

**Vocabulary:**

plane, helicopter, truck, radio, teddy bear, box

**Structure:**

Where's the \_\_\_\_?

It's in the \_\_\_\_\_. The \_\_\_\_\_ is in the \_\_\_\_\_.

It's on the \_\_\_\_\_. The \_\_\_\_\_ is on the \_\_\_\_\_.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.** 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.
4. Play the "Guess" game.

**Track 14** 

1. M: Plane.
2. M: Helicopter.
3. M: Truck.
4. M: Radio.
5. M: Teddy bear.
6. M: Box.

5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

**B 1. Listen and read.** 




1. Review the story from the previous lesson "The children were playing a game in the living room."
2. Now introduce the situation "The children are playing..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

**2. Listen and number.** 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.** 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 15 - 16** 

*Narrator: The children are playing...*

*Narrator: Look at the pictures. Listen. There is one example.*

1. Alfie: OK, Tom. Where's the plane?

Tom: Uhh? (Sound of Tom moving things around)

It's in the box.

Alfie: Great. Next!

*Narrator: Can you see number 1? This is an example.*

*Now listen and number.*

2. Alfie: Now where's the radio? (Sound of children moving things)

Lucy: I know! It's in the bag.

Alfie: Yeah, you're right, Lucy.

3. Lucy: Now. Where's my teddy bear, Alfie?

Alfie: (Giggling)

Lucy: Come on, where's it?

Alfie: It's on the car.

(Sound of a car starting – broom broom)

Lucy: Oh no. Dad! Dad!

Lucy: Alfie!!!

**STRUCTURE**

Where's the plane?

It's in the box.

The plane is in the box.

Where's = Where is

It's = It is

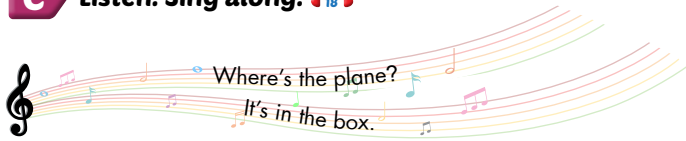
**Track 17** 

M: Where's the plane?

W: It's in the box.

M: The plane is in the box.

**C Listen. Sing along.** 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

**Track 18** 

Where's the plane?  
It's in the box.

helicopter, truck, radio,  
teddy bear

4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
5. Swap roles and repeat.

**Pronunciation tip** 

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

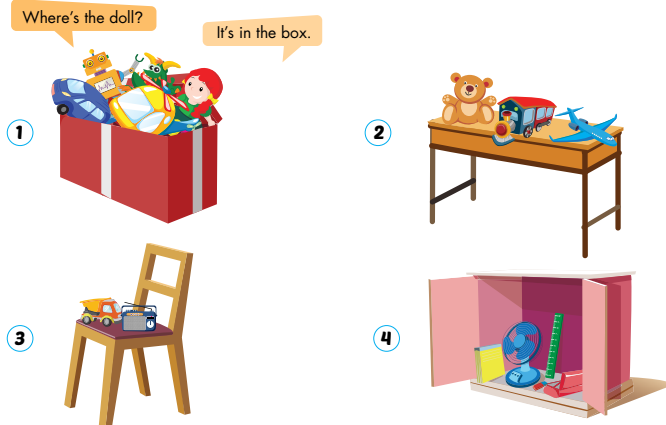
**Track 19** 

G: It's in the box./It's on the desk.  
B: It's in the box./It's on the desk.  
M: It's in the box./It's on the desk.

**PRONUNCIATION TIP** 

'It's in/on the...'  
'It's in the box.'

**D Practice. Point, ask and answer.**



**Practice.**

1. T: I say "teddy bear." You say, "Where's the teddy bear?"  
T: I say "plane." You say, "Where's the plane." OK?  
T(to whole class): Teddy bear  
Whole class: Where's the teddy bear?  
T(to whole class): Plane  
Whole class: Where's the plane?

**Continue whole class/group/individual drills, with:**

- Helicopter
- Truck
- Radio

2. Divide class into Group A and Group B  
T: I say "teddy bear", "in the box".  
Group A, you say "Where's the teddy bear?"  
Group B, you say, "It's in the box."  
T: I say "plane", "on the table".  
Group A, you say, "Where's the plane?"  
Group B, you say, "It's on the table." OK?  
T (to class): teddy bear/in the box  
Group A: Where's the teddy bear?  
Group B: It's in the box.  
T (to class): plane/on the table

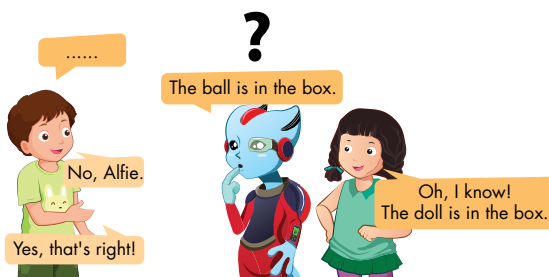
**Continue whole class/group/individual drills, with:**

- fan/on the table
- kite/in the bag
- ball/on the table
- robot/in the bag
- ruler/in the cupboard

**Point, ask and answer.**

3. Have students look at the pictures and call out the objects they can see.
4. Demonstrate the activity using the example.
5. Divide students into pairs.
6. Have student A point to a picture and ask "Where's the \_\_\_\_\_?" and have student B respond with "It's in/on \_\_\_\_\_."
7. Swap roles and repeat.
8. Afterwards, have some pairs demonstrate in front of the class.

**E Play the "Read my lips" game.**



1. Divide students into pairs or small groups.
2. Have one student mouth a sentence silently, e.g. "The ball is in the toy box".
3. Have the other students take turns to guess what was said.
4. Swap roles and repeat.
5. Afterwards, have some students demonstrate in front of the class.