

OBJECTIVES: By the end of this lesson, pupils will have named rooms of a house and furniture and learnt a chant.

● TARGET LANGUAGE

Key language: *bedroom, kitchen, living room, bed, door, sofa*

Additional language: *house, my bedroom is blue, the door is red, Where's the sofa? It's here ..., in the living room*

Revision: *mouse, star, colours, open, please, chair, table*

● MATERIALS REQUIRED

Monty, table, chair and house flashcards (3, 11, 15, 43–48)

One set of character masks for each pair of pupils

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

Unit 5 Reinforcement worksheet 1 (page 31)

Warmer

- Say the opening routine.
- Draw a simple house on the board and elicit/teach the word. Place the flashcard of Monty next to the house. Say *Who's this? Elicit Monty. Ask What's Monty? Elicit Mouse. Say Monty's a mouse. This is his house.* Pupils repeat. Say the sentence faster and faster as a tongue twister. Pupils repeat. Ask individual pupils to say the tongue twister on their own.

Presentation

- Teach the rooms, *door* and furniture using the flashcards. Show each flashcard in turn and elicit or say the word. Pupils repeat. Review *chair* and *table* with the flashcards.
- Show all the flashcards again. Elicit the words. Pupils repeat.
- Teach the following mimes: *bedroom*: eyes closed, head on one side resting on hands; *kitchen*: stirring a saucepan on the oven; *living room*: changing TV channels with a remote control.
- Say a room. Pupils do the mime. Do a mime. Pupils say the room.
- Make three or four groups. Show all the flashcards in different orders. Elicit the words in chorus and in groups.

CB34. ACTIVITY 1. Listen and point.

- Say *Open your books at page 34, please.* Help pupils find the right page.
- Point to the house and say *Is this Maskman's house? Is this Marie's house? Is this Monty's house?* Put on the Monty mask and mimic his 'tour guide' pose. Elicit/Say *It's Monty's house.*
- Get pupils to find the hidden star in the picture (see page T18 for the procedure). Point to the star (in the toy room). Say *Here it is.* Pupils repeat.
- Put the house flashcards on the board. Elicit the words. Say *Listen and point.* Play the CD. Pupils listen and point to the rooms, the bed, the sofa and the red door in their books. Play the CD again. Pupils join in with the chant at the beginning and point to the rooms and objects again. Point to the flashcards on the board at the same time, to check.
- Play the CD again. Pause after each room to check understanding. Ask, e.g. *What colour's the kitchen? What colour's the bedroom? Is the sofa in the bedroom?*

CD 2, 02

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MONTY: Look at my house, Marie. My kitchen is yellow and my bedroom is blue.

MARIE: Yes, and the living room is orange. It's an orange living room and the door is red.

MASKMAN: Ooow ... Where's the sofa?

MONTY: It's here, in the living room. Look. It's green ... and my bed is white.

MASKMAN: Ooh, yes, ... a bed. Hmm. ... The sofa. Open the red door please, Monty.

CB34. ACTIVITY 2. Say the chant.

- Place the room and furniture flashcards on the board in the same order as they appear in the chant. 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 and tap each one the number of times the word is said. Pupils clap instead of tapping. They clap loudly when the door slams at the end.
- Say *Let's say the chant. Listen and repeat.* Play the CD. Stop after each line. Pupils repeat in chorus and clap.

CD 2, 03

Sofa, sofa,

Bed, bed, bed,

Bedroom, kitchen,

Living room.

Door!

Sofa, sofa,

Bed, bed, bed,

Bedroom, kitchen,

Living room.

Door!

Practice

- Demonstrate the activity. Ask a pupil to come and put on the Maskman or Marie mask. Put on the Monty mask yourself. Stand as if showing your house. Say, e.g. *This is my house. My kitchen is yellow.* Encourage the pupil to react by saying, e.g. *Oh! Yes. And the living room is (blue).* (He/She doesn't have to remember the colours in the book.) Repeat with a different pupil. Then ask a pair of confident pupils to say the dialogue at the front of the class.
- Pupils work in pairs. They stand up and put on masks. Pupil A 'shows' his/her house. Pupil B responds. Then they swap.

Extra activity (if time)

- Place the house flashcards and table and chair flashcards on the board. Make two or three teams. They line up, facing the board. Whisper the name of a room or piece of furniture on the board to the first pupil in each team. They whisper back along the line to the end. The pupil at the back runs to the board and touches the correct flashcard. The first pupil to touch the right card – and to say the room/object correctly – wins a point for their team. The pupils from the end of the lines join the front of the teams. Repeat four or five times. The team with the most points at the end is the winner.

Optional activity

- Unit 5 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 31).

Ending the lesson

- Mime sleeping. Elicit *Bedroom.* Mime making coffee. Elicit *Kitchen.* Mime playing a computer game. Elicit *Living room.*
- Pupils repeat the game in pairs. They take turns to mime.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about rooms and furniture and followed instructions to colour a picture.

● TARGET LANGUAGE

Key language: *bedroom, kitchen, living room, bed, door, sofa*

Additional language: *Colour the ... (blue). Where's the ...? It's here.*

Revision: numbers 1–6, colours, *It's a ..., toys, chair, table*

● MATERIALS REQUIRED

House flashcards (43–48)

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

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

Unit 5 Reinforcement worksheet 2 (page 32)

Warmer

- Say the opening routine.
- Place the house flashcards on the board in the order they appear in the chant from the previous lesson (CD 2, 03). Pupils say the chant and point to the flashcards.
- Play the chant again. Pupils do the actions for the rooms (see Presentation on page T34). They clap their hands when the door slams at the end.

CB35. ACTIVITY 3. Listen and circle.

- Say *Open your books at page 35, please.* Help pupils find the right page.
- Focus pupils on the pictures. Elicit each word.
- Say *Listen and circle.* Draw a circle on the board as you say *circle*. Play number 1 and elicit the answer (*sofa*). Demonstrate how to circle the picture of the sofa in the book. Make sure pupils know that they have to circle one of the pictures each time. Tell them to use pencil, not pen.
- Play the rest of the CD. Stop after each one for pupils to think and circle. They check in pairs. Play the CD again. Stop after each one and check with the class.

Key: 2 door, 3 kitchen, 4 living room, 5 bedroom, 6 table

CD 2, 04

1. It's a sofa.
2. It's a door.
3. It's a kitchen.
4. It's a living room.
5. It's a bedroom.
6. It's a table.

CB35. ACTIVITY 4. Listen and colour. towards

- Review colours. The pupils prepare nine crayons and place them on their desks. Call out a colour. Pupils hold up the correct crayon. Repeat with the other colours. Then call out the colours again in a different order. Repeat several times, speeding up.
- Focus pupils on the picture of the house. Elicit known items. Say, e.g. *Point to the living room. Point to the kite. Point to the chair.* Point to the room with the toys and say *toy room*. Pupils repeat several times.
- Play the example. Ask *What colour is the door?* Elicit *Green*. Point to the example colouring.

- Make sure pupils have the crayons ready. Say *Listen and colour*. Pupils mark each item with a dot in the right colour. They colour the picture in fully after the listening. Play the CD. Stop after each colour. Pupils listen and mark the item. They check in pairs.
- Play the CD again. Check with the class. Ask, e.g. *What colour's the kitchen?* Pupils respond *It's blue*.

Key: See audioscript.

CD 2, 05

Colour the door green.

Colour the sofa brown.

Colour the kitchen blue.

Colour the living room red.

Colour the bed orange.

Colour the toy room yellow.

Colour the bedroom pink.

Extra activity 1 (if time)

- Stick the flashcards on the board. Say *Where's the living room?* Ask a pupil to come and point to the correct flashcard. Repeat with the other flashcards.
- Practise the question *Where's the ...?* with the class. Say *Where's the chair?* Pupils repeat in chorus. Vary the way you say the question (shout, whisper, sing, etc.). Pupils copy.
- Pupils work in pairs. They look at the picture in Activity 4. Pupil A asks *Where's the ...?* Pupil B points to the item or room and says *It's here*. Then they swap roles.

Extra activity 2 (if time)

- Draw a cross section of a house with two floors and three rooms (a bedroom upstairs, a kitchen and a living room downstairs) on the board. Draw a wardrobe and lamp in the bedroom, a washing machine and cooker in the kitchen and a TV in the living room.
- Ask a pupil to say something he/she knows in English that you can add to the house, e.g. *sofa*. Ask *Where's the sofa? In the bedroom? In the kitchen?* The pupil responds, e.g. *In the living room*. Add the item to your picture. If you have coloured board pens, ask *What colour's the sofa?* Ask a pupil to come and colour the sofa. While the pupil colours, ask for more items to add to the house. Continue, until you have added all the furniture and toys pupils know.

Optional activity

- Unit 5 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 32).

Ending the lesson

- Teach the following mimes for furniture:
- *door*: open and close a door
- *table*: lean both elbows on a table
- *chair*: sit down
- *sofa*: sit down, stretch out legs, arms behind head
- *bed*: eyes closed, head on one side as if asleep
- Say a word. Pupils mime. Repeat several times. Do a mime. Pupils say the word. Repeat.
- Divide the class into five groups. Number them 1 to 5. Pupils stand. Say numbers and furniture words. E.g. say, *One: chair. Two: bed. Three: sofa. Four: table. Five: door*. Groups mime. Repeat, varying the numbers and furniture words. Repeat several times. Say the instructions quickly.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will be able to understand prepositions *in*, *on*, *under* and will have learnt a song.

● TARGET LANGUAGE

Key language: *in*, *on*, *under*

Additional language: *doll*, *He/She's ...*

Revision: *I'm ...*, *rooms*, *furniture*, *colours*

● MATERIALS REQUIRED

Character, toy, house, preposition flashcards (1–3, 32–37, 43–48, 49–51)

Photocopiable 5 (see page T70), copied onto thin card or paper (one for each pupil), crayons and scissors, one set of characters/objects on page T70 already coloured and cut out

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

Unit 5 Song worksheet (page 35)

Warmer

- Say the opening routine.
- Review rooms of the house and furniture. Use the flashcards and items in the classroom or the mimes from the previous lesson.

Presentation

- Teach the prepositions using real objects first. Hold up a book and elicit *Book*. Put the book in your bag and say *Look. It's in the bag. In the bag*. Emphasise *in*. Pupils repeat *In the bag*. Put the book on a table. Make sentences with *on* in the same way. Pupils repeat *On the table*. Repeat for *Under the table*.
- Put the book in different places and elicit the correct prepositions.
- Use the flashcards to reinforce the prepositions as single words. Show each flashcard and say the word. Pupils repeat. Show the flashcards. Elicit the words.

Song

CB36. ACTIVITY 5 *Listen and point. Sing the song.*

- Say *Open your books at page 36, please*. Help pupils find the right page. Say *Look at the picture. What can you see?* Elicit *bed*, *door* and *doll*.
- Say *Listen and point*. Play the CD. Pupils point to the correct doll in the picture for each verse.
- Play the CD line by line. Pupils repeat.
- Say *Let's sing the song*. Play the whole song. Pupils join in. Teach a finger drill:
on: two fingers of right hand placed on closed left hand
in: two fingers of right hand placed in closed left hand
under: two fingers of right hand placed under left hand
- Say the words and do the actions. Pupils copy. Say *in*, *on* or *under*. Pupils do the correct action. Repeat several times, speeding up.
- Play the CD, sing and do the actions. Pupils copy.

CD 2, 06

I'm on, on, on,
I'm on the door.
I'm on, on, on,
I'm on the door.

He's on, on, on,
He's on the door.
He's on, on, on,
He's on the door.

I'm in, in, in,
I'm in the bag ...
She's in, in, in,
She's in the bag ...
I'm under, under, under,
I'm under the bed ...

He's under, under, under,
He's under the bed ...
He's under the bed!

CD 2, 07

Now sing the song again. (Karaoke version)

Practice

- Hand out the character flashcards to three pupils. Say, e.g. *Maskman's under the table. He's under the table*. The pupil with the Maskman flashcard puts it under a table. Do the same for the other two flashcards, but use different prepositions (e.g. *Marie's in my bag. Monty's on the chair*). Ask, e.g. *Where's Maskman?* Pupils respond *Under the table*. A pupil picks up the flashcard and hands it to you. Repeat with different pupils and places.

Photocopiable 5: see page T70

- Show the pupils the photocopiable. Point to the bedroom at the top and say *Look. Here's a bedroom. What can you see under the bedroom?* Elicit *Maskman*, *Marie*, *Monty*, *doll*, *ball*, *car*. Hand out Photocopiable 5 (see page T70).
- Show the completed set of cut-out and coloured characters/objects. Pupils colour and cut out the items and characters on their photocopiable.
- Hold up the photocopy and ask *What can you see in the bedroom?* Elicit *bed*, *table*, *chair*, *door*, *bag*. Put the cut-out ball on the bed in the picture. Ask *Where's the ball?* Pupils respond *On the bed*. Repeat with different objects/characters in different positions (e.g. on the door, on the chair, in the bag).
- Demonstrate the pair work activity. Ask a pupil to put the objects/characters on his/her photocopy in different places. Ask the pupil *Where's Maskman?* He/She responds, e.g. *In the bag*. Place the cut-out of Maskman in the bag on your picture. Repeat with the ball, the doll, etc. Check with the pupil that you have put things in the right place.
- Pupils work in pairs. They take turns to position the objects/characters and ask and answer. Then they check. Monitor and check they are using the language, not looking at each other's pictures before they finish.

Extra activity (if time)

- Pupils work in pairs. They make sentences using the new prepositions. Pupil A puts classroom items on his/her table, in his/her bag and under a chair. Then he/she asks Pupil B, e.g. *Where's my (eraser)?* Pupil B looks and says, e.g. *On the table*. When Pupil B has found all the items, they swap roles.

Optional activity

- Unit 5 Song worksheet from the *Starter Teacher's Resource Book* (page 35).

Ending the lesson

- Draw a bed, a table, a bag and a chair on the board. Place flashcards of toys underneath. Say, e.g. *The robot's on the chair*. Ask a pupil to put the correct flashcard in the right place. Repeat with different sentences.
- Say the closing routine.

OBJECTIVES: By the end of the lesson, pupils will be able to describe the position of an object using *in*, *on* or *under*.

● **TARGET LANGUAGE**

Key language: *in, on, under*

Additional language: *Where's the ...? It's ..., monster, He's ..., follow*

Revision: rooms and furniture, toys

● **MATERIALS REQUIRED**

Extra activity 2: Character flashcards (1–3)

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

Unit 5 Extension worksheet 1 (page 33)

Warmer

- Say the opening routine.
- Play the song from the previous lesson (CD 2, 06). Pupils sing along and do the finger drill actions.

CB37. ACTIVITY 6. *Listen and draw lines.*

- Say *Open your books at page 37, please.* Help pupils find the right page. Hold up your book and point to the items on the left. Elicit the words. Ask, e.g. *What's number one?* Pupils respond (*A*) *ball*. Ask *Where's the sofa?* (In the living room), *Where's the table?* (In the kitchen), *Where's the car?* (In the bedroom). Elicit other known items (*robot, chair, etc.*).
- Point to the ball. Ask *Where's the ball? Look.* Point to the example line and elicit *In the bedroom. On the bed.* Say *Listen and draw lines.* Play the example on the CD to confirm. Tell pupils to use a pencil. Play the rest of the CD. Stop after each answer for pupils to think and draw lines. They check in pairs.
- Play the CD again. Stop after each one and check answers as a class. Ask, e.g. *Where's the (book)?* Pupils respond, e.g. (*It's*) *in the living room. (It's) on the sofa.* They show you the line they have drawn.

Key: See audioscript.

CD 2, 08

1. Where's the ball?
It's in the bedroom. It's on the bed.
2. Where's the kite?
It's in the kitchen. It's under the table.
3. Where's the pencil?
It's in the bedroom. It's in the car.
4. Where's the book?
It's in the living room. It's on the sofa.

Practice

- Pupils work in pairs. Pupil A looks at the picture of the house in Activity 6 for 30 seconds and remembers where things are. Then he/she closes the book. Pupil B asks *Where's the ...?* questions. Pupil A answers, e.g. *In the living room. It's on the sofa.* Then they swap roles. Monitor the activity. Encourage pupils to describe the position of objects in as much detail as possible. The pupils can also keep score.

CB37. ACTIVITY 7. *Listen and follow.*

- Focus on Activity 7. Point to the picture of the monster yawning. Teach *monster*. Hold up your book. Point to different pictures in the maze and ask *Where's the monster?* Pupils look and check with a partner. They say, e.g. *On a bike.* Say *Yes. In this picture he's on a bike.*
- Say *Listen and follow.* Play the CD. Pause after the first sentence. Point to the example line from the first picture of the monster yawning to the picture of the monster under the book. Say *Point. Follow.* Show pupils how to follow the route with their finger. Play the rest of the CD. Pause after each sentence. Pupils follow with their finger the first time.
- Play the CD again. This time pupils use a pencil to draw lines from picture to picture. They check in pairs. Play the CD once more. Pause after each sentence to check the route with the class.

Key: See audioscript for route.

CD 2, 09

He's under the book.

He's on the sofa.

He's under the kite.

He's under the chair.

He's in the car.

He's on the kite.

He's under the sofa.

He's in bed.

Extra activity 1 (if time)

- Hold up your book and point to the pictures in Activity 7. Point to one of the pictures and point to a pupil. Ask, e.g. *Where's the monster?* The pupil says, e.g. *He's in bed.* Repeat with different pictures.
- Pupils work in pairs. They look at the pictures in Activity 7. Pupil A points to a picture. Pupil B makes a sentence, e.g. *He's in the bag.* Then they swap roles.

Extra activity 2 (if time)

- Place the character flashcards around the classroom (e.g. Maskman under the table, Marie on the door, Monty in your bag, but visible). Ask, e.g. *Where's Maskman?* Ask a pupil to answer. The pupil says, e.g. *Under the table.* If he/she is correct, he/she takes the flashcard. Repeat with the other flashcards. Then repeat with the flashcards in different places.

Optional activity

- Unit 5 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 33).

Ending the lesson

- Review classroom objects using items in the room.
- Play an action game to practise prepositions. Pupils do the action only when you say *please*, e.g. *Put your book in your bag, please* (pupils put their book in their bag). *Put a pencil under your chair* (pupils don't put a pencil under their chair). Repeat these and other instructions with prepositions quickly, one after another. Pupils miss a turn when they make a mistake.
- 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: *He isn't ... , Where is he?, Is he ...? This is my bedroom.*

Revision: rooms and furniture, *house, open, here*

● MATERIALS REQUIRED

Four classroom objects or real toys (a toy robot, a car, a doll, a kite or a ball)

Extra activity 1: one set of character masks

Extra activity 2: blank paper / notebooks

Optional: *Kid's Box Starter Teacher's Resource Book* Unit 5

Extension worksheet 2 (page 34) and/or animated version of the Unit 5 story from *Kid's Box Starter Interactive DVD*

Warmer

- Say the opening routine.
- Put four classroom objects (e.g. a book, an eraser, a bag and a pencil) or toys (e.g. a yellow ball, a red ball, a doll and a car) in different places towards the front of the classroom. Pupils must be able to describe the positions. Ask *Where's the ...?* Pupils respond (*It's in/on/under the ...*).
Note: If you don't wish to use real objects, you can draw a simple picture of a bedroom and draw four items in/on/under the furniture.
- Ask a pupil to come to the front, close his/her eyes and say where all the objects are.

Story

CB38. ACTIVITY 8. *Listen to the story.*

- Say *Open your books at page 38, please.* Help pupils find the page. Say *Look at the pictures. What can you see?* Elicit the room and items of furniture in the pictures. Say *Listen and point to the pictures.* Play the CD. Pupils listen and point the first time.
- Say *Listen and look. Where's Maskman?* Play the CD again. Pupils check in pairs. Check with the class (in Monty's bed).
- Play the CD again. Stop after each picture to check understanding. Hold up your book. Point to the picture and ask, e.g. *Picture 1: Is this Marie's house?* (No, Monty's). *Picture 2: Where are Monty and Marie?* (In the kitchen). *Picture 4: Is Maskman under the sofa?* (No), etc.

CD 2, 10

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

MONTY: Hello, Marie.

MARIE: Hello, Monty. Er, where's Maskman?

MONTY: Humph! He's in my house.

MARIE: OK. Open the door please, Monty.

MONTY: Oh. He isn't in the kitchen.

MARIE: No. Where is he?

MONTY: Hmm ... the sofa?

MARIE: Is he on the sofa?

MONTY: No, he isn't on the sofa.

MARIE: No, and he isn't under the sofa.

MONTY: Where is he?

MONTY: This is my bedroom. He isn't here!

MARIE: Is he under the bed?

MARIE: He isn't here. He isn't under the bed!

MONTY: No, he isn't under the bed. He's in the bed. ... He's in my bed!

MARIE: Ahh, Maskman.

Extra activity 1 (if time)

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks.
- Play the CD and help the pupils act out the story. Ask the pupils to join in with the characters' lines and the noises they make, as much as they can. 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)

- Draw a picture of a bedroom. Draw a bed, a door, a table and a chair. Draw a robot on the bed. Say *This is my bedroom. The bed is here. The door is white. My robot is on the bed.*
- Pupils draw a picture of their bedroom in the same way. They talk about their pictures in pairs or small groups. Confident pupils show their pictures to the whole class and talk about them.

Optional activities

- Unit 5 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 34).
- The animated version of the Unit 5 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 *Open your books at page 38. Look at the pictures. Yes or no?* Say true or false sentences about the pictures, e.g. *Monty's sofa is red.* Pupils stand up for 'true' and stay sitting down for 'false'.
- 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 colour's your bedroom?*

Revision: *What's your name? How old are you?*

● MATERIALS REQUIRED

Table, chair, house and preposition flashcards (11, 15, 43–48, 49–51)

Maskman mask for the teacher (and for larger classes:

Maskman mask for each pair of pupils)

Extra activity 1: three balls of different colours (e.g. one red, one blue, one green)

Extra activity 2: Maskman mask for each pair of pupils

Warmer

- Say the opening routine.
- Review the house vocabulary, *table*, *chair* and prepositions using the flashcards.
- Place three flashcards on the board to make prompts, e.g. *table*, *in* and *living room*. Ask *Where's the table?* Point at the flashcards and elicit *The table's in the living room*. Repeat several times with different flashcards. The whole class responds. Then ask individual pupils to make the sentences.

CB39. ACTIVITY 9. Listen and stick.

- Say *Open your books at page 39, please*. Help pupils find the right page. Say, e.g. *Point to the bedroom*. Pupils point to the correct room in the picture.
- Pupils prepare the room and furniture 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 items and rooms.
- Say *Now listen and stick*. Mime taking a sticker off the sheet and positioning it in the correct place. Play the CD. Stop after each one. Check pupils have the correct sticker and the correct position on the page. Pupils stick the sticker in the correct place. Monitor around the class to check.

CD 2, 11

1. The sofa is in the blue bedroom.
2. This is the yellow bedroom.
3. The living room is under the blue bedroom.
4. The bed is in the red bedroom.
5. The door is under the living room.
6. The kitchen is under the red bedroom.

CB39. ACTIVITY 10. Talk to Maskman. **S** towards

- 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 and repeat as Maskman. Choose a pupil to respond. The pupil responds as appropriate.
- 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 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 2, 12

Hello ... I'm Maskman!

What's your name?

How old are you?

Where's the door?

Where's your chair?

Where's your book?

What colour's your bedroom?

Extra activity 1 (if time)

- Show three coloured balls in turn and elicit the colours, e.g. *Green ball*.
- Hide the balls in places around the classroom that pupils can describe (e.g. in an open book, under a table/chair, on a bag/table/chair). Ask, e.g. *Where's the green ball?* Ask a pupil to come and find the ball. He/She makes a sentence using *in*, *on* or *under* (e.g. *It's / The green ball's under the table*). Repeat the game, hiding the balls in different places.

Extra activity 2 (if time)

- Pupils work in pairs. They repeat the Talk to Maskman activity. This time they think of their own questions about the classroom. Pupil A wears the Maskman mask and asks three or four questions, e.g. *Where's your chair? Where's your pencil? Where's my bag?* Pupil B responds. Then they swap roles. Stick flashcards of useful words (classroom items, prepositions, colours) on the board, if necessary.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do this together.
- Say the closing routine.