

**UNIT 1: MY TOYS - LESSON 1*****Learning objectives***

- Can identify toys

***Target language***

- Ball, bike, boat, car, doll, kite, train

***Receptive language***

- What's this? It's a (car).

***Resources and Materials***

- Pupil's Book page 4
- Activity Book page 4
- Audio CD1 track 03,07,08
- Posters
- Flashcards 01-07
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Greet pupils by saying. Hello, I'm (name). Ask a few individual pupils. What's your name? I'm (name).</li> <li>• Play the chant from the Welcome Unit (CD1:03)</li> <li>• Ask the pupils if they can remember the names of the main characters ( Charlie, Rose and Ola) in the Welcome Unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet, listen and sing the chant from the Welcome Unit</li> <li>• Say the names of the main characters if they can remember</li> </ul>
<b><i>Learning adventure</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the Lesson 1 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objective: <i>We're learning words for toys.</i></li> <li>• Ask pupils what toy words they know in English, e.g. <i>bike, ball.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the Lesson 1; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</li> <li>• Say what toy words they know in English.</li> </ul>

	<p>Write them on the board.</p> <ul style="list-style-type: none"> <li>• Introduce pupils to the learning adventure poster. Use this poster with pupils to help them indicate how confident they feel about the lesson objective and to show you who may need more help.</li> <li>• Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the poster to indicate how confident they feel about the lesson objective and show T who may need more help.</li> <li>• Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
<b>VOCABULARY</b> <b>4 min</b>	<ul style="list-style-type: none"> <li>• Present the new vocabulary with Flashcards 01-07 (ball, boat, train, doll, car, bike, kite). Show the cards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word.</li> <li>• Now say the words again and pupils find the toys in the main illustration.</li> <li>• Indicate the flashcards on the board and say, My toys. Have a short conversation (in L1) about the toys pupils play at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at flashcards of the new vocabulary, listen and repeat the words</li> <li>• Listen and find the toys in the main illustration.</li> <li>• Indicate the flashcards on the board and say, and have a short conversation (in L1) about the toys pupils play at home</li> </ul>
<b>PRACTICE</b>		
<b>PB page 4, Act.2</b> <b>5 min</b>	<p><b><i>Listen and circle.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 2 in their Pupil's Books.</li> <li>• Focus on the scene. Ask where the characters are (<i>in a village/on a street</i>). Ask pupils what toys they can see.</li> <li>• Play the audio and have pupils listen.</li> <li>• Play the audio and ask pupils to circle each toy as they hear the</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 2 in their Pupil's Books.</li> <li>• Look at where the characters are and say what toys they can see.</li> <li>• Listen to the audio</li> <li>• Listen and circle each toy as they hear the word.</li> </ul>

	<p>word.</p> <ul style="list-style-type: none"> <li>• Play the audio again. Pause after each line so pupils can point to the toy they have circled.</li> </ul> <p>Activity answer key:  <b>Circled items:</b> train, doll, car, bike, kite, ball          AUDIO SCRIPT – CD1:07  <i>Charlie:</i> Look! A train. Choo! Choo!  <i>Rose:</i> Ohhh! And a doll!  <i>Charlie:</i> Rose, look! It's a car. Vrrrrrr.  <i>Rose:</i> And a bike!  <i>Charlie:</i> Look! What's this?  <i>Rose:</i> It's a kite! And look! A ball.  <i>Charlie:</i> I love toys!</p>	<ul style="list-style-type: none"> <li>• Listen again and point to the toy they have circled when T pauses after each line</li> </ul>
<b>PB page 4, Act. 3</b> <b>4 min</b>	<p><b>Listen and say.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 3 in their Pupil's Books.</li> <li>• Play the audio. Pupils listen, point to the toys and repeat the words.</li> <li>• Focus on the labels next to each toy. Read them to the class one by one. Pupils find the words as they hear them and repeat them.</li> <li>• Play the audio again. Pupils listen, point to the toys and repeat the words. Pupils then continue in pairs.</li> </ul> <p>AUDIO SCRIPT – CD1:08  <i>bike, car, doll, train, boat, ball, kite</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 3 in their Pupil's Books.</li> <li>• Listen the audio, point to the toys and repeat the words.</li> <li>• Focus on the labels next to each toy, listen and find the words as they hear them and repeat them.</li> <li>• Listen again, point to the toys and repeat the words; then continue in pairs.</li> </ul>
<b>AB page 4</b> <b>5 min</b>	<p><b>Match. Then trace and say.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 1 in their Activity Books.</li> <li>• Look at the jigsaw pieces. Point to the boat and ask, <i>What's this?</i> Say, <i>It's a boat.</i>, as you point to the jigsaw piece with the correct</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 1 in their Activity Books.</li> <li>• Look at the jigsaw pieces, listen and answer T's question</li> </ul>

	<p>sentence written on it.</p> <ul style="list-style-type: none"> <li>• Ask pupils to match the pictures with the correct sentences.</li> <li>• Then ask pupils to trace the toy words and say them aloud.</li> </ul> <p>Activity answer key:  <b>1</b> boat <b>2</b> doll <b>3</b> bike <b>4</b> car <b>5</b> ball <b>6</b> train <b>7</b> kite</p>	<ul style="list-style-type: none"> <li>• Match the pictures with the correct sentences.</li> <li>• Then trace the toy words and say them aloud.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<p><b><i>Our learning adventure</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils, <i>How many toy words do you know now?</i> Give pupils a minute to tell their partner the new words they know.</li> <li>• Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell their partner the new words they know.</li> <li>• Say which words they find easiest or most difficult to remember.</li> </ul>
	<p><b><i>Name the toy.</i></b></p> <ul style="list-style-type: none"> <li>• As pupils are leaving the class, show them a flashcard of a toy from the lesson and ask them to tell you what it is.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at a flashcard of a toy from the lesson and tell what it is</li> </ul>

**UNIT 1: MY TOYS - LESSON 2*****Learning objectives***

- Can describe toys

***Target language***

- What's this? It's a (ball). It's (orange).

***Recycled language***

- Toys, Colours

***Resources and Materials***

- Pupil's Book page 5
- Activity Book page 5
- Audio Cd1 track 09, 10, 11,12
- Flashcards 01-07
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Divide pupils into groups. Give each group of pupils one flashcard from Flashcards 01-07. Say, It's a train. Pupils in the group with the matching flashcard stand up when their toy is mentioned. Continue with other toys.</li> <li>• Repeat the colours. Give each group a coloured card. Say a colour, e.g. green. Pupils in the green card stand up. Continue with other colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in groups with the matching flashcard stand up when their toy is mentioned. Continue with other toys.</li> <li>• Each group has a coloured card; listen to T and stand up if they have the correct one. Continue with other colours.</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 2 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objective: <i>We're talking about toys.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 2; listen and answer T's question ; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</li> </ul>

PRESENTATION		
<p><b>CHANT</b>  <b>PB page 5, Act.4</b>  <b>5 min</b></p>	<p><b><i>Listen and chant.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 4 in their Pupil's Books.</li> <li>• Tell pupils that they are going to listen to a chant about toys. Play the audio. Pupils point to the toys in their books as they hear them in the chant.</li> <li>• Play the audio again. Pause after each colour word and challenge pupils to guess which toy is being described before it's mentioned.</li> <li>• Play the chant again and ask pupils to chant along. As they chant, ask them to make appropriate noises for the toys they hear, e.g. <i>Choo! Choo!</i> for train.</li> </ul> <p>AUDIO SCRIPT – CD 1:09</p> <p><i>What's this? It's red.</i>  <i>It's a car!</i>  <i>What's this? It's blue.</i>  <i>It's a boat!</i>  <i>What's this? It's pink.</i>  <i>It's a doll!</i>  <i>What's this? It's green.</i>  <i>It's a train!</i>  <i>What's this? It's orange.</i>  <i>It's a ball!</i>  <i>What's this? It's yellow.</i>  <i>It's a bike!</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 4 in their Pupil's Books.</li> <li>• Listen to the chant about toys and point to the toys in their books as they hear them in the chant.</li> <li>• Listen the audio again and guess which toy is being described before it's mentioned when T pauses after each colour word and challenge pupils .</li> <li>• Listen again and chant along. As they chant, make appropriate noises for the toys they hear</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Hold up one of the Flashcards 01-07. Ask, <i>What's this? (ball)</i>  <i>It's a ball. It's an orange.</i>  Continue with other toys.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the Flashcards, listen and answer T's questions</li> </ul>

PRACTICE		
<p><b>PB page 5, Act.5</b> <b>7 min</b></p>	<p><b><i>Listen and colour. Say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 5 in their Pupil's Books.</li> <li>• Point to the objects at the bottom of the page. Elicit what they are. Point to the ball and ask, <i>What's this? (A ball.)</i> Continue with other pictures.</li> <li>• Play the audio. Pupils listen and colour the toys the correct colour.</li> <li>• Play the audio again. Pupils check their answers in pairs. One pupil says, <i>What's this?</i> His/Her partner answers, e.g. <i>It's a ball. It's orange.</i></li> </ul> <p>Activity answer key: 1 orange 2 red 3 purple 4 blue 5 yellow</p> <p>AUDIO SCRIPT – CD1: 10</p> <p><i>1 What's this? It's a ball. It's orange.</i>  <i>2 What's this? It's a boat. It's red.</i>  <i>3 What's this? It's a car. It's purple.</i>  <i>4 What's this? It's a doll. It's blue.</i>  <i>5 What's this? It's a kite. It's yellow.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 5 in their Pupil's Books.</li> <li>• Look at the objects at the bottom of the page, listen and answer T's question</li> <li>• Listen the audio and colour the toys the correct colour.</li> <li>• Listen again and check their answers in pairs</li> </ul>
<p><b><i>QUEST SONG</i></b> <b>PB page 5</b> <b>5 min</b></p>	<p><b><i>Listen and sing.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look carefully at the scene on pages 4–5. Remind them that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island.</li> <li>• Play the Quest song. Ask pupils to listen and sing along.</li> </ul> <p>AUDIO SCRIPT – CD1:11</p> <p><i>Stand up, jump up, come on a quest,</i>  <i>Come on a quest today.</i></p>	<ul style="list-style-type: none"> <li>• Look carefully at the scene on pages 4–5; remember that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island.</li> <li>• Listen the Quest song and sing along.</li> </ul>

	<p><i>Turn around, sit down, come on a quest, How can we help today? At the castle, We can help today.</i></p>	
<p><b>AB page 5</b> <b>5 min</b></p>	<p><b><i>Listen and tick or cross. Then colour.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 2 in their Activity Books.</li> <li>• Play the audio. Pupils listen and write a tick in the box if the toy mentioned is correct and a cross if it isn't.</li> <li>• Pupils then colour the toys in pairs. One pupil says, <i>It's a (bike). It's (green).</i> His/Her partner colours the toys accordingly. They then switch roles.</li> </ul> <p>Activity answer key: <b>1</b> Yes <b>2</b> No <b>3</b> Yes</p> <p><b><i>Trace. Then draw and colour.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 3 in their Activity Books.</li> <li>• Ask pupils to read the sentences in the boxes and trace the colour words.</li> <li>• Then ask pupils read the sentences again and draw the toys and colour them accordingly.</li> </ul> <p>AUDIO SCRIPT – CD1:12 <b>1</b> <i>It's a bike.</i> <b>2</b> <i>It's a doll.</i> <b>3</b> <i>It's a boat.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 2 in their Activity Books.</li> <li>• Listen the audio and write a tick in the box if the toy mentioned is correct and a cross if it isn't.</li> <li>• Then colour the toys in pairs; then switch roles.</li> <li>• Look at Activity 3 in their Activity Books.</li> <li>• Read the sentences in the boxes and trace the colour words.</li> <li>• Then read the sentences again and draw the toys and colour them accordingly</li> </ul>
<b>POP QUIZ</b>		
<p><b>5 min</b></p>	<p><b><i>Ask a friend.</i></b></p> <ul style="list-style-type: none"> <li>• Show the pictures on the board and look at the example for the</li> </ul>	<ul style="list-style-type: none"> <li>• See the pictures on the board and look at the</li> </ul>



	<p>first picture. Nominate two pupils to ask and answer the question (<i>What's this? It's a ball. It's purple.</i>).</p> <ul style="list-style-type: none"> <li>• Pair pupils and have them ask and answer questions about the pictures, taking turns to be the pupil asking and answering.</li> </ul>	<p>example for the first picture. Two pupils ask and answer the question.</p> <ul style="list-style-type: none"> <li>• Work in pair, ask and answer questions about the pictures, taking turns to be the pupil asking and answering</li> </ul>
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**UNIT 1: MY TOYS - LESSON 3*****Learning objectives***

- Can use numbers 11-20

***Target language***

- Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
- How many (dolls)?
- (Eleven) (dolls).

***Recycled language***

- Number 1-10, Colours, Toys

***Resources and Materials***

- Pupil's Book page 6
- Activity Book page 6
- Audio CD1 track 13, 14, 16
- Flashcards 01-07
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<p><b><i>Say the number.</i></b></p> <ul style="list-style-type: none"> <li>• Tell pupils that we're going to review numbers.</li> <li>• Put pupils into two groups, with a leader for each group. The leader runs to the board, points at a number, runs back to the group and the group says the number. The leader then nominates another pupil to go the board and point at a number.</li> <li>• Click through to the second screen after several goes. Review any difficult numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the numbers.</li> <li>• Work in two groups, with a leader for each group. The leader runs to the board, points at a number, runs back to the group and the group says the number. The leader then nominates another pupil to go the board and point at a number.</li> <li>• See the second screen after several goes and review any difficult numbers.</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 3 and ask, <i>What are we learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 3 and ask, listen and answer T's</li> </ul>

	<p><i>today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</p> <ul style="list-style-type: none"> <li>Look at the lesson objective: <i>We're talking about numbers.</i></li> <li>Ask pupils what English words they know for numbers, e.g. <i>one, two</i>. Write them on the board.</li> <li>Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure.</i></li> </ul>	<p>question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</p> <ul style="list-style-type: none"> <li>Say what English words they know for numbers</li> <li>Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
<b>3 min</b>	<ul style="list-style-type: none"> <li>Teach numbers 11-20 by using homemade flashcards. Show the cards in turn and say the numbers.</li> </ul> <p><i>Eleven, twelve, thirteen, fourteen, fifteen sixteen, seventeen, eighteen, nineteen, twenty</i></p>	<ul style="list-style-type: none"> <li>Look at the flashcards and learn the numbers 11-20</li> </ul>
<b>PRACTICE</b>		
<b>PB page 6, Act.6 5 min</b>	<p><b><i>Listen and point. Then say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 6 in their Pupil's Books. Get them to look at the scene.</li> <li>Play the audio. Pupils follow in their books.</li> <li>Play the audio again and pupils repeat the words they hear.</li> <li>Focus on the labels next to each number. Read them to the class one by one.</li> <li>Ask pupils to look at the pictures on the page and identify the colours, e.g. <i>sixteen – blue</i>.</li> </ul> <p>AUDIO SCRIPT – CD1:13 <i>eleven</i> <i>twelve</i></p>	<ul style="list-style-type: none"> <li>Look at Activity 6 in their Pupil's Books and the scene.</li> <li>Listen to the audio and follow in their books.</li> <li>Listen again and repeat the words they hear.</li> <li>Look at the labels next to each number and listen.</li> <li>Look at the pictures on the page and identify the colours</li> </ul>

	<p><i>thirteen</i>  <i>fourteen</i>  <i>fifteen</i>  <i>sixteen</i>  <i>seventeen</i>  <i>eighteen</i>  <i>nineteen</i>  <i>twenty</i></p>	
<p><b>SONG</b>  <b>PB page 6, Act.7</b>  <b>5 min</b></p>	<p><b><i>Listen and find.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 7 in their Pupil's Books.</li> <li>• Focus on the song illustration. Ask pupils which toys they can see in the picture. Indicate the two balls in the bottom left of the picture and ask, <i>How many (balls)? (Two balls).</i></li> <li>• Play the audio. Ask pupils to listen and to point to the correct type of toy for each verse.</li> </ul> <p>AUDIO SCRIPT – CD1: 14  <i>Trains, trains. How many trains?</i>  <i>How many trains can you see?</i>  <i>Seven trains. Seven trains.</i>  <i>I can see seven trains.</i>  <i>Cars, cars. How many cars?</i>  <i>How many cars can you see?</i>  <i>Fifteen cars. Fifteen cars.</i>  <i>I can see fifteen cars.</i>  <i>Balls, balls. How many balls?</i>  <i>How many balls can you see?</i>  <i>Sixteen balls. Sixteen balls.</i>  <i>I can see sixteen balls.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 7 in their Pupil's Books.</li> <li>• Pay attention to the song illustration. Say which toys they can see in the picture. Indicate the two balls in the bottom left of the picture and answer T's question</li> <li>• Listen again and point to the correct type of toy for each verse</li> </ul>
<p><b>PB page 6, Act.8</b>  <b>5 min</b></p>	<p><b><i>Listen and say. Ask and answer.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 8 in their Pupil's Book.</li> <li>• Ask pupils to use the song illustration to play a game. Play</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 8 in their Pupil's Book.</li> <li>• Use the song illustration to play a game; listen to</li> </ul>

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	<p>bottom of the activity and write the number.</p> <p>Activity answer key: sixteen</p>	<p>sentence at the bottom of the activity and write the number.</p>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Ask pupils, <i>How many numbers do you know now?</i> Give pupils a minute to tell their partner the new words they know.</li> <li>• As a whole class or in pairs, ask pupils to say where they are on their adventure now.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell their partner the new words they know</li> <li>• Say where they are on their adventure now</li> </ul>
	<ul style="list-style-type: none"> <li>• Play Parachute with the vocabulary items Lesson 1 and 3. Put pupils into two teams and tell them to take turn to guess a letter. Teams win a point when they guess the word correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in two teams, listen and take turn to guess a letter</li> </ul>

**UNIT 1: MY TOYS - LESSON 4*****Learning objectives***

- Can describe toys
- Can say the sounds /e/ ...

***Target language***

- It's a (car).
- It's (red).
- Box, frog, hen, pen

***Recycled language***

- Toys, Colours

***Resources and Materials***

- Pupil's Book page 7
- Activity Book page 7
- Audio CD1 track 14, 17, 18
- Sound fun notebook
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<b><i>Listen and point.</i></b> <ul style="list-style-type: none"> <li>• Tell pupils that they are going to sing the song about toys and numbers and they should point at the screen when they hear the words. Play the audio.</li> <li>• Play the song again and have pupils sing along.</li> </ul> <p>AUDIO SCRIPT – CD1:13</p> <p><i>Trains, trains. How many trains?</i>  <i>How many trains can you see?</i>  <i>Seven trains. Seven trains.</i>  <i>I can see seven trains.</i></p> <p><i>Cars, cars. How many cars?</i>  <i>How many cars can you see?</i>  <i>Fifteen cars. Fifteen cars.</i>  <i>I can see fifteen cars.</i></p>	<ul style="list-style-type: none"> <li>• Listen to the audio, sing the song about toys and numbers and they should point at the screen when they hear the words.</li> <li>• Listen again and sing along.</li> </ul>

	<p><i>Balls, balls. How many balls?</i>  <i>How many balls can you see?</i>  <i>Sixteen balls. Sixteen balls.</i>  <i>I can see sixteen balls.</i></p>	
<p><b>Learning adventure</b>  <b>2 min</b></p>	<ul style="list-style-type: none"> <li>Have pupils look at the lesson 4 and ask, <i>What are we learning today?</i> Ask pupils to look at the images and guess what they will be learning in the lesson.</li> <li>Look at the lesson objectives: <i>We're talking about toys. We're saying some English sounds.</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the lesson 4, listen and answer T's question ; then look at the images and guess what they will be learning in the lesson to recognize the lesson objectives</li> </ul>
<p><b>SKILL PRACTICE</b></p>		
<p><b>GAME</b>  <b>PB page 7, Act.9</b>  <b>5 min</b></p>	<p><b>Play the game.</b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 9 in their Pupil's Books.</li> <li>Point to the picture of the green train. Ask, <i>What's this? (It's a train.) What colour is it? (It's green.)</i> Now say, <i>It's a train. It's green.</i> Do the same with the red bike. Pupils continue in pairs.</li> <li>Focus pupils' attention on the last row of toys on the board (<i>brain, boat and kite</i>). Pupils dictate the colours of the toys to a partner, e.g. <i>It's a train. It's yellow.</i></li> <li>After all the toys have been coloured, pupils play a game of Bingo in groups or as a class. Pupils choose four toys and circle them. Give each pupil four small pieces of paper. Call out the toys and his/her colours in turn. Say, <i>It's a ball. It's purple.</i> Pupils cover it with a small piece of paper when it's called out in the correct</li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 9 in their Pupil's Books.</li> <li>Look at the picture of the green train, listen and answer T's questions, continue in pairs.</li> <li>Pay attention on the last row of toys on the board and dictate the colours of the toys to a partner.</li> <li>After all the toys have been coloured, listen to T's instructions and play a game of Bingo in groups or as a class.</li> </ul>



	colour. They win when all the circled toys have been called.	
<b>PHONICS</b>		
<b>3 min</b>	<ul style="list-style-type: none"> <li>Point to something red and say red. Ask pupils which sound they can hear /e/. Say the words several times emphasising the sound /e/.</li> <li>Do the same with the word doll emphasising the /o/ sound.</li> </ul>	<ul style="list-style-type: none"> <li>Look, listen and say which sound they can hear</li> <li>Do the same with the another word</li> </ul>
<b>PB page 7, Act.10</b> <b>5 min</b>	<p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Point to the sounds and ask pupils to say the words. Each time, play the audio for the word to confirm the sound.</li> </ul> <p>AUDIO SCRIPT – CD1:17</p> <p><i>e</i> <i>hen</i> <i>red</i> <i>pen</i> <i>A hen with a red pen.</i></p> <p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Point to the sounds and ask pupils to say the words. Each time, play the audio for the word to confirm the sound.</li> </ul> <p>AUDIO SCRIPT - CD1:17</p> <p><i>o</i> <i>doll</i> <i>box</i> <i>frog</i> <i>A doll in a box with a frog.</i></p> <p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Focus on the first picture. Indicate the pen and say, e.g. <i>Look, a pen!</i></li> <li>Ask which colour is in the picture (<i>red</i>). Now ask which animal pupils can see (<i>hen</i>). Play the</li> </ul>	<ul style="list-style-type: none"> <li>Look at the sounds and say the words, listen to the audio for the word to confirm the sound</li> <li>Look at the sounds and say the words; listen to the audio for the word to confirm the sound.</li> <li>See the first picture and listen</li> <li>Say which colour is in the picture, then say which animal pupils can</li> </ul>

	<p>audio.</p> <ul style="list-style-type: none"> <li>Focus on the second picture. Indicate the box and say, e.g. <i>Look, a purple box!</i></li> <li>Ask which toy is in the picture (<i>doll</i>). Now ask which animal pupils can see (<i>frog</i>). Play the audio.</li> <li>Play the audio again, and have pupils repeat.</li> </ul> <p>AUDIO SCRIPT – CD1:17  <i>A hen with a red pen.</i>  <i>A doll in a box with a frog.</i></p>	<p>see</p> <ul style="list-style-type: none"> <li>Look at the second picture and listen</li> <li>Listen to the audio again, and repeat.</li> </ul>
<b>SOUND FUN NOTEBOOK</b>	<ul style="list-style-type: none"> <li>Ask pupils to create a Sound fun notebook. Then they write the sounds /e/ and /o/ on separate pages and draw pictures of things containing these sounds on the appropriate pages, e.g. frog, doll, box, orange, ten, pen, hen, red, yellow, twenty.</li> <li>Encourage stronger pupils to write the words next to each picture.</li> </ul>	<ul style="list-style-type: none"> <li>Create a Sound fun notebook; then write the sounds /e/ and /o/ on separate pages and draw pictures of things containing these sounds on the appropriate pages</li> <li>Write the words next to each picture.</li> </ul>
<b>AB page 7</b> <b>5 min</b>	<p><b><i>Listen and number. Then trace and match.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 6 in their Activity Books.</li> <li>Point to the words in turn and ask pupils to read them aloud.</li> <li>Play the audio. Pupils listen and number the words correctly.</li> <li>Then ask pupils trace the words and match them with the correct pictures.</li> </ul> <p>Activity answer key:  <b>1</b> frog <b>2</b> doll <b>3</b> box  <b>4</b> ten <b>5</b> pen <b>6</b> hen</p>	<ul style="list-style-type: none"> <li>look at Activity 6 in their Activity Books.</li> <li>Look at the words in turn and read them aloud.</li> <li>Listen to the audio and number the words correctly.</li> <li>Trace the words and match them with the correct pictures.</li> </ul>

	<p><b><i>Find and colour.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 7 in their Activity Books.</li> <li>• Point to the colour words below the hen and the frog and ask pupils to read them. They then colour the animals the correct colour.</li> <li>• Ask pupils to colour the objects in the picture containing the /e/ sound red and objects containing the /ɒ/ sound orange.</li> </ul> <p>Activity answer key:  red = hen, pen, ten  orange = frog, doll, box  AUDIO SCRIPT – CD1:18  o  e  1 frog 2 doll 3 box  4 ten 5 pen 6 hen</p>	<ul style="list-style-type: none"> <li>• Look at Activity 7 in their Activity Books.</li> <li>• See the colour words below the hen and the frog and to read them; then colour the animals the correct colour.</li> <li>• Colour the objects in the picture containing the /e/ sound red and objects containing the /ɒ/ sound orange.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Ask pupils to stand up if you say a word with the /e/ sound and sit down for a word with the /o/ sound. Say the words from the audio. If pupils are standing when they should be sitting, they continue the game with their hands on the heads. The winner is the last pupil without hands on head.</li> </ul>	<ul style="list-style-type: none"> <li>• Stand up if T says the word with the /e/ sound and sit down for a word with the /o/ sound. If pupils are standing when they should be sitting, they continue the game with their hands on the heads. The winner is the last pupil without hands on head.</li> </ul>

**UNIT 1: MY TOYS - LESSON 5*****Learning objectives***

- Can listen to and act out a story

***Functional language***

- Oh, no! My kite! Can we help? Good idea! Hurray!

***Values***

- Friendship is important

***Resources and Materials***

- Pupil's Book page 8
- Activity Book page 8
- Audio CD1 track 19, 20
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<p><b><i>Listen and sing.</i></b></p> <ul style="list-style-type: none"> <li>• Tell pupils that they are going to sing the song about the main characters and that they should point at the characters on the screen as they hear them.</li> <li>• Play the audio.</li> <li>• Play the song again and have pupils sing along.</li> </ul> <p>AUDIO SCRIPT – CD1: 03</p> <p><i>Hello, Rose. How are you?</i></p> <p><i>I'm fine, thank you.</i></p> <p><i>And how are you?</i></p> <p><i>Hello, Charlie. How are you?</i></p> <p><i>I'm fine, thank you.</i></p> <p><i>And how are you?</i></p>	<ul style="list-style-type: none"> <li>• Sing the song about the main characters and that they should point at the characters on the screen as they hear them.</li> <li>• Listen to the audio.</li> <li>• Listen to the song again and sing along.</li> <li>•</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 5 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 5, listen and answer T's question; then look at the image and guess what they will be learning in</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask, <i>What are we learning today?</i></li> <li>• Look at the lesson objective: <i>We're reading and acting out a story.</i></li> <li>• Remind pupils that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people throughout the island.</li> </ul>	the lesson to recognize the lesson objective
<b>PRESENTATION</b>		
<b>STORY</b> <b>PB page 8, Act.11</b> <b>5 min</b>	<p><b><i>Listen to the story. Read.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 11 in their Pupil's Books.</li> <li>• Direct pupils' attention to the story and ask questions about the characters and each scene: <i>What can you see in the pictures? (Rose, Charlie, Ola, a castle and a kite.)</i></li> <li>• Ask pupils to predict what will happen in the story.</li> <li>• Play the audio and ask pupils to listen to the story as they follow along in their books.</li> <li>• Play the audio again. Check pupils' understanding of the story by asking questions, e.g. <i>What do Rose and Charlie see? (a kite)</i> Make sure pupils are aware that Rose and Charlie decide to help the prince in the castle get his kite back.</li> <li>• After pupils have a clear understanding of the story, play the audio again and ask different groups of pupils to read along the parts of Rose, Charlie, the butler</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 11 in their Pupil's Books.</li> <li>• Pay attention to the story and answer the questions about the characters and each scene</li> <li>• Predict what will happen in the story.</li> <li>• Listen to the story as they follow along in their books.</li> <li>• Listen to the audio again, understand of the story by answering questions. Make sure pupils are aware that Rose and Charlie decide to help the prince in the castle get his kite back.</li> <li>• Listen to the audio again and different groups read along the parts of Rose, Charlie, the butler and the prince, while T reads Ola.</li> </ul>

	<p>and the prince, while you read Ola.</p> <p>AUDIO SCRIPT – CD1:19</p> <p><b>1</b></p> <p><b>Rose:</b> Look at the toys.</p> <p><b>2</b></p> <p><b>Prince:</b> Oh! Oh, no! My kite!</p> <p><b>Ola:</b> Uh-oh.</p> <p><b>3</b></p> <p><b>Charlie:</b> Can we help?</p> <p><b>4</b></p> <p><b>Charlie:</b> Good idea, Ola!</p> <p><b>5</b></p> <p><b>Charlie:</b> This is for the prince.</p> <p><b>Rose:</b> It's a kite.</p> <p><b>6</b></p> <p><b>Prince:</b> I LOVE this kite!</p> <p><b>Charlie and Rose:</b> Hooray!</p>	
<b>PRACTICE</b>		
	<p><b>Yes or No?</b></p> <ul style="list-style-type: none"> <li>Check pupils' understanding of the story. Point to the first picture. Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different students in open class or ask for a show of hands. Repeat with the second picture.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the first picture, listen and answer T's question. Repeat with the second picture.</li> </ul>
<b>PB page 8, Act.12</b> <b>5 min</b>	<p><b>Act out the story.</b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 12 in their Pupil's Books.</li> <li>Invite four pupil volunteers to act out the roles of Rose, Charlie, the butler and the prince. Play the audio while pupils mime the story first. Then play the story audio again and ask them to speak along. Encourage pupils to</li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 12 in their Pupil's Books.</li> <li>Four pupil volunteers act out the roles of Rose, Charlie, the butler and the prince. Listen to the audio and mime the story first. Then listen to the story audio again and speak</li> </ul>

[illegible]

POP QUIZ		
<b>5 min</b>	<ul style="list-style-type: none"><li>• Say a character name from the story, e.g. Charlie. Pairs work together to find a line said by Charlie in the story and put up their hands as fast as they can. Accept multiple answers.</li></ul>	<ul style="list-style-type: none"><li>• Work in pairs to find a line said by Charlie in the story and put up their hands as fast as they can</li></ul>



**UNIT 1: MY TOYS - LESSON 6*****Learning objectives***

- Can do Maths in English

***Cross-curricular***

- Maths: sums

***Target language***

- Plus, minus, equal

***Recycled language***

- Numbers 1-20, Toys

***Resources and Materials***

- Pupil's Book page 9
- Activity Book page 9
- Audio CD1 track 21, 22
- Pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<p><b><i>Tell a friend.</i></b></p> <ul style="list-style-type: none"> <li>• Show the activity on the board and look at the number and first picture. Nominate a pupil to ask, <i>How many bikes?</i> Answer, <i>Twelve bikes.</i></li> <li>• Pair pupils and have them ask and answer questions about the pictures. Pupils take turns to be the pupil asking and answering.</li> </ul> <p>Activity answer key:</p> <p><b>1</b> Twelve bikes  <b>2</b> Seventeen cars  <b>3</b> Fifteen kites  <b>4</b> Eleven balls  <b>5</b> Fourteen dolls  <b>6</b> Twenty boats</p>	<ul style="list-style-type: none"> <li>• Look at the number and first picture, listen and answer T's question</li> <li>• Work in pair and answer the questions about the pictures. Pupils take turns to be the pupil asking and answering</li> </ul>

<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 6 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objective: <i>We're looking at Maths problems.</i> Ask pupils what English words they know for numbers, e.g. <i>ten, eleven.</i> Write them on the board.</li> <li>• Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 6; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize look at the image and guess what they will be learning in the lesson</li> <li>• say what English words they know for numbers</li> <li>• Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
<b>3 min</b>	<ul style="list-style-type: none"> <li>• Explain (in L1) that pupils are going to learn to do sums in English. Write a large plus sign, minus sign and equals sign on the board. Write the words plus, minus, and equals below each symbol. Point to each in turn and say the words several times.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to do sums in English</li> </ul>
<b>PRACTICE</b>		
<b>PB page 9, Act. 13</b> <b>5 min</b>	<p><b><i>Look and write.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 13 in their Pupil's Books.</li> <li>• Ask pupils to look and read the numbers. Pupils then write the missing numbers.</li> </ul> <p>Activity answer key: 9 12 14 16 19</p>	<ul style="list-style-type: none"> <li>• Look at Activity 13 in their Pupil's Books.</li> <li>• Look and read the numbers; then write the missing numbers.</li> </ul>
<b>PB page 9, Act.14</b> <b>5 min</b>	<p><b><i>Listen and stick.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 14 in their Pupil's Books.</li> <li>• Point at the toys and ask, <i>What's this? (It's a boat.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 14 in their Pupil's Books.</li> <li>• Look at the toys and answer T's question</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask pupils to find the stickers at the back of their books. Tell them that they are going to listen to the audio and then stick the toy stickers in place.</li> <li>• Play the audio. Pupils point to the corresponding pictures and symbols in their books.</li> <li>• Play the audio again. Pupils position the stickers and say the equations along with the audio. Check the answers as a class.</li> </ul> <p>Activity answer key:  <b>1</b> one boat, two boats  <b>2</b> three balls, two balls  <b>3</b> two cars, four cars          AUDIO SCRIPT – CD1:21  <i>1 One boat plus one boat equals two boats.</i>  <i>2 Three balls minus two balls equals one ball.</i>  <i>3 Two cars plus two cars equals four cars.</i></p>	<ul style="list-style-type: none"> <li>• Find the stickers at the back of their books; listen to the audio and then stick the toy stickers in place.</li> <li>• Listen to the audio and point to the corresponding pictures and symbols in their books.</li> <li>• Listen again, point to the stickers and say the equations along with the audio.</li> </ul>
<b>PROJECT</b> <b>PB page 9, Act.15</b> <b>5 min</b>	<p><b><i>Make a Maths poster.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 15 in their Pupil's Books.</li> <li>• Give each pupil a large sheet of paper. Explain that they are going to make a poster showing three Maths problems that they have created for a friend to solve.</li> <li>• Ask pupils to draw pictures of toys along with the plus, minus and equals signs to create a Maths problems poster, as in Activity 14. Remind them not to solve the problems.</li> <li>• After pupils finish, they show</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 15 in their Pupil's Books.</li> <li>• Listen to T's explanation and make a poster showing three Maths problems that they have created for a friend to solve.</li> <li>• Draw pictures of toys along with the plus, minus and equals signs to create a Maths problems poster, as in Activity 14. Don't solve the problems.</li> </ul>

	<p>their poster to a friend, who reads the equations and solves them. Ask pupils not to write on their friend's posters so they can use them again with other friends.</p> <ul style="list-style-type: none"> <li>You might like to give pupils feedback on their projects.</li> </ul>	<ul style="list-style-type: none"> <li>After finishing, show their poster to a friend, who reads the equations and solves them. Don't write on their friend's posters so they can use them again with other friends.</li> <li>Listen to T's feedback on their projects.</li> </ul>
<b>AB page 9</b> <b>5 min</b>	<p><b><i>Listen and write.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 10 in their Activity Books.</li> <li>Point to each of the toys and ask, <i>What's this?</i> Now ask, <i>How many (dolls)? (four)</i></li> <li>Play the audio. Pupils listen and write a plus sign or a minus sign in each box. They then complete the sums by writing a number in the space provided. Pause the audio if pupils need more time.</li> <li>Play the audio again and pupils check their answers in pairs.</li> </ul> <p>Activity answer key:  <b>1</b> plus, 4      <b>2</b> minus, 2  <b>3</b> minus, 1      <b>4</b> plus, 10</p> <p><b><i>Write. Then say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 11 in their Activity Books.</li> <li>Ask pupils to complete the sums by writing the correct number in the space provided.</li> <li>Ask some pupils to read their completed sums aloud. Pupils then practise reading their sums aloud in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 10 in their Activity Books.</li> <li>Look at each of the toys and answer the question</li> <li>Listen and write a plus sign or a minus sign in each box; then complete the sums by writing a number in the space provided. Pause the audio if pupils need more time.</li> <li>Listen to the audio again and check their answers in pairs</li> </ul> <ul style="list-style-type: none"> <li>Look at Activity 11 in their Activity Books.</li> <li>Complete the sums by writing the correct number in the space provided.</li> <li>Read their completed sums aloud; then practise reading their sums aloud</li> </ul>

	Activity answer key: 1 11    2 20    3 13	in pairs.
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Ask pupils, <i>How many numbers do you know now?</i> Give pupils a minute to tell their partner the new words they know.</li> <li>• Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell their partner the new words they know</li> <li>• Say which words they find easiest or most difficult to remember.</li> </ul>
	<ul style="list-style-type: none"> <li>• As pupils are leaving the class, show them an incomplete math problem, e.g. a blank square + two dolls = five dolls. Pupils say the missing number of dolls ( three dolls)</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the class, then look at an incomplete math problem and say the missing number of dolls</li> </ul>

**UNIT 1: MY TOYS - LESSON 7*****Learning objectives***

- Can assess what I have learned in Unit 1

***Recycled language***

- Toys, Colours, Numbers 1-20
- It's a (doll).
- It's (pink).
- (Three) (balls).

***Resources and Materials***

- Pupil's Book page 10
- Activity Book page 10
- Audio Cd1 track 23, 24
- Flashcards 01-07
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<b><i>Toy, colour or number?</i></b> <ul style="list-style-type: none"> <li>• Show the flashcards and name three categories. Say the names along with your pupils: <i>Toy/Colour/Number.</i></li> <li>• Explain that each picture belongs to one of these categories. Do the first one together (<i>blue in the Colour category</i>).</li> <li>• Put pupils into two teams and the teams take turns putting the pictures into the correct category.</li> </ul>	<ul style="list-style-type: none"> <li>• See the flashcards and listen three categories.</li> <li>• Pay attention to T's explanation about one of these categories</li> <li>• Work in two teams and take turns putting the pictures into the correct category.</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 7 and the lesson objective: <i>We're thinking about our learning adventure.</i></li> <li>• Click to the next screen and ask pupils if they can remember the things they have been learning in</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 7; listen and answer T's question to recognize the lesson objective</li> <li>• See the next screen and answer the question if they can remember the</li> </ul>

	<p>this unit, e.g. <i>How many toy words can you remember?</i> Put their ideas on the board.</p> <ul style="list-style-type: none"> <li>For each example ask pupils: <i>Where are you on your learning adventure?</i></li> <li>Reassure pupils who are less confident that they will have opportunities for more practice.</li> </ul>	<p>things they have been learning in this unit</p> <ul style="list-style-type: none"> <li>Listen and answer the question</li> </ul>
<b>PRACTICE</b>		
<p><b>PB page 10, Act. 16</b> <b>5 min</b></p>	<p><b><i>Listen and number. Then trace.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 16 in their Pupil's Books.</li> <li>Ask pupils to look at the pictures and identify each toy. Point and ask, <i>What's this? (It's a car.)</i></li> <li>Ask pupils to listen to the audio as they look at the pictures.</li> <li>Play the audio again and ask pupils to number the pictures.</li> <li>Check answers with the whole class by asking about each toy, e.g. <i>Number 1. What's this? (It's a doll.)</i></li> <li>Ask pupils to trace over the words and read them.</li> <li>Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully.</li> </ul> <p>Activity answer key:  <b>1</b> doll    <b>2</b> kite    <b>3</b> car    <b>4</b> boat    <b>5</b> ball  <b>6</b> train    <b>7</b> bike</p> <p>AUDIO SCRIPT – CD1:23  <b>1</b> <i>What's this? It's a doll.</i>  <b>2</b> <i>What's this? It's a kite.</i>  <b>3</b> <i>What's this? It's a car.</i>  <b>4</b> <i>What's this? It's a boat.</i>  <b>5</b> <i>What's this? It's a ball.</i></p>	<ul style="list-style-type: none"> <li>Look at Activity 16 in their Pupil's Books.</li> <li>Look at the pictures and identify each toy, and answer the question</li> <li>Listen to the audio as they look at the pictures.</li> <li>Listen again and number the pictures.</li> <li>Check answers with the whole class by answering about each toy</li> <li>Trace over the words and read them.</li> <li>Stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully</li> </ul>

	<p><i>6 What's this? It's a train.</i></p> <p><i>7 What's this? It's a bike.</i></p>	
<p><b>PB page 10, Act.17</b> <b>5 min</b></p>	<p><b><i>Listen. Then say and play.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 17 in their Pupil's Books.</li> <li>• Play the audio and ask pupils to read the text in the speech bubbles.</li> <li>• Ask pupils to say similar sentences in pairs. One pupil says the colour of a toy and their partner says the name of the corresponding toy.</li> <li>• Ask pupils to stick the star sticker in place if they feel they have learnt the unit structures successfully.</li> </ul> <p>AUDIO SCRIPT – CD1:24</p> <p><i>It's orange.</i></p> <p><i>It's a ball.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 17 in their Pupil's Books.</li> <li>• Listen to the audio and read the text in the speech bubbles.</li> <li>• Say similar sentences in pairs. One pupil says the colour of a toy and their partner says the name of the corresponding toy.</li> <li>• Stick the star sticker in place if they feel they have learnt the unit structures successfully</li> </ul>
<p><b>PB page 10, Act.18</b> <b>5 min</b></p>	<p><b><i>Read. Draw and colour.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 18 in their Pupil's Books.</li> <li>• Ask pupils to read, draw and colour the toys described in the frames.</li> <li>• Ask pupils to stick the star sticker in place if they feel they have done this activity successfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 18 in their Pupil's Books.</li> <li>• Read, draw and colour the toys described in the frames.</li> <li>• Stick the star sticker in place if they feel they have done this activity successfully.</li> </ul>
<p><b>AB page 10</b> <b>5 min</b></p>	<p><b><i>Read and colour. Then circle.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 12 in their Activity Books.</li> <li>• Ask pupils to read the sentences below each square. They colour the areas containing a dot in the correct colour to reveal the toy.</li> <li>• Ask pupils then to circle the correct toy word in each sentence.</li> <li>• Ask pupils to check their answers</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 12 in their Activity Books.</li> <li>• Read the sentences below each square; then colour the areas containing a dot in the correct colour to reveal the toy.</li> <li>• Circle the correct toy</li> </ul>



	<p>in pairs.</p> <p>Activity answer key: 1 car 2 bike 3 boat 4 train</p> <p><b><i>Read and colour.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 13 in their Activity Books.</li> <li>• Ask pupils to read the sentences and colour the car in the correct colour.</li> <li>• Ask pupils to read the three sentences in the Look! box on p.10 of their Activity Books to remind themselves of the key unit language.</li> </ul>	<p>word in each sentence.</p> <ul style="list-style-type: none"> <li>• Check their answers in pairs</li> <li>• Look at Activity 13 in their Activity Books.</li> <li>• Read the sentences and colour the car in the correct colour.</li> <li>• read the three sentences in the Look! box on p.10 of their Activity Books to remind themselves of the key unit language.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Ask pupils, <i>Where are you on your learning adventure?</i></li> <li>• Ask pupils to indicate where they think they are on the learning adventure poster.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and answer T's question</li> <li>• Indicate where they think they are on the learning adventure poster.</li> </ul>
	<p><b><i>Say the Unit 1 words.</i></b></p> <ul style="list-style-type: none"> <li>• Tell pupils that we are reviewing the words that have been learnt in the unit.</li> <li>• Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the words that have been learnt in the unit.</li> <li>• Work into pairs, look at the pictures and say the words</li> </ul>

**UNIT 1: MY TOYS - LESSON 8*****Learning objectives***

- Can use what I learned in Unit 1

***Recycled language***

- Toys, Numbers 1-20
- How many (cars)?
- (Two) (cars).

***Resources and Materials***

- Pupil's Book page 11
- Activity Book page 11
- Audio CD 1 track 25
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Show the activity on the board and have pupils say the answer, <i>Thirteen bikes</i>. Tell pupils that they have to think of the question for this answer. Elicit, <i>How many bikes?</i></li> <li>• Continue to do the activity as a class. Be prepared to give the first question word as a prompt. As an extension, have pupils come up with their own answers and see if pupils can guess the question.</li> </ul>	<ul style="list-style-type: none"> <li>• See the activity on the board and answer, then think of the question for this answer</li> <li>• Come up with their own answers and see if pupils can guess the question</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 8 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objective: <i>We're playing a game about toys.</i></li> </ul>	<ul style="list-style-type: none"> <li>• look at the lesson 8; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</li> </ul>

PRACTICE		
<p><b>GAME</b>  <b>PB page 6, Act.6</b>  <b>5 min</b></p>	<p><b><i>Play the game.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 19 in their Pupil's Books.</li> <li>• Teach the word game. Indicate the noughts and crosses game in the book and say, Let's play a game. Point to various toys on the grid and ask, What's this? (It's a car.)</li> <li>• Draw a large letter X on the board and say, <i>This is an X</i>. Do the same with the letter O. Divide pupils into pairs. Each pupil chooses whether they want to use an X or an O. Give each pupil a few small pieces of paper and ask them to draw Xs or Os, depending on the choice.</li> <li>• Explain the rules of the game. Pupil A shows one of the squares to his/her partner and says, e.g. fourteen balls. If they describe the picture correctly, they can put their X or O in the square. A pupil wins when he/she gets three Xs or three Os in a row horizontally, vertically or diagonally. Pupils play again if they wish.</li> <li>• Ask stronger classes to ask, What colour?</li> <li>• Play the audio to model the language if necessary.</li> </ul> <p>AUDIO SCRIPT – CD1: 25  <i>Fourteen balls.</i>  <i>Two cars.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 19 in their Pupil's Books.</li> <li>• Listen to T's instruction and play the noughts and crosses game in the book ; then look at various toys on the grid and answer T's question</li> <li>• Work into pairs and draw Xs or Os, depending on the choice.</li> <li>• Listen to T's explanation about the rules of the game and play the game; play again if they wish.</li> <li>• Stronger classes answer then question</li> <li>• Listen to the audio if necessary.</li> </ul>
<p><b>PB page 11, Act. 20</b>  <b>5 min</b></p>	<ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 20 in their Pupil's Books.</li> <li>• Ask pupils which toys they can</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 20 in their Pupil's Books.</li> <li>• Say which toys they can</li> </ul>

	<p>see in Activity 19. Point to the doll in the picture and ask, <i>What's this? (It's a doll.)</i> Ask, <i>How many dolls? (One doll.)</i></p> <ul style="list-style-type: none"> <li>• Ask pupils to count and write down the number of toys in each picture in the boxes in Activity 19.</li> <li>• Divide pupils in pairs and ask them to take turns to ask and answer questions about the number of toys in the picture. One pupils asks, e.g. <i>How many cars?</i> His/her partner counts the toys and answers, e.g. <i>two cars.</i></li> </ul>	<p>see in Activity 19; look at the doll in the picture and answer the questions</p> <ul style="list-style-type: none"> <li>• Count and write down the number of toys in each picture in the boxes in Activity 19.</li> <li>• Work in pairs and take turns to ask and answer questions about the number of toys in the picture.</li> </ul>
<b>AB page 11</b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Ask pupils to colour the number and toy pictures in the Picture dictionary</li> <li>• They can then play a game in pairs. Each pupil takes</li> </ul>	<ul style="list-style-type: none"> <li>• Colour the number and toy pictures in the Picture dictionary</li> <li>• Then play a game in pairs. Each pupil take</li> </ul>
<b>Consolidation and extension worksheet 1</b>	<ul style="list-style-type: none"> <li>• Ask pupils to complete the consolidation and extension activities on Worksheet 1 (page 28)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the consolidation and extension activities on Worksheet 1</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Ask pupils if they are ready to move onto the next unit. Tell pupils that it is fine if they do not remember everything as they will continue to practise throughout the level.</li> <li>• Encourage pupils to ask if they've got any questions about what they learnt in the unit.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise throughout the level.</li> <li>• Ask if they've got any questions about what they learnt in the unit.</li> </ul>
<b>WHAT I KNOW</b>	<ul style="list-style-type: none"> <li>• Tell pupils that for homework they will check and review what</li> </ul>	<ul style="list-style-type: none"> <li>• Check and review what they learnt in the unit</li> </ul>

	<p>they learnt in the unit.</p> <p><i>What I Know:</i> Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</p> <p><i>Let's Review:</i> Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</p> <ul style="list-style-type: none"> <li>• Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</li> <li>• Revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</li> <li>• Repeat the <i>What I Know</i> activity and see how many more words they can remember this time</li> </ul>
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