

## Lesson 1 Words

### Learning objective

Students will be able to talk about toys.

### Language

**Toys:** ball, board game, boat, kite, jump rope, plane, robot, teddy bear

**Functional language:** *What's your favorite toy? It's a board game.*

### Warm-up

- Play a game of *What Do You Have?* with the class to review toys and school things (see *Ideas Bank* page 141).

### Lead-in

- Tell the class *Today we are learning about toys.* Write *toys* on the board. Show the lesson flashcards and invite students to guess the meaning of *toys*.
- Ask the class a simple question about the topic, e.g. *What toys do you like?* Elicit answers from different students around the class. Repeat their answers in English.

### Student Book pages 16–17

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in the Student Book. Alternatively, you can use the *My Things* vocabulary poster to present the new words.
- Encourage students to share their knowledge by naming any of the items that they know the English words for, e.g. *desk, chair*. Prompt students, if necessary, by asking, e.g. *Can you see a (desk)? Can you see a (chair)?*

#### SUGGESTED ANSWERS

Students can see a desk and a chair and can name the colors of the items in the picture.

- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the lesson flashcards to present the new words.

#### 2 Listen, point, and repeat. 🎧 026

- Play the recording for students to listen and point to the toys in the picture.
- Play the recording again for students to repeat the words.

#### Optional Activity

- Play a game of *What's Missing?* using the flashcards (see *Ideas Bank* page 141).

#### 3 Say the chant. 🎧 027

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in the Student Book as they listen.

- Play the recording a few more times for students to join in as much as possible.

#### Audio Transcript

plane, plane  
boat, boat  
ball, ball  
teddy bear, teddy bear  
jump rope, jump rope  
kite, kite  
board game, board game  
robot, robot

#### Global Skills: Digital Literacy

Encourage students to check their pronunciation of the new words by making audio or video recordings of themselves chanting the vocabulary. They can play these recordings back to check how well they are saying the new words.

#### 4 Play the Colors game.

- Read the conversation aloud. Explain that in the game, one person chooses a toy from exercise 2 and says what color(s) it is. The other person finds the toy in the picture and says the word.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns describing toys for their partner to find and name.

#### 5 Look, listen, and repeat. 🎧 028

- Focus on the picture. Ask students to name the toys they can see (a plane, a board game).
- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Check students' understanding of the functional language. Ask *What's the girl's favorite toy?* as you point to the plane in the picture. Elicit the answer (plane).

#### 6 Listen and number. 🎧 029

- Focus on the picture. Ask students to name the toys and say what color(s) each toy is.
- Play the first exchange on the recording, pausing for students to find the correct toy in the picture. Show the students the example number 1 in the box next to the teddy bear.
- Play the rest of the recording, pausing after each exchange for students to find the correct toy and write the number in the box.
- Check answers by asking *What's number (1)?* Elicit the answer, *It's a (teddy bear).*

#### Audio Transcript

- 1 **Woman** What's your favorite toy?  
**Girl 1** It's a teddy bear.  
2 **Woman** What's your favorite toy?  
**Boy 1** It's a kite.  
3 **Woman** What's your favorite toy?  
**Girl 2** It's a boat.

- 4 **Woman** What's your favorite toy?  
**Boy 2** It's a jump rope.
- 5 **Woman** What's your favorite toy?  
**Girl 3** It's a board game.
- 6 **Woman** What's your favorite toy?  
**Boy 3** It's a robot.
- 7 **Woman** What's your favorite toy?  
**Girl 4** It's a ball.
- 8 **Woman** What's your favorite toy?  
**Boy 4** It's a plane.

#### ANSWERS

(clockwise, starting from top left) 6, 7, 2, 8, 3, 4, 1, 5

#### 7 Ask and answer.

- Point to the speech bubbles and read the exchange aloud.
- Model the exchange with volunteers. Encourage the volunteers to choose different toys from exercise 2.
- Students work in pairs. They take turns asking and answering questions about their favorite toys, using the conversation in their Student Book as a model.
- Walk around the classroom, helping and correcting when necessary. Make a note of any problems to address with the class.

#### Global Skills: Creativity and Critical Thinking

Expressing their own opinions allows students to use the new vocabulary in a creative way, while applying it to a real-life situation. Students are more likely to remember new words when they have used them in an activity that is meaningful to them.

#### Team Up! 1 DOWNLOAD

- The Team Up! tasks are optional. They offer additional language practice and promote global skills. The tasks can be used to extend the lesson if you have extra time available, or they can provide additional pair or group work practice of the new language, if your students need it. Detailed teaching notes can be found with the Team Up! Worksheets, which are available for download from Oxford English Hub.
  - Students work in groups. They ask each other what their favorite toy is. Then each student either draws their favorite toy or cuts it out from Template 1 of the worksheet. They glue their pictures on a piece of paper to make a collage. Students can give their collage a title and write labels for their toys. Students then hold up their collage, point to their pictures, and say *My favorite toy is...*
- Note:** Have extra copies of the template ready in case more than one child in a group has the same favorite toy.

#### Workbook pages 14–15

##### 1 Read and number.

- Students read the words and number the matching toys in the picture.

#### ANSWERS

(counterclockwise, starting from top right) boat 1, kite 2, board game (6), teddy bear (4), jump rope (7), ball (8), robot (5), plane 3

##### 2 Look and write.

- Students look at the pictures and write the words.

#### ANSWERS

1 jump rope 2 robot 3 teddy bear 4 boat  
 5 board game 6 plane 7 ball 8 kite

##### 3 What is it? Write.

- Students look at the puzzle pieces and figure out what toy each puzzle piece shows. Then they write the sentences.

#### ANSWERS

1 It's a boat. 2 It's a plane. 3 It's a ball.  
 4 It's a teddy bear.

##### 4 Read, look, and write.

- Students read the questions, look at the pictures, and write the answers. They can use exercise 7 on page 17 of their Student Book for help with the functional language.

#### ANSWERS

1 It's a board game. 2 It's a robot. 3 It's a kite.  
 4 It's a jump rope.

#### Assessment for Learning

Time for feedback! Write the word *toys* on the board. Ask the class, in their own language, *How do you feel about the new words for toys?* If you like, you can use the *How do you feel?* poster to elicit how students are feeling.

Tell students to take out their traffic light cards. Ask the class how well they think they can talk about toys. Students hold up the traffic light card that shows how confident they feel. If you wish, students can complete the optional record sheet to assess their learning for the lesson.

For further practice or reinforcement of new words, play more flashcard games (see *Ideas Bank* page 141). Alternatively, students can turn to the Picture Dictionary on page 92 of their Workbooks. They can take turns pointing to pictures and asking and answering *What's this? It's a (ball)*.

## Lesson 2 Grammar

#### Learning objective

Students will be able to talk about toys they have and don't have.

#### Language

**Affirmative and negative:** (*I have / I don't have*); *I have a (boat). / I don't have a (boat).*

#### Toys

#### Warm-up

- Play a game of *Number Words* (see *Ideas Bank* page 141) with the lesson flashcards to review the toys vocabulary from lesson 1.

#### Lead-in

- Write the word *toys* on the board and ask students if they remember what it means.
- Tell the class that today they will learn how to talk about what toys they have and don't have.

- Write *I have ...* and a check on one side of the board and *I don't have ...* and a cross on the other side.
- Hold up the lesson flashcards one by one. Elicit the words for the toys from the class. Repeat students' answers using the lesson grammar, e.g. *I have a (ball).* or *I don't have a (kite).* Nod your head as you say each positive sentence. Shake your head as you say each negative sentence. Then stick each flashcard on the correct side of the board.

## Student Book pages 18–19

### 1 Listen and follow. 030

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (May and Nina) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each sentence for students to repeat aloud together.
- Point to the picture in the first frame. Choose students and ask *Who has a boat?* (May) *Who doesn't have a boat?* (Nina). Now point to the final frame and ask *Who has a boat now?* (Both May and Nina have boats.)
- Play the recording again for students to follow. Encourage students to point to the speech bubbles in the story as they hear them.
- Focus students' attention on the new grammar in the box. Repeat the phrases several times, holding up the flashcard of the boat and shaking or nodding your head to reinforce the meaning. Ask students to repeat the phrases with you. Draw their attention to the *Look!* tip. Make sure that they understand that *don't = do not*.

#### Optional Activity

- Students can work in pairs to act out the grammar cartoon. In each pair, one student takes the part of Nina, and the other takes the part of May.
- Walk around the classroom as students practice, helping with pronunciation when necessary.
- Invite different pairs to act out the story for the class.

### 2 Listen and number. 031

- Tell students to look at the picture. Point to each toy and ask *What is it?* Choose a different student to answer each time.
- Play the first item on the recording. Ask students to point to the correct picture. Show the class the example number 1.
- Play the rest of the recording for students to number the toys in the picture.

#### Audio Transcript

- 1 I don't have a robot. I have a teddy bear.
- 2 I don't have a jump rope. I have a ball.
- 3 I don't have a ball. I have a jump rope.
- 4 I don't have a teddy bear. I have a robot.
- 5 I don't have a kite. I have a plane.
- 6 I don't have a plane. I have a kite.

#### ANSWERS

(top row, from left to right) 6, 5, 3, 2  
(bottom row, from left to right) 4, 1

#### Optional Activity

- Take turns choosing a person from the picture in exercise 2 and say two sentences about the person using *have / don't have*, e.g. *I don't have a kite. I have a ball.* Students point to the correct person in the picture and say *You're number (two)!* Confident students can then play the game in pairs.

### 3 Read and number.

- Point to the pictures and ask different students to name the toys.
- Read the first sentence aloud and ask students to point to the correct picture. Show the class example number 1.
- Students read the remaining sentences and number the matching pictures. Check the answers as a class.

#### ANSWERS

a 2 b 4 c 1 d 3

#### Mixed Ability

Weaker students can work with a partner. First, they decide which sentences are affirmative and which are negative. They then work together to match the sentences to the correct pictures.

Fast finishers can write one affirmative and one negative sentence about themselves, e.g. *I have a kite. I don't have a ball.*

### 4 What do you have? Check ✓ or cross X.

- Tell students to look at the photos and name the toys. Point to the first photo and say *I have a ball.* Address a student and ask *What about you?* Encourage different students to make sentences about themselves. Repeat for the remaining photos.
- Students look at the photos and check the toys they have and cross the toys they don't have. They can work in pairs to compare answers before reporting back to the class.

### 5 Listen and repeat. 032 Point and say.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model the exchange with volunteers. Encourage the volunteers to choose different toys from exercise 4.
- Students work in pairs. They take turns making sentences about the toys they have / don't have, using their answers in exercise 4 and using the conversation in their Student Book as a model.

#### ANSWERS

Students' own answers

#### Mixed Ability

Create ongoing individual projects for fast finishers to work on once they've completed the class activities, e.g. students could make their own picture dictionaries by drawing and labeling the new words from each unit in a notebook / the back of their regular English notebook.

### Team Up! 2 DOWNLOAD

- If you have time and would like to develop students' communication and collaboration skills further, you can

download the optional Unit 2 Team Up! 2 Worksheet from Oxford English Hub for extra writing and speaking practice.

- Students choose four toys from the pictures and write a true or false sentence about each one. Then they swap quizzes with a partner, who guesses if the sentences are true or false. The students then tell their partner whether or not their guesses were correct.

## Workbook pages 16–17

### 1 Read and circle.

- Students look at the picture and circle the correct phrases in the sentences.

#### ANSWERS

1 I have 2 I don't have 3 I have 4 I have

### 2 Look and write.

- Students read the gapped sentences, look at the pictures, and complete the sentences with *have* or *don't have*.

#### ANSWERS

1 don't have 2 have 3 don't have 4 don't have  
5 have

### 3 Read and number.

- Students read the sentences, find the matching pictures, and number the pictures.

#### ANSWERS

(from left to right) 2, 3, 1

### 4 Look and write.

- Students look at the pictures and write one sentence using *I have* and one sentence using *I don't have* for each picture.

#### ANSWERS

1 I have a ball. I don't have a plane.  
2 I have a teddy bear. I don't have a jump rope.  
3 I have a board game. I don't have a robot.

### Assessment for Learning

If you wish, students can complete the optional record sheet to assess the learning objective for this lesson.

## Lesson 3 Words and Grammar

### Learning objective

Students will be able to talk about their own and their friends' school things using *my* and *your*.

### Language

**School things:** *bag, book, eraser, pen, pencil, ruler*

**Possessive adjectives:** *This is my book. This is your pen.*

### Warm-up

- Play a game of *Memory Chain* (see *Ideas Bank* page 141) with the toys from lesson 1. Start with the sentence *I have a (ball)*.

### Lead-in

- Tell the class *Today we are learning about school things*. Write *school things* on the board. Show the lesson flashcards and invite students to guess the meaning of *school things*.
- Ask the class a simple question about the topic, e.g. *What school things do you have?* Ask students to hold up some of their school things (pens, books, rulers, etc.) to show you. Say the words for these items in English.

## Student Book pages 20–21

### 1 Listen, point, and repeat. 033

- Focus students' attention on the photos. Ask students at random to point to a photo and tell you what colors they can see, e.g. *I can see green*.
- Play the recording for students to listen, point to the photos, and repeat the words.
- Play the recording once more for students to point to the photos and say the words again.

### 2 Listen and say the school things. 034

- Tell students that they are going to hear recordings of the colors of the school things in the photos.
- Play the recording for students to listen and find the photo to match each recording. Pause after each one for students to say the word.

### Audio Transcript

It's green.

It's red.

It's yellow.

It's gray and white.

It's blue.

It's pink, green, blue, orange and white.

#### ANSWERS

It's green. – bag

It's red. – ruler

It's yellow. – pencil

It's gray and white. – eraser

It's blue. – pen

It's pink, green, blue, orange and white. – book

### Optional Activity

- Play a game of *Word Cloud* using the flashcards from the lesson (see *Ideas Bank* page 141).

### 3 Listen and repeat. 035 Point and say.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model the exchange with volunteers. Encourage the volunteers to choose different school things from exercise 1.
- Students work in pairs. They take turns making sentences about the school things they have / don't have, using the conversation in their Student Book as a model.
- Walk around the classroom, helping where necessary. Make a note of any problems to address as a class.

#### 4 Listen and follow. 🎧 036

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Tang and Emma) and say what they can see.
- Play the recording for students to listen and follow the story in their books.
- Choose students and ask *What color is Tang's / Emma's pen?* (It's blue.)
- Play the recording again for students to follow. Encourage students to point to the speech bubbles in the story as they hear them.
- Focus students' attention on the new grammar in the box. Repeat the sentences several times, holding the flashcard of the pen close to you, or holding it out to a student to reinforce the meaning. Ask students to repeat the sentences with you.

#### Optional Activity

- Students work in pairs to act out the grammar cartoon. In each pair, one student takes the part of Tang, and the other takes the part of Emma. Encourage students to use their own pens as props.
- Walk around the classroom as students practice, helping with pronunciation when necessary.
- Invite different pairs to act out the story for the class.

#### 5 Listen and follow. Then sing. 🎧 037–038 🎵

- Tell students to look at the words to the song, "This Is My Bag." Remind them how the colored words are substituted: the second verse is the same as the first, but the colored words are replaced by those of the same color on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

#### Team Up! 3 DOWNLOAD

- If you have time, and would like to develop students' communication and critical thinking skills further, you can download the optional Unit 2 Team Up! 3 Worksheet from Oxford English Hub for extra speaking practice.
- Students work in pairs. They each put three items belonging to them into a cloth bag. If you like, you can ask students to close their eyes while their partner puts their three items into the bag. The students then take turns feeling an item in the bag and saying what it is, e.g. *It's your pen. / It's my eraser.* Students have three turns each. They complete the worksheet with their points and then add up the total. You can encourage students to put items into the bag that are increasingly more difficult to guess.

#### Optional Activity

- Play a game of *Draw and Guess* with the new vocabulary (see *Ideas Bank* page 141).

### Workbook pages 18–19

#### 1 Find and circle.

- Students find and circle the words to match the pictures.

#### ANSWERS

1 pen 2 ruler 3 book 4 pencil 5 eraser 6 bag

#### 2 Look and write.

- Students look at the picture and use the words from the boxes to write sentences.

#### ANSWERS

1 I don't have a pen. 2 I don't have an eraser.  
3 I don't have a book. 4 I have a bag. 5 I have a ruler.  
6 I have a pencil.

#### 3 Read and write the letter.

- Students look at the pictures and write the letters in the boxes next to the matching sentences. Students need to look carefully at the pictures to see who each school thing belongs to.

#### ANSWERS

1 d 2 b 3 a 4 c

#### 4 Write Maria's sentences.

- Students look at the picture and write sentences from Maria's point of view about who the items in the picture belong to.

#### ANSWERS

1 This is your pen. 2 This is my pencil.  
3 This is my ruler. 4 This is your eraser.

#### Assessment for Learning

Ask the class *Do you know the new words?* Using your usual feedback routine (see Assessment for Learning page 12), ask students to show you how confident they are with the new vocabulary. Students can complete the optional record sheet to assess the learning objective for this lesson.

If students are not sure they know the new words, ask them to work with their partners to test each other. They can take turns to hold up a known school thing and show it to their partner. Their partner tries to remember and say the word. Alternatively, students can turn to the Picture Dictionary on page 92 of their Workbooks. They can take turns pointing to pictures for their partners to say the words.

### Lesson 4 Story

#### Learning objective

Students will be able to read about a day in the park.

#### Language

Vocabulary and grammar from lessons 1–3

#### Warm-up

- Sing the song "This Is My Bag" again and encourage students to join in as much as possible.
- Ask students to think about other words they could use in place of some of the words for school things (bag, pen,

ruler, pencil, eraser). Students can change the words for different school things or for toys. As a class, decide where to place each new word to create a new verse.

- Play the karaoke version of the song for students to sing their own song with the new words.

### Lead-in

- Ask students to look at Student Book pages 22 and 23 and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and guess what the story is about (children and toys). Write the word *story* on the board. Tell the class that they're going to read a story about some children and their toys.

## Student Book pages 22–23

### 1 Talk about the pictures.

- Focus students' attention on the story. Ask students to say English words for the toys they can see in the story pictures (jump rope, boat, ball, kite). Ask them to say what color each toy is.

### 2 Listen and read. 039

- Tell the class that they are going to watch or listen to the story. Focus their attention on the pictures and encourage them to point to the correct story frame as they listen.
- Play the video or the recording for students to follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

### 3 Who says it? Match and say.

- Tell students to look at the pictures and say the names of the characters (Nisha, Adnan, and Zara). Read the speech bubbles aloud one at a time. Choose different students around the class to find the speech bubbles in the story frames.
- Students draw lines to match the characters to the speech bubbles. They can look back at the story to help them complete the exercise. Make sure students understand that two of the speech bubbles match the same character.
- Invite different students to read the speech bubbles aloud and say which person says each one.

### ANSWERS

1 c 2 b 3 a 4 b

### Think, Feel, Grow

- Focus students' attention on the task and read the question aloud. Ask students to think about the answer.
- Choose different students to answer the question. Establish that it is good to share our toys.
- Invite different students to say which toys they can share with their friends. If you like, you can have students move around the class saying sentences to each other, e.g. *I have a (boat). / I don't have a (boat)*. When they find someone who they can share a toy with (i.e. who doesn't have a toy that they have), they form a pair. Invite pairs up to the front of the class to mime sharing their toys *A: I don't have a (boat). B: I have a (boat). Here!*
- If you like, you can extend the conversation further by asking students in their own language how they feel when they share their own toys with someone else and

how they feel when someone else shares their toys with them. Ask students why they think it is important to share. (Because sharing toys means that everyone can play. It is important to be kind, and we should treat other people the way we want to be treated.)

### Global Skills: Emotional Self-regulation and Well-being

Learning to share is an important aspect of emotional well-being. We feel good when we share things with others, and we feel good when others share things with us. Encourage students to be kind to each other and to share their things when needed.

### 4 Act out the story.

- Students work in groups of five, with one student for each of the following parts: Narrator, Nisha, Adnan, Zara, Zara's mom. As a group, students decide who should take each part. If students are in groups of fewer than five, allow them to take more than one part (e.g. Zara and Zara's mom can be played by the same student).
- Ask students to act out the story. Walk around the classroom, checking pronunciation.
- Invite different groups to act out the story for the class.

### Optional Activity

- Ask students to say what Nisha's favorite toy is (a jump rope). Ask students to think about what their favorite toy is. Students discuss ideas in pairs and then share their ideas with the class.
- If you have time, you can ask students to draw a simple cartoon strip (two or three frames) showing them sharing a toy with a friend. They can add simple speech bubbles, e.g. *I don't have a (kite). I have a (kite). Here!*

### Team Up! 4 DOWNLOAD

- If you have time and would like to develop students' creativity, communication, and collaboration skills further, you can download the optional Unit 2 Team Up! 4 Worksheet from Oxford English Hub for extra writing and speaking practice.
- Students work in groups and use the worksheet to complete the missing text in the speech bubbles. They color in the stars in the final frame to give their own rating of the story. Then they put the frames in order and staple or glue them together to make a group story book. Encourage groups to read their books to the class.

### Optional Activity

- Ask students to read the story again at home. If possible, they should read it aloud to their family. This will help parents to engage with their children's learning and allow students to demonstrate their progress in English, as well as providing an opportunity for reading and pronunciation practice.

## Workbook pages 20–21

### 1 Look at the pictures. What school things can you see?

- Students look at the story and answer the question.

**ANSWERS**

bag, pen, book, pencil

**2 Read the story.**

- Students read the story to themselves.

**3 Read again and number.**

- Students read the sentences from the story and number the matching pictures.

**ANSWERS**

a 3 b 4 c 1 d 5 e 2

**4 Order the words.**

- Students write the words in the correct order to make sentences from the story.

**ANSWERS**

1 This is your pen. 2 I don't have my book!  
3 I don't have a toy.

**Assessment for Learning**

If you wish, students can complete the optional record sheet to assess the learning objective for this lesson.

**Lesson 5 Skills and Culture****Learning objective**

Students will learn about toys and games in the U.S.A. and Madagascar.

**Language**

**Toys and games:** *baseball, bat, scooter, skateboard*

**Warm-up**

- Play *Find the Cards* (see *Ideas Bank* page 141) to review toys and school things.
- Choose different students around the class and ask *What toys and games do you have / do you like?*

**Lead-in**

- Ask the class to look at the photos on Student Book pages 24 and 25 to try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *U.S.A.* and *Madagascar* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students that today they will be learning about some toys and games in these two countries.

**Student Book** pages 24–25**1 Listen, point, and repeat.** 040

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

**2 Listen and say the number.** 041

- Focus on the photo of Harper. Ask *Which country is Harper from?* (the U.S.A.)
- Tell students that they are going to hear Harper talking about toys and games in her country. They must listen

and say the number of the photo when Harper talks about it.

- Play the recording, pausing each time that Harper talks about one of the photos for students to call out the number.

**Audio Transcript**

- I'm Harper. I'm from the U.S.A. I have a skateboard. It's purple and red.
- This is my friend, Katy. Look! It's a scooter! It's green and black. I don't have a scooter.
- I have a baseball. It's red and white.
- This is my bat. It's red, gray, and black.

**ANSWERS**

3, 4, 1, 2

**3 Watch the video.**

- Play the video for students.
- Ask students *What toys and games can you see?* Play the video again, pausing after each known toy is mentioned or shown and eliciting the word from the class (baseball, bat, skateboard, scooter, plane).
- Ask different students *Do you have a (baseball / bat / skateboard / scooter / plane)?*

**Video Transcript** See page 147**4 Listen and repeat.** 042 **Talk about your toys.**

- Play the conversation for students to listen and follow. Encourage students to point to the speech bubbles as they hear them.
- Play the conversation again, pausing for students to repeat.
- Students work in pairs, taking turns making sentences about their toys.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to model their conversations for the class.

**5 Look and say the toys.**

- Focus on the photo of Cedric. Ask *Which country is Cedric from?* (Madagascar)
- Ask students to look at the rest of the photos and name what they can see in English. Elicit answers from different students.
- Ask students to name the toys in the photos.

**ANSWERS**

boat, plane, kite, board game

**6 Listen and read.** 043 **Check ✓ or cross X.**

- Play the recording for students to follow the text in Cedric's letter.
- Play the recording again, pausing after each sentence for students to point to the correct photos. Ask students to say whether or not Cedric has the toy shown in each photo. If Cedric has the toy, students put a check in the box for that photo. If Cedric doesn't have the toy, students put a cross in the box for that photo.

**ANSWERS**

boat ✓ plane ✓ kite X board game ✓

### Mixed Ability

Support weaker students by allowing them to work in pairs to find and underline the phrase *have* or *don't have* in each sentence in the text in order to help them complete the task.

Fast finishers can write a question about Cedric, e.g. *What color is Cedric's ball? What's Cedric's favorite toy?* Then they can swap questions with a partner and answer their partner's questions.

## 7 Write about toys in your country. Go to your Workbook. page 23

- Ask students to turn to page 23 of their Workbook and look at the writing task. This can be done in class or assigned for homework.

### Project Extra Team Up! 5 DOWNLOAD

- If you have time, and would like to develop students' communication, collaboration, and critical thinking skills further, students can complete the optional Unit 2 project. Students will use the language they have learned in this unit to conduct a class survey and create a block chart.
- Click the link on the Classroom Presentation Tool on Student Book page 25 to access the optional project page, which includes full instructions to support students. Worksheets and full teaching notes are available for download from Oxford English Hub. There is also a video for students to use as a model to present their project, which is available on the Classroom Presentation Tool and Oxford English Hub.

## Workbook pages 22–23

### 1 Look and write.

- Students write the words in the box on the lines which match the numbers of the pictures.

#### ANSWERS

1 baseball 2 scooter 3 skateboard 4 bat

### 2 Read and check ✓ picture 1, 2, or 3.

- Students read the text and check the picture which shows the correct toy box.

#### ANSWERS

picture 2

### 3 Check ✓ or cross X your things.

- Students check the things that they have and cross the things that they don't have.

#### ANSWERS

Students' own answers

### 4 Draw and write about your things.

- Focus students' attention on the writing and drawing space.
- Ask students to look at the things they checked and crossed in exercise 3. Read the sentence stems aloud and ask students around the class to complete them orally, using their answers in exercise 3.

- Students then use their answers in exercise 3 to complete the text about their toys. Students can illustrate their writing with a drawing.
- Invite students to read their pieces of writing aloud to the class.

#### ANSWERS

Students' own answers

### Assessment for Learning

When students are correcting their own writing, encourage them to use a special color pen so they can always see where they have responded to feedback.

Using your usual feedback routine, ask students to show you how confident they are about reading and writing short texts in English. Students can complete the optional record sheet to assess the learning objective for this lesson.

### Unit Test

- The students are now ready to do the Unit 2 test, downloadable from the Teacher's resources on Oxford English Hub.



## Learning objective

Students will review the grammar and vocabulary from Units 1 and 2.

Students will assess their progress.

## Language

Grammar and vocabulary from Units 1 and 2

### Warm-up

- Play *Bingo!* (see *Ideas Bank* page 141) with a selection of the Unit 1 and Unit 2 flashcards. If you have time, play again with a different selection of flashcards from Units 1 and 2.

### Lead-in

- Tell the class that they are going to review the language they have learned so far.
- Hold up the flashcards for classroom objects, toys, and school things in random order. Ask students to name the items and say what color(s) each item is.
- Ask students around the class *What's in the classroom? What toys do you have? What's your favorite toy?*

### Student Book pages 26–27

#### 1 Listen and number. 🎧 044 Point and say.

- Ask students to look at the picture and name the items they can see. Ask students around the class to tell you what colors each item is.
- Play the first item on the recording, and then pause for students to find the correct item in the picture. Focus students' attention on the example number 1 in the box next to the green trash can.
- Play the rest of the recording, pausing if necessary for students to find the correct items in the picture and write the numbers in the boxes.

#### Audio Transcript

- 1 It's a trash can. It's green.
- 2 It's a desk.
- 3 It's a teddy bear. It's yellow.
- 4 Show me the robot. It's here.
- 5 It's a chair. It's red.
- 6 What is it? It's a boat.
- 7 What's your favorite toy? A board game.
- 8 It's a clock.

#### ANSWERS

(clockwise, starting from far left):

robot 4 boat 6 clock 8 teddy bear 3 desk 2 chair 5 board game 7 trash can 1

- Focus on the example conversation and read out the speech bubbles. Ask students to point to the correct item in the picture. Model the exchange with students around the class, asking them to show you different items in the picture.

- Students then work in pairs, taking turns asking their partner to show them an item in the picture.
- Walk around the classroom as students talk, helping where necessary.

#### 2 Read and check ✓.

- Ask students to look at the pictures and say what they can see in each picture.
- Read out the sentence in the first item and ask students to point to the correct picture. Focus students' attention on the example check in the box next to the correct picture.
- Move around the class as students complete the rest of the activity, helping if necessary.
- Check answers by asking students to read out the sentences and point to the correct pictures.

#### ANSWERS

1 Picture 1 2 Picture 2 3 Picture 2 4 Picture 1  
5 Picture 2 6 Picture 1

#### Mixed Ability

Weaker students can work in pairs to complete the activity.

Fast finishers can write one true sentence and one false sentence about themselves or their classroom, e.g. *The door is blue. / I don't have a ruler.* Then they can swap sentences with a partner and check each other's true sentences and cross each other's false sentences.

#### 3 Order the words and check ✓.

- Ask students to look at the pictures and name the items.
- Students write the words in the correct order to make questions. Then they look at the pictures and check the correct answers.
- Check answers by asking pairs of students to read the questions and answers aloud.

#### ANSWERS

- 1 What color is it? It's yellow.
- 2 What's your favorite toy? It's a robot.

#### 4 Do the Buzz challenge.

- Students work in pairs to complete the activities in the hexagons. They can correct each other if necessary, but encourage students to be kind to each other if they get things wrong.
- Walk around the classroom as students complete the tasks, helping where necessary.
- Students then check the boxes to show that they have met the unit objectives.
- Congratulate students on their progress in this unit. Say, *Good job!*

### Optional Activity

- Ask students to write down all the words and phrases that they can remember for classroom objects, toys, and school things. Then they can compare lists with a partner. If you like, you can ask pairs to join together to form groups and compare lists again, until students have listed all the new words.

### Assessment for Learning

Each Review spread in the Student Book ends with a self-assessment activity. This allows students to reflect on their learning and think about their progress in the previous two units.

Ask students to reflect on their work in Units 1 and 2. What did they do well? What could they improve next time? Use the *How do you feel?* poster to elicit how students feel about the unit. What are they happy about? What are they worried about? Make a note of students' concerns and try to address them in the coming lessons.

Ask students to think about how hard they have tried throughout Units 1 and 2. Emphasize that it is important to do your best. If students feel they have worked hard, ask them to say why they think this was (because they enjoyed the units, because they found the work easy, etc.). If students feel they didn't work hard, ask them why they think this was (because they felt tired, because they didn't understand something, etc.). Try to resolve any issues with students who feel they are not trying as hard as they could be.

### ANSWERS

- 1 I have a pencil. I don't have an eraser.
- 2 I have a ball. I don't have a kite.
- 3 I have a scooter. I don't have a skateboard.

### Student Book pages 94–95

#### My Buzz Record

- Students are now ready to complete My Buzz Record for Units 1 and 2 on page 94 of their Student Book. Students can work on their own or in pairs to complete the activities. Then they assess for themselves how well they have learned the language of the units. Move around the class as students work and make notes of any extra reinforcement that may be needed.

### Assessment for Learning

Optional Assessment for Learning record sheets can be downloaded from Oxford English Hub and completed at the end of each lesson, or at the end of each unit if you prefer.

### Workbook pages 26–27

#### 1 Match and say.

- Students look at the pictures and draw lines to match the sentences on the left with the sentences on the right.

#### ANSWERS

- 1 What's your favorite toy? It's a scooter.
- 2 What is it? It's a classroom.
- 3 What color is it? It's gray.
- 4 Show me the playground. It's here!

#### 2 Look and write. Then draw and color.

- Students trace and complete the sentences. Then they trace to complete the pictures and color them to match the sentences.

#### ANSWERS

- 1 It's a purple robot.    2 It's a red ball.
- 3 It's a pink trash can.

#### 3 Circle.

- Students look at the pictures and circle the correct words to complete the sentences.

#### ANSWERS

- 1 your    2 my    3 my    4 your

#### 4 Look and write.

- Students look at the pictures and write sentences with *I have* or *I don't have*.