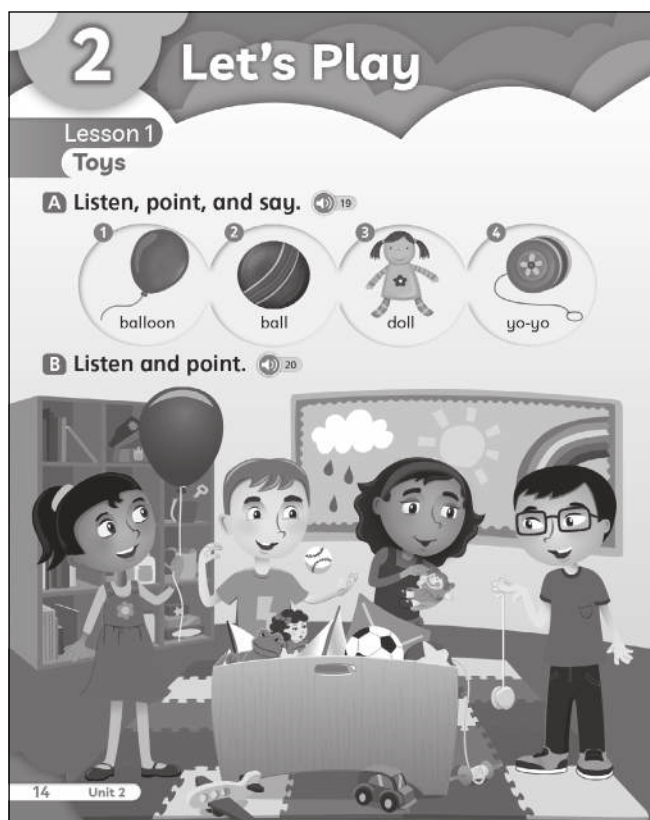


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Lesson 1 Toys

Objectives

Identifying objects (singular)

Grammar

Simple present statements with *be* (3rd person singular):
It's a (balloon).

Vocabulary

Toys: balloon, ball, doll, yo-yo

Materials

Flashcards; Audio 017, 019–022

Student Book page 14

Warm up

- Review introductions. Approach a student and *say Hello. I'm (Ms. Jones). What's your name?* Elicit the response *I'm (Lisa)*. Reply *Hi, Lisa*. Students introduce themselves to their classmates.
- Review the Unit 1 Lesson 2 grammar pattern. Ask students *What do you have?* Elicit the response *I have a (pencil)*. Students ask their classmates about their school supplies.
- Review the alphabet. Play Audio 017. Students make the letter shapes with their hands as they sing.

A Listen, point, and say. 019

- Use the Classroom Presentation Tool interactive activity to present the new language. Alternatively, you can use the unit flashcards to present the new words. Continue until students can produce the words on their own.
- Play **Guess the Next Card** (Teacher's Guide page 107) using the unit flashcards.
- Link the language. Combine Unit 1, Lesson 2 grammar patterns with the new vocabulary. Hold up flashcards or toy items. Elicit the question *What do you have?* Answer *I have a (balloon)*.
- Play the audio. Students listen, point, and say along with the audio.
- Students practice by pointing to different toys or pictures of toys and saying the words.

B Listen and point. 020

- Read this while pointing to the picture:
Look! It's Julie, Danny, Emma, and Mike. Julie has a balloon. Danny has a ball. Emma has a doll and Mike has a yo-yo.
- Play the audio. Students listen, find the items in the picture, and point to them.

Audio script 020

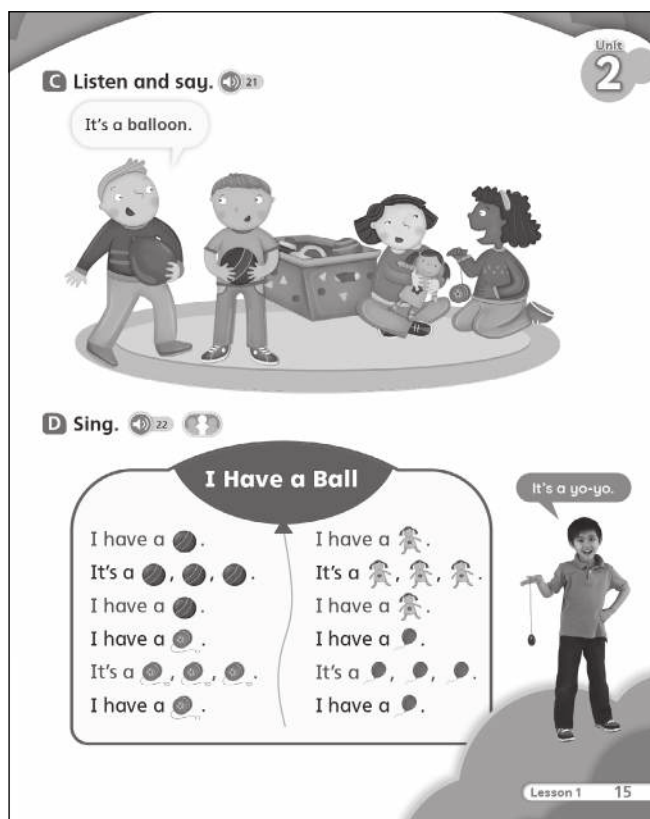
Julie I have a balloon.

Danny I have a ball.

Emma I have a doll.

Mike I have a yo-yo.

- Say *I have a (doll)*. Students point to the correct toy in their books and say the name.



Student Book page 15

C Listen and say. 021

- Introduce the new pattern: *It's a (balloon)*.
- Direct students' attention to the picture on page 15.
- Play the audio. Students listen and say along with the audio.

Audio script 021

- 1 It's a balloon.
- 2 It's a ball.
- 3 It's a doll.
- 4 It's a yo-yo.

- Use the Classroom Presentation Tool grammar video to present and practice the new language.
- Practice the pattern with the students. Hold up the unit flashcards and elicit *It's a (doll)* for each card.
- Students practice the sentences by themselves, using their books.

D Sing. 022

- Students look at the picture and name the toys they see.
- Read the song lyrics with the students.
- Play the audio. Students listen and then sing along with the audio.

Audio script 022

I Have a Ball

I have a ball. I have a ball.
It's a ball, ball, ball.
I have a ball.
I have a yo-yo. I have a yo-yo.
It's a yo-yo, yo-yo, yo-yo.
I have a yo-yo.
I have a doll. I have a doll.
It's a doll, doll, doll.
I have a doll.
I have a balloon. I have a balloon.
It's a balloon, balloon, balloon.
I have a balloon.

- Students sing the song again, taking turns to point at their books or toys that match the song.

EVERYBODY UP GLOBAL SKILLS

Creativity / Communication: Direct students' attention to the Everybody Up Friend on page 15 and read the speech bubble aloud: *It's a yo-yo*. Distribute paper and drawing supplies.

Students draw a toy item. Model the language by taking a student's picture, showing it to the class, and saying *It's a (doll)*.

Students then share their creations in small groups, taking turns showing their drawings and identifying them.

Games and Activities

Telephone (Teacher's Guide page 108). Students stand in one line. Whisper a different sentence at each end: *It's a (ball)* and *I have a (doll)*.

Down the Line (Teacher's Guide page 106). Use the unit flashcards. Students say *It's a (doll)*. For a challenge question, show or hand the student a toy or school supply and ask *What do you have?*

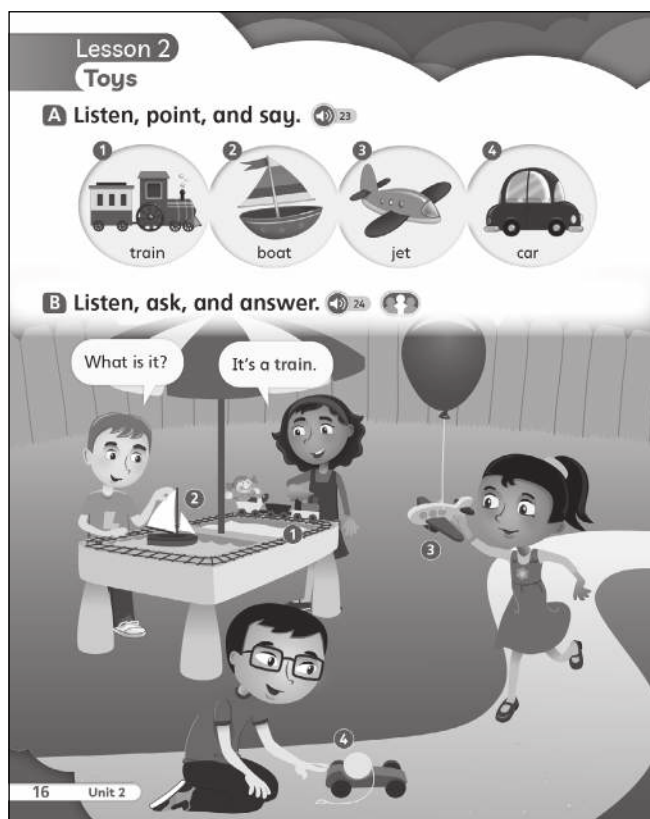
Picture Pieces (Teacher's Guide page 107). Play in small groups. Students say *It's a (balloon)* to try to guess what S1 is drawing before S1 finishes.

Extra Practice

Workbook pages 12–13

Classroom Presentation Tool

Online Practice



Lesson 2 Toys

Objectives

Identifying objects

Grammar

Information questions with *what*: *What is it? It's a (train).*

Vocabulary

Toys: train, boat, jet, car

Materials

Flashcards; Audio 023–025; Song video

Student Book page 16

Warm up

- Greet the class. Students circulate and greet each other by name.
- Review Unit 2, Lesson 1 language. Hold up the unit flashcards and elicit the toy words. Then play **Teacher's Mistake** (Teacher's Guide page 108). Students say *It's a (doll)* to correct you. Continue with school supplies flashcards.
- Elicit the phrase from Unit 2, Lesson 1: *It's a (ball)*. Students can practice the phrase with their classmates, using their books, their own toys, or school supplies.

A Listen, point, and say. 023

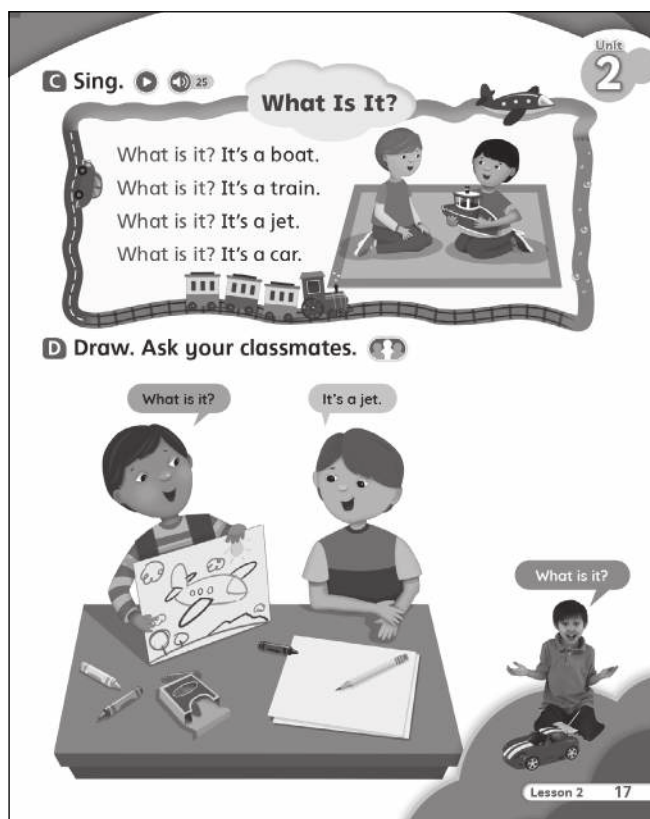
- Use the Classroom Presentation Tool interactive activity to present the new language. Alternatively, you can use the unit flashcards to present the new words. Continue until students can produce the words on their own.
- Link the language. Use the grammar pattern from Unit 2, Lesson 1 with the new vocabulary. Display toys or flashcards. Point to an item. Elicit *It's a (car)*.
- Play the audio. Students listen, point, and say along with the audio.
- Students practice by pointing to different toys or pictures of toys and saying the words.

B Listen, ask, and answer. 024

- Introduce the new pattern: *What is it? It's a (train)*.
- Review the short form: *It's = It is*.
- Direct students' attention to the picture on page 16.
- Play the audio. Students listen, point to the items in the picture, and say along with the audio.

Audio script 024

- 1 **Danny** What is it?
Emma It's a train.
 - 2 **Emma** What is it?
Danny It's a boat.
 - 3 **Mike** What is it?
Julie It's a jet.
 - 4 **Julie** What is it?
Mike It's a car.
- Use the Classroom Presentation Tool grammar video to present and practice the new language.
 - Student pairs practice the questions and answers using their books.



Student Book page 17

C Sing. 025

- Students look at the picture and name the toys they see.
- Read the song lyrics with the students.
- As you read the words below, mime the object and encourage students to copy your gestures:
 - boat: mime rowing a boat
 - train: mime pulling down an old-fashioned train whistle
 - jet: move your arm through the air to show a plane flying
 - car: mime driving a car
- Play the video or the audio to present the song. Then play the video or audio again for students to sing along, using the gestures as they sing.
- Students sing the song again, taking turns to call out toys they see in the classroom or in their books.

Audio script 025

What Is It?

What is it? (x3)
 It's a boat.
 What is it? (x3)
 It's a train.
 What is it? (x3)
 It's a jet.
 What is it? (x3)
 It's a car.

D Draw. Ask your classmates.

- Direct students' attention to the picture in the book. Read the question and answer with the class.
- Distribute paper and drawing supplies. Students draw a toy and then student pairs ask and answer about their drawing.

EVERYBODY UP GLOBAL SKILLS

Collaboration / Creativity: Direct students' attention to the Everybody Up Friend on page 17 and read the speech bubble aloud: *What is it?* Distribute paper and drawing supplies.

Students draw two or three toy items. Model the language by showing a student's picture to the class, pointing to one of the toys, and asking the question *What is it?* and eliciting the answer *It's a (train)*.

Student pairs then take turns showing their drawings to their partner and using the question-and-answer language.

Games and Activities

Card Grab (Teacher's Guide page 106). Use flashcards for toys and school supplies. Students play in small groups. Give a set of school supplies and toy cards to each group.

Circles (Teacher's Guide page 106). Give each student in the inner ring a toy or picture of a toy. Each time the circles rotate, inner-ring students ask *What is it?* and their outer-ring partners answer *It's a (jet)*. Switch roles so that everyone has a chance to ask and answer questions.

Categories (Teacher's Guide page 106). Use the categories *Toys* (balloon, ball, doll, yo-yo, boat, jet, car, train) and *School Supplies* (paper, glue, scissors, paint, pen, pencil, crayon, marker).

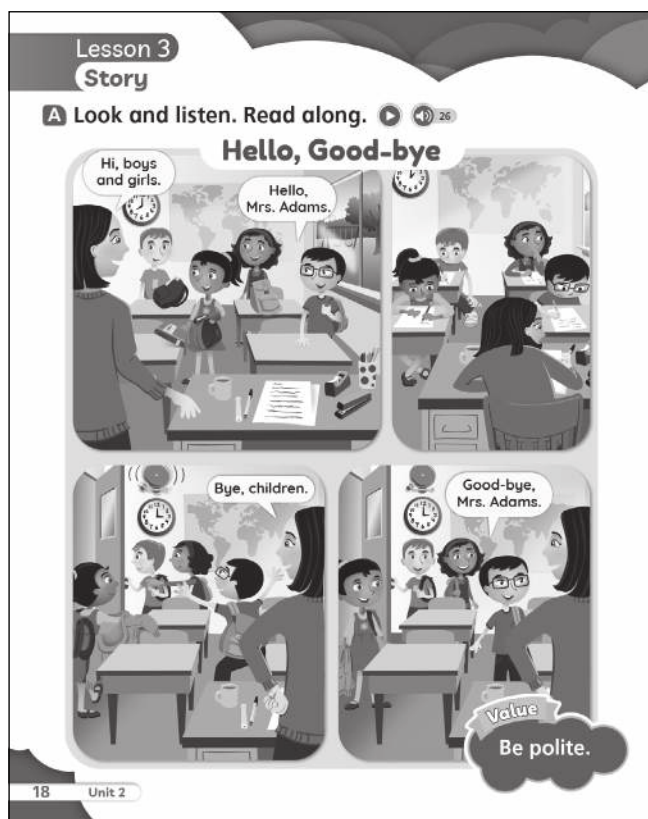
Extra Practice

Workbook pages 14–15

Song video

Classroom Presentation Tool

Online Practice



A Look and listen. Read along. 026

- Students look at the picture and name the characters and objects they see. Direct students' attention to the clock and bell in the picture to indicate the passage of time.
- Play the video or the audio for students to enjoy the story. Then play the video or audio again, pausing at intervals to check students' understanding.
- Read the story aloud with the students. Explain *Danny is a boy. Mike is a boy. Danny and Mike are boys. Emma is a girl and Julie is a girl. Emma and Julie are girls.* Then direct students' attention to the value *Be polite* and play the audio again. Students listen and read along.
- Watch the story video. Put students in groups of five. Assign roles and have students watch the video again. Then have students act out the story.

Lesson 3 Story

Objectives

Building reading and listening skills

Conversation

Saying hello: *Hi! Hello!*

Saying good-bye: *Bye! Good-bye!*

Value

Be polite.

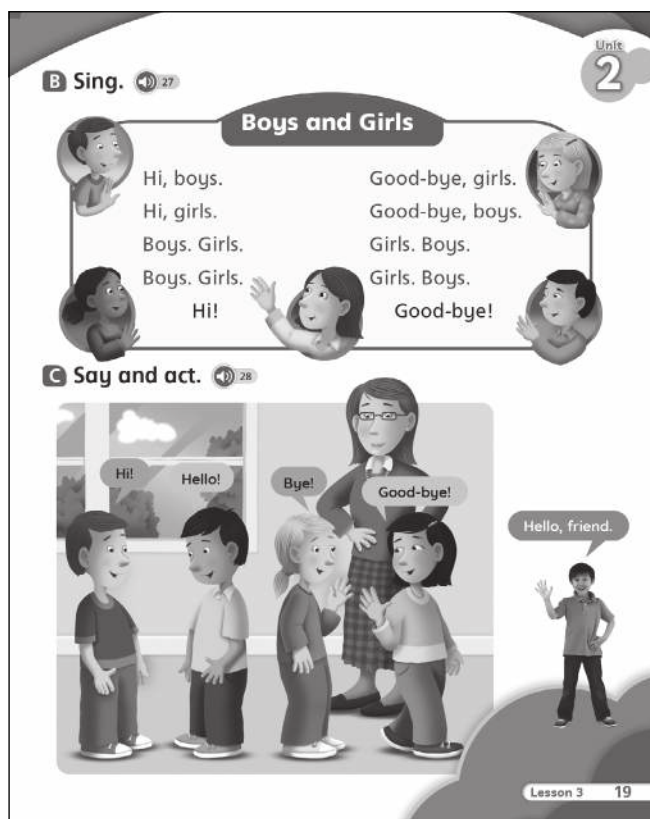
Materials

Flashcards; Audio 026–028; Story video

Student Book page 18

Warm up

- Review greetings. Greet individual students by name: *Hi, (Emma).* Elicit the appropriate response *Hello, (Ms. Smith).* Students circulate and greet each other by name.
- Review toys vocabulary. Hold up the unit flashcards one by one, eliciting the words without saying them yourself. Repeat the activity, speeding up as students become more comfortable.
- Elicit the language from Lesson 2: hold up a toy, school supply, or flashcard and ask *What is it?* Elicit the response, *It's (paper).* Students can practice the phrase with their classmates, using their own items.



Student Book page 19

B Sing. 027

- Students look at the picture and talk about what they see. Point to each picture and have the class say *boy* or *girl*.
- Read the song lyrics with the students.
- Play the audio. Students listen and then sing along with the audio.
- Put the class in two groups: *boys* and *girls*. Divide the song into parts for each group. Students sing the song again. Add gestures and have groups pop up when it's their turn to sing.

Audio script 027

Boys and Girls

Hi, boys.
Hi, girls.
Hi, boys. Hi, girls.
Boys. Girls. (x4)
Hi!

Good-bye, girls.
Good-bye, boys.
Good-bye, girls. Good-bye, boys.
Boys. Girls. (x4)
Good-bye!

C Say and act. 028

- Direct students' attention to the picture. Students identify the boys and girls.
- Play the audio. Pairs of boys and girls listen and say along with the audio.
- Boys and girls circulate and say the greetings. Then switch roles and girls say *Hi! / Hello!* and boys say *Bye! / Good-bye!*

EVERYBODY UP GLOBAL SKILLS

Communication: Direct students' attention to the Everybody Up Friend on page 19 and read the speech bubble aloud: *Hello, friend.*

Model the language by walking up to a student and saying *Hello, friend* and eliciting *Hi*. Then act out leaving, saying *Good-bye! / Bye!*

Student pairs practice the language with a partner. They take turns being the one to say *Hello, friend*.

Games and Activities

Divide the class into two groups. Group 1 will read the first panel of the story. Group 2 will read the last panel. Take the part of the teacher yourself. The class reads the story aloud, then switches roles.

Pop-Up (Teacher's Guide page 107). Divide the class into boys and girls. When you say a greeting, *Hi / Hello, boys / girls* or *Bye / Good-bye, boys / girls*, the correct group has to stand and greet you with the appropriate response.

Toss and Tell (Teacher's Guide page 108). A student says a greeting and tosses a beanbag or ball to the next student, who responds with the appropriate greeting. Review possible exchanges before starting:

Hi! / Hello! / Hi, friend! / Hello, (Kim)!

Bye! / Good-bye! / Bye, friend. / Good-bye, (Tim).

Extra Practice

Workbook pages 16–17

Unit 2, Lesson 3 Values Worksheet


Story video

Classroom Presentation Tool

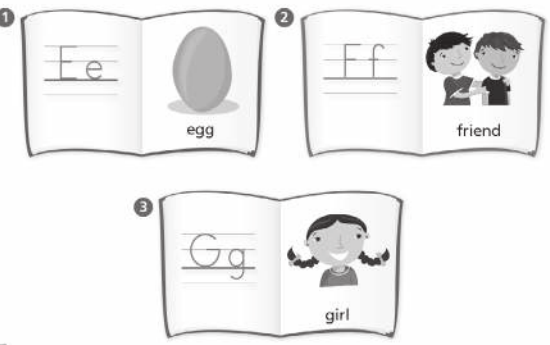
Online Practice

Lesson 4
Phonics

A Listen, point, and sing. 29



B Listen, point, and say. 30



20 Unit 2

Lesson 4 Phonics

Objectives

Identifying sounds and letters

Letters

Ee, Ff, Gg

Vocabulary

egg, friend, girl

Materials

Flashcards; Audio 027, 029–030; Phonics video

A Listen, point, and sing. 029

- Introduce the new sounds using the unit flashcards. Continue until students can produce the sounds on their own.
- Play the video or audio once for students to listen and point to each letter as they hear it. Then play it again and encourage them to sing along as they point to the letters.
- Divide the class into three groups: *e*, *f*, and *g*. Play the video or audio again. This time, groups stand as they sing about their letter. Then change letters so each group gets a turn to sing each letter.

Audio script 029

Let's sing /e/,
Let's sing /e/ /e/ /e/.
/e/ for egg,
/e/ for egg,
/e/ /e/ /e/.
Let's sing /f/,
Let's sing /f/ /f/ /f/.
/f/ for friend,
/f/ for friend,
/f/ /f/ /f/.
Let's sing /g/,
Let's sing /g/ /g/ /g/.
/g/ for girl,
/g/ for girl,
/g/ /g/ /g/.
/e/ for egg, /f/ for friend, /g/ for girl.

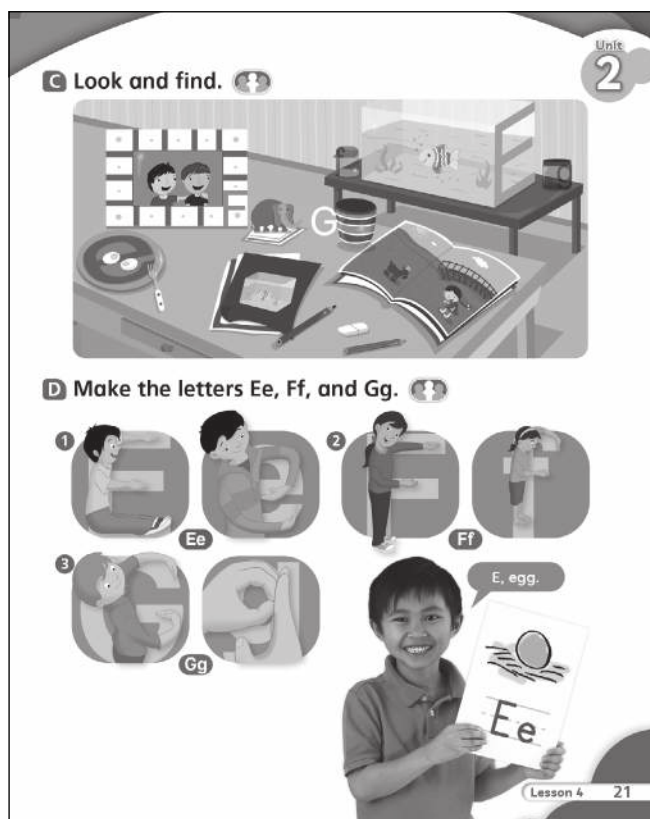
B Listen, point, and say. 030

- Use the unit flashcards to introduce the new words. Continue until students can produce the words on their own.
- Play the audio. Students listen, point, and say along with the audio.
- Hold up the unit flashcards and have students guess the next card.

Student Book page 20

Warm up

- Greet the class *Hi, boys and girls*. Elicit the response: *Hello, (Ms. Jones)*.
- Sing *Boys and Girls* (027). Divide the class into boys and girls. Boys and girls stand up during their part of the song.
- Play **Buzzers** (Teacher's Guide page 106). Review the unit flashcards and elicit the toy names. Divide the class into two teams. Shuffle the cards, show one and ask *What is it?* Students raise their hands as fast as they can to answer *It's a (boat)*. If the answer is incorrect, the other team can guess.



Student Book page 21

C Look and find.

- Point to a new word picture on page 21 or show a flashcard and say the name. Students find and point to the new word picture on page 21. Encourage students to find previously learned language in the picture, as well, e.g., *pencil* and *crayon*.
- Point to a letter in your book or show a flashcard and say the letter name. Students find and point to the hidden letter in their books. See the answer key below.
- Students do the activity in pairs.
- Review initial letter sounds of the new words. Then point to the book and say the names of each item in the picture: *egg*, *fork*, *friend*, *elephant*, *G*, *f*, *fish*, *E*, *g*, *book*, *girl*, *goat*, *crayon*, *eraser*, *pencil*, *paper*, etc. Students raise their hands if the word starts with the new letters *e*, *f*, or *g*.

ANSWER KEY



D Make the letters Ee, Ff, and Gg.

- Demonstrate making the letters with your hands or body while saying the letter names.
- Direct students' attention to the examples in their books. Students make the letter shapes with their hands and say the letter names.

- Student pairs take turns making letter shapes with their hands and guessing the letter name.

EVERYBODY UP GLOBAL SKILLS

Collaboration / Creativity: Direct students' attention to the Everybody Up Friend on page 21 and read the speech bubble aloud: *E, egg*. Distribute paper and drawing supplies.

Put students in groups of three and assign each a letter, *E–G*. Students then draw a picture of an item that begins with their letter.

Students then take turns showing the group their picture and identifying the letter and the item: *E, egg*.

Games and Activities

Card Grab (Teacher's Guide page 106). Students play in groups using flashcards for phonics words.

Bingo (Teacher's Guide page 106). Students make their Bingo board using the new letters.

What's Missing? (Teacher's Guide page 108). Use a set of toy flashcards and school supplies flashcards. Students raise their hands to identify the missing card: *It's a (balloon)*.

Extra Practice

Workbook pages 18–19

Unit 2, Lesson 4 Phonics Worksheet

Phonics video

Classroom Presentation Tool

Online Practice

UNITS 1-2 Check Up

Units
1-2 **Check Up**

A Listen. Then say the words. 031

B Listen. Then number. 032

22 Units 1-2

Review Language

Units 1 and 2 grammar and vocabulary

Materials

Flashcards; Audio 027, 031-032

Student Book page 22

Warm up

- Greet the class and sing the *Boys and Girls* song (027) with students.
- Play **Categories** (Teacher's Guide page 106) to review vocabulary from Units 1 and 2. Use the categories *School Supplies* and *Toys*.
- Review the alphabet words and letters. Show a flashcard from the unit and elicit the correct word and letter.

A Listen. Then say the words. 031

- Lead the class to say each word together aloud. Then, call on individual students to say the words. Repeat until each student has said several words.
- Play the audio. Students listen and say along with the audio.

Audio script 031

- 1 balloon
- 2 glue
- 3 scissors
- 4 jet
- 5 train
- 6 crayon
- 7 paint
- 8 yo-yo

- Students practice saying the words on their own, using their books.
- To review vocabulary, students play **Beanbag Toss** (Teacher's Guide page 106), using the unit flashcards for Units 1 and 2.

B Listen. Then number. 032

- Students look at the pictures and say what they see.
- Play the audio. Students listen and point to the pictures.

Audio script 032

- 1 Hi, boys and girls.
Hello, Mrs. Parker.
- 2 Hi, what's your name?
I'm Tim.
- 3 What is it?
It's a doll.
- 4 What do you have?
I have a marker.

- Play the audio again. Students write the number of each conversation in the box.
- Check the students' answers.

ANSWER KEY

a 4 b 2 c 3 d 1



Student Book page 23

C Play the game.

- Say the names of the items in each game square with the class. Direct students' attention to the picture and read the words in the speech bubbles.
- Give students a coin. Choose one side of the coin to move one space, the other side to move two spaces. Flip the coin to move. Model how to play the game with a few volunteers, allowing volunteers to respond appropriately in their own ways.
- Students play in pairs.

ANSWER KEY

scissors
glue
paint
pencil
ball
pen
car
balloon
jet
marker
doll
boat
crayon
yo-yo

- Give students a star for completing the game.

Games and Activities

Review: **Telephone** (Teacher's Guide page 108). Use language from Units 1 and 2, for example whisper *I have a (balloon)* at one end of the line, and *What's your name?* at the other end.

Phonics: **Bingo** (Teacher's Guide pages page 106) with the new letters. Hand out nine blank cards to each student. Instruct students to write a letter (*a, b, c, d, e, f, g*) on each card. (They can repeat two letters.)

Phonics: **Everybody Up! Everybody Down!** (Teacher's Guide pages 106–107) Play the game using the new phonics letters.

Extra Practice

Workbook pages 20–21

Unit 2 Test

Classroom Presentation Tool

Online Practice

UNITS 1-2 Cambridge Young Learners English

YLE Starters

Practice 1 **Listening**

A Listen and draw lines. There is one example. 033

Fred Eva Bill May Lily Dan Sam

Speaking

B Listen and point. 034

24 Units 1-2

YLE Starters Practice 1

Objectives

Practice the language from Units 1 and 2 in exam-style exercises.

Materials

Audio 033–034

Student Book pages 24–25

Warm up

- Play **Categories** (Teacher's Guide page 106) to review vocabulary from Units 1 and 2: *School Supplies* and *Toys*.
- Elicit the language from Units 1 and 2 by asking questions about things in the classroom or miming words, e.g., *What is it? It's a crayon. What is it? It's a car.*

Listening

A Listen and draw lines. There is one example.

033

- Play the first part of the audio, then pause and point out the example answer.
- Play the rest of the audio for students to listen and draw lines.
- To check the answers, play the audio again and pause after each item to confirm the answer.

Audio script 033

Man Hello. What's your name?

Girl I'm Lily.

Man Hello, Lily. What do you have?

Girl I have a yo-yo!

Man Yes! It's a yo-yo!

Narrator Can you see the line? This is an example. Now you listen and draw lines.

Girl Look! It's Bill!

Man Bill?

Girl Yes! And look! It's a balloon!

Man Oh! Bill has a balloon!

Man Is Eva here today?

Girl Yes! Here! Eva has a doll!

Man Oh yes! It's Eva and it's a doll!

Man Is this Fred?

Girl Yes! Look! It's Fred and it's a train!

Man That's right! It's a train!

Girl Oh! It's Dan!

Man Hello, Dan! What's this?

Girl It's a ball!

Man Yes! It's Dan and it's a ball!

Man Is May here?

Girl Yes! Look! It's May!

Man And it's a car!

Girl Yes! It's a car!

Man Great! Hello, May!

ANSWER KEY

Lines from:

Lily to yo-yo

Bill to balloon

Eva to doll

Fred to train

Dan to ball

May to car

Speaking

B Listen and point. 034

- Play the first part of the audio, then pause for students to point to the object.
- Play the rest of the audio. Students listen and point.

Audio script 034

Man Point to the paint.

Man Point to the glue.

Man Point to a pencil.

Man Point to the paper.







Man Point to the scissors.

Man Good job!


Units
1-2

Reading and writing

C Look and read. Put a tick (✓) or a cross (X) in the box. There is one example.

1 	2 	3 
It's a pencil. <input checked="" type="checkbox"/>	It's paper. <input type="checkbox"/>	It's a crayon. <input type="checkbox"/>
4 	5 	6 
It's glue. <input type="checkbox"/>	It's point. <input type="checkbox"/>	It's a pen. <input type="checkbox"/>

D Look and read. Write yes or no.



Examples

I'm Mark. I have a balloon. yes I'm Tom. I have a car. no

- I'm Anna. I have a train. _____
- I'm Mark. I have a ball. _____
- I'm Daisy. I have a jet. _____
- I'm Anna. I have a doll. _____

YLE Starters 25

Reading and writing

C Look and read. Put a tick (✓) or a cross (X) in the box. There is one example.

- Focus on the first picture and read out the sentence. Ask *Yes or no?* Elicit the answer *yes* and point out the check mark in the answer box.
- Students complete the task.
- When you check the answers, point to each picture in turn and ask *Is it (paper)? What is it?*
- Students can work with a partner and practice saying a correct sentence about each picture.

ANSWER KEY

top row: ✓ X ✓

bottom row: X X ✓

D Look and read. Write yes or no.

- Read out the two example sentences and point out the answers.
- Students read the sentences and write *yes* or *no*.
- When you have checked the answers, students could work with a partner and write a correct sentence to replace each incorrect one.
- Students could then ask a partner: *What do you have?* Their partner could answer with something they have, e.g., *I'm (Sara). I have a yo-yo.*

ANSWER KEY

1 no

2 no

3 no

4 yes

Extra Practice

Unit 2 CYL Worksheet

Classroom Presentation Tool