

OBJECTIVES: By the end of this lesson, pupils will have named different toys and learnt a chant.

● TARGET LANGUAGE

Key language: *ball, bike, car, doll, kite, robot*

Additional language: *Look at this/the ... , This/My car is my favourite toy, I'm a robot, It's OK.*

Revision: colours, *What colour's the ... It's (black) and (white), a (white) (robot), What's this?, It's a ... , star, What colour's the / your...?*

● MATERIALS REQUIRED

Toy and colour flashcards (32–37, 26–31)

Extra activity 1: CD of lively music

Optional: *Kid's Box Starter Teacher's Resource Book*
Unit 4 Reinforcement worksheet 1 (page 25)

Warmer

- Say the opening routine.
- Show the colour flashcards. Pupils say each colour in chorus. Show different colour flashcards to individual pupils. They say the colour.

Presentation

- Teach the new words (*ball, bike, car, doll, kite, robot*) using the flashcards. Show each flashcard and say the word. Pupils repeat. Make sure pupils say each word several times. Vary it by asking them to say it loudly, softly, whispering, and so on.
- Put the flashcards in a group on the board. Make a circling motion with your hands. Say *Toys*. Point to a flashcard. Elicit the word. Say *It's a toy*. Repeat with the other flashcards.

CB24. ACTIVITY 1. Listen and point.

- Say *Open your books at page 24, please*. Help pupils find the right page. Get pupils to find the hidden star (see page T18 for the procedure). Point to the star (on the kite). Say *Here it is*. Pupils join in.
- Put the flashcards of the toys on the board. Elicit the words. Say *Listen and point*. Play the CD. Pupils listen and point to the toys in their books.
- Play the CD again. Pupils join in with the chant at the beginning. Stop after each toy. Pupils point to the toy. Ask questions, e.g. *What colour's the ball? What's this?* (pointing to the bike). Then play the next part of the CD.

CD 1, 33

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MONTY: Look at this bike! ... And look at this doll. It's yellow and brown. This is my favourite toy.

MASKMAN: Look! Here's my car. My car is my favourite toy ... Oooh! Look at the ball. It's black and white.

MARIE: Hmm. A robot. A white robot. Monty! Look at the kite. It's red and blue.

MONTY: Oooh yes, Marie.

ROBOT: I'm a robot! I'm a robot!

MONTY: Eeek!

MARIE: It's OK, Monty. It's a toy!

CB24. ACTIVITY 2. Say the chant.

- Place the robot, doll and kite flashcards in a row on the board in the same order as in the chant. Place the car, ball and bike flashcards in a row below them. Say the words. Pupils repeat. Say *Listen*. Play the CD. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the CD again. Point to the flashcards as each toy is mentioned. Pupils copy. Then say *Let's say the chant*. *Listen, repeat and point*. Play the CD. Stop after each line. Pupils repeat in chorus and point to the flashcards.

CD 1, 34

Robot, doll, kite,

Car, ball, bike.

Robot, doll, kite,

Car, ball, bike.

Robot, doll, kite,

Car, ball, bike.

Robot, doll, kite,

Car, ball, bike.

Practice

- Pupils stand up. Teach mimes for the toys, e.g. *car*: turning steering wheel; *ball*: throwing a ball in the air and catching it; *bike*: holding handlebars and moving legs as if cycling; *robot*: walking on the spot with stiff arms and legs; *doll*: arms folded as if holding and rocking a baby; *kite*: holding a kite string and looking up (as if into the sky).
- Say one of the toys. Pupils do the mime. Repeat for the other toys. Then do the mimes and pupils say the words.
- Pupils work in pairs. They take it in turns to say the toys and do the mimes.

Extra activity 1 (if time)

- You need space for this activity, e.g. the front of the class or the gym. Play the CD of lively music. Pupils move around to the music. Stop the CD. Say, e.g. *Robot* (or *You're a robot!*) Pupils do the robot mime from the Practice activity (above). Start the CD again. Repeat for all the toys.

Extra activity 2 (if time)

- Hold up the car flashcard. Elicit the word. Ask *What colour is it?* Pupils respond *Red*. Say the question several times. Pupils repeat.
- Pupils work in pairs. Pupil A looks at the picture on page 24 for a minute. Then he/she closes the book. Pupil B asks, e.g. *What colour's the kite?* Pupil A tries to remember and responds *It's red and blue*. Pupil B says *Yes* or *No*. He/She keeps a count of Pupil A's correct answers. When Pupil B has asked about all the toys, they swap roles. At the end of the activity pupils compare scores.

Optional activity

- Unit 4 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 25).

Ending the lesson

- Say *Open your books at page 24. Look at the picture*. Point to the toys and say *Listen. What is it?* Make a sentence about one of the toys, e.g. *It's white*. Elicit the answer from a pupil (*Robot/It's a robot/The robot*). Repeat with the other toys.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have followed instructions to colour a picture and listened to people talking about their favourite toys.

● TARGET LANGUAGE

Key language: *ball, bike, car, doll, kite, robot, toy*

Additional language: *look, What's your favourite toy? It's a ...*

Revision: colours

● MATERIALS REQUIRED

Crayons for each pupil: blue, black, red, white, yellow, brown
Toy and colour flashcards (32–37, 26–31), with the words covered

Extra activity 1: a selection of flashcards from previous units

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 4 Reinforcement worksheet 2 (page 26)

Warmer

- Say the opening routine.
- Do a mime from the Practice activity in the previous lesson. Pupils say the toy. Repeat. Say a toy. Pupils do the action. Repeat for the rest of the toys.
- Play the toys chant (CD 1, 34). Pupils join in and do the actions.

CB25. ACTIVITY 3 *Listen and colour.* **S** towards

- Say *Open your books at page 25, please.* Help pupils find the right page. Hold up your book and point to the pictures of toys. Elicit the words. Ask, e.g. *What's number one?* Pupils respond (A) *car.* Say *Yes. It's a car.*
- Play the example. Ask *What colour's the car?* Elicit *Black.* Point to the example colouring. Say *It's a black car.* Pupils repeat.
- Tell pupils to place the six crayons on their desks. Say *Listen and colour.* Pupils mark each item with a dot in the right colour. They colour the object in fully after the listening. Play the CD. Stop after each sentence. Pupils listen and mark the item. They check in pairs.
- Play the CD again. Check with the class. Say, e.g. *Number two.* Pupils respond *It's yellow or It's a yellow ball.*

Key: 2 yellow, 3 red, 4 blue

CD 1, 35

1. Look! It's a black car.
2. Look! It's a yellow ball.
3. Look! It's a red kite.
4. Look! It's a blue robot.

CB25. ACTIVITY 4. *Listen and draw lines.* **S** towards

- Review *favourite.* Stick the colour flashcards on the board and ask a pupil *What's your favourite colour? Say and point.* He/She responds, e.g. *Red* and points at the correct flashcard on the board. Repeat with three or four more pupils.
- Focus on the pictures of children in Activity 4. Point to the toys below the children. Elicit the words (point and say *What's this?*).

- Demonstrate the activity using the example. Point to the first boy and say *What's his favourite toy? Listen.* Play the example on the CD. Say *Look.* Mime drawing the line from the boy to the robot. Elicit *Robot.* Make sure the pupils know they need to draw a line for each child. Tell them to use pencil. Play the rest of the CD. Stop after each one for pupils to think and draw a line. They check in pairs.
- Play the CD again. Stop after each one and check answers with the class. Ask *What's his/her favourite toy?* Pupils respond, e.g. *(It's a) robot.* Note: *his* and *her* are for recognition only at this stage.

Key: 2 doll, 3 bike, 4 kite

CD 1, 36

1.
What's your favourite toy?
It's a robot.
2.
What's your favourite toy?
It's a doll.
3.
What's your favourite toy?
It's a bike.
4.
What's your favourite toy?
It's a kite.

Extra activity 1 (if time)

- Display the toy flashcards and other flashcards from previous units (maximum of 12). Play the *Disappearing flashcards* game. Point to each flashcard in turn. Pupils say the word. Point to the flashcards again. Pupils chorus each word. This time turn the first flashcard to face the board after pupils have said the word. Repeat, each time turning one more flashcard over until all the flashcards are facing the board. Pupils chorus the words from memory. Continue, turning one flashcard back to face the class each time until all the flashcards are visible.

Extra activity 2 (if time)

- Pupils work in pairs. They both look at the pictures in Activity 1 on page 25. Pupil A makes a sentence about one of the toys, e.g. *It's red.* Pupil B points at the correct toy and says, e.g. *It's a kite.* Then they swap roles.

Optional activity

- Unit 4 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 26).

Ending the lesson

- Cover one of the toy flashcards with a piece of card. Say *What's my favourite toy?* Slowly reveal the flashcard. Pupils put up their hands. Choose a pupil to answer, e.g. *It's a kite.* Reveal the flashcard to check the answer. Repeat with the other flashcards.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have practised asking where something is and sung a song.

● **TARGET LANGUAGE**

Key language: *Where's my (car)? It's here.*

Additional language: *My (car) isn't here, Mum*

Revision: toys, classroom objects, *What's your favourite toy?*

● **MATERIALS REQUIRED**

Toy flashcards (32–37)

Classroom object flashcards (10–15) or real classroom objects

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 4 Song worksheet (page 29)

Warmer

- Say the opening routine.
- Review the toys using flashcards. Hold up each flashcard. Elicit the word and hand the flashcard to a pupil. One of the pupils with a flashcard shows it to the class. He/She says the word and sticks the flashcard on the board.
- Point to the flashcards on the board in turn. Say the word and do a mime (see Practice, page T24). The pupils copy. Point to the flashcards again. Pupils say the words and do the mimes.
- Point to the flashcards on the board and ask a pupil *What's your favourite toy?* He/She responds with a toy from the board. Repeat with two or three more pupils.
- Pupils practise the question in chorus. Say *What's your favourite toy?* Pupils repeat. They say the question in different ways: quietly, loudly, angrily, whispering, etc.
- Pupils work in pairs. They take turns to ask and answer the question.

Presentation

- Before the lesson, place classroom items belonging to you in unusual places. Make sure pupils can see the items (e.g. put your bag behind the classroom door, your board pen under a table, your book on someone's desk).
- Mime looking worried and searching for your bag. Hold up the bag flashcard and say *My bag! My bag! It isn't here!* Exaggerate your worried tone and move around the classroom searching. Ask *Where's my bag?* Pupils point. Go and 'find' the bag and look relieved. Point to it and say *Oh. It's here.* Repeat for other objects you have 'hidden' (e.g. *Where's my book? Where's my chair? Where's my pen?*). For each item, show the flashcard and use language from the song (see below).

Song

CB26. ACTIVITY 5. Listen and point. Sing the song.

- Say *Open your books at page 26, please.* Help pupils find the right page.
- Ask, e.g. *Where's the car?* Pupils find the car in the picture and point. Hold up your book and check. Say *It's here.* Repeat for *doll* and *kite*.
- Point to the woman in the picture and say *This is Mum.* Pupils repeat *Mum.* Say *Where's Mum?* Pupils point at the woman.
- Say *Listen and point.* Play the CD. Pupils point to the toys as they are mentioned. Hold up your book and do the same.
- Play the song line by line. Pupils repeat.

- Say *Let's sing the song.* Play the whole song. Pupils join in. Hold up the car, doll and kite flashcards or place them on the board to help pupils remember the order of the toys.

CD 1, 37

My car! My car!
My car isn't here!
Where's my car?
It's here! It's here!

My doll! My doll!
My doll isn't here!
Where's my doll?
It's here! It's here!

My kite! My kite!
My kite isn't here!
Where's my kite?
It's here! It's here!

CD 1, 38

Now sing the song again. (Karaoke version)

Extra activity 1 (if time)

- Make four groups: car, doll, kite, Mum. Pupils sing the song. Each group sings only their lines (e.g. the 'car' group sing the first three lines *My car! My car! My car isn't here! Where's my car;* the 'Mum' group sing *It's here! It's here!* and so on).

Extra activity 2 (if time)

- Start to say or sing the first line of the song. Stop before the word *car* and hold up a flashcard of a different object (e.g. robot). Pupils say or sing the missing word (robot). Continue with the rest of the verse. Show the robot flashcard and say/sing *robot* instead of singing/saying *car* each time.
- Repeat for the rest of the song. Use a different toy or classroom object flashcard for each verse.

Optional activity

- Unit 4 Song worksheet from the *Starter Teacher's Resource Book* (page 29).

Ending the lesson

- Review/Teach the following actions/mimes for the song:
My car! My car!: turning a steering wheel
My car isn't here!: shaking head
Where's my car?: shrugging shoulders
It's here! It's here!: pointing, looking relieved
My doll! My doll!: arms folded as if holding and rocking a baby
My kite! My kite!: holding a kite string and looking up (as if into the sky).
- Pupils sing the song (CD 1, 37) again with the actions.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have practised asking and answering *Where's the ...?* and talking about their favourite toy.

● TARGET LANGUAGE

Key language: *Where's ...? It's here.*

Additional language: *What's your favourite toy? My favourite toy's a ...*

Revision: toys, classroom objects, shapes, numbers 1–4

● MATERIALS REQUIRED

Toy flashcards (32–37)

Extra activity 1: two rulers, classroom object and shape flashcards (10–15, 23–25)

Extra activity 2: classroom object, shape and toy flashcards (10–15, 23–25, 32–37)

Optional: *Kid's Box Starter Teacher's Resource Book* Unit 4 Extension worksheet 1 (page 27)

Warmer

- Say the opening routine.
- Place the car, doll and kite flashcards on the board. Elicit the words.
- Play the song from the previous lesson (CD 1, 37). Pupils sing along and do the actions (see Ending the lesson, page T26). Point to the flashcards to help pupils remember the order of the toys.

CB27. ACTIVITY 6. Listen and write the number.

- Say *Open your books at page 27, please.* Help pupils find the right page. Hold up your book. Point to the picture. Say *Look. Where's the robot?* Pupils look and point. They compare in pairs and then hold up their books to show you. Repeat for the other toys.
- Write numbers 1 to 4 on the board. Elicit the numbers. Say *Listen and write the number.* Stick the robot, doll, bike and ball flashcards on the board. Draw a small box next to each flashcard. Say *Write one, two, three or four.* Point to the boxes. Play the example on the CD. Say *What number?* Elicit *One.* Write 1 in the box next to the flashcard of the ball. Point to the example number 1 in the box next to the ball in the book.
- Play the CD. Pause after each one for pupils to find the object and write the number. Pupils check in pairs. Play the CD again. Check by asking, e.g. *What's number two?* Pupils respond (*The bike*).

Key: 2 bike, 3 doll, 4 robot

CD 1, 39

- | | |
|------------------------------------|-------------------------------------|
| 1. Where's the ball?
It's here. | 3. Where's the doll?
It's here. |
| 2. Where's the bike?
It's here. | 4. Where's the robot?
It's here. |

Practice

- Stick the toy and classroom object flashcards on the board at a height your pupils can reach. Ask, e.g. *Where's the bike?* Pupils point to the correct flashcard.
- Ask a pupil to come to the front. Ask, e.g. *Where's the eraser?* The pupil points to the correct flashcard. Repeat with different pupils.

- Practise *Where's the ...?* with the whole class. Say, e.g. *Where's the bag?* Pupils repeat the question and point to the correct flashcard. Repeat with different objects. Confident pupils can then take turns to lead the activity. They choose a flashcard and ask another pupil at the front *Where's the ...?*

Pair work

- Pupils work in pairs. They both look at the picture at the top of page 27. Pupil A asks, e.g. *Where's the robot?* Pupil B finds the robot, points and says *It's here.* Then they swap roles.

CB27. ACTIVITY 7. Draw your favourite toy. Say.

- Focus pupils on the frame in the bottom half of the page. Draw a large rectangle on the board. Stick the toy flashcards in a row on the board. Point to the kite flashcard and say *My favourite toy's a kite.* Draw a simple picture of a kite in the rectangle.
- Pupils draw their own picture in the same way. They can choose a toy from the unit or draw a different toy. Monitor as they work and ask pupils *What's your favourite toy?*
- Practise saying *My favourite toy's a ...* in chorus with the whole class. Then pupils show each other their pictures in pairs or small groups. They say *My favourite toy's a ...* Teach new toy words as necessary.

Extra activity 1 (if time)

- Two teams line up facing the board. Stick the classroom object, shape and toy flashcards on the board. Elicit the words. Hand a ruler to the first pupil in each team.
- Ask about one of the flashcards, e.g. *Where's the triangle?* The two pupils at the front of the teams run to touch the correct flashcard and say *It's here.* The first pupil to touch it with the ruler wins a point for their team. The two pupils go to the back of the lines. Hand the rulers to the next two pupils at the front. Continue until all the pupils have had a turn. The team with the most points is the winner.

Extra activity 2 (if time)

- Hand out six to ten classroom object, shape and toy flashcards to different pupils. Keep the pictures on the cards hidden as you hand them out. Tell pupils with the flashcards to look at them but not to show them to the class.
- Pupils with the flashcards stand up. Each pupil shows his/her flashcard to the class. Ask *What's this?* The pupil responds, e.g. *It's a (chair).* The class looks at the flashcard for about ten seconds. The pupil then holds the flashcard so the rest of the class can't see. Repeat for all the pupils who have flashcards.
- Ask about one of the flashcards, e.g. *Where's the (chair)?* Pupils try to remember who has the flashcard. Choose a volunteer to stand and point to the correct pupil. He/She says *It's here.* The pupil with the flashcard shows the picture so the class can check. He/She says *Yes* or *No.* Repeat for the other flashcards.

Optional activity

- Unit 4 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 27).

Ending the lesson

- Place the toy flashcards on the board. Ask a pupil, e.g. *Where's the (name of toy)?* He/She comes and points to the correct flashcard and says *It's here.* You could ask each pupil to do this before they leave the classroom.
- Say the closing routine.

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: *It isn't here, Where is it? open your car, What isn't here?, The pencil is here.*

Revision: *hello, stand up, please, thank you*, vocabulary from Units 3 and 4

● MATERIALS REQUIRED

Character and classroom object flashcards (1–3, 10–15)

Extra activity 1: one set of masks, two chairs, a pencil

Extra activity 2: toy flashcards (32–37)

Optional: *Kid's Box Starter Teacher's Resource Book* Unit 4

Extension worksheet 2 (page 28) and/or animated version of the Unit 4 story from *Kid's Box Starter Interactive DVD*

Warmer

- Hide the character flashcards and some or all of the classroom object flashcards around the classroom. Make sure they are not too difficult to find.
- Pupils stand up. Ask a pupil, e.g. *Where's Marie?* or *Where's the book?* The pupil looks around the classroom. When he/she sees the flashcard, he/she goes and points to it and says *It's here*. Repeat with different pupils until all the flashcards have been found.

Story

CB28. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 28, please*. Help pupils find the right page. Say *Look at the pictures*. Hold up your book to check pupils remember the sequence of the pictures. Point to the small numbers in the corner of each picture. Count together *One, two, three, four, five, six*. Say *Listen and point to the pictures*. Play the CD. Pupils listen and point.
- Say *Listen and look. Where's the pencil?* Play the CD again. Pupils check in pairs. Check with the class (pupils point to the pencil in Marie's hair).
- Play the CD again. Stop after each picture to check understanding. Hold up your book. Point to the picture and ask, e.g. *Number one, where's Monty? He's in a ... (chair). Does Marie say 'Sit down' or 'Stand up'?* (Stand up)

CD 1, 40

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MONTY: Hello, Marie.

MARIE: Hello, Monty. Stand up, please!

MONTY: OK.

MARIE: No, no. It isn't here. It isn't here. Where is it?

MONTY: Marie! Marie! What is it?

MARIE: Hmmm.

MASKMAN: Hello, Marie. Hello, Monty.

MARIE: Hello, Maskman. Open your car and stand up, please!

MASKMAN: OK.

MARIE: Where is it? Where is it? It isn't here!

MASKMAN: What isn't here, Marie?

MONTY: Marie! What is it?

MARIE: It's my pencil. It isn't here!

MASKMAN: Oooh, Monty! Where's the pencil?

MONTY: Look, Marie. The pencil is here.

MARIE: Oh, yes. Thank you.

Extra activity 1 (if time)

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks. Put two chairs at the front (one for Monty's chair and one for Maskman's car). Give the pupil who is playing Marie a pencil. The pupil puts it behind his/her ear or in his/her pocket.
- Play the CD and help the pupils act out the story. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Extra activity 2 (if time)

- Stick the toy flashcards on the board. Number them 1 to 6. Say, e.g. *Where's the robot?* Pupils respond with the number. Repeat for the other toys.
- Turn the flashcards over so the pictures are hidden. Cover the words with sticky notes. Ask *Where's the robot?* again. Pupils reply from memory. Turn over the flashcards to check. Repeat for the other toys.

Optional activities

- Unit 4 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 28).
- The animated version of the Unit 4 story from *Kid's Box Starter Interactive DVD*. See pages 34–37 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Say a line from the story. Act if you can. Say, e.g. *Open your car and stand up, please. Ask Monty, Marie or Maskman?* Pupils say the name of the speaker, e.g. *Marie*. Repeat with other lines, e.g. *What is it?* (Monty), *What isn't here?* (Maskman), *It isn't here!* (Marie), *Thank you* (Marie), *The pencil is here.* (Monty)
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *What's (Maskman)'s favourite toy?*

Revision: *What's your name? How old are you? Point to a (table), What colour's your (eraser)? What's your favourite toy/colour?*

● MATERIALS REQUIRED

Character flashcards (1–3)

Colour and doll, kite and car flashcards (26–31, 33–35)

One set of character masks for the teacher (and for larger classes: Maskman mask for each pair of pupils)

Warmer

- Say the opening routine.
- Stick the doll, kite and car flashcards on the board. Ask a pupil to put on the Maskman mask and stand in a 'superhero' pose. Point to the flashcards and say *What's Maskman's favourite toy?* Elicit *(The) car*. Give the car flashcard to the pupil who is being Maskman. Encourage him/her to say *Thank you* in a 'Maskman' voice. Repeat for Monty and Marie (with different pupils).
- Impersonate one of the characters, e.g. use a mouse voice and say *My favourite toy's my bike*. Pupils respond *Monty*. Repeat for the other characters. Put on the Monty mask and say *My favourite toy's my bike* again. Pupils repeat. Repeat with the other masks.
- Pupils work in pairs. Pupil A impersonates one of the characters and says *My favourite toy's my ...* Pupil B says the toy. Then they swap roles.

CB29. ACTIVITY 9. Listen and stick.

- Say *Open your books at page 29, please*. Help pupils find the right page.
- Pupils prepare the toy stickers. Hold up the stickers and say *Listen and point*. Play the CD. Pupils listen and point to the stickers. Check they are pointing to the correct toys.
- Say *Now listen and stick*. Mime taking a sticker off the sheet and positioning it in the correct place on the page. Play the CD. Stop after each one. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

CD 1, 41

1.
Where's the bike?
It's here.
2.
Where's the kite?
It's here.
3.
Where's the doll?
It's here.
4.
Where's the car?
It's here.

5.
Where's the robot?
It's here.

6.
Where's the ball?
It's here.

CB29. ACTIVITY 10. Talk to Maskman. towards

- Review colours using the flashcards.
- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question or instruction and repeat as Maskman. Choose a pupil to respond. The pupil responds or follows the instruction, as appropriate. Teach new colour words if necessary.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the CD again. Pupil A repeats the questions/instructions on the CD. Pupil B responds. Then pupils swap roles. Play the CD again for Pupil B to repeat.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

CD 1, 42

Hello ... I'm Maskman!
What's your name?
How old are you?
Point to a table.
What colour's your eraser?
What's your favourite toy?
What's your favourite colour?

Extra activity 1 (if time)

- Say *Look at the picture on page 29*. Demonstrate the activity. Say *Listen, point and say the number*. Ask, e.g. *Where's the doll?* Pupils point and say *Three*. Encourage them to say *It's here. It's number three*. Repeat with different toys. Say *Where's the ball?* Pupils repeat. They practise saying the question quietly, loudly, angrily, etc.
- Pupils work in pairs. They take turns to ask and answer. Pupil A says, e.g. *Where's the robot?* Pupil B points and responds, e.g. *It's here. It's number five*. This could also be played as a memory game (Pupil B answers with his/her book closed).

Extra activity 2 (if time)

- Say *Look. What's my favourite toy?* Do a mime for one of the toys (see Practice, page T24). Pupils respond with the name of the toy. Repeat with a different mime.
- Say *What's my favourite toy?* Pupils repeat. They practise saying the question quietly, loudly, angrily, etc. Pupils play the mime game in pairs. They take turns to do actions.

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.
- Say the closing routine.

OBJECTIVES: By the end of this lesson, pupils will be able to name three more colours and will have created a symmetrical picture.

● TARGET LANGUAGE

Key language: orange, green, pink

Additional language: art, butterfly/butterflies, My butterfly is (orange, red and yellow), the same

Revision: red, yellow, brown, white, blue, black, What colour is it?

● MATERIALS REQUIRED

Colour flashcards (26–31 and 38–40)

Picture of a butterfly

Photocopiable 4 (see page T69), copied onto paper (one for each pupil), painting materials for each pupil (paintbrushes and paints in red, yellow, brown, black, blue, white, orange, green and pink), water

Crayons for each pupil: red, yellow, brown, white, blue, black, orange, green, pink

Extra activity 2: pictures of things that are symmetrical and asymmetrical (e.g. symmetrical: a dragonfly (seen from above), a bee (seen from above); asymmetrical: a cup with a handle on one side, the façade of a building with the door on one side, a human hand)

Optional: *Kid's Box Starter Interactive DVD*: 'Balloons!' documentary

Warmer

- Say the opening routine.
- Review colours using flashcards 26 to 31. Place the flashcards on the board at a height your pupils can reach. Elicit the colours. Call a confident pupil to the front. Say, e.g. *Point to black*. Repeat for the rest of the colours.

Presentation

- Teach the new colours using the flashcards. Pupils repeat the words in chorus. Make sure pupils say each colour several times.
- Show the colour flashcards in turn. Ask *What colour is it?* Elicit, e.g. *Pink*. Then shuffle the cards and show them in a different order. Elicit the colours, as before.
- Focus on items in the classroom. Say *Point to something green*. Pupils point. Repeat for *pink*, *orange* and the other colours.

CB30. ACTIVITY 1. Look and draw lines.

- Draw a simple picture of a butterfly on the board (like the one on Photocopiable 4) or show a picture of a butterfly. Say *This is a butterfly. A butterfly*. Pupils chorus the words several times.
- Say *Open your books at page 30, please*. Help pupils find the right page. Point to the picture of Marie and elicit her name. Point to the photographs in Activity 2 and say *It's art*. Check understanding of *art*.
- Point to the pictures of butterflies. Say *Butterflies. Point to the pink butterfly*. Pupils point and hold up their books to show you. Repeat for the other colours.
- Say *Point to the pink butterfly again. Say Point to the blue butterfly. Look!* Show pupils the example line linking the two butterflies. Say *They are the same. Two butterflies. Now look and draw lines*. Mime drawing a line between the pink and the blue butterflies. Pupils match the other butterflies. They draw lines to make pairs of butterflies that are the same. They check answers in pairs. Circulate and check answers.

Photocopiable 4: see page T69

CB30. ACTIVITY 2. Make a butterfly. Say the colours.

- Focus on the three photographs of the boy. Say *Look. It's a butterfly. It's art*. Point to each photograph and describe what is happening. Use gesture to help explain meaning, e.g. *Say Look at number one. He's painting* (mime painting). *Look at number two. He's folding the picture* (fold a piece of paper). *Look at number three. It's a butterfly! Wow!*
- Tell pupils they are going to make their own painting, like the one in the photograph. Hand out copies of Photocopiable 4 (see page T69), paintbrushes, paints and water. Pupils paint just one half of the butterfly. They then fold the paper along the centre line and open the picture to make a butterfly. Monitor and make sure pupils are only painting on one side. Ask individuals about their pictures, e.g. *What colour is this?* Help them to fold their paintings. If you cannot use paints in your classroom, follow the instructions for Extra activity 1 below. When pupils have finished the pictures, point to the two sides and say *Look. They are the same. The same colours*.
- Pupils compare their pictures in pairs or small groups. They talk about the colours, e.g. *My butterfly is orange, red and yellow*. Make a display of the paintings in the classroom. If possible, cut them out and hang them from the ceiling so they look as if they are flying.

Extra activity 1 (if time)

- Give each pupil another copy of Photocopiable 4 (see page T69). They draw lines to complete the picture so it is as symmetrical as possible. They colour the picture so each side looks the same. Monitor as pupils work. Point to the colours on pupils' butterflies and ask, e.g. *What colour is it?* Pupils can finish colouring at home.

Extra activity 2 (if time)

- Show your pictures of symmetrical and asymmetrical things. For each picture point to the two sides and ask *Are they the same? Yes or no?* Pupils respond by saying *Yes* and standing up or *No* (remaining seated). Talk briefly about symmetrical objects in the classroom.

Optional activity

- The 'Balloons!' documentary from *Kid's Box Starter Interactive DVD*. See pages 12–15 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Pupils prepare crayons (red, yellow, brown, white, blue, black, orange, green and pink) and place them on their desks. Say, e.g. *Show me orange*. Pupils hold up the correct crayon. Repeat with the other colours. When the pupils are all holding up the crayons correctly, ask for two or three colours, e.g. *Show me blue and black. / Show me pink, orange and yellow*.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have listened to examples of polite English and practised asking for items politely and responding.

● TARGET LANGUAGE

Key language: *Mummy, Daddy, Here's a (green) (robot) for you*

Additional language: *giving*

Revision: *values, What's this? It's a ..., classroom objects, toys, please, thank you, here you are, pass me the (book)*

● MATERIALS REQUIRED

Toy flashcards (32–37)

Extra activity 2: three or four real toys in colours pupils know (e.g. a red car, a yellow robot, a pink doll, an orange ball)

Warmer

- Say the opening routine.
- Review the language from the last 'values' lesson. Say to a pupil *Pass me the book, please*. The pupil passes the book. Encourage the pupil to say *Here you are*. Say *Thank you*. Ask different pupils to pass you more classroom objects (e.g. a pencil, an eraser, a bag, a crayon).
- Repeat the dialogue, saying all the lines yourself. Pupils chorus each line several times.
- Pupils work in pairs. They practise asking for and handing over objects in the same way. Monitor and remind them to use *please* and *thank you*.

CB31 ACTIVITY 3. Listen and point.

- Say *Open your books at page 31, please*. Help pupils find the right page. Point to the picture of Trevor at the top of the page. Elicit his name. Wave at Trevor and say *Hello, Trevor!* Pupils say *Hello, Trevor!* and wave. Remind pupils of the meaning of *values*, and that Trevor's pages are about doing the right thing. Point to the four large pictures and say *Listen and point*. Play the CD. Pupils point to the characters as they speak.
- Elicit/Present *Mummy* and *Daddy*. Say *Point to Mummy*. Pupils point to the mother in picture 3 or 4. They hold up their books to show you. Repeat for *Daddy*.

CD 1, 43

What's this, Daddy?

It's a kite.

Here's an orange kite for you.

Oooh! Thank you, Daddy.

Look! Here's a green robot for you.

Oooh! Thank you.

And here's a pink car for you, Mummy.

Oooh! Thank you.

Practice

- Play the CD again. Stop after each line. Pupils repeat in chorus. Encourage them to use the same intonation as on the recording. Talk briefly about presents. Say that it is very nice to receive presents, but it also feels good to give someone a present. Ask pupils if they have made a present for someone themselves, or received a homemade present.

CB31. ACTIVITY 4. Act it out.

- Place the doll, car and bike flashcards on the board at a height your pupils can reach. Elicit the words. Then elicit a sentence for each toy with colour(s), e.g. *It's a blue bike*.
- Take one of the flashcards off the board and give it to a pupil. Say, e.g. *Here's a red car for you, Amelia*. The pupil takes the card and says *Oh! Thank you*. Repeat with the other flashcards. When you give the last flashcard, the class choruses your words. Then collect the flashcards in again. Say, e.g. *Pass me the car please, Amelia*.
- Ask two pupils to come to the front. The first pupil chooses a flashcard. He/She gives it to the other pupil and says *Here's a (colour) (toy) for you, (name)*. The second pupil does the same. Make sure they both say *Thank you*.
- Pupils work in pairs. They practise the dialogue and mime handing over and taking toys.
- If there is time, give out a piece of paper to each pupil. Ask them to secretly draw a picture of the toy they would like to give to their partner (from the six toys they know). Pupils draw and colour the picture. They keep it hidden if possible. When the pictures are complete, they hand over their gifts to their partner and say, e.g. *Here's a green ball for you, (partner's name)*. Pupils receiving a picture say *Thank you*.

Extra activity 1 (if time)

- Pupils look at the pictures on page 31. Mime and say a line from one of the pictures, e.g. *Here's an orange kite for you*. Pupils say the number of the picture, e.g. *Two*. Repeat with the other pictures. Pupils can do the same in pairs.

Extra activity 2 (if time)

- Start a chain at the front of the class. Give a pupil one of the toys you have brought to class. Say, e.g. *Here's a yellow robot for you, Ruby*. The pupil says *Thank you*. He/She then passes the toy to the pupil on his/her right and says *Here's a yellow robot for you, (name of pupil)*. The second pupil says *Thank you*. He/She passes the toy to the right in the same way, and so on.
- When pupils are confident with the game, start two or three new chains with different pupils and different toys (e.g. *Here's an orange ball for you, Louis*. *Here's a pink doll for you, Yana*).

Ending the lesson

- Hold up one of the toy flashcards. Make a sentence about it, but something wrong, e.g. the name of the toy or the colour. Show, e.g. the car flashcard and say *Here's a blue car for you*. Pupils say *No!* Ask a pupil to make the correct sentence. Hand the card to the pupil. Repeat with the rest of the cards.
- Say the closing routine.