

TEAM 1 Together

Teacher's Book with Digital Resources



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Pearson

1

Look at my toys!

1



How many toys can you see?



Find something purple.
What other colours can you see?
How many balloons can you see?

10 ten



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

Unit objectives

to describe toys

Language

Vocabulary	Indoor toys: <i>car, plane, puzzle, yoyo, building set, doll, action figure, robot, teddy, dinosaur</i> Outdoor toys: <i>bike, kite, scooter, slide, ball, swing</i>
Grammar	<i>What's this? It's a (car). It's an (action figure). Is it a (swing)? Yes, it is. No, it isn't.</i>
Functions	<i>Can I play with (it), please?</i>
Phonics	<i>b, p, d, t</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–7)

Mathematical, scientific and technological competences: count to ten (L. 1); use numbers to complete an activity (L. 3)

Digital competence: use Pupil's Book eBook (L. 1–7)

Social and civic competences: learn to be creative (L. 2 and 5); learn to share (L. 6)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge (L. 1); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 7)

Initiative and entrepreneurship: choose topic for the project (L. 5)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2); Defining and describing (L. 1, 3, 4 and 5); Finding information (L. 2 and 5); Planning (L. 5); Reflecting on learning (L. 1–7)
Creativity	Design a new teddy robot (L. 2)
Communication	Describing toys (L. 1 and 3); Cut-outs game (L. 4); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 5); Acting out (L. 2 and 6)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 18 and 118; Activity Book p. 15
- Picture dictionary: Activity Book p. 111
- Unit 1 Extra practice: Activity Book p. 16
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, CLIL
- Unit 1 Test

External exams

Pupil's Book Pre A1 Starters Reading and Writing Part 3	Activity Book Pre A1 Starters Reading and Writing Part 1
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Objectives

- **Lesson aims:** to ask and answer about toys; to use *a/an* with single countable nouns
- **Target language:** *car, plane, puzzle, yoyo, building set, doll, action figure, robot, teddy, dinosaur*
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

- colours and toys flashcards
- stopwatch, different toys, pens and pencils, two fly swats, picture of a tablet or a real one
- sheets of A4 paper, enough for each student
- Resources 1 and 19

Assessment for Learning

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

Starting the lesson

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

Presentation

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

Practice

Pupil's Book

1 How many toys can you see?

- Pick up two pencils and ask *How many ...?* Use the Lollipop stick technique to have a student answer. Continue with a few more pens and pencils.
- Refer ss to page 10 and ask them to count how many toys there are. Elicit answer.
- Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Tell ss 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.

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

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

Extra activity TPR

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

1.2 & 1.3 Listen and chant.

- Give each student a sheet of A4 paper. Ask them to draw 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).

Diversity

Support

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

Challenge

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

4 Find on page 10 and say.

- Draw ss' attention to the grammar box and the recorded model (track 1.4).
- Then using the flashcards, go through each item, asking *What's this?* Ss raise hands to answer.
- Ss complete the activity in pairs. Make sure ss swap roles.
- Monitor and help ss where necessary.

Activity Book

1 Look at Pupil's Book page 10. Read and circle.

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

Answer key 2 brown, 3 yellow

2 Look, trace and match.

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

Answer key 2 i, 3 j, 4 g, 5 b, 6 h, 7 d, 8 a, 9 f, 10 e

3 1.5 Listen and tick (✓).

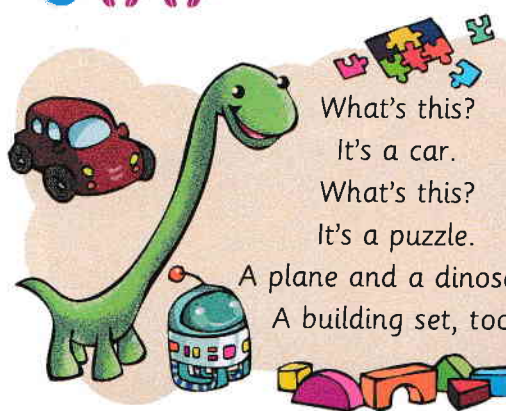
- Ask ss to tell you what they see in each picture.
- When completed, have ss ask and answer about each picture in pairs using *What's this?*

Answer key 2 b, 3 b, 4 a

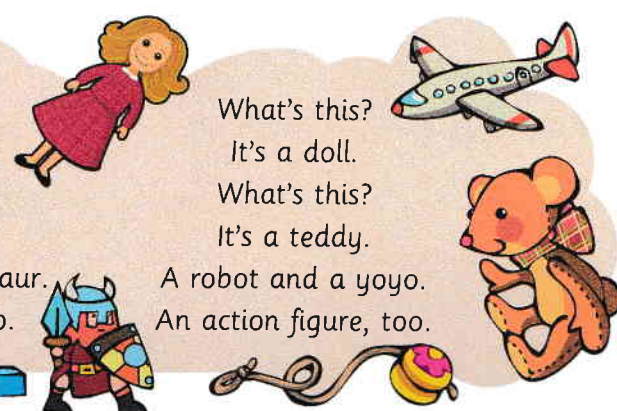
2 Listen and stick. Then listen and say.

1 	2 	3 	4 	5 
car	plane	puzzle	yoyo	building set
6 	7 	8 	9 	10 
doll	action figure	robot	teddy	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 yoyo.
An action figure, too.

4 Find on page 10 and say.

1 	2 	3 
4 	5 	

1.4
What's this?
It's a car.
It's an action figure.

What's this?
It's a teddy.

eleven 11

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

4 Read and circle.

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

Answer key 2 car, 3 building set, 4 teddy

Extra activity Fast finishers

- Have ss draw their favourite toy on a sheet of A4 paper. Ask them to write what it is and what colour it is.

Finishing the lesson

- Give ss 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?*