

# **Unit objectives**

to describe toys

### Language

Vocabulary	Indoor toys: car, plane, puzzle, yoyo, building set, doll, action figure, robot, teddy, dinosaur  Outdoor toys: bike, kite, scooter, slide, ball, swing
Grammar	What's this? It's a (car). It's an (action figure). Is it a (swing)? Yes, it is. No, it isn't.
Functions	Can I play with (it, please?
Phonics	b, ρ, d, t

# **Key competences**

Linguistic competence: use language as an instrument for communication (L. 1–7)

Mathematical, scientific and technological competences: count to ten (L. 1); use numbers to complete an activity (L. 3)

Digital competence: use eText Basic (L. 1–7)

Social and civic competences: learn to be creative (L. 2 and 5); learn to share (L. 6)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge (L. 1); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 7)

Initiative and entrepreneurship: choose topic for the project (L. 5)

# 21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2); Defining and describing (L. 1, 3, 4 and 5); Finding information (L. 2 and 5); Planning (L. 5); Reflecting on learning (L. 1–7)	
Creativity	Design a new teddy robot (L. 2)	
Communication	Describing toys (L. 1 and 3); Cut-outs game (L. 4); Functional dialogue (L. 6)	
Collaboration	Project groupwork (L. 5); Acting out (L. 2 and 6)	

## **Evaluation**

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 16 and 110; Activity Book p. 13
- Picture dictionary: Activity Book p. 103
- Unit 1 Extra practice: Activity Book p. 14
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, CLIL
- Unit 1 Test

## **External exams**

Pupil's Book	Activity Book
Pre A1 Starters Reading and Writing Part 3	Pre A1 Starters Reading and Writing Part 1

# **Objectives**

- Lesson aims: to ask and answer about toys; to use a/ an with single countable nouns
- Target language: car, plane, puzzle, yoyo, building set, doll, action figure, robot, teddy, dinosaur It's a (car). It's an (action figure).

# Global Scale of English (GSE)

- Listening: Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10).
- Speaking: Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19). Can recite a short, simple rhyme or chant (GSE 16).

### Materials

- colours and toys flashcards
- stopwatch, different toys, pens and pencils, two fly swats, picture of a tablet or a real one
- sheets of A4 paper, enough for each student
- Resources 1 and 19

# **Assessment for Learning**

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Three facts and a fib technique

# Starting the lesson

And the second in two lines. Go to first student and introduce yourself, ask them their name and how old they are. So now introduce themselves to the student opposite.

## **Presentation**

 Explain that in this lesson ss will learn to talk about toys. On the board, write What's this ...? It's a ....

## **Practice**

### Pupil's Book

# 1 Think! How many toys can you see?

- Fick up two pencils and ask *How many ...?* Use the Lollipop stick technique to have a student answer. Continue with a few more pens and pencils.
- Refer ss to page 8 and ask them to count how many toys there are. Elicit answer.
- O Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- 🕽 Tell ss to use the Traffic lights cards technique. Explain the activity again if necessary.

#### Extra activity Critical thinking

 Have them describe the picture as best as they can, telling you who and where the children in the picture are, how many children there are, what colours they see, and to name any objects that they know, e.g. balloon, dog.

### 2 🕡 1.16 Listen and stick. Then listen and say.

 Place the flashcards on the board. Point to each picture and say the word. Ss repeat after you.

Look at my toys. It's a car. It's a plane. It's a puzzle. It's a yoyo. It's a building set. It's a doll. It's an action figure. It's a robot. It's a teddy. It's a dinosaur.

#### Now listen and say.

car, plane, puzzle, yoyo, building set, doll, action figure, robot, teddy, dinosaur

### Extra activity TPR

 Have class form two lines facing the board. Hand ss at front of line the fly swats. Play the Word swat game with the unit vocabulary.

### 3 ( 1.17 & 1.18 Listen and chant.

- Give each student a sheet of A4 paper. Ask them to draw one toy from the new words.
- Explain that you will play the chant and when they hear their toy, they raise their illustration.
- A karaoke version of the chant is available (track 1.18).

### **Diversity**

#### Support

- Have ss draw three items from the vocabulary list.
- Go around the class and ask What's this? as you point to their items.
- Ss continue in pairs.

#### Challenge

Ss write a small dialogue and illustrate their work.
 They read their work to their partners.

#### 4 Communicate Find on page 8 and say.

- Draw ss' attention to the grammar box and the recorded model (track 1.19).
- Then using the flashcards, go through each item, asking What's this? Ss raise hands to answer.
- 💯 Ss complete the activity in pairs. Make sure ss swap
- LA Monitor and help ss where necessary. They also do the activity with different ss.

### **Activity Book**

### 1 took at Pupil's Book page 8. Read and circle.

• Give ss a little time to complete the activity. Have ss check their answers in pairs.

Answer key 2 brown, 3 yellow

### 2 Look, trace and match.

 Ss complete the activity individually. Have them raise their hands to show you their work.

**Answer key** 2 i, 3 j, 4 g, 5 b, 6 h, 7 d, 8 a, 9 f, 10 e

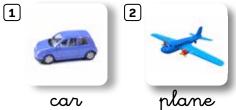
#### $\bigcirc$ 1.20 Listen and tick ( $\checkmark$ ).

- Ask ss to tell you what they see in each picture.
- When completed, have ss ask and answer about each picture in pairs using What's this?

**Answer key** 2 b, 3 b, 4 a















puzzle

building set

**6** 











dinosaur

action figure





What's this? It's a car. What's this? It's a puzzle.

A plane and a dinosaur. An action figure, too. A building set, too.

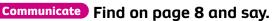


A robot and a yoyo.

















It's a car.

It's an action figure.







nine



- 1 What's this? It's an action figure.
- 2 What's this? It's a yoyo.
- 3 What's this? It's a doll.
- 4 What's this? It's a puzzle.
- 4 Read and circle.
  - 😭 Use the Three facts and a fib technique. In pairs, ss point to an item and deliberately say its incorrect name. Their partner corrects them.

Answer key 2 car, 3 building set, 4 teddy

### **Extra activity** Fast finishers

• Have ss draw their favourite toy on a sheet of A4 paper. Ask them to write what it is and what colour it is.

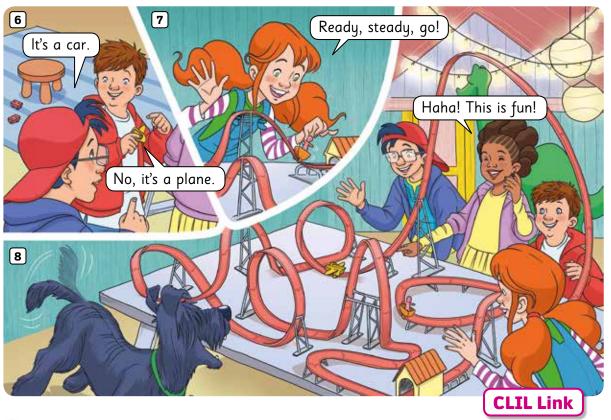
- Give ss a sheet of A4 paper. Have them fold it in half.
- Ask them to draw and colour two toys on the A4 paper, one on each side.
- 🔉 In pairs, ask and answer using What's this?





What is it? Can you guess? It's a rollercoaster.





3 After you read Look at the story. Read and circle.

What's this?







- 1 It's a dinosaur robot.
- 2 It's a yoyo doll.
- 3 It's a car plane.

- 4 Team up! Act out the story.
- 5 Create Design a new teddy robot. Is it big or small?



eleven

11



- Lesson aims: to understand simple cartoon stories
- Target language: toys

# Global Scale of English (GSE)

- Reading: Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- Listening: Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- Speaking: Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30).

### Materials

- flashcards from Lesson 1 and story cards
- sheets of A4 paper, enough for each student
- fly swats and coloured pencils
- Resources 55 and 91

# **Assessment for Learning**

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; True/False cards technique
- Peer learning: pairwork; groupwork; Think-pair-share technique
- Independent learning: portfolio

# Starting the lesson

• (22) Divide ss in two teams and play the Word swat game with the unit vocabulary.

### **Presentation**

• Tell ss that today's story is about a secret workshop. On the board, write *The secret workshop*.

### **Practice**

### Pupil's Book

# Before you read What colour is the dinosaur?

- Ask ss to look at the story. Ask if the dinosaur is red.
   Continue with a few more colours.
- Sign Using the Lollipop stick technique, elicit the correct answer.

# 2 🗘 🎧 1.21 Watch or listen and read.

- Have ss look at the story and ask them what they think the story will be about.
- Play the audio again and stop at frame 5. In pairs, ss discuss the question in the Solve box.
- Extension Use the story cards to ask about the story.
- Sign Using the True/False cards technique, say different statements about the story.

#### **Diversity**

### Support

- Write a few sentences from the story on the board. Read through them as ss repeat after you.
- Ask ss to choose a sentence to read to their partners. Make sure ss swap roles.

#### Challenge

• 🕾 Ss learn three sentences by heart and say them aloud.

# 3 After you read Look at the story. Read and circle.

• Ss complete the activity and check answers with partners.

### **Extra activity TPR**

- Ask ss to choose a frame from the story which they liked the best.
- Explain that you will say a random frame number and if it's their one, they have to stand up and read the lines with you.

### Team up! Act out the story.

- Divide ss into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

### Create Design a new teddy robot. Is it big or small?

- Ask ss to look at frame 3 and describe the teddy.
- Relace ss in pairs. Give them a sheet of A4 paper.
   Explain that they have to design a teddy robot.
- LA Help where necessary.
- 😭 Place work in their portfolios.

### **Extra activity** Critical thinking

 Have ss say activities which show you are being creative: painting, drawing, playing in the park. Ask them about their favourite creative activity.

#### **Activity Book**

1 After you read Read and number.

Answer key 2, 3, 4

### 2 Values Look and tick (✔).

• Ss tick the picture which shows the value of being creative. Discuss.

Answer key 2

#### **Values**

Ask ss why they think it's important to be creative.
 Ask them about their favourite creative activity.

#### Think! Look and colour.

 Use the Think-pair-share technique to discuss if ss liked the story.

#### **Extra activity** Fast finishers

Have ss draw their favourite toys from the story.
 Encourage them to write what their toy is and what colour it is.

# Finishing the lesson

• Explain that you will read the story but in some places you will make a mistake which ss have to correct.

### How to work with stories

#### Stage 1 - Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the children for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

#### Stage 2 - Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/ herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book

#### Stage 3 - After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions. When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

#### Stage 4 - Acting out

After having listened to the story a few times your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

#### **Suggested exercises**

### **Exercises with story cards**

- Cover the numbers on the cards. Shuffle the cards, stick them to the board and ask pupils to arrange them in the carrect order
- Cover the numbers on the cards. Stick the cards to the board in the correct order. Ask pupils to close their eyes, then take away one card. The pupils are supposed to identify the missing card.
- Cover the numbers on the cards. Hide the cards in various places in the classroom. Ask pupils to find them and stick them to the board in the correct order.
- Show pupils a story card and read the corresponding lines. When reading, make intentional mistakes, e.g. say red instead of yellow. Pupils correct your mistakes.
- Distribute the story cards among a few pupils. Play the story recording. When a pupil hears the lines referring to his/her card, he/she should stand up and show it to the class.

#### **Exercises without story cards**

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favourite character.
- Talk to pupils about what the characters learnt.
- Ask the children about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.

## **CLIL Link**

In Unit 1, the story is based around the concept of simple machines from the Natural Science curriculum.

Marie uses a building set she has got in her workshop to build a giant rollercoaster on which her toys can go up and down.

To explore this concept further, you can use Resource 91.

# **Objectives**

- Lesson aims: to ask and answer about toys
- Target language: bike, kite, scooter, slide, ball, swing, Is it a (swing)? Yes, it is. No, it isn't.

# Global Scale of English (GSE)

- Listening: Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly (GSE 21). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking: Can answer simple questions about objects (e.g. colour, size) (GSE 22).

## Materials

- flashcards from Lessons 1 and 3
- sheets of A4 paper, enough for each student
- Resources 2, 20, 37 and 46

# Assessment for Learning



Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique

Peer learning: pairwork; groupwork; Expert envoy

Independent learning: portfolio

# Starting the lesson

- Put the flashcards in a bag or box and have the ss sit in a circle.
- Play the chant from Lesson 1 for ss to pass the box to the student next to them. When the music stops, the student holding the box has to take a flashcard out of the box and say what it is.

### Presentation

- (\*) Explain that in this lesson ss will learn the names of things in a park.
- Ask ss if they like going to parks and what they do there.
- Place lesson flashcards on the board. Go through each word and have ss repeat after you.
- Explain that you will point to a card and ss have to tell you what the item is.
- 🥽 Use the Lollipop stick technique to bring a student to the board and complete the activity.
- Continue until all ss have come to the board.

### Extra activity Critical thinking

· Ask ss why playing outdoors is good for them.

### 1.23 & 1.24 Listen and sing.

- On the board, next to flashcards, write Is it ...? Yes, it is. and No, it isn't.
- 📻 Using the Lollipop stick technique, choose a student and point to a flashcard. Ask Is it a ...? Help student answer Yes or No. Continue with a few more items.
- Ask ss what items they see in the song.
- Play song for ss to sing.
- A karaoke version of the song is also available (track 1.24).

# **Diversity**

#### Support

- Pick up a flashcard and say It's a ... . Then ask Is it a ...? emphasising the question form.
- Continue for a few more items as ss repeat after you.
- Then on the board, write Yes, it is. and No, it isn't. Explain that with no we use n't after is.
- Go through different items, using the question and answers as ss repeat after you.

### **Practice**

### Pupil's Book

# 1.22 Listen and say. Then listen and number.

- Ask ss to look at the picture and name the things.
- Play the first part of the audio. Ss repeat the items as they hear them.
- The second time they number the items they hear.
- Have ss ask each other what each item in the picture is, using What's this?

#### slide, bike, scooter, kite, ball, swing

#### Now listen and number.

Look at the toys in my garden. Bov:

1 Girl: What's this? Boy: It's a scooter. 2 Bov: And this is a slide. 3 Girl: What's this? Boy: It's a ball.

4 Girl: What's this? Boy: It's a swing. 5 Girl: What's this? Boy: It's a kite.

6 Boy: And this is my bike. Come and play with my bike.

# Extra activity TPR

- 🙊 Divide class into two groups. Give each group a verse from the song.
- Explain that they have to stand up and dance when they hear their verse
- · After first round, swap group verses and repeat.

### Communicate Play a mime game.

- Mime for ss the term ball by acting as if you are bouncing a ball and ask What's this? Elicit answer.
- 📻 Using the Lollipop stick technique, bring a student to front of class and ask them to mime an item. Ask Is it a ...? two times, each time asking for an incorrect item. Prompt No, it isn't or Yes, it is.
- My Using the Expert envoy technique, pair up stronger ss with weaker ones for this activity.
- Give the stronger student some time to explain the activity to their partner if necessary. Have ss complete the activity.
- LA Monitor and do the activity with the different pairs. Make sure ss swap roles.

🚹 🔐 Listen and say. Then listen and number.



2 (1-23) (1-24) Listen and sing.

Come and play outside today. Come and play with my new toy. Come and play with my new toy.

? No! No, it isn't.

Is it a 🎒 ? No! No, it isn't.

Is it a 👫 ? Yes! Yes, it is.

Come and play outside today.

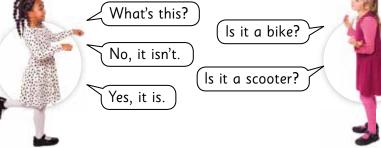
Is it a 🌕 ? No! No, it isn't.

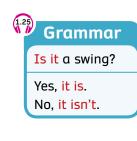
🧪 ? No! No, it isn't.

Is it a ? Yes! Yes, it is.

Come and play with my bike today. Come and play with my scooter today.







twelve

#### **Activity Book**

- Find and colour. Then trace and match.
  - When ss complete the activity, ask them to raise their hands and show you their work.
  - Ask ss what each item is using Is it a ...?

#### Read and circle.

- Ss complete the activity individually and show their work to their partners.
- Now tell ss to go to the Extra practice on page 14 and do the activities. See notes in Lesson 7.

Answer key 2 No it isn't.; 3 No, it isn't.; 4 Yes, it is.

## **Extra activity** Fast finishers

•  $\Longrightarrow$  Have ss draw their ideal park and write the name of the items it has in it. Place work in their portfolios.

- Give ss a sheet of A4 paper and ask them to make a tic-tactoe outline and then to draw items from this lesson in each
- In small groups, ss ask and answer about each item using Is it a ...?
- LA Work in small groups to help ss with any queries.



- Lesson aims: to identify toys
- Target language: revision of all taught words and arammar

# Global Scale of English (GSE)

- Listening: Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- Speaking: Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).

### Materials

- flashcards from Lessons 1 and 3 (indoor and outdoor toys)
- sheets of A4 paper, enough for each student
- scissors

# **Assessment for Learning**

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Stop/Go technique; Thumbs up/down technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
  - Independent learning: Thought-provoking questions technique

# Starting the lesson

- Draw a line in the middle of the board. On the left, write the first two or three letters of a word from unit vocabulary and on the right, the last letters, e.g. sl - ide.
- Divide the class into two or three teams, depending on class size. Bring the first team to the board. Explain that you will say a word and two members have to point to the first and second part of the word.
- If they find the word before you count to ten, they get a point. If not, the group sits down.
- Continue until all teams have had a go. Give each team about four words.

### **Presentation**

- Explain that in this lesson ss will do an activity that will help them with the Starters exam.
- Tell ss you will show them a flashcard and say a word.
   They have to use the Thumbs up/down technique to answer if it's the correct word or not.
- Continue until all new words have been covered.

#### Presentation

### **Practice**

### Pupil's Book

## 

- This task is based on Pre A1 Starters Listening Part 3.
- On the board, write Is it a ...? and What's this?
- Ask ss to look at picture 1A. Ask Is it a teddy? Elicit No, it isn't. Then ask Is it a doll? Elicit Yes, it is.
- Play the audio for ss to complete the activity.

1 Woman: Hello, May. What's this?
Girl: It's my favourite toy.
Woman: Oh. Is it a doll?

Girl: No, it isn't. It's a robot.

2 Girl: Happy birthday, Nick.
Boy: Thank you. Is it a kite?

**Girl:** Yes, it is. **Boy:** Wow! Thank you!

**3 Boy:** Come and play outside, Anna.

Girl: OK. What's this?

Boy: It's my new toy.

Girl: Is it a scooter?

**Boy:** No, it isn't. It's a bike. It's orange and purple.

### **Diversity**

#### Support

- On the board, place three flashcards and label each one A. B and C.
- Tell ss that you will ask a question about the pictures and in their notebooks they have to write A,B or C.
- Say What's this? Is it a (car)? Yes, it is. Elicit answer. Ss should have the item you mentioned.
- Repeat, but this time use Is it a (ball)? No, it isn't. It's a (kite). Ss should write the second item you mentioned.
- Repeat with a few more different items.

### **Extra activity** Critical thinking

 Ask ss to look at Activity 1 again. Ask them to say the names of toys they didn't tick.

### 2 Communicate 🞧 1.27 Cut out. Then listen and play.

- 🕾 Place ss in pairs and play the audio.
- Substitute Using the Stop/Go technique, have ss tell you if they are ready to proceed with the game.
- LA Play with ss and gently correct where necessary.

### Extra activity TPR

- Have all ss stand up. Explain that you will show a flashcard and say a word. If it's the correct word, they sit down
- Ss who make a mistake have to jump up and down two times. Continue until all ss have sat down.

### **Activity Book**

#### 1 Look, read and write. Then circle.

 When ss complete the activity, ask them to raise their hands and show you their work.

**Answer key** 2 robot, purple; 3 car, No, it isn't.; 4 teddy, Yes, it is.

#### 2 Create Trace, draw a toy and write.

- Ss complete the activity individually and show their work to their partners.
- Use the Two stars and a wish technique for ss to assess each other's work.



### **Extra activity** Fast finishers

• Have ss think about what toys they have at home. Ask them to draw three of them and write their names.

## Finishing the lesson

- On the board, write nine words from this unit. Ask each student to write six words from the board.
- Explain that you will say six words from the list and if the ss have them on their lists, they have to tick them off.

thirteen

- The first student to tick off all the words comes to the front to call out the words for the next round. Continue for a few rounds.
- End by using the Thought-provoking questions technique.
   Ask ss what they liked about this lesson, if it helped them learn successfully and what else they would like to learn.



- Lesson aims: to read a simple text about toys in a museum; to describe a favourite toy
- Target language: museum, jungle gym, board game

# Global Scale of English (GSE)

- Listening/Reading: Can understand basic phrases in short, simple texts (GSE 24).
- Speaking: Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can describe objects in a basic way (eg. colour, size) (GSE 25).
- Writing: Can write a few basic sentences, given prompts or a model (GSE 13).

### Materials

- flashcards from Lessons 1 and 3 (indoor and outdoor toys)
- Level 1 map poster
- sheets of A4 paper, enough for each student
- strips of paper with a lesson word
- Resource 64

# **Assessment for Learning**

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Three facts and a fib technique; portfolio

# Starting the lesson

- Explain that you will sing the song from Lesson 3.
- Divide the class into two groups. Give each group the sentences or questions.
- Play the song. Have groups swap roles and play once more.

### **Presentation**

 Explain that in this lesson ss will learn about a special museum in New York. Place the map poster on the board. Show ss where they are now and then point to New York on the map.

#### Culture notes\_

The National Museum of Play has more than 73,000 things for play, from alphabet blocks, building sets and teddies to airplanes, trains and more. The game collection includes board games, puzzles and card games. In addition to historical objects and other materials about toys, dolls, and games, the museum includes a broad range of other artefacts of play. Major categories include, among others, souvenirs and postcards, sheet music, objects based on popular and literary characters, and examples of home crafts and hobbies dating back to the 19th century.

# **Practice**

### Pupil's Book

# 1 Before you read What's your favourite museum? What can you see there?

- Ask ss if they go to museums and what they can see there.
- Ask if they have a favourite museum, what they can see there and why they like it.

#### 2 🎧 1.28 Listen and read.

 After reading or listening to the text, ask ss what they found interesting about the museum and if they would like to visit it.

### **Diversity**

#### Support

- Give ss three strips of paper and ask them to write on each one words which they have found difficult to read in the text.
- Collect all strips and pick up one. Write the word on the board, spell it and then say it as ss repeat after you.
   Continue with all the words.

#### Challenge

And the second of the second of

### Find out more! Watch the video.

 After watching the video, use the Three facts and a fib technique to ask ss questions about the video.
 Play the video as you go along to reinforce the correct answers.

#### **Activity Book**

#### Read and match.

 Pick up the Activity Book and point to each item. Ask Is it a ...? or What's this? for each item.

Answer key 2 board game, 3 jungle gym

#### After you read Read and circle.

 Set the Traffic lights cards technique to make sure ss have understood the vocabulary. Ss complete the activity and check answers with a partner.

Answer key 2 jungle gym, 3 board game

#### **Extra activity TPR**

- Place strips of paper in a box.
- A Have ss pick a strip and read what's on it. Explain that they have to walk around the class and find other ss with the same word and sit in a group.
- The first group to find all their members wins.



- Before you read What's your favourite museum? What can you see there?
- 🔼 🔐 Listen and read.
- Find out more! Watch the video.
- 4 After you read Activity Book, page 11.



Make a poster of a toy museum.

- 1 Draw a picture of your favourite toy.
- Write. This is my ... It's ...
- Stick it on a big page.
- Together, make a poster for your toy museum.
- 5 Show your poster to the class.

14 fourteen



# Team Project

#### Make a poster of a toy museum.

- Place ss in small groups, using the Expert envoy technique for each one.
- Give each student a sheet of A4 paper and using the Lollipop stick technique, have a student read through the instructions.
- LA Walk around and help groups with various stages of their projects.
- Use the Two stars and a wish technique for ss to assess each other's work.
- Ss present their work to the class when ready.
- ullet Place work in their portfolios.

### **Extra activity** Fast finishers

 Have ss think about two toys they have. Ask them to draw and colour them in their notebooks, then write a few sentences about them.

- Divide the ss into groups. Give each group a picture from a random page from this unit in the Pupil's Book.
- Explain that they have to write the names of the toys they see, what colour they are and how many there are.
- Give each group a sheet of A4 paper and have them write their description. Have a group member read out their sentences to the class.

# **English in action**

# **Objectives**

- Lesson aims: to learn about sharing; to learn phonics
- Target language: Can I play with (it), please?

# Global Scale of English (GSE)

- Reading: Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).
- Listening: Can recognise the letters of the alphabet by their sounds (GSE 10).
- Speaking: Can say simple tongue twisters and other types of playful language (GSE 27).

### Materials

- a die for each pair
- straw puppets
- phonics notebooks for each student
- Resources 73 and 82

# **Assessment for Learning**



Setting aims and criteria: lesson objectives presentation



Monitoring students' learning: Stop/Go technique; Lollipop stick technique



Peer learning: pairwork; groupwork

Independent learning: Summative questions technique

• LA Walk around the class, quizzing ss on phonics by

pointing at a phonic for ss to say the sound and word.

# Starting the lesson

 Place ss in pairs and give each pair a die. Explain that
they have to throw the die and then say as many words
from the unit as the number on the die shows.

### **Presentation**

 Explain that in this lesson ss will learn about sharing and practise their phonics.

### Extra activity Critical thinking

- Ask ss if they share their toys and who with. Continue by asking why it is good to share your toys and what we should do when we play with other people's toys.
- Ask ss if there are other things they can share with friends apart from toys (pencils, books, food).

# **Practice**

### Pupil's Book

# 🚺 🎧 1.29 Listen and read.

- Ask ss what toy the girls share.
- Ask ss if they think they are both happy and why.
- Read each line of the text and have ss read after you.
   Then explain you will read one line and ss have to read the next one in unison.
- Place ss in pairs and have them read the dialogue as best as they can.

### Communicate Act out the dialogue. Use different toys.

- 🕽 Using the Stop/Go technique, have ss tell you if they are ready to proceed with the activity.
- Explain that ss can use their straw puppets if they like.
- Wising the Lollipop stick technique, invite ss to come to the front of the class and act out the dialogue.
   Repeat with as many ss as possible.

### **Phonics**

### 3 ( 1.30 Listen and say.

- After listening, explain that you will say a sound and ss have to say a word with it.
- Say p and elicit puzzle. Repeat with all new phonics.
- Ask ss to go through the unit and find more words with the same sounds.

# Diversity

#### Support

- On the board, write the alphabet in big letters. Point to and say each letter and its sound. Ss repeat after you.
- Write words from this phonic lesson and other words from the unit. Spell the words and then go through each letter with its sound as ss repeat after you.

#### Challenge

• Ss write four words and spell them.

### 4 🎧 1.31 Listen and circle.

- Do the activity and check answers as a class.
- Substitute Using the Lollipop stick technique, ask ss to read both sounds in each item and say a word that begins with each phonic. Continue with all ss.
- All Have ss take out their phonics notebooks. Explain that they will write in it all the new phonics they have learnt and words under them.
- 1 top, top 2 bun, bun 3 pin, pin 4 dog, dog

### $\bigcirc$ 1.32 Listen and say the tongue twister.

- Explain to ss what a tongue twister is and complete the activity.
- Relace ss in pairs and have them say the tongue twister as fast as they can to their partner. Make sure they swap roles.

### **Extra activity TPR**

- Explain that you will say a word and a sound. If the sound matches the word, ss have to clap their hands.
- If ss clap their hands at an incorrect sound, they lose a turn.

#### **Activity Book**

### 1 Write, draw and colour. Then act out.

- 🕾 Ss complete the activity in pairs.
- When ss complete the activity, ask them to raise their hands to act out their dialogue.

## 2 🎧 1.33 Listen, trace and match.

 Ss complete the activity individually, then check answers with their partners.



1 Listen and read.



√ What's this?

It's my new scooter.

Can I play with it, please?

Yes, of course. Let's play together.

Great!

Communicate Act out the dialogue. Use different toys.

bike

kite

action figure

building set

robot

# **Phonics**

Compare the state of the sta









ball

puzzle

doll

teddy

4 😘 Listen and circle.

**1** d (t)

**2** b p

3 (p) t

**4** b (d)

5 ႈ Listen and say the tongue twister.

I've got a puzzle, a doll, a teddy and a ball.

fifteen

15

 Use the Lollipop stick technique to have ss read out the words to the class. Repeat as many times as possible.

**Answer key** 2 p, 3 d, 4 t, 5 b, 6 d, 7 p, 8 t

### **Extra activity** Fast finishers

 Have ss make a phonics poster. Tell them to write words with the phonics they have learnt today and to draw them.

### Finishing the lesson

- Have ss stand in a circle. Explain that you will all say a
  phonic four times and clap at the same time, but at the fifth
  beat the first student to your right has to say a word with
  that phonic sound, e.g. t, t, t, teddy.
- Then say another phonic sound for the next student to say a word. If a student makes a mistake, they sit down. Continue until all the ss have had a turn. Pick up speed as you play to make the game more fun.
- Substitute of the Summative questions technique to ask ss about what they have learnt today, what they think they are good at and in what area they need a little more practice.

**Next lesson** Tell ss to bring in toys from home for the next lesson



- Lesson aims: to review unit language
- Target language: unit vocabulary and grammar

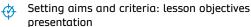
# Global Scale of English (GSE)

- Reading: Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17). Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- Speaking: Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can describe objects in a basic way (e.g. colour, size) (GSE 25).
- Writing: Can write some familiar words (GSE 20).

### **Materials**

- sheets of A4 paper, enough for each student
- real toys (teddies, balls, dolls, toy planes, etc.)
- your own stickers, or gold stars or stamps
- Unit 1 Test

# **Assessment for Learning**



Monitoring students' learning: Traffic lights cards technique

Peer learning: pairwork; groupwork; Two stars and a wish technique

Independent learning: Three facts and a fib technique; Summative questions technique

# Starting the lesson

- Give each student a sheet of A4 paper. Explain that you will say a word and they have to either write it or draw.
- Say four words. Check ss' papers. If ss make a mistake, they miss the next turn.

### **Presentation**

- Explain that in this lesson ss will review the grammar and vocabulary they have learnt in the unit.
- Ask ss to sit in small groups and place their toys in the middle.
- Tell one student to pick up a toy and ask the person on their right What's this? or Is it a ...?
- Ss continue until all toys have been used.

### **Practice**

#### Pupil's Book

#### Match and trace.

- Ss complete the activity and check answers with a partner.
- A Have ss ask each other what colour each item is, e.g. Number 1. What colour is the teddy? Brown.
- Make sure ss swap roles.

### **Diversity**

#### Support

- Give ss a strip of paper and have them look through the unit. On the strip, they write one grammar phenomenon they'd like to re-examine.
- Collect all strips and go through them, explaining each point.

#### Challenge

 Have ss write different sentences or words from memory that they have learnt in the unit to present to the class.

### Look and circle.

- Ss complete the activity and check with partners.
- All Have ss use the Three facts and a fib technique by saying what each item is, making one mistake on purpose for their partner to find.
- LA Have the unit flashcards and work with different pairs to reinforce grammar and vocabulary. They make sure they work with as many pairs as possible.

### Solve Go to page 110.

- Ask a volunteer to read the clue. Make sure ss understand it and ask them to complete.
- Check the answer and tell ss they can now stick their star sticker.

#### **Activity Book**

### 1 Look and write.

• 🥽 Ss use the Traffic lights technique to express how they feel about the activity.

Answer key 2 scooter, 3 yoyo, 4 puzzle

### Read and circle.

- 🥽 Ss use the Traffic lights cards technique to express how they feel about the activity.
- Ss check answers with their partners and using the Two stars and a wish technique, assess each other's work.

Answer key 2 No, it isn't.; 3 No, it isn't.; 4 Yes, it is.

### 3 Create Draw your favourite toy. Then write.

- Ask ss why this is their favourite toy and if they ever share it with anyone.
- Now tell ss to complete the Picture dictionary on page 103.

### **Extra activity** Critical thinking

 Susing the Summative questions technique, ask ss to think about their progress quietly. Ask how many gold stars/stickers/stamps, on a scale of 1 to 3, they think they should receive. Give ss the amount they ask for.

#### **Extra practice**

### 1 Find and colour. Then trace and tick (🗸).

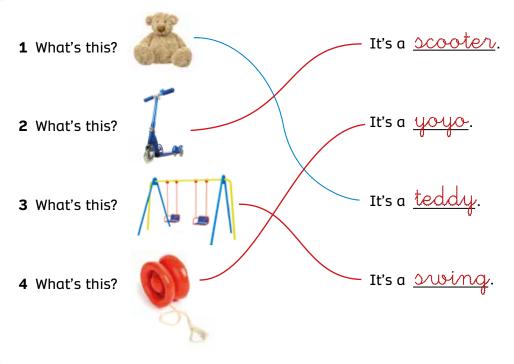
- Explain to ss that this activity will help them with their handwriting so the neater it is, the more chances they have of getting a sticker or stamp.
- Check ss' work and give them a stamp, star or sticker as praise.

#### **2** Look and trace.

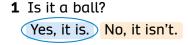
 Repeat as above. Ss then show their work to their partners.

# **Review**

# Match and trace.



# 2 Look and circle.





2 Is it a car?
Yes, it is. No, it isn't.



3 Is it an action figure? Yes, it is. No, it isn't.



4 Is it a slide?

Yes, it is. No, it isn't.



3 Solve Go to page 110.



### **Extra activity TPR**

- Place strips of paper in a box.
- Have ss pick a strip and read what's on it. Explain that they have to walk around the class and find other ss with the same word and sit in a group.
- The first group to find all their members wins.

### **Extra activity** Fast finishers

 Have ss go through the unit and copy four sentences that they like in their notebooks as neatly as they can.
 If they want have them draw a picture to accompany them.

# Finishing the lesson

- Place ss in a circle, each holding their toy. Explain that you
  will play the song from Lesson 3 and as it plays, they pass
  their toys to the next person. When the song stops, ss have
  to say what the toy they are holding is or what colour it is.
- Ss who cannot answer, take a toy out of the game and lose a turn.
- Suse the Summative questions technique to ask ss what they have learnt in the unit, what they enjoyed and what they are good at.

Next lesson Unit 1 Test.

# Get ready for...

# **Objectives**

- Lesson aims: to practise for the Pre A1 Starters Reading and Writing Exam Parts 1 and 3
- Target language: unit vocabulary and grammar

# Global Scale of English (GSE)

 Writing: Can label simple pictures related to familiar topics by copying single words (GSE 16).

### **Materials**

- unit flashcards
- sheets of A4 paper, enough for each student

# **Assessment for Learning**

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
  - Independent learning: Thought-provoking questions technique

# Starting the lesson

- Ask ss to open their notebooks and write as many words from the unit as they can remember.
- R Have ss show their words to their partners.
- Use the Key question technique to ask how many words from the unit sound the same as native words.
- Then ask why they are learning English and if it is fun for them. Ask how else the lessons can be made fun.

### **Presentation**

- Explain that in this lesson ss will practise for the Starters Reading and Writing Exam in both the Pupil's Book and Activity Book.
- Write a scrambled word on the board. Use the Lollipop stick technique to invite ss to unscramble the word.
- Then invite another student to come to the board and match the word with a flashcard.
- Continue with as many words as possible until all ss have had a go.

### **Practice**

### Pupil's Book

# 1 🎯 Look at the pictures. Look at the letters. Write the words.

- Explain to ss that they do not have to rush to complete the activity because it is important to write the correct answer.
- Tell ss not to worry if they cannot answer a question but to try their best.
- Ss complete the activity individually and use the Traffic lights cards technique to express how they feel about the activity. Help where necessary.
- They check answers with their partners.

### **Extra activity** Creativity

- Give each student a sheet of A4 paper. Tell them to make their own test with three items for their partners.
- Ss swap papers and then check each other's work.

#### **Activity Book**

# 1 (or a cross (x) in the box.

- Using all the unit flashcards, go through each item and say what it is using This is a ....
- Intentionally make mistakes for ss to correct you.
- Again explain that ss shouldn't rush to complete the activity.
- Ss use the Traffic lights cards technique to express how they feel about the activity. Help where necessary.
- Ss check answers with their partners.
- Use the the Two stars and a wish technique for ss to assess each other's work both here and in the Pupil's Book.

**Answer key** 2 **√**, 3 **x**, 4 **x**, 5 **√** 

### **Extra activity** Fast finishers

 Have ss look through the Starter Unit and this unit and write: three favourite colours, three favourite words and three favourite sentences in their notebooks.

### **Extra activity** Learning skills

 Ask ss to think about why we shouldn't worry about not answering a question in an exam when we have really tried hard. Ask ss if they enjoyed the test and to explain why or why not.

#### Extra activity TPR

- Replace ss in small groups. Give each student a big strip of paper on which they have to write a word from the unit. Tell ss to make sure that the word on the strip is different to what their group members have written.
- Ss place the words in the middle of their circle.
- Explain that you will say a word and if they have it on their strips of paper, they pick up the paper and jump up.
- The first group with all their papers in their hands, wins.

- Substitute Use the Thought-provoking questions technique to ask ss how successful their learning is, how they can improve and what they want to learn next.
- Congratulate ss on completing the unit.
- Ask them which song or chant they liked best in the unit and play it for them to sing or chant.

# **Get ready for...**



# **Pre A1 Starters** Reading and Writing Part 3

1 O Look at the pictures. Look at the letters. Write the words.









<u>b</u> <u>i</u> <u>k</u> <u>e</u>



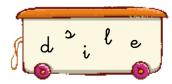
3



 $p \underline{u} \underline{z} \underline{z} \underline{\ell} \underline{e}$ 







5



<u>dinosaur</u>



seventeen 17