

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

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

Materials

- Photocopiables 1 and 9
- toys flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*)
- stopwatch, different toys, pens and pencils, two fly swats
- sheets of A4 paper
- Toys poster

Assessment for Learning (formative assessment)

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

Lesson 1, part 1

Starting the lesson (5 minutes)

- Have pupils stand in two lines. Go to the first pupil and introduce yourself, ask them their name and how old they are. Pupils now introduce themselves to the pupil opposite.

Presentation (5 minutes)

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

Practice

Class Book

1 Look at my toys!

1 How many toys can you see?

Find something purple. **A balloon.**
What other colours can you see? **red, yellow, orange, blue, green, pink,**
How many balloons can you see? **white, black, brown**
Six balloons.

16 sixteen

1 How many toys can you see? (10 minutes)

- Pick up two pencils and ask *How many ...?* Use the Lollipop stick technique to have a pupil answer. Continue with a few more pens and pencils.
- Refer pupils to page 16 and ask them to count how many toys there are. Elicit answer.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Tell pupils to use the Traffic lights cards technique. Explain the activity again if necessary.

Extra activity Critical thinking

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

2 1.1 Listen and stick. Then listen and say. (5 minutes)

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

1.1

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

Now listen and say.

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

Extra activity TPR

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

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2 Listen and stick. Then listen and say.

1 car 2 plane 3 puzzle 4 yo-yo 5 building set
6 doll 7 action figure 8 robot 9 teddy 10 dinosaur

3 Listen and chant.

What's this?
It's a car.
What's this?
It's a puzzle.
A plane and a dinosaur.
A building set, too.

What's this?
It's a doll.
What's this?
It's a teddy.
A robot and a yo-yo.
An action figure, too.

4 Find on page 16 and say.

1 What's this?
It's a car.
It's an action figure.

2 What's this?
It's a teddy.

Activity Book Unit 1 Lesson 1, part 2 Sounds and Spelling Book Unit 1, Lesson 1 seventeen 17

3 1.2 & 1.3 Listen and chant. (10 minutes)

- Ask pupils to draw in their notebooks one toy from the new words.
- Explain that you will play the chant, and when they hear their toy, they raise their illustration.
- A karaoke version of the chant is available (track 1.3).

1.2

What's this? What's this?
It's a car. It's a doll.
What's this? What's this?
It's a puzzle. It's a teddy.
A plane and a dinosaur. A robot and a yo-yo.
A building set, too. An action figure, too.

Diversity

Support

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

Challenge

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

4 Find on page 16 and say. (3 minutes)

- Draw pupils' attention to the grammar box and the recorded model (track 1.4).

1.4

What's this?
It's a car.
It's an action figure.

- Then using the flashcards, go through each item, asking *What's this?* Pupils raise hands to answer.
- Pupils complete the activity in pairs. Make sure pupils swap roles.
- Monitor and help pupils where necessary.

Finishing the lesson (2 minutes)

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

Lesson 1, part 2

Starting the lesson (5 minutes)

- Use the toys flashcards with a game. Turn them over. Ask pupils, *What's this?* Pupils guess, using, *It's a/an...* Continue until all cards have been guessed.

Practice

Activity Book

1 Look at my toys!

1 Look at the Class Book page 16. Read and circle.

1 How many balloons can you see? six / seven
2 What colour is the teddy? blue / brown
3 What colour is the plane? orange / yellow

2 Look, trace and match.

1 robot
2 puzzle
3 dinosaur
4 doll
5 teddy
6 yo-yo
7 building set
8 plane
9 car
10 action figure

14 fourteen

Vocabulary and Grammar

1 Listen and tick (✓). (10 minutes)

- Give pupils a little time to complete the activity. Have pupils check their answers in pairs.

2 Look, trace and match. (10 minutes)

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

Lesson 1, part 2 Vocabulary and Grammar 1

3 Listen and tick (✓).

1  a b

2  a b

3  a b

4  a b

4 Read and circle.

1  1 It's a robot / dinosaur.

2  2 It's a plane / car.

3  3 It's a building set / puzzle.

4  4 It's a doll / teddy.

fifteen 15

3 1.5 Listen and tick (✓). (5 minutes)

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

1.5

- 1 What's this? It's an action figure.
- 2 What's this? It's a yo-yo.
- 3 What's this? It's a doll.
- 4 What's this? It's a puzzle.

4 Read and circle. (5 minutes)

- Use the Three facts and a fib technique. In pairs, pupils point to an item and deliberately say its incorrect name. Their partner corrects them.

Extra activity Fast finishers

- Have pupils draw their favourite toy in their notebooks. Ask them to write what it is and what colour it is.

Finishing the lesson (5 minutes)

- Use the Toys poster to play a game. Ask pupils to look at the poster and remember where the toys are. Then cover them with a piece of paper or similar. Point to each, and ask pupils what is under each piece of paper.

Extra activity Photocopiables 1 and 9

- Ask pupils to do photocopiables 1 and 9.