as words as you point to each part of the picture, e.g. *Four chairs and three chairs is seven chairs*. Check that the pupils know the meaning of the add symbol (+) and the equals sign (=).
- Say *Look and say the number*. Give pupils time to think and do the sum before asking for the answer from the class. Pupils put up their hands when they have the answer. Elicit from the whole class in chorus. Repeat for each sum. Make sure pupils are using plural s where necessary.

**Key:** 1 Four chairs and three chairs is seven chairs. 2 Four erasers and two erasers is six erasers. 3 Five books and three books is eight books. 4 Nine pencils and one pencil is ten pencils.

#### 2 Listen, point and say.

- Hold up your book and point to the picture of the man and the wheel. Say *Point to four pens*. Check the pupils are pointing to the right number of pens. Repeat with the other numbers: *Point to (two, three, one) pen(s)*.
- Say *Listen, point and say*. Play the CD. Pupils listen and point to the pens. Pause after each sum to give them time to think of their answer. Pupils put their hands up to answer. Ask a confident pupil to hold up their book and point to the correct number of pens each time.
- Hold up your book and point to the pens in the sum. The class repeat the sum in chorus.

**Key:** 3 pens, 3 pens, 5 pens, 5 pens, 5 pens, 5 pens, 6 pens, 6 pens

### CD 1, 33

- 1 pen and 2 pens is ...?
- 2 pens and 1 pen is ...?
- 4 pens and 1 pen is ...?
- 1 pen and 4 pens is ...?
- 3 pens and 2 pens is ...?
- 2 pens and 3 pens is ...?
- 2 pens and 4 pens is ...?
- 4 pens and 2 pens is ...?

## Activity Book page 22

### 1 Write the numbers.

- Write the sum  $1 + 4 =$  on the board. Say *One and four is ...?* Elicit the answer from pupils. Say *Five. Yes!*
- Say *Open your Activity Books at page 22, please.* Point to the numbers in the wheel picture in turn and ask *What's this number?* Pupils answer in chorus.
- Say *Write the numbers*. Pupils work individually to complete the sums and then whisper to check answers in pairs. Pupils say the sums and answers in chorus.

**Key:** 2 5, 3 5, 4 5, 5 7, 6 7

### 2 Write and answer. Say.

- Say *Write and answer*. Hold up the Activity Book page, point to the example and ask *What are three and two?* Elicit the answer from pupils in chorus.
- Pupils work in pairs. They write numbers of their own (up to 5) and add the two numbers together. Go around and check the sums.
- Have a pair of pupils at the front. Write one of their sums on the board. Repeat the question in the book, this time using the pupils' numbers on the board. Say *Say*. Pupils swap partners and ask and answer their sums in the same way, e.g. Pupil A: *What are four and three?* Pupil B: *Seven*.

### Class game

- Do a quiz. Put pupils in groups of three to write sums for the rest of the class. A pupil from each group comes to the front to ask their number questions (the answers must be 10 or fewer), e.g. *What is four and one?* Pupils put their hands up to answer, e.g. *Four and one is five*.

### Extra activity: see page 219 (if time)

### Ending the lesson

- Pupils close their books. A volunteer comes to the front, holds up classroom objects of his/her choosing (e.g. five books) and asks the class *How many ...?* The first pupil to reply correctly takes a turn at the front. Repeat with several pupils.



## 3

**Be kind Trevor's values**

**3** **Listen to the story.**

**1** Hello Kim.  
 Hello Sam ...  
 woaagh ...  
 ouch!  
 I'm sorry Kim.  
 That's OK.

**2** Here you are. Thanks.  
 I'm sorry. That's OK.  
 Oh no!  
 My pencil!  
 Here you are!  
 Thanks Sam.

**3** Wow! Your picture is beautiful!  
 Thank you! Your picture is beautiful too!  
 Thanks Sam.

**4** **Listen and say the number. Act it out.**

**Functions**  
 Here you are. Thanks. I'm sorry. That's OK.

25

**Be kind Trevor's values**

**2** **Draw and complete the pictures.**

**1** Here you are.  
 Thank you!

**2** Let's tidy up!  
 OK!

**3** I'm sorry.  
 That's OK.

23

**Objectives:** By the end of the lesson, pupils will have listened to a story and practised making an apology, a compliment and an offer.

## Target language

- **Key language:** *Here you are. I'm sorry. That's OK.*
- **Additional language:** *Wow! Your picture is beautiful. Let's tidy up!*
- **Revision:** *Thanks, classroom objects*

## Materials required

- Pieces of paper with one of the following phrases on: *Ouch! I'm sorry. My pencil! Here you are. Your picture is beautiful. Your picture is beautiful, too.* There should be enough for each pupil to have one – and for them to be able to find a partner with a corresponding phrase.

## Pupil's Book page 25

### Warmer

- Write the following lines from the CD script on the board (they are not in the right order):  
*That's OK.*  
*Ouch!*  
*I'm sorry!*
- Pupils suggest the correct order. Talk briefly about when it is a good idea to say sorry.

### 3 Listen to the story.

- Say *Open your Pupil's Books at page 25, please.* Remind pupils of the meaning of *values* and ask them to identify the values they see in the pictures. Ask *Where's Sam?* Pupils point to Sam. Point to the girl and say *This is Kim.* Write the name on the board. Teach *beautiful* using picture 3 or a picture you have in the classroom. Say *Listen to the story.* Play the CD.
- Focus pupils on the Functions box. Read the sentences and tell pupils to repeat after you. Tell pupils to find the expressions in the text on page 25. Then tell pupils to practice them in pairs.

#### CD 1, 54

**SAM:** Hello, Kim.

**KIM:** Hello, Sam ... Wooah! Ouch!

**SAM:** I'm sorry, Kim.

**KIM:** That's OK.

**KIM:** Oh no! My pencil!

**SAM:** Here you are.

**KIM:** Thanks, Sam.

**KIM:** Wow! Your picture is beautiful.

**SAM:** Thank you. Your picture is beautiful, too.

**KIM:** Thanks, Sam.

### Values

- Talk to the class about the values in the story: when you hurt someone, you should say *I'm sorry*; it's nice to help people and it's good to compliment other people for their work (and to say *Thank you* when someone gives you a compliment). Use English as much as possible.

### 4 Listen and say the number. Act it out.

- Say *Listen and say the number.* Play the CD. Pause after each picture. Give pupils time to think and to check with each other before asking for the answer from the class.

Key: 2, 1, 3

#### CD 1, 55

Story as above, but in the order of the key.

- Say *Act out the story.* Demonstrate the activity. Two pupils come to the front. Let each pupil choose a character (Sam or Kim). Play the CD and help them act out the story. Repeat with another pair. Divide the class into two groups. Point to one group and say *Sam* and the other and say *Kim*. Play the CD. Pupils act and join in with their character's lines. Repeat, so pupils play both roles.

## Activity Book page 23

### 2 Draw and complete the pictures.

- Say *Open your Activity Books at page 23, please.* Elicit the classroom objects pupils can see (box, pencil, paint). Say *Draw and complete the pictures.* Pupils compare books to check.

Key: Pupils draw: 1 a pencil, 2 a box, 3 some spilt paint  
 They complete the faces in the pictures.

### Extra activity: see page 219 (if time)

### Ending the lesson

- Give each pupil a piece of paper with a phrase on from the lesson, e.g. *My pencil!* Pupils move around the classroom, reading their phrase aloud, until they find another pupil with a phrase which could make a conversation, e.g. *Here you are.* When they have found a partner they practise their dialogue together.