

**OBJECTIVES:** By the end of the lesson, pupils will have learned to name and talk about toys.

### ● TARGET LANGUAGE

**Key language:** *camera, watch, kite, robot, lorry, computer game, alien, tablet*, plural nouns

**Additional language:** *next to, Can you spell ... ? What's your favourite toy?*

**Revision:** *doll, ball, bike, car, train, game, boat, ugly*

### ● MATERIALS REQUIRED

Flashcards: (toys) 42–48

Extra activity 1: two rolled up newspapers

Optional: *Teacher's Resource Book 2*, pages 20–21, Unit 3

Reinforcement worksheet 1.

## Warmer

- Write *Toys* on the board, elicit what it says and draw a large circle around it (to begin a mind map). Play the Spelling game with the class, e.g. *Give me a b*, and spell out the known toy words. As the pupils shout out each one, ask a volunteer to spell it and write it on the mind map. Build up the mind map to include: *doll, ball, bike, car, train, lorry, boat*.

## Presentation

- Elicit/teach the new toy vocabulary using the flashcards. Show each flashcard in turn and elicit/say the word. Pupils repeat in chorus and then in groups, loudly, softly, and so on. Stick the flashcards (picture side) around the mind map. Point to each flashcard. As pupils chorus the word, turn the flashcard to show the word side.
- Leave the mind map for Extra activity 1.
- Teach *tablet*, either showing a real tablet or drawing a picture. Pupils say the word after you.

### PB18. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 18, please*. Elicit who pupils can see in the picture, to revise the names of the characters. Raise awareness of the plurals of the words by saying, e.g. *Point to the kites. Point to the computer games. Point to the robots*.
- Say *Find the hidden star. Where is it?* Elicit from pupils where it is, hold up your book and point to it (on the kite).
- Say *Listen and point*. Play the CD. Pupils listen and point.
- Set the pre-listening questions: *Where are the kites? What colour is the watch? What is Stella's favourite toy?* Play the CD again. Pupils listen for the answers. Check with the class (Next to the lorries, Yellow, A computer game).
- Check comprehension by asking other questions around the class, e.g. *What are these? Who's this? What colour's this? Where are the watches? What's Suzy looking at?*

### CD 1, 31

**SUZY:** Ooh, kites! Can we look at them, Dad?

**MR STAR:** OK, Suzy. Where are they?

**SUZY:** Over there! Next to the lorries.

**SIMON:** Look at these robots!

**STELLA:** Ugh! They're ugly.

**ALEX:** I like this big yellow watch.

**MEERA:** Look at this camera. It's orange, my favourite colour.

**STELLA:** Hum! ... Look! Computer games! I love computer games!

**SIMON:** Great! Is there a Maskman Playbox?

**STELLA:** Yes, there is, and there's a 'Can you spell ... ?' game.

**MEERA, ALEX, SIMON:** Ugh! Stella!

### PB18. ACTIVITY 2. Listen and repeat.

- Say *Let's do Activity 2. Listen and repeat*. Play the CD. Pupils repeat the words in chorus. Listen for correct pronunciation of *camera* (two syllables) and correct word stress of *computer game*.

### CD 1, 32

Camera, watch, kite, robot, lorry, alien, computer game

### AB18. ACTIVITY 1. Read. Circle the toy words. Write.

- Say *Open your Activity Books at page 18, please*. Copy the first sentence of the text on the board: *Suzy's got a kite*. Circle *kite*, as in the example, and say *What's this word? Is it a colour? A number?* Pupils respond *No, a toy*. Say *That's right. It's a toy word*. Read and circle all the toy words. Say *Can you see a picture of a kite?* Pupils show you. Point to the writing lines with the word *kite*.
- Pupils work individually. They read the text silently and circle the toy words. They check in pairs. They match the word with the picture and then copy the word under the picture. Monitor pupils as they are working.
- Correct as a class. Ask pupils to spell out the words.

**Key:** Pupils circle robot, train, car, computer game, watch and write (from left to right, top to bottom) computer game, train, robot, car, watch.

### AB18. ACTIVITY 2. Listen and tick (✓) the box.

- Say *Look at Activity 2*. Play the example. Elicit the sentence from the class (or play the first one again) to make it clear. Play the rest of the CD. Pupils listen and tick. They check in pairs. Play the CD again and check after each one.

**Key:** 2 c, 3 b, 4 a

### CD 1, 33

- 1 My computer game's my favourite toy.
- 2 This is Pat. She's playing with her robot.
- 3 There's a lorry under the chair.
- 4 Anna's flying her kite.

## Extra activities: see page T116 (if time)

### Optional activity

- Unit 3 Reinforcement worksheet 1 from *Teacher's Resource Book 2* pages 20–21.

### Ending the lesson

- Display the toy flashcards on the board. Elicit the words. Say *Look and think. What's your favourite toy?* Point to the flashcards. *Now hands up*. Say each toy and write the number of pupil hands under each picture. At the end, announce the class's favourite toy.

**OBJECTIVES:** By the end of the lesson, pupils will have learned to talk about toys using *this* and *these*.

● **TARGET LANGUAGE**

**Key language:** *this, these*

**Additional language:** *fantastic*

**Revision:** toy vocabulary, numbers 1–20, colours, adjectives, adjective order, *There's ...*, *There are ...*, *trousers, kitchen*

● **MATERIALS REQUIRED**

Flashcards: (toys) 42–48

Photocopiable 3 (see page T102), copied onto thin card, one copy for each pupil, scissors, envelopes

## Warmer

- Display the toy flashcards. Elicit the words. Do a simple clapping game to review the plurals: Clap, *One watch*, Clap, clap, *Two watches*. Repeat for the other words (*kite, lorry, robot, camera, computer game, alien, tablet*).
- When pupils play the game well, say *Fantastic!*
- Write the plurals on the board and draw pupils' attention to the spelling.

**PB19. ACTIVITY 3.** Listen and say the number.

- Say *Open your Pupil's Books at page 19, please. Look at the picture and the examples. Review the other toy words (doll, train, ball) by saying Point to the doll. Point to the train. Point to the ball.* Play the CD. Pause each time to elicit the number from pupils.

**Key:** alien 11, train 13, camera 18, lorries 12, watch 20, computer game 16, kite 15, balls 14

**CD 1, 34**

These are dolls.  
This is a robot.  
This is an alien  
This is a train.  
This is a camera.

These are lorries.  
This is a watch.  
This is a computer game.  
This is a kite.  
These are balls.

## Practice

- Focus on the difference between *this* and *these*, using classroom objects, e.g. put two pencils on the desk near you. Put a pen next to them. Point to the pencils and say *These are pencils*. Point to the pen and say *This is a pen*. Repeat for other objects around the class, giving a clear model each time.
- Point to the objects again in turn and say, e.g. *What are these?* (pencils). *What is this?* (a pen). Draw a single tablet and two tablets on the board. Point in turn and ask *What is this?* (a tablet) and *What are these?* (tablets)

**PB19. ACTIVITY 4.** Listen and say 'yes' or 'no'.

- Say *Look at the picture in your books. Listen.* Play the first sentence on the CD. Pause. Pupils put up their hands. Elicit the answer (no). Play the rest of the CD, pausing after each one to give pupils thinking/processing time. They whisper the answer to their partner. Play the CD again. Stop after each one and check with the class. If the answer is *No*, elicit the correct sentence each time.

**Key:** No – There's a red lorry and a yellow lorry. Yes. Yes.

No – There's an ugly robot with red eyes. No – There's a red camera. Yes. No – There's a dirty orange ball. No – There's one small white ball. No – there are two dolls.  
No – There's one big yellow watch. Yes.

**CD 1, 35**

There are two big red lorries.  
There's a beautiful pink and purple kite.  
There's a Maskman computer game.  
There's an ugly robot with green eyes.  
There's a small pink camera.  
There's a green alien.  
There's a clean orange ball.  
There are two small white balls.  
There are three happy dolls.  
There are two big yellow watches.  
There's a long brown train.

## Photocopiable 3: see pages T98 and T102

**AB19. ACTIVITY 3.** Complete the sentences and colour the pictures.

- Say *Open your Activity Books at page 19, please. Look at Activity 3.* Point to the picture of the plane and to the first sentence. Say it for the class: *This* (hold up one finger to show it's singular) *is a red plane*. Hold up your finger again to show it's one plane and elicit the colour (red). Pupils colour the plane red. Repeat for the second sentence, holding up three fingers this time to show use of *These/watches* and eliciting the colour (purple).
- Hold up one finger and say *This is a pencil*. Hold up three fingers and say *These are pencils*. Continue with *desk, ruler, eraser, table, chair, bag, cupboard, board*.
- Pupils work in pairs. They do the activity orally first. Check with the class. Tell pupils to write the words in the sentences. Monitor pupils as they are working. Help with spelling if asked.

**Key:** 3 These, 4 This, 5 These, 6 These, 7 These, 8 These

**AB19. ACTIVITY 4.** Match. Write the words.

- Say *Look at Activity 4.* Point to the two example answers and show how they were made by matching letters on the left and right. Say *Make some more words. These are the beginning of the words* (point to these) *and these are the ends of the words* (point to these). *Do the activity in pairs.* Monitor pupils as they are working and help if necessary.
- Elicit words from pupils. Pupils spell them out and you write them on the board. Check understanding of the words, e.g. *trousers*. If pupils make the word *trane*, don't say it's wrong. Remind them that this is how we say the word, but that we spell it in a different way (*train*).

**Key:** camera, cake, ruler, robot, doll, dog, trousers, train, please, plane

## Extra activity: see page T116 (if time)

### Ending the lesson

- Teach the class a simple chant to practise the plurals. Say it softly, then loudly. Divide the class into groups and each group says a line, e.g.  
*Lorries, lorries, big red lorries.*  
*Dolls, dolls, happy dolls.*  
*Watches, watches, big yellow watches.*

**OBJECTIVES:** By the end of the lesson, pupils will have learned to ask and answer questions with *Whose* and the possessive 's.

### ● TARGET LANGUAGE

**Key language:** *Whose ... is this / are these? Whose is it? It's / They're his/hers/Suzy's.*

**Additional language:** *new, tail, What's that?, Metal Mouth*

**Revision:** prepositions, adjectives, colours, *can, can't, table, basketball, fly, walk, talk*

### ● MATERIALS REQUIRED

Flashcards: (toys) 42–48

Extra activity 2: string / elastic bands / safety pins

Optional: *Teacher's Resource Book 2* Unit 3 Reinforcement worksheet 2 (page 22)

## Warmer

- Review *this* and *these*. Walk around the classroom and point to / pick up classroom objects. Ask *What's this? What are these?* Pupils respond, e.g. *It's a ruler / They're pencils.*

## Presentation

- Hold up a pupil's bag. Ask *What's this?* Pupils respond. Ask *Whose is it? Is it (Juan's) bag?* Point to the pupil (it's NOT his bag). *Is it Paula's bag?* Point to her (it's NOT hers). Repeat for two more pupils (it's NOT theirs). Ask again *Whose is it? Ah, it's Claude's bag* (it IS). Repeat with single objects. Listen for correct use of 's at the end of the name. Repeat with plural objects.
- Pupils come to the front in turn and follow the model.

### PB20. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 20, please. Look at the picture. Who can you see? What can you see?* (Monty, Marie, Maskman, a robot, a kite, a table, etc.). Play the CD. Pupils listen and point. Set the pre-listening questions: *Whose is the basketball? Whose is the robot? Whose is the computer game?* Play the CD again. Pupils listen for the answers. Pupils check in pairs. Check with the class (Simon's, Simon's, Stella's). Pupils give complete answers, e.g. *It's Simon's basketball.*

### CD 1, 36

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**MONTY:** Look at Suzy's kite! It's beautiful. It's pink and purple with a long tail.

**MASKMAN:** And it's big, and it can fly. I can fly too. What's that, Marie?

**MARIE:** It's a 'Can you spell ...?' computer game.

**MONTY:** Whose is it? Is it Suzy's?

**MARIE:** No, it isn't. It's Stella's.

**MONTY:** What's that under the table?

**MASKMAN:** It's Simon's basketball.

**MONTY:** No, not that. What's that new toy next to the ball?

**MARIE:** It's a big robot. It's 'Metal Mouth'.

**MASKMAN:** Metal Mouth? Hmm, yes. It's an ugly robot.

**MONTY:** Whose is it?

**MASKMAN:** It's Simon's.

**METAL MOUTH:** My name is Metal Mouth. My name is Metal Mouth.

**MONTY:** Ooh, look! It can walk and talk.

**MASKMAN:** Yes, but it can't fly. I can fly.

**METAL MOUTH:** I am a robot.

### PB20. ACTIVITY 6. Listen and repeat.

- Say *Look at Activity 6. Listen, point and repeat.* Play the CD. Stop after each question or answer for pupils to repeat.

### CD 1, 37

Whose is this computer game? It's Stella's.

Whose is this robot? It's Simon's.

Whose are these books? They're Stella's.

Whose are these pencils? They're Suzy's.

### AB20. ACTIVITY 5. Listen and colour. Then answer.

- Pupils put the crayons on their desks: green, purple, orange, yellow, black, pink. Say *Open your Activity Books at page 20, please. Look at Activity 5. Listen and colour the kites.* Play number 1. Say *Whose is the black kite?* Pupils respond *Simon's*. Hold up the black crayon. Follow the line from Simon to his kite. Say *Listen and colour the other kites.* Play the CD. Stop after each one. Pupils check in pairs. Play the CD again. Check with the class, e.g. *Whose is the pink kite?*
- Point to the question (*Whose is the green kite?*) and the example answer. Write *Stella's* on the board. Focus pupils on the capital letter. Remind them how to write the other capitals (A, L, M) *Say Answer the other questions. Write the names.*

**Key:** 2 Alex's, 3 Meera's, 4 Simon's, 5 Lenny's, 6 Suzy's

### CD 1, 38

Whose is this kite? It's Simon's. Colour it black.

Whose is this kite? It's Suzy's. Colour it pink.

Whose is this kite? It's Lenny's. Colour it orange.

Whose is this kite? It's Stella's. Colour it green.

Whose is this kite? It's Meera's. Colour it yellow.

Whose is this kite? It's Alex's. Colour it purple.

### AB20. ACTIVITY 6. Write the questions.

- Point to various classroom objects and ask, e.g. *Whose is the red bag?* Pupils respond, e.g. *It's Mark's.*
- Say *Look at Activity 6.* Elicit the objects in the picture (plane, kite, watch, lorry, doll). Go through the example with the class. Say *Write the other questions.*
- Pupils work in pairs. Monitor pupils as they are working.
- Check orally with the class. Write each question on the board.

**Key:** 2 Whose is the doll? 3 Whose is the plane?  
4 Whose is the kite? 5 Whose is the watch?

## Extra activities: see page T116 (if time)

### Optional activity

- Unit 3 Reinforcement worksheet 2 from *Teacher's Resource Book 2* (pages 20 and 22).

### Ending the lesson

- Display the toy flashcards (picture side). Point. Pupils chorus the words. Cover one flashcard with a piece of paper. Pupils chorus the words and hum the covered word, e.g. robot *HHHM hhhm*, to show syllables and word stress. Repeat.

**OBJECTIVES:** By the end of the lesson, pupils will have sung a song and be able to talk about clothing using *this/these* and *that/those*.

● **TARGET LANGUAGE**

**Key language:** *that/those*

**Additional language:** *boots*

**Revision:** *Whose is this / are these?* possessive 's, clothes, colours, classroom instructions, *Sorry. Can you repeat that, please? Can you say that again? tablet, fantastic*

● **MATERIALS REQUIRED**

A picture or a real pair of boots

Extra activity 2: Prepare/find four pictures of children (two boys and two girls) wearing different coloured clothes, e.g. shoes, jacket, shirt, trousers, T-shirt.

Optional: *Teacher's Resource Book 2 Unit 3 Extension worksheet 1 (page 23), Kid's Box Teacher's Resource Book 2 Unit 3 song worksheet (page 25)*

**Warmer**

- Play a Stella says game to review clothes. Pupils stand up. Say, e.g. *Stella says touch your shoes.* Pupils touch their shoes. *Point to a blue jacket.* Pupils don't point. Continue the game, using known clothes words, colour adjectives and the class instructions *point to, touch.*
- Preteach *boots* with a picture or a real pair of boots.

**PB21. ACTIVITY 7. Listen and point. Sing.**

- Say *Open your Pupil's Books at page 21, please. Look at the picture. What clothes can you see?* Elicit the clothes and the colours. Elicit/tell pupils the names of the characters (John, Sheila, Sue and Tom are new). Check they know which are the boys' names and which the girls'. Say *Whose clothes are they? Let's listen and see.* Play the CD. Pupils listen and point to the clothes and the owner each time. Elicit the information from the class. Hold up your book and point to, e.g. the black jacket and say *Whose black jacket is this?* Pupils respond *It's John's.*
- Play the CD again. This time pupils follow the text in their books.

**CD 1, 39**

Whose is this jacket?  
Whose is this jacket?  
What? That black jacket?  
Yes, this black jacket.  
Whose is this jacket?  
It's John's.  
Oh!

Whose are these shoes?  
Whose are these shoes?  
What? Those blue shoes?  
Yes, these blue shoes.  
Whose are these shoes?  
They're Sheila's.  
Oh!

Whose is this skirt?  
Whose is this skirt?  
What? That purple skirt?  
Yes, this purple skirt.  
Whose is this skirt?  
It's Sue's.  
Oh!

Whose are these trousers?  
Whose are these trousers?  
What? Those brown trousers?  
Yes, these brown trousers.  
Whose are these trousers?  
They're Tom's.  
Oh!

**CD 1, 40**

Now sing the song again. (Karaoke version)

**PB21. ACTIVITY 8. Ask and answer.**

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *Whose is this jacket?* Pupil B answers, e.g. *It's John's.* Pupils swap roles. Repeat the activity with items in the classroom.

**AB21. ACTIVITY 7. Look and read. Put a tick (✓) or a cross (X) in the box. There is one example. S towards**

- Say *Open your Activity Books at page 21.* Point to the picture of the crayon and the example sentence. Read aloud: *This is a ruler* and ask *Is that OK? Look at the box.* Pupils respond *No.* Say *No. This is a crayon. There's a cross in the box.* Point to the picture of the watches and the example sentence. Read aloud: *These are watches* and ask *Is that OK? Look at the box.* Pupils respond *Yes/OK.* Say *Yes. These are watches. There's a tick in the box. Now read the rest of the sentences and tick or cross.*
- Pupils work silently on their own to read and tick or cross. Monitor and check they are reading carefully as well as looking at the pictures. Compare answers in pairs.
- Check answers as a whole class. Elicit the correct sentences for those with a cross (i.e. 2 *This is a computer game.* 3 *This is a bike.* 4 *These are planes.*)

**Key:** 1 These are tablets. ✓, 2 This is a kite. X, 3 This is a lorry. X, 4 These are trains. X, 5 This is a robot. ✓

**Extra activities: see page T117 (if time)**

**Optional activities**

- Unit 3 Extension worksheet 1 from *Teacher's Resource Book 2* (see pages 20 and 23 of the *Teacher's Resource Book*).
- Unit 3 song worksheet from *Teacher's Resource Book 2.* Pupils listen and match the characters and clothing (see pages 20 and 25 of the *Teacher's Resource Book*).

**Ending the lesson**

- Sing the song again from Pupil's Book Activity 7 to end the lesson.
- When pupils sing well, say *Fantastic!*

**OBJECTIVES:** By the end of the lesson, pupils will have learned to recognise the phoneme /aɪ/ and have had more practice with *Whose* and the possessive 's.

● **TARGET LANGUAGE**

**Key language:** the phoneme /aɪ/ as in *fly, five, kite*

**Revision:** parts of the face, possessive 's, *whose*, numbers 1–20

● **MATERIALS REQUIRED**

Extra activity 1: Photocopiable 3 (see page T102), if not previously used copied onto thin card, one copy for each pupil, scissors, envelopes

Extra activity 2: 20 number cards, each with the different number (in words) between *one* and *twenty*

### Warmer

- Review the parts of the face by teaching the pupils a quick action song:  
*This is my face, my face, my face.* (Pupils circle their faces with their hands)  
*This is my face. MY FACE.* (Pupils point to their faces)
- Repeat for *eyes, nose, mouth, ears, teeth*. Use *These are* for the plural words.

### PB22. ACTIVITY 9. Monty's phonics

- Say *Open your Pupil's Books at page 22, please*. Point to the picture of the bird flying and say *fly*, emphasising the /aɪ/ sound. Say the word again and do a flying mime as you speak. Point to the figure 5 and the picture of the kite and practise the words in the same way, emphasising the vowel sound and using mime when you say the words (draw a number 5 in the air with your finger and mime holding the string of a kite on a windy day). Point at the large picture and ask *What's the girl doing? (Flying kites) How many kites? (Five) What colour are they? (White)*. Say *Now listen to Monty, point and repeat*.
- Play the CD. Pupils listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.
- Pupils repeat the tongue twister as a class. Do it more and more quickly. Then ask small groups of pupils to have a go at saying it. Go around the class, from group to group. Put pupils into pairs. They take turns to say the tongue twister quickly to each other. Invite volunteers to say it to the class.
- Write the tongue twister on the board. Focus pupils on the words. Elicit from them which letters to underline for the sound /aɪ/.

**Key:** I'm flying my five white kites.

#### CD 1, 41

**MONTY:** Hi, I'm Monty! Repeat after me!

/aɪ/, /aɪ/, fly

/aɪ/, /aɪ/, five

/aɪ/, /aɪ/, kite

I'm flying my five white kites!

I'm flying my five white kites!

I'm flying my five white kites!

### PB22. ACTIVITY 10. Ask and answer.

- Say *Look at Activity 10*. Hold up your book and point to the first example (picture 11). Ask the question *Whose is this nose?* Pupils respond using the prompt (or from memory) *It's Simon's*. Repeat with the other example. Practise with one or two other features of different pupils, giving pupils a chance to ask as well to answer. Make sure pupils notice the difference (singular and plural) and remind them to think about the chant from the warmer to help them.
- Pupils work in pairs and take turns to point and ask, and to answer. Remind them to look back in their Pupil's Books if they can't remember the characters.
- Check with the class using open pairs. One pair asks the question across the class. Another pair answers.

**Key:** 13 *Whose is this mouth? It's Suzy's*. 14 *Whose is this ear? It's Simon's*. 15 *Whose are these eyes? They're Simon's*. 16 *Whose is this mouth? It's Stella's*. 17 *Whose is this ear? It's Suzy's*. 18 *Whose are these eyes? They're Stella's*.

### AB22. ACTIVITY 8. Listen and write the words.

- Say *Open your Activity Books at page 22, please*. Point to the large outline pictures in turn and ask *What's this? (A fish, A kite)*. Play number 1 on the CD and say *'Fish' has the sound /ɪ/. Look. It's in the fish.* (Point to the example word written on the first line in the fish outline). Play number 2 and say *'Kite' has the sound /aɪ/. Look. It's in the kite. Now listen and think /ɪ/ or /aɪ/? Fish or kite? Write in pencil*.
- Play the rest of the CD, pausing after each word for pupils to consult in pairs and write the word. Play the CD again if necessary. Elicit answers and write the groups of words on the board for pupils to check.

**Key:** Fish 3 pink, 6 swim, 8 big, 10 sit; Kite 4 five, 5 my, 7 bike, 9 fly

#### CD 1, 42

1. fish, 2. kite, 3. pink, 4. five, 5. my, 6. swim, 7. bike, 8. big, 9. fly, 10. sit

### AB22. ACTIVITY 9. Listen and join the dots.

- Write two or three numbers at random on the board, e.g. 16, 12, and elicit what they are.
- Say *Look at Activity 9. Say Take a pencil. Listen*. Play the CD. Pupils listen and join the numbers in the order they hear them. They check in pairs. Play the CD again. Check with the class. Elicit what the picture is (a lorry).
- Pupils complete the sentence under the picture. Remind them to check on Pupil's Book page 18 for the spelling of the word.

**Key:** lorry

#### CD 1, 43

5, 13, 11, 8, 17, 6, 14, 3, 5, 2, 19, 1, 10, 20, 13

**Extra activities: see page T117 (if time)**

### Ending the lesson

- Do the tongue twister again with the class. Pupils stand up. Do it as a class and then invite groups of four to have a go at saying it as fast as they can.

**OBJECTIVES:** By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

**Key language:** language from the unit

**Additional language:** *Metal Mouth, I know*

**Revision:** *can, can't, walk, talk, spell, listen, ugly, stop, sorry, not, nice, superhero, favourite, toy*

● **MATERIALS REQUIRED**

Extra activity 1: Flashcards (toys) 42–48

Optional: *Teacher's Resource Book 2 Unit 3 Extension worksheet 2 (page 24)* and/or animated version of the Unit 3 story from *Kid's Box 2 Interactive DVD (Suzy's room section)*, *Kid's Box 2 Language Portfolio page 3*

## Warmer

- Review *Whose* and use of possessive 's by collecting some objects from pupils, taking them to the front and showing them in turn, asking *Whose is this? Whose are these?*
- Pupils can take turns collecting objects and asking questions.

## Story

**PB23. ACTIVITY 11.** *Listen to the story.*

- Say *Open your Pupil's Books at page 23, please.* Elicit who they can see (Trevor, Monty, Marie, Maskman and a big ugly robot). Hold up your book to check pupils remember the sequence of the pictures. Set the pre-listening questions. Divide the class into groups of three: A, B and C. Give each pupil in each group a different question to listen for: As: *What's the robot's name?* Bs: *Whose robot is it?* Cs: *Can the robot walk?* Say *Listen and look.* Play the CD. Pupils listen and look. The groups of three exchange their answers. Check with the class (*Metal Mouth, Simon's, yes*).
- Play the CD again, frame by frame. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by pointing to each picture and asking, e.g. *What's this? (robot). What colour is it? (grey). Is the robot beautiful? (ugly). Whose is it? (Simon's). Can it talk? Can it walk? (Yes). Can it fly? (No). Is it a superhero? (No). Is it Simon's favourite toy? (No). Who is the superhero? (Maskman). Who is Simon's favourite toy? (Maskman).*
- Check understanding of *superhero*. Give examples that pupils will know, e.g. *Superman, Spiderman*. Ask pupils who their favourite superhero is.

### CD 1, 44

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**TREVOR:** Whose is this robot?

**MASKMAN:** It's Simon's.

**TREVOR:** Hello. What's your name?

**ROBOT:** My name is Metal Mouth.

**TREVOR:** Oh. Can you walk, Metal Mouth?

**ROBOT:** I can walk and I can talk.

**MASKMAN:** Well, I can walk. I can talk, and I can spell. U–g–l–y.

**TREVOR:** I know! I know! ... It's ugly!

**MASKMAN:** Yes, it is ... and it can't fly.

**MARIE:** Maskman! Say 'sorry', please.

**MASKMAN:** Sorry.

**MONTY:** It's OK, Maskman. You're a superhero and you're Simon's favourite toy.

**PB23. ACTIVITY 12.** *Act out the story.*

- Divide the class into groups of five. Pupils decide their roles. Play the CD again. Stop after each frame for the pupils to repeat in role. Groups practise their story. More confident groups of pupils can change some words, e.g. *ugly, walk, talk, fly*. Invite two or three groups to role play their story to the class.

**AB23. MY PICTURE DICTIONARY.**

- Say *Open your Activity Books at page 23, please.* Pupils prepare the toy stickers. Say *Which toy is it? Listen.*
- Play number 1 on the CD and elicit the toy (kite). Ask pupils to hold up the correct sticker. They all stick the sticker in the first square.
- Play the rest of the CD. Pupils lay the stickers out on their desk in the correct order. Monitor around the class to check before they stick them in their books.
- Point to the example word on the line in square 1 (*kite*). Say *Now write the words.* Pupils write the name of the toy under each sticker. Write the toy names on the board in random order if they are having difficulty. Play the CD again if necessary.
- Elicit where they can find the spelling of the words (*Pupil's Book page 18*).

**Key:** 2 camera, 3 computer game, 4 robot, 5 watch, 6 lorry

### CD 1, 45

Stick the kite on number 1. Stick the robot on number 4. Stick the lorry on number 6. Stick the computer game on number 3. Stick the watch on number 5. Stick the camera on number 2.

**AB23. MY PROGRESS.**

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Display the flashcards of the toys and ask different pupils *What's your favourite toy? What colour is it? Is it big?, etc.*
- Read the second sentence. Remind pupils what they did in My picture dictionary, nod and say *You can write 'toy' words.* Pupils work in pairs. They take turns to point to a sentence in their books and do or show what it says.
- Say *Now ask each other and tick or cross the sentences.* Demonstrate the activity again if necessary.

**Extra activities: see page T117 (if time)**

## Optional activities

- Unit 3 Extension worksheet 2 (see pages 20 and 24 of the *Teacher's Resource Book*).
- The animated version of the story from *Kid's Box 2 Interactive DVD (Suzy's room section)*. See pages 41–44 of the *Teacher's booklet for the Interactive DVD*.

## Language Portfolio

- Pupils complete page 3 of *Kid's Box 2 Language Portfolio (I can ... Units 1–3)*.

## 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.