

3

Cars and balls!

Objective: ask and answer questions about regular plurals

Vocabulary: car, ball, doll, stickers, crayon, card

Review: bag, blue, book, chair, green, numbers (1–9), orange, pen, pencil, pink, purple, rubber, yellow

Grammar: What are they? They're ..., regular plurals

Materials: Class CD, Lesson 3 flashcards, real objects for the new words (optional)

Warm-up

- Play the spelling game from Lesson 2, Exercise 3 with pencil, pen, rubber, cat.

Review

- Check the homework from the previous lesson.

Vocabulary 1 Track 44

- Say and mime *Open your book at page 28* and write the number on the board.
- Hold up your book and point to the pictures one at a time, saying the word each time.
- Play the CD. Stop after each word and ask the children to repeat. See Introduction, p. v for guidance on presenting new vocabulary using flashcards (and realia, if you have the items available).

Cars and balls! 1 Track 44

- Pre-reading: ask the children to look at the story. Ask in L1 *Where are the animals? Have you ever played in a park/ driven cars on a track?* To review the colours ask in English *What colour are the balls/cars?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions in L1 to check understanding and engage the children. Ask *What do you think Trumpet likes best in the playground? What do you like best? Who is the birthday card for? Do you make birthday cards for your friends? Have you ever received a birthday card?*

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Cars and balls!

What are they, Karlis?



They're balls!

Red, yellow, green and blue balls!

What are they?



They're cars. Orange cars.

Trumpet! Come here, please.

What are they, Sally?



They're dolls and stickers and crayons.

Thank you, Sally.

Look! A card!



Happy Birthday Sally!

1 Write **yes** or **no**.



1 green balls



2 black cars



3 yellow stickers



4 blue crayons

25 twenty-eight



Always remember to praise the children for their hard work. Say *Well done! Great! Very Good!* Use gestures and facial expressions to show that you are pleased and enjoy working with them.

1 Write **yes** or **no**.

- Write on the board *yes / no*. Hold up two red pencils. Say *Yellow pencils?* Point to the words on the board and elicit *No*. Say *Red pencils*. Point to the words and elicit *Yes*.
- Do the example with the class; hold up your book, point to the picture and say *Green balls?* Elicit *Yes*.
- Ask the children to do the example. Monitor and help where necessary.
- Check the answers.



Answers

- 2 no
- 3 yes
- 4 yes

Learn with Tag

- Draw a ball on the board. Say *What is it?* Elicit *It's a ball.* Then draw two more balls and say *What are they?* *They're balls.* to highlight the difference between the singular and plural. Write on the board *one ball two balls.* Repeat with *book(s).*
- Ask the children to read out the speech bubbles from the pictures in the *Learn with Tag* box.
- Demonstrate with three pencils. Ask *What are they?* Say *They're pencils. One pencil, two pencils, three pencils.*
- Put the children in pairs. Ask them to put other objects on their desk and to ask each other and answer *What are they? They're [pens], one [pen], two [pens], three [pens].*

2 Circle.

- Do the example with the class; draw one ball on the board. Say *a ball.* Add two balls and say *What are they?* Elicit *They're balls.* Hold up your book and point to the example answer.
- Say *Circle* and ask the children to do the exercise. Encourage them to refer to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

Answers

- 2 a doll
- 3 a car
- 4 crayons

Optional activity

Ask a child to come to the front. Whisper to him/her to draw three balls on the board. Ask him/her to ask another child *What are they?* Make sure the answer is correct! Repeat with other children/objects.

3 Ask and answer.

- Hold up two or three pencils and ask *What are they?* Elicit *They're pencils.* Repeat with the other objects (rubbers, crayons, etc.).
- Point to the pictures. Give the children time to study the photo and the pictures and to work out what the children are doing.
- Put the children in pairs and demonstrate the game with a pair of children by asking them to read out the example dialogue.
- Monitor and help where necessary. Praise the children for speaking English!

4 Sing along with

The Fly High band!



Track 45

- Play the CD. See Introduction, p. vi for guidance on teaching songs.

Homework

- Ask the children to complete pp. 16–17 in their Activity Book.