

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

● **TARGET LANGUAGE**

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

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

Review: *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 AE 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 Eva?* Students come up to turn over one card to find her. The student 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. Students repeat. Vary it by asking them to say it loudly, softly, in a whisper, and so on.

SB18. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 18, please.* Hold up your book. Say *Where's the star?* Students check together. Check with the class (on the computer screen). Students 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 (Scott, Sally, Alex, Eva, Robert, Suzy). Say *Listen and point.* Play the CD. Students listen and point to the toys. Check which character has which toy and check understanding of *favorite*.

CD 1, 36

SALLY: My favorite toy's my computer. What's your favorite toy, Alex?

ALEX: My bike. What's your favorite toy, Scott?

SCOTT: My favorite toy's Maskman and ... the car.

EVA: Is Maskman a doll?

SCOTT: No. Marie's a doll.

EVA: Oh. My favorite toy's my ball.

ROBERT: My favorite's my train. What's your favorite toy, Suzy?

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

SB18. ACTIVITY 2. Listen and repeat.

- Say *Listen and repeat.* Play the CD. Students 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?* Students respond *No.* Say *Is it a car?* Students respond *No.* Say *What is it?* Students respond *It's a bike.* Repeat.
- Point to the ball and say *What's this?* Students respond *It's a ball.* Say *What color is it?* Repeat.
- Students play the game in pairs, taking turns pointing to a toy in their books and asking questions about it, and answering.

WB18. ACTIVITY 1. Listen and circle the ✓ or X.

- Display the train flashcard on the board. Draw a check mark and an X next to it. Point and say *It's a car.* Students respond with thumbs down (no). Circle the X. Repeat using a correct sentence and circling the check mark.
- Say *Open your Workbooks to page 18, please.* Say *Listen and circle the check mark or X.* Point to the check mark as you say *check mark* and the X as you say X. Play the CD. Students listen and circle. Students 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 favorite toy's a car.
2. My favorite toy's a train.
3. My favorite toy's a bike.
4. My favorite toy's a doll.
5. My favorite toy's a computer.
6. My favorite toy's a ball.

Extra activities: see page T111 (if time)

WB18. ACTIVITY 2. Look and complete.

- Hold up your Workbook. 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*.
- Students 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. Students join in. Repeat for other toys, starting the mime a little before the chant. Invite confident students to lead the class.
Here's my (ball), my (ball), my (ball).
Here's my (ball). My favorite toy.

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

● **TARGET LANGUAGE**

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

Review: colors, numbers 1–6, *What's your favorite toy?*

● **MATERIALS REQUIRED**

Color flashcards (20–26, 41–44): seven known and four new (black, brown, white, gray)

Toy flashcards (35–40)

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

Extra activity: eleven crayons, one of each color

Warmer

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

Presentation

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

SB19. ACTIVITY 3. *Listen and say the number.*

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

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

CD 1, 39

What's your favorite toy?

My favorite toy's my red car.

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

What's this?

It's my blue computer.

What color's your train?

It's yellow.

What's your favorite toy?

It's my orange bike.

What's this?

It's my pink doll.

Pair work

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

SB19. ACTIVITY 4. *Say the chant.*

- Display the four new color flashcards. Say, e.g., *Gray.* Students point. Repeat for the other colors.

- Say *Listen and chant.* Play the CD. Students point to the colors in their books. Play the CD again. Students join in. Students say the chant in groups, loudly, softly, in a whisper, and so on.

CD 1, 40

Black, brown, white, gray,

Look, listen, point, and say.

Photocopiable 3B: see pages T95 and T99

WB19. ACTIVITY 3. *Listen and draw colored lines.*

S toward Listening Part 4

- Say *Hold up your black crayon.* Repeat for *gray, purple, yellow, brown, blue, red.* (This is one more color than they need.) Say *Open your Workbooks to 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 students to find the crayons and draw the lines in the appropriate colors. Students check in pairs. Play the CD again and check by eliciting the number, the color, and the toy.
- Elicit the color they didn't use (red).

Key: 2 purple-bike, 3 yellow-car, 4 brown-ball, 5 blue-doll, 6 gray-train

CD 1, 41

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

WB19. ACTIVITY 4. *Color the toys.*

- Focus students on the four boxes at the top of the activity. Elicit the names of the items (ball, car, computer, bike).
- Say *Color the toys.* Hold up brown, black, white, and gray crayons or pencils. Say *A ball. What color?* and mime thinking and choosing one of the four colors. *I think black. A black ball.* Hold up your black crayon and mime coloring the ball. Say *You choose the colors. Brown, black, white, or gray.*
- Students work individually to color the pictures. Monitor and check that they are using a different color for each toy from the four options.
- Demonstrate the second part of the activity with a student. Open a Workbook to page 19 and ask the student, e.g., *What color's your ball?* Choose a colored pencil or crayon according to the student's response (e.g., if he/she responds *It's brown*, hold up a brown crayon). Mime coloring the ball at the bottom of page 19.
- Students work in pairs to complete the speaking and coloring 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

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

OBJECTIVES: By the end of the lesson, students 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 ... ?
teddy bear, differences*

Review: school objects, toys

● **MATERIALS REQUIRED**

School flashcards (27–32)

Optional: a teddy bear

Photocopiable 3A (see page T99), one for each student copied onto thin cardboard, paper fasteners, scissors, one completed activity for demonstration

Extra activity: toy flashcards (35–40)

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

Extension worksheet 1 (pages 18 and 21)

Warmer

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

Presentation

- Teach the prepositions *on, in, under, and next to* demonstrating with two hands.
- Practice the prepositions, using mime and realia, e.g., a pen on a book. Say *Where's the pen?* Students respond *It's on the book* and do the mime. Continue to elicit questions and answers from the class, using other classroom objects, e.g., book, pen.

SB20. ACTIVITY 5. Listen and do the actions.

- Say *Open your Student's Books to page 20, please. Say Listen and do the actions.* Play the CD. Students listen and do the actions when they hear the prepositions. Play the CD again for students to repeat.
- Check understanding by asking, e.g., *Is the ball on the toy box? (No, it isn't.) Is the ball under the table? (No, it isn't.) Where's the ball? (Next to the chair.)*

CD 1, 42

MR. STAR: Scott ... Scott, is your ball in your bag?

SCOTT: Uh, no, it isn't, Dad.

MR. STAR: Scott, is your ball on the toy box?

SCOTT: Uh, no, it isn't, Dad.

MR. STAR: Scott, is your ball under the table?

SCOTT: Uh, no, it isn't, Dad.

MR. STAR: Scott, where's your ball?

SCOTT: Uh, it's next to your chair, Dad.

SB20. ACTIVITY 6. Listen and repeat.

- Say *Listen and repeat.* Play the CD. Pause after each sentence. Students point and repeat in chorus. Students repeat the sentences in different ways: quietly, loudly, etc.

CD 1, 43

MR. STAR: Is your ball on the toy box?

MR. STAR: Is your ball under the table?

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

MR. STAR: Is your ball in the toy box?

MR. STAR: Where's your ball?

SCOTT: Uh, it's next to your chair.

- Hold up a real teddy bear if possible and teach *teddy bear*. Point to the picture. Say *Look at the teddy bear. Is it blue? (No, it isn't.) Is the teddy bear green? (No, it isn't.) What color's the teddy bear? (It's pink.) Is the teddy bear on the table? (No, it isn't.) Is the teddy bear next to the toy box? (No, it isn't.) Say Suzie's teddy bear is ...?* Students complete the sentence: *in the toy box.*
- Students work in pairs. They take turns saying a preposition and miming the action.

WB20. ACTIVITY 5. Listen and write the number. **S** toward

- Say *Open your Workbooks to page 20, please.* Point to the pictures of the monkey and say *This is Ben.* Elicit which animal Ben is (a monkey). Make sure students have a pencil ready. 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 toy box*). Play the CD. Students check their answers in pairs. Play the CD again.

Key: 4, 3, 2, 6, 5

CD 1, 44

- | | |
|---------------------------|--------------------------------|
| 1. Ben's in the toy box. | 4. Ben's on the bike. |
| 2. Ben's on the train. | 5. Ben's next to the computer. |
| 3. Ben's next to the car. | 6. Ben's under the chair. |

Photocopiable 3A: see pages T95 and T99

WB20. ACTIVITY 6. Look and circle. **S** toward

- 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 toy box. Say *There are six more differences. Can you find them?* Students work individually and circle the differences. They check in pairs. Elicit from the class. Students say, e.g., *In picture 1 the teddy bear's in the toy box. In picture 2 the teddy bear's on the toy box.*
- Students work in pairs and take turns pointing to differences and saying the sentences.

Key:

Picture 1

The teddy bear's in the toy box.

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 teddy bear's on the toy box.

The train's on the toy box.

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: see page T111 (if time)

Optional activity

- Unit 3 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 18 and 21).

Ending the lesson

- Do the preposition action game again from the presentation.

OBJECTIVES: By the end of the lesson, students will have practiced 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*

Review: 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 cardboard, paper fasteners, scissors, one completed activity for demonstration

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

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

Warmer

- Review 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?* Students put the following objects on their desks: pencil, pen, book, crayons. They take turns placing objects, asking a question, and eliciting a response from the class. Students play in pairs.

SB21. ACTIVITY 7. Sing the song.

- Say *Open your Student's Books to page 21, please.* Focus students on the picture in their books. Elicit what they can see (toy box, computer, etc.). Play the CD. Students 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 students 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)

SB21. ACTIVITY 8. Ask and answer.

- Ask questions about the picture in Activity 7, e.g., *Is Monty under the chair?* Students respond *No, (he isn't)*. Elicit another question from a student, e.g., *Is he in the toy box?* and an answer from the class.

Focus students on the question marks in the picture in Activity 7. In pairs, students ask and answer about Monty.

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

WB21. ACTIVITY 7. Listen and draw lines. **S** toward

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

Key: 1 line between Hugo and boy on chair with toy car;
2 line between Eva and girl in toy box; 3 line between Mark and boy under the table; 4 line between Mary and girl next to the doll.

CD 1, 47

Example.
Look at Matt.
OK.
He is on the bike.
Matt is on the bike?
Yes, he is.
Can you see the line? This is an example.
Now you listen and draw lines.
1.
Look at Hugo.
Yes. He's on the chair.
Where?
Hugo is on the chair, he has got a toy car.
OK.
2.
That's a good toy box.
Yes.
Eva is in the toy box,
Eva?
Yes. That's right.

3.
Look at Mark under the table.
Mark?
Yes, he's under the table.
OK.
4.
My favourite toy is the doll.
Mary is next to the doll.
Oh, Mary is next to the doll?
Yes. That's right.
Thanks.

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). Students make the character finger puppets and use them when they sing the song.
- The "Rocking horses" episode from *Kid's Box AE 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 students 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, students will have practiced 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*, *poster*

Review: *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 AE Interactive DVD 1: The playroom* "Who has 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 ...* Students complete by saying *tuh* and *duh*.

SB22. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 22, please*. Point to the pictures of the train and the doll and say *Train, Doll*, emphasizing the initial /t/ and /d/ sounds. Students practice 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. Students listen and repeat the sounds and the sentence, using the same tone and speed as Monty.
- Students work in pairs and practice 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!

SB22. ACTIVITY 10. Hide and play.

- Close your eyes. A student hides a book, e.g., under the chair, on the table, in his/her bag. Open your eyes and ask questions, e.g., *Is your book under your chair? Is your book in your bag?* The student answers *No* or *Yes*. When you guess correctly, the student holds up the book and says *Here it is!* Repeat. Make sure students use *your* in the question.
- Students play the game in pairs.
- Say *Look at the posters* and point to the two posters in the picture. Say *Find the three teddy bears on the poster*. Students point and say *Three teddy bears!* Say *Find the two trains on the poster*. Students point and say *Two trains!*

WB22. 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 Workbooks to page 22, please*. Say *Listen and circle "t" or "d."* Use the letter sounds (*tuh* and *duh*), not their names.
- Play the CD. Students circle a letter each time. Students check answers in pairs.
- Play the CD again. Check answers as a class.

Key: Students 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

WB22. ACTIVITY 9. Listen and color. S toward Listening Part 4

- Review prepositions by placing flashcards in, on, and under objects in the class. Students need nine crayons: pink, brown, purple, yellow, green, red, blue, black, gray. Say *Listen and color*. Remind students to make a dot the first time. Play the CD. Students listen and dot. Students check in pairs. Play the CD again. They can check and color the items more fully this time. Check with the class by eliciting from students, e.g., *Hold up the brown crayon*. 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 students which color they didn't use (blue).

Key: Brown doll on chair, pink doll in toy box, green train in toy box, red train next to toy box, red car under the poster, yellow car under chair, purple ball in toy box, green ball under table, black bike, gray teddy bear

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 train next to the toy box is red.

The car under the poster 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 bike is black.

The teddy bear is gray.

Note: In the actual Starters test, students are not asked to color in white, black, or gray.

Extra activities: see page T112 (if time)

Optional activity

- Watch the DVD clip "Who has the ball?" from *The Playroom* section of the *Kid's Box AE Interactive DVD 1*. Then play the game with your students. 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 students (and you!) can't go any faster.

OBJECTIVES: By the end of the lesson, students 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.*

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

● **MATERIALS REQUIRED**

Toy flashcards (35–40)

Optional: *Kid's Box AE 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 AE Interactive DVD 1* (*Suzy's room* section) *Kid's Box AE Workbook 1 Language Portfolio* pages 98 and 100

Warmer

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

Story

SB23. ACTIVITY 11. *Listen to the story.*

- Say *Open your Student's Books to page 23, please. Look at the pictures.* Elicit who they can see (Marie, Monty, and Maskman). Hold up your book to check students remember the sequence of the pictures. Say *Listen and look. Where's Maskman's car?* Play the CD. Students listen and look. Check (in the bag).
- Play the CD again. Students 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: Hi, Marie. What's that?

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

MASKMAN: Oh, ...

MARIE: What's your favorite 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.

SB23. 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?* Students hold their thumbs down and say *No.* Say *That's right. Marie's computer isn't red. Marie's computer is ...* Students respond (*gray*).
- Say *Now listen, look at the pictures, and think. Say "yes" or "no."* Play the first sentence on the CD. Pause for students 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 favorite 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.

WB23. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 23, please. Look at the picture dictionary.* Students prepare the stickers. Say the words in turn. Students point to the correct sticker. Say the words again in a different order. Students point to the correct word in their books. Students 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, students trace around the word under the picture.

WB23. MY STAR CARD.

- Focus students on the activity in their books. Say *Can you say these words?* Use the flashcards to elicit the words in turn from the class. Students say them in chorus. Ask students to repeat if necessary. When students don't say a word correctly, elicit the word from a student who can, and then ask the students having difficulty to repeat.
- Students work in pairs. They take turns pointing to a word in their books and saying it.
- Say *Color the stars.* Demonstrate the activity on the board if necessary. Elicit a word. Say *Good. Now color the star.* Check students know what to do with the other words and stars. Students choose colors to color 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 AE Interactive DVD 1* (*Suzy's room* section). See pages 41–44 of the *Teacher's Booklet* for the Interactive DVD.

Language Portfolio

- Students complete pages 98 and 100 of *Kid's Box AE Workbook 1 Language Portfolio* (*About me and I can* Units 1–3).

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.