

# 3

## I've got a camera.

**Objective:** talk about possessions

**Vocabulary:** map, shorts, sunglasses, shirt, swimsuit, smile

**Grammar:** I/You/We/They have got've got, He/She/It has got's got

**Materials:** Class CD, paper (optional)

### Warm-up

- Write on the board: *happy, hungry, a kangaroo, a tiger, from Australia, from Greece*. Point to *tiger* and say *Is Tag a tiger?* Choose a child. Elicit a short answer. Choose children, point to a word on the board and ask them to think of a question using *Am, Is* or *Are*. Choose another child to answer the question each time.

### Review

- Check the homework from the previous lesson.

### Vocabulary 1 Track 08

- Say *Open your book at page 10*.
- See Introduction, p. v for guidance on presenting new vocabulary using the Pupil's Book pictures.
- Use extra repetition to practise the *sh /ʃ/* sound in *shorts* and *shirt*.

### I've got a camera. 1 Track 08

- Pre-reading: ask the children to look at the story. Ask (in L1 where necessary) *Is it a sunny day? What clothes has Ziggy got? Where is Ziggy going on holiday? What has Tag got?*
- Follow the steps for presenting stories – see Introduction, p. v.
- Ask some questions to check understanding and engage the children. Ask (avoiding L1 if possible) *Do Chatter and Karla like Ziggy's clothes? Does Ziggy like his clothes? Do you like Ziggy's clothes?*

# 3



## I've got a camera.



### 1 Choose and write.

swimsuit map clothes shorts

- Ziggy has got lots of new clothes.
- They've got a map of Turkey.
- Ziggy has got black and white shorts.
- His cousin has got a new swimsuit.

10 ten

### 1 Choose and write.

- Do the example with the class: ask the children to read the example sentence, then find the place in the story which gives that information.
- Ask the children to choose words and complete the sentences. Monitor and help where necessary.
- Check the answers.

### Answers

- map
- shorts
- swimsuit




In lessons where there is a lot of vocabulary reviewed from the previous book (*Fly High 2*), try to check that the children remember all the words. Play a word game with some of the reviewed vocabulary.


**Learn with Tag**


I've got a camera.  
She's got sunglasses.

I/You/We/They **have got** → I/You/We/They **'ve got**  
He/She/It **has got** → He/She/It **'s got**

**2 Write.**

1 I / 2 /  I've got two swimsuits.

2 She / 20 / 

3 They / 12 /  4 He / 5 / 

**3 Read and write. Then colour.**

I've got beautiful clothes. My T-shirt is the colour of bananas. My skirt is the colour of the sea. My shoes are the colour of chocolate. My sunglasses are the colour of a swan.

1 She's got a yellow T-shirt.  
2 She's got a            skirt.  
3 She's got            shoes.  
4 She's got            sunglasses.

**4 Sing along with the FlyHigh band!**

**Lucky girls and boys**  
We've got books and bags and pens.  
We've got family and we've got friends.  
We've got bikes and lots of toys.  
We are very lucky girls and boys.  
We are very lucky girls and boys.

We've got houses and we've got warm beds.  
We've got shoes and hats for our heads.  
We've got games and we've got toys.  
We are very lucky girls and boys.  
We are very lucky girls and boys.

eleven 11

## Learn with Tag

- Ask the children to read out Tag's speech bubble and the grammar box.
- Write on the board: *I ..... got blue shorts. Ziggy ..... got black and white shorts.* Point to the gaps one at a time and elicit the missing words.
- Write on the board: *I have got.* Rub out *ha* and replace it with an apostrophe. Say *I've got.* Write on the board *You have got.* and *She has got.* Invite children to rub out letters and add apostrophes to make the short forms.
- Put the children in pairs. They take turns telling their friend about things they've got in their bag or on their desk. Then put them in small groups. They take turns talking about what their friend has got.

## 2 Write.

- Ask the children to read the example aloud.
- Ask the children to read the rest of the prompts and write sentences. Refer them to the *Learn with Tag* box for help. Monitor and help where necessary.
- Check the answers.

### Answers

- 2 She's got twenty stickers.  
3 They've got twelve balls.  
4 He's got five presents.

## Optional activity

Distribute the paper and ask the children to draw one or more objects from the lesson's story. Put the children in small groups. They show their friends their drawings and take turns talking about them, using *have/has got*.

## 3 Read and write. Then colour.

- Ask the children to read the sentences aloud.
- Do the example with the class: ask *What colour is a banana?* Then ask *What colour is her T-shirt?* Ask the children to read the example answer.
- Ask the children to read the text and write. Monitor and help where necessary.
- Check the answers.
- Ask the children to colour their pictures. Monitor and help where necessary.

### Answers

- 2 blue  
3 brown  
4 white

## 4 Sing along with The Fly High band!



1 Track 09

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

## Homework

- Ask the children to complete pp. 8–9 in their Activity Book.