TOYS

Vocabulary:
doll, kite, ball, robot, big, small

Structure:
What can you see?
I can see a big _____.
I can see a small ____.

Review

1. Write the vocabulary from the previous theme on the board.
2. Have students read the words on the board.
3. Write the structure from the previous theme 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. 🎧 CD2 01

| doll | kite | ball | robot | big | small |
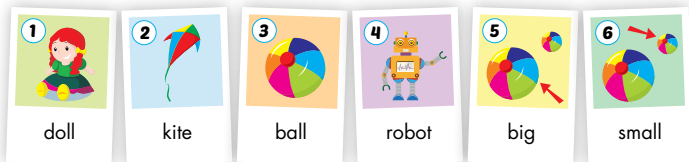
1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 01 🎧
1. M: Doll.
2. M: Kite.
3. M: Ball.
4. M: Robot.
5. M: Big.
6. M: Small.

4. Play the "Guess" game. Demonstrate the game.
5. Divide the class into four groups and have all the students stand up. Have the first two students in each team ask and answer using the target language.
6. Have the students sit down when they have asked and answered.

B 1. Listen and read. 🎧 CD2 02

THE CHILDREN ARE OUTSIDE A TOY SHOP...
I can see a big kite.
What can you see?
I can see it now.

1. Now introduce the situation "The children are outside a toy shop…"
2. Have students call out the objects and people they can see.
3. Have students listen and read.

Track 02 - 03 🎧

Narrator: The children are outside a toy shop...
Narrator: Look at the pictures. Listen. There is one example.
1. *Alfie: Wow, there are so many toys!*
Ben: I can't see. (Sound of Ben trying to reach up)
What can you see?
Tom: I can see a big kite.
Ben: Oh, cool.
Narrator: Can you see number 1? This is an example. Now listen and number.
2. *Ben: What can you see, Tom?*
Tom: Oh Ben, I can see a small doll.
3. *Ben: What can you see, Alfie?*
Alfie: I can see a ball.
Ben: A big ball?
Alfie: No, a small ball.
Ben: Oh… (Sounds disappointed)
Alfie: I'll help you Ben. Click! (Sound of jet pack)
Ben: Yay, Alfie. I can see it now! (Sounds excited)

2. Listen and number. 🎧 CD2 03

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. 🎧 CD2 04

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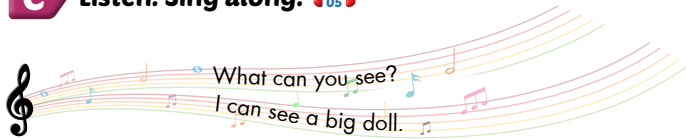3. Play audio again and have students listen and repeat.

STRUCTURE

What can you see?   I can see a big robot.
What can you see?   I can see a small ball.

Track 04 🎧

B: What can you see?
G: I can see a big robot.
G: What can you see?
B: I can see a small ball.

C Listen. Sing along. 🎧 CD2 05

What can you see?
I can see a big doll.

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.

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.

Track 05 🎧

What can you see?   big kite, small ball, small
I can see a big doll.   robot

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🗣 Pronunciation tip 🎧 CD2 06

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.
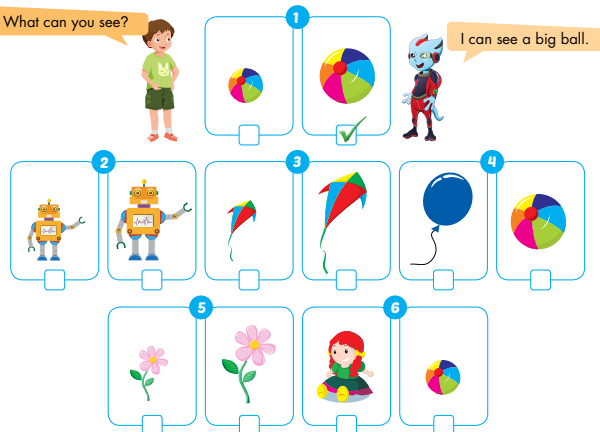4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 06 🎧

G: I can see a big robot.
B: I can see a big robot.
M: I can see a big robot.

PRONUNCIATION TIP 🎧 CD2 06
"I can" 👂 "Iken"

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D Listen and tick (✓) the box. Practice. Ask and answer. 🎧 CD2 07

What can you see?
I can see a big ball.

Listen and tick (✓) the box.
1. Have students call out the objects they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio again and have students tick (✓) the correct answers.
4. Play audio again and check answers as a whole class.

Practice.
5. T: I say "big ball." You say, "I can see a big ball."
T: I say "small robot." You say, "I can see a small robot." OK?
T(to whole class): Big ball
Whole class: I can see a big ball.
T(to whole class): Small robot

Track 07 🎧

Narrator: Look at the pictures. Listen. There is one example.
1. B: What can you see?
G: I can see a big ball.
Narrator: Can you see the tick? This is an example.
Now listen and tick the box.
2. B: What can you see?
G: I can see a small robot.
3. B: What can you see?
G: I can see a big kite.
4. B: What can you see?
G: I can see a big balloon.
5. B: What can you see?
G: I can see a small flower.
6. B: What can you see?
G: I can see a small ball.

Whole class: I can see a small robot.
Continue whole class/group/individual drills, with:
  • big kite
  • small doll

Ask and answer.
6. Divide students into pairs.
7. Have student A ask "What can you see?" and have student B respond with "I can see a _____."
8. Swap roles and repeat.
9. Afterwards, have some pairs demonstrate in front of the class.

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E Play the "Guess the word" game.

I ___ ___ a ___ ball.
see
small
I can see a small ball.
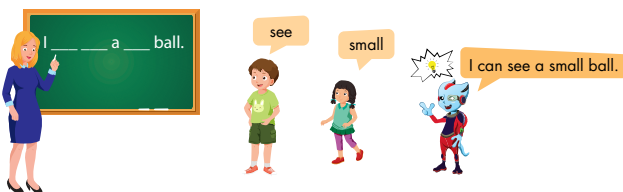
1. Divide the class into two groups.
2. Write a sentence from the lesson on the board with several words missing, e.g. "I _____ _____ a _____ ball."
3. Have each team take turns guessing a word.
4. Add the missing word to the sentence if correctly guessed.
5. If any team can guess the whole sentence, raise their hands and say it.