

3 My toys

Vocabulary I

Aims: to learn the words for toys. To learn a chant.

Target language: ball, car, cowboy, dinosaur, doll, spaceman.

Review: It's a (ball).

Receptive language: Come and look at my toys. It isn't a (doll).

Materials: CD1, flashcards with toys, a soft ball or bean bag.

Optional activity

- Review the animals. Do actions or make noises for the animals and have the students say which animals they are. Students then act out animals for you to guess.

Presentation

- Praise students for learning the animals well. Tell them they are now ready to learn new words. Explain that you are going to focus on the words for toys.
- Stick the flashcards on the board one at a time. Ask students each time in L1 if they like the toy. Then teach the toys in English. Point to a flashcard and say *It's a (ball)* and have students repeat.

Student's Book, page 20

1 Listen and chant.

- Tell students to open their Student's Books to page 20. Hold up your book and point to the big picture. T: *Look! This is Bonnie. Look! Toys.* If necessary, explain what the names of the characters in English are. Discuss the picture with the class in L1. Ask students if they have seen the movie *Toy Story 3* (for a detailed description of the movie, see page T23).
- Tell students that they are going to listen to a chant about toys. T: *Listen.* Play the CD once.

Toys, toys, toys. Come and look at my toys.
A cowboy, car and doll. A big dinosaur. A spaceman and a ball.
Toys, toys, toys. Come and look at my toys.

1.36

- Play the chant again. Encourage students to join in.
- Play the chant again for more practice.
- Once the students have learned the chant, ask them to chant to the karaoke version (Track 1.37).

2 Read, listen and stick. Then find and check (✓).

- Ask students to find the stickers at the end of their books. Point to the stickers one by one and review the toys. T: *Look! A (ball).*
- Tell students they are going to listen to a recording. Explain that they should listen out for the toys, choose the corresponding stickers and attach them in the appropriate places in the exercise. Pause after each word to give students enough time to complete this task.

Ball, car, doll, cowboy, spaceman, dinosaur.

1.38

- Make sure all students have stuck their stickers correctly. If necessary, play the CD again.
- Ask students to point to the pictures and say the words for the toys.
- Have students say the words for the toys they have checked (✓).

TPR

Have the students stand in a circle. They pass a soft ball or bean bag around the circle while the music is playing. Whenever you stop the music the student with the soft ball or bean bag must say one of the new toys, but not the one said immediately before them. You can use the karaoke track (1.37) of the chant for the music (see Resource Bank "Pass the ball", page T18).

Activity Book, page 20

1 Number and color. Then choose and draw.

- Students color the dotted parts to discover the hidden toys. Then they write the number to match the toy to its name. Students draw a picture for the remaining toys.
- Answers:** ball (3), car (1), spaceman and kite (students' own answers).

UNIT 3 MY TOYS

1 LISTEN AND CHANT. CD 1.36 KARAOKE CD 1.37

2 READ, LISTEN AND STICK. THEN FIND AND CHECK (✓). CD 1.38

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BALL	CAR	DOLL	COWBOY	SPACEMAN	DINOSAUR

VOCABULARY I: BALL, CAR, COWBOY, DINOSAUR, DOLL, SPACEMAN. IT'S A (BALL).

Vocabulary II

Aims: to learn the words for toys.

Target language: boat, kite, teddy bear, train, yo-yo; *What's it? It's a (boat).*

Review: ball, car, cowboy, dinosaur, doll, spaceman; *It's a (ball).*

Receptive language: *It isn't (blue).*

Materials: CD1, flashcards with toys.

Optional activity

- Review the toys from Vocabulary I with the flashcards. Hold up a flashcard, say the word in English and have students repeat.
- Play the chant about toys and encourage students to join in (Track 1.36).

Presentation

- Introduce the new toys using the flashcards. First show students the flashcards and ask in L1 who has this kind of toy. Then show the flashcards one at a time and say the words in English. Have students repeat the words.

Student's Book, page 21

3 Look and match. Then listen and answer.

- Tell students to open their Student's Books to page 21. Hold up your book and point to the pictures. T: *Look! Toys!* Say the words for the toys and have students point to the correct pictures.
- Tell students to listen to the recording and match the numbered pictures to the words from the box. Play the CD again for them to answer the questions and check with you.
T: *Listen.* Play the CD.

- 1 What is it? It's a boat.
- 2 What is it? It's a yo-yo.
- 3 What is it? It's a kite.
- 4 What is it? It's a train.
- 5 What is it? It's a teddy bear.

1.39

- Practice the questions. Point to a picture and ask *What is it?* and elicit *It's a (ball).*
- Pair activity. Student 1 points to a picture and asks their partner *What is it?* Student 2 answers *It's a (train).* Then they swap roles.

4 Look at Activity 3 and write.

- Ask students to look at the pictures and to say which parts of the toys from Activity 3 they show. Students write the name of the toy under the pictures.. Students then say *It's a (train).* Number (four).

TPR

Divide the class into five groups. Assign a toy name to each group: boat, kite, teddy bear, train and yo-yo. Students stand up and wriggle on the spot or, if possible, walk slowly around the room while the music plays (you could use track 1.41). When you stop the music, call out a toy and students from that group pretend to be playing with their toy. The other groups squat down low.

Activity Book, page 21

2 Read, match and color.

- Students draw lines to match the toys wrapped as presents with the words for them and the pictures on their right. Then they color the toys in the correct color. Answers 1 - doll, 2 train, 3 car, 4 teddy-bear, 5 boat

Optional activity

- Stick the flashcards on the board. Give students a moment to look at the toys. Ask T: *What is it?* for each toy. S: *It's a (train).* T: *Yes/No. It's a (ball).* Cover the flashcards one by one so the students can't see the pictures and ask again. Play the game until all the flashcards are covered.


3 LOOK AND MATCH. THEN LISTEN AND ANSWER.
CD 1.39



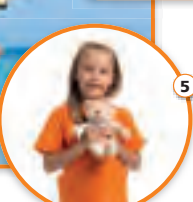
1



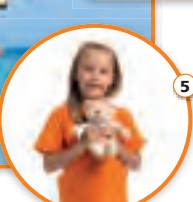
2



4



3



5

TEDDY BEAR


KITE


TRAIN

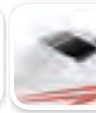
YO-YO

BOAT

4 LOOK AT ACTIVITY 3 AND WRITE.







Song

Aims: to learn the numbers 6–10. To learn a chant. To learn a song.

Target language: numbers 6–10; *clap, stamp, turn around, touch the ground.*

Review: colors; numbers 1–5; toys.

Receptive language: *dance; Listen to the song! What color is number (six)?*

Materials: CD1. Optional: self-made flashcards with numbers 6–10.

Optional activity

- Review the numbers 1–5 by counting on your fingers. Encourage students to copy and count too. Then play the karaoke version of the numbers chant (Track 1.30) and encourage students to join in.

Presentation

- Teach the numbers 6–10. Either count on your fingers, or hold up the flashcards with numbers. Say each number in English and encourage students to repeat. Then count classroom objects, e.g. 6 pencils, 7 bags etc. Encourage students to count with you.

Student's Book, page 22

5 Listen and chant. Then match.

- Tell students to open their Student's Books to page 22. Hold up your book and point to the numbers. T: *Look! Numbers!* Practice the numbers by asking students what color they are. T: *What color is number (six)?* Students: *It's (pink).*
- Tell students that they are going to listen to a chant with the numbers 6–10 T: *Listen.* Play the CD.

Six, seven, eight, nine, ten. (x3)

1.40

- Play the chant again. Encourage students to join in.
- Play the chant again for more practice.
- Once the students have learned the chant, ask them to chant to the karaoke version (Track 1.41).
- Ask students to look at the domino pieces under the numbers. Tell them to count the dots and draw lines to match the numbers to the corresponding numbers.

6 Listen and sing.

- In L1, ask students if they can dance. Ask volunteer students to demonstrate. Explain that the word in English for this is *dance*.
- Before playing the song, demonstrate the words: *clap, stamp, turn around* and *touch the ground*. Do the actions and say the words at the same time. Have students copy and repeat.
- Tell students to listen to the song and watch as you do the actions. T: *Listen.* Play the CD.

*Chorus: Toys, toys! Listen to the song!
Toys, toys! Dance, dance, dance! (x2)*

1.42

1, 2, 3
Clap, clap, clap (3 claps)
4, 5, 6
Stamp, stamp, stamp (3 stamps)
7, 8
Turn around
9, 10
Touch the ground.
(Chorus)

- Play the song again. Ask students to stand up and do the actions while they sing the song. Encourage students to join in the singing.
- When students have learned the song, encourage them to sing along to the karaoke version (Track 1.43).

TPR

Students dance on the spot or, if possible, around the room while music is playing. When the music stops say a number from 1–6. Students should form a group composed of the number you called out. Then say *Dance!* and start the music again. Students dance until you stop the music and call out another number.

Activity Book, page 22

3 Read and circle in the correct color.

- Students read the number words and circle the numbers in the train in the corresponding color.
- Answers:** 10 (red), 7 (green), 9 (pink), 3 (blue), 8 (yellow).

4 Count and color.

- Students color the corresponding number of dots to match the number the characters are showing.

5 LISTEN AND CHANT. THEN MATCH. CD 1.40 KARAOKE CD 1.41

6	7	8	9	10
SIX	SEVEN	EIGHT	NINE	TEN
8	10	7	6	7
[Domino with 8 dots]	[Domino with 10 dots]	[Domino with 7 dots]	[Domino with 6 dots]	[Domino with 7 dots]

6 LISTEN AND SING. CD 1.42 KARAOKE CD 1.43

SONG: 6–10; CLAP, STAMP, TOUCH THE GROUND, TURN AROUND. NUMBERS. TOYS.

Practice

Aims: to review language from Lessons Vocabulary I, Vocabulary II and Song.

Review: numbers 1–10; toys; *clap, stamp, turn around, touch the ground.*

Receptive language: *Close your eyes. What's missing? How many (dolls)? Look at the numbers.*

Materials: CD1, flashcards with toys, flashcards with animals. Optional: a sheet of paper for each student.

Optional activity

- Play the song from Song (Track 1.42). Encourage students to join in the singing and do the actions.

Review

- Review the numbers 1–10. Count on your fingers from 1–10 and encourage students to copy and repeat. Then hold up a number of fingers and ask students to call out the number. T: *How many?* Students: (6!). Then play the number chant (Track 1.40) and encourage students to join in.
- Stick all the flashcards (with toys and with animals) on the board. Point to each flashcard, say the word in English and students repeat. Then play the "What's missing?" game with the flashcards. (see: Resource Bank, page T14). Tell students *Close your eyes*. While students have their eyes closed, remove one flashcard from the board. Students then open their eyes and you ask *Look! What's missing?* Students say which toy is missing. Students: (*Train!*).

Student's Book, page 23

7 Listen and circle.

- Tell students to open their Student's Books to page 23. Hold up your book and point to the pictures. T: *Look! Toys.* Discuss the picture in L1 and what the cowgirl doll can do (dance).
- Point to the doll in the exercise and ask *What is it?* Elicit *It's a doll.* Ask students to look at the numbers under the doll. Ask *How many dolls? Look at the numbers. Six or seven?* and shrug your shoulders to show you don't know. Continue with the other pictures.

- Tell students that they are going to listen to questions and answers about the number of toys. Tell students they should listen and circle the correct number. T: *Listen.* Play the CD. Pause after each question for students to circle answers. Then play the CD again for students to check their answers.

- 1 How many dolls? Six. Six dolls.
- 2 How many balls? Eight. Eight balls.
- 3 How many boats? Ten. Ten boats.

1.44

- Repeat the question about each toy. T: *How many (dolls)?* Students give the correct answer.
- **Answers:** 1 – 6, 2 – 8, 3 – 10

8 Count the toys. Write.

- Students count the toys and write the number under each picture. Then they add all the numbers and write how many toys there are all together.
- **Answers:** $2 + 1 + 3 = 6$

TPR

Students stand up and follow your instructions. At first give these instructions one at a time slowly: *clap, stamp, turn around, touch the ground, dance.* Then progressively increase the speed so students must react more quickly.

Optional activity

- Stick 10 flashcards on the board. Write a number under each toy so 1–10 are on the board. Ask T: *What is number (one)?* Students: *It's a (dinosaur).* Ask *Which toy is missing?* and elicit the word for the toy that you did not stick in the board.

Activity Book, page 23

5 Find, count and circle.

- Students find the toys in the big picture and count them. They then circle the number that matches the number of each toy in the picture.
- **Answers:** car – 8, kite – 2, teddy bear – 7, spaceman – 4, dinosaur – 9, yo-yo – 6, train – 3, doll – 5.

Extra activity

- Students draw up to 5 different toys in their notebook. They work in pairs asking and answering questions about their drawings: Student 1: *How many (dolls)?* Student 2: 2. Student 1: *What is it?* Student 2: *It's a (train).*

UNIT 3

7 LISTEN AND CIRCLE. CD 1.44

1 2 3

6 / 7 5 / 8 9 / 10

8 COUNT THE TOYS. WRITE.

2 + 1 + 3 = 6

PRACTICE: NUMBERS. TOYS. (TEN) (BALLS). IT'S A (BALL).

23

Story

Aims: to listen to a story. To review the language from the previous sections.

Target language: *Look at the kites! Go! Look out! It's the ball!*

Review: colors; toys; *It's a (ball). Is it (a ball)?*

Receptive language: *What is it? How many kites? What color is it? Is (the boy) happy? What toys are in the story?*

Materials: CD1, flashcards with toys.

Optional activity

- Review the toys with the flashcards. Give the flashcards to students. Call out a toy and the student with the flashcard of the toy holds it up high. Redistribute the flashcards to other students so everyone has a turn.

Student's Book, page 24

- If possible, invite students to sit in a circle rather than at their desks.
- Say: *It's story time!* Tell students to open their Student's Books to page 24. Hold up your book and point to the characters from the story. T: *Look! Mickey, Minnie and Pluto.* Talk to students about the pictures and the situation and characters they show in L1. Ask students what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify students' ideas at this point. (*Mickey and Minnie take Pluto for a walk and Mickey throws Pluto a ball. As Pluto chases the ball, he gets caught up in the strings of a kite and then falls on a boat in a pond, but he manages to get the ball.*)

9 Listen and answer.

- Tell students that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *What toys are in the story?* Say: *Listen to the story!* and play the CD. Hold up your book and help students follow the story, pointing to relevant pictures. You can also encourage students to point to the pictures as they listen.

- Mickey: Oooh! Look at the kites!
Minnie: Yes! Green, yellow, red, pink!
- Mickey: Look, Pluto! It's a ball! Go!
- Mickey: Look out, Pluto! The kite!
- Minnie: Oh no! The kite!
- Mickey: Oh no! The boat!
- Mickey: Ugh, Pluto! Is it...?
Minnie: Yes! It's the ball!

1.45

- Repeat the question: *What toys are in the story?* Elicit the correct answer. Students: *Kites, a ball, a boat.* Make sure students understand the story. Ask students to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the kites) *Look! Kites! How many kites? (Four.)* Picture 2: (point to the red ball) *What is it? (It's a ball.) What color is it? (It's red.)* Picture 3: (point to the pink kite) *What's this? (It's a kite.) What color is it? (It's pink.)* Picture 4: (point to the boat) *What is it? (It's a boat.)* Picture 5: (point to the boy) *Is the boy happy? (No)* Picture 6: *Is Pluto happy? (Yes).*
- Play the recording again. Pause after each sentence. Encourage students to repeat the sentences together, then point to individual students and ask them to repeat.

10 Now act the story out.

- Put students in groups of three (*Mickey, Minnie and Pluto*) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteer students to demonstrate the story in front of the class.
- Tell students that you hope they enjoyed the story and explain that they are going to listen to more stories about *Mickey, Minnie* and their friends in the next chapters of the book.

Activity Book, page 24

6 Follow and trace. Then write.

- Students follow the paths from the characters to the toys. They trace the toys and write the name.
- Answers: *Pluto – ball, Mickey – kite, Minnie – boat.*

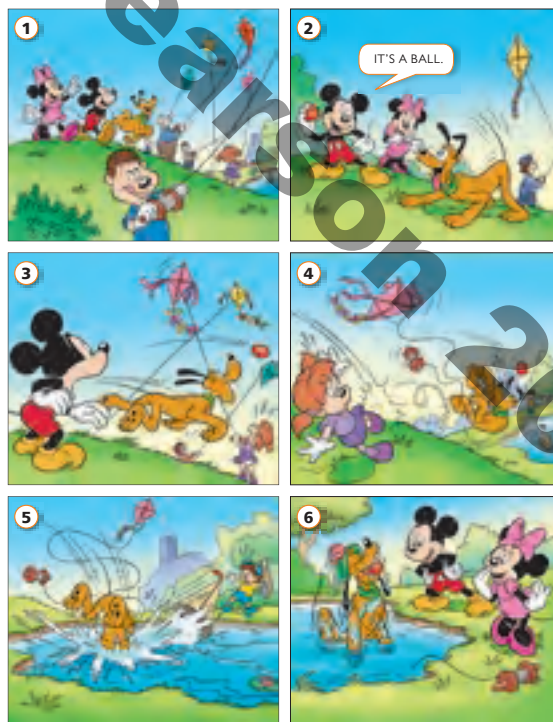
7 Find and circle the odd one out.

- Students find and circle the toy that is the odd one out in each row.
- Answers: 1 – ball (3): *blue, green and yellow*; 2 – kite (2): *purple, pink, orange and yellow.*

Optional activity

- Mime that you are playing with a ball, kite or boat. Ask students: *What is it?* and elicit *It's a (kite).*

9 LISTEN AND ANSWER.



10 NOW ACT THE STORY OUT.

STORY: TOYS. COLORS. IT'S A (BALL). IS IT A (BALL)?

Skills

Aims: to review the language from the previous sections. To play the game with cut-out cards.

Review: colors; numbers 1–10; toys; *It's a (blue) (ball). Is it a (ball)?*

Receptive language: *What's your toy? It isn't a (train). Jump (six) times.*

Materials: CD1, colored pencils, flashcards with toys, self-made flashcards with numbers 6–10, a bag. Optional: a sheet of paper for each student.

Optional activity

- Greet your students. T: *Hello everyone!* S: *Hello, (name)!* Sing the *Hello* song together.
- Call out instructions and encourage students to follow you: *clap, stamp, turn around, touch the ground.*

Review

- Review toys and numbers 6–10, playing the "Game with the bag" game (see: Resource Bank, page T14). Put a selection of flashcards with toys and flashcards with numbers in the bag. Students pull out a flashcard and say the word in English.
- Repeat the game, but place colored pencils in the bag.

Student's Book, page 25

11 Listen and match.

- Tell students to open their Student's Books to page 25. Hold up your book and point to the photos. T: *Look! Toys.* Elicit the words for the toys. T: *What's 'a'?* Students: *It's a train.*
- Describe the toys like this. T: *It's (blue). It isn't a (train). What is it?* Students: *It's a (teddy bear).*
- Tell students that they are going to listen to a recording about toys. Explain that they should match the children to the correct toy by drawing lines.

T: *Listen!* Play the CD. Pause after each statement to give students time to match.

- | | |
|------------------------|----------------------------------|
| 1 A: What's your toy? | B: It's blue. It isn't a train. |
| A: Is it a teddy bear? | B: Yes, it's a blue teddy bear. |
| 2 A: What's your toy? | B: It's green. It isn't a yo-yo. |
| A: Is it a dinosaur? | B: Yes. It's a green dinosaur. |
| 3 A: What's your toy? | B: It's pink. It isn't a doll. |
| A: Is it a car? | B: Yes, it's a pink car. |

1.46

- Play the CD again. Pause after each statement and ask students to point to the correct toy and describe it. Students: *It's a (blue teddy bear).*
- Pair activity. Students describe the toys. Student 1: *It's (blue). It's a (train).* Student 2 points to the correct picture. Then students switch roles.

12 Go to page 77. Cut out and color. Then listen and play.

- Ask students to cut out and write their names behind the cards they find on page 77 of the Student's Book. Give instructions and demonstrate: *Cut out.* Students then color the toys using one color for four toys, but not the same color more than four times.
- Tell students to open their Student's Books to page 25 again and ask them to focus on the photo of children playing a game. Ask students to listen to a recording. T: *Listen.* Play the CD.

- | | |
|----------------------------------|------|
| A: What is it? | 1.47 |
| B: It's a spaceman. It's (blue). | |
| A: (shows a blue spaceman) | |
| B: Right. What is it? | |
| A: It's a boat. | |
| B: (shows a boat) Right. | |

- Ask students what they will do in the game. (To use the cards to describe and guess pictures). Tell students that they are going to play the game in a moment.
- Pair activity. Students arrange their cut-outs in front of them. Student 1 chooses a toy and tells Student 2 what it is. Student 2 shows one of his cards. If it's right. The two cards are left aside. Then 2 chooses a toy and describes it. They do this until the cards run out.

TPR

Divide the class into 6 groups. Assign a toy name to each group. Teach students *jump* by demonstrating it. Tell groups how many times to jump. T: *Jump (six) times, (balls).*

Activity Book, page 25

8 Join the dots and circle.

- Students join the dots and circle the names of the toys they find.
- Answers:** 1 – a train, 2 – a teddy bear, 3- a kite, 4- a yo-yo, 5- a boat, 6- a ball.

Extra activity

In their notebooks students draw and color their favorite toy from the *Toy Story* movie. Then they write the name of the character. Help students with spelling as necessary. Students can work in pairs to describe the character they have drawn.

UNIT
3

11 LISTEN AND MATCH. CD 1.46

1


2


3


A


B


C


D


E


F


12 GO TO PAGE 77. CUT OUT AND COLOR. THEN LISTEN AND PLAY. CD 1.47



WHAT IS IT?

IT'S A CAR.

SKILLS: TOYS. COLORS. IT'S A (BLUE) (BALL). WHAT IS IT? IT'S A (BALL).

25

Aims: Math – to learn and describe shapes. To learn new language. To make a shape picture.

Target language: circle, rectangle, square, triangle.

Review: colors; numbers 1–10; toys; *It's a (circle). It's (red). Big, small.*

Receptive language: *Is it (big)? What color is it? How many (rectangles)?*

Materials: CD1, flashcards with toys, sheets of paper for the shape pictures, crayons. Optional: glue, scissors, colored paper.

Optional activity

- Ask two students to spread the flashcards around the classroom. Then call out the words for each flashcard one at a time and volunteer students find them and bring them to you.

Presentation

- Draw big shapes on the board. Draw a circle, a rectangle, a square and a triangle on the board and ask students to say the shapes in L1. Then teach the shapes in English. Point to a shape and say *It's a (circle)*. Have students repeat.
- Draw a small circle next to the big circle. Point to the small circle and ask *Is it big?* Elicit *No, it's small*. Draw small shapes next to their counterparts. Say *A (big) (square)* and have students point to the correct shape. Leave the shapes on the board.

Student's Book, page 26

13 Read, listen and say. Then listen and color.

- Tell students to open their Student's Books to page 26. Hold up your book and point to the shapes. T: *Look!* and ask T: *What is it?* Students say the shapes.
- Tell students that they are going to listen to a recording. Explain that they should listen and point to the corresponding pictures. T: *Listen*. Play the CD.

Part 1
It's a circle. It's a square. It's a triangle. It's a rectangle.

1.48

Part 2
It's a triangle. It's a blue triangle. It's a rectangle. It's a pink rectangle. It's a circle. It's a yellow circle. It's a square. It's a purple square.

- Play the CD again and encourage students to repeat the sentences.
- Tell students that they are going to listen to the second part of the recording. Explain that they should listen and color the shapes correctly. T: *Listen*. Play the CD.
- Ask individual students to describe the shapes they have colored. Student: *It's a (triangle). It's (blue)*.

14 Listen and number. Then say.

- Tell students to focus on the pictures. Point to each picture and say: *What is it? Is it (big)? How many (rectangles)?*
- Tell students that they are going to listen to a recording. Explain that they should listen and number the corresponding pictures. T: *Listen*. Play the CD.

- Look! A big red rectangle. A small green rectangle. Three black circles. 1... 2... 3... 4... 5 triangles: two yellow triangles, a blue triangle, a purple triangle and a pink triangle. What is it? It's a boat!
- Look! A big black rectangle. A big gray rectangle. A big purple square. Three small yellow squares. Six small black circles. A blue rectangle and a red triangle. What is it? It's a train!
- Look! A big purple rectangle. Two small red rectangles. A small yellow rectangle. A small blue square. A big orange circle and two small green triangles. What is it? It's a spaceman!

1.49

- Students say the number and the toy. Students: *Number (one). It's a (boat)*.

15 Now make a shape picture.

- Tell students they are going to make shape pictures of toys. Hand out sheets of drawing paper (and optional materials, e.g. colored paper for shapes). Students can use any artistic technique for their posters, such as drawing, cut-and-paste or collage. Help students to draw or cut out the shapes if necessary.
- Play a song or chant from this unit while students are working.
- When students have finished, ask them to describe their shape pictures to the class. *It's a (train). (Six small black circles). A (blue rectangle) and (a red triangle)*.

TPR

Students stand up in pairs. Call out a shape and students make the shape together with their arms.

Optional activity

- Point to the shapes on the board and say the wrong shape. T: *Is it a (square)?* Students: *No. It's a (triangle)*.

Extra activity

Ask students to look around the classroom and find objects that are the shapes they have learned. Students point at the object and say *it's a (square)*. Then ask a student to call out a shape. The other students have to go somewhere in the room and stand near something that has the same shape.

Extra practice, page 26

1 Look and match.

- Students look at the pictures of toys and match them to the correct words. Then they color the toys.

2 Count and circle.

- Students count the number of toys and circle the correct number.

13 READ, LISTEN AND SAY. THEN LISTEN AND COLOR.

CD 1.48






CIRCLE

SQUARE

TRIANGLE

RECTANGLE

14 LISTEN AND NUMBER. THEN SAY.

CD 1.49





3

2

1

15 NOW MAKE A SHAPE PICTURE.

CD 1.49




Review 3

Aims: to review the material from Unit 3. Self-assessment.

Review: the language from Unit 3 – colors; numbers 1–10; shapes, toys; *clap, stamp, touch the ground, turn around; It's a (ball). Is it a (ball)?*

Receptive language: *Point to a (doll). Color the (cowboys) (blue). How many (cars)? What number? What is it?*

Materials: CD1, flashcards with toys. Optional: Worksheet 8 for each student.

Optional activity

- Call out colors and ask students to find classroom objects or hold up colored pencils that are the correct color.

Review

- Review the language from this unit. Ask 10 students to stand up in a line. They count from 1–10 along the line, slowly at first and getting progressively faster. Repeat with other students so everyone gets a turn.
- Repeat instructions for students to follow in this order: *clap, stamp, turn around, touch the ground*. Start slowly and get progressively faster.
- Slowly draw a shape on the board and ask students to guess the shape as you draw.

Student's Book, page 27

1 Count and write. Then color and say.

- Tell students to open their Student's Books to page 27. Ask student in L1 what game this is and elicit dominoes. Discuss in L1 how to play dominoes.
- Students color the pictures on the domino pieces. Tell students which colors to use. T: *Color the (cowboys) (blue)*. Students then trace the numbers.
- Students then count the pictures on the pieces and draw lines to match them to another domino piece with the corresponding number. T: *How many (cars)?* Students: *(Four)*.

2 Draw and write.

- Ask students to draw their favorite toy from this unit. Ask *What is it?* Student: *It's a (kite).* T: *What color is it?* Student: *It's (red).* Students write a simple sentence to describe their toy. You may like to write an example sentence on the board for students to copy.
- Pair activity. Students ask about each other's toys. Student 1: *What is it?* Student 2: *It's a (ball).* *It's (blue).*

Activity Book, page 27

1 Follow. Then count and match.

- Students follow the paths from the children to the numbers. Then they count the toys on the right and match them to the corresponding number by drawing lines.
- **Answers:** 1 – 4 *teddy bears*, 2 – 6 *yo-yos*, 3 – 8 *cars*.

2 Say and stick.

- **This activity should be done in class.**
- Ask students to find the stickers for this exercise at the end of their books. Students assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the movie character in the box.

Optional activity

- Praise your students: *Well done!* Explain that you have just finished the whole Unit 3. Spend some time browsing through the work they have done in this unit. Go over what they have learned. Ask students in L1 which sections they enjoyed the most.

Progress evaluation

- Resource Pack, Level 2, Evaluation Sheet 3

REVIEW 3

NUMBERS. TOYS. (TEN) (BALLS). IT'S A (BALL). IS IT A (BALL)?

REVIEW

3

1 COUNT AND WRITE. THEN COLOR AND SAY.

2 DRAW AND WRITE.