

2 My things

Unit objectives

By the end of this unit, pupils can:

- identify and name toys and personal belongings
- say what they have got
- ask and answer about what they have got
- talk about how to manage their emotions
- read and understand about toys and materials

Skills development

Listening: recognise and understand words for toys and personal possessions, and statements, questions and answers about what someone has and hasn't got

Reading: read and understand a short, simple cartoon story and simple sentences about toys and materials

Speaking: talk about what people have and haven't got; ask and answer about what someone has got; say how I can calm down; say simple sentences about toys and materials

Writing (AB): trace and write toy and possessions words

Lesson 1 Vocabulary

action figure, dinosaur, doll, toy horse

Vocabulary chant: *It's my action figure*

Lesson 2 Vocabulary

aeroplane, ball, kite, robot, teddy bear, train; new, old

Lesson 3 Grammar

I've got a teddy bear. I haven't got a train.

We've got an action figure. We haven't got a ball.

Song: *I've got toys!*

Lesson 4 Story

It's my robot!

Close your eyes. Keep calm! Thanks, (Hugo).

Lesson 5 Vocabulary and Grammar

board game, scooter, tablet, watch

Have you got a watch? Yes, I have. / No, I haven't.

Lesson 6 Myself and others

Self-management: Managing my emotions

angry; Close your eyes. Count to ten.

Lesson 7 My world

Technology: Toys and materials

hard, soft

Lesson 8 I can do it!



Cut-outs

Have you got a kite?

Project

My things poster

Presentation skills: presenting your project

Hi! My name's... This is my... I've got...

Disney · PIXAR

TOY STORY 3



Woody

A sheriff doll and one of Andy's favourite toys.

Buzz

A space-ranger toy who is Woody's best friend.

Jessie

A cowgirl doll who's got lots of energy.

Andy, now 17 years old, is going to college and says goodbye to his favourite childhood toys – Woody, Buzz, Jessie and the others. The toys accidentally end up in a daycare centre called Sunnyside. Woody escapes and is found by a young girl named Bonnie, who takes him home with her. At Bonnie's house, Woody learns about bad things that happen at Sunnyside, and about Lotso, the evil teddy bear. Woody returns to Sunnyside to rescue his friends, and during their amazing escape he realises how important they are to him.



Video 2A: Keep calm, Woody!

Video 2B: Have you got a dinosaur, Bonnie?

Did you know?

Buzz is named after a famous astronaut, Buzz Aldrin, who was one of the first men to walk on the moon.

Online module Phonics

Words with *d*, *i*, *m* and *n*
dad, sit, man, nap

Extra Lesson

Extra reading >>>>



Objectives

Lesson aim: name toys

Target language: *action figure, dinosaur, doll, toy horse*

Recycled language: *It's a (horse).; happy, sad, scared*

Receptive language: *I've got a (baby doll). Keep calm. Close your eyes.*

Materials: Video 2A; Audio; Flashcards / Word cards (Toys 1, Level characters); Sticker (Woody); Mickey Mouse puppet

GSE Skills

Listening: can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures and gestures (16)

Reading: can recognise single, familiar everyday words, if supported by pictures (21)

Speaking: can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (19)

Writing (AB): can trace simple words in upper and lower case (10)

Teacher toolkit

Video summary – 2A

Keep calm, Woody! Videoscript see p.200

Woody and his friends are at the Sunnyside Daycare Centre. Woody isn't happy, so he tries to escape and get back to Andy. A small girl called Bonnie finds him and takes him home.

Managing my emotions

close your eyes, count to ten

Use the video story to talk about the feelings and behaviour of the characters. Pause the video and elicit the emotions that they show. Encourage pupils to use facial expression and body language as well as saying the words.

Self-management

Warm-up

Greet pupils with the Mickey Mouse puppet and sing the *Hello, friends* song together (track 0.1).

Presentation

Video story

- Pupils look at the Big Picture. Introduce the film and the characters: *This is the film Toy Story 3. This is (Woody).*
- Elicit any vocabulary pupils may know. Ask: *What's this? What colour is it? Is it (big)?*

1 2A Watch and tick (✓).

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's video time! Let's watch!*
- Play Video 2A. Pupils watch and listen.
- Ask: *Who finds Woody?* Pupils tick the picture. Mime Bonnie finding Woody in the tree and ask: *How does Bonnie feel? (happy).* Pupils mime or say the answer.

2 2A Watch again. How does Woody feel?

- Pupils look at the pictures. Mime each emotion: smile for *happy*, frown for *angry*, bite your nails for *scared*.
- Play the video again, pausing occasionally to ask: *How does / (Woody) feel? Is (he) (happy)?* Pupils point to the correct picture and mime the emotion each time. ([0:53] *sad*; [1:22] *scared*; [2:02] *scared*; [2:27] *scared*; [2:50] *happy*; [3:05] *scared*; [3:38] *not happy*)

Flashcards / Word cards (optional) Show the flashcards one by one to introduce the new vocabulary. Repeat several times, encouraging pupils to remember the words. Then show each word card, say the words and pupils repeat.

Practice

3 2.1 Listen and find. Then say.

- Pupils explore the Big Picture. Point to and say the toy words.
- Pupils look at the small pictures. Ask: *What's this? (dinosaur, doll, action figure, toy horse).* They find each image in the Big Picture.
- Play the audio, and pupils point to the Big Picture. Play the audio again, and they point and say the words. Play the audio one more time, pausing for pupils to point and read the words.
- Pupils work in pairs, taking turns to point to the picture and say the words.

SUPPORT Pupils take turns to point to the picture as their partner names the toys.

STRETCH Pupils use full sentences and give more detailed descriptions of the toys, e.g. *It's a dinosaur. It's (big/blue).*

Audioscript (track 2.1)

toy horse... dinosaur... doll... action figure

2 My things

Video story

dinosaur

action figure

doll

toy horse

3 Listen and find. Then say.

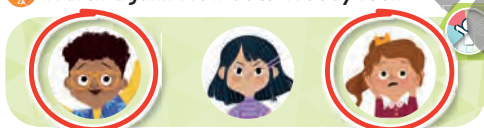


4 Listen, chant and act. TPR

1 Watch and tick (✓).



2 Watch again. How does Woody feel?



18

I can name toys.

Collect your friend!



19

4 2.2 Listen, chant and act.

- Play the audio, demonstrate the actions and pupils listen to the chant. Say: *Listen and chant!* and play the audio again. Pupils join in with the chant and the actions.

TPR chant

action figure – fly with arms out like Buzz
 baby doll – fold your arms and rock a baby
 horse – use your arms to 'ride' a horse
 dinosaur – open your mouth and 'roar'

Audioscript (track 2.2) *It's my action figure*

It's my action figure.
 It's my baby doll.
 It's my toy horse.
 And it's my dinosaur!
 [repeat]



Collect your friend! Show the flashcard of Woody to help pupils identify the correct sticker. Pupils stick the sticker on p.2 in the Pupil's Book. Ask: *What's his name?* (Woody). *Who are his friends?* (Buzz, Jessie).

Wrap-up

Hold up the Mickey Mouse puppet and make him point to the characters in the Big Picture. Ask: *Who's your favourite character in Toy Story 3?* Pupils say in pairs, then share ideas around the class, e.g. *My favourite is (Buzz).*

Pupils say goodbye to Mickey as they leave class.

Activity Book

pages 16–17

1 2A Watch again and do the quiz.

1 Number in order. 1 c, 2 a, 3 d, 4 b

- Pupils watch Video 2A and number the pictures in order.

2 Look and circle. *scared, c*

- Pupils identify how Woody feels in the picture. Read aloud the caption, and pupils circle the correct word and the matching emoji to show how Woody feels.

2 Trace and match. Then say. 1 d, 2 a, 3 b, 4 c

- Pupils trace the toy words and match them to the toys in the picture. Pupils ask and answer in pairs.

Extra time? Find, colour and write. 4/four

- Fast finishers can colour the dotted sections of the puzzle to reveal Bonnie's age. They write the number (or word if they know it) to complete the sentence.

Objectives

Lesson aim: name toys

Target language: *aeroplane, ball, kite, robot, teddy bear, train; new, old*

Recycled language: toys, numbers 1–8; *It's a (doll).*

Materials: Audio; Flashcards / Word cards (Toys 1, Toys 2); Mickey Mouse puppet

CSE Skills

Listening: can identify objects in their immediate surroundings or in pictures from short, basic descriptions (19)

Reading: can recognise single, familiar everyday words, if supported by pictures (21)

Speaking: can use a few simple words to describe toys, if supported by pictures (19)

Writing (AB): can trace simple words in upper and lower case (10)

Teacher toolkit

Teaching vocabulary

Show pupils how to clap out the rhythm of the new vocabulary set: *ball, train, kite, aeroplane, robot, teddy bear, old, new*. Pupils clap with you, once for each syllable of the word. Clap out several rhythms and pupils say the words. (one clap – *kite, ball, train, new, old*; two claps – *robot*; three claps – *teddy bear, aeroplane*).

Home-school link

Pupils look at their toys at home and see if they've got any of the toys from the lesson. Encourage them to teach the names of these toys to a family member.

Warm-up

- Greet pupils with the Mickey Mouse puppet.
- Make Mickey hold up the flashcards from Lesson 1 (*action figure, dinosaur, doll, toy horse*). Pupils say the words.
- Say: *Listen and chant!* Play the chant from Lesson 1 (track 2.2), and pupils do the actions.

Presentation

Flashcards / Word cards (optional) Show the flashcards one by one to introduce the new vocabulary. Repeat several times, encouraging pupils to remember the words. Then show each word card, say the words and pupils repeat.

1 2.3 Listen, point and say. Then play.

- Pupils look at the photos and say any toy words they already know.
- Say: *Listen and point.* Play the audio, and pupils listen. Play the audio again, and they point to the photos. Play the audio one more time, pausing after each word. Pupils read each word and point to the photo. Make sure they understand that *old* and *new* are different. They are not toys, but words to describe toys.
- Say a number, e.g. *five*, and pupils say the word (*robot*). Do the same with other numbers and words.
- Pupils play the game in pairs. They take turns to say a number from one to eight for their partner to say the corresponding word.

Practice

2 2.4 Listen and match.

- Point to the pictures and ask: *What's this? What colour is it? Is it (new) or (old)?* Check understanding by showing pupils old and new objects and saying: *My (pen) is (old). My (book) is (new).* Pupils find and point to some old and new objects in the classroom.
- Play the audio, pausing after each sentence for pupils to point to the toys. Play the audio again, and pupils listen and draw matching lines with their fingers from the boy to his toys.
- Give pupils time to draw matching lines with their pencils. Pupils compare their answers in pairs. Then check answers as a class.

Audioscript (track 2.4)

It's my robot. It's new.

It's my teddy bear. It's old.

It's my kite. It's new.

It's my aeroplane. It's old.

Teaching star

Linguistic competence Repetition is the key to memorising new words. Make repetition fun by asking pupils to repeat new words in different ways, e.g. slowly, quickly, quietly, loudly. Use a gesture, e.g. finger to lips for 'quietly', mime shouting for 'loudly', roll your hands quickly or slowly for 'quickly/slowly'. Pupils say each word as indicated by the gesture.

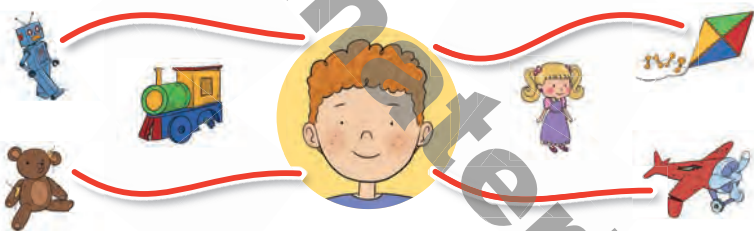
LESSON 2

Vocabulary

1 Listen, point and say. Then play.



2 Listen and match.



3 Play Old or new?



A train.

It's old.



I can name toys.

Wrap-up

- Play a variation of *Memory game* (see Games Bank p.205), using the flashcards and the Mickey Mouse puppet. Make Mickey show some toy flashcards (Lessons 1 and 2) and place them on the board. Pupils say: *It's a (robot)*. Ask them to close their eyes while you remove one of the flashcards. Pupils identify which toy is missing and say: *It's a (train)*. Repeat with other flashcards and pupils.
- Pupils say goodbye to Mickey as they leave class.

Activity Book

page 18

1 **Match and colour. Then trace.** 2 a, kite;

3 d, robot; 4 b, teddy bear

- Pupils follow the example matching line with their fingers and say the toy word (*aeroplane*). They colour the uncoloured half of the toy, then trace the word. Pupils match and colour the other toys. Then they trace and say the toy words.

2 **Follow, find and number. Then say.** 1 d, 2 c, 3 a, 4 b

- Pupils trace through each tangled tube to find the toy at the end. They read the captions and write the correct number in each box.

Extra time? What's your favourite toy? Is it old or new?

- Fast finishers can answer the questions about their favourite toy and tell a friend.

3 Play Old or new?

- Read aloud the speech bubbles with the class, and pupils point to the corresponding toy in activity 2. Name some more toys from activity 2, and pupils around the class answer *old* or *new*, e.g. *A teddy bear. (It's) old*.
- Pupils play the game in pairs, taking turns to say a toy and *new/old*, using the speech bubbles as a model.

SUPPORT Pupils point to the pictures and say the toy words only, e.g. *robot*.

STRETCH Pupils use full sentences and more detailed descriptions in the game, e.g. *It's a (teddy bear). It's (brown). It's (old)*.

Extra activity (fast finishers) Pupils draw a picture of their favourite toy. Then they work in pairs, taking turns to show their picture and talk about their favourite toy, e.g. *It's my teddy bear. It's old*.

Objectives

Lesson aim: say what toys I've got

Target language: *I've got a teddy bear. I haven't got a train. We've got an action figure. We haven't got a ball.*

Recycled language: toys

Materials: Audio; Flashcards / Word cards (Toys 1, Toys 2); Stickers; Mickey Mouse puppet

CSE Skills

Listening (AB): can understand basic phrases or sentences about what people have got, if supported by pictures (24); can recognise familiar words and phrases in short, simple songs or chants (18)

Reading (AB): can recognise simple words and phrases related to familiar topics, if supported by pictures (23)

Speaking: can talk about personal possessions in a simple way (26)

Writing (AB): can trace simple words in upper and lower case (10)

Teacher toolkit

Teaching grammar

Write on the board: *I've got a...*, then draw a tick. Below, write: *I haven't got a...* and draw a cross. Give out some toy flashcards to individual pupils, then say: *I've got a (kite). I haven't got a (ball)*. Invite the pupils with the corresponding flashcards to come to the board. They place their flashcard next to the tick or the cross on the board. Say aloud a sentence about each toy, using *I've got / I haven't got*, and pupils repeat.

Home-school link

Pupils remember the toys in the song. They draw a picture of any toys from the song which they've got at home and to tell their family, e.g. *I've got an (aeroplane)*.

Warm-up

- Greet pupils with the Mickey Mouse puppet.
- Make Mickey hold up various flashcards from Lessons 1 and 2. Ask: *What's this?* Pupils say the toy words. Make Mickey show the flashcards in different ways, e.g. slowly or quickly.

Presentation

1 2.5 Listen and say the number.

- Remind pupils of Video 2A. Invite them to say what they can remember about the story and the characters.
- Pupils look at the picture. Ask: *What toys can you see? (action figure, teddy bear, robot) What colour is the (teddy bear)? (pink).*
- Play the audio and pupils point to the pictures.
- Play the audio again, this time pausing before each number. Pupils point and say the number of the toy in the picture.

Audioscript (track 2.5)

Look! I've got a robot. // Two!

I haven't got a robot. I've got a teddy bear. // One!

We've got an action figure. // Three!

2.6

- Pupils look at the grammar box. Play the audio, and they listen and read. Play the audio again, pausing after each sentence for pupils to repeat.
- Pupils work in pairs to read aloud the grammar box.

Practice

2 2.7 Listen and stick. Then say.

- Pupils look at the stickers and the pictures. They say the toys they can see.
- Play the audio, and pupils point to the stickers. Play the audio again, and pupils place the stickers in the correct positions. Then play the audio one more time, pausing for pupils to stick each sticker.
- Pupils compare their answers in pairs. Then check answers as a class. Say: *Number (one). I've got a (robot).*
- Then invite pupils to play the game in pairs, taking turns to say a sentence about each toy using *I've / We've got...* or *I / We haven't got...*. Encourage them to look at the sentences in the grammar box to help them as necessary.

SUPPORT Pupils say single toy words to describe each picture, e.g. *robot*.

STRETCH Pupils say the sentences in the game, while their partner points to the pictures.

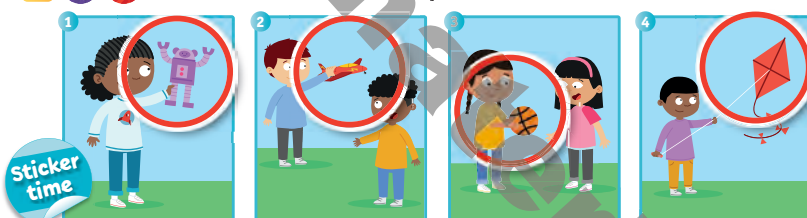
Audioscript (track 2.7)

- 1 I've got a robot.
- 2 We've got an aeroplane.
- 3 We haven't got a teddy bear. We've got a ball.
- 4 I haven't got a train. I've got a kite.

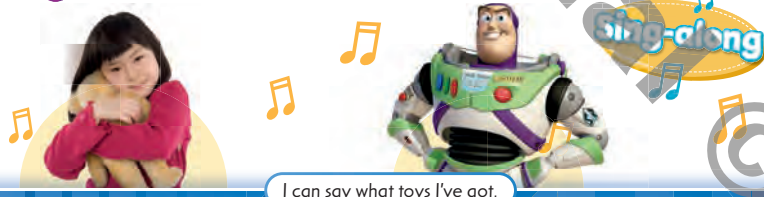
1 Listen and say the number.



2 Listen and stick. Then say.



3 Listen, sing and act. TPR



3 2.8 Listen, sing and act.

- Pupils look at the pictures. Ask: *What toys can you see?* (teddy bear, action figure).
- Play the song audio, and pupils listen. Ask them to put their hands up when they hear a toy word. Then ask pupils what toy words they remember from the song (robot, teddy bear, kite, aeroplane, action figure, train).
- Demonstrate the actions. Play the song audio again, and pupils join in with the actions.
- When pupils are confident with the words, play the karaoke version (track 2.8_karaoke), and pupils sing along.

TPR song

robot – move your body like a robot
teddy bear – pretend to cuddle a teddy bear
action figure – stretch out your arms like Buzz's wings
train – move your arms like the wheels of a train

Audioscript (track 2.8) *I've got toys!*

Toys, toys, toys. I've got toys.
I've got a robot. It's red and it's new.
I've got a teddy bear. It's old and it's blue.
I haven't got a kite. I haven't got an aeroplane.
But I've got an action figure. And I've got a big, red train.
Toys, toys, toys. I've got toys.

Extra activity (class game) Pupils draw on a piece of paper a small picture of a toy from Lesson 1 or 2, e.g. a robot. Play *Find someone who...* (see Games Bank p.206). Pupils walk around the class and say: *I've got a (robot)*. They find someone who has got a picture of the same toy. They stand up, show their pictures and tell the class: *We've got a (robot)*.

Wrap-up

- Play *Pass the flashcard* (see Games Bank p.205). Pupils sit in a circle. Make the Mickey Mouse puppet hold up a toy flashcard. Say: *(I've got / I haven't got) a (kite)*. Pass the flashcard around the circle and ask each pupil to say a true sentence about whether or not they've got the toy at home, e.g. *I've got / haven't got a (kite)*. Repeat with other toy flashcards.
- Pupils say goodbye to Mickey as they leave class.

Activity Book

page 19

Audioscript see p.202

1 2.1 Listen and tick (✓). Then say.

- aeroplane ✓, train ✓
- Pupils look at the pictures and listen to the audio. They tick the toys that the children in the audio have got.

2 Trace and circle. Then choose and draw.

- 1 action figure, 2 dinosaur
- Pupils trace the toy words in 1 and 2, then circle the word that correctly describes each toy. They trace the toy words under the drawing frame and choose one of the toys. They draw the toy and circle the corresponding toy word.

Extra time? Tell a friend what toys you've got.

- Fast finishers can tell a friend about the toys they've got at home, e.g. *I've got a (ball)*.

Objectives

Lesson aim: read and understand a story about sharing personal possessions

Story language: *Close your eyes. Keep calm! Thanks, (Hugo).*

Recycled language: toys, numbers; *It's my (robot). I've got a (robot). Thanks, Hugo.*

Receptive language: *Arjun's angry.*

Materials: Audio; Story cards (Units 1 and 2); Mickey Mouse puppet

GSE Skills

Listening: can understand a few basic words and phrases in a story that is read aloud (18)

Reading: can recognise key words and basic phrases in short, simple cartoon stories (24)

Speaking: can repeat phrases and short sentences, if spoken slowly and clearly (16)

Teacher toolkit

Story summary

It's my robot!

Hugo is at Arjun's house. Arjun's little brother is playing with Arjun's robot and he doesn't want to give it back. Arjun is angry but Hugo shows Arjun and his brother how to deal with their feelings.

Managing my emotions

In the story, the characters feel angry. They express this by frowning and shouting but they manage to calm down. Tell pupils to imagine they are angry, like Arjun. They copy what Arjun and his brother do to calm down. Then ask them how they feel.

Self-management

Warm-up

- Greet pupils with the Mickey Mouse puppet.
- Make Mickey show the story cards from Unit 1. Pupils say what they remember about the characters. Ask: *Who's this? (Camila). How old is (she)? (seven) Who are her friends? (Hugo, Li, Arjun).*

Presentation

1 2.9 and read. Who helps Arjun?

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's story time!*
- Show each story card and ask: *Who's this? (Arjun) What's this? (a robot) What colour is it? (purple) Is (Arjun) happy?*
- Play the audio and hold up each story card. Ask: *Who helps Arjun? (Hugo).* Play the audio again, and pupils follow in their books. Pause after each frame, hold up each story card and ask a comprehension question from the back of the story card.

Spot! Pupils see how many cars they can find in the story (four – in frames 2, 3 and 4).

Teaching star

Learning to learn Asking pupils to quickly find familiar words in the story will help develop their reading skills. Give them a time limit, e.g. one minute. Pupils find the word *robot* in the story and circle or underline it. Ask how many times they can see the word (two). Repeat for other known words, e.g. character names or numbers.

Practice

2 2.10 Listen and circle.

- Pupils look at the pictures and name the toys and characters. Play the audio, pausing after each sentence. Pupils circle the picture described by each sentence.
- Pupils compare their answers in pairs. Then check answers as a class.

Audioscript (track 2.10)

- It's Arjun's toy.
- He's angry.

3 How does Arjun keep calm? Find and tick (✓).

- Pupils look at the pictures of Arjun and find them in the story. Then they tick the pictures that show how Arjun keeps calm.
- Hold up story cards 3 and 4. Ask: *Is Arjun (happy)? (no) Is he (angry)? (yes). Ask: How does he keep calm?* Pupils mime each action to show what Arjun and his brother do to keep calm (closing their eyes and counting to ten).
- Ask pupils if they ever fight with their brother or sister about a toy (use L1 if necessary). Say: *Your brother's got your robot. How do you feel? How do you calm down?* Pupils say or mime their answers.



It's my robot!



1 Listen and read. Who helps Arjun? Hugo

1 I've got a robot!

2 It's my robot!

Arjun's brother: I've got a robot!

Hugo: It's cool!

Peter: It's my robot!

Arjun's brother: No! It's my robot.

3 EXTREME RAINING

Arjun's angry!

4 One, two, three...

Arjun and Arjun's brother: One, two, three...

Arjun's brother: Arjun's angry.

Hugo: Close your eyes. Count to ten.

5 Keep calm!

6 Thanks, Hugo!

spot! How many ?

Hugo: Keep calm!

Arjun: Thanks, Hugo!

2 Listen and circle.



3 How does Arjun keep calm? Find and tick (✓).



4 Act out the story.



I can read and understand a story.

4 Act out the story.

- Divide the class into groups of four. Each pupil in a group role-plays one of the story characters. Play the audio again (track 2.9), and each pupil reads aloud or mimes their character's lines. Give the groups time to practise acting out the story.
- Invite more confident groups to come to the front of the class and act out the story, saying their character's lines and acting out their behaviour. Pupil can use props, e.g. a toy robot. Use the story cards to prompt, as necessary.

SUPPORT Pupils role-play Arjun's mum, or they can draw and cut out a robot to use as a prop when acting out the story.

STRETCH Pupils role-play a character with more lines, e.g. Arjun or Hugo. They mimic the tone of voice each character uses: Arjun's angry shouting voice, Hugo's calming voice.

Extra activity (story extension) Pupils imagine what might happen if Hugo didn't help Arjun calm down. They draw an alternative ending for the story, e.g. the robot gets broken, the boys are both left crying, mum helps them calm down, mum tells them off.

Wrap-up

Make the Mickey Mouse puppet place the story cards in random order on the board. Pupils come to the board and put the cards in the correct order. Say a phrase from each frame and ask a pupil to touch the matching card, e.g. I've got a robot. It's my robot! Keep calm! Arjun's angry. Close your eyes.

Pupils say goodbye to Mickey as they leave class.

Activity Book

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Audioscript see p.202

1 2.2 Listen again. Read and match. 1 c, 2 a, 3 b

- Pupils listen again to the story. Read aloud the speech bubbles, and pupils match the pictures and speech bubbles.

2 Read, look and tick (✓). 1 ✓, 2 ✓

- Pupils read the speech bubble and think about how Hugo helps Arjun manage his anger. They tick the pictures that show ways of keeping calm.

3 Do you like the story? Colour.

- Mime OK, good, great. Pupils colour a robot depending on how they feel about the story.

Extra time? Draw a toy for Arjun's brother.

- Fast finishers can draw a toy for Arjun's brother and describe their drawing, e.g. It's a (teddy bear).

Objectives

Lesson aim: ask what my friend has got

Target language: board game, scooter, tablet, watch; Have you got a watch? Yes, I have. / No, I haven't.

Recycled language: toys; I've got a (scooter). I haven't got a (tablet).

Materials: Video 2B; Audio; Flashcards / Word cards (Toys 1, Toys 2, Personal possessions 1); Story cards (Unit 2); Mickey Mouse puppet

CSE Skills

Listening: can understand basic phrases or sentences about what people have got, if supported by pictures (24)

Reading: can recognise simple words and phrases related to familiar topics, if supported by pictures (23)

Speaking: can answer questions about things they have got, in a basic way (24)

Writing (AB): can trace simple words in upper and lower case (10)

Teacher toolkit

Video summary – 2B

Have you got a dinosaur, Bonnie? **Videoscript see p.200**

Woody is at Bonnie's house, where he meets her other toys. Woody enjoys playing with his new friends. The video presents examples of the target grammar in context, e.g. *Have you got a dinosaur?*

Teaching grammar

Use gestures to reinforce pupils' understanding of questions and responses. Demonstrate a question by, e.g. shrugging your shoulders. Ask: *Have you got a (tablet)?* Nod your head for *yes* and say: *Yes, I have.* Shake your head for *no* and say: *No, I haven't.* You could also use cards on which you have written a question mark, a tick and a cross.

Warm-up

- Greet pupils with the Mickey Mouse puppet.
- Remind pupils of the story from Lesson 4. Make Mickey show the story cards. Ask: *Who's this? (Arjun) What's this? (a robot) How does Arjun feel? (angry) Who helps? (Hugo).*
- Play the story audio again (track 2.9) and pupils mime each of the characters as they speak.

Presentation

Flashcards / Word cards (optional) Show the flashcards one by one to introduce the new vocabulary. Repeat several times, encouraging pupils to remember the words. Then show each word card, say the words and pupils repeat.

1 2.11 Listen, point and say. Then play.

- Point to the photos. Invite pupils to say any words they already know.
- Say: *Listen and point.* Play the audio, and pupils listen. Play the audio again, and they point to the photos. Play the audio one more time, pausing after each word for pupils to read and say the word.
- Say a number, e.g. *three*, and pupils say the word (*scooter*). Repeat with other numbers and words.
- Pupils play the game in pairs, as in Lesson 2.

2 2B Watch and circle Bonnie's toys.

Video story

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's video time!*
- Pupils look at the picture. Ask: *Who's this? (Bonnie) Is she happy? (yes).*
- Say: *Watch! What toys has Bonnie got?* Play Video 2B, and pupils watch and listen. They say the toys they hear in the video (*dinosaur, doll*).
- Pupils look at the small pictures and circle the toys Bonnie has got.
- Play the video again, pausing when Bonnie and Woody appear. Ask: *Is (she) (happy)?* Pupils mime how each character feels (*happy, scared*).

2.12

- Pupils look at the grammar box. Play the audio, and they listen and read. Play the audio again, pausing after each question and answer for pupils to read and repeat.
- Pupils work in pairs, taking turns to read aloud the question and answers. Encourage them to use gestures to indicate a question and a positive or a negative answer.

Practice

3 2.13 Listen and tick (✓) or cross (X). Then play.

- Pupils look at the picture. Ask: *What toys can you see? (dinosaur, doll, toy horse).*
- Read aloud the words with the class, and pupils find the things in the picture or in activity 1.

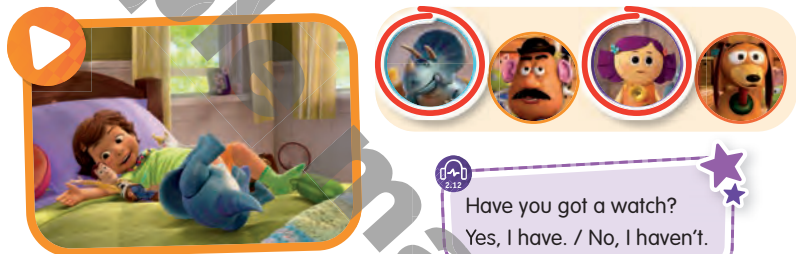
LESSON 5

Vocabulary and Grammar

1 Listen, point and say. Then play.



2 Watch and circle Bonnie's toys.



3 Listen and tick (✓) or cross (✗). Then play.

- | | |
|------------|-------------------------------------|
| doll | <input checked="" type="checkbox"/> |
| tablet | <input checked="" type="checkbox"/> |
| dinosaur | <input checked="" type="checkbox"/> |
| board game | <input checked="" type="checkbox"/> |



I can ask what my friend has got.

Extra Lesson

Go online
Phonics

- Play the audio, and pupils listen and tick the things Bonnie has got. Pupils check their answers in pairs. Then check answers as a class.
- In pairs, pupils take turns to ask and answer questions about the things, following the grammar box model. They can answer for Bonnie or for themselves.

SUPPORT Pupils can say single words, e.g. *(tablet)?* accompanied by a 'question' gesture, if they are unable to say complete questions.

STRETCH Pupils give additional information about themselves in the game, e.g. *I've got a (tablet)? Have you got a (tablet)?*

Audioscript (track 2.13)

'Have you got a doll?' asks Andy.

'Yes, I have,' says Bonnie.

'Have you got a tablet?'

'No, I haven't.'

'Have you got a dinosaur?'

'Yes, I have.'

'Have you got a board game?' asks Andy.

Bonnie says, 'No, I haven't.'

Teaching star

Communication Walk around the classroom while pupils are playing the game. Stop and listen to various pupils but don't interrupt or correct them during the game. Make a note of any common errors so you can give pupils more targeted practice after the game or in the next lesson.

Extra activity (video extension) Pupils draw their favourite character or scene from the video. They describe their picture in English, e.g. *This is Woody. It's a doll. The dinosaur is big.*

Wrap-up

- Play *Jump the line!* (see Games Bank p.205). Pupils stand in a line. Make the Mickey Mouse puppet hold up a toy flashcard, and ask: *Have you got a (scooter)?* Pupils jump to the right if they've got a scooter and to the left if they haven't. Repeat with other toys and questions.
- Pupils say goodbye to Mickey as they leave class.

Activity Book

page 21

Audioscript see p.202

1 2.3 Listen and tick (✓) or cross (✗). Then trace. 1 ✗, 2 ✓, 3 ✗, 4 ✗

- Pupils look at the pictures and trace the words to complete the questions. They listen to the audio and tick or cross according to the children's answers.

2 Read and circle. Then ask. 1 yes, 2 no

- Pupils look at each picture and name the toy. Read aloud the questions, and pupils circle the correct answer. They ask the questions in pairs, answering for themselves.

Extra time? Circle the toy words. *robot, board game, scooter, teddy bear*

- Fast finishers can circle the toy words in the list.

Online module-Phonics

Extra Lesson

Words with *d, i, m* and *n*
dad, sit, man, nap



Objectives

Lesson aim: manage my emotions

Target language: *angry; Close your eyes. Count to ten.*

Recycled language: *Keep calm!*

Materials: Audio; (optional) Video 2A; *Myself and others!* poster; Mickey Mouse puppet

CSE Skills

Listening: can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures (19)

Reading: can recognise simple words and phrases related to familiar topics, if supported by pictures (23)

Speaking: can produce very short, fixed expressions, using gestures (21)

Writing (AB): can trace simple words in upper and lower case (10)

Teacher toolkit ✨

Managing my emotions

In this lesson, pupils build on what they've learnt about expressing their emotions. At this age, pupils start to recognise that their emotions are temporary and can change. They continue to explore how to manage their feelings and they learn new strategies to help them calm down. Pupils practise several strategies in the lesson and choose the one(s) they like the best.

Self-management

Home-school link

Encourage pupils to share with their families at home their feelings and the strategies they have learnt to help them calm down. Ask them to help someone in their family calm down by telling them to count to ten or to close their eyes.

Warm-up

🎭 Greet pupils with the Mickey Mouse puppet.

- Use the *Myself and others* poster to review emotion words the pupils know from Units 1 and 2: *happy, sad, scared, angry*. Say: *I'm (happy)*. Pupil mime and say the words.

1.14 Listen and sing.

- Play the song audio. Pupils listen and mime *happy, sad* and *scared*.

Presentation

1 How do they feel? What can they do? Look and say.

- Pupils look at the two pictures of Woody. Ask what they can remember about the video in Lesson 1, and they look once more at the Big Picture on pp. 18–19. If necessary, play Video 2A again to remind pupils of Woody's reactions. Ask: *How does (Woody) feel? (sad, scared)*.
- Pupils look at the two pictures of Arjun and find them in the story on p.22. Ask what they can remember about the story. Say: *How does Arjun feel? (angry)*. Pupils look back at the story in Lesson 4 to find how Hugo helps Arjun to calm down.
- Pupils look at the pictures and mime or say what each character can do to calm down (*Close your eyes. Count to ten!*). Prompt as necessary.

Practice

2 2.14 Listen and tick (✓). Then act. TPR

- Pupils look at the photos and say how each child feels.
- Play the audio, and pupils listen. Ask: *How does she feel? Is she happy? (No, angry)*. Play the audio again, and pupils tick the picture that shows what the girl does to calm down.
- Read aloud the speech bubbles with the class, and pupils act out the emotion and behaviour.

SUPPORT Pupils act out just one of the behaviours, without saying the words.

STRETCH Pupils say a word or a phrase as they act out each behaviour.

Audioscript (track 2.14)

A: Oh no! My tablet!

B: Keep calm! Close your eyes and count to ten. One, two, three, four, five...

3 How do you keep calm? Choose and colour.

- Pupils look at the pictures. They colour the circle next to the pictures that show what they do when they need to calm down.
- Pupils work in pairs to compare their answers. Then check answers as a class. Encourage pupils to mime their answers.
- Pupils think of other things they do to calm down when they're angry, e.g. play with a favourite toy or a pet, jump or dance, do something creative (painting/drawing), read a book, watch a film. Invite them to mime and share their ideas with the class.

LESSON 6
Myself and others

Managing emotions

Listen and sing.

1 How do they feel? What can they do? Look and say.

2 Listen and tick (✓). Then act. **TPR**

3 How do you keep calm? Choose and colour.

Be a hero!

Your friend is angry.
What can you say?

Self-management I can manage my emotions.

25

Wrap-up

- Hold up the Mickey Mouse puppet and invite four pupils to stand near the *Myself and others* poster. Say a phrase from one of the *Myself and others* lessons, e.g. *I'm angry. I close my eyes.* Pupils find the corresponding picture as quickly as they can on the poster. Repeat with other pupils and phrases.
- Pupils say goodbye to Mickey as they leave class.

Activity Book

page 22

- Circle. Who needs to keep calm? Then trace and say.** Pupils circle everybody except the boy with a teddy bear and the boy in yellow shorts.
 - Pupils look at the picture and circle the children who are angry or scared, and who need to calm down. Pupils trace the words to complete each phrase. They say the phrases aloud in pairs and act them out.
- How do you keep calm? Tick (✓) and draw.**
 - Pupils look at pictures of the boy and tick what they do to keep calm. They draw any other strategies they use to keep calm in the drawing frame.

Teaching star

Social and emotional learning Providing lots of encouragement, feedback and praise in these lessons will help pupils feel more confident to talk about their feelings. Say: *Well done! You can say how to calm down.* If pupils find it difficult to express their feelings, reassure them by saying: *It's OK. Don't worry.*

Be a hero! Pupils work in small groups to read the sentence and practise saying something to help their friend calm down. Encourage pupils to try this at home when they see someone feeling angry and report back in the next *Myself and others* lesson.

Extra activity (whole class) Pupils work in small groups to role-play a situation in which one of them is angry and the others help him/her to calm down. Pupils take turns to role-play being angry and giving support. Invite confident groups to act out their scenarios in front of the class.

Objectives

Lesson aim: read and understand about toys and materials

Target language: *hard, soft*

Recycled language: *toys; I've got a (robot). It's (soft).*

Materials: Audio; Flashcards / Word cards (Toys 1, Toys 2, Personal possessions 1); Mickey Mouse puppet

CSE Skills

Listening: can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures (19)

Reading: can recognise simple words and phrases related to familiar topics, if supported by pictures (23)

Speaking: can talk about things in their immediate surroundings or in pictures (19)

Writing (AB): can trace simple words in upper and lower case (10); can write some familiar words (20)

Teacher toolkit

Cross-curricular

In this lesson, pupils explore the different materials toys can be made of. Show plenty of examples of *hard* and *soft* real objects, allowing pupils to touch them. Encourage pupils to think about why these materials were chosen for the items, e.g. soft toys are nice to hug, hard toys don't break easily.

Home-school link

Pupils find soft and hard toys they have at home. Ask them to draw a picture or take a photo and bring it to the next lesson, to show and tell. Alternatively, they could bring the toy itself to the next lesson and say, e.g. *This is my (train). It's (hard).*

Warm-up

- Greet pupils with the Mickey Mouse puppet.
- Play *Slow reveal* (see Games Bank p.205) to review toy words. Make Mickey hold up a toy flashcard, covered by a piece of paper. Slowly pull down the paper to reveal the flashcard. Pupils guess the toy, e.g. *(It's) (a dinosaur).*

Presentation

1 2.15 Let's explore! Listen and number.

- Pupils look at the photos. Ask: *What toys can you see? (robot, tablet, teddy bear).*
- Play the audio, and pupils listen. Play the audio again, pausing after each sentence for pupils to point to the photos. Play the audio one more time, pausing so that pupils can number the photos.
- Pupils compare their answers in pairs. Then check answers as a class.
- Read aloud the sentences with the class, stopping at each of the words in bold. Hold up things in the classroom to check understanding of the words: *hard, soft*, e.g. a hard book, a plastic ruler, a soft pencil case, a soft item of clothing.

Teaching star

Application Bring in some real toys, e.g. a teddy bear, a wooden or plastic train. Make a 'toy table' in the classroom. Write two large word labels (*soft, hard*) and put them on the table. Pupils describe the toys and put them in groups, e.g. *It's a (doll). It's (soft). It's a (train). It's (hard).* Ask pupil to bring in toys from home, to add to the toy table.

Practice

2 Think Match and say.

- Pupils look at the photos and name the toys. Then read aloud the captions with the class. Pupils point to the toys that match each description.
- Pupils draw lines to match the captions and the toys. They compare their answers in pairs. Then check answers as a class.
- Pupils work in pairs, taking turns to say a description and a toy, e.g. *It's (hard). It's a (robot).*

SUPPORT Pupils say single words to describe the toys: *hard/robot.*

STRETCH Pupils look back through Unit 2 and describe the toys, e.g. *It's a (dinosaur). It's (hard). It's a (teddy bear). It's (soft).*

3 Do Look and say. Then complete.

- Pupils look at the photos. Ask: *What's this? (a dinosaur) Is it (hard) or (soft)? (hard).*
- Pupils point to each of the hard and soft toy dinosaurs and say: *It's hard/soft.*
- Pupils think about the sequence (*hard, soft, soft, hard, soft, ...*) and say what the last toy in the sequence should be like (*soft*). They complete the sequence by drawing a soft dinosaur in the frame.

LESSON 7
My world



Toys and materials

1 Let's explore! Listen and number.



I've got a robot.
It's **hard**.



I've got a teddy bear. It's **soft**.

2 Think Match and say.



3 Do Look and say. Then complete.



26

I can read and understand about toys and materials.

Wrap-up

- Point to the Mickey Mouse puppet and ask: *Look at Mickey. Is he hard or soft? (soft).*
- Play *Find the item* (see Games Bank p.207) in two teams. Make Mickey say: *Find something (soft).* Ask a pupil from each team to find a soft object in the classroom as quickly as possible. They point to the object and tell the class: *It's (soft).* Repeat with other pupils and objects.
- Pupils say goodbye to Mickey as they leave class.

Activity Book

page 23

- Look, read and tick (✓) or cross (X). 1 X, 2 X, 3 ✓
 - Pupils look at the pictures and read each sentence. They put a tick or a cross depending on whether each sentence is true or false.
- Look and write. Then trace. 1 teddy bear, 2 robot
 - Pupils read the words in the word choice box and choose the correct one to describe each toy. They copy the words to complete each sentence, then trace the words in tracing font.

Extra time? Can you find three things that are hard? Write or say.

- Fast finishers can look around the classroom and find three objects that are hard. They write or say, e.g. *It's a (pen). It's (hard).*

Thinking skills Analyse

After activity 3, pupils can exchange their books with a partner. They take turns to analyse whether or not the dinosaur their partner has drawn correctly follows the sequence (*It's soft*). If their partner has drawn a hard toy dinosaur, they say *It's hard*.

Extra activity (extension) Pupils make their own toy sequences using different hard and soft toys, leaving the last frame empty for their partner to complete, e.g. a soft ball, a hard ball, a soft doll, a hard ball, a soft ball... Then they exchange their books with a partner and complete their partner's toy sequence. When they have finished, they check if their partner has completed their toy sequence correctly.

Objectives

Lesson aim: review target language from Unit 2

Target language: toys, personal possessions; *I've/We've got (a dinosaur). I/We haven't got (a doll). Have you got (a watch)? Yes, I have. / No, I haven't. It's (old/new).*

Recycled language: colours, numbers

Materials: Audio; (optional) Video 2A, Video 2B; Flashcards / Word cards (Toys 1, Toys 2, Personal possessions 1); Cut-outs (Unit 2), with a cut-out model prepared; Stickers; Mickey Mouse puppet; *My progress* poster

CSE Skills

Listening (AB): can recognise familiar words and phrases in short, basic descriptions of objects, if spoken slowly and clearly (24)

Reading (AB): can understand basic sentences naming familiar everyday items, if supported by pictures (24)

Speaking: can talk about personal possessions, using simple language (26)

Writing (AB): can trace simple words and phrases in upper and lower case (10); can write some familiar words (20)

Teacher toolkit

Video review

You can return to Video 2A and Video 2B at the end of the unit for a 'second play'. Play the videos again, and pupils act out the role of Woody. Encourage them to imagine they are Woody and say how they feel at different moments in the videos, e.g. *I've got a (kite). I'm happy.*

Home-school link

Pupils share with their families the language they've learnt in the unit. They read the story from Lesson 4 or sing the song from Lesson 3 to their families.

Warm-up

- Greet pupils with the Mickey Mouse puppet.
- Make Mickey hold up each of the flashcards or word cards for Unit 2. Pupils say each word.
- Play the song audio (track 2.8), and pupils join in with the actions. If pupils are confident with the words, play the karaoke version (track 2.8_karaoke).

I can do it!

1 2.16 Listen and tick (✓) or cross (X). Then say.

- Pupils look at the pictures for one or two minutes. Ask them to try to remember as much detail as possible. If necessary, before pupils do this, use the flashcards and word cards to review toys.
- Then say: *Close your books.* Ask: *What toys can you see? (doll, action figure, teddy bear, dinosaur). What colour is the (dinosaur)? (green) Is the (doll) hard or soft? (soft).*
- Pupils open their books again. Play the audio, and pupils point to the pictures. Play the audio again, this time pausing after each sentence for pupils to put a tick or a cross, according to whether or not the boy has got each toy.
- Pupils compare answers in pairs. Then check answers as a class.
- Read aloud the speech bubble and pupils point to the teddy bear. Then pupils work in pairs, taking turns to point to the pictures and say: *(I haven't got (a doll). I've got (an action figure).*

SUPPORT Work with a small group of pupils who need more support. Point to each picture, and pupils say the toy words.

STRETCH Pupils describe each toy in more detail in pairs, e.g. *It's a (teddy bear). It's (pink). It's (soft).*

Audioscript (track 2.16)

- 1 I haven't got a doll.
- 2 I've got an action figure.
- 3 I've got a teddy bear.
- 4 I haven't got a dinosaur.

2 Cut out and play.

- Pupils cut carefully around the dotted lines of the cut-outs.
- Ask: *What's this?*, and pupils say the toy words.
- Demonstrate the game. Help a pupil to put the boy cut-outs on top of each other and flip one of the toys into position. Ask: *Have you got a (scooter)?* The pupil answers: *Yes, I have. / No, I haven't.* Do the same for the girl cut-outs and ask: *Have you got a (tablet)?*
- Read aloud the speech bubbles with the class. Then pupils play the game in pairs, taking turns to flip the cut-outs and ask and answer about the toys the boy and girl have got.

SUPPORT Pupils use single words to ask and answer questions, e.g. *scooter? yes, no.*

STRETCH Pupils ask questions about other toys from the unit, e.g. *Have you got a (board game)?* for their partner to answer *yes* or *no* about themselves.

Let's talk! 

LESSON 8 Review

I can do it!

1 Listen and tick (✓) or cross (X). Then say.



I've got a teddy bear.

Let's talk!

2 Cut out and play.

Cut-outs



Have you got a scooter?

Yes, I have.

3 Draw and say. Then stick!

My toy



Sticker time



I completed Unit 2!

27

3 Draw and say. Then stick!

- Pupils think about a toy they've got and draw a picture of it.
- In pairs, pupils describe their drawings, e.g. *I've got (a kite)*. More confident pupils can describe their drawing to the class, including more details, e.g. *It's (red)*. *It's (new)*.
- Pupils stick the sticker to show they have completed Unit 2.

My Star and Hero! Pupils look at the sticker of Woody on p.2 of the Pupil's Book. They work in pairs, taking turns to describe Woody, e.g. *Woody is (a doll)*. *Buzz is (an action figure)*. *Jessie is (a doll)*.

Extra activity (whole class) Play Question chain (see Games Bank p.205). Pupils sit in a circle. Give a flashcard to a pupil and ask: *Have you got a (robot)?* (Yes, I have. / No, I haven't.) Pupils pass the flashcard around the circle, asking the same question. Repeat with other flashcards.

Wrap-up

- Draw pupils' attention to the *My progress* poster and ask them to identify the picture that reflects this unit. Read aloud with pupils the *I can...* statements (*I can ask and answer about toys*, *I can manage my emotions*).
- Hold up the Mickey Mouse puppet and invite pupils to tell Mickey new words or phrases they have learnt in the unit, e.g. *I've got a (ball)*. *It's (soft)*.
- Pupils say goodbye to Mickey as they leave class.

Activity Book

pages 24–25

My progress journal

1 Find and stick.

- Pupils look at the picture of the toys and find the corresponding stickers. They place the stickers to complete the pictures.

2 Trace.

- Pupils read the words in the Picture Dictionary and trace them.

Choose your favourite activity in the unit and stick.

- Pupils look back through the lessons in their Pupil's Book and Activity Book and think about the activity they enjoyed most. They can stick their star sticker next to it.

3 Find and circle six toys. Then read and match. *teddy bear, scooter, robot, board game, doll, aeroplane*; 1 a, c, d, e, 2 b

- Pupils look at the picture and circle six toys. Read the captions and the toy words aloud, and pupils find the toys in the picture. They draw matching lines from each caption to the toys the girl has or hasn't got.

4 Draw for you. Then write and ask.

- Pupils draw a toy in each frame. They write a toy word to complete the question and circle the appropriate answer for them. Then they ask a friend about what toys they've got, using the question in the speech bubble as a model.

Think and draw 😞, 😊 or 😊

- Pupils draw the face which represents how well they think they did in each lesson.

Objectives

Lesson aim: make and present a poster about my things

Target language: *My name's (Anna). This is my (doll). I've got (an aeroplane).*

Recycled language: toys

Materials: Audio; Flashcards / Word cards (Toys 1, Toys 2, Personal possessions 1); Mickey Mouse puppet; pens, pencils, crayons; ruler, rubber, paper

CSE Skills

Listening: can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures (19)

Reading: can recognise simple words and phrases related to familiar topics, if supported by pictures (23)

Speaking: can talk about personal possessions, using simple language (26)

Writing (AB): can write simple phrases with appropriate spacing between words (22)

Teacher toolkit

Project skills: Presentation

In this lesson, pupils learn how to introduce themselves and present their work. Model the behaviour you expect of pupils when presenting their projects. Encourage them to stand up in front of the class, say their name clearly and show their poster so that everyone in the class can see it.

Extend

Motivate pupils to listen and pay attention to one another's presentations by telling them you will ask questions about them. After each presentation, ask questions, e.g. *What's this? What colour is it? Is it big or small? Is it new or old?*

Warm-up

- Greet pupils with the Mickey Mouse puppet.
- Make Mickey hold up toy flashcards, and pupils say the words.
- Play the chant audio (track 2.2), and pupils join in with the words and actions.

Let's review

1 Listen and tick (✓).

- Pupils look at the pictures. Ask what toys they can see: *What's this? What colour is it? Is it hard or soft?*
- Read aloud the sentences with the class and ask them to point to the toy words.
- Play the audio, and pupils listen. Ask what toy words they heard (*robot, tablet*). Play the audio again, and pupils tick the sentence that describes the picture.
- Pupils imagine that the picture shows their own bedroom. They work in pairs, taking turns to talk about the picture, e.g. *I've got a (tablet). I haven't got a (board game).*

Audioscript (tracks 9.2 and 9.3)

Hi, I'm Tommy. This is my picture. I've got a robot and a tablet.

Get ready

2 Listen again and number in order.

- Explain to pupils they are going to draw and write about their things, and then present their picture.
- Pupils look at the photo. Ask: *Who's this? (pupils) What's this? (classroom).* Tell them the girl is presenting her poster to the class. Read aloud the sentence starters with the class.
- Play the audio, pausing after each sentence for pupils to repeat. Ask them to number the sentence starters in the order they hear them, from 1 to 3.

Create

3 Make your poster. Then tell the class.

- Pupils now go to their Activity Books and create their project.

Activity Book

page 87

1 Tick (✓) for your poster. Then draw, trace and write.

- Pupils look at the pictures and tick the toys they want to draw.
- They draw their picture, then trace the words and complete the sentence to describe their things. Place the Unit 2 word cards on the board to help pupils with their spelling.

2 Tick (✓). Then practise with a friend. Answer: c

- Pupils look at the pictures and tick the correct way to present their project.

3 Think and colour.

- Pupils colour the stars to show how well they did in their project.



My things poster

UNIT 2
Project

Let's review

1 Listen and tick (✓).

- 1 I've got an aeroplane. ☐
- 2 I've got a robot and a tablet. ☒



Get ready

2 Listen again and number in order.

This is my ... Hi, I'm ...

I've got ...



Create

Activity Book page 87

3 Make your poster. Then tell the class.



I can make and present a poster about my things.

Reflect

Draw 😞, 😊 or 😄.

I say my name.

I show my poster.



ACHIEVE

Pupils draw a toy and write at least one sentence about their drawing, using *I've got...*, and the names of toys or possessions. They introduce themselves and present their project clearly to their partner or group.

SUPPORT

Pupils label their picture with single words instead of writing full sentences, e.g. scooter.

STRETCH

Pupils include a negative sentence, e.g. *I haven't got a (tablet)*. They could also include a description of the material of their toy, e.g. *I've got a (ball). It's (soft)*. They present their project to the whole class.

Reflect

4 Draw 😊, 😊 or 😊.

- Read aloud the sentences with the class. Pupils draw the appropriate emoji next to each sentence to reflect how well they feel they achieved each goal during this lesson.

Extra activity (class game) Play *Touch it!* (see Games Bank p.205). Divide the class into two teams. Hold up two toy flashcards (*doll*, *ball*). Say: *I've got a (doll)*. One member from each team touches the correct flashcard as quickly as possible to win a point. Repeat with other pupils and flashcards.

Wrap-up

- Put the pupils' posters around the classroom. Make the Mickey Mouse puppet comment on the projects, e.g. *That's great! Well done!*
- Give pupils time to look at one another's work. Encourage them to read the captions and respond to the pictures.
- Pupils say goodbye to Mickey as they leave class.

- At this stage, depending on the time you have available, pupils can either use their completed planning in the Activity Book as their final work or they can use their planning as a draft and create their drawing on a separate piece of paper.
- Circulate around the class, helping as necessary. Encourage pupils to put up their hands and ask for help if needed.
- When they are ready, pupils work in pairs, taking turns to show and describe their poster. Encourage them to use the language from activity 2, e.g. *Hi, I'm (Maria). This is my picture. I've got a (train) and a (ball)*.
- Invite more confident pupils to present their poster to the class.

Teaching star

Diversity and inclusion Giving pupils time to practise their presentations in small groups will help less confident pupils feel supported. Set up the groups so that more confident and less confident pupils work together. Encourage them to notice how their presentation improves every time they practise it. Say: *Practice makes perfect!*