

Unit 1 Toys

Let's Talk

Unit 1
Toys
Let's Talk

A Listen and say. 01:05
Hi! What's your name?
I'm Kate.

B Watch the video. 01:05
C Say and act. 01:05
What's your name? What's your name?
1. I'm Andy. 2. I'm Andy. 3. I'm Andy.

D Listen, point, and sing. 01:05
Hi! What's Your Name?
Hi! What's your name?
I'm Kate.
Hi! What's your name?
I'm Jenny.
Hi! What's your name?
I'm Scott.
Hi! What's your name?
I'm Andy.
Kate, Jenny, Scott, Andy!
Kate, Jenny, Scott, Andy!
Jenny, Andy, Jenny, Andy!
Kate, Jenny, Scott!

E Listen and do. 01:05
1. Stand up. 2. Sit down.
I can do this lesson.

Student Book pages 4–5

Topic:

- Conversation

Lesson Objectives:

- Learning how to greet each other
- Learning two new action commands

Language:

Hi! What's your name?
I'm Kate.

Stand up.

Sit down.

Materials:

Teacher Cards 1–2; CD1 Tracks 05–08;
Student Cards 1–2 and Unit 1 Let's Talk
Video (Teacher's Resource Center)

Warm up

1. As you take attendance, smile and greet students by name: *Hi/Hello, (Scott)*. Students should respond with *Hi* or *Hello*.
2. Have students walk around the class and practice greeting as many classmates as they can in one minute.

Student Book page 4

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation *Hi! What's your name? I'm (Kate)*. Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch roles.
2. Have students look at the pictures and identify the characters and objects they recognize. Play Class CD1 Track 05. Have students listen to the conversation several times: first listening with eyes closed, then listening and pointing to the characters, finally listening and repeating familiar words. Explain new language, if necessary.

1.05 Hi! What's your name?
I'm Kate.

3. Play the audio again. Have students repeat after the audio, focusing on natural intonation, rhythm, and speed. Explain that *I am* has the same meaning as *I'm*, and that *What is* has the same meaning as *What's*.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video. Have students watch and raise their hands when they hear a word they know.


Hi! What's your name?
Hi! I'm Kate.
Hi, Kate. I'm Scott.
What's your name?

2. Play the video again. Have students watch and copy the gestures and actions, where appropriate.
3. Play the video again. Pause after each exchange and have students repeat the extended conversation and copy the gestures. Call on a few students to answer Kate and Scott's question: *What's your name?*
4. Say *Hi! What's your name?* to a student. That student responds with *Hi, I'm (name)*. *What's your name?* Repeat with several other students.

C Say and act.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the pictures and identify the characters. Use puppets or student volunteers to model the conversation. Ask a volunteer to say what goes in the blank in the first conversation. Have students repeat the lines after you to practice pronunciation. Repeat with the next conversation.
2. For the third conversation, model with a student volunteer using his/her own name. Then have students practice in two groups, and finally in pairs making sure all students practice both asking and answering. Then play Class CD1 Track 06. Have students listen and repeat.

-  **1.06**
1. What's your name?
I'm Jenny.
 2. What's your name?
I'm Andy.
 3. What's your name?


3. Have students stand and greet as many of their classmates as possible in one minute.

Student Book page 5

D Listen, point, and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 07. Have students listen to the song and repeat words they recognize.

-  **1.07** **Hi! What's Your Name?**
- | | |
|-----------------------|---------------------------|
| Hi! What's your name? | Kate, Jenny, Scott, Andy! |
| I'm Kate. | Kate, Jenny, Scott, Andy! |
| Hi! What's your name? | Jenny, Andy, Jenny, Andy! |
| I'm Jenny. | Kate, Jenny, Scott! |
| Hi! What's your name? | |
| I'm Scott. | |
| Hi! What's your name? | |
| I'm Andy. | |


2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.

4. Using their books, have students point to and read words they recognize in the song. Help students recognize words and phrases that appear more than once. You can read the lyrics and have students follow along in their books. Then have students sing the song in pairs or groups.

E Listen and do.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Introduce the sentences *Stand up* and *Sit down* with actions, to reinforce the meanings of the verbs. Have students repeat the sentences and do the actions several times.
2. Play Class CD1 Track 08. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat the sentences.

-  **1.08**
- | | |
|---------------------------|---------------------------|
| 1. Stand up.
Stand up. | 2. Sit down.
Sit down. |
|---------------------------|---------------------------|

3. Show Teacher Cards 1–2 and have students say and do the actions. Then have student pairs take turns saying the sentences and doing the actions.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

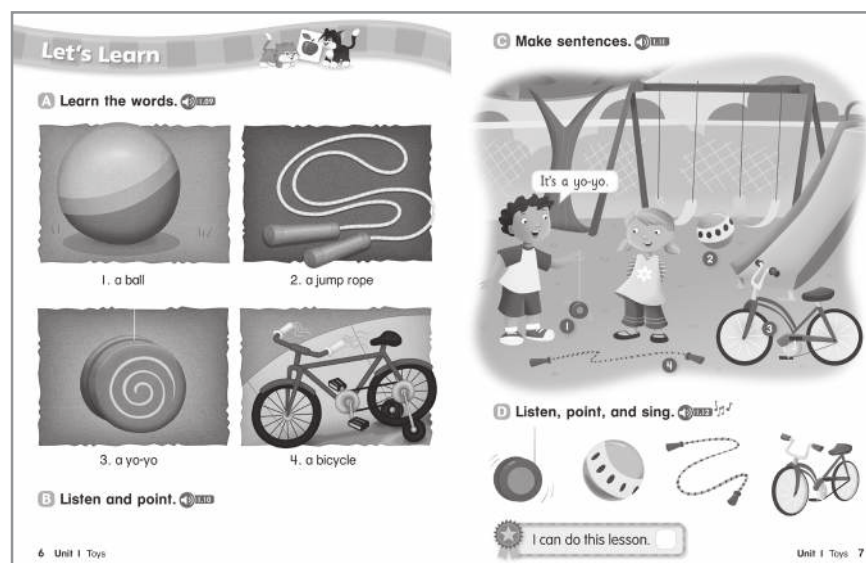
- **Beanbag Circle** (p. 20). Have students sit in circles to practice *Hi! What's your name?* After they ask the question, they toss the beanbag to another student, who continues.
- Use **Step Away Lines** (p. 20) to practice *Hi! What's your name?* Each time the students take one step back, they switch parts.
- Play **Dialogue Musical Chairs** (p. 17) with the song "Hi! What's Your Name?"

Additional Resources

Workbook pages 2–3
Unit 1 Worksheet A (Teacher's Resource Center)
Online Practice

Unit 1 Toys

Let's Learn



Student Book pages 6–7

Topic:

- Toys

Lesson Objective:

- Identifying and asking about toys

Language:

a ball, a jump rope, a yo-yo, a bicycle
It's a yo-yo.

Materials:

Teacher Cards 3–6; CD1 Tracks 09–12;
Student Cards 3–6 (Teacher's Resource Center)

Warm up

1. Use **Conversation Lines** (p. 20) to review the greeting dialogue.
2. Use a **Command Chain** (p. 20) to review *Sit down* and *Stand up*.

Pre-teach Language

1. Introduce the toy vocabulary, using Teacher Cards 3–6. Show one card and say the toy word. Have students repeat each word several times.
2. Introduce *It's a...* by pointing to objects in the classroom. Students can then join you in saying the words.

Student Book page 6

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 09. Have students listen and point to the toys as they hear them. Play the audio again and have students repeat the words. Check pronunciation and intonation.

1.09 1. a ball 2. a jump rope 3. a yo-yo 4. a bicycle

2. Display Teacher Cards 3–6 (toys). Call out one of the toy words and have students point to the correct card and say the name of the toy.

B Listen and point.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 10. Have students listen and point to the pictures in the order they hear the words.

1.10 a ball	a jump rope
a yo-yo	a ball
a bicycle	a bicycle
a jump rope	a ball
a yo-yo	a jump rope
a bicycle	a yo-yo

2. Show Teacher Cards 3–6 one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
3. Make sure each student has a set of Student Cards 3–6. Say the words in random order and have students put the words in the same order on their desks.

C Make sentences.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and identify the objects they know. Then play Class CD1 Track 11 and have the students listen and point to the objects.



1. It's a yo-yo.
2. It's a ball.
3. It's a bicycle.
4. It's a jump rope.

2. Direct students' attention to the pattern in the book or write it on the board. Show Teacher Card 3, or a real ball, to students and say *It's a ball*. Have students repeat after you. Be sure to point or touch the ball when you say *It's*. Explain that *it's* has the same meaning as *it is*. Continue with additional objects until students are able to produce the sentence pattern without prompting.
3. Practice the sentences by playing a pantomime game in groups. Have one student in each group pantomime playing with one of the toys. The other students in the group name it using the sentence pattern. Continue until all the students have had a chance to pantomime the words.

D Listen, point, and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students identify the toys. Then play Class CD1 Track 12. Have students listen to the song and point to the toys as they hear them.



1.12 Bicycle, Yo-Yo, Jump Rope, Ball

Bicycle	Bicycle, yo-yo
Yo-yo	Jump rope, ball
Jump rope	It's a bicycle.
Ball	It's a yo-yo.
Bicycle	It's a bicycle.
Yo-yo	It's a yo-yo.
Jump rope	It's a bicycle.
Ball	It's a jump rope.
Bicycle, yo-yo	It's a ball!
Bicycle, yo-yo	It's a ball!

It's a bicycle.	It's a jump rope.
It's a yo-yo.	It's a ball!
It's a bicycle.	It's a ball! Yes!
It's a yo-yo.	
It's a bicycle.	

2. Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along.
3. Assign each of the students one of the four toys in the song. Play the song again. This time, have all the "yo-yos" stand up when they hear *yo-yo* in the song. Repeat for each of the other toys.
4. Play the song again and have students sing along. Encourage students to pantomime as they sing.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Find It** (p. 17). Place Teacher Cards 3–6 face down on a desk or table in random order. Put students in groups and have them stand in rows. Give each group two sets of Students Card 3–6. The student at the front of the line picks up a card from the pile, says *It's a ball*, and chooses one Teacher Card to turn over. If the two cards match, the group gets a point. If they don't match, the student puts the card back on the pile and goes to the back of the line. Continue until all the students have had a turn.
- Display Student Cards 3–6. Give students one minute to memorize the cards and then tell them to cover their eyes. Remove one of the cards and ask *What's missing?*
- To reinforce listening comprehension, play "Bicycle, Yo-Yo, Jump Rope, Ball" again. Have students point to the pictures in their books when they hear the toy names.

Additional Resources

Workbook pages 4–5
Online Practice

Unit 1 Toys

Let's Learn More



Student Book pages 8–9

Topic:

• Toys

Lesson Objective:

• Identifying and asking about toys

Language:

a train, a car, a doll, a teddy bear

What is it?

It's a teddy bear.

Materials:

Teacher Cards 3–10; CD1 Tracks 12–16;

Student Cards 3–10 (Teacher's Resource Center)

Warm up

1. **Toy Train.** Review toy vocabulary. Put Teacher Cards 3–6 or realia around the room. Have students stand in two or three lines and hold onto each other like a train. Have the leader of each line walk around the classroom. When you say *Stop!* the leader takes his/her train to one of the pictures. All students in the group point to the picture and say *It's a (ball)*. Then a new leader takes them to another picture and students repeat the procedure. Continue until all trains have stopped at each picture.
2. Sing "Bicycle, Yo-Yo, Jump Rope, Ball" (Class CD1 Track 12). Have students pantomime or point to the toys as they sing.

Pre-teach Language

1. Introduce the toy vocabulary using Teacher Cards 7–10. Show one Teacher Card and say the toy name. Have students repeat each name several times.
2. Introduce the question *What is it?* Hold up Teacher Card 10 (teddy bear) and ask students *What is it?* Students answer *It's a teddy bear.*

Student Book page 8

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 13. Have students listen to the vocabulary and point to the toys as they hear them. Play the audio again and have students repeat the words.

1.13 1. a train 2. a car 3. a doll 4. a teddy bear

2. Do a quick practice with the vocabulary. Display Teacher Cards 7–10. Call out a toy name. Have students point to the card and say the toy's name. Repeat with each toy.

B Listen and point.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Play Class CD1 Track 14. Have students look at Exercise A and point to the pictures in the order they hear the words.

1.14 a car
a doll
a teddy bear
a train

a teddy bear
a doll
a car
a train
a teddy bear
a doll

2. Display Teacher Cards 7–10 one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
3. Make sure each student has a set of Student Cards 7–10. Say the words in random order and have students put the cards in the same order on their desks.
4. Display Teacher Cards 7–10. Have students say them one by one. Take away one card at a time as they continue saying all the words. At the end, they should be saying all the words even though the cards are no longer displayed.

Student Book page 9

C Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe what they see.
2. Direct students' attention to the pattern *What is it? It's a teddy bear* in the book or write it on the board. Play Class CD1 Track 15. Point to the words as students listen. Then play the track again and have students repeat after the audio. Play the audio again. Have students listen to the questions and answers, and point to the appropriate pictures in their books.

- 1.15** What is it?
It's a teddy bear.
- | | |
|--------------------|----------------|
| 1. What is it? | 2. What is it? |
| It's a teddy bear. | It's a train. |
| 3. What is it? | 4. What is it? |
| It's a doll. | It's a car. |

3. Put Student Cards 7–10 in a bag. Have a student pull out a card and ask the other students *What is it?* The first student to answer correctly gets to pull out the next card.

D Listen, point, and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 16. Have students point to the toys they see as they hear them in the song.

- 1.16** What Is It?
- | | |
|--------------------|--------------------|
| What is it? | What is it? |
| It's a ball. | It's a train. |
| What is it? | What is it? |
| It's a teddy bear. | It's a teddy bear. |
| What is it? | What is it? |
| It's a doll. | It's a bicycle. |
| What is it? | What is it? |
| It's a teddy bear. | It's a ball. |

2. Assign each student a toy and play the song again. Have all the "balls" stand up when they hear *ball* in the song. Repeat with the other toys.
3. Play the track again and have students sing the song. Then repeat the song with students pantomiming each of the toys.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Pick Up** (p. 19). Place Teacher Cards 3–10 (toys) face down. S1 points to a card and asks *What is it?* S2 picks up the card and answers *It's a (car)*.
- **Concentration** (p. 17). Divide the class into groups. Use a double set of Student Cards 7–10, placed face down in random order for each group. As they turn over the cards, students make sentences about each toy.

Additional Resources

Workbook pages 6–7
Unit 1 Worksheet B (Teacher's Resource Center)
Online Practice

Unit 1 Toys

Let's Learn to Read

Let's Learn to Read

Phonics

A Sing and say.

The Alphabet Song

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv
Ww Xx Yy Zz

B Listen, point, and say.

C Listen and point.

Andy Jenny Kate Scott

D Watch and read along.

I'm Andy. I'm Jenny. I'm Kate. I'm Scott.

I can do this lesson.

Unit 1 Toys

Student Book pages 10–11

Topic:

- The alphabet

Lesson Objectives:

- Singing "The Alphabet Song"
- Finding letters in names

Language:

Andy, Jenny, Kate, Scott

Materials:

Teacher Cards 3–10; CD1 Tracks 17–20;
Student Cards 3–10, Alphabet Cards Aa–Zz,
and Unit 1 Intro Video (Teacher's Resource
Center)

Warm up

- Our Chant** (p. 20). Start with a basic rhythm and have students choose toys and fit them to the beat. Practice the chant. Then have students do the chant with appropriate actions for each toy.
- Divide the class into several groups. Give each group several Student Cards with toy vocabulary and have the students put them face down on a table. S1 points to a card and asks *What is it?* S2 guesses *It's a (ball)* and turns over the card. If the answer is correct, S2 gets a point.

Pre-teach Phonics

- Introduce the alphabet. Write the alphabet on the board, both upper and lowercase. Point to each letter as you pronounce it clearly. Say the alphabet again and have students repeat. Do this several times, picking up speed each time. Then point to random letters, say them, and have students repeat.

Student Book page 10

A Sing and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

- Have students look at the page and identify all the letters if they can. Play Class CD1 Track 17 and have students listen.



1.17 The Alphabet Song

ABCD EFG HIJK LMNOP
QRS TUV WXYZ

ABCD EFG HIJK LMNOP
QRS TUV

WXYZ Oh!


WXYZ Yes!

- Play the audio again. Have students listen to the pronunciation. Then play it again and have students repeat after each line.
- Have students sing the song.
- Have students say the alphabet in the correct order.

B Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD1 Track 18. Have students listen and point to the letters.

 **I-18** A, B, C, D, E, F, G, H, I, J, K, L, M,
N, O, P, Q, R, S, T, U, V, W, X, Y, Z

2. Play the audio again and have students repeat after each letter.

Student Book page 11

C Listen and point.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD1 Track 19. Have students point to each name and repeat it.


 **I-19** Andy Kate
Jenny Scott

2. Say the first letter (*A*) of the first name (*Andy*). Have students point to the letter *A* in the name. Continue with the other names.

D Watch and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Have students look at the picture and name the characters they know.
2. Play the video. Have students raise their hands when they hear the name of the characters they know.

 **I-20** I'm Andy. I'm Kate.
I'm Jenny. I'm Scott.

3. Play the video again. Have students listen and repeat.
4. Have students read the sentences aloud chorally. Then have volunteers read the sentences aloud for the class.

5. Have students take turns reading the story sentences in small groups or pairs.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Play **Nametags** to practice letter recognition. Have students make nametags, or make the nametags for them, if necessary. Tell students to find the letters that their names start with on page 10. Then have them form groups by finding students whose names all start with the same letter. Alternatively, have them form groups of students whose names have an *m* in them, or whose name ends in an *e*, and so forth.
- Play **Scramble** (p. 18) to practice the alphabet. Divide the class into several groups. Put the Alphabet Cards (Teacher's Resource Center) on the board in a scrambled order. The first group to put the cards in the correct order wins.
- Play **Pick Up** (p. 19) to practice the question-and-answer pattern. Put Student Cards 3–10 face down on a table. Have students play in pairs.
- Play **Rock, Paper, Scissors** (p. 21) using Student Cards 3–10. Say *I'm (Ken)*, (*I'm Meg*), 1, 2, 3! The winner picks up a card and asks *What is it?* The loser answers *It's a (ball)*. Play several rounds until the cards are gone.

Additional Resources

Workbook pages 8–9
Unit 1 Test (Teacher's Resource Center)
Online Practice