

6.1

PRIMARY ACTIVITY
BOX**Whose is it?****ACTIVITY TYPE**

individual matching and
colouring exercise

LANGUAGE FOCUS

possessive 's
Whose ...?
verb to be
classroom objects

LEVEL

1

AGE RANGE

5–8

SKILLS

speaking, writing (optional)

TIME

20–30 minutes

MATERIALS

a copy of the *Whose is it?*
worksheet per pupil, crayons

Before class

Make a copy of the *Whose is it?* worksheet for each pupil.

In class

- 1 Pre-teach or revise *pen, pencil, rubber, ruler, bag, book, calculator, cassette, shoe, (pencil) sharpener.*
- 2 Select four pupils from your class with names whose initial letters correspond to the initial letter of two objects, e.g.

Carol	cat	Mary	map	Ben	ball	Henry	horse
	car		mouse		bike		house
- 3 Write the words on the blackboard in circles and the four names down the side.
- 4 Say *Whose cat is it?* and point to the names in turn emphasising the letter. Elicit *It's Carol's cat* and write both question and answer on the board.
- 5 Repeat the procedure with other objects, checking for correct use and pronunciation of the possessive 's.
- 6 When pupils have got the idea, give out a copy of the worksheet to each pupil. Decide the characters' names collectively by general consensus – encourage pupils to think of English names. Write the names on the board.
- 7 In pairs pupils then do the exercise orally, asking and answering as above.
- 8 Circulate to monitor and correct.
- 9 Pupils then colour the letters on the T-shirts the same colour as the object that belongs to that character. Alternatively, with younger pupils, you can ask them to draw a line to connect the character to the objects.

Optional written work

Older pupils can write out the questions and answers for the ten objects.

Extension

Pupils choose four names and eight objects and make up their own exercise in the same way as above. They can use this with a partner or the teacher can keep them for use at a later date.

Note

If you feel the letter 'S' on the girl's T-shirt will cause confusion in relation to 'shoe' and 'sharpener' because of the different sounds, you may like to call her Sharon, Sheila, Shirley or Sheena, etc.

For more practice on classroom vocabulary see **1.3 My classroom friend**

For more practice on possessives see **7.1 Jack and Jill** **8.5 Dress me up**



Pairwork sheet 3
Practice of questions and possessive 's
(20 minutes)

Students will work in pairs; each will need one copy of either Student A or Student B worksheet.

Ask one student how old s/he is. Then ask another student to say how old the first student is, to elicit *He's ...* or *She's ...* . Next ask a few questions about students' favourite colours, hobbies, or animals in order to revise *What's your favourite ...?* Put student into pairs and hand out pairwork sheet 3. Explain that there is different information on each worksheet and that students must ask questions in order to complete the tables. Ask students to read the example questions before they start.

Work with Student B and complete the table. Use these questions to help you.

How old is ...?

What's ...'s favourite subject?

What's ...'s favourite sport?



Name	William	Sally	Jo	Claire
Age		15		16
Favourite subject	Geography		Maths	
Favourite sport		Tennis		Swimming



Work with Student A and complete the table. Use these questions to help you.

How old is ...?

What's ...'s favourite subject?

What's ...'s favourite sport?



Name	William	Sally	Jo	Claire
Age	14		13	
Favourite subject		English		History
Favourite sport	Football		Athletics	

Pairwork sheet 5
Family members vocabulary;
possessive 's (20 minutes)

Students will work in pairs; each will need one copy of either Student A or Student B worksheet.

Quickly revise family members with the class by asking questions, for example, *What's your sister's*

name? Ask students if they know what a family tree is. Explain to them how it works. Tell students that you are going to give them Jack's family tree to complete. Explain that there is different information on each worksheet and that students must ask questions in order to complete the family trees. Ask students to read the example question and answer before they start.

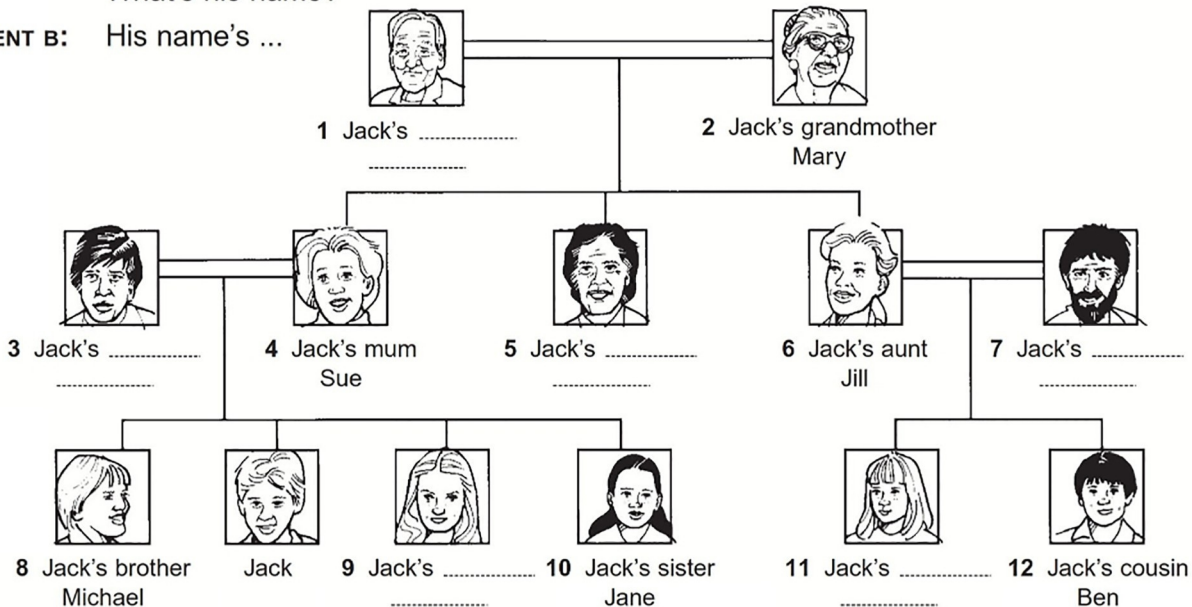
Work with Student B and complete Jack's family tree. Use this dialogue to help you.

YOU: Who's number 1?

STUDENT B: He's Jack's ...

YOU: What's his name?

STUDENT B: His name's ...



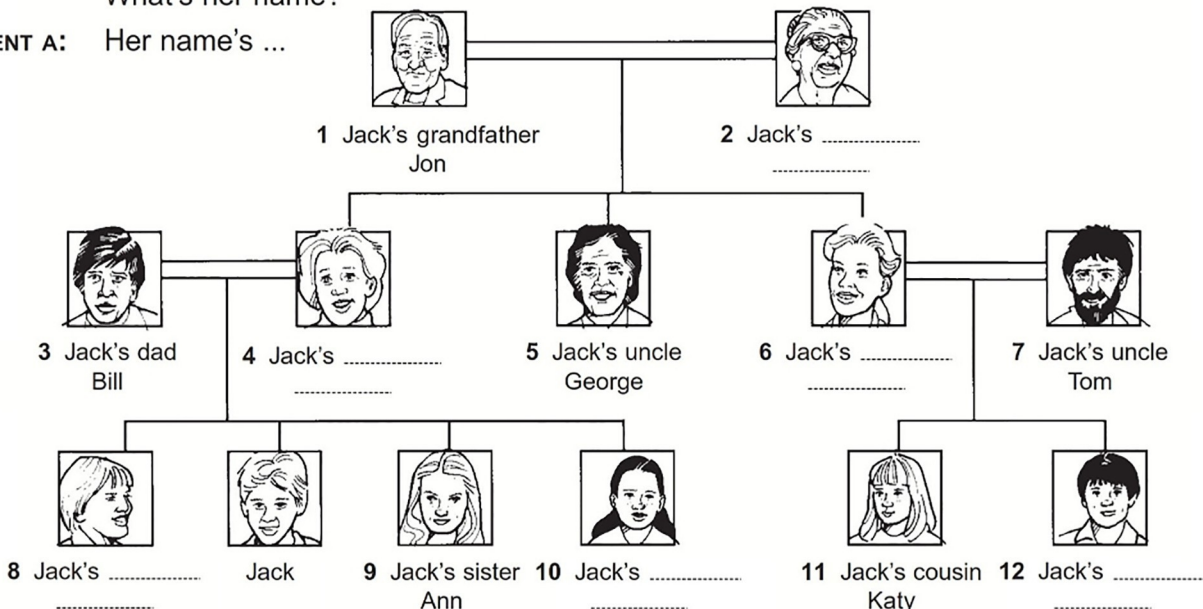
Work with Student A and complete Jack's family tree. Use this dialogue to help you.

YOU: Who's number 2?

STUDENT A: She's Jack's ...

YOU: What's her name?

STUDENT A: Her name's ...



Mixed-up Animal



Language Focus

- ★ *has got*
- ★ parts of the body
- ★ *the possessive's*

Materials

- ★ a copy of AN/03 for each pupil
- ★ crayons/coloured pencils

Procedure

- 1 Give a copy of the worksheet to each pupil. Ask them some questions about the animal e.g. *Is it a real animal? Has it got a lion's head?*
- 2 Ask them to complete part A (individually or in pairs) following the written example.
- 3 Go over the answers with the class.

Answers:

It's got an elephant's head, a giraffe's neck, a bird's wings, a zebra's body, a cow's legs and a rabbit's ears.

- 4 Pupils now complete part B by drawing their own mixed-up animal and giving this to a partner to write about. They then colour in their animals and display them on the walls along with the written descriptions.

Follow-up

- 1 Split the class into teams for a general knowledge quiz.
- 2 Ask the following questions (you can add more) and the first team to give you a correct answer wins a point.

Which animal has got a long neck?
Which animal has got black stripes?
Which animal has got a woolly coat?
Which animal has got long ears?
Which animal has got 2 horns?

- 3 The team who have the most points at the end are the winners.
- 4 Again, teams could go on to make up questions to ask another team.

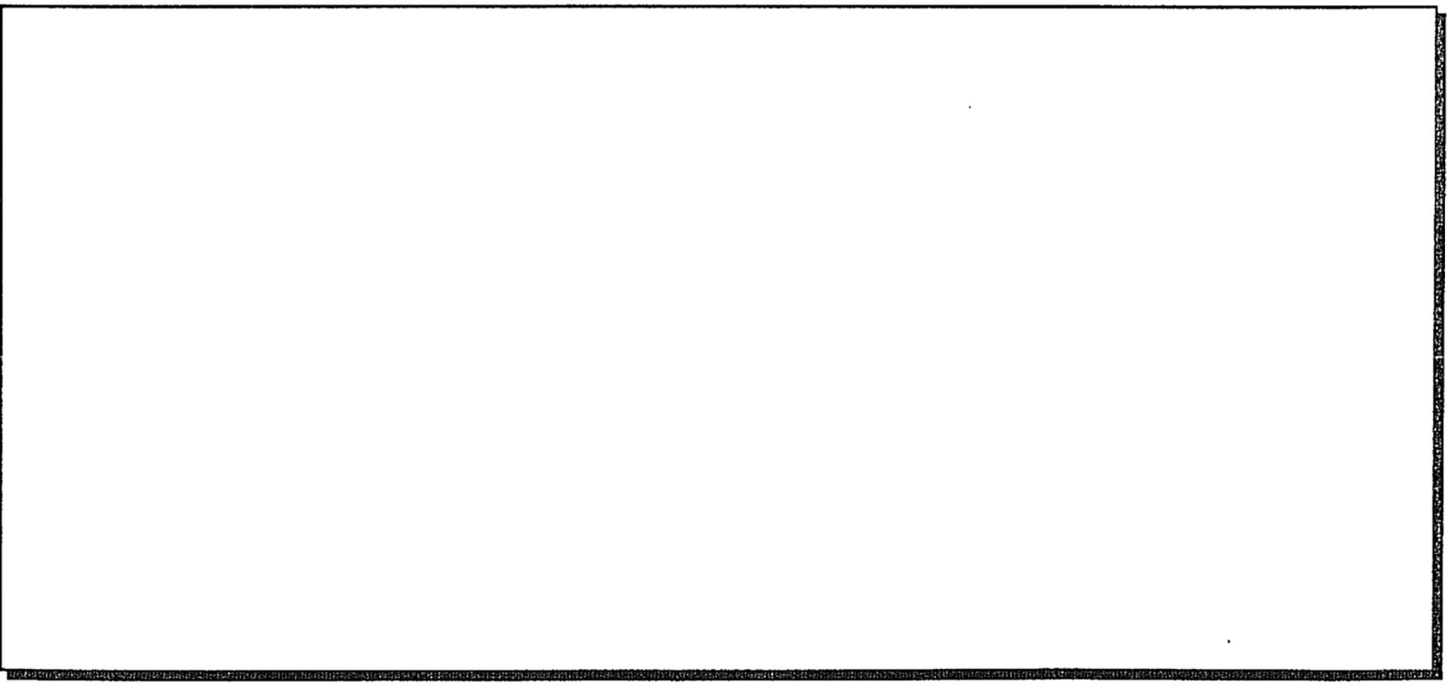
A Look at the mixed-up animal.
What has it got?



Example: It's got a monkey's tail.

- 1 It's got a
- 2 It's got a
- 3
- 4
- 5
- 6

B Draw your own mixed-up animal.

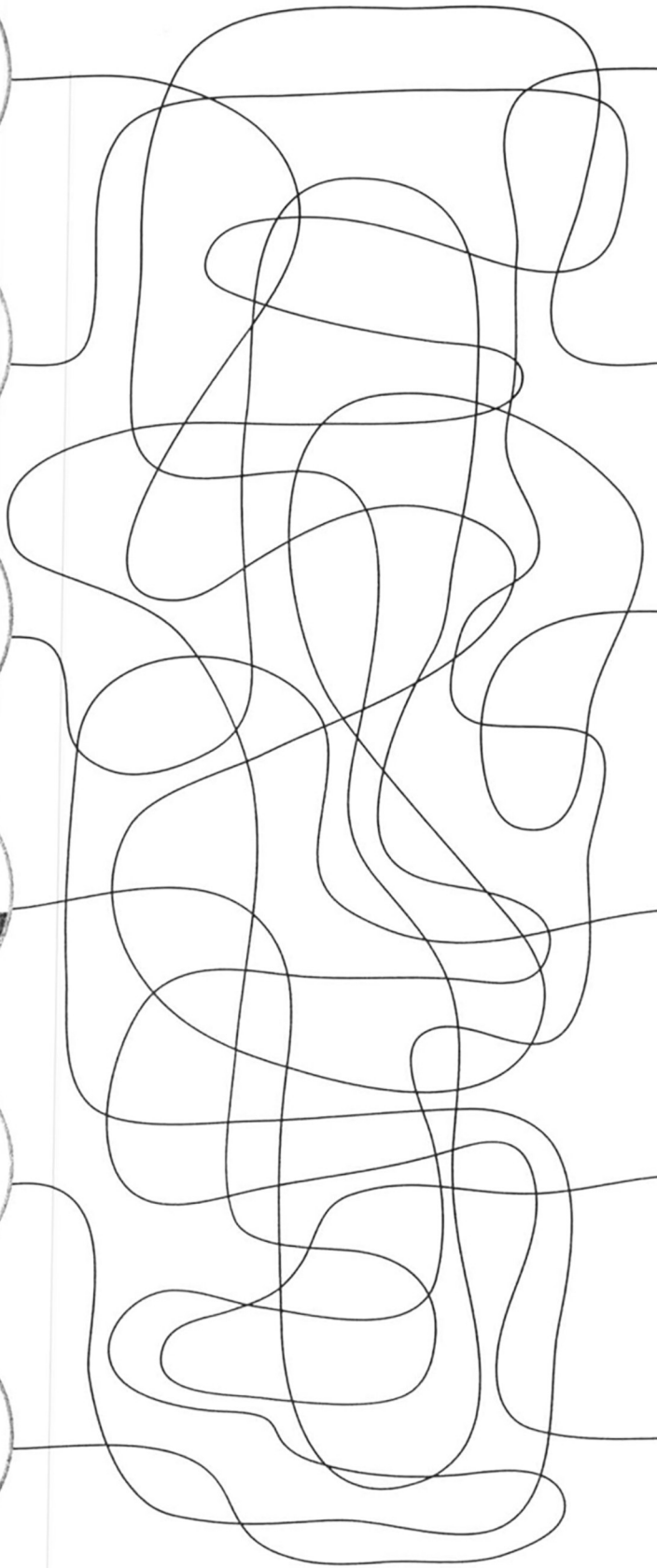
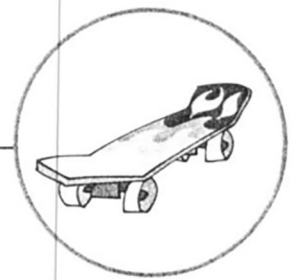
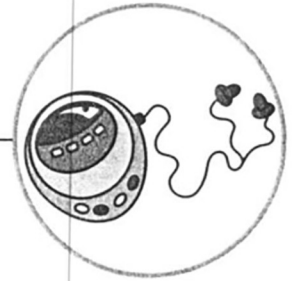


Resource H (Lesson 12)

Classroom arrangement: groups of four (or individual Ss)

Objective: to practise possessive 's and common possessions

- Photocopy one picture card for each group (or individual S). Place it face down in the middle of the group (or in front of the individual S).
- All the groups (or Ss) turn over their picture and look at it carefully for thirty seconds and try to guess who each item belongs to. They cannot touch the picture with their fingers to help them.
- After thirty seconds, Ss turn the picture back over and write their guesses in their notebook e.g. *It's Toby's skateboard.*
- When everyone has finished, let the Ss look at the picture again and check who the things belong to, tracing their fingers through the maze if necessary.
- The winner is the person with the most correct guesses.
- Ss can then correct any wrong sentences.



Charlotte's or Charles'?

Each person has got something that belongs to another person.
Who has got Charles' football? Who has got Charlotte's shoes?
Look at the picture and write a sentence about each person.



Example: Charles has got Charlotte's ballet shoes.

- 1 Tess has got
- 2 Victoria
- 3 James
- 4 Charlotte
- 5 Peter