

1 Fantastic toys

AfL Activity

Suggested answers:
blue, green, red,
orange, yellow
purple, pink, black,
brown, white

1 Fantastic toys

Lesson 1 Vocabulary 1

Look. What can you see?

1 Listen, find and say.

2 Watch or listen. Move and sing.

Play with me!

Toys, toys, toys, toys,
Toys, toys, toys, toys.

Look! It's a ball.
A ball, a ball, a ball.
Play with me.

kite
scooter
car
bike

3 Find and circle the song words in the picture.

10 ten Key learning outcomes: Identify and say ten toys; Sing a song about toys Activity Book, p.8

1 Fantastic toys

Lesson 1 Vocabulary 1

1 Listen and circle.

2 Trace. Look and colour.

8 eight I can say ten toy words 😊 😊 😊

Objectives: Identify and say ten toys; Sing a song about toys

Vocabulary: alien, ball, balloon, bike, car, doll, game, kite, robot, scooter

Materials: Classroom Presentation Kit, Flashcards

Opening routine

To **energise** the class, do TPR Dynamic routine 3 on p. 32.

To **focus** the class, do Mindfulness routine 2 on p. 32.

Pupil's Book, page 10

✓ Look. What can you see?

Follow the **Assessment for learning routine** on p. 17.

Guide pupils to look for different colours they can see in the picture.

1 1.1 Listen, find and say.

Follow the **Vocabulary presentation routine** on p. 17.

1 balloon 2 kite 3 robot 4 ball
5 game 6 alien 7 car 8 bike
9 scooter 10 doll

Engage To provide further practice and review answers, put the picture and word flashcards on the board in random order. Point to one of the picture cards and say the word. Pupils say the corresponding number for the picture in their books. Then invite pupils to put the word cards next to the picture cards on the board.

Reach higher Challenge pupils to go to the board, point to a picture card, name it and match the corresponding word card to it.

2 1.2 Watch or listen. Move and sing.

Follow the **Vocabulary practice routine** on p. 17.

Play with me!

Chorus

Toys, toys, toys, toys,

Toys, toys, toys, toys.

Look! It's a ball.

A ball, a ball, a ball.

Play with me!

Chorus

Look! It's a kite.

A kite, a kite, a kite.

Play with me!

Chorus

Look! It's a scooter.

A scooter, a scooter, a scooter.

Play with me!

Chorus

Look! It's a car.

A car, a car, a car.

Play with me!

Chorus

Look! It's a bike.

A bike, a bike, a bike.

Play with me!

Classroom management tip

Pupils often get overexcited when singing songs and doing actions in the classroom. To avoid a lot of noise, ask them to sing the song several times, each time getting quieter and quieter until they are just mouthing the words and doing the actions. Do this along with them and show enthusiasm so that they see it as something fun. By the time they sit down again, they should feel calmer and ready to work with their books again.

3 Find and circle the song words in the picture.

Reach higher Pupils make and practise a new verse, using one of the words that isn't in the song, e.g. *Look! It's a balloon. A balloon, a balloon, a balloon. Play with me.*

Activity Book, page 8

1 1.1 Listen and circle.

Pupils identify the toys in the pictures first, one by one. Then they listen and circle the correct picture in each pair.

1 Game

2 Ball

3 Scooter

4 Doll

5 Kite

6 Bike

2 Trace. Look and colour.

Support Once pupils have traced the toy words, invite them to notice that the circles next to each word are coloured. Read the first word together, identify the colour in the circle next to it and ask pupils to hold up the correct coloured pencil. Once everyone is holding up the correct colour, ask them to find the matching word and then colour in its corresponding picture.

Closing routine

Do Communication routine 3 on p. 32.

Activity 1

It's a car and an alien.

Lesson 2 Grammar 1

1 Listen and look. What is Sam's toy?

Grammar
What is it? It's a car.
It's an alien.

2 Listen and stick the toy stickers.

3 Point. Ask and answer about the picture on page 10.

What is it? It's a bike.

Activity Book, p.9 Key learning outcome: Ask and answer about toys eleven > 11

Lesson 2 Grammar 1

1 Listen and number.

4

2

3

6

1

5

2 Look and say.

What is it? It's an alien.

alien

car

kite

balloon

I can ask and answer about toys nine > 9


Objectives: Ask and answer about toys

Grammar: Present simple *be* (affirmative and *Wh* question); indefinite articles *a / an*:
What is it? It's a car. It's an alien.

Recycled language: *alien, balloon, car, doll, game, kite, robot*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book

Opening routine

 To **energise** the class, sing and do the actions for the *Play with me!* song from Lesson 1 again.

Pupil's Book, page 11

1 1.3 Listen and look. What is Sam's toy?

Follow the **Grammar presentation routine** on p. 19.

Engage Review the new vocabulary from Lesson 1. As pupils look at the story, hold up picture flashcards of the toys one by one and say the word. Pupils use TPR actions to indicate whether the toy is in the story: they put their arms in the air for *Yes*, put their hands on their head for *No*, or put their hands on their shoulders for *I don't know*.

Grammar

Explain that *an* is used with words that start with a vowel (*a, e, i, o, u*). Point to *alien* in the Grammar box and ask pupils if they know other words that start with a vowel (e.g. *apple, orange*).

To help pupils who may not be familiar with contracted forms, write the full form on the board:
It is a car. Then show how the full form becomes contracted by slowly erasing the *i* in *is* and re-writing *it's* with an apostrophe.

2 1.4 Listen and stick the toy stickers.

Follow the **Grammar practice: Sticker activity routine** on p. 19.

- 1 **A:** What is it?
B: It's a balloon
- 2 **A:** What is it?
B: It's a game.
- 3 **A:** What is it?
B: It's a robot.
- 4 **A:** What is it?
B: It's a doll.
- 5 **A:** What is it?
B: It's an alien.

3 Point. Ask and answer about the picture on page 10.

Follow the **Grammar practice: Speaking activity routine** on p. 19.

Support Some pupils may need to hear the language a few more times before they are ready to produce it. Rather than take turns asking and answering, allow less confident pupils to be the first to point and ask the question about each toy. When it's their turn to answer their partner's questions, remind them when to use *a* and *an*.

Activity Book, page 9

1 1.2 Listen and number.

Pupils may be new to this activity type. Demonstrate how it works by placing picture flashcards on the board with a box next to each one. Read out the first dialogue as an example. Slowly and clearly write a number 1 in the box next to the bike.

- 1 **A:** What is it?
B: It's a bike.
- 2 **A:** What is it?
B: It's a ball.
- 3 **A:** What is it?
B: It's a robot.
- 4 **A:** What is it?
B: It's a game.
- 5 **A:** What is it?
B: It's a doll.
- 6 **A:** What is it?
B: It's a scooter.

2 Look and say.

Support Invite pupils to use their Picture dictionary on p. 118 of the Pupil's Book to help them identify the toy in the picture.

Closing routine

Do Mindfulness routine 1 on p. 32.

Activity 1

Lily, Sam, Benny and Alice

Activity 2

a kite, a bike, a button, a ball, flowers

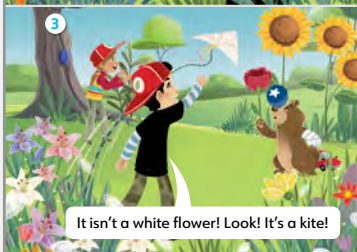
Lesson 3 Story time

Before you read

- 1 Look at the pictures. Who can you see?
- 2 Listen and look. What's in the garden?
- 3 Act out the story.

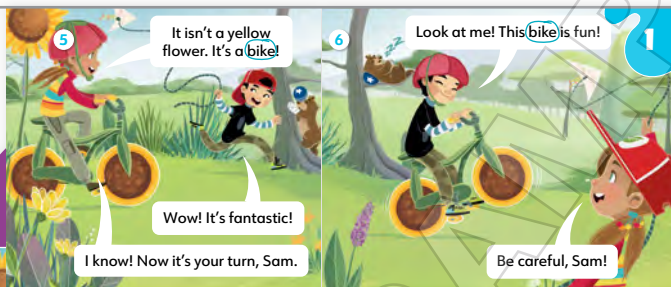
The toy garden

1 The children are in the toy garden.



Letters and sounds

- 1 Listen and repeat.
bike ball button
- 2 Find and circle the words in the story.



Lesson 4 Explore the story

1 Watch the video.

After you read Activity Book, p.11

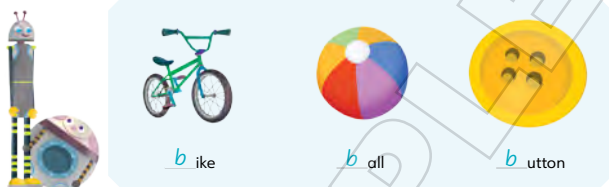
2 Look and circle.

- a When Lily and Sam share the toys, they feel ...
- b When I share with my friends, I feel ...



Lesson 3 Letters and sounds

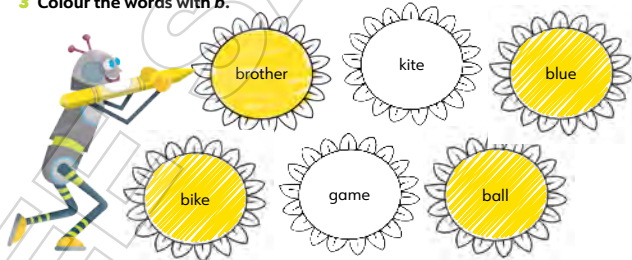
1 Trace the letter b. Listen and say.



2 Listen and circle the letter b/B. Listen again and say the chant.



3 Colour the words with b.




Objectives: Listen and respond to a story; Say and find the letter *b*

Recycled language: *ball, bike, blue, kite, red, yellow, white; It's a bike.*

Materials: Classroom Presentation Kit, Story Cards

Optional: Props for acting out the story (baseball caps, jar lids or buttons to represent the button)

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, pages 12–13

Before you read

1 Listen and look. What's in the garden?


Follow the **Before you read routine** on p. 21.

Classroom management tip

To ensure that pupils work together, ask pairs to share one book between them so they can look and point to the same pictures.

2 1.5 Listen and look. What's in the garden?

Follow the **Story time routine** on p. 21.

 Guide pupils to notice which words in the story are similar in their language (e.g. *flower, bike, button, fantastic*).

After playing the story all the way through, play it again, pausing after each frame to ask what is in the garden. Allow all answers, including *flower* and *button*, and praise pupils for participation. Ask which toy Benny has (*the ball*). Teach the new useful phrase from the story and help pupils repeat it with lively intonation: (*Now*) *it's your turn*.

Support **Reach higher** Promote pupils' sense of achievement by asking questions about the story that you feel they are able to answer correctly. Vary your questions according to pupils' readiness, including prompts with non-verbal answers.

Teacher: *Can you point to a bike?*

Pupil: (points to a bike)

Teacher: (point to a white flower) *What colour is it?* (point to the kite) *What is it?*

Letters and sounds

1 1.6 Listen and repeat.

Follow the **Letters and sounds routine** on p. 21.

Engage Pupils may benefit from tracing large letter *bs* in the air as they repeat the letter sound.

Reach higher Ask pupils to name colours and family members with the *b* sound (*blue, black, brother*). Ask which character's name has the *b* sound too (*Benny*).


2 Find and circle the words in the story.

3 Act out the story.

Follow the **Act out the story routine** on p. 21.

Support Allow less confident pupils to choose which scenes they feel comfortable acting out. While pupils are practising, be ready to support them in pronouncing any unfamiliar words and phrases.

Reach higher Challenge more confident pupils to choose roles which have longer lines and new language. Be ready to support them when necessary with pronunciation and intonation.

 Pupils tell their partner who the characters in the story are (e.g. *Benny is the bear*). This enables pupils to **identify and briefly describe** the key characters.

Activity Book, page 10

Draw pupils' attention to the two phonics characters, Tall and Round. Ask what letter they are forming (*b*). Ask pupils in pairs to make a shape to copy them.

Follow the **Activity Book routine** on p. 21.

1 1.3 Trace the letter *b*. Listen and say.

b, b

b, b, b, bike, bike, bike (x 2)

b, b, b, ball, ball, ball (x 2)

b, b, b, button, button, button (x 2)

2 1.4 Listen and circle the letter *b/B*. Listen again and say the chant.

A: Big, blue balloons! BOO!

B: Big, blue balloons! BOO!

A: Big, blue balloons! BOO!

B: Big, blue balloons! BOO!

A: Big, blue balloons! BOO!

B: Big, blue balloons! BOO!

3 Colour the words with *b*.

Support With less confident pupils, say each word aloud for them to repeat after you before they complete the activity.

Closing routine

Do Communication routine 1 on p. 32.

Lesson 3 Story time

Before you read

- 1 Look at the pictures. Who can you see?
- 2 Listen and look. What's in the garden?
- 3 Act out the story.

The toy garden

1 The children are in the toy garden.

Come here, Sam!

What is it? Is it a toy?

No, it's a blue button! Let's push it!

2 Look, Sam!

What is it?

It's a white flower.

3 It isn't a white flower! Look! It's a kite!

And Lily ... Look at the yellow flower! And the red flower!

4 It isn't a yellow flower. It's a bike!

Wow! It's fantastic!

I know! Now it's your turn, Sam.

Look at me! This bike is fun!

Be careful, Sam!

5 It's time to go home now.

Where's my ball?

And where's Benny?

6 Here's your ball, Lily!

And here's Benny!

12 twelve

Key learning outcome: Listen and respond to a story; Say and find the letter b

Activity Book, p.10

Letters and sounds

- 1 Listen and repeat.
bike ball button
- 2 Find and circle the words in the story.

Lesson 4 Explore the story

1 Watch the video.

After you read Activity Book, p.11

2 Look and circle.

a When Lily and Sam share the toys, they feel ...

b When I share with my friends, I feel ...

Pupils' own answers

Key learning outcome: Listen and respond to a story; Learn to share

13 thirteen

The toy garden

Lesson 4 Explore the story

After you read

1 Think about the story. Trace.

1 What is it?

It's a white flower.

2 It's a kite.

3 Look at the yellow flower.

4 It's a bike.

2 Think of a toy for the toy garden. Draw and say.

Pupils' own answers

It's a car.

It's a car / robot / doll / ball / kite / bike.

I can understand the story

eleven 11

Objectives: Listen and respond to a story; Social-emotional learning (SEL): Learn to share

Recycled language: ball, bike, blue, kite, red, white, yellow; *It's a bike.*

Materials: Classroom Presentation Kit, SEL Activity Card 1, SEL Poster 3

Opening routine

To **focus** the class, do Mindfulness routine 3 on p. 32.

Pupil's Book, page 13

Classroom management tip

Technology can sometimes be unreliable. Always check that the video is cued up and working before the class. In case of technical issues, have a plan of activities your pupils can do while the issues are being resolved. For example, they could quietly read the story again, or practise acting out the story in their groups again.

1 Watch the video.

Follow the **Before you watch** and **Watch the video routines** on p. 23.

After you read

Activity Book, page 11

1 Think about the story. Trace.

Pupils work in pairs. They look at each picture and say what they see. They read the sentences together and find the missing words in the word box to complete the activity.

2 Think of a toy for the toy garden. Draw and say.

Some pupils need prompts to get their ideas flowing before a creative activity. Remind pupils of the flowers in the story that changed into toys, and Sam's toy car that turned into an alien. Draw a flower on the board with a circular centre and elicit some ideas for what it could become (e.g. a doll's face, car wheels, a ball, etc.). Choose one idea and add it to the circle to draw that toy.

Reach higher Challenge pupils to draw another toy from the magical flower and to write the word under it.

Pupil's Book, page 13

2 Look and circle.

Follow the **Social-emotional learning (SEL) routine** on p. 23.

Social-emotional learning: Learn to share



Using the Pupil's Book, focus on scenes 5 and 6. Encourage pupils to notice who has the kite, the bike and the ball in each scene.

Scene 5: ball (*Benny*), kite (*Sam*), bike (*Lily*)

Scene 6: ball (*Benny*), kite (*Lily*), bike (*Sam*)

Ask pupils how Sam and Lily feel (*happy*).

Teach pupils the word *share* and focus on Lily's line *Now it's your turn*. Pupils do Activity 2a.

Pupils look at scene 6 again. Elicit things that pupils share with their friends and family (toys, food, clothes, classroom objects). Guide them to think how they feel when they share and when others share with them.

Do they feel happy, sad, angry, embarrassed? Pupils do Activity 2b.

SEL sticker activity







Follow the **SEL sticker routine** on p. 23.

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Lesson 5 Vocabulary & Grammar 2

1 Listen and say. Then listen and number.

 big 6	 small 1	 old 2
 new 4	 fast 3	 slow 5

2 Watch or listen. Move and sing.

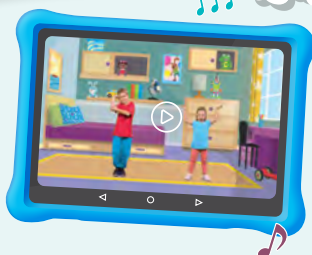
Where's my toy?

Where's my toy?
Wah, wah, wah!
Where's my toy?

Is it a doll? No, it isn't. It's a ball.
Is it big? No, it isn't. It's small.
Is it red? No, it isn't. It's blue.
Is it old? No, it isn't. It's new.










Chorus

Is it a ball? Yes, it is!
Is it small? Yes, it is!
Is it blue? Yes, it is!
Is it new? Yes, it is!



Here's your ball!
Thank you!

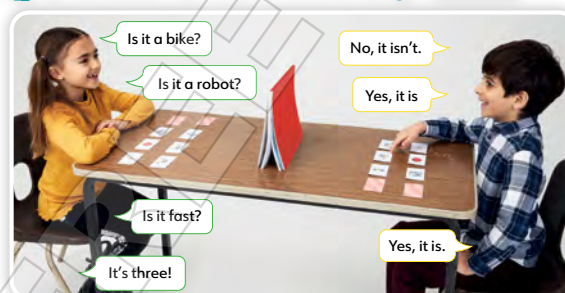
3 Listen. What is it? Tick (✓) the correct picture.

1 a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input checked="" type="checkbox"/>
2 a  <input type="checkbox"/>	b  <input checked="" type="checkbox"/>	c  <input checked="" type="checkbox"/>
3 a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input checked="" type="checkbox"/>

Grammar

Is it a ball?
Yes, it is.
Is it big?
No, it isn't.

4 Talk Partners Play the game. Guess the toy. Activity Book, p.113

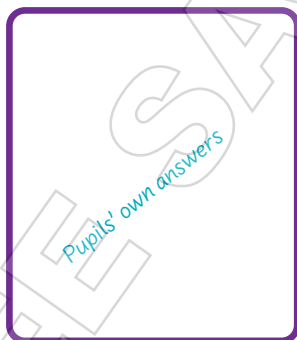


Lesson 5 Vocabulary & Grammar 2

1 Listen and tick (✓) or cross (✗).

1  <input checked="" type="checkbox"/>	2  <input checked="" type="checkbox"/>	3  <input checked="" type="checkbox"/>
 <input type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>

2 Draw a robot. Ask and answer.



Is it big?
Yes, it is.
Is it fast?
No, it isn't.

Objectives: Identify and say six adjectives to talk about toys; Ask and answer about toys

Vocabulary: *big, fast, new, old, slow, small*

Grammar: Present simple *be* (question form and short answers): *Is it a doll? Yes, it is. / No, it isn't.*

Recycled language: *alien, ball, bike, blue, doll, red, scooter*

Materials: Classroom Presentation Kit, Flashcards, Something for Everyone Book, Activity Book
Cutouts, teacher and peer Assessment Rubrics

Opening routine

To **energise** the class, do TPR Dynamic routine 1 on p. 32.

Pupil's Book, pages 14–15

1 1.7 1.8 Listen and say. Then listen and number.

Follow the **Vocabulary presentation routine** on p. 25.

1 small 2 old 3 fast 4 new 5 slow 6 big

Engage Play *Memory Game* with the picture flashcards of adjectives (see Games Bank, p. 33).

2 1.9 Watch or listen. Move and sing.

Follow the **Grammar presentation and vocabulary practice routine** on p. 25.

Grammar

Focus on the picture. Ask *What is it?* Pupils respond *It's a ball*. Ask concept questions. Pupils can respond with TPR actions or just *yes/no*: *Is it a car? Is it a robot? Is it a doll? Is it big? Is it small?*

Write the full form *is not* on the board and then rub out the *no* and replace it with an apostrophe to show how the contraction is formed.

3 1.10 Listen. What is it? Tick (✓) the correct picture.

Support Before listening, point to the toys in turn and ask questions with *Is it (a) ...?* about each one. Include incorrect words, e.g. 1a: *Is it a ball?* Elicit *No, it isn't. It's a bike*. Ask what colour each toy is and what it looks like to check that pupils know how to describe it.

Follow the **Grammar practice: Listening activity routine** on p. 25.

- | | | |
|---|--|---|
| 1 A: Is it a ball?
B: No, it isn't.
A: Is it a bike?
B: Yes, it is.
A: Is it new?
B: No, it isn't.
A: It's an old bike! | 2 A: Is it a ball?
B: Yes, it is.
A: Is it big?
B: No, it isn't.
A: It's a small ball! | 3 A: Is it a robot?
B: Yes, it is.
A: Is it fast?
B: No, it isn't.
It's a slow robot! |
|---|--|---|

4 Talk Partners Play the game. Guess the toy.

Classroom management tip

To avoid having a lot of cutouts and paper mess, provide envelopes for pupils to put the cutouts they are not using into while they play the game. At the end of the game, ask pupils to put all their cutouts away and write their names on their envelopes.

Follow the **Grammar practice: Talk Partners routine** on p. 25.

Demonstrate the game with a confident pupil. Place a book between you as a screen. Place your cutouts face up in two rows and ask the pupil to do the same. The pupil points to one of his/her cards. Ask *Is it (a) ...?* questions until you guess the toy. The pupil then turns the card over, face down. Continue to take turns asking and answering until you've turned over all the cards.

Follow the **Assessment for learning routine** on p. 25.

Activity Book, page 12

1 1.5 Listen and tick (✓) or cross (X).

- | | | |
|--|---|---|
| 1 A: Is it big?
B: Yes, it is!
A: Is it old?
B: No, it isn't. | 2 A: Is it fast?
B: No, it isn't!
A: Is it small?
B: Yes, it is! | 3 A: Is it new?
B: No, it isn't!
A: Is it slow?
B: No, it isn't! |
|--|---|---|

2 Draw a robot. Ask and answer.

Closing routine

Do Mindfulness routine 2 on p. 32.

Activity 1

A robot, a balloon car, a game and a kite.

Science question

Suggested answers: ball games, football, basketball.

Lesson 6 Read the world

Make your own toys

1 

Hi, I'm Tom.
I'm six.
This is my robot.
It's happy!

2 

Hello! I'm Clare.
This is my car.
It's blue and white.
It's fast!

3 

Hi, I'm Bill.
This is my game.
It's big.
It's fun!

4 

Hi, I'm Lucy.
This is my kite.
It's small and pink.
It's fantastic!

16 sixteen Key learning outcome: Listen and respond to a magazine article

What games do you play in the playground at school?

Before you read

1 Look at the photos on page 16. What toys can you see? Listen, look and check.

2 Listen and look again. Then look and match. Say. It's a game. It's big.

1

2

3

4

a

b

c

d

After you read

3 Make a new toy. Choose your materials and draw.



Pupils' own answers

4 Tick (✓) for your toy in Activity 3.


 It's big.


 It's small.


 It's fast.


 It's slow.


5 Do you make new things from old things at home?


Activity Book, p.13 Key learning outcomes: Use pictures to make predictions about a text; Evaluate and use information to complete a task seventeen 17


Lesson 6 Read the world


After you read


1 Think about the article on Pupil's Book page 16 and tick.


1 


a 


b 

c 


2 


a 


b 


c 


2 Match and trace.


1 

2 


3 

4 

5 



It's a car.



It's a game.


I can answer questions about a magazine article and use information to complete a task thirteen 13

Objectives: Listen and respond to a magazine article; Use pictures to make predictions about a text (visual literacy); Evaluate and use information to complete a task (critical literacy)

Recycled language: *big, blue, car, fast, game, kite, pink, robot, small, white; It's small and pink. It's fast.*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

Pupil's Book, pages 16–17

Science question

What games do you play in the playground at school?

This question relates to the social science topic of school. Elicit places at school and then focus pupils on what they do in the playground. Brainstorm different games they play.

Before you read

1  **1.11**  **Look at the photos on page 16. What toys can you see? Listen, look and check.**

Follow the **Before you read routine** on p. 27.

Elicit or explain that the text is from a children's craft magazine.

Visual literacy: Use pictures to make predictions about a text

This activity helps pupils use images to support their understanding of a text.

Support Ask questions using *Is it (a) ...?* to help pupils eliminate toys that are not a possibility (e.g. *doll, alien, scooter*) until they identify the correct toy.

2  **1.11**  **Listen and look again. Then look and match. Say.**

Follow the **While you read routine** on p. 27.

 In this activity, pupils **list very simple information** from texts with illustrations.

After you read

3  **Make a new toy. Choose your materials and draw.**

Follow the **After you read routine** on p. 27.

Critical literacy: Evaluate and use information to complete a task

In this activity, pupils think critically about the toys in the text, and what they're made of, to decide what materials they can use to make a new toy.

Point to the materials in turn. Pupils say if it was used to make one of the toys in the text, and identify which one. This will help to stimulate their ideas when they draw their own new toy.

Brainstorm some ideas with the class, e.g. a doll's face with the balloon and the paper strips for hair.

4  **Tick (✓) for your toy in Activity 3.**

Pupils show and describe their new toy. Encourage them to say what their toy is, as well as at least one sentence to describe it, e.g. *It's a doll. It's small.* Display pupils' drawings and do a gallery walk.

ESDC

 **Do you make new things from old things at home?**

This question relates to **SDG Goal 12 Responsible consumption and production**. It helps pupils start to explore the concept of reusing materials at home to avoid waste.

Find examples of items you have used to make something new, e.g. a tin can to make a pencil holder, a jar to make a vase, an old sock to make a puppet. Bring them to class to share with your pupils. Alternatively, find pictures of these things online. Brainstorm other items from home that could be used to make new things (e.g. old T-shirts/towels, toilet or paper towel rolls, tissue boxes) and what you could make with them. Elicit why it is important to reuse materials (e.g. it reduces waste and pollution).

Activity Book, page 13

Follow the **Activity Book routine** on p. 27.

1 **Think about the article on Pupil's Book page 16 and tick (✓).**

2  **Match and trace.**

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Lesson 7 Listening & Speaking **Real-world communication**

1 Listen and match.


Eva


Ben


Anna


a


b


c

2 Watch or listen. Then practise with a friend.

What's your favourite toy?

It's a kite. Look! It's new.

And what's your favourite colour?

It's red!



Find out about your friends

What's your favourite toy / colour / day?

3 Make a new dialogue. 

What's your favourite toy?


It's a car.





18 **eighteen** Key learning outcome: Listen for key words; Ask and answer about your favourite toy Activity Book, p.14


Lesson 7 Listening & Speaking **Real-world communication**


1 Listen and tick (✓) or cross (X).



✓



✓



X



✓


✓


X


X


X


✓

2 Draw and colour your favourite toy. Ask and answer.


What's your favourite toy?

It's a bike / car.

It's purple / red.

It's a bike.

Pupils' own answers

14 **fourteen** I can listen for key words and answer about my favourite toy 


Objectives: Listen for key words; Ask and answer about your favourite toy; Exam practice: Pre A1 Starters Listening, Part 3

Functional language: *What's your favourite (toy)?*

Recycled language: *big, brother, car, fast, game, grandma, grandpa, red, robot, scooter; It's a scooter. It's fast.*

Materials: Classroom Presentation Kit,  Something for Everyone Book, teacher and peer Assessment Rubrics

Opening routine

 Play the mindfulness animation or audio to **energise** pupils for speaking activities.

Pupil's Book, page 18

Before you listen

Follow the **Before you listen routine** on p. 29.

1 1.12 Listen and match.

Listening skill: Listen for key words

Pupils identify the toys in the photos. Explain that they don't need to understand every word in the audio. They should focus on listening out for these toys as this is what is needed to do the activity.

Follow the **Listening activity routine** on p. 29.

- 1 **Eva:** Hi! My name's Eva.
My favourite toy is a game.
I play with my brother.
- 2 **Ben:** Hello, I'm Ben.
My favourite toy is a robot.
It's from my grandma and grandpa.
- 3 **Anna:** Hi, I'm Anna.
Adult: Hi, Anna. What's your favourite toy?
Anna: It's a scooter. It's big and blue. And it's very fast!

2 1.13 Watch or listen. Then practise with a friend.

Follow the **Video activity: Functional language routine** on p. 29.

Speaking skill: Find out about your friends

Write a short matching activity on the board and elicit answers:

What's your favourite colour? *It's Saturday.*

What's your favourite toy? *It's a game.*

What's your favourite day? *It's orange.*

Practise the pronunciation of *favourite* /feɪvərɪt/ with two syllables.

3 Make a new dialogue.

Follow the **Speaking activity routine** on p. 29.

Follow the **Assessment for learning routine** on p. 29.

Activity Book, page 14

1 1.6 Listen and tick (✓).

Explain how to do the activity. Pupils listen and put a tick or a cross next to the two options each time. Explain that you will play the audio twice.

This activity uses the same audioscript as track 1.12.

Support Before playing the audio, make sure pupils can identify and name all of the family members and the colours in the images. Pause after each item to give pupils time to complete their answer.

2 Draw and colour your favourite toy. Ask and answer.

Closing routine

Do Communication routine 3 on p. 32.

Activity 1
It's small.

1 Listen and look. Is Marta's toy big or small?

My favourite toy



My name's Marta.
My favourite toy is a ball.
It's black, white and red.
It's small.



Lesson 8 Writing 1



What toys do you play with at school?

Capital letters

Use capital letters ...
for names: **M**arta
to begin a sentence: **I**t's small.

Science question
Suggested answers:
ball, car, doll, game, scooter

2 Circle the capital letters in Activity 1.

3 Write the capital letters and trace. Then listen and draw.

My name is Ted.

My favourite toy is a car.

I t's red and yellow.

I t's fast.

Pupils' own answers

Ted

What do you know now?

Activity Book, p.15

Key learning outcome: Describe your favourite toy using capital letters

nineteen > 19

Lesson 8 Writing 1

1 Trace the capital letters.

- Name: Jenny.
- My favourite toy is a scooter.
- It's fast.



2 Write your name. Trace the capital letters. Choose and circle. Then draw.

Name: _____

My favourite toy is a

doll	ball	car	bike	game

I t's


big	small

Pupils' own answers

I can use capital letters and describe my favourite toy fifteen > 15

Objectives: Describe your favourite toy; Use capital letters

Recycled language: *ball, black, red, white, yellow; My name's ..., My favourite toy is a/an ...*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.

Pupil's Book, page 19

Science question

What toys do you play with at school?

This relates to the social science topic of school. Brainstorm toys and write them on the board. Elicit which of these toys pupils play with at school. Invite them to add any additional toys they play with at school to the list.


1 1.14 Listen and look. Is Marta's toy big or small?

Follow the **Model text and Writing skill routines** on p. 31.

Writing skill: Capital letters

If necessary, write the alphabet on the board in capital and lower-case letters, one above the other. Point to the capital letters and say *capital letters*. Do the same with lower-case letters.

Ask pupils to write their own name on a piece of paper. Ask where they use a capital letter.

 Elicit whether pupils use capital letters in the same way in their own language.

2 Circle the capital letters in Activity 1.

Support If pupils need more practice recognising capital letters, have them find and circle more examples of capitals on the Pupil's Book page.



3 1.15 Write the capital letters and trace. Then listen and draw.

Follow the **Writing activity routine** on p. 31.

Engage Before pupils draw, do a quick comprehension check by asking questions: *What toy is it?* (It's a car.) *What colour is it?* (It's red and yellow.) *Is it slow?* (No, it isn't.) *Is it fast?* (Yes, it is.)

Support Monitor pupils who may be less familiar with writing. Ask them to practise writing capital *M* and capital *I* a few times before they complete the activity.

Activity Book, page 15

- 1 Trace the capital letters. 
- 2 Write your name. Trace the capital letters. Choose and circle. Then draw. 

Reach higher Fast finishers colour their drawing and say a sentence about it, e.g. *It's blue.*

Follow the **Assessment for learning routine** on p. 31.

Pupil's Book, page 19

What do you know now?

Follow the **Assessment for learning: Progress review routine** on p. 31.

Closing routine

Do TPR Dynamic routine 2 on p. 32.

Activity 1

What is it?

It's a doll / ball / kite / game.

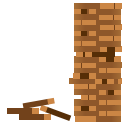
Review

1 Point. Ask and answer about the pictures.



What is it?

It's a doll.



2 Trace.



1 It's a scooter. It's new.

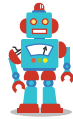


2 It's a robot. It's old.



3 It's a car. It's fast.

4 It's an alien. It's big.



3 Look, listen and tick (✓) or cross (✗).

1



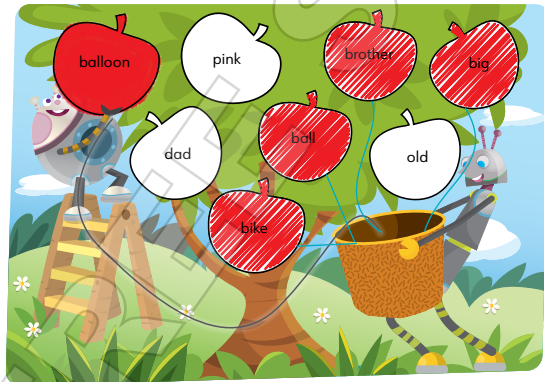
2



3



4 Find the words with b. Colour and draw lines.



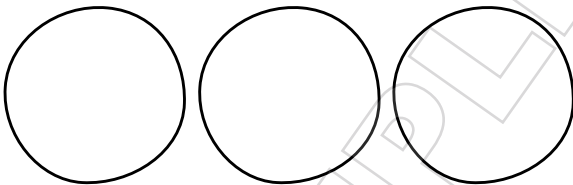
Think about Unit 1

Draw, colour and tick (✓) your answers.

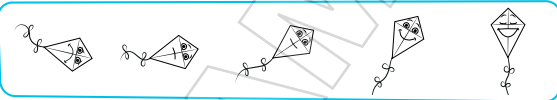
In this unit, I ...

Now I can ...

My favourite part is ...



How I feel about my work in this unit:



What can I do next?

- I can ...
- practise the new words.
- watch the story video again.
- sing 'Play with me!' to my family.
- play the digital games.

Go to the map on pp.4-5 of your Pupil's Book. Stick your Unit 1 pass.

Exam practice 1

1 Listen to your teacher and look. Put a tick (✓) or cross (✗) in the box. There are two examples.

Examples



It's a kite.



It's a robot.

Questions

1



It's a ball.

2



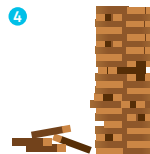
It's a scooter.

3



It's a doll.

4



It's a game.

5



It's an alien.

Which word is the same in your language?
car robot balloon

Objectives: Review vocabulary and grammar from Unit 1; Assessment for learning Unit 1;
Exam practice: Pre A1 Starters Reading and Writing, Part 1

Materials: Classroom Presentation Kit

Opening routine

To **energise** the class, do Communication routine 1 on p. 32.

Activity Book, pages 16–19

1 Point. Ask and answer about the pictures.

Reach higher After completing the activity, challenge pupils to cover the pictures and see if they can remember which toys are on the page.

2 Trace.

3 1.7 Look, listen and tick (✓) or cross (✗).

1 **A:** Is it an alien?

B: No, it isn't.

2 **A:** Is it a ball?

B: Yes, it is.

3 **A:** Is it fast?

B: Yes, it is.

4 Find the words with *b*. Colour and draw lines.

Support Help pupils to recognise the letter *b* in print and cursive script by writing an example of both, side by side on the board.

Think about Unit 1

Congratulate pupils for everything they have learned in this unit and do a unit walkthrough. Ask pupils to look at all the pages in the unit in pairs, pointing to things they remember. Encourage them to think about which lessons they enjoyed, what they did well and what they found more challenging.

Draw, colour and tick (✓) your answers.

Explain the meaning of the sentence stems one by one. Elicit examples of things that pupils can do or give them examples, e.g. *Now I can say ... / read ... / write about ...*

Allow pupils to draw pictures of as many things as they want to in each frame.

How I feel about my work in this unit:

Use the 'thinking time' routine. Pupils put their pencils down and think about their answers before they respond. Take notes of how your pupils have evaluated themselves. If they have checked a sad or neutral face, try to talk to them about what they need to feel more confident about their learning.

What can I do next?

Review the ideas to keep learning with pupils and explain any words they don't understand. Encourage them to think about when and how often they will do the activities.

Exam practice

1 Listen to your teacher and look. Put a tick (✓) or a cross (✗) in the box. There are two examples.

This is an example of a reading activity from the Pre A1 Starters exam. If pupils are ready, have them read the sentences themselves. If not, you can read them out loud to them.

Explain how to do the activity. Point to the kite and say *It's a kite, yes or no?* Elicit *Yes – it's a kite.* Mime drawing a big tick in the air. Encourage pupils to copy you. Repeat with the picture of the car and *It's a robot,* this time drawing a big cross.

Exam tip

Pre A1 Starters Reading and Writing, Part 1

Before pupils start marking answers, elicit what is shown in each picture. Then ask pupils to look at the sentence and decide if they match.

Make sure they understand they have to put a tick or a cross in every box, not just a tick for the true sentences.

Which word is the same in your language?

Guide pupils to notice which word in the box is the same in their own language.

Closing routine

Do TPR Dynamic routine 1 on p. 32.