

Friends 3 Lesson 13		What's in the toy box?		Vocabulary	
Aims	Understanding the following words: <i>boat/plane/kite/bike/scooter/toybox</i>	Contents	Grammar Questions with the verb <i>to be</i>	Checklist	Printed copies of Handout 1 for each student to practise vocabulary
	Recycling toy vocabulary: <i>doll, monster, teddy, football, car, lorry</i>		Vocabulary <i>What's in the toybox?</i> <i>boat/plane/kite/bike/scooter/toybox</i> Toy vocabulary: <i>doll, monster, teddy, football, car, lorry</i> <i>Is it a ...?</i>		Coloured pencils Cloth draw-string bag and various objects (pencil, pen, ball...)
Language Analysis					
We make Yes/No questions with the verb <i>to be</i> by putting the subject, <i>it</i> , after the verb: <i>It's a car. Is it a car?</i>					

Procedure

Warm-up Off the screens

1. Revise the toy words with the game of Goody Bag.
2. Tell the students to close their eyes and while their eyes are closed, place an object (pen, pencil, book, car ...) in the cloth draw-string bag.
3. Tell your students to take turns feeling the object (without looking) and then guess what the object is. (pencil, car, etc.).
4. You can try to elicit full answers It's a.... (marker, pen)! or "Is it a ...(marker, pen)?"

Screen 2

Alex: *What's in the toybox?*

Tony: *Is it a doll?*

Sam: *Is it a lorry?*

Alex: *It's a bike and... it's a scooter!*

Alex: *What's in the toybox?*

Pat: *Is it a football?*

Tony: *Is it a teddy?*

Alex: *It's a plane and... it's a boat!*

Alex: *What's in the toybox?*

Pat: *Is it a monster?*

Sam: *Is it a car?*

Alex: *It's a kite!*

Alex, Tony and Sam: *Poor Biscuit!*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Ask your students listen and watch the presentation.

Note: The name *Teddy Bear* comes from former United States President Theodore Roosevelt. This iconic soft toy was first produced in the early years of the 20th century.

Screen 3

Audio 1: *It's a bike.*

Audio 2: *It's a boat.*

Audio 3: *It's a plane.*

Audio 4: *It's a scooter.*

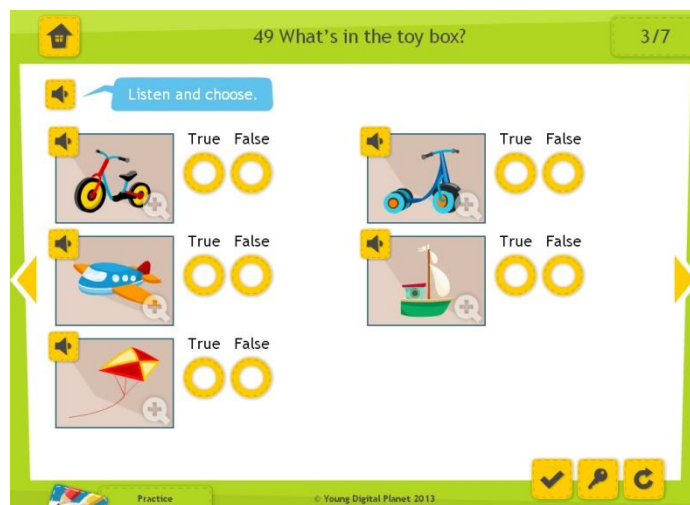
Audio 5: *It's a kite.*

Key: (from left to right)

1 True 2 False

3 True 4 False

5 True



Ask your students to listen choose the correct answer.

Screen 4

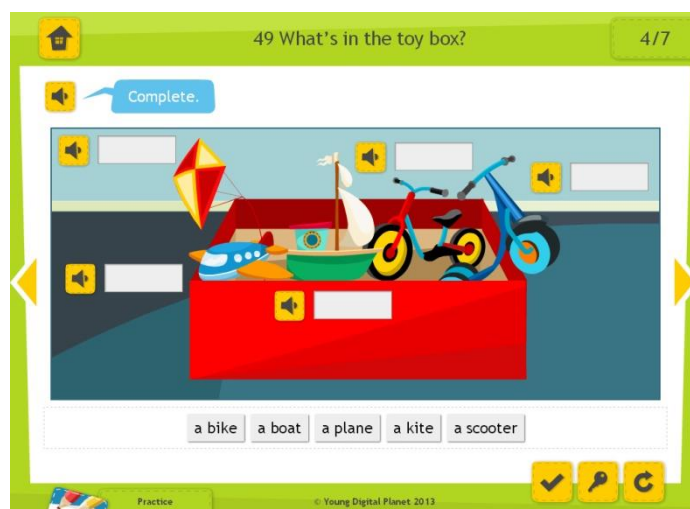
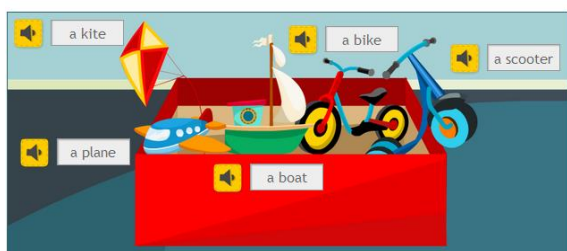
Audio 1: *a boat*

Audio 2: *a plane*

Audio 3: *a kite*

Audio 4: *a bike*

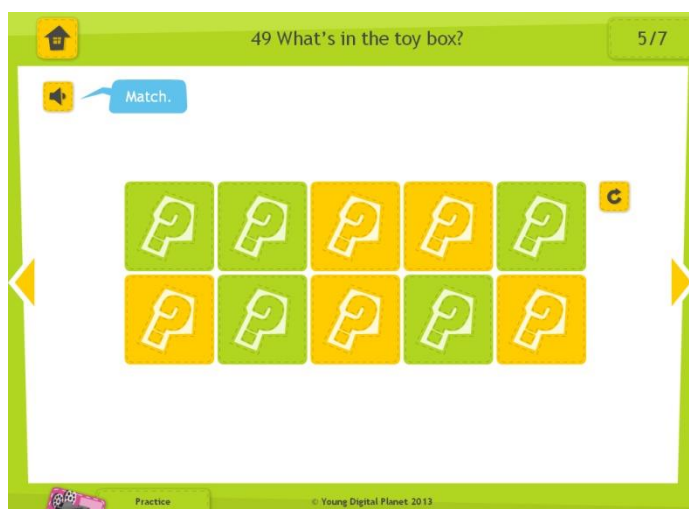
Audio 5: *a scooter*



Ask your students to listen and drag the words into correct gaps.

Screen 5

A kite
A scooter
A bike
A boat



Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

5. On the screen you will see two sets of cards 'face down'.
6. Click on one card from each set to make a pair.
7. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
8. Try and remember where the pictures and words are.
9. Choose two more cards to make a pair.
10. Continue until you have matched all the pairs.

Ask students to do the activity individually or put them in pairs.

If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.

Screen 6

Audio:

What's in the toybox?

It's a bike!

It's a scooter!

It's a boat!

It's a plane!

It's a kite!



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise vocabulary.

1. Look at the picture.
2. Click the start button and listen to the question. Look at the toy box.
3. Think about how to answer the question.
4. Click the items in the toy box. Listen and repeat.
5. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Ask your students to draw toys in the toybox in the Handout.

Monitor your student's progress and ask them questions as they work or show you the finished picture: *Is it a bike, boat, scooter etc?* Elicit full sentence answers: *It's a plane, It's a kite, etc.*

Handout

boat plane kite bike scooter doll
monster teddy football car lorry



Handout

boat plane kite bike scooter doll
monster teddy football car lorry



Friends 3 Lesson 14		My favourite toy is my kite.		Grammar & Functions	
Aims	Understanding and saying: What's your favourite toy? My favourite toy is my ...	Contents	Vocabulary What's your favourite toy? My favourite toy is my: robot, teddy, doll, plane, kite, scooter, bike, football, boat, ball, car, monster.	Checklist	A set of flashcards
	Recycling toy vocabulary: robot, teddy, doll, plane, kite, scooter, bike, football, boat, ball, car, monster.				1 master handout for each student to practise vocabulary (toys)
Language Analysis					
In detailed inverted questions we proceed the verb to be with a <i>wh</i> question word / phrase. <i>What is your favourite toy?</i> The verb <i>to be</i> is often shortened to "s in 3 rd person. <i>What 's your favourite toy?</i>					

Procedure

Warm-up Off the screens

1. Revise the toy vocabulary with the game of Snap. Use flashcards.
2. Sit your students in a circle and place target vocabulary flashcards face up in the middle of the circle.
3. Shout out a flashcard (car, doll, etc.) and the student who slaps the flashcard first, can keep it for the duration of the game.
4. In case some children are quicker than others, create a penalty for slapping the wrong card.
5. You can make the game more challenging by calling out a flashcard that isn't in the circle. If a student slaps the wrong card, make him put one of his flashcards back into the circle.

Screen 2

Lucy: Alex, what's your favourite toy?

Alex: My favourite toy is my kite.

Lucy: Thank you, Alex!

Kim: Pat, what's your favourite toy?

Pat: My favourite toy is my plane.

Kim: Thank you, Pat!

Lucy: What's your favourite toy, Tony?

Tony: My favourite toy is my teddy.

Lucy: Awesome! Thanks, Tony.

Kim: Sam, what's your favourite toy?

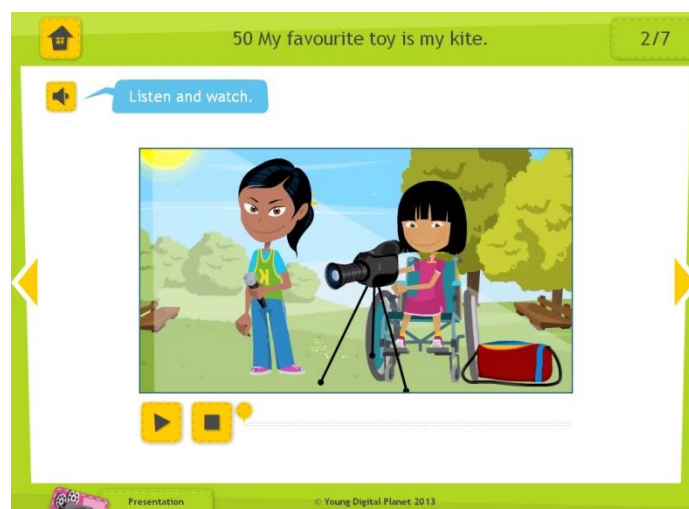
Sam: My favourite toy is my football.

Kim: Thank you, Sam.

Lucy: What's your favourite toy, Jill?

Jill: My favourite toy is my doll.

Lucy: That's my favourite toy too!



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Ask your students to listen and watch the presentation.

Note: BrE *favourite*; AmE *favorite*

Screen 3

Audio 1:

Lucy: *What's your favourite toy?*

Alex: *My favourite toy is my kite.*

Audio 2:

Lucy: *What's your favourite toy?*

Pat: *My favourite toy is my plane.*

Audio 3:

Lucy: *What's your favourite toy?*

Tony: *My favourite toy is my teddy.*

Audio 4:

Lucy: *What's your favourite toy?*

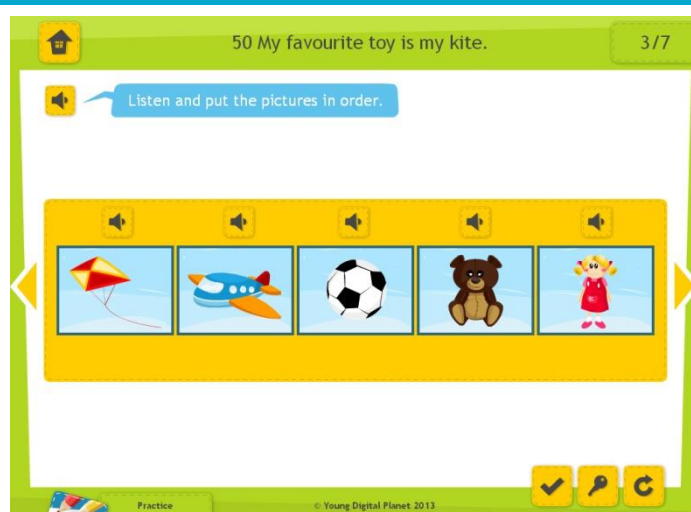
Sam: *My favourite toy is my football.*

Audio 5:

Lucy: *What's your favourite toy?*

Jill: *My favourite toy is my doll.*

Key: also see audio for correct order



Ask your students to listen and put the pictures in the correct order.

Screen 4

Audio 1:

Kim: *What's your favourite toy?*

Child1: *My favourite toy is my scooter.*

Audio 2:

Kim: *What's your favourite toy?*

Child2: *My favourite toy is my bike.*

Audio 3:

Kim: *What's your favourite toy?*

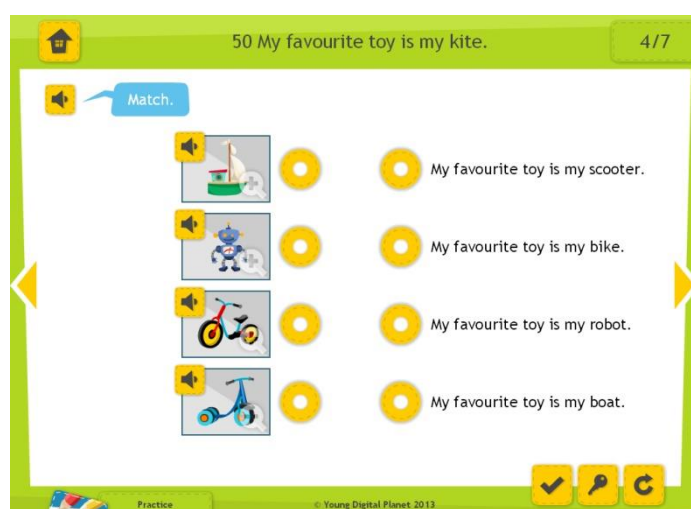
Child3: *My favourite toy is my robot.*

Audio 4:

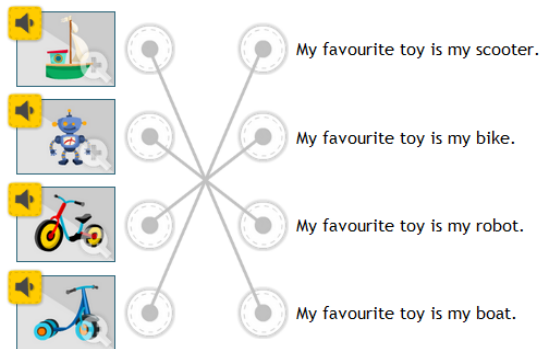
Kim: *What's your favourite toy?*

Child4: *My favourite toy is my boat.*

Key:



Tell your students to match the audio with the



corresponding sentence.

Screen 5

Key:

- 1 ball
- 2 lorry
- 3 car
- 4 monster

 50 My favourite toy is my kite. 5/7

 Choose.

 My favourite toy is my .

 My favourite toy is my .

 My favourite toy is my .

 My favourite toy is my .

ball

monster

car

lorry

 Practice
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Ask your students to pick the right word for each gap.

Screen 6

Lucy: *What's your favourite toy?*

*My favourite toy is my lorry.
My favourite toy is my kite.
My favourite toy is my car.
My favourite toy is my teddy.
My favourite toy is my doll.*



Ask your students to listen and repeat the sentences.

Now it's your turn.

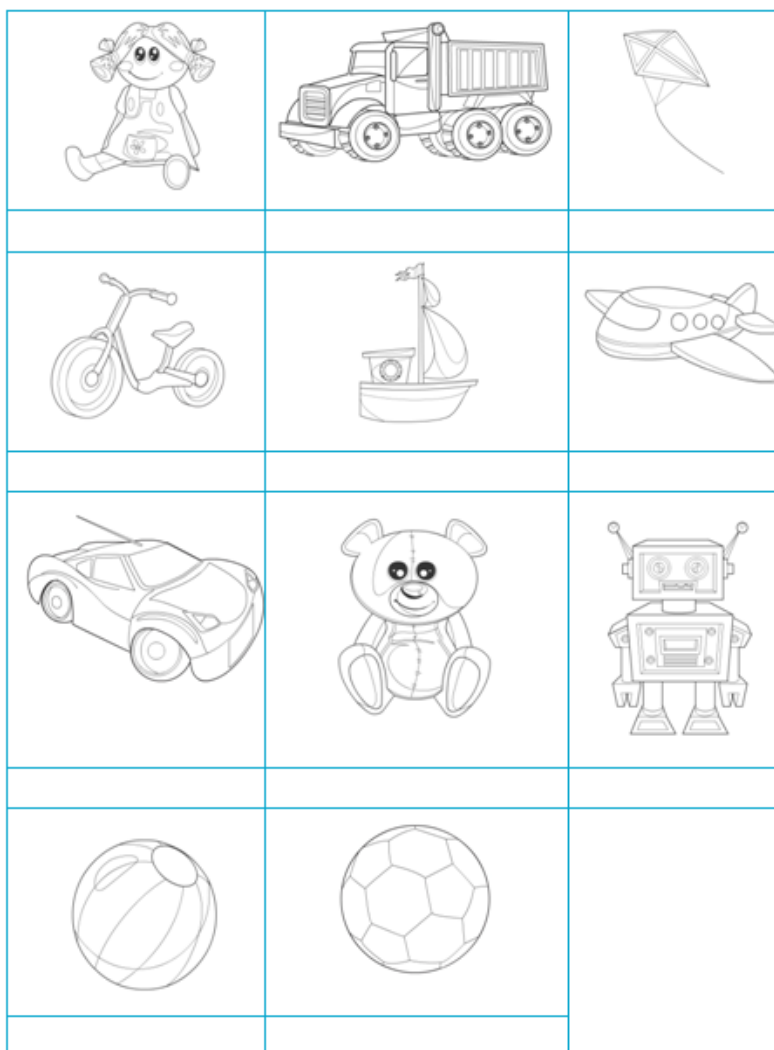
This is a 'free practice' stage. The aim is personalization. Tell Ss to work in pairs and ask and answer the questions.

As a follow up activity ask your students to draw and colour their favourite toy. Once your students have completed the assignment ask them to present their drawings and say:

My favourite toy is ...

Additional activity: Handout

Handout

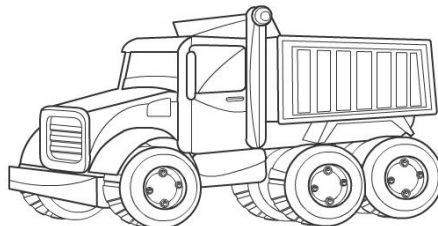
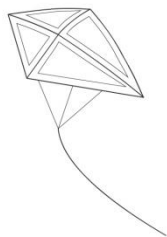
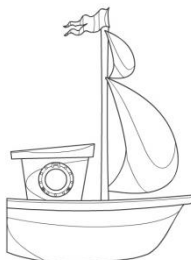
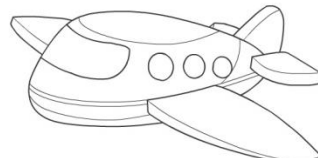
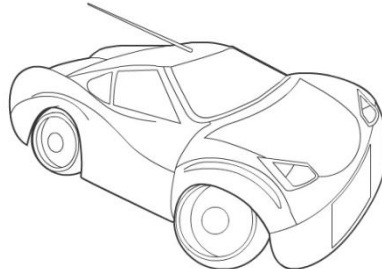
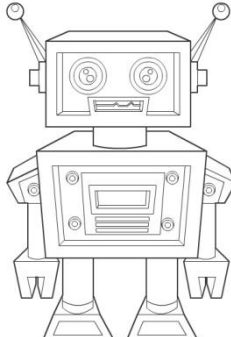
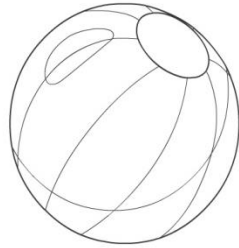


Ask student to name the toys.

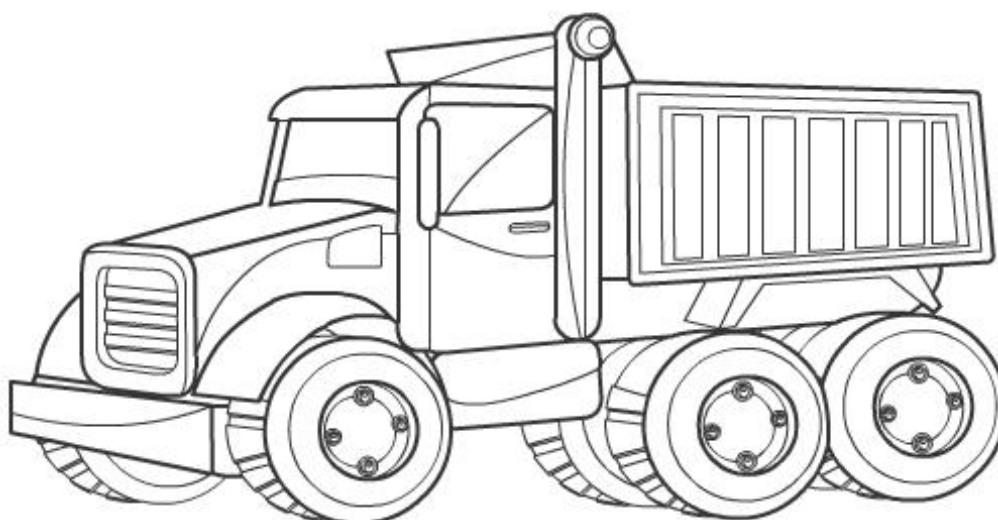
Key: (from left to right)

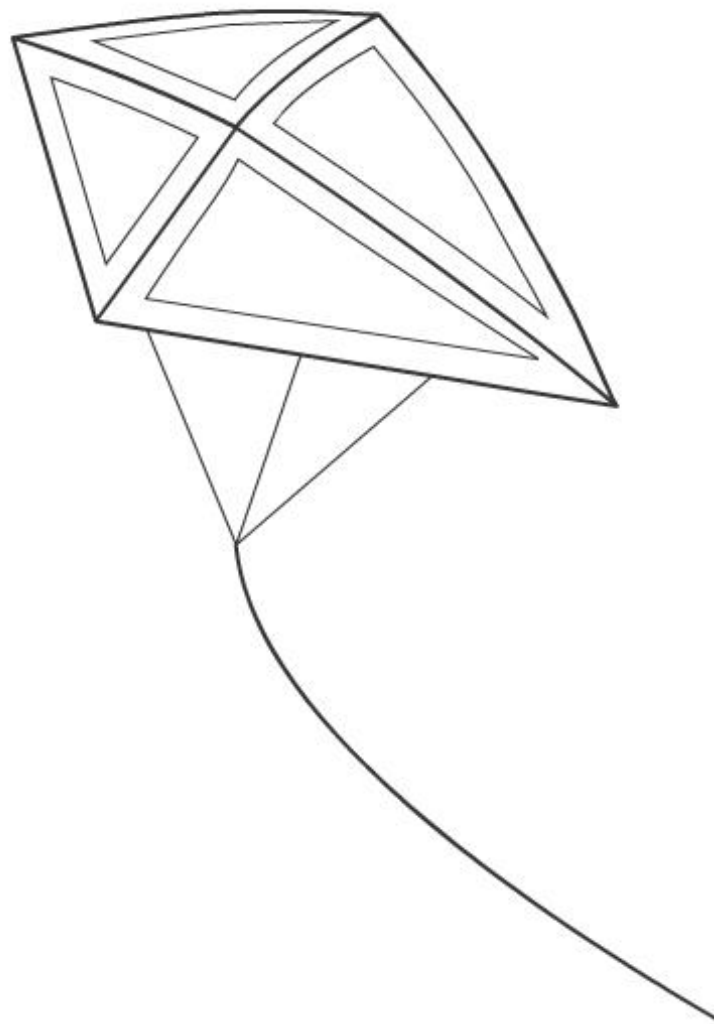
doll, lorry, kite,
bike, boat, plane,
car, teddy, robot,
football,

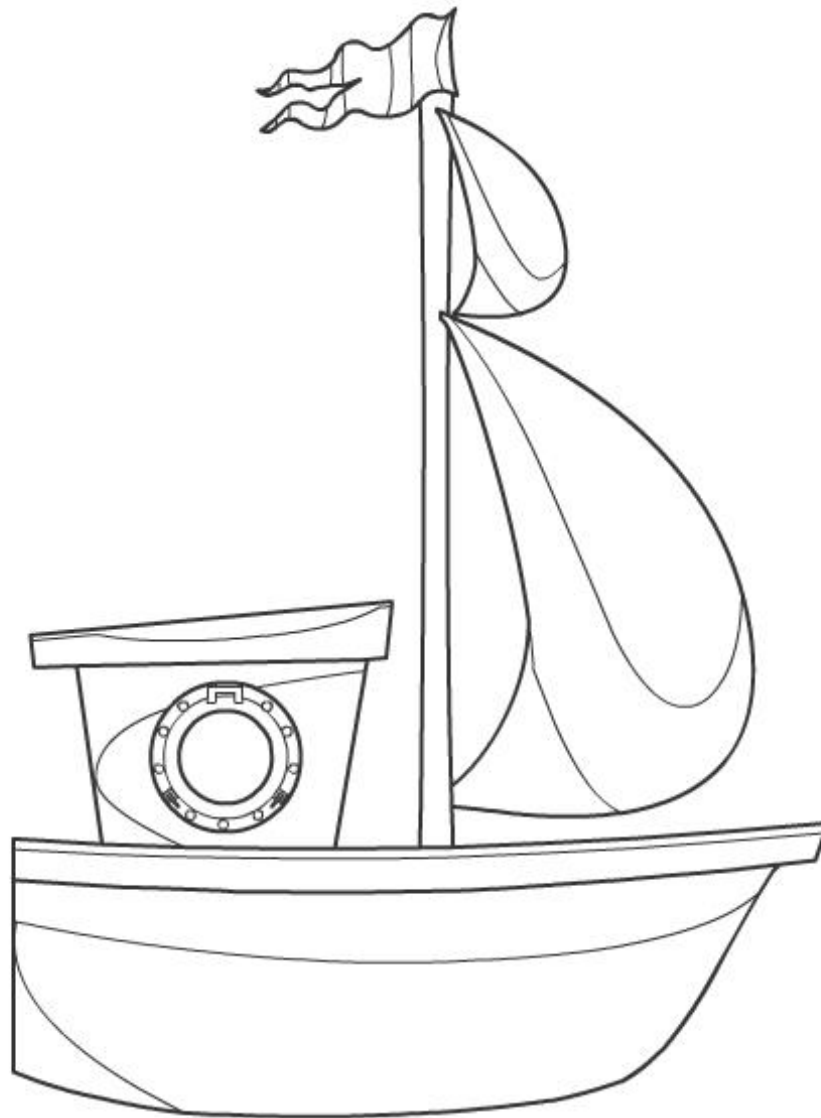
Handout

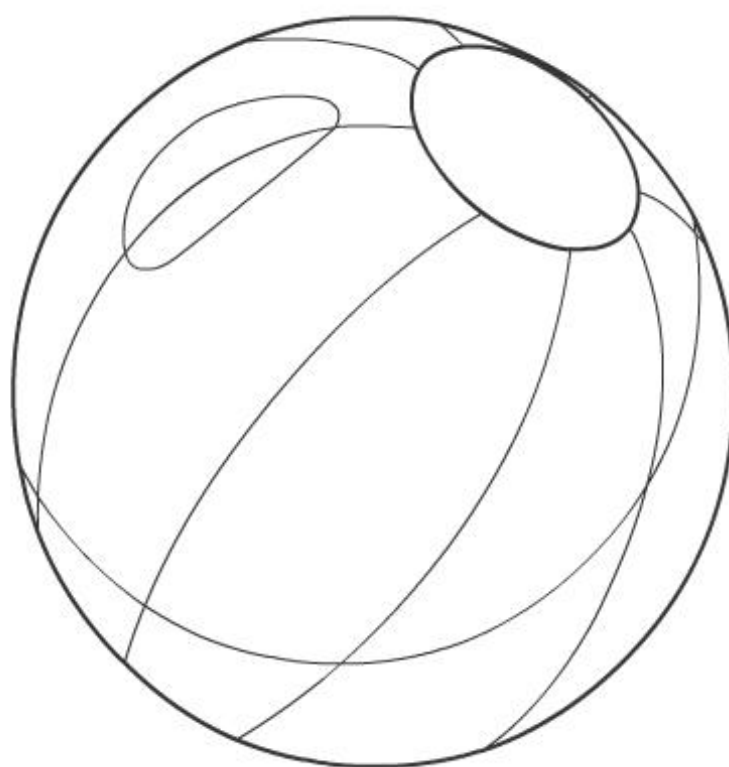
		
		
		
		

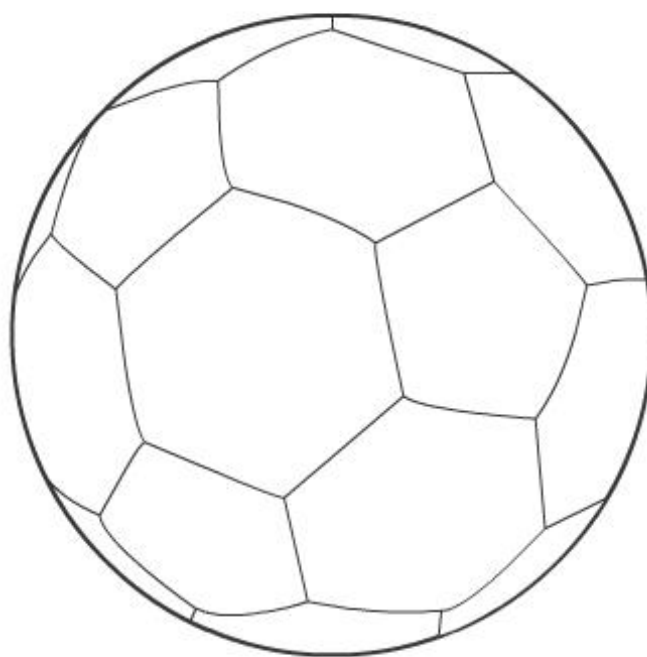


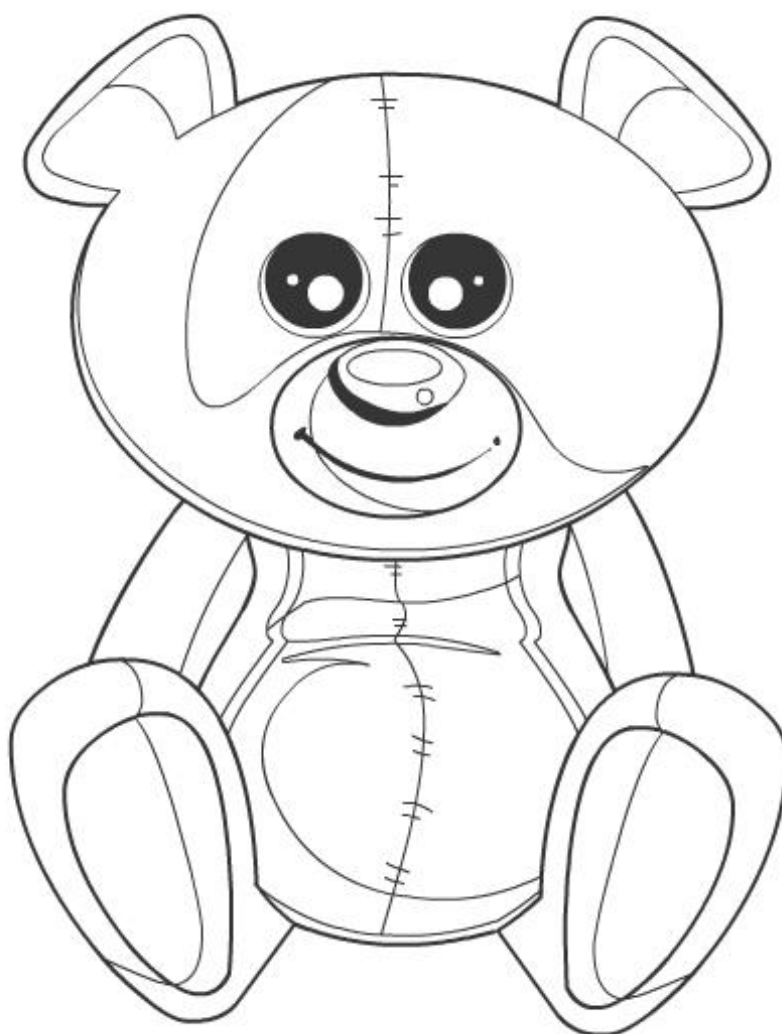


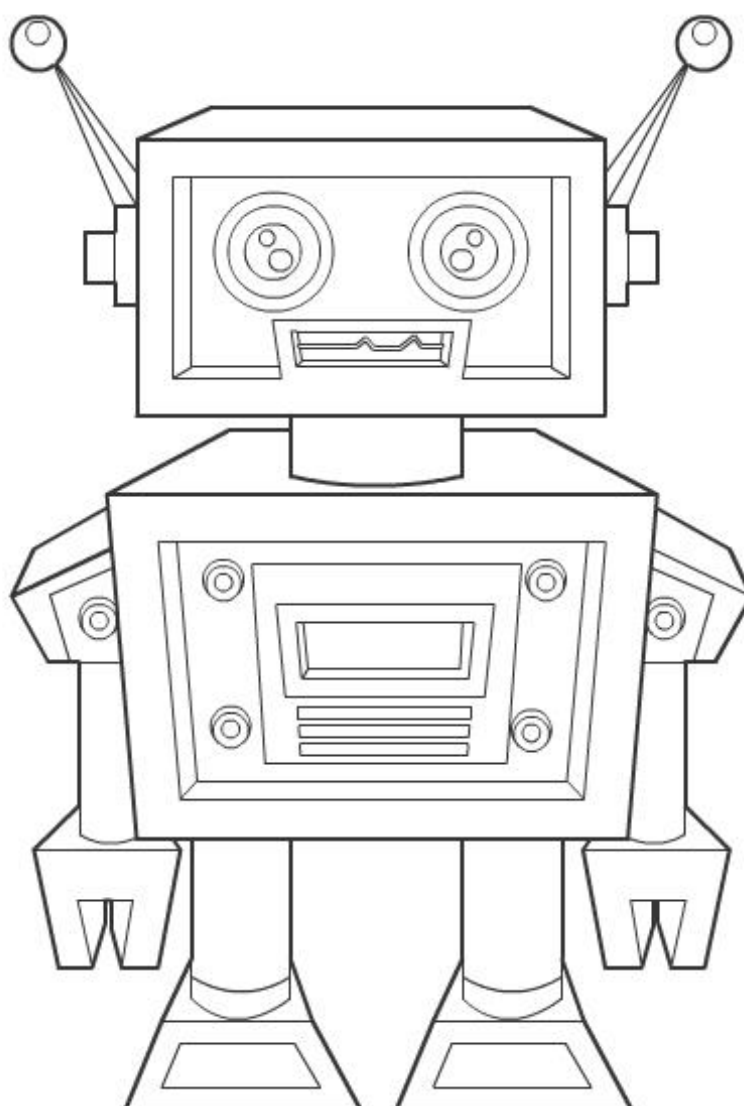


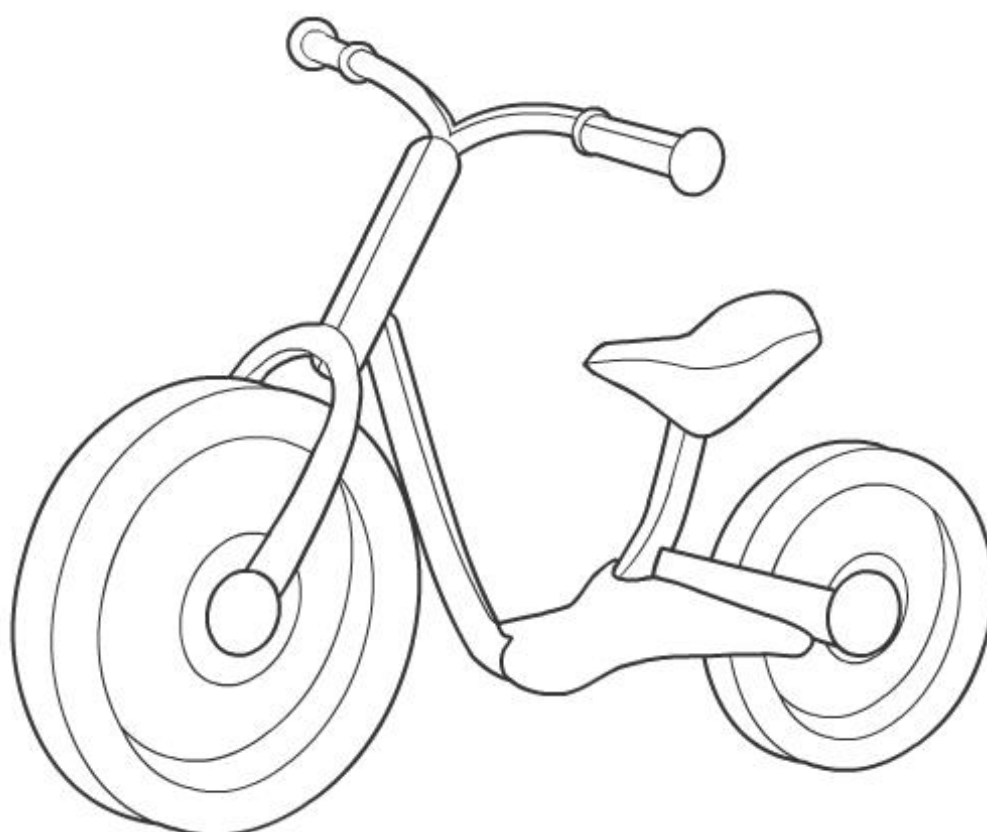


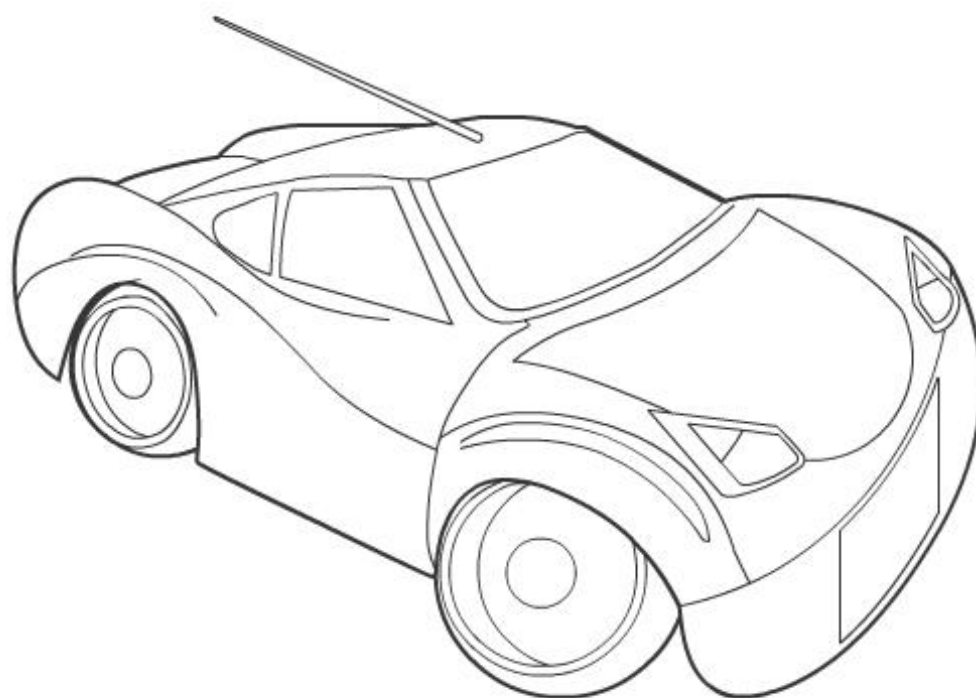


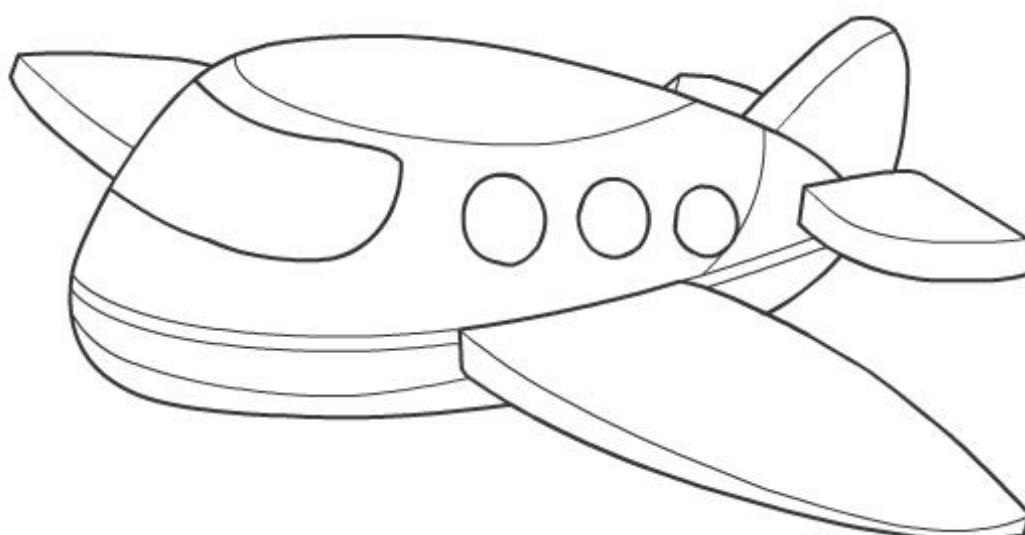












Friends 3 Lesson 15		Where's my teddy?		Grammar & Functions	
Aims	Understanding and saying: <i>Where's my ...?</i> <i>in, on, under, behind, next to</i>	Contents	Grammar Prepositions of place	Checklist	Copies of Handout 1 for each student to practise prepositions of place
	Recycling everyday vocabulary: <i>chair, table, computer, desk, door</i> Recycling toy vocabulary		Vocabulary <i>Where's my/your/the teddy?</i> Prepositions: <i>in, on, under, behind, next to</i>		
Language Analysis					
Prepositions of place are used to show the position or location of one thing with another. They answer the question "Where?"					

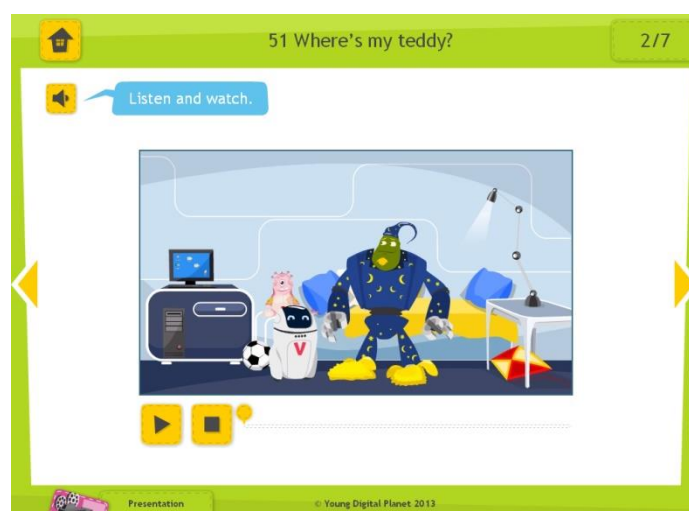
Procedure

Warm-up Off the screens

6. Revise everyday classroom vocabulary (*chair, table, computer, desk, door, etc.*) with the game of Charades. Chose students to show (act out through miming) a given word for the rest of the group to guess.
7. Alternatively, try the Pictionary game where students draw a given objects on the board for their fellow students to guess.
8. It would also be a good idea to introduce the language of prepositions by taking a teddy to class and placing him round the classroom – students then have to say where he is.

Screen 2

Robot: *Where's your teddy?*
Spaceman: *Oh no! Where's my teddy?*
Robot: *Oh, it's on the chair.*
Spaceman: *This isn't my teddy!*
Spaceman: *Where's my teddy?*
Robot: *It's next to the computer.*
Spaceman: *This isn't my teddy!*
Spaceman: *Where's my teddy?*
Robot: *It's in the desk.*
Spaceman: *This isn't my teddy!*
Spaceman: *Where's my teddy?*
Robot: *It's under the table.*
Spaceman: *This isn't my teddy!*
Spaceman: *Where's my teddy?*
Robot: *It's behind the door.*
Spaceman: *Behind the door?!*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

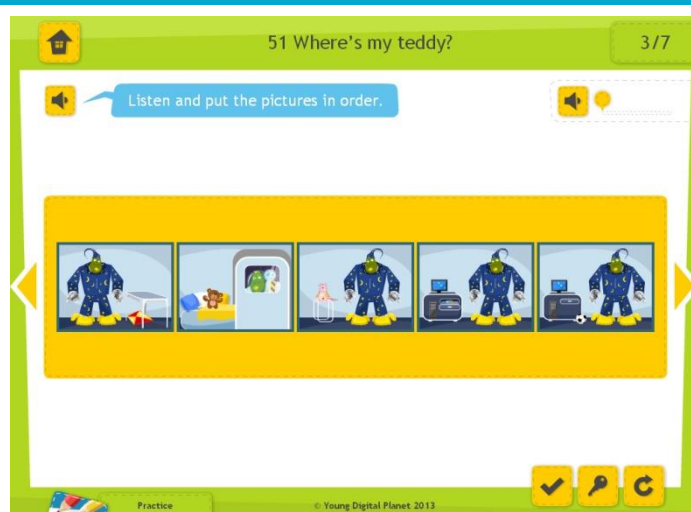
Ask your students to listen and watch the presentation.

Note: *Oh* is an interjection used to express strong emotion, such as surprise, fear, anger, or pain. The *h* in the word *oh* is silent.

Screen 3

Robot: *Where's your teddy?*
Spaceman: *Oh no! Where's my teddy?*
Robot: *Oh, it's on the chair.*
Spaceman: *This isn't my teddy!*
Spaceman: *Where's my teddy?*
Robot: *It's next to the computer.*
Spaceman: *This isn't my teddy!*
Spaceman: *Where's my teddy?*
Robot: *It's in the desk.*
Spaceman: *This isn't my teddy!*
Spaceman: *Where's my teddy?*
Robot: *It's under the table.*
Spaceman: *This isn't my teddy!*
Spaceman: *Where's my teddy?*
Robot: *It's behind the door.*
Spaceman: *Behind the door?!*

Key: also see audio for correct order



Ask your students to listen and arrange the pictures in the right order.

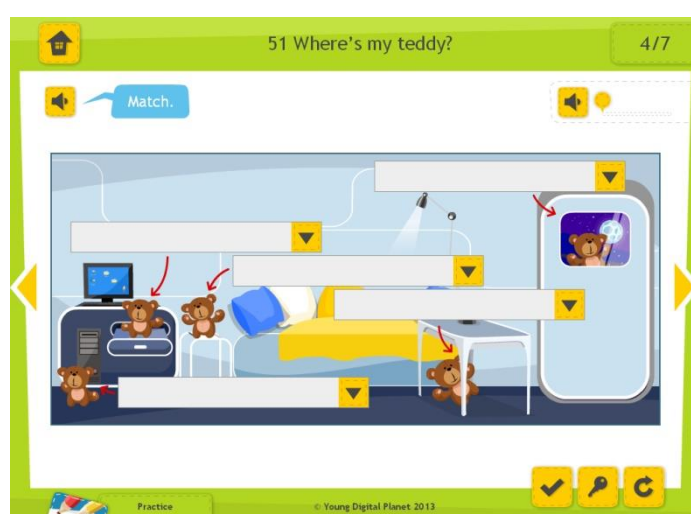
Screen 4

Audio:

Teddy's on the chair.
Teddy's next to the computer.
Teddy's in the desk.
Teddy's under the table.
Teddy's behind the door.

Key: (from top to the bottom)

- 1 Teddy's behind the door.
- 2 Teddy's in the desk.
- 3 Teddy's on the chair.
- 4 Teddy's under the table.
- 5 Teddy's next to the computer.

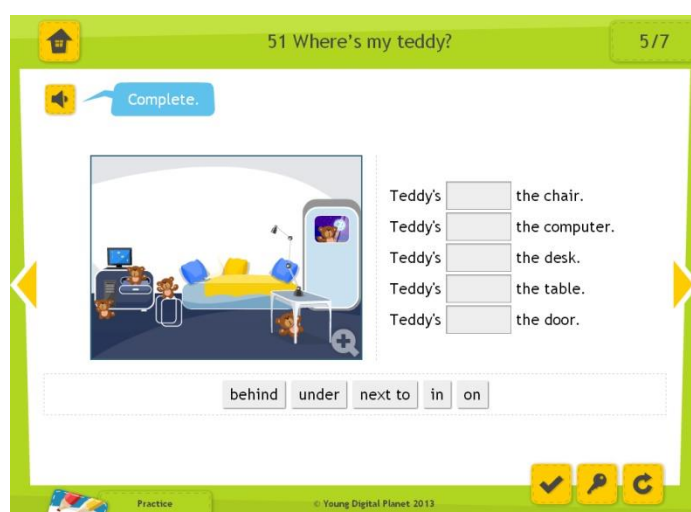


Ask your students to select the right sentence from the drop down menu.

Screen 5

Key:

- 1 on
- 2 next to
- 3 in
- 4 under
- 5 behind



Ask your students to drag the words into appropriate gaps.

Screen 6

Spaceman: *Where's my teddy?*

Robot: *Teddy's under the chair.*

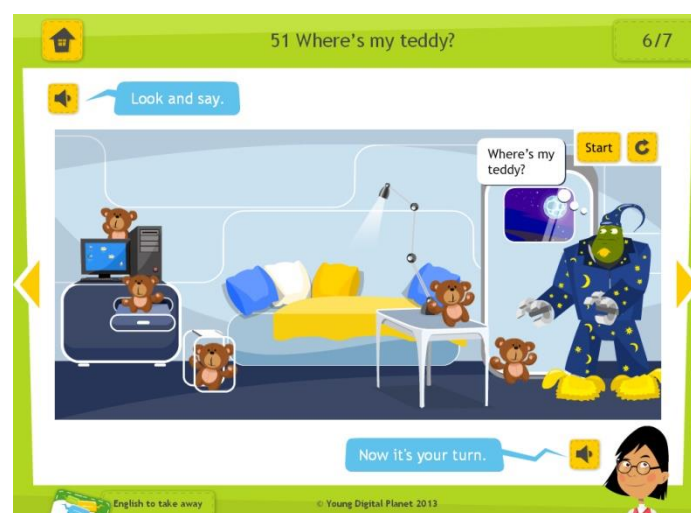
Spaceman: *Now it's your turn. Work in pairs and ask 'Where's the teddy?'*

Teddy's behind the computer

Teddy's in the desk

Teddy's next to the door

Teddy's on the table



Let Ss play with the screen, Ss click and listen to the sentences.

Now it's your turn.

This is a 'free practice' stage. The aim is personalization. Tell Ss to work in pairs and ask

and answer the questions.

Ask your student to click / touch the teddies and repeat the sentences

1. As a follow up activity ask your students to complete the exercise in Handout 1.

Handout

Rearrange the words in the sentences.

1 the Teddy's chair on

Teddy's on the chair

2 Teddy's to next computer the

3 in Teddy's desk the

4 Teddy's the under table

5 Teddy's door the behind

6 my Where's teddy ?

Key:

2 Teddy's next to the computer.

3 Teddy's in the desk.

4 Teddy's under the table.

5 Teddy's behind the door.

6 Where's my teddy?

2. Try playing the Preposition of place Treasure Hunt with your students.

3. Pick a small object such as a marker. Tell your students that they should put it in a difficult-to-find place.

4. Leave the room and give them a few moments to hide the marker (e.g. on the window cell behind the curtain etc.).

5. Then come back in and ask yes/no questions to locate it (Is it on the desk?, Is it next to the desk? Is it behind the computer? Is it under the chair? etc.). When you finally find it have a student take the questioner's role.

6. Answer the question so it is true for you. You can press 'pause' at any time and listen again.

Handout

Rearrange the words in the sentences.

1 the Teddy's chair on

Teddy's on the chair

2 Teddy's to next computer the

3 in Teddy's desk the

4 Teddy's the under table

5 Teddy's door the behind

6 my Where's teddy ?

Friends 3 Lesson 16		Where are the pencils?		Grammar & Functions	
Aims	Locating objects Recycling school vocabulary: <i>pencils, rulers, books, pens, erasers, bag, pencil case, table</i> Students can understand and say: <i>Where are the ...?</i> <i>They're on/in/under/next to/behind the ...</i>	Contents	Grammar Question: <i>Where are the....?</i> Vocabulary Revision: prepositions of place and school objects	Checklist	2 Master handouts to practise prepositions and school vocabulary Handout1 – individual work, Handout 2 – individual work
	Language Analysis				
Grammar: We use the definite article <i>the</i> with prepositions of place when we are thinking about particular place or building, e.g. <i>The book is in the room.</i> (both speakers know which book is discussed and which room.) *** <i>eraser</i> /ɪ'reɪzəl/ Note that in British English we say <i>rubber</i> .					

Procedure

Warm-up Off the screens

9. Give out Handout 1 to Ss.

Handout 1

in



on



under



behind



next to



10. Ask Ss to match the prepositions with the pictures.
11. Nominate one student to read out loud correct sentences, e.g.
The ball is on the box.
12. Ask the whole class to repeat the correct sentences.

Key:

The ball is on the box.
The ball is under the box.
The ball is next to the box.
The ball is in the box.
The ball is behind the box.

Screen 2

Mrs Black: *Where are the pencils, Lucy?*

Lucy: *They're on the table, Mrs Black. They're next to the pens.*

Mrs. Black: *Thank you, Lucy.*

Mrs. Black: *Where are the erasers, Alex?*

Alex: *Oh, they're in my pencil case. The rulers are under my pencil case.*

Mrs Black: *Thank you, Sam.*

Mrs Black: *Where are the books?*

Sam: *Oh, they're behind my bag.*

Mrs Black: *Oh dear!*



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding, e.g *Where are the rulers? Where are the books?*

Note: Let the Ss listen to the dialogue for a number of times to consolidate the phrases.

Additional exercise – Handout 2

1. Give out handout 2 to each student.

Handout 2

P _ _ C _ _

E _ _ _ ER

_ E _ _ IL C _ S _

P _ N

_ OO _

2. Explain that the words describe classroom objects but Ss need to insert the missing letters.
3. As Ss to draw a picture of a given classroom object next to its name.
4. While checking if they have done the activity correctly, choose individual Ss to spell words.

Key: pencil, eraser, pencil case, pen, book

Screen 3



Audio 1:

Mrs Black: *Where are the pencils?*

Lucy: *They're on the table.*



Audio 2:

Mrs Black: *Where are the pens?*

Lucy: *They're next to the pencils.*



Audio 3:

Mrs Black: *Where are the erasers?*

Alex: *They're in my pencil case.*



Audio 4:

Mrs Black: *Where are the rulers?*

Alex: *They're under my pencil case.*

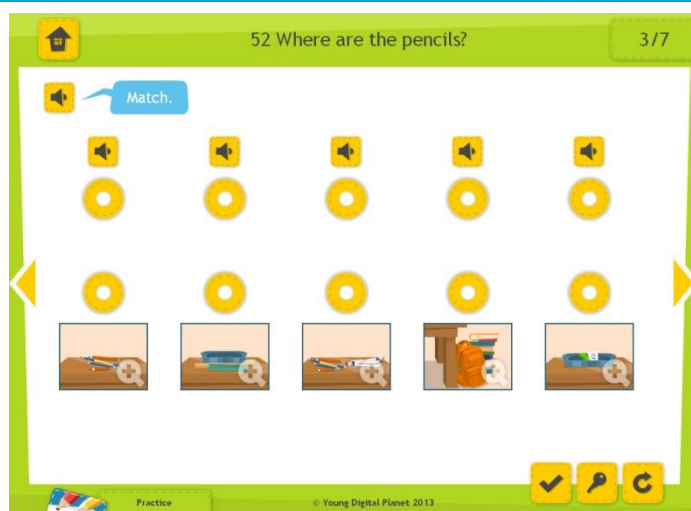


Audio 5:

Mrs Black: *Where are the books?*

Sam: *They're behind my bag.*

Key: see pictures above (random order)



Ask Ss to listen and match the questions and answers with the pictures.

Note: Ask Ss to work in pairs and practice the questions and answers. They can listen as many times as they like.

Screen 4

Audio 1: *The pencils are on the table.*

Audio 2: *The pens are next to the pencils.*

Audio 3: *The erasers are in the pencil case.*

Audio 4: *The rulers are under the pencil case.*

Audio 5: *The books are behind the bag.*

Key: (from left to right)

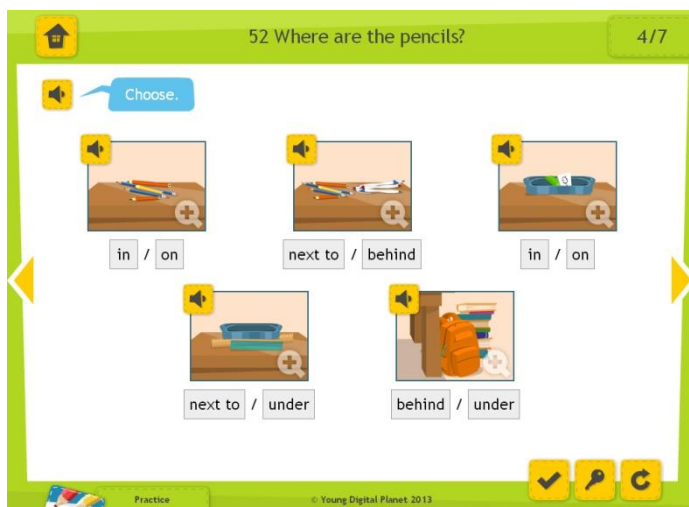
1 on

2 next to

3 in

4 under

5 behind



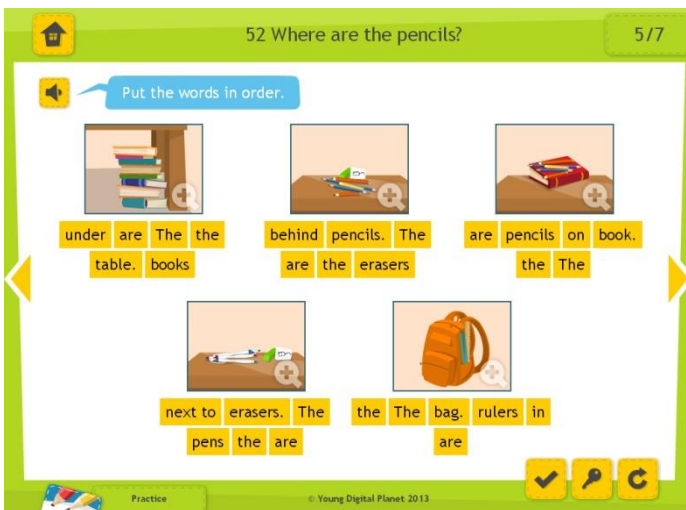
Ask Ss to listen and choose the correct preposition according to what they hear.

Note: Ask Ss to practice the sentences aloud. They can listen as many times as they like.

Screen 5

Key:

- 1 The books are under the table.
- 2 The erasers are behind the pencils.
- 3 The pencils are on the book.
- 4 The pens are next to the erasers.
- 5 The rulers are in the bag.



Ask Ss to put the words in order to make sentences according to what they see in the pictures.

Note: Encourage the Ss to repeat the sentences to get more spoken practice.

Screen 6

Mrs Black: *Where are the erasers?*

Sam: *The erasers are behind the pencils.*

Mrs Black: *Where are the pencils?*

Sam: *The pencils are on the book.*

Mrs. Black: *Where are the pens?*

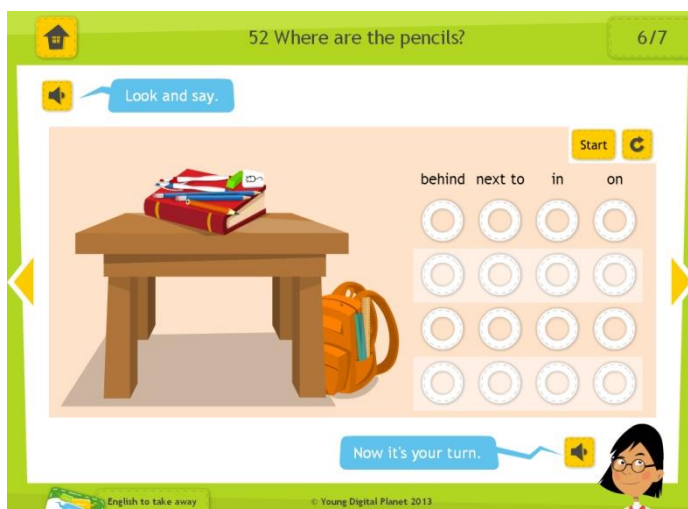
Sam: *The pens are next to the erasers.*

Mrs Black: *Where are the rulers?*

Sam: *The rulers are in the bag.*

Key:

- 1 behind
- 2 on
- 3 next to
- 4 in



Give the Ss these instructions for the 'Look and say' activity. The aim is to practice natural questions and answers.

1. Look at the picture.
2. Click on the audio (Start) and listen to the questions and the answers.
3. Click on the correct word for each item you hear. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

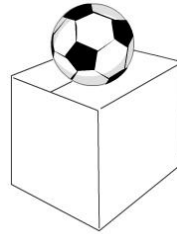
Tell Ss to work in pairs and practice the questions and answers.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

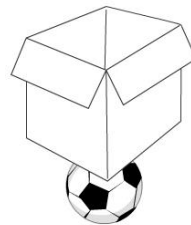
Tell Ss to work in pairs and ask and answer more questions about where objects are in their own classroom.

Handout 1

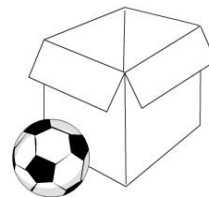
in



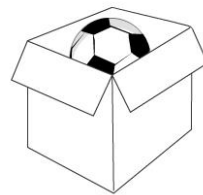
on



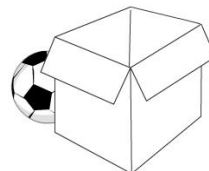
under



behind



next to



Handout 2

P _ _ C _ _

E _ _ _ ER

_ E _ _ IL C _ S _

P _ N

_ OO _

Friends 3 Lesson 17		<i>He's under the chair.</i>		Pronunciation	
Aims	Pronunciation: rhythm and sentence stress and pronunciation of key words Revision: prepositions of place	Contents	Vocabulary Recycling prepositions: <i>under, next to, behind, in, on</i> Recycling everyday vocab: <i>chair, computer, desk, door, table</i>	Checklist	1 Master handout to practise prepositions (Handout 1 – group work)
	Language Analysis				
*** <i>behind</i> /bɪ' haɪnd/ <i>computer</i> /kəm'pjʊ:tə/ <i>here</i> /'hiə/ <i>under</i> /'ʌndə/					

Procedure

Warm-up Off the screens

13. Prepare a few classroom objects (*a pen, a pencil, a book, an eraser*) and put them in a given place in the classroom.
14. Stand in front of Ss and ask them the following question: *Where is the book?* and point to the book which is, e.g. under the desk.
15. Elicit the answer from the Ss: *The book is under the desk.*
16. Ask another question about the next object and nominate a student to answer.
17. Continue the activity by asking other Ss.
18. Ask Ss to work in pairs and ask and answer similar questions concerning different objects in the classroom.
19. Monitor and correct when necessary.

Screen 2

Doll, Teddy and Robot: *Where's the monster? Where's the monster?*

Where's the monster?

Queen: *He's under the chair!*

Teddy: *He isn't here!*

Doll, Teddy and Robot: *Where's the monster? Where's the monster?*

Where's the monster?

Queen: *He's in the toybox!*

Teddy: *He isn't here!*

Doll, Teddy and Robot: *Where's the monster? Where's the monster?*

Where's the monster?

Queen: *He's on the computer!*

Teddy: *He isn't here!*

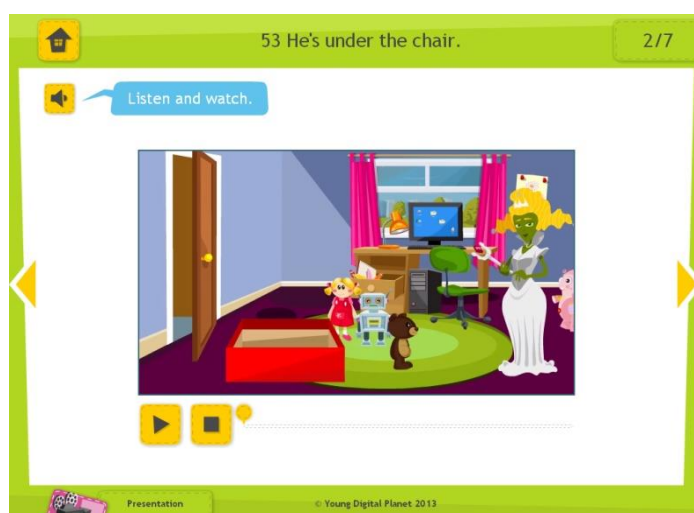
Doll, Teddy and Robot: *Where's the monster? Where's the monster?*

Where's the monster?

Queen: *He's next to the door!*

Teddy: *He isn't here!*

Doll, Teddy and Robot: *He's behind you! He's behind you!*



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation.

Students listen and join in.

Ask some questions to check understanding, e.g. *Where's the monster? Is the monster on the computer?*

Note: As it is quite a long dialogue, allow Ss to listen a number of times until you are sure they understand everything. Get Ss to act out the dialogue in the classroom but you may change the scene by talking, e.g. about one student or a classroom object. One student may hide somewhere and the rest of the students ask questions, like *Where is Tom? Is he behind the door?* Give the answers to your students' questions until they manage to locate the missing student.

Additional activity: Visuals

Visuals



1. Show the first picture to Ss saying: *The Robot is on the chair.*
2. Elicit the answer from Ss: *He isn't here!*
3. Ask the Ss: *Where is the Robot?* And elicit the correct answer: *He's under the chair.*
4. Continue similar dialogues with the rest of the pictures and elicit correct answers from your students.

Screen 3

Audio 1: *He's under the chair.*

Audio 2: *He's next to the door.*

Audio 3: *He's in the toy box.*

Audio 4: *He's on the computer.*

Audio 5: *He's behind the desk.*

Key:

(from left to right)

1 No 2 Yes 3 Yes 4 No 5 Yes



Ss listen to the audio material and decide if it matches the pictures. If yes, they click green tick, if not – a red cross.

Note: Ask Ss to correct the false sentences.

Screen 4

Audio 1: *He's under the chair.*
Audio 2: *He's next to the door.*
Audio 3: *He's in the toybox.*
Audio 4: *He's on the computer.*
Audio 5: *He's behind the desk.*

Key:

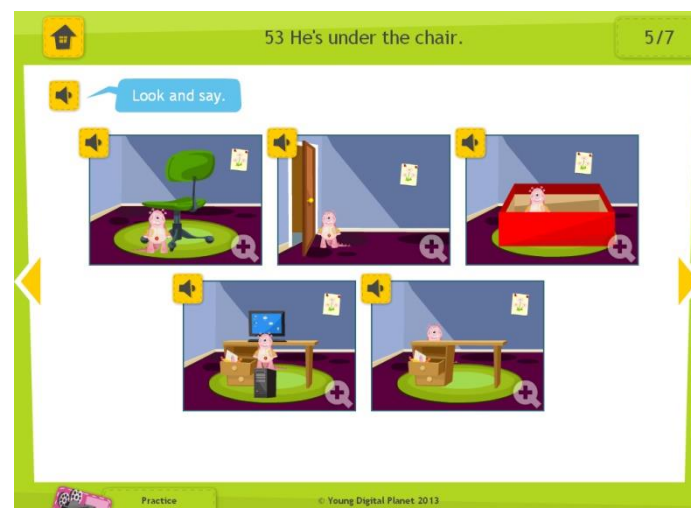


Ask Ss to put the pictures in the correct order (drag and drop) according to what they hear.

Note: Encourage the Ss to repeat the sentences aloud.

Screen 5

Audio 1: *He's under the chair.*
Audio 2: *He's next to the door.*
Audio 3: *He's in the toybox.*
Audio 4: *He's on the computer.*
Audio 5: *He's behind the desk.*



The pictures in this screen are prompts for speaking.

Ask Ss look at the pictures, say the sentences and then listen to the audio to check their answers.

Screen 6

Doll, Teddy and Robot: *Where's the monster? Where's the monster? Where's the monster?*

Queen: *He's under the chair!*

Teddy: *He isn't here!*

Doll, Teddy and Robot: *Where's the monster? Where's the monster? Where's the monster?*

Queen: *He's in the toybox!*

Teddy: *He isn't here!*

Doll, Teddy and Robot: *Where's the monster? Where's the monster? Where's the monster?*

Queen: *He's on the computer!*

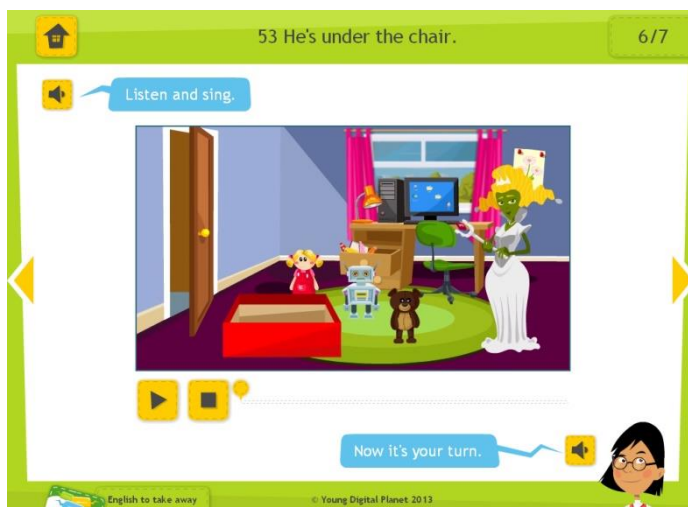
Teddy: *He isn't here!*

Doll, Teddy and Robot: *Where's the monster? Where's the monster? Where's the monster?*

Queen: *He's next to the door!*

Teddy: *He isn't here!*

Doll, Teddy and Robot: *He's behind you! He's behind you!*



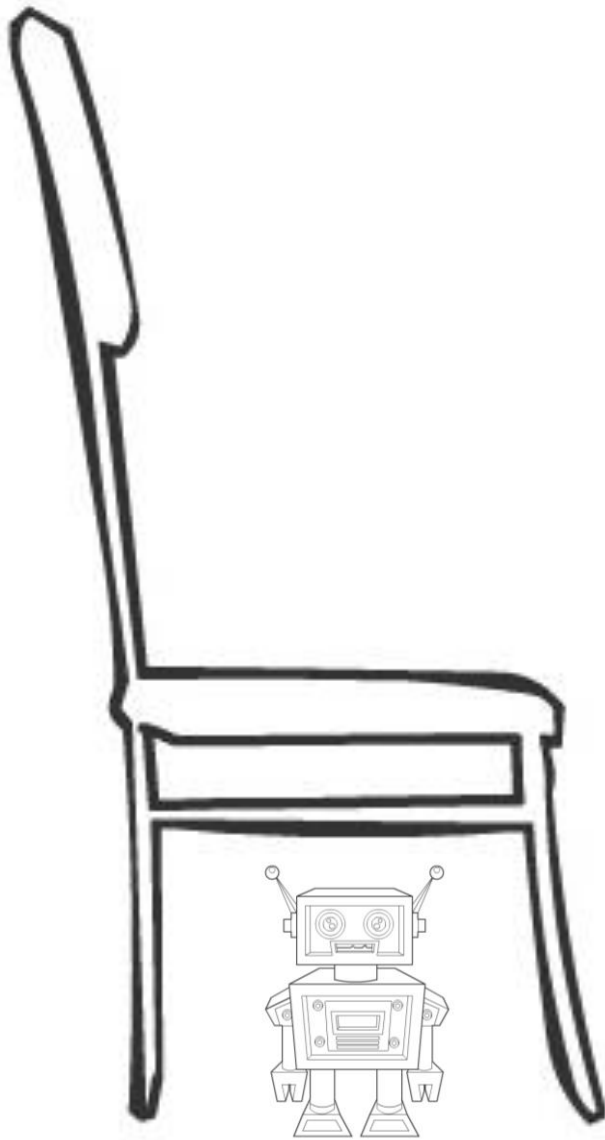
Give the Ss these instructions for the 'Listen and sing' activity. The aim is to practice fluency or vocabulary by singing a song.

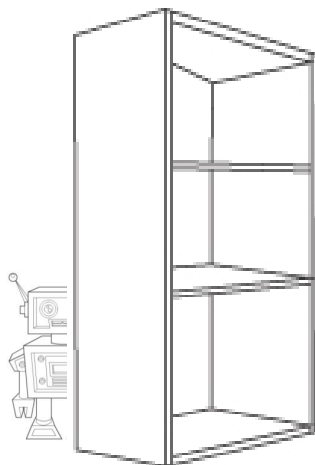
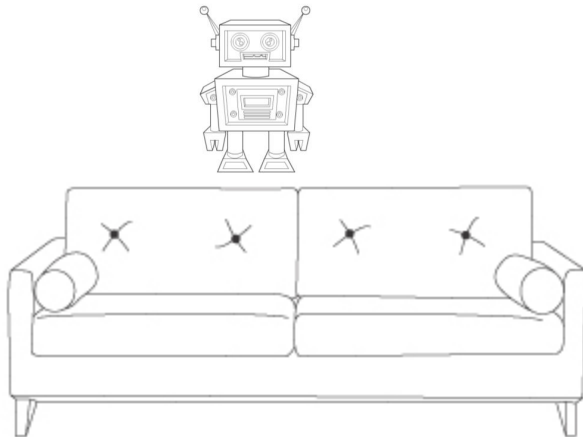
1. Listen to the whole song.
2. Look at the pictures and join in.

Now it's your turn. Sing the whole song individually, in groups or as a class.

Note: Ss can make up their own chant with words they have learned or already know, to practise the sounds of the words.

Visuals





Friends 3 Lesson 18		Where's the toybox?		Skills	
Aims	Listening and following instructions. Recycling verbs: <i>look (at), open</i> Recycling prepositions: <i>on, next to, behind, under, in</i> Recycling vocab: everyday objects and toys Recycling questions from cycle: <i>Where's the...?</i> <i>What's in the toybox?</i>	Contents	Vocabulary <i>Look (at)/open</i> Prepositions: <i>on, next to, behind, under, in</i> <i>table, toybox, box</i> Toys: <i>bike, boat, car, doll, football, kite, monster, plane, robot</i> <i>Where's the...</i> <i>What's in the toybox?</i>	Checklist	A set of familiar objects for a warm-up exercise, e.g. <i>a pen, a doll, a toy car, a book, a box</i>
Language Analysis					
Grammar: the verb <i>to be</i> is the most irregular verb in English. The verb in the 3rd person singular: Affirmative: <i>it is</i> Question: <i>is it?</i> Negation: <i>it isn't</i> *** <i>boat</i> /'bəut/ <i>kite</i> /'kart/ <i>plane</i> /'pleɪn/ <i>scooter</i> /'sku:tə/					

Procedure

Warm-up Off the screens

20. Prepare a few familiar objects and bring them to the classroom: *a pen, a doll, a toy car, a book, a box*
21. Put the items in different places, e.g. under the table, in the box, next to each other, one behind another, so that all the Ss can see them.
22. Tell the Ss some incorrect sentences: e.g. *The doll is under the table.*
23. Elicit the correct answer: *No, it isn't. The doll is in the box.*
24. Continue with similar sentences and choose individual Ss to correct them.

Screen 2

Sam: Look!

Kim: Where's the toybox?

Sam: Look! The toybox is here. This is a table. Where's the table?

Kim: It's over there.

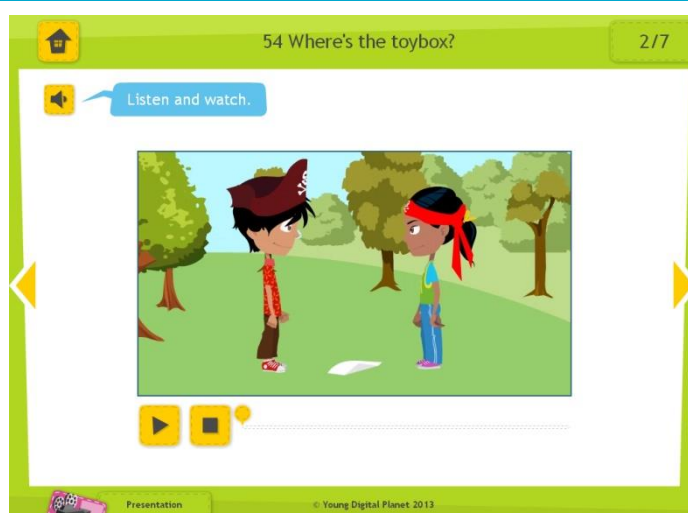
Sam: Is the toybox on the table?

Kim: No, it isn't. Is it next to the table, Sam?

Sam: No, it isn't. And it isn't behind the table. Kim, look under the table.

Kim: Look! The toybox!

Sam: Yes! Here it is! What's in the toybox? Open it, Kim.



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Note: Ss can watch and listen to the animation a number of times to make sure they understand it.

Screen 3

Audio 1: A doll is in the toybox.
Audio 2: A car is in the toybox.
Audio 3: A boat is in the toybox.
Audio 4: A bike is in the toybox.
Audio 5: A scooter is in the toybox.
Audio 6: A robot is in the toybox.

Key:

1 Yes 2 Yes 3 No
4 Yes 5 No 6 Yes



Ask Ss to listen and click Yes or No according to what they hear.

Note: Ask Ss to listen again and repeat the sentences. As an alternative, you can ask them to work in pairs and say what is in the toybox then listen and check.

Screen 4

 Audio 1: The car is next to the bike.
 Audio 2: The doll is on the bike.
 Audio 3: The bike is behind the robot.
 Audio 4: The toys are in the toybox.
 Audio 5: The robot is under the car.
Key: see pictures above (random order)



Ask Ss to listen and match the pictures with the sentences they hear.

Screen 5

Key:

- 1 The toys are in the toybox.
- 2 The doll is on the bike.
- 3 The bike is behind the robot.
- 4 The car is next to the bike.



54 Where's the toybox? 5/7

Put the words in order.

the toybox. in are toys The

doll is bike. The on the

robot. bike the The is behind

is bike. The next to car the

Practice © Young Digital Planet 2013

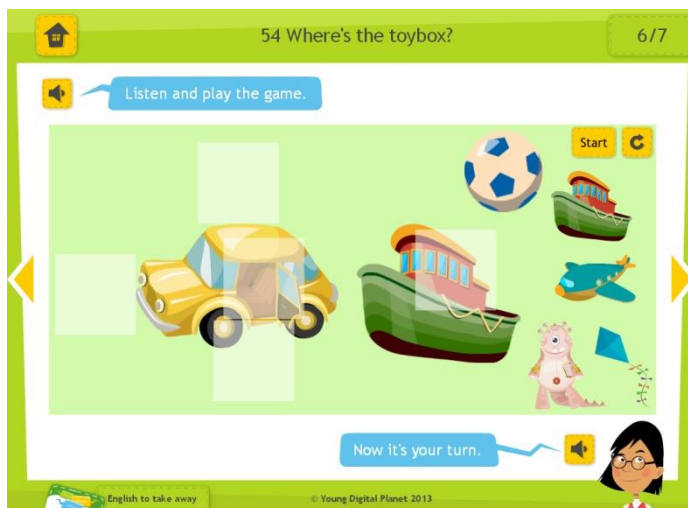
Ask Ss to put the words in the correct order to make sentences.

Note: Encourage Ss to read the sentences aloud.

Screen 6

Audio:

Put the monster in the car.
Put the football on the car.
Put the plane under the car.
Put the boat next to the car.
Put the kite behind the boat.



54 Where's the toybox? 6/7

Listen and play the game.

Start

Now it's your turn.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the game. The aim is to drag and drop the pictures into the correct place.

11. Click on the audio and listen to the instructions.
12. Drag and drop the items in the correct

	place according to the instructions you hear. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell students to work in pairs and give each other the instructions to play the game again.
Note: Play this game as an additional exercise. 1. Tell the Ss to draw a toybox with a car in the middle. 2. Now 'dictate' some instructions, for example: <i>Draw a ball on the car</i> etc. 3. When they are ready, you can dictate some colours: <i>Colour the car blue</i>, etc. 4. This can also be done in pairs with one student 'dictating' a drawing to the other.	