

In this lesson, students will:

- revise the material from Unit 1

Resources: Audio Tracks 1.1, 1.2; Formative Assessment Strategies Guide

Materials: flashcards of toys from Unit 1

Warm Up

- Revise toys by showing students toy flashcards one at a time and asking them *What's this?*
- Then hold up a toy flashcard with its backside to students and ask *What's this?* Encourage students to guess which toy flashcards you are holding in your hands.
- Say *Today we are talking about toys.*

A

- Open Unit 1 Self-assessment, Activity A. Elicit from students what they see in the photos. Point to the photos and say *Listen, point and repeat.* Gesture as needed for students to understand the task. Explain to students that they will hear the words randomly, and must search for each word.
- Start playing **TR: 1.1**. Listen to the first item, make a pause and say *Point.* Walk around the class and check where students are pointing. Correct them if needed. Then say *Repeat.* Continue playing **TR: 1.1**. Listen to the second item and make a pause. Say *Point.* It can be tricky for students this time, as the word teddy is the last one in the second row. Give students some time to find it and check where they are pointing. Then ask them to repeat the word. Continue playing **TR: 1.1** making pauses for students to point and repeat. Check their answers each time by monitoring their work.

Script for TR: 1.1 *ball, teddy, plane, kite, train, bat, doll, game*

B

- Make sure every student has a pencil. Point to the first pair of items and say *Listen.* Start playing **TR: 1.2** and make a pause when the first answer is mentioned. Say *Choose.* Ask students to point to the item which belongs to the speaker (a doll). Check on the answer and say *Circle it.* Continue playing **TR: 1.2** making pauses each time for students to choose the right option. Ask students to check their answers with a classmate first. Make corrections as needed. Then review as a class to check the answers.
- Say *Let's act out.* Model this activity with an individual student first. Use a voice different from your own, turn to an individual student and ask *What's this? Is it your kite?* and point to the appropriate picture. Wait for the student's answer. If the student says *Yes, it is,* move on to the next pair of items. If the student says *No, it isn't,* continue asking about the second item from the first pair.
- Invite other students to work in pairs and act out the dialogues on the pictures. Tell them to swap the roles.
- Monitor their work by working around the class. Give delayed correction of their mistakes.

Script for TR: 1.2

1.

Boy: *What's this? Is this your kite?*

Girl: *No, it isn't.*

Boy: *Is this your doll?*

Girl: *Yes, it is. This is my doll.*

2.

Girl: *What's this? Is this your bat?*

Boy: *No, it isn't.*

Girl: *Is this your game?*

Boy: *Yes, it is. This is my game.*

3.

Girl: *What's this? Is this your teddy?*

Boy: *No, it isn't.*

Girl: *Is this your plane?*

Boy: *Yes, it is. This is my plane.*

4.

Boy: *Is this your train?*

Girl: *No, it isn't.*

Boy: *Is this your ball?*

Girl: *Yes, it is. This is my ball.*

Answers: 1. *doll*; 2. *game*; 3. *plane*; 4. *ball*

C

- Hold up Activity C, point to the first animal (giraffe) and ask *What's this?* (giraffe) *What's the first letter?* (g) Pronounce this word slowly, stressing the initial letter if students have difficulties defining the letter. Say *Right, it's the letter g. Write g next to giraffe.* Point to the square next to the giraffe.
- Say *Let's trace.* Move your finger from the giraffe to the apple. Encourage students to do the same. Then ask *What's this?* (apple) *What's the first letter?* (a). *Write a next to apple.* Point to the square next to the apple.
- Tell students to continue working individually. Ask students to check their answers with a classmate first. Make corrections as needed. Then review as a class.

Answers: 1. *Gg*; 2. *Ee*; 3. *Cc*; 4. *Dd*; 5. *Aa*; 6. *Hh*; 7. *Ff*; 8. *Bb*

D

- Point to the photo next to the activity and ask *What's this?* (teddy) *Is it a girl or a boy?* (a boy) Say *Yes, you are right. It's a boy and a teddy. Let's read their story.*
- Invite individual students to read the story sentence by sentence. Make sure students understand the text by asking them the following questions to the text: *What's the name of the teddy?* (Fluffy) *Is it big or small?* (big) *What colour is the teddy?* (yellow and brown) *What has it got?* (two small eyes, one big nose). Help students find this information in the text.
- Point to the sentences under the text. Say *Read and circle.* Encourage students to read the first sentence and ask *Big or small?* (big) *Circle big.*
- Tell students to continue this activity individually and then check as a class.

Answers: 1. *big*; 2. *brown*; 3. *eyes*

Extension

- Ask students to be ready to describe their favourite toys as in the text. Start by asking an individual student, e.g. *What's your favourite toy? What colour is the toy? What has it got?* Listen to the student's answers, make corrections and encourage the student to say full sentences.
- Encourage students to work in pairs first and then present their favourite toy to the class. Help if needed. Give delayed correction of mistakes.

Wrap Up

- Display all the toy flashcards on the board. Ask each student to choose one of the toys, but not to name it to others. Take turns trying to guess each student's toy by asking the question *Is it your [train]?* Encourage students to ask full questions and give full answers. (*Yes, it is. / No, it isn't.*) If the class is large, play the game in teams. Make sure all the students have a chance to take part in the game.