

A red dashed line starts from the left edge, forms a small circle, and then extends horizontally towards the text.

English Code 1

Teacher's Book

A red dashed line starts from the right side of the 'Code' text, curves downwards and to the left, ending in a red paper airplane icon pointing towards the bottom left.

Contents



Welcome to English Code	p. 3
What makes English Code unique?	p. 5
Projects	p. 11
Videos	p. 13
Bug Club plays	p. 15
Measuring progress	p. 16
Component walkthrough	p. 18
Unit walkthrough	p. 20
Lesson flow	p. 24
Course song	p. 26
Welcome unit: Welcome!	p. 27
Unit 1: Let's play!	p. 38
Unit 2: Art club!	p. 60
Checkpoint 1	p. 80
Culture 1	p. 82
Unit 3: Families	p. 86
Unit 4: Puppet show!	p. 108
Checkpoint 2	p. 128
Culture 2	p. 130
Unit 5: The perfect pet	p. 134
Unit 6: Fruit bowl!	p. 156
Checkpoint 3	p. 176
Culture 3	p. 178
Unit 7: Let's get active	p. 182
Unit 8: Let's dress up	p. 204
Checkpoint 4	p. 224
Culture 4	p. 226
Game bank	p. 230
Press-outs and stickers	p. 232
Pupil's Book audioscript	p. 234
Activity Book audioscript	p. 243
Wordlist	p. 246
Time guidelines	p. 250
Pupil's Book contents	p. 252
Activity Book contents	p. 254
IPA alphabet	p. 255

Welcome

OBJECTIVES

Reading

- Reading comprehension – Can recognise key words and basic phrases in short, simple cartoon stories.

Listening

- Listening accuracy – Can understand the letters of the alphabet by their names.
- Listening comprehension – Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.
- Response to spoken prompts – Can follow basic instructions to colour, draw or make something.

Speaking

- Spoken production – Can say the sounds of the alphabet, if supported by pictures.
- Spoken production – Can use a few simple words to describe objects (e.g., colour, number), if supported by pictures.
- Spoken acts – Can give key information to introduce themselves (e.g., name, age, where they are from).

Writing

- Written production – Can write simple facts about themselves (e.g., name, age), given prompts or a model.

KEY LANGUAGE

Key vocabulary					Grammar	
numbers 1–10	door	pink	white	Open your book.	What's your name?	
bag	blue	green	purple	Close your book.	My name is Michael.	
book	brown	orange	red	Stand up.	How do you spell that?	
black	chair	pencil	table	Sit down.	M-I-C-H-A-E-L.	
				Hello. How are you?	How old are you?	
				I'm great.	I'm six years old.	

CODING: ALGORITHMS/SEQUENCING

- Students will identify simple problems or errors in a series of steps and correct them to achieve a task or outcome.
- Students will use logical reasoning to predict the outcome of a series of steps.

VALUES AND SOCIAL-EMOTIONAL LEARNING: MAKE NEW FRIENDS

Students will learn how to make new friends by learning how to greet each other.

Welcome!

OPENER

Welcome!
How can I have fun at school?

1 Listen, point and repeat.

2 Complete the picture and say.

MATHS ZONE

3 Listen, sing along and dance.

SONG TIME

Fun at school OK!

Hello, how are you?
I'm OK, thanks.
How about you?
I'm great, thank you – school is such fun!
Come on, let's all have fun.
Oh, come on let's all have fun!

Let's all have fun!
Let's all have fun at school! Fun at school!
Fun at school! Fun at school!
Let's have fun at school.

4 four

5 five

Lesson flow



Warm up

Lesson objective

Presentation

Maths Practice

Song

Objective review

LESSON OBJECTIVE

I will learn about school.

KEY LANGUAGE

bag	chair	pencil	window
book	door	table	

Warm up

- Start the lesson with the *Our World* song. Have students look at page 148 in their Pupil's Books to see the song lyrics. Play audio 126. Have them listen and read along with the song quietly.

- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times.
- Actions are: *Here we stand: children of every age, This is our world and the world's our stage. We can laugh, (big smile) we can cry – we can float, we can fly, (both arms stretched to the sides like wings) We can dance, we can sing (mime singing into a microphone) – we can do almost anything in OUR world ... our beautiful world. (both arms stretched out wide to the front with open hands) Some of us are small; some of us are tall, (one arm stretched out high with hand bent over the head) Some of us are shy; some say hi to everybody, (wave with a hand) Some of us like numbers; some of us love*

words, *Some of us watch football, and some of us watch the birds!* (flap your outstretched arms like bird wings) *This is our world ... we're different but the same. We live and learn together – we get to know each other ... in OUR world ... our beautiful world.* (both arms stretched out wide to the front with open hands) *Some of us like music; some of us like cars,* (hand forwards like hands on a steering wheel) *Some of us draw pictures,* (draw in the air) *looking at the stars, Some of us are scientists, trying to find the code, All of us can help a friend and give a hand to hold.* (stretch out an open hand) *This is our world – there's room for everyone. We learn to live together, and we have a lot of fun ... In our world ... in our world ... in our beautiful world!* (both arms stretched out wide to the front with open hands)

- **Extra** Divide the class into two groups to sing the song. One group sings the verses and the other group sings the chorus. Swap.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about school.*
- **Involve** Students will learn to sing a song with actions about school. The rhythm, music and actions will help both memory and recall of the new language.

Presentation

1 🌟 002 Listen, point and repeat.

- Have students look at the big picture and find the labelled classroom objects. Then point at each of the classroom objects, say the words, and have students repeat (*bag, book, etc.*).
- Play audio 002. Students listen, point at the classroom objects and repeat the words.
- **Challenge** Show students the same objects in the classroom and have them say the words (*bag, books, etc.*). Ask students to work with a partner with one student pointing at an object and the other student saying the word.
- **Monitor** Watch students and provide support if needed. Ask individual students to say the words of classroom objects you show them. Take notes on any general issues.
- **Digital literacy** Discuss with students how to search on the internet to find pictures of classrooms. Show them how to use a search engine for images, for example, type in *classroom images* or *classroom pictures*.

Practice

2 Complete the picture and say.

(Answer: It's a book.)

MATHS ZONE

- Students will practise following the numbers 1–6 in order.
- **Assist** Write the digits 1–6 on the board in a circle and underline number 1. Then have students help you join the numbers in order: point towards 3 and ask *Yes or no?* (*no*); then point towards 2 and ask *Yes or no?* (*yes*). Repeat this for each number, so that you join the numbers in order from 1–6.
- Ask students to guess what the classroom object is. Then have them join the dots by following the numbers in order.
- **Differentiation** Fast finishers can make their own join-the-dots picture in their notebooks and give it to their partner to complete.

Song 🎵

3 🌟 003 Listen, sing along and dance.

- Play audio 003. Have students listen and read along with the song quietly.
- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times.
- Actions are: *Hello, how are you?* (wave one hand) *I'm OK, thanks. How about you?* (both hands with thumbs up) *I'm great, thank you – school is such fun!* (both hands with thumbs up) *Come on, let's all have fun.* (wave both arms in the air) *Oh, come on let's all have fun!* (wave both arms in the air) *Let's all have fun! Let's all have fun at school!* (wave both hands at hip level while swaying from side to side) *Fun at school! Fun at school! Fun at school!* (wave both arms in the air) *Let's have fun at school.* (wave both hands at hip level while swaying from side to side).
- **Monitor** Ask more confident students to stand at the front of class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.
- **Extra** Divide the class into three groups to sing the song. One group sings the first, fourth, fifth and sixth line of the verse, the second group sings the second, third, fifth and sixth line of the verse, and the third groups sings the chorus. Sing the song three times, so that each group can sing the three different parts. You could use the dance move cards to help guide students.

Objective review

- Revisit the lesson objective. Say *Now I know about school.*
- **Involve** Encourage awareness of what students know by eliciting the new school words and having students point at pictures of them.

My colourful classroom

VOCABULARY

My colourful classroom

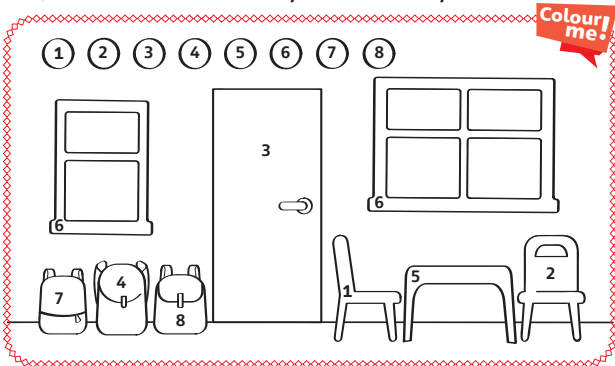
VOCABULARY

I will learn colour words and number words 1-10.

1 Listen, write and say the numbers.

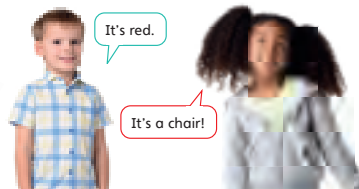
0 1 2 3 4 5 6 7 8 9 10

2 Listen and colour the key. Then colour by number.



3 Make numbers from coloured clay. Say the numbers.

4 Play Guess the item.



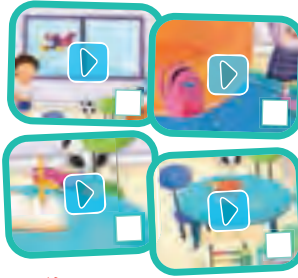
6 six

Language lab

GRAMMAR: OPEN YOUR BOOK

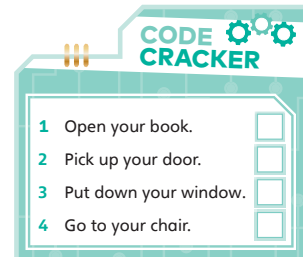
I will learn how to follow instructions in English.

1 Watch and number.



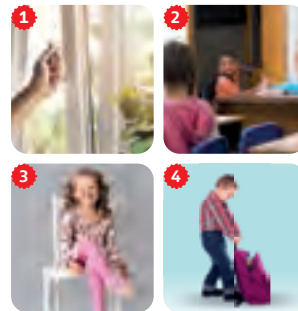
Open your book. / Close your book.
Stand up. / Sit down.

3 Read and tick the correct instructions.



- 1 Open your book.
- 2 Pick up your door.
- 3 Put down your window.
- 4 Go to your chair.

2 Listen, point and role-play.

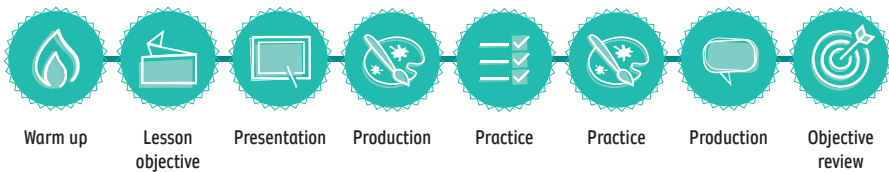


4 Make a number catcher.
Play Choose my action.



seven 7

Lesson flow



LESSON OBJECTIVE

I will learn colour words and number words 1-10.

KEY LANGUAGE

numbers 1-10	pink
black	purple
blue	red
brown	white
green	yellow
orange	

Warm up

- Put the flashcards for the classroom objects on the board. Students say the words as you point at each picture and elicit the seven classroom objects.
- **Differentiation** Encourage less confident students to reply using single words and more confident students to reply using *It's a (chair)*.
- **Challenge** Use flashcards of the classroom objects and slowly reveal part of the picture. Students can try to guess as quickly as possible what the classroom objects are.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn colour words and number words 1–10.*
- **Involve** Students will learn 10 new colour words and number words 1–10. They will practise identifying and making sentences with them.

Presentation

1 004 Listen, write and say the numbers.

(Answers: 3 three, 6 six, 9 nine)

- Write the numbers 1–10 on the board, and point at each one saying the number in English (*one, two, three, four, five, six, seven, eight, nine, ten*) and have students repeat.
- **Assist** Point at the digits 1–10 on the board and elicit the numbers from students. Repeat a few times to give students confidence.
- **Extra** Point at the digits on the board in any order and have students say the words as you point.
- Play audio 004. Students listen, write and say the missing numbers.
- **Monitor** Check answers with the class. Play the audio again if needed.

CREATIVITY COMMUNICATION

Production

- Put the colour flashcards on the board and point at each one saying the colour in English (*black, blue, brown, green, orange, pink, purple, red, white, yellow*) and have students repeat.
- **Assist** Point at the colour flashcards on the board and elicit the colours from students. Repeat a few times to give students confidence.
- **Challenge** Start drawing part of a rainbow on the board with one colour and have students try to guess as quickly as possible what colour it is. Next, add another colour to the rainbow and again have students guess. Repeat with all the colours students know!

Practice

2 005 Listen and colour the key. Then colour by number.

(Answers: 1 red, 2 blue, 3 green, 4 orange, 5 purple, 6 brown, 7 pink, 8 yellow)

- Tell students to listen and colour the circles with numbers at the top of the picture. Play audio 005.
- **Monitor** Check answers with the class. Play the audio again if needed.

- Have students use the key they have coloured in (circles with numbers) to colour in the rest of the picture. The parts of the picture with a number (1) inside the black lines should be coloured the same colour as the number (1) in the circle. As an example, point at the window and ask *What colour? (red).*

CREATIVITY

Practice

3 Make numbers from coloured clay. Say the numbers.

- **Assist** On the board, write the digits 1–10 to remind students how to write the numbers.
- Give students some different coloured clay and have them make any of the numbers from 1–10. They can try to make the numbers in different sizes and with different colours.
- **Monitor** Watch students and provide support if needed. Take notes on any general issues with writing the numbers 1–10 as digits.

COMMUNICATION

Production

4 Play *Guess the item*.

- Read the examples in the speech bubbles and ask students to repeat. Have them look at the picture in Activity 2, and explain that they should take turns guessing the classroom objects by their colours using *It's (red). It's a (chair).*
- **Monitor** Listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.
- **Differentiation** Fast finishers can repeat the activity with objects in the classroom (*bag, book, chair, door, pencil, table, window*). Explain that some objects might be more than one colour or that there might be two of the same objects of different colours.

Objective review

- Revisit the lesson objective. Say *Now I can use colour words and number words 1–10.*
- **Involve** Encourage awareness of what students can do by eliciting the new colour words and number words and having students point at pictures of them.

Language lab

GRAMMAR: OPEN YOUR BOOK

My colourful classroom

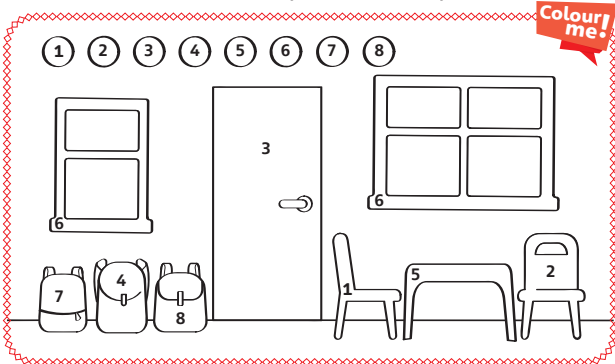
VOCABULARY

I will learn colour words and number words 1-10.

1 Listen, write and say the numbers.

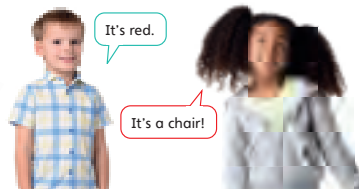
0 1 2 3 4 5 6 7 8 9 10

2 Listen and colour the key. Then colour by number.



3 Make numbers from coloured clay. Say the numbers.

4 Play Guess the item.



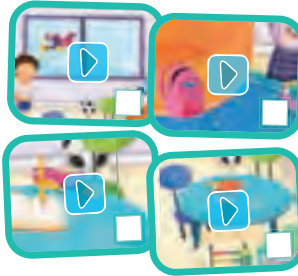
6 six

Language lab

GRAMMAR: OPEN YOUR BOOK

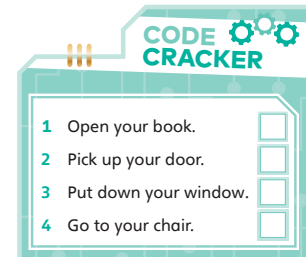
I will learn how to follow instructions in English.

1 Watch and number.



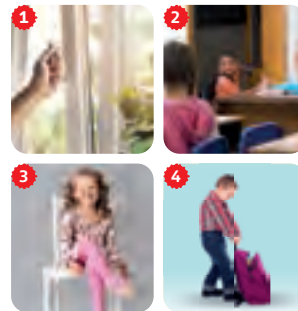
Open your book. / Close your book.
Stand up. / Sit down.

3 Read and tick the correct instructions.



- 1 Open your book.
- 2 Pick up your door.
- 3 Put down your window.
- 4 Go to your chair.

2 Listen, point and role-play.

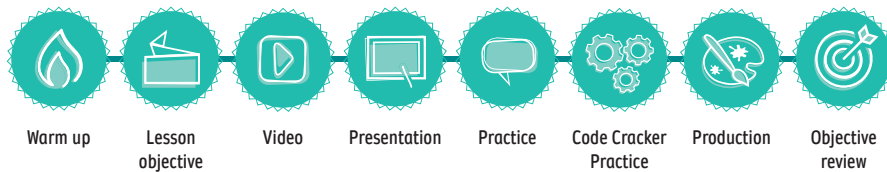


4 Make a number catcher.
Play Choose my action.



seven 7

Lesson flow



LESSON OBJECTIVE

I will learn how to follow instructions in English.

KEY LANGUAGE

Open your book. Stand up.
Close your book. Sit down.

Warm up

- Revise classroom objects and colour words with students. Ask *What's this? (It's a book.) What colour is it? (It's red.)* Then have students make one sentence (*It's a red book.*).

- Have students sit in two lines. Show the first student in each line a classroom object flashcard. The student whispers to the next student in the line what they saw (*It's a red book.*). Students continue to whisper to each other until the last student in the line. The last student has to tell the class what they think the flashcard is. Explain to students that the aim is to ensure the last student says the correct classroom object.
- Differentiation** You can repeat the game using different numbers of classroom objects, too, for example, *three chairs, two doors*. You could use pictures from the Pupil's Book or tell students a number and show them the classroom objects flashcards.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn how to follow instructions in English.*
- **Involve** Students will learn how to follow instructions in English that will be useful during lessons in the classroom. They will practise using the new language in different contexts.

Video

1 006 Watch and number.

(Answers: 1, 4, 3, 2)

- Play the video *Welcome unit: Polly* or audio 006. Ask students to sit and watch or listen quietly.
- Point at the first picture and ask *What's this? (It's a window.)*. Then repeat for the other pictures. Tell students to number the pictures 1–4 in the order they see them in the video or hear them in the audio. Play the video or audio again.

Presentation

- Show students the grammar box and read the examples. Ask students to repeat.
- **Assist** Role-play opening your book for students and say *Open your book*. Have students repeat. Then role-play closing your book and say *Close your book*. Again, have students repeat. Then repeat the actions and words for *Stand up*. and *Sit down*.
- Next, play *Teddy says*. Explain to students that if *Teddy says* do an action, then they should do the action, but if *Teddy doesn't say* do the action, then they shouldn't move. Remember not to do the actions with students! For example, *Teddy says open your book* (students open their books). *Teddy says sit down* (students sit down). *Stand up* (students stay sitting down).

COMMUNICATION

Practice

2 007 Listen, point and role-play.

(Answers: 1 Open the window., 2 Shut the door., 3 Sit down., 4 Pick up your bag.)

- Have students look at the pictures and try to guess what they could say for the instruction. For any correct guesses, repeat the instruction and have students repeat after you.
- Play audio 007. Students listen, point at the pictures and mime the instructions while saying them out loud.
- **Monitor** Check answers with the class and have them mime the instructions. Play the audio again if needed.

CODE CRACKER

Practice

3 Read and tick the correct instructions.

(Answers: 1 and 4)

- Coding syllabus: Students will use logical reasoning to predict the outcome of a series of steps.
- Students will learn how to identify the correct instructions by reading and comparing each instruction with those they learnt in Activities 1 and 2. They will also use logical reasoning.
- Read the first instruction and ask students if it's the same as one of the instructions they learnt in Activities 1 or 2 to elicit *yes*. Then ask them to show you the action and have students open their books.
- **Assist** Next, read the second instruction and ask students if it's the same as one of the instructions they learnt in Activities 1 or 2 to elicit *no*. Then ask them to show you the action and have students try to pick up the door. This is to ensure students use logical reasoning!
- Have students complete the activity on their own and then compare with a partner.

CREATIVITY COMMUNICATION

Production

4 Make a number catcher. Play *Choose my action*.

- Students press out the square shape in the back of their Pupil's Books, put it on their desks white side up, then fold each corner with the colour squares on into the centre of the big square. Then they turn the big square over so that they can see all the text labels and fold each corner into the centre again. The numbers should now be showing. Then they fold it in half and insert their thumb and forefingers into the little pockets under the colours and open and close it with one hand!
- Have students work in pairs. One student holds the number catcher and the other chooses one of the four colours. The first student opens the number catcher and then the second student chooses one of four numbers. The first student opens the flap with the number on it and reads out the instruction. The second student must role-play or mime the instruction. Students take turns and continue to play.

Objective review

- Revisit the lesson objective. Say *Now I know how to follow instructions in English.*
- **Involve** Encourage awareness of what students know by miming different actions and eliciting full sentences (*Open your book. Stand up.*).

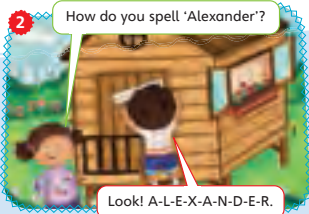
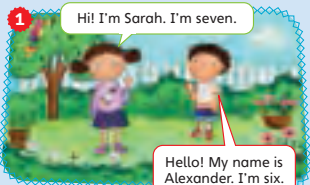
Story lab

READING

I will read a story and learn how to introduce myself.

1 Listen and read the story.

Hello!



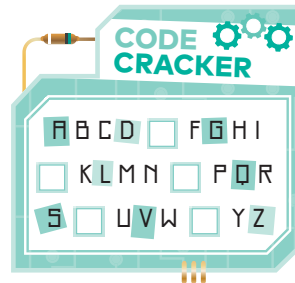
2 Draw yourself in the story and complete.



My name is _____ .
I'm _____ .

8 eight

3 Listen and sing. Then listen and complete.



4 Look and write. Check with your partner.



Values Make new friends.

5 Listen and read. Then ask and answer.

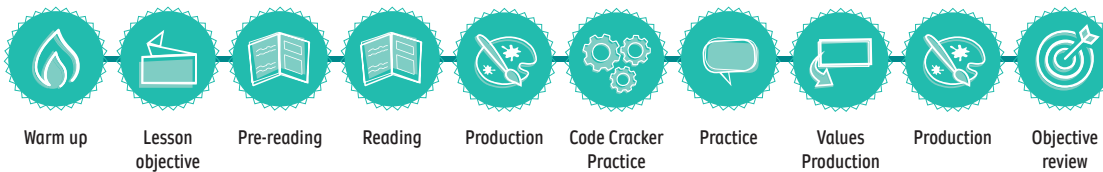


6 Make a name keychain.



nine 9

Lesson flow



LESSON OBJECTIVE

I will read a story and learn how to introduce myself.

KEY LANGUAGE

Hello. How are you?	How do you spell that?
I'm great.	M-I-C-H-A-E-L.
What's your name?	How old are you?
My name is Michael.	I'm six years old.

Warm up

- Have students stand up and remind them of the actions for the song on page 5.

- Play audio 003 and have students sing along and do the actions.
- Monitor** Ask more confident students to stand at the front of class for others to copy. Watch and listen to students and provide support if needed.

Lesson objective

- Introduce the lesson objective. Say *Today I will read a story and learn how to introduce myself.*
- Involve** Students will listen to and read a story and learn how to introduce themselves. They will use the words and pictures to understand the story.

Pre-reading

- Ask students to look at the pictures and make predictions about what will happen in the story in L1. Write some ideas on the board. Once you have read the story together, you can compare these ideas and discuss any similarities or differences with students in L1.

Reading

1 008 Listen and read the story.

- Play audio 008 and have students listen and follow the story in their Pupil's Books.
- **Monitor** Ask students questions to check their understanding. Point at Sarah in frame 1 and ask *What's her name? (Sarah) How old is she? (seven)*. Point at Alexander in frame 2 and ask *How do you spell Alexander? (A-L-E-X-A-N-D-E-R)*. Point at the parrot in frame 4 and ask *What's her name? (Polly) How old is she? (two)*.
- **Challenge** Have students close their books. Hold up the story cards one by one and ask students to retell the story in their own words.

CREATIVITY

Production

2 Draw yourself in the story and complete.

- Show students the drawing box and ask them to draw themselves. Then they complete the sentences by writing their name and age.
- **Assist** Ask *What's your name?* and then answer the question yourself (*My name is ...*). Then ask a few confident students the same question and elicit their answers. Repeat with *How old are you? I'm ...*

Practice

3 009 Listen and sing. Then listen and complete.

(Answers: E, J, O, T, X)

- Coding syllabus: Students will identify simple problems or errors in a series of steps and correct them to achieve a task or outcome.
- Students will listen to the alphabet song and decide which letter is missing from the song lyrics by using the information they have and logical reasoning.
- Play audio 009. Have students close their books and listen to the song quietly.
- Play the audio again and have students sing along. You may need to repeat the song a few times for students to remember.
- Have students open their books and play the audio again. Students write the missing letters in the boxes.

CODE CRACKER

COMMUNICATION

Practice

4 Look and write. Check with your partner.

(Answers: 1 chair, 2 window, 3 door, 4 book)

- Point at picture 1 and ask *What's this? (It's a chair.) How do you spell chair? (C-H-A-I-R)*. Have students complete the activity alone.
- Have students ask and answer with their partner using *How do you spell (chair)?*
- **Assist** Watch and listen to students. Provide support and encouragement when needed. Ask students to correct each other's spelling, and to say *Well done!* when they give correct answers.

Values

Production

5 010 Listen and read. Then ask and answer.

- Students will learn the value of how to make new friends by learning how to greet each other.
- Play audio 010. Students listen and read.
- Ask two students to read the examples in the speech bubbles. Have students work with their partner and role-play the introductions.
- **Monitor** Listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.
- **Extra** Have students swap partners so that they can role-play the introductions with other students, too. Remind them to take turns.
- Remind students of the value *Make new friends*.

CREATIVITY

Production

6 Make a name keychain.


- Materials needed: string, lettered beads or wooden beads that you can write on.
- Students make a name keychain to give to their friend or for themselves.
- Give students a piece of string and a selection of lettered or wooden beads. If you use wooden beads, ensure students have colouring pens so that they can write letters on them. Have students spell out their names and put the beads on the string in the correct order.

Objective review

- Revisit the lesson objective. Say *Now I can read a story and know how to introduce myself*.
- **Involve** Encourage awareness of what students can do by asking them to read a few lines from the story out loud and introduce themselves.


Activity Book answer key and notes

WELCOME!

1  **002 Listen and number. Then write.**
(Answers: **1** table, **2** door, **3** book, **4** chair, **5** bag, **6** pencil, **7** window)

2 Cover a photo in 1. Play *What's missing?*

- Students take turns to cover one of the photos in Activity 1 and their partner has to guess the photo. Remind the student guessing to cover their eyes when their partner chooses a photo.

3  **003 Listen to the song. Then greet your partner.**

- Students listen to the song and take turns to use the words to greet their partner.

My colourful classroom

1  **004 Listen and complete in the correct colour.**

(Answers: **1** r, **2** p, **3** g, **4** o, **5** b, **6** p, **7** b, **8** b, **9** y)

2 Look and colour. Then say the colours and numbers.

(Answers: **0** = orange, **2** = pink, **3** = purple, **5** = red, **7** = blue, **9** = yellow)

3 Look at 2. Which numbers from 0–10 are missing?

(Answers: **1**, **4**, **6**, **8**, **10**)

- In this Maths activity, students learn to identify which numbers from 0–10 are missing from the picture.

4 Read and draw.

(Answers: Students draw a picture with seven purple books and a picture with four pink chairs.)

Language lab

1  **005 Listen and continue the sequence.**

- In this coding activity, students learn to continue the sequence of objects and colours in the same order as the pictures on the page.

(Answers: **1** Shut the door. Open the door., **2** Go to the table. Go to the chair., **3** Pick up your book. Put down your book.)

2 Read and match.

(Answers: **1** Shut your book., **2** Put down your pencil., **3** Sit down., **4** Shut the window., **5** Put down your bag.)

3 Play *Opposites tennis*.

- Students take turns to say an instruction and their partner has to say the opposite instruction.

Story lab

1 Read the story again. Then complete.

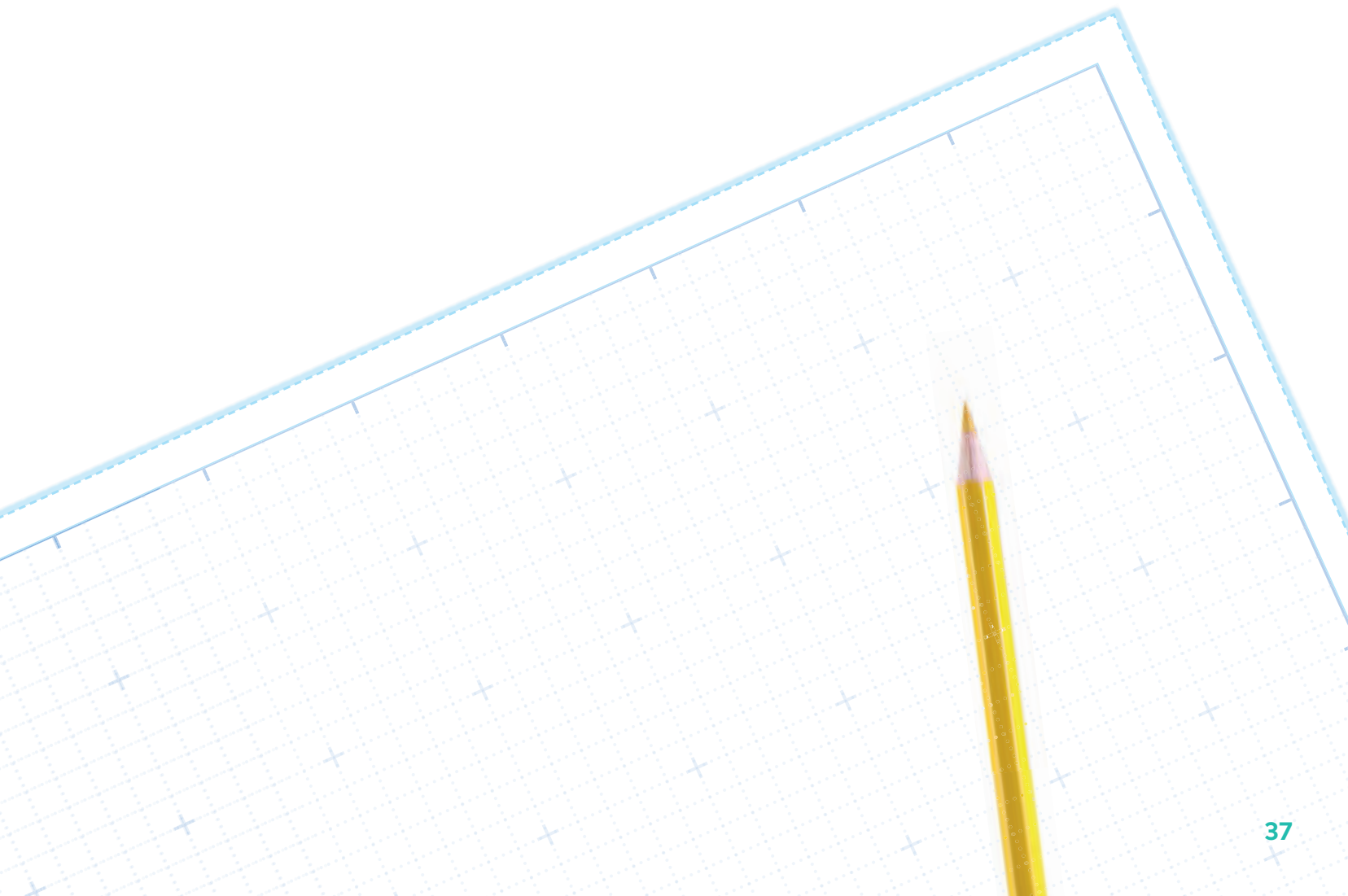
(Answers: **1** Sarah, seven, Alexander, six, **2** Polly, two)

2 Read and match. Then ask and answer.

(Answers: **8** EIGHT, **4** FOUR, **9** NINE, **2** TWO)

3 Order and write the questions. Then ask and answer.

(Answers: **1** How are you?, **2** What's your name?, **3** How do you spell that?, **4** How old are you?)



1

Let's play!

OBJECTIVES

Reading

- Reading accuracy – Can recognise key words and basic phrases in short, simple cartoon stories.
- Reading accuracy – Can understand simple contractions (e.g., 'What's', 'It's').

Listening

- Listening accuracy – Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.
- Listening comprehension – Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g., 'What's this?').

Speaking

- Spoken process and strategies – Can recite a short, simple rhyme or chant.
- Spoken production – Can name everyday objects, animals or people around them or in pictures using single words.
- Spoken acts – Can ask about the identity of an object using a basic phrase (e.g., 'What's this?').

Writing

- Writing accuracy and appropriacy – Can label simple pictures related to familiar topics by copying single words.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
aeroplane	The sounds /p/ and /b/	fabric	What's this?
ball	ball	float	It's a ball.
boat	boat	metal	It's an aeroplane.
building blocks	bus	plastic	It's a big car.
bus	panda	sink	It's an orange ball.
car	pink	wood	It's a small octopus.
doll	play		I know.
octopus	purple		I don't know.
teddy bear			
train			

PROJECT: MAKE A TOY THAT FLOATS

Students will think about and discuss toys and materials that float. They will choose a toy to make that floats and put it in water to test it, recording their results. Finally, they will describe the toy they made, why they chose the material, and their result to their partner.

Materials: a container filled with water, scissors, glue, coloured pencils, paper, card, foil trays, plastic bottles, bits of fabric, ice lolly sticks, etc.

EXPERIMENT LAB: MATERIALS

Students will learn about different materials that toys are made of and find out if those materials float. They will put different materials in water to see what happens.

Materials: a container filled with water and at least five toys made from different materials that float or sink (plastic boat, metal car, plastic octopus, wooden train, fabric doll)

Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

CODING: ALGORITHMS/SEQUENCING AND EVENTS

- Students will learn about algorithms and sequencing by identifying simple problems or errors in a series of steps and correcting them to achieve a task or outcome.
- Students will learn about events by completing skeleton or incomplete event plans.

MATHS

Students will learn how to count from 1–10.

VALUES AND SOCIAL-EMOTIONAL LEARNING: BE SAFE

Students will learn how to be safe by holding scissors correctly.

CREATIVE ACTIVITIES

Make your own picture dictionary.

This feature occurs in each Vocabulary lesson and encourages students to process new vocabulary through drawing and writing.

Draw a toy. Circle and write.

Students draw a picture of a new toy word they've learnt. They label it and circle the correct use of *a/an*.

Act out the story in groups.

This feature occurs in each Story lab lesson and will help students to revisit and produce core language learnt so far in the unit, as well as collaborate with other students in a fun context.



How can I make a toy that floats?

OPENER

1 Let's play!

How can I make a toy that floats?

1 Look at the photo. What can you see?

2 Stick the toys on the picture.

3 Listen and point. Then sing along and dance.

SONG TIME

Let's play today!

Go **train**, go!
Toot Toot Toot!
Go train, go!
Toot Toot Toot!

Let's play! Let's play!
Let's play! Let's play
today!

Toot!
Toot!

Go **aeroplane**, go!
Nnaaaw!
Go aeroplane, go!
Nnaaaw!

Repeat chorus

Go **car**, go!
Beep Beep Beep!
Go car, go!
Beep Beep Beep!

Repeat chorus

Nnaaw

Beep!
Beep!

Lesson flow



Warm up



Critical thinking



Lesson objective



Presentation



Practice



Song



Objective review

LESSON OBJECTIVE

I will learn about toys.

KEY LANGUAGE

aeroplane
boat
car
train

Warm up

- Greet students by saying *Hello, I'm (name)*. Ask an individual student *What's your name?* and encourage them to reply *My name's (Lucy)*. Repeat with several students.
- Next, ask *How are you?* Show students a big smile and say *I'm fine!* Ask an individual student *How are you?* and encourage them to reply *I'm (fine)!* Repeat with several students.
- **Monitor** Ask students to ask and answer with their partner. Listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.



CRITICAL THINKING

- Ask *How can I make a toy that floats?* Explain that students will make a toy that floats as their final project. Then ask them in L1 what they need to be able to complete the project. Write ideas on the board (*toys, materials that float, a plan, etc.*).
- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (*vocabulary for toys and materials, etc.*). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.
- **Extra** Ask students if they can think of any toys that float and write them on the board (*boat, octopus, doll, ball*). Then ask students to draw a picture of one of those toys floating in their notebooks.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about toys.*
- **Involve** Students will learn to sing a song with actions about toys. The rhythm, music and actions will help both memory and recall of the new language.



COMMUNICATION

Presentation

1 Look at the photo. What can you see?

- Ask students to look at the photo and share their ideas. Encourage them to use words they know, like colours and numbers.
- **Differentiation** Point at the children and ask *How are they? (fine/happy)*. Ask students how the picture makes them feel. Encourage them to use English, but accept answers in L1 and write the English words on the board.



CRITICAL THINKING

Practice

2 Stick the toys on the picture.

(Answers: Students stick the train on the tracks, the boat on the water and the aeroplane in the sky.)

- Ask students to look at the picture and guess where the stickers can go. Write ideas on the board. Ask students questions in L1 to ensure understanding, and encourage discussion about the reasons for students' guesses.
- Ask students to add their stickers to the picture.

- **Assist** Look back at the ideas on the board and discuss any similarities or differences with students in L1.
- Introduce the new vocabulary (*aeroplane, boat, car, train*) and encourage students to say the words out loud.
- **Challenge** Show students the toy flashcards and ask them where the toys can go in the picture. Have them come to the board and point at the toy and the place in the picture, for example, octopus and water. Ask them to give reasons in L1, for example, building blocks go on the ground, because they can't fly in the air or float on water.

Song 🎵

3 🎧 011 Listen and point. Then sing along and dance.

- Play audio 011. Have students listen and read along with the song quietly.
- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times for students to remember.
- Actions are: *Go train, go!* (forearms at right angles to body, move forwards and round like the wheels of a train) *Toot Toot Toot!* (one fist clenched parallel to head, with a pulling down action like sounding a train whistle) *Go aeroplane, go! Nnaaaw!* (arms outstretched like plane wings) *Go car, go!* (hands held as if on a steering wheel) *Beep Beep Beep!* (one hand with palm out and fingers splayed pushed forwards and down as if pressing the horn on a car steering wheel).
- **Extra** Divide the class into two groups to sing the song. One group sings the words and the other group makes the sounds and does the actions. Swap so that both groups practise the different parts. You could use the dance move cards to help guide students.

Objective review

- Revisit the lesson objective. Say *Now I know about toys.*
- **Involve** Encourage awareness of what students know by eliciting the new toy words and their actions.

Toy room

VOCABULARY

Toy room

VOCABULARY

I will learn toy words.

1 Listen, point and repeat.



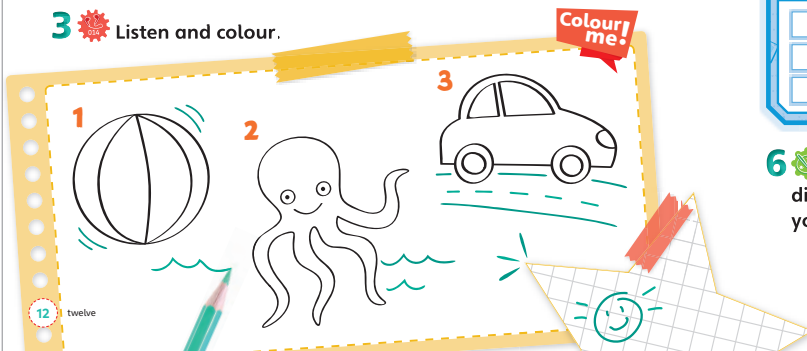
1 bus 2 car 3 doll 4 ball 5 aeroplane



6 train 7 building blocks 8 boat 9 teddy bear 10 octopus

2 Look at 1. Listen and say.

3 Listen and colour.



4 Look and say.



5 Find and count. Then say.

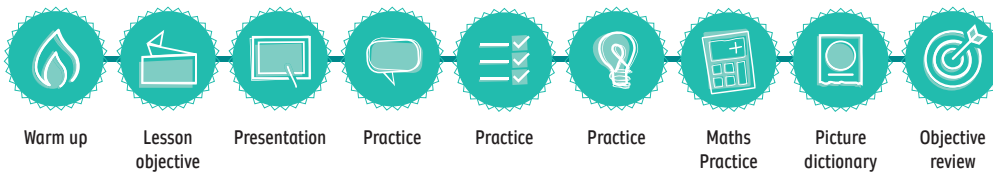
MATHS ZONE

<input type="checkbox"/> teddy bears	<input type="checkbox"/> octopus	<input type="checkbox"/> boats	<input type="checkbox"/> cars
<input type="checkbox"/> building blocks	<input type="checkbox"/> trains	<input type="checkbox"/> aeroplanes	<input type="checkbox"/> balls
<input type="checkbox"/> dolls	<input type="checkbox"/> buses		

6 Make your own picture dictionary. Draw toy words you know.



Lesson flow



LESSON OBJECTIVE

I will learn toy words.

KEY LANGUAGE

aeroplane	car
ball	doll
boat	octopus
building blocks	teddy bear
bus	train

Warm up

- Show students a coloured object and ask *What colour is it? (red)*. Repeat with several objects around the room, for example, a pencil, a book, etc.
- Then ask students to point and answer with their partner.
- **Assist** Ask students if they know any toy words. Elicit the words *aeroplane*, *boat*, *car* and *train*. Encourage students to share any other toy words they know.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn toy words.*

- **Involve** Students will learn 10 new toy words that relate to their everyday lives. They will practise identifying and making sentences with them.

Presentation

1  **012 Listen, point and repeat.**

- Point at each of the toys in the photos and ask *What's this? (bus).*
- Play audio 012. Students listen, point at the toys and repeat the words.

 **COMMUNICATION**

Practice

2  **013 Look at 1. Listen and say.**

(Answers: 6 train, 10 octopus, 7 building blocks, 1 bus, 5 aeroplane, 2 car, 4 ball, 9 teddy bear, 3 doll, 8 boat)

- Ask students to look at the toys in Activity 1 and show them the numbers below each photo.
- Play audio 013. Students listen and say a toy for each number they hear.
- **Extra** Ask students to work with a partner. Student A says a toy and Student B has to say the number.

Practice

3  **014 Listen and colour.**

(Answers: 1 red, 2 green, 3 blue)

- Point at the green pencil and ask *What colour is it? (green).* Say *The pencil is green.* Then point at the ball and say *Listen and colour.*
- Play audio 014. Students colour the toys.

 **CRITICAL THINKING**  **COMMUNICATION**

Practice

4 Look and say.

(Answers: 1 train, 2 building block, 3 bus, 4 ball, 5 teddy bear)

- Students work with a partner and guess what the toys are. Encourage them to give reasons when they don't agree.
- **Monitor** Check answers with the class. Encourage students to give reasons for any incorrect answers.
- **Challenge** Use flashcards or pictures of the toys and slowly reveal part of the picture. Students can try to guess as quickly as possible what the toys are.

Practice

5 Find and count. Then say.

(Answers: 9 teddy bears, 1 octopus, 6 boats, 8 cars, 4 building blocks, 7 trains, 5 aeroplanes, 10 balls, 2 dolls, 3 buses)

- Students will practise counting from 1–10.
- Revise counting from numbers 1–10. Ask students to stand in a circle and count them *One, two, three, four.* Stop and say *Count with me.* Continue counting with students up to 10 and then start again at one. Once students are confident counting, ask them to only say their number and count around the circle again.
- Students find and count all of the toys. They write the number of toys in the boxes.
- **Differentiation** Fast finishers can find and count the toys of the same colour and then write the colours and answers in their notebooks.

 **CREATIVITY**

Picture dictionary

6 Make your own picture dictionary. Draw toy words you know.

- Ask students to use a new notebook or the back of their English notebooks to create a picture dictionary for all of the new words they'll learn throughout the book.
- Show students the examples in the book, then write the 10 new toy words on the board. Ask students to close their Pupil's Books and encourage them to use their imagination to draw the new words in their notebooks.
- Encourage students to copy the words tidily under the pictures they draw.
- **Differentiation** Give students the time they need to decide how they want to organise their picture dictionary and encourage them to use the same style for the rest of the book. They could draw the pictures in the same order as they're presented or in alphabetical order. They could incorporate the word into the picture or add it as a label underneath.

Objective review

- Revisit the lesson objective. Say *Now I can use toy words.*
- **Involve** Encourage awareness of what students can do by eliciting the new toy words and having students point at pictures of them.

Language lab 1

GRAMMAR 1: IT'S A / AN ...

Language lab 1

GRAMMAR 1: IT'S A / AN ...

I will name toy words using *It's a / It's an.*



It's a ball.
It's an aeroplane.

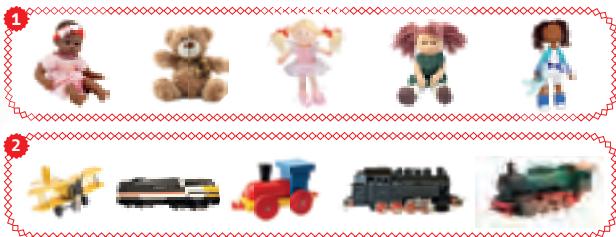
What is
= What's
It is
= It's

1 Watch. Look at 2 and point at the toys.

2 Listen and number.

- | | |
|---|--|
| <input type="checkbox"/> It's an aeroplane. | <input type="checkbox"/> It's a car. |
| <input type="checkbox"/> It's an octopus. | <input type="checkbox"/> It's a train. |

3 Which toy is different? Circle and say.



14 fourteen

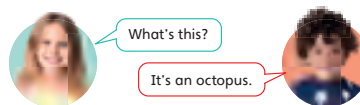
4 Match the toy to the gift. Then write.

1 _____ an aeroplane. 2 _____ a car. 3 _____ a boat.



- | | | |
|-----------------|-----------------------|---------------------|
| 4 _____ a ball. | 5 _____ a teddy bear. | 6 _____ an octopus. |
|-----------------|-----------------------|---------------------|

5 Look at 4. Ask and answer.



6 Draw a toy. Circle and write.

7 Describe it to your partner.

It's a / an _____.

fifteen 15

Lesson flow



Warm up

Lesson objective

Video

Presentation

Practice

Practice

Practice

Practice

Production

Production

Objective review

LESSON OBJECTIVE

I will name toy words using *It's a / It's an.*

KEY LANGUAGE

What's this?

It's a ball.

It's an aeroplane.

Warm up

- Put the flashcards for the toys on the board. Ask *What's this?* as you point at each picture and elicit the 10 toy words.

- Differentiation** Encourage more confident students to reply using *It's a / It's an.*

Lesson objective

- Introduce the lesson objective. Say *Today I will name toy words using It's a / It's an.*
- Involve** Students will learn how to ask and answer about toys using *What's this? It's a / It's an.* They will practise using the new language in different contexts.

Video

1 015 Watch. Look at 2 and point at the toys.

- Play the video *Unit 1: I know!* or audio 015. Ask students to sit and watch or listen quietly.
- **Monitor** Show students the toys in Activity 2. Tell them to point at the toys when they see them in the video. Play the video or audio again. Watch students and provide support if needed. Take notes on any general issues with identifying toys.

Presentation

- Show students the grammar box and read the examples. Ask students to repeat.
- Ask students in L1 why we say *a ball* and *an aeroplane*. Elicit that we use *an* with words beginning with a vowel.
- **Assist** Check students know which letters are vowels (*a, e, i, o, u*). Ask them for examples of words that use *a* and *an*.
- Show students the tips box and read the examples. Ask students to repeat.

Practice

2 016 Listen and number.

(Answers: 3 aeroplane, 4 car, 1 octopus, 2 train)

- Tell students to listen and number the toys in the order they hear them. Play audio 016.
- **Monitor** Check answers with the class. Play the audio again if needed.

CRITICAL THINKING COMMUNICATION

Practice

3 Which toy is different? Circle and say.

(Answers: 1 teddy bear, 2 aeroplane)

- Point at picture 1 and ask students to find the toy that is different. Then repeat with picture 2.
- Students find and circle the toy that is different. They then ask and answer with their partner using *What's this? It's a / It's an*.
- **Differentiation** More confident students could try to explain why the toys are different by using words they know, like colours and numbers.

Practice

4 Match the toy to the gift. Then write.

(Answers: 1 It's, 2 It's, 3 It's, 4 It's, 5 It's, 6 It's)

- Students look at the shape of the toys and try to find a gift with the same shape. They draw a line between the toy and the gift.

- Encourage students to draw the line in any style they want, as long it clearly shows the answer. This will also improve hand-eye coordination.
- Students complete the sentences with the missing words.

COMMUNICATION

Practice

5 Look at 4. Ask and answer.

- Students work with a partner and ask and answer. They can point at the toys or the presents to make the activity more or less difficult.
- **Challenge** Watch and listen to students. Fast finishers can use the picture in activity 5 on page 13, or ask and answer about the new vocabulary in the Welcome! unit on pages 4–5.

CREATIVITY

Production

6 Draw a toy. Circle and write.

- Show students the drawing box and ask them to choose a toy to draw. Then they circle the correct word and write the word for the toy.
- **Extra** Have students draw another toy in their notebook and write the sentence using *It's a / It's an*.

COMMUNICATION

Production

7 Describe it to your partner.

- Students take turns to describe their toy to their partner. Remind them to use words they know, like colours and numbers.
- **Assist** Watch and listen to students. Provide support and encouragement when needed. Ask students to correct each other's pronunciation and grammar, and to say *Well done!* when they give accurate descriptions.

Objective review

- Revisit the lesson objective. Say *Now I can name toy words using It's a / It's an*.
- **Involve** Encourage awareness of what students can do by showing them pictures of toys and asking *What's this?* to elicit full sentences (*It's an aeroplane.*).



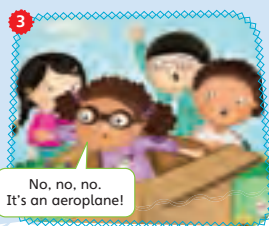
Story lab

READING

I will read a story about toys.

1 Listen and read the story.

Let's play together



2 Match. Then write.

- 1 It's a _____.
- 2 It's an _____.



Values Be safe.

3 Look at the story. Then tick the safe picture.



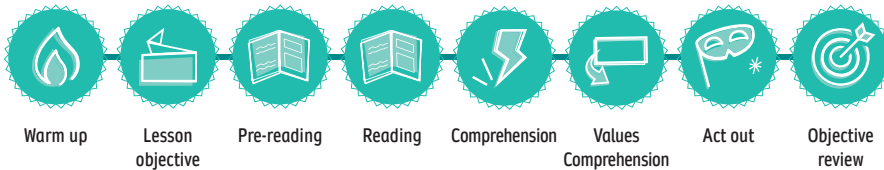
4 Act out the story in groups.



16 sixteen

seventeen 17

Lesson flow



LESSON OBJECTIVE

I will read a story about toys.

Warm up

- Have students stand up and remind them of the actions for the song on page 11.
- Play audio 011 and have students sing along and do the actions.
- **Monitor** Ask more confident students to stand at the front of class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about toys.*
- **Involve** Students will listen to and read a story about toys. They will use the information from the pictures and words to understand the story.

Pre-reading

- Ask students to look at the pictures and make predictions about what will happen in the story in L1. Write some ideas on the board. Once you've read the story together, you can compare these ideas and discuss any similarities or differences with students in L1.

Reading

1 017 Listen and read the story.

- Play audio 017 and have students listen and follow the story in their Pupil's Books.
- **Monitor** Ask students questions to check their understanding. Point at the characters in the story and ask *Who's this? (Lee)*. Repeat for each character. Point at the story frames where the children make the box into a toy and ask *What's this? (It's an aeroplane.)*. Encourage students to use full sentences.
- **Challenge** Have students close their books. Hold up the story cards one by one and ask students to retell the story in their own words.

Comprehension

2 Match. Then write.

(Answers: 1 b boat, 2 a aeroplane)

- Ask students to look at the pictures and match them to the toys the children make from the box in the story. Students look at the spelling of the words to decide which word comes after *a* and *an*. Remind them that *an* comes before words starting with a vowel.
- Students match the pictures to the sentences and then complete.
- **Extra** Students can point at toys in the story and ask and answer with a partner using *What's this? It's a / It's an.*

Values

Comprehension

3 Look at the story. Then tick the safe picture.

(Answer: 1)

- Students will learn the value of how to be safe by holding scissors correctly.
- Explain to students that scissors can be dangerous. Ask them if they know why and write ideas on the board.
- Ask students to look at the story and tick the safe picture. Discuss why the other picture isn't safe.
- Remind students of the value *Be safe*.



CREATIVITY



COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Act out

4 Act out the story in groups.

- Put students in groups of five and ask them to decide who plays each character. Ensure students are happy to play the character they have picked regardless of gender differences. Note, the character of 'mum' only has one line so this could be played by you (the teacher) or by a less confident student.
- **Assist** Before students act out the story, have them read it as a group. Then have them read it again with each student reading their character's lines. This will help them to remember their lines.
- Have each group of students practise individually before bringing them together to act out in front of the rest of class. Encourage students to provide support and encouragement for each other and, after each group has acted out the story, have them clap or say *Well done!*
- **Differentiation** Put students in groups of the same ability and have them make changes to the story. For example, they can change the ending, change what happens or extend the story.

Objective review

- Revisit the lesson objective. Say *Now I can read a story about toys.*
- **Involve** Encourage awareness of what students can do by asking them to read a few lines from the story.

Phonics lab

P AND B

Phonics lab

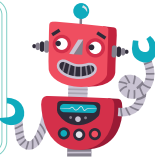
P AND B

I will learn the p and b sounds.

1 Listen and chant.



It's a panda, p, p, panda.
It's a bus, b, b, bus.
It's a boat, b, b, boat.
The bus is pink, p, p, pink.
The boat is purple, p, p, purple.
The panda plays in the boat!



2 Listen and circle words starting with p in red. Circle words starting with b in blue.



3 Continue the sequence. Say the sounds.



CODE CRACKER



18 eighteen

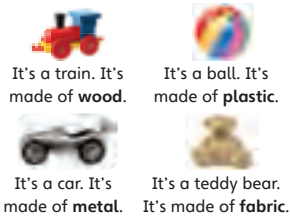
Experiment lab

ENGINEERING: MATERIALS

I will learn about toy materials.

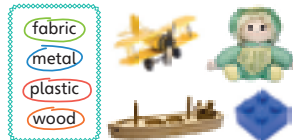
Watch a video about things that float or sink.

1 Listen, read and point.



It's a train. It's made of wood. It's a ball. It's made of plastic.
It's a car. It's made of metal. It's a teddy bear. It's made of fabric.

2 Look and circle. Then point and say.



fabric
metal
plastic
wood

3 Look at your classroom. What are things made of? Find and say.

EXPERIMENT TIME

Float or sink?

- Choose 5 toys.
- What are they made of?
- Do they float or sink? Guess.



- Put the toys in water.
- Do they float or sink? Try.
- What are they made of?
- Record your results.

Float Sink
plastic boat metal aeroplane

nineteen 19

Lesson flow



Warm up Lesson objective Chant Presentation Practice Code Cracker Practice Objective review

LESSON OBJECTIVE

I will learn the p and b sounds.

KEY LANGUAGE

The sounds /p/ and /b/
ball panda
boat pink
bus play
purple

Warm up

- Revise colour words with students. Put all of the colour flashcards on the board and ask *What colour is it? (It's blue.)*. Encourage students to use full sentences.
- Show students a coloured object and ask *What colour is it? (It's blue.)*. Then tell them that they need to find an object with the colour you say. Ask students to find objects for each of the colour words, saying the colour each time.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn the p and b sounds.*
- **Involve** Students will learn the sounds /p/ and /b/ through words that start with those sounds. The chant they learn will help them to remember and recall the sounds through rhythm and context.

COMMUNICATION

Chant

1 🎧 018 Listen and chant.

- Play audio 018. Have students listen and read along with the chant quietly.
- Play the audio again. Have students chant along and encourage them to emphasise the /p/ and /b/ sounds.
- **Extra** Divide the class into two groups and ask one group to chant the /p/ letters and words, and the other group to chant the /b/ letters and words. Swap so that both groups practise the different sounds.

Presentation

- Write the letters *p* and *b* on the board. Point at each and ask students to say the sounds.
- **Assist** Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Play it again and ask students to copy what they see and hear.
- **Challenge** Ask students which words in the chant start with the /p/ or /b/ sound. Give weaker students an opportunity to answer. Then ask students if they know any other words that start with the /p/ or /b/ sounds.

Practice

2 🎧 019 Listen and circle words starting with *p* in red. Circle words starting with *b* in blue.

(Answers: red: pink, purple, panda, blue: bus, boat, ball)

- Play audio 019. Have students listen carefully and circle the words with the /p/ sound in red and the /b/ sound in blue.
- **Monitor** Check answers with the class. Play the audio again if needed.

CODE CRACKER

Practice

3 Continue the sequence. Say the sounds.

(Answers: 1 p (panda), 2 b (bus), 3 p (panda))

- Coding syllabus: Students will learn about algorithms and sequencing by identifying simple problems or errors in a series of steps and correcting them to achieve a task or outcome.
- Students will learn how a sequence works by identifying the pattern of pictures and the sounds they represent. Then they will choose the correct picture and sound to continue the sequence.
- Point at the first row of pictures and ask students to say /p/ or /b/. When they arrive at the empty box, ask them *P or b?* Point out the pattern of pictures and the sounds they represent to help students decide on the correct answer. They complete the empty box with a panda for the /p/ sound. Ask them to complete the activity.
- **Differentiation** Fast finishers can work with their partner to continue the sequences. The first row should continue /p/ /b/ /p/ /b/ /p/ /b/.

Objective review

- Revisit the lesson objective. Say *Now I know the p and b sounds.*
- **Involve** Encourage awareness of what students know by eliciting words with the /p/ and /b/ sounds.

Experiment lab

ENGINEERING: MATERIALS

Phonics lab

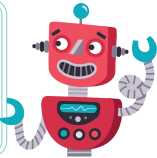
P AND B

I will learn the p and b sounds.

1 Listen and chant.



It's a panda, p, p, panda.
It's a bus, b, b, bus.
It's a boat, b, b, boat.
The bus is pink, p, p, pink.
The boat is purple, p, p, purple.
The panda plays in the boat!



2 Listen and circle words starting with p in red. Circle words starting with b in blue.



3 Continue the sequence. Say the sounds.

CODE CRACKER

1

2

3

Options: p, b

18 eighteen

Experiment lab

ENGINEERING: MATERIALS

I will learn about toy materials.

Watch a video about things that float or sink.

1 Listen, read and point.

It's a train. It's made of wood. It's a ball. It's made of plastic.

It's a car. It's made of metal. It's a teddy bear. It's made of fabric.

2 Look and circle. Then point and say.

Options: fabric, metal, plastic, wood

3 Look at your classroom. What are things made of? Find and say.

EXPERIMENT TIME

Float or sink?

- Choose 5 toys.
- What are they made of?
- Do they float or sink? Guess.

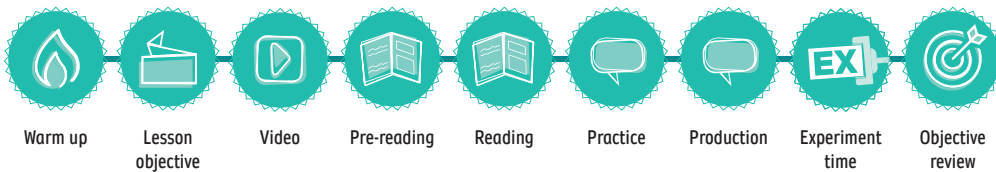


- Put the toys in water.
- Do they float or sink? Try.
- What are they made of?
- Record your results.

Float Sink
plastic boat metal aeroplane

nineteen 19

Lesson flow



LESSON OBJECTIVE

I will learn about toy materials.

KEY LANGUAGE

fabric	plastic
float	sink
metal	wood

Warm up

- Revise toy words from page 12 with students. Ask *What's this? (It's a train.)*.
- Have students sit in a circle and give every other student a toy flashcard. Then ask them to ask and answer with the student next to them. If the student answers correctly, they get the flashcard. Then they ask the next student, etc.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about toy materials.*

- **Involve** Students will learn about different materials toys are made of and test to see if those materials sink or float.

Video

- Go to the Pearson English Portal and click on 'Resources' for more teaching resources about this topic, including a video about things that float or sink.

Pre-reading

- Show students toys made from different materials and have them feel the texture and weight of the toys. Using L1, ask if the toys are hard or soft, rough or smooth, light or heavy. Encourage students to share ideas and write them on the board.

Reading

1 020 Listen, read and point.

- Play audio 020 and have students listen and follow in their Pupil's Books.
- Point at each toy in the book and ask *What's this? What's it made of?* Elicit answers (*It's a train. It's made of wood.*).
- **Assist** Show students the toys again and ask *What's this? What's it made of?* Elicit answers (*It's an octopus. It's made of plastic.*).

COMMUNICATION

Practice

2 Look and circle. Then point and say.

(Answers: blue: metal aeroplane; brown: wood boat; red: plastic building block; green: fabric doll)

- Point at the toy aeroplane and ask *What's it made of? (metal)*. Ask students to circle the picture and then complete the activity with their partner.
- **Differentiation** Fast finishers can work with a partner and look at the toys on page 12. They can group the toys by the material they're made of, the colour of the toy, or if the toy has wheels.

COMMUNICATION

Production

3 Look at your classroom. What are things made of? Find and say.

- Have students work with a partner or in small groups to find things in the classroom that are made of wood, plastic, metal and fabric. Encourage them to say *It's made of (fabric)*.
- **Extra** Put several toys in a big black bag, then ask students to put their hand in the bag without looking and take a toy in their hand. Students can try to guess what the toy is before pulling it out to check if they're correct.
- **Digital literacy** Discuss with students how to search on the internet to find examples of toys made of different materials. Show them how to use a search engine for images using *AND*, *OR*, for example, type in *toys AND wood* to see toys made of wood.

Experiment time

Float or sink?

- Materials for the experiment (per pair or group): a container filled with water and at least five toys made from different materials that float or sink (plastic boat, metal car, plastic octopus, wooden train, fabric doll, etc.).
- **Assist** Before you start, read the instructions with students. You can check their understanding by asking *What do you need? (toys, container, water) How can you do the experiment? (Put the toy in the water.)*.
- Go through an example with students to show them what to do. Show them a metal toy car and ask *Does it float or sink?* Elicit an answer from students before putting it in the water. Then ask again *Does it float or sink? (It sinks.)*.
- Students can work with a partner or in small groups. They guess the results first, then do the experiment and record the results. Remind them to take turns to put the toys in water.
- **Monitor** Check answers with the class and discuss any similarities and differences.
- **Challenge** Have students try the experiment with other objects that are made of metal, wood, plastic or fabric. Encourage them to guess the results first.

Objective review

- Revisit the lesson objective. Say *Now I know about toy materials*.
- **Involve** Encourage awareness of what students know by showing them pictures of toys and asking *What material is it made of?* to elicit full sentences (*It's made of wood.*).

Language lab 2

GRAMMAR 2: IT'S A BIG / SMALL ...

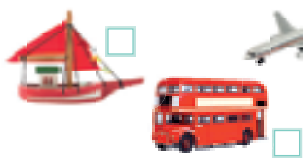


Language lab 2

GRAMMAR 2: IT'S A BIG / SMALL ...

I will describe toys.

1 Listen and tick .



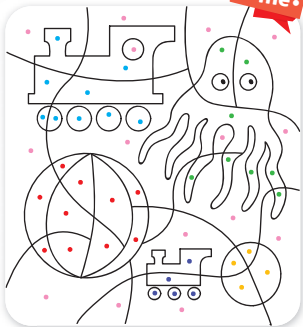
It's a big car.
It's an orange ball.
It's a small octopus.

2 Colour. Ask and answer.

What's this?

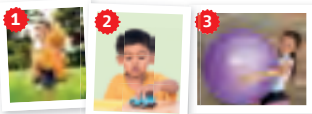
It's a blue train.

Colour me!



3 Look, circle and write.

blue orange purple



- 1 It's a **big** / small teddy bear.
It's an _____ teddy bear.
- 2 It's a **big** / small car.
It's a _____ car.
- 3 It's a **big** / small ball.
It's a _____ ball.

20 twenty

I know!

COMMUNICATION

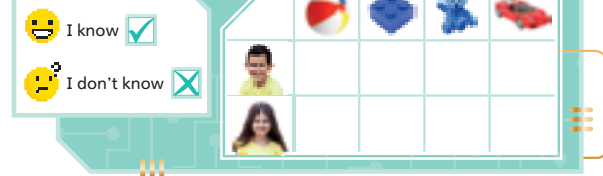
I will ask and answer about objects.

1 Watch. Tick the toys Sarah guesses correctly.

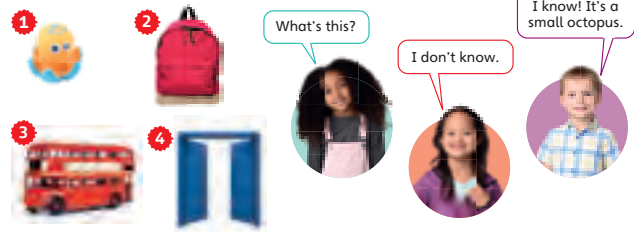


2 Listen and tick or cross .

CODE CRACKER



3 Work in a group. Ask and answer.



twenty-one 21

Lesson flow



Warm up

Lesson objective

Presentation

Practice

Practice

Production

Objective review

LESSON OBJECTIVE

I will describe toys.

KEY LANGUAGE

It's a big car.
It's an orange ball.
It's a small octopus.

Warm up

- Revise toy and colour words with students. Ask *What's this? (It's a train.) What colour is it? (It's red.)*.
- Have students sit in two lines. Show the first student in each line a toy flashcard and a colour flashcard. The student whispers what they saw to the next student in the line (*It's a train. It's red.*). Students continue to whisper to each other until the last student in the line. The last student has to tell the class what they think the flashcards are!


Lesson objective

- Introduce the lesson objective. Say *Today I will describe toys.*
- **Involve** Students will learn how to describe toys by adding adjectives in front of the nouns using *It's a / It's an*. They will practise using the new language in different contexts.

Presentation

- Show students the grammar box and read the examples. Ask students to repeat.
- Ask students in L1 why we say *a big car* and *an orange ball*. Elicit that we use *an* with words beginning with a vowel. Elicit the vowels (*a, e, i, o, u*) and ask for examples of words that use *a* and *an*.
- **Assist** Show students a big toy and a small toy and ensure they understand that the words refer to size, not shape. Point at a few examples around the classroom and elicit answers, for example, *a big book, a small book, a big ruler, a small ruler*.
- **Extra** Show students toy flashcards and ask them *What's this?* Elicit answers and encourage students to use full sentences (*It's an orange ball. It's a small octopus.*).

Practice

- 1  **021** Listen and tick .
(Answer: big red bus)

- Tell students to listen and tick the correct toy. Play audio 021.
- **Monitor** Check answers with the class. Play the audio again if needed.

CRITICAL THINKING COMMUNICATION

Practice

2 Colour. Ask and answer.

- Show students the coloured dots in each part of the picture and ask *What colour is it?* Elicit the different colours and tell them to colour the parts the same colour as the dots.
- After students finish colouring the picture, they can ask and answer with their partner. Encourage them to use full sentences (*It's a blue train.*).
- **Monitor** Listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

Production

3 Look, circle and write.

(Answers: 1 big, orange, 2 small, blue, 3 big, purple)

- Students look at the photos and complete the sentences. Remind them to circle either *big* or *small*.
- **Differentiation** Fast finishers can work with a partner and look at the toys in activity 5 on page 13. They can ask and answer about the toys using *What's this? It's a big teddy bear.*
- **Challenge** Students can write sentences in their notebooks about the toys in activity 5 on page 13. Encourage them to use colour and size words.

Objective review

- Revisit the lesson objective. Say *Now I can describe toys.*
- **Involve** Encourage awareness of what students can do by showing them pictures of toys and asking *What's this?* to elicit full sentences (*It's a big aeroplane.*).

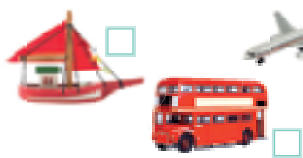


Language lab 2

GRAMMAR 2: IT'S A BIG / SMALL ...

I will describe toys.

1 Listen and tick .



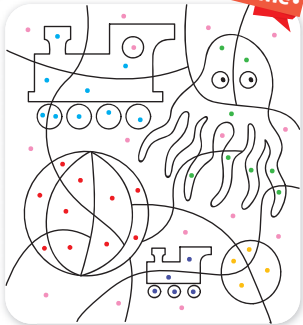
It's a **big** car.
It's an **orange** ball.
It's a **small** octopus.

2 Colour. Ask and answer.

What's this?

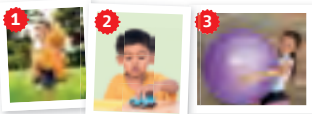
It's a blue train.

Colour me!



3 Look, circle and write.

blue orange purple



- 1 It's a **big** / **small** teddy bear.
It's an _____ teddy bear.
- 2 It's a **big** / **small** car.
It's a _____ car.
- 3 It's a **big** / **small** ball.
It's a _____ ball.

20 twenty

I know!

COMMUNICATION

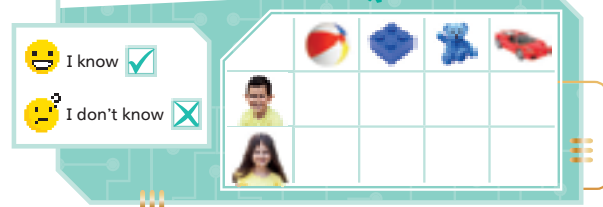
I will ask and answer about objects.

1 Watch. Tick the toys Sarah guesses correctly.

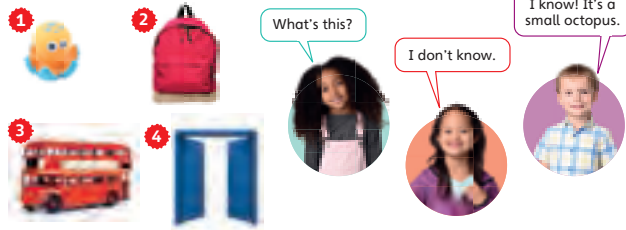


2 Listen and tick or cross .

CODE CRACKER



3 Work in a group. Ask and answer.



twenty-one 21

Lesson flow



Warm up

Lesson objective

Video

Code Cracker Practice

Production

Objective review

LESSON OBJECTIVE

I will ask and answer about objects.

KEY LANGUAGE

I know.

I don't know.

Warm up

- Show students a book and ask *What's this?* (*It's a book.*) and say *Yes!* Then show students an object that they don't know in English, for example, a dress or computer and ask *What's this?* Use your body language and facial expression to show students you don't know and say *I don't know.* Do the same with two more examples and encourage students to say *Yes! It's a (pencil).* or *I don't know.*

- **Involve** Tell students that it's OK for them to say so if they don't know how to say something in English. Help students feel comfortable with this idea and encourage students to support each other in their learning.
- Ask students to ask and answer with their partner, saying *I know! It's a (pencil) or I don't know.*

Lesson objective

- Introduce the lesson objective. Say *Today I will ask and answer about objects.*
- **Involve** Students will learn how to ask and answer about objects using *I know* and *I don't know*. They will gain confidence using the new language through real-life conversations.

Video

- 1   **022 Watch.** Tick the toys Sarah guesses correctly.

(Answers: 1, 2 and 4)

- Play the video *Unit 1: I know!* or audio 022. Ask students to sit and watch or listen quietly.
- Play the video again and pause each time you see the shadow of a toy or hear *What's this?* Ask students to guess and elicit full sentences (*It's a train.*).
- Show students the toys and explain that they need to tick the toys Sarah guesses correctly. Play the video or audio again.
- **Assist** Encourage students to include *big* or *small* in their answers.
- **Challenge** Hold up a white sheet and have students role-play the same scene in the video with different toys. Ask students to say *What's this?* and guess. Encourage students to make the shadow of the toy difficult to guess by holding it at different angles.
- **Monitor** Watch students and provide support if needed. Take notes on any general issues with understanding the content of the video or audio.

Practice

- 2  **023 Listen and tick** **or cross** .

(Answers: Students tick building block and teddy bear for boy, ball and car for girl.)

- Coding syllabus: Students will learn about events by completing skeleton or incomplete event plans.
- Students will learn how to complete the task using symbols, with the information provided. They will listen to the audio and record the information with ticks and crosses to show positive and negative answers to the questions.

CODE CRACKER

- Point at the smiley face and the ticked box and say *I know*. Then point at the puzzled face and crossed box and say *I don't know*. Then point at the ball and ask *What's this?* Elicit *I know. It's a ball. / I don't know.* and draw a tick or cross on the board as an example.
- Play audio 023. Students listen and tick or cross each box in the table.
- **Monitor** Check answers with the class. Encourage students to give reasons for any incorrect answers.
- **Extra** Ask students to copy the table in their notebook. Then ask them to ask and answer with a partner and complete the table (*What's this? I don't know. / I know. It's a ball.*). Encourage them to use full sentences.

COMMUNICATION

Production

- 3 **Work in a group. Ask and answer.**

- Have students work in groups and take turns to ask and answer. Encourage students to include colours and *big* or *small* in their answers and to be honest about whether they know or not.
- **Differentiation** Have students ask and answer about the toy flashcards or things they can find in the classroom. Give more confident students objects they don't know the English word for so that they get practise in saying *I don't know*.
- **Digital literacy** Show students how to use the internet to find pictures of toys. Remind them how to use *AND*, *OR*. Have them work with a partner and ask and answer about the toys using *What's this? I know. / I don't know.*

Objective review

- Revisit the lesson objective. Say *Now I can ask and answer about objects.*
- **Involve** Encourage awareness of what students can do by showing them pictures of toys and asking *What's this?* to elicit full sentences (*I know. / I don't know.*).

Project and Review

MAKE A TOY THAT FLOATS



PROJECT AND REVIEW

✈️

Make a toy that floats

Step 1

Research

✈️ What toy can I make?

- Find pictures of toys.
- Cut out and stick to paper. Label.
- Choose a toy and compare in groups.

What's this?

It's a boat.

Step 2

Plan

✈️ Which materials can I use?

- Decide which materials to use.
- Draw a plan for your toy.
- Label your plan.

A boat

Step 3

Create

✈️ Does my toy float?

- Look at your plan.
- Make your toy.
- Put your toy on water. Say float or sink.
- What materials float in your toy?

Boat

- plastic
- wood
- fabric

Step 4

Show and tell

✈️ What can I say about my toy?

- Show your toy to your partner.
- Answer questions about your toy.
- Ask about your partner's toy.

What's this?

It's a paper boat. It's small. It's red. It floats!

Now I can ...

- ... use toy words.
- ... name toy words using *It's a / It's an.*
- ... describe toys.
- ... ask and answer about objects.

+

Find out about old toys. Ask your family.

twenty-two

twenty-three

Lesson flow

LESSON OBJECTIVE

I will make a toy that floats.

Warm up

- Ask students to look at their picture dictionary and revise new words from the unit. Have them work with a partner and ask and answer using *What's this? It's (an octopus).*
- Ask students words they can use to describe toys. Then have them make sentences with a partner (*It's an orange octopus. It's made of plastic.*)
- **Assist** Show students a plastic toy octopus and ask *Does it float or sink? (It floats.)* Then put it in water and ask again.

- Ask students to work in groups and make a list of toys that float and a list of toys that sink. Encourage them to discuss in L1 when they disagree, with the aim of making a group decision.
- **Monitor** Check answers with the class and discuss any similarities and differences.

Lesson objective

- Introduce the lesson objective. Say *Today I will make a toy that floats.*

- **Involve** Students will learn how to make a toy that floats. They will use the language learnt from the unit to understand how to complete their project and present it to their partner.

56

Step 1

Research

- Ask students to think about toys you can play with in the water. Ask them to find pictures of toys that float in magazines. Give them scissors to cut the pictures out and glue so they can stick them on a piece of paper. Then have students label the pictures with the name of the toy and *floats* or *sinks*.
- **Assist** Take time to check students' work and provide support if needed. Help students to label any toys they don't know.
- Ask students to work in pairs or groups to choose a toy that they can make. Remind them in L1 to choose a toy that is simple and can be made from easy-to-find materials. Encourage students to use language learnt from the unit.

Step 2

Plan

- Remind students of the Experiment lab lesson. Have students make a list of materials that float.
- Show students a variety of materials they can use, for example, paper, card, foil trays, plastic bottles, fabric, ice lolly sticks, etc. Give them time to look and decide what they want to use to make their toy.
- Ask students to draw their toy and label the materials they want to use. They can add colour if they want to. Write the words for the materials on the board to help students.

Step 3

Create

- Materials for the project (per pair or group): a container filled with water, scissors, glue, coloured pencils, paper, card, foil trays, plastic bottles, bits of fabric, ice lolly sticks, etc.
- Ensure each pair or group has the space, tools and materials needed to make their toy.
- When students have completed their toys, have them put them in the container of water and ask *Does it float or sink?* If you have time, you can have students do this in front of the whole class. The class can watch and say *It floats.* / *It sinks.*
- **Challenge** Ask students to look at their plans and choose the materials that worked well by drawing a smiley face or a sad face by each material label.



COLLABORATION

Step 4

Show and tell

- Have students work with a partner or in groups to describe their toys using full sentences.

They can talk about the toy, the material, the colours, the size and if it floats or sinks.

- **Involve** Encourage students to ask each other questions to help them think about what to say.
- **Extra** Have a class presentation so that each student can describe their toy to the class. At the end of the presentation, they can ask the other students if they think it will float or sink. Then they can put it in water to show what happens.

At home +

Find out about old toys. Ask your family.

- Ask students to find out about toys from the past. They could ask their parents and grandparents or look in books and on the internet. Encourage students to think about the materials the toys are made of, what the toys look like, and how they are different from their toys.
- **Differentiation** Have students make a poster with their findings. They could stick pictures and write labels or sentences about the old toys.

Now I can ...

- Show students the *Now I can ...* box and read the examples. Ask students to repeat and then check understanding in L1.
- **Involve** Ask students to think about how they feel about these statements. Explain that if they feel confident about a statement, then they can stick on the light bulb sticker. If they don't feel confident about a statement, tell them that they can come back to that statement and stick on the sticker when they do feel confident.
- **Monitor** Have students choose the statement they're the most confident about and tell the rest of the class. Make notes of the statements that the fewest students choose and make sure you revise this content in the future.

Objective review

- Revisit the lesson objective. Say *Now I can make a toy that floats.*
- **Involve** Encourage awareness of what students can do by asking them questions about their toys and asking *What's this?* to elicit full sentences (*It's a paper boat. It's small. It's red. It floats.*).

Assessment pack

- For grammar and vocabulary assessment, now go to your Practice and Unit Tests in the Assessment Pack.

Pearson English Portal games

Go to the Pearson English Portal and click on 'Resources', then 'Games' for a class game.

Activity Book answer key and notes

UNIT 1: LET'S PLAY!

1 006 Listen to the song and number.

(Answers: 2, 1, 3)

- In this coding activity, students learn to arrange the pictures in the same order as the song.
- ### 2 Circle and say. Then tick what is missing from the song.
- (Answers: 1 train, 2 boat, 3 aeroplane, 4 car; (Students tick boat)
- ### 3 Which car gets to school first? Count the blocks and circle.
- (Answers: blue car = 10, yellow car = 8, red car = 7, The red car gets to school first.)
- In this Maths activity, students learn to count and compare numbers from 1–10.
 - Students count the blocks and write the numbers, then choose the car with the lowest number.

Toy room

1 Find and circle 10 toys.

(Answers: bus, car, doll, ball, train, octopus, aeroplane, building blocks, boat, teddy bear)

2 Look and write.

(Answers: 1 ball, 2 boat, 3 car, 4 bus, 5 doll, 6 aeroplane, 7 train, 8 octopus.)

3 007 Read, listen and tick . Then colour.

(Answers: Students tick a red helicopter, a blue motorbike and a green van.)

- New vocabulary is presented and practised in this activity to stretch students who are able to take on more (*helicopter, motorbike, van*). It can be done without the audio by deciding which answer isn't correct.

Language lab 1

1 Read and match.

(Answers: 1 I am, I'm, 2 It is, It's, 3 What is, What's, 4 He is, He's, 5 She is, She's)

2 Look and complete.

(Answers: 1 a teddy bear, 2 a, 3 It's, 4 It's a, 5 a bus)

3 Make a toy silhouette. Then ask and answer.

- Students make a toy silhouette by colouring the outline of a toy with one colour. If you have time, students can draw the outline of a toy and cut it out.

Story lab

1 Make your story book. → page 97

(Answers: Frame 1: She's, I'm, Frame 2: box, Frame 3: an aeroplane, Frame 4: a bus, Frame 5: It's, Frame 6: a boat, Frame 7: Let's, Frame 8: this)

- In this coding activity, students learn to arrange the pages in the same order as the story.
 - Students cut out the pages from their Activity Books along the cut lines to create three strips of paper. Then they fold each strip along the fold lines. Ask *Do you remember the story?* and have students put the pages in the correct order and number students. Then ask them to complete the speech bubbles.
 - For students who don't remember the story, play audio 017 or encourage them to look back at their Pupil's Books, pages 16–17.
 - Have students draw a picture on the front cover to show what the story is about. Then have them read and review the story, choosing their favourite character and page. They colour in the stars to show how much they liked the story.
 - Students can use their storybooks to retell the story to their families and friends.
- #### 2 Look and complete.
- (Answers: 1 an aeroplane, 2 a bus, 3 a boat)
- #### 3 Make a toy from a box. Then ask and answer.
- Students can work with a partner or in groups. Give each pair or group a cardboard box and ask them to choose and make a toy from the unit. They will need glue, scissors and colouring pencils.
 - Students then show their toy to another pair or group and ask and answer. If you have time, students can present their toys to the class and vote on the most beautiful, unusual and interesting toy.

Phonics lab

1 008 Look, listen and circle p or b. Then say.

(Answers: 1 b box, 2 b bed, 3 p pen, 4 p panda)

2 Write the missing letters. Then say.

(Answer: The **p**anda has got a **p**en and a **p**encil.)

3 009 Listen and write the missing letters. Then read and colour.

(Answers: 1 What's this? It's a **blue ball**., 2 What's this? It's a **purple parrot**.)

- Students can colour in the black and white pictures if time allows.

Experiment lab

1 Look and write.

(Answers: 1 octopus, fabric, 2 building block, wood, 3 boat, plastic, 4 car, metal)

Experiment time

1 Complete the table.

- In this coding activity, students learn how to complete the table with the results from the experiment in the Pupil's Book.
- Discuss with students the importance of recording results during experiments in L1. Then have students complete the table with the toys they used and the results of their experiment.

2 Write your report.

- Students use the information in the table in Activity 1 to write their report.
- Have students read the example report. Ask questions to check understanding: *What's this? (It's a boat.) What's it made of? (It's made of plastic.) Does it float or sink? (It floats.)*

Language lab 2

1 Look, read and number.

(Answers: 2, 1, 3, 4)

- In this Maths activity, students learn how to compare the size of different blocks.
- Students read the sentences and match them to the pictures of different-sized blocks, then they write the number.

2 Order and write. Then look and write T (True) or F (False).

(Answers: 1 It's a big teddy bear. (F), 2 It's a big ball. (T), 3 It's a small car. (F), 4 It's a red aeroplane. (T))

- In this coding activity, students learn how to arrange the words in the correct order to make sentences.
- Have students look at the pictures and read the words before deciding the correct order and writing full sentences. Then have students read the sentences again and look at the pictures. They write *T* if they match and *F* if they don't.

3 Look at 2. Correct the false sentences.

(Answers: 1 It's a small teddy bear., 3 It's a big car.)

I know!

1 010 Listen and say *I know* or *I don't know*.

(Answers: Students hear a car, an aeroplane and building blocks. They respond by saying *I know* or *I don't know*.)

2 011 Look, listen and tick .

(Answers: Students tick 1 train, 2 boat, 3 ball, 4 bus)

3 Ask and answer. Then complete.

(Answers: 1 an aeroplane, 2 a teddy bear, 3 an octopus)

PROJECT AND REVIEW

1 Tick for your toy.

- Students think about the project they completed in their Pupil's Books and tick the boxes that apply to their toy.

2 Complete your project report.

- Students can use the information in Activity 1 to complete their report.
- Have students read the example report. Ask questions to check understanding: *What's this? (It's a small boat.) What's it made of? (It's made of paper.) What colour is it? (It's orange.) Does it float or sink? (It floats.)*

- Students can take a photo of their toy and add it to their report.

3 Present your report to your family and friends.

- Students describe what they did and how they did it to their family and friends.

4 Read, look and number.

(Answers: 1 teddy bear, 2 octopus, 3 car, 4 doll, 5 boat, 6 aeroplane)

5 Look at 4. Ask and answer.

- Students ask and answer using the new grammar structures from the unit.

6 Read and write. Then complete a clue for your partner.

(Answer: It's a ball., Students' own answers.)