

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

● TARGET LANGUAGE

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

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

Review: *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 students 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, truck, boat*.

Presentation

- Elicit/Teach the new toy vocabulary using the flashcards. Show each flashcard in turn and elicit/say the word. Students repeat in chorus and then in groups, loudly, softly, and so on. Stick the flashcards (picture side up) around the mind map. Point to each flashcard. As students 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. Students say the word after you.

SB18. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 18, please*. Elicit who students can see in the picture, to review 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 students where it is, hold up your book, and point to it (on the kite).
- Say *Listen and point*. Play the CD. Students listen and point.
- Set the pre-listening questions: *Where are the kites? What color is the watch? What is Sally's favorite toy?* Play the CD again. Students listen for the answers. Check with the class (Next to the trucks, Yellow, A computer game).
- Check comprehension by asking other questions around the class, e.g., *What are these? Who's this? What color'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 trucks.

SCOTT: Look at these robots!

SALLY: Ugh! They're ugly.

ALEX: I like this big yellow watch.

EVA: Look at this camera. It's orange, my favorite color.

SALLY: Hum! ... Look! Computer games! I love computer games!

SCOTT: Great! Is there a Maskman Playbox?

SALLY: Yes, there is, and there's a "Can you spell ... ?" game.

EVA, ALEX, SCOTT: Ugh! Sally!

SB18. ACTIVITY 2. Listen and repeat.

- Say *Let's do Activity 2. Listen and repeat*. Play the CD. Students 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, truck, alien, computer game

WB18. ACTIVITY 1. Read. Circle the "toy" words. Write.

- Say *Open your Workbooks to page 18, please*. Copy the first sentence of the text on the board: *Suzy has a kite*. Circle *kite*, as in the example, and say *What's this word? Is it a color? A number?* Students 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?* Students show you. Point to the word *kite* that is written underneath the picture.
- Students 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 students as they are working.
- Correct as a class. Ask students to spell out the words.

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

WB18. ACTIVITY 2. Listen and check (✓) 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. Students listen and ✓. 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 favorite toy.
- 2 This is Pat. She's playing with her robot.
- 3 There's a truck 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 favorite toy?* Point to the flashcards. *Now raise your hands*. Say each toy and write the number of student hands under each picture. At the end, announce the class's favorite toy.

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

● **TARGET LANGUAGE**

Key language: *this, these*

Review: toy vocabulary, numbers 1–20, colors, adjectives, adjective order, *There's ...*, *There are ...*, *kitchen*

Additional language: *fantastic*

● **MATERIALS REQUIRED**

Flashcards: (toys) 42–48

Photocopiable 3 (see page T102), copied onto thin cardboard, one copy for each student, 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, truck, robot, camera, computer game, alien, tablet*).
- When students play the game well, say *Fantastic!*
- Write the plurals on the board and draw students' attention to the spelling.

SB19. ACTIVITY 3. *Listen and say the number.*

- Say *Open your Student's Books to 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 students.

Key: alien 11, train 13, camera 18, trucks 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 trucks.

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 close to 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).

SB19. 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. Students raise their hands. Elicit the answer (no). Play the rest of the CD, pausing after each one to give students 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 truck and a yellow truck. 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. Yes. No – There's one big yellow watch. Yes.

CD 1, 35

There are two big red trucks.

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

WB19. ACTIVITY 3. *Complete the sentences and color the pictures.*

- Say *Open your Workbooks to 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 color (red). Students color the plane red. Repeat for the second sentence, holding up three fingers this time to show use of *These/watches* and eliciting the color (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.
- Students work in pairs. They do the activity orally first. Tell students to write the words in the sentences. Monitor students and help with spelling if asked.

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

WB19. 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 those) *and these are the ends of the words* (point to those). *Do the activity in pairs.* Monitor students as they are working and help if necessary.
- Elicit words from students. Students spell them out and you write them on the board. Check understanding of the words, e.g., *truck*. If students 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, truck, train, please, plane

Extra activity: see page T116 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, students 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*

Review: prepositions, adjectives, colors, *can, can't, table, basketball, fly, walk, talk*

● MATERIALS REQUIRED

Flashcards: (toys) 42–28

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?* Students respond, e.g., *It's a ruler. / They're pencils.*

Presentation

- Hold up a student's pencil. Ask *What's this?* Students respond. Ask *Whose is it? Is it (Juan's) pencil?* Point to the student (it's NOT his bag). *Is it Paula's pencil?* Point to her (it's NOT hers). Repeat for two more students (it's NOT theirs). Ask again *Whose is it? Oh, it's Claude's pencil (it IS).* Repeat with single objects. Listen for correct use of *'s* at the end of the name. Repeat with plural objects.
- Students take turns coming to the front and following the model.

SB20. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to 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. Students 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. Students listen for the answers. Students check in pairs. Check with the class (Scott's, Scott's, Sally's). Students give complete answers, e.g., *It's Scott'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 Sally's.

MONTY: What's that under the table?

MASKMAN: It's Scott'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 Scott'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.

SB20. ACTIVITY 6. Listen and repeat.

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

CD 1, 37

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

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

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

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

WB20. ACTIVITY 5. Listen and color. Then answer.

- Students put the crayons on their desks: green, purple, orange, yellow, black, blue, pink. Say *Open your Workbooks to page 20, please. Look at Activity 5. Listen and color the kites.* Play number 1. Say *Whose is the black kite?* Students respond *Scott's*. Hold up the black crayon. Follow the line from Scott to his kite. Say *Listen and color the other kites.* Play the CD. Stop after each one. Students 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 *Sally's* on the board. Focus students 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 Eva's, 4 Scott's, 5 Robert's, 6 Suzy's

CD 1, 38

Whose kite is this? It's Scott's. Color it black.

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

Whose kite is this? It's Robert's. Color it orange.

Whose kite is this? It's Sally's. Color it green.

Whose kite is this? It's Eva's. Color it yellow.

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

WB20. ACTIVITY 6. Write the questions.

- Point to various classroom objects and ask, e.g., *Whose is the red ruler?* Students respond, e.g., *It's Mark's.*
- Say *Look at Activity 6.* Elicit the objects in the picture (plane, kite, watch, truck, doll). Go through the example with the class. Say *Write the other questions.*
- Students work in pairs. Monitor students 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, 22.

Ending the lesson

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

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

● TARGET LANGUAGE

Key language: *that/those*

Additional language: *boots*

Review: *Whose is this / are these?* possessive 's, clothes, colors, 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 colored clothes, e.g., shoes, jacket, shirt, pants, T-shirt.

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

Warmer

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

SB21. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Student's Books to page 21, please. Look at the picture. What clothes can you see?* Elicit the clothes and the colors. Elicit/Tell students the names of the characters (John, Sheila, 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. Students 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?* Students respond *It's John's*.
- Play the CD again. This time, students follow the text in their books.

CD 1, 39

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

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

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

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

CD 1, 40

Now sing the song again. (Karaoke version)

SB21. ACTIVITY 8. Ask and answer.

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

WB21. ACTIVITY 7. Look and read. Put a ✓ or an X in the box. There is one example. S

- Say *Open your Workbooks to page 21, please*. 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*. Students 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*. Students respond *Yes/OK*. Say *Yes. These are watches. There's a check mark in the box. Now read the rest of the sentences and check or put an X*.
- Students work silently on their own to read and check 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 an X. (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 truck. 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*. Students 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 Student's Book Activity 7 to end the lesson.
- When students sing well, say *Fantastic!*

OBJECTIVES: By the end of the lesson, students will have learned to recognize 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*

Review: 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 cardboard, one copy for each student, 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 students a quick action song:
This is my face, my face, my face. (Students circle their faces with their hands.)
This is my face. MY FACE. (Students point to their faces.)
- Repeat for *eyes, nose, mouth, ears, teeth*. Use *These* are for the plural words.

SB22. ACTIVITY 9. Monty's phonics

- Say *Open your Student's Books to page 22, please.* Point to the picture of the bird flying and say *fly*, emphasizing 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 practice the words in the same way, emphasizing 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 to the large picture and ask *What's the girl doing?* (*Flying kites*) *How many kites?* (*Five*) *What color are they?* (*White*). Say *Now listen to Monty, point, and repeat.*
- Play the CD. Students listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.
- Students repeat the tongue twister as a class. Do it more and more quickly. Then ask small groups of students to try saying it. Go around the class, from group to group. Put students into pairs. They take turns saying the tongue twister quickly to each other. Invite volunteers to say it to the class.
- Write the tongue twister on the board. Focus students on the words. Elicit from them which letters to underline for the sound /aɪ/.

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!

SB22. 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 nose is this?* Students respond using the prompt (or from memory) *It's Scott's.* Repeat with the other example. Practice with one or two other features of different students, giving students a chance asking as well as answering. Make sure students notice the difference (singular and plural) and remind them to think about the chant from the Warmer to help them.
- Students work in pairs and take turns pointing and asking, and answering. Remind them to look back in their Student'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 mouth is this? It's Suzy's. 14 Whose ear is this? It's Scott's. 15 Whose eyes are these? They're Scott's. 16 Whose mouth is this? It's Sally's. 17 Whose ear is this? It's Suzy's. 18 Whose eyes are these? They're Sally's.

WB22. ACTIVITY 8. Listen and write the words.

- Say *Open your Workbooks to 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 students 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 students 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

WB22. ACTIVITY 9. Listen and connect 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. Students listen and connect 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 truck).
- Students complete the sentence under the picture. Remind them to check on Student's Book page 14 for the spelling of the word.

Key: truck

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. Students stand up. Do it as a class and then invite groups of four to try saying it as fast as they can.

OBJECTIVES: By the end of the lesson, students 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*

Review: *can, can't, walk, talk, spell, listen, ugly, stop, sorry, not, nice, superhero, favorite, 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 AE 2 Interactive DVD* (Suzy's room section), *Kid's Box AE Workbook 2 Language Portfolio* page 100

Warmer

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

Story

SB23. ACTIVITY 11. Listen to the story.

- Say *Open your Student's Books to page 23, please*. Elicit who they can see (Trevor, Monty, Marie, Maskman, and a big ugly robot). Hold up your book to check students remember the sequence of the pictures. Set the pre-listening questions. Divide the class into groups of three: A, B, and C. Give each student 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. Students listen and look. The groups of three exchange their answers. Check with the class (*Metal Mouth, Scott's, yes*).
- Play the CD again, frame by frame. Students 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 color is it?* (gray). *Is the robot beautiful?* (ugly). *Whose is it?* (Scott's). *Can it talk?* *Can it walk?* (Yes). *Can it fly?* (No). *Is it a superhero?* (No). *Is it Scott's favorite toy?* (No). *Who is the superhero?* (Maskman). *What's Scott's favorite toy?* (Maskman).
- Check understanding of *superhero*. Give examples that students will know, e.g., *Superman, Spiderman*. Ask students who their favorite 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 robot is this?

MASKMAN: It's Scott's.

TREVOR: Hi. 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.

TREVOR: It's OK, Maskman. You're a superhero, and you're Scott's favorite toy.

SB23. ACTIVITY 12. Act out the story.

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

WB23. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 23, please*. Students prepare the toy stickers. Say *Which toy is it? Listen*.
- Play number 1 on the CD and elicit the toy (kite). Ask students to hold up the correct sticker. They all stick the sticker in the first square.
- Play the rest of the CD. Students 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*. Students 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.
- Students write the name of the toy under each sticker. Elicit where they can find the spelling of the words (*Student's Book page 15*).

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

CD 1, 45

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

WB23. MY PROGRESS.

- Focus students 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 students *What's your favorite toy? What color is it? Is it big?*, etc.
- Read the second sentence. Remind students what they did in My picture dictionary, nod, and say *You can write "toy" words*. Students work in pairs. They take turns pointing to a sentence in their books and doing or showing what it says.
- Say *Now ask each other and check or put an X*. 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 AE 2 Interactive DVD* (Suzy's room section). See pages 41–44 of the Teacher's booklet for the *Interactive DVD*.

Language Portfolio

- Students complete page 100 of *Kid's Box AE Workbook 2 Language Portfolio* (*I can ... Units 1–3*).

Ending the lesson

- Ask students which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.