



Toy Team



Teacher's Guide



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1

Jobs

Overview

New language

I'm a ... *chef, dancer, doctor, firefighter, pilot, teacher.*

Here's the ... *airport, café, hospital, school.*

bag, bed, door, paper

Value

It's nice to make new friends.

Materials

Archie puppet, Archie stamper

Audio

Flashcards: characters (*Archie, Blue Bird, Dino, Doll, Little Bear, Robot, Ted*); jobs (*chef, dancer, doctor, firefighter, pilot, teacher*); places (*airport, café, hospital, school*); traditional song (*bag, bed, door, paper*); numbers 1–30; letter sounds (*s, a, t, p, i, n*)

Student Book pages 4–15, 95–96

Stickers: jobs, value

Classroom Presentation Tool (CPT)

Pop-outs: jobs

Activity Book pages 4–13

Posters: *Hello* and *Routines* posters

Realia: countables up to 30; world globe or map, and any multimodal materials (such as photos or video) of different workplaces (e.g., a hospital, a café, an airport, and a school) from your own country and from around the world

Oxford English Hub: Mini flashcards and wordcards Unit 1, Assessment worksheet Unit 1, Evaluation grids 1–3, Fast finisher worksheets Unit 1 Lesson 1, Lesson 5, Explore craft Unit 1 Lesson 6

Unit story

What's that noise?

listening 028 or story video

TEACHING TIP: The words in bold in the story transcript are key words that you can encourage children to do the vocabulary actions for and join in with once they are familiar with the story.

- 1 It's morning. The Toys are in the bedroom.
Good morning, Archie.
Good morning, Ted.
Today, there are lots of costumes in the bedroom.
'Look! It's messy. What is it?' asks Ted.
'Costumes! Hurrah!' says Archie. 'Let's play!'
- 2 'Put on a costume, Archie!' says Dino.
Archie puts on the doctor costume.
'Look! I'm a **doctor!**' says Archie.
'Beep! Beep!'
'What's that noise?' asks Ted.

- 3 'Put on the red shoes, Dino!' says Doll.
'Put on the red hat, Dino!' says Little Bear.
Dino puts on the dancer costume.
'Look! I'm a **dancer!**' says Dino.
'Beep! Beep!'
'What's that noise?' asks Archie.
- 4 'Put on the white hat, Little Bear!' says Ted.
Little Bear puts on the chef costume.
'Look! I'm a **chef!**' says Little Bear. 'Let's make a cake!'
'Beep! Beep!'
'What's that noise?' asks Dino.
- 5 'Put on the sunglasses, Doll!' says Archie.
Doll puts on the pilot costume.
'Look! I'm a **pilot!**' says Doll. 'Nnnnaaww!'
'Beep! Beep!'
'What's that noise?' asks Little Bear.
- 6 'Put on the black hat, Ted!' says Little Bear.
Ted puts on the teacher costume.
'Look! I'm a **teacher.** Listen to me!' says Ted.
'Beep! Beep!'
'What's that noise?' asks Doll.
- 7 'Beep! Beep!'
'Look! Can you see two arms and two hands?' asks Little Bear.
'Yes! Can you see two legs and two feet?' asks Doll.
'Yes! Who is it?' asks Ted.
'I don't know!' says Archie.
- 8 It's Robot!
'Beep! Beep! I'm Robot and I'm a **firefighter!**' says Robot.
'Hello, Robot! I'm Archie and these are my friends,' says Archie.
'A new friend! Hello, Robot!' say the Toys.
The bedroom is tidy now. Good job, everyone.
Goodnight, Archie!
Goodnight, everyone!

Unit story questions

Below are some examples of what to talk about for each story frame from Lesson 3, after reading the story, if you choose:

- 1 Point to the characters. Ask their names.
- 2 Ask children what color Archie's costume is. Ask why Ted is saying *What's that noise?*
- 3 Ask what color Dino's costume is. Ask volunteers to point to where the sound is coming from.
- 4 Ask what Little Bear is making and if they like cake.
- 5 Ask what transport Doll would use by holding up transport flashcards from Level 2 Unit 5. Show each flashcard and say, e.g., **Train?** Encourage children to respond *Yes* or *No*.
- 6 Point to the text that says *Beep! Beep!* and ask children whether it is noisy or quiet.
- 7 Point to the arms, hands, legs, and feet in the picture. Then ask children to count them.
- 8 Encourage all children to say *Hello, Robot!* while you point to Robot in the picture.

Vocabulary actions

Jobs

- *chef*: mime mixing in a bowl
- *dancer*: do a dance move
- *doctor*: mime using a stethoscope
- *firefighter*: mime using a hose
- *pilot*: spread out arms to mime being a plane
- *teacher*: mime writing on a board

Places

- *airport*: spread out arms to mime being a plane
- *café*: mime mixing in a bowl
- *hospital*: mime using a stethoscope
- *school*: mime writing on a board

Unit songs and actions

Lesson 2

Let's be friends!

listening 027 or song video

I'm a doctor. Can you see? [do vocabulary action]
Let's be friends, you and me! [gesture to another child and shake hands]
It's your turn. Who are you? [arms open wide]
Are you a doctor, too? [turn to another child]

No, I'm a teacher. Can you see? [do vocabulary action]
Let's be friends, you and me! [gesture to another child and shake hands]
It's your turn. Who are you? [arms open wide]
Are you a teacher, too? [turn to another child]

No, I'm a firefighter. Can you see? [do vocabulary action]
Let's be friends, you and me! [gesture to another child and shake hands]
It's your turn. Who are you? [arms open wide]
Are you a firefighter, too? [turn to another child]

No, I'm a chef. Can you see? [do vocabulary action]
Let's be friends, you and me! [gesture to another child and shake hands]
It's your turn. Who are you? [arms open wide]
Are you a chef, too? [turn to another child]

No, I'm a pilot. Can you see? [do vocabulary action]
Let's be friends, you and me! [gesture to another child and shake hands]
It's your turn. Who are you? [arms open wide]
Are you a pilot, too? [turn to another child]

No, I'm a dancer. Can you see? [do vocabulary action]
Let's be friends, you and me! [gesture to another child and shake hands]
I like dancing. Look at me! [do a dance move]
I'm a dancer. Look at me. [do a dance move]

Lesson 5

Where's the hospital?

listening 030 or song video

I'm a doctor. Where's the hospital? [do vocabulary action]
Can you show me the way? [hands out with palms up, look around]
Hello, doctor. Here's the hospital! [point to right]
Have a nice day! Thank you! [wave]

I'm a teacher. Where's the school? [do vocabulary action]
Can you show me the way? [hands out with palms up, look around]
Hello, teacher. Here's the school! [point to left]
Have a nice day! Thank you! [wave]

I'm a chef. Where's the café? [do vocabulary action]
Can you show me the way? [hands out with palms up, look around]
Hello, chef. Here's the café! [point to right]
Have a nice day! Thank you! [wave]

I'm a pilot. Where's the airport? [do vocabulary action]
Can you show me the way? [hands out with palms up, look around]
Hello, pilot. Here's the airport! [point to left]
Have a nice day! Thank you! Thank you! [wave]

Lesson 8

Traditional song: Miss Polly had a dolly

listening 035 or traditional song video

Miss Polly had a dolly who was sick, sick, sick. [mime rocking a baby]
So she phoned for the doctor to come quick, quick, quick. [mime making a phone call]
The doctor came with her bag and her hat [mime holding a bag and putting a hat on your head]
And she knocked at the door with a rat-a-tat-tat. [mime knocking on a door]
She looked at the dolly and she shook her head [shake head]
And she said, 'Miss Polly, put her straight to bed!' [mime sleeping]
She wrote on a paper for a pill, pill, pill. [mime writing]
'I'll be back in the morning with my bill, bill, bill!' [mime holding out a piece of paper]



TEACHING TIP: The vocabulary stickers and values stickers are provided at the back of the Student Book. You may prefer to remove stickers for safekeeping and only hand them out in the appropriate lessons.

Lesson 1

Key language

New: *chef, dancer, doctor, firefighter, pilot, teacher*

Revised: characters

Materials

Archie puppet, Archie stamper, audio, character flashcards, jobs flashcards, jobs stickers (vocabulary stickers are provided at the back of the Student Book), Student Book page 4, CPT, Activity Book page 4

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Unit introduction

- Display flashcards of all the characters, except Robot, on the board. Point to each flashcard and ask children for the characters' names. Ask children simple questions about each character to encourage them to examine the similarities and differences between the characters, e.g., **What color is Ted? Is Ted small? Big?** Finally, to reinforce that we can all be friends no matter how similar or different we are, ask children **Are they friends?**

TEACHING TIP: Not all children will be ready to give verbal answers at this time. Allow less confident children to answer by nodding or shaking their heads, or by pointing.

3 Vocabulary presentation: jobs

- Have Archie look for and find the jobs flashcards.
- Ask your class helper to come to the front (see the *Class helper* section on page 25 for more information about setting up a class helper). Give your helper the jobs flashcards, one by one, to hold up. Say the word at the same time (or use listening 025) and perform an action for each vocabulary item (see the unit Overview on page

34 for suggested actions), encouraging children to do the same.

- Alternatively, introduce the new vocabulary using the CPT by launching the flashcard presenter.
- Show each flashcard again, encouraging children to repeat the word and do the corresponding action.

Vocabulary: jobs 025

doctor, doctor, teacher, teacher, pilot, pilot, chef, chef, dancer, dancer, firefighter, firefighter

4 Student Books

- Play the *Table time* song (listening 019), motioning for children to sit down at their tables. (See page 26 for the song words.)
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 4. Point to the jobs and say each one in order (or use listening 025). Encourage children to point in their books and repeat the words.
- Show children where to find the jobs stickers for this unit at the back of their books (or hand them out if you have chosen to remove all the stickers for safekeeping).
- Use the CPT to show where the stickers need to go, doing them together, one by one.
- Ask children if they can see Ted anywhere on the page. Tell them to find and circle him.
- Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the activity.

ANSWER

Ted is in the picture frame on the dresser.

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 020).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

jobs flashcards

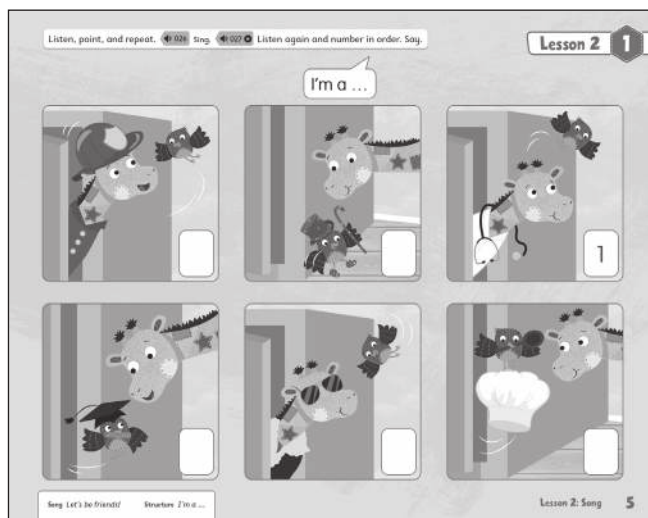
- Place the jobs flashcards on the board. Point to a flashcard and say the word. Children stand and try to do the corresponding action. As they get better at remembering the vocabulary, simply say the word without pointing to the flashcard.

Outdoor

- Children walk around the outdoor space freely. Call out one of the jobs words for them to do the action as they walk. Repeat with other jobs words, calling them out more and more quickly as children become more confident. Encourage children to change direction each time they hear a new job word and do a new action.

Further practice

Oxford English Hub: Fast finisher worksheet Unit 1 Lesson 1



Lesson 2

Key language

New: *I'm a ... chef, dancer, doctor, firefighter, pilot, teacher.*

Revised: characters, numbers

Incidental: *Who are you? Are you a (doctor), too? Look at me!*

Materials

Archie puppet, Archie stamper, audio, jobs flashcards, Student Book page 5, CPT, Activity Book page 5

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Vocabulary review: jobs and structure presentation: *I'm a ...*

- Have Archie get excited as he finds the jobs flashcards. Display them on the board. Say **Where's the dancer?** **Show Archie, please!** Ask a volunteer to come up to the board and point to the correct flashcard. Encourage the whole class to say the word. Repeat with other flashcards and volunteers.
- Put the *teacher* flashcard on the board. Point to yourself and say ***I'm a teacher.*** Repeat with the other jobs. Ask children to join in with you as you mime and say ***I'm a (firefighter)*** (or use listening 026).
- Alternatively, introduce the new structure using the CPT by launching the flashcard presenter.
- Go to the Games bank for more practice (pages 30–31).

Structure: *I'm a ...* 026

I'm a firefighter. I'm a dancer. I'm a doctor.
I'm a teacher. I'm a pilot. I'm a chef.

3 Song presentation: *Let's be friends!*

- Have Archie begin to dance and sing. Then say **Ah, you want to sing the song.** Play the *Let's be friends!* song (listening 027 or song video) for children to listen and join in with if possible. See the unit Overview on page 34 for the song words and actions.
- Play the song again, encouraging them to sing as much as they can of the new structure with the jobs words, and do the actions.

4 Student Books

- Play the *Table time* song (listening 019), motioning for children to go back to their tables.
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 5.
- Engage children with the page by eliciting that Archie and Blue Bird are dressing up as different jobs.
- Point to the pictures, one by one, eliciting what the characters are saying. Confirm by saying ***I'm a (doctor)*** (or use listening 026).
- Point out the structure in the speech bubble on the page and read it aloud while pointing to each word.
- Play the recording (listening 026) and encourage children to point to the correct picture and repeat each sentence.
- Play the song again (listening 027) and ask children to point to the pictures as they hear them.
- Write the numbers 1 to 6 on the board in order as a model for children to copy in the listening task.
- Play the first part of the song and use the example to explain that children need to number the pictures in order. Play the rest of the song, pausing as needed for children to write the numbers. Point to the next number on the board to support children. You may also like to cross out numbers as they are used.
- Encourage children to work individually to number the pictures. Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the activity.
- Check answers by pointing to each picture on the CPT for the class to call out the correct number.
- Elicit from the class what Archie and Blue Bird are saying in each picture. Point and encourage children to say ***I'm a (doctor)***. If you like, have a child come up and take your teacher role, pointing for the class to say.

ANSWERS

Top row: 3, 6, 1

Bottom row: 2, 5, 4

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 020).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

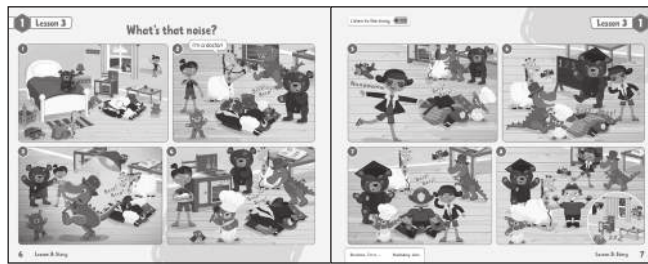
Indoor

- Whisper a different job to each child. They move around the room, doing the action for their job and looking for others who are doing the same action, until there are six groups.

Outdoor

jobs flashcards

- Place the flashcards around the schoolyard. Ask children to stand next to the flashcard of the job they would most like to do and say ***I'm a (doctor)***. Count together in English how many children are standing next to each flashcard.



Lesson 3

Key language

Revised: clothes, colors, parts of the body, transport, *I'm a ... chef, dancer, doctor, firefighter, pilot, teacher.*

Incidental: *costume, Look! Put on the (red) (shoes). What's that noise? Can you see (two) (arms)? Hello, Robot! Good job, everyone. Who are you? Are you a (doctor), too? Look at me!*

Materials

Archie puppet, audio, character flashcards (optional), jobs flashcards (optional), Student Book pages 6–7, CPT, Activity Book page 6

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Vocabulary review: jobs

- Play the *Let's be friends!* song (listening 027 or song video). Tell children to join in with the words as much as they can and do the relevant actions when they hear the words in the song.
- Go to the Games bank for more practice (pages 30–31).

3 Story introduction: *What's that noise?*

- Have Archie whisper to you that he wants to listen to a story. Use the CPT and show children the first two frames of the story.

NOTE: You can use the Focus function within the CPT to enlarge each frame. Simply click on the 'Focus' button in the tool bar, then click on the dotted lines around the frame you wish to display. It will appear enlarged on the screen. Click on the 'x' in the top right corner of the frame to return to the whole-page view.

- Point to the pile of costumes in frame 2 and make a **Beep! Beep!** noise. Ask **Who is hiding? Is it Archie? (no) Is it Doll? (no) Is it Ted? (no)**, etc. Have Archie shake his head and ask **Who is it? Should we read the story and find out?** Encourage children to say Yes.

PERSONALIZATION QUESTION: Ask children if they like dressing up. Encourage them to tell you what they dress up as.

4 Student Books

- Show that Archie is excited to read the story with you now. Play the *Story time* song (listening 018) while asking children to sit quietly.

- Have your class helper hand out the Student Books. Help children to find the story pages 6–7 and point to the frames. Explain that they can listen, follow the frames, and enjoy the story. Use the CPT or a Student Book and point to each frame along with the *What's that noise?* story (listening 028). You can also tell the story yourself (see the unit Overview on page 33 for the story words).
- Have children listen all the way through to enjoy. At the end, ask them what their favorite part of the story was.
- Tell the story again. See the *Unit story questions* section on unit Overview page 33 for example questions to ask for each story frame.
- Optional: Put the jobs and character flashcards on the board and ask children to match up who does which job as you tell the story.

5 Goodbye routine

- Play the *Quiet time* song (listening 021) to get children to sit quietly. (See page 26 for the song words.)
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor

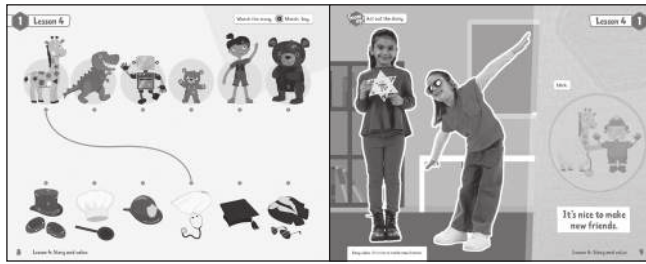
drawing materials

- Pair each child with a child they don't normally play with. Ask each child to tell the class one thing they like, e.g., an animal, food, color, or toy. Their partner has to listen carefully and draw a picture of this to give to their partner.

Outdoor

a scarf or blindfold

- Children stand in a large circle. Have a volunteer stand in the middle of the circle, blindfolded. Explain that you will choose one child from the circle by tapping them gently on the head. They have to say **Beep! Beep!** quietly. The blindfolded child has to listen carefully and take a step toward the sound. The other child repeats **Beep! Beep!** louder this time. Continue until the blindfolded child has found the other child. Repeat with other volunteers.



Lesson 4

Key language

Revised: clothes, colors, parts of the body, *I'm a ... chef, dancer, doctor, firefighter, pilot, teacher.*

Incidental: *costume, Look! Put on the (red) (shoes). What's that noise? Can you see (two) (arms)? Hello, Robot! Good job, everyone.*

Materials

Archie puppet, Archie stamper, audio, jobs flashcards, jobs pop-out, Student Book pages 8–9, value stickers, CPT, Activity Book page 7

Lesson preparation

Prepare the pop-out. Prepare props, e.g., a chef's hat or a wooden spoon, a red hat or shoes, a toy stethoscope, a toy firefighter's helmet, aviator sunglasses, a black mortar board or a board eraser

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Watch the story video: *What's that noise?*

- Have Archie get excited as he finds the jobs pop-out. Open each flap, point to the costume, and elicit the job from the class. Use the flashcards to support, showing each job and repeating the word.
- Have seven volunteers come to the front of the class. Give one child the folded pop-out. Allocate one of the jobs to each of the other six children and provide them with the props you have prepared.
- Play the *What's that noise?* story video. As the Toys dress up as each job, the child with the pop-out opens the flaps to reveal the costume. The children with the props each do a suitable mime, using their props as appropriate. If they are confident, they can join in with the dialogue and say *I'm a (doctor)*. At the end of the story, the child with the pop-out points to the Toys' new friend, Robot.
- You can divide the rest of the class into groups, one for each character, so they can also join in. Repeat.

3 Student Books

- Play the *Table time* song (listening 019), motioning for children to go back to their tables.
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 8.
- Engage children with the page by eliciting the character names and the job costumes. Ask them which Toy dresses up as which job and what they say (elicit *I'm a doctor*).

- Encourage children to work individually to match each Toy with the correct costume.
- Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the activity.
- Check answers as a class by pointing to each Toy and having children point to the appropriate costume and say with you *I'm a (teacher)*. If you like, have a child come up and take the teacher role, pointing for the class to say.

ANSWERS

Archie: *I'm a doctor.* Dino: *I'm a dancer.* Robot: *I'm a firefighter.* Little Bear: *I'm a chef.* Doll: *I'm a pilot.* Ted: *I'm a teacher.*

4 Student Books: Story performance

- Use the CPT to show page 9 and explain that children will do their own story performance.
- Choose seven new volunteers. Give the pop-out to one volunteer to open the flaps as the jobs occur. Have the other volunteers play the roles of Archie, Doll, Little Bear, Ted, Dino, and Robot, and give them props to put on when needed.
- Play the story video. Support children to act out their parts with actions and any words they can manage, pausing the recording as needed. Swap roles frequently with others in the class.

TEAM UP!: Encourage children not to interrupt each other during the performance.

5 Student Books: Value: *It's nice to make new friends.*

- Show frames 7 and 8 of the story again. Elicit what the Toys are saying and that they meet Robot, a new friend. Ask children if they like making new friends and what they do to make them feel welcome. See if they can think of any examples and what they did. Encourage discussion around the value.
- Have Archie tell them he is happy that they understand, and they can have a special value sticker. Give children time to put their sticker on the page.

6 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 020).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor

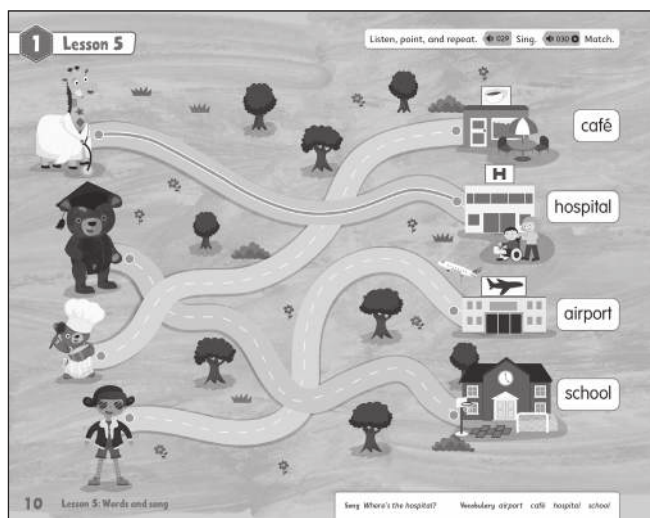
Archie puppet, value sticker

- Make your value sticker into a medal or badge. Have Archie award it to children who demonstrate the unit value during this lesson or others. Give praise and encourage discussion around the good behavior.

Outdoor

jobs pop-out

- Play in your space with the pop-out. Have a volunteer open up a flap and call out the job, saying *I'm a (doctor)*. The other children do the job action. Repeat.



Lesson 5

Key language

New: *airport, café, hospital, school*

Revised: numbers

Incidental: *Where's the (hospital)?*

Materials

Archie puppet, Archie stamper, audio, places flashcards, Student Book page 10, CPT, Activity Book page 8

Lesson preparation

Hide the new flashcards around the classroom.

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Vocabulary presentation: places

- Have Archie whisper to you. Tell children that Archie has lost the new flashcards. Have children find the places flashcards and deliver them to Archie. Present each flashcard as you say the word (or use listening 029) and do the action, encouraging children to copy you.
- Alternatively, introduce the new vocabulary using the CPT by launching the flashcard presenter.
- Divide the class into four groups and give each group a number. Display the new flashcards in four different corners of the room. Say **Group (three), go to the (hospital)!** Repeat with other flashcards.

Vocabulary: places 029

café, café, hospital, hospital, airport, airport, school, school

3 Song presentation: *Where's the hospital?*

- Have Archie begin to dance and sing. Then say **Ah, you want to sing the song.** Play the *Where's the hospital?* song (listening 030 or song video), encouraging the class to sing the jobs and places words and do the actions (see the unit Overview on page 34 for the song words and suggested actions).

4 Student Books

- Play the *Table time* song (listening 019).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 10. Engage children

with the page by pointing to each character on the left and having children tell you the jobs.

- Ask children if they can see the new places in the picture. Point to them on the right side of the page.
- Explain to children that they will hear the different places, and they have to point to each place in the picture. Play the recording (listening 029), pausing after the first word and pointing to the café as an example. Then continue the recording for children to listen, point, and repeat.
- Point out the labels on the page and read the place words aloud while pointing to each word.
- Play the *Where's the hospital?* song again (listening 030) for children to point to the places as they sing.
- Point to Archie and ask children where he is going. Follow the path from Archie to the hospital building, encouraging children to do the same with a finger on the page. Name the other characters and places.
- Encourage children to work individually to complete the maze lines, matching each job with the correct place.
- Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the tasks.
- Optional: Ask children to count the number of trees in the picture and say in English how many they have found (*eight*).
- Once all children have completed the task, play the *Where's the hospital?* song again for them to point to the places as they sing.

ANSWERS

Archie – hospital, Ted – school, Little Bear – café, Doll – airport

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 020).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

places flashcards

- Display the places flashcards on the board. Mime something you would do at that place, for example eating a cake, flying, writing, or nursing an injury. Children shout out the place you need or point out the correct flashcard. Once they become confident with the game, invite children up to mime things for themselves.

Outdoor

jobs and places flashcards

- Display the places flashcards around the schoolyard. Children form a line. Show the first child the flashcard for *teacher, pilot, chef, or doctor*. They say *I'm a (pilot)!* and run to the correct flashcard (*airport*). Once children are confident with the game, you can divide the class into two teams and have them compete to race to the place.

Further practice

Oxford English Hub: Fast finisher worksheet Unit 1 Lesson 5



Lesson 6

Key language

New: *Here's the ... airport, café, hospital, school.*

Revised: *jobs, I'm a (doctor).*

Incidental: *Where's the hospital? Can you show me the way? Have a nice day.*

Materials

Archie puppet, Archie stamper, audio, places flashcards, Student Book page 11, CPT, Activity Book page 9

Lesson preparation

Bring a world globe or map, and any multimodal materials (such as photos or videos) of different workplaces (e.g., a hospital, a café, an airport, a school) from your own country and from around the world.

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Song review: *Where's the hospital?*

- Play the *Where's the hospital?* song (listening 030 or song video) for children to join in with the words and actions.
- Play the song again. This time, turn down the volume and encourage children to sing as much as they can.

3 Structure presentation and practice: *Here's the ...*

- Have Archie choose one of the places flashcards and show it to the class as you say ***Here's the (airport)*** (or use listening 031). Repeat for the other flashcards.
- Alternatively, introduce the new structure using the CPT by launching the flashcard presenter.
- Tell children you are going to close your eyes and that Archie will show them a flashcard. You will try to guess what it is, e.g., ***Here's the café.*** The class say *Yes* or *No*. Allow other children to take your place.
- Go to the Games bank for more practice (pages 30–31).

Structure: *Here's the ...* 031

Here's the airport. Here's the café.

Here's the hospital. Here's the school.

4 Student Books

- Play the *Table time* song (listening 019).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 11.
- Engage children with the page by explaining that Archie took these photos on a journey. Ask if they have visited places like these. Who can they see working in the photos?
- Use your globe, map, or any multimodal materials to explore workplaces and / or different countries and cultures further. If you have images of workplaces in your own country, ask children to compare these with those shown on the page.

EXPLORE WITH TOY TEAM: Children learn that people need buildings to work and that these places have certain similarities around the world. Photos of places provide a real-world context to explore the concept.

- Point to each photo, saying ***(Here's the) (airport)*** (or use listening 031). Encourage children to point and repeat.
- Point out the structure in the speech bubble on the page and read it aloud while pointing to each word.
- Use the example from listening 032 to show children that they have to listen, point to, and number the photos.
- Move around the class as children work individually, using the Archie stamper to reward them as they finish.
- Check answers by playing the recording again, pausing after each answer, as children repeat with you.
- Point to each photo to elicit what buildings children can see. Encourage them to say *Here's the (hospital)*. If you like, have a child come up and take your teacher role.

ANSWERS

1 bottom right 2 top left 3 bottom left 4 top right

Listen, point, and number in order. 032

- 1 Look! Here's the school. 2 Look! Here's the airport.
3 Look! Here's the hospital. 4 Look! Here's the café.

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 020).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

images of local places cut into pieces to make a puzzle

- Put the class into groups and give each group a puzzle. They work together to complete it and then say *Here's the (hospital)*. Swap the puzzles with different groups.

Outdoor

jobs and places flashcards, chalk

- Put the places flashcards in the corners of your space. Draw paths leading to them with chalk in varying designs (winding, zigzag, etc.). Show a jobs flashcard and say ***I'm a (doctor)***. Have children follow the path to the appropriate building and say *Here's the (hospital)*. Repeat.

Further practice

Oxford English Hub: Explore craft Unit 1



Lesson 7

Key language

New: numbers 20–30, *Let's order numbers today. What's the next number?*

Revised: numbers 1–19, colors

Materials

Archie puppet, Archie stamper, audio, number flashcards 1–20, Student Book page 12, CPT, Activity Book page 10, Level 2 *Hello* poster (optional), realia (different countable items up to 20, e.g., erasers, crayons, building blocks)

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Numbers review: 1–20

- Have Archie get excited as he finds the number flashcards or countable items for 1–20. Say **Archie wants to order numbers today!**
- Show the flashcards or countable items as you elicit the numbers and count with the children up to 20.
- Optional: Use Archie's train on the Level 2 *Hello* poster to review the lower numbers. Point to elicit the numbers, then say the numbers for children to say the color. Have volunteers take the teacher role.

3 Numbers presentation: 20–30

- Write the numbers 20 to 30 in a random order all around the board.
- Play the *Numbers* chant (listening 033) and have children point to the numbers as they chant and join in with the words.

MATH SKILL: Children learn how following numbers in order helps them to understand number placement.

- Use Student Book page 12 as a guide for your board work and say **Let's order numbers today.** Draw a line connecting numbers 20 and 21 on the board.
- Invite a volunteer to come and connect numbers 21 and 22. Say **What's the next number?** Have them say the number as they join it. Continue for more numbers with different volunteers until you reach number 30.

- Rub out the numbers on the board and write them again in a different order so more volunteers can practice ordering and counting together with the class.
- Go to the Games bank for more practice (pages 30–31).

Numbers chant: 20–30 033

Numbers, numbers, numbers.

Let's have fun.

Let's all learn with numbers.

Come on, everyone.

20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

Numbers, numbers, numbers.

Let's all play.

Archie wants to learn

how to order numbers today.

Let's go!

20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

4 Student Books

- Play the *Table time* song (listening 019).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 12.
- Play the *Numbers* chant again (listening 033) for children to chant and point to the numbers on the page as they hear them.
- Engage children with the page by eliciting which numbers they can see on the board and what color each number is.
- Use the example to elicit that they need to join the numbers in the correct order.
- Have a volunteer help to demonstrate the activity, helping them to use the math skill you practiced.
- Encourage children to work individually to complete the task. Move around as they work, helping as needed and using the Archie stamper to reward them as they finish.
- Encourage the class to say the numbers in the correct order. Point to a number, say **What's the next number?**, and have the class reply. Continue for all the numbers. If you like, have a child come and take your teacher role to point for the class to say.

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 020).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor

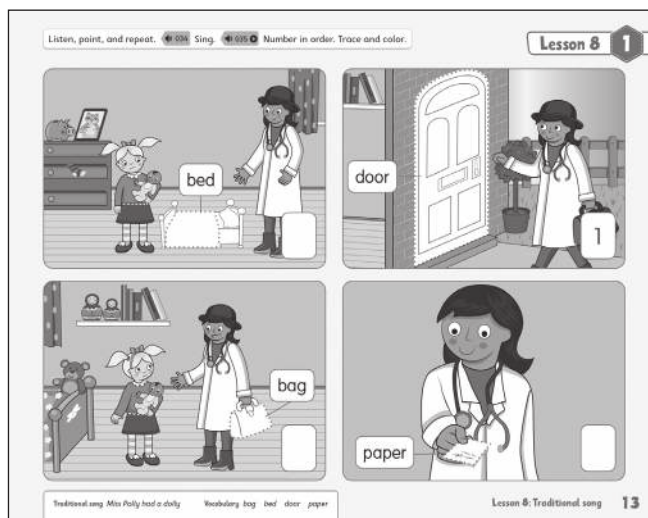
homemade number flashcards for 20–30

- Hand out a homemade number flashcard to each volunteer. Have them come up to place the flashcards, in order, in a visible place, as the class counts together.

Outdoor

colored chalk

- Write the numbers 20 to 30 in random order on the floor. Have the class call out the numbers in order as volunteers take turns moving from one to the other.



Lesson 8

Key language

New: *bag, bed, door, paper*

Revised: colors, numbers

Incidental: *quick, slow, stop*

Materials

Archie puppet, Archie stamper, audio, traditional song flashcards (*bag, bed, door, paper*), Student Book page 13, CPT, Activity Book page 11

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Unit vocabulary and structures review

- Review both vocabulary sets and structures in the unit by playing the songs *Let's be friends!* and *Where's the hospital?* (listenings 027 and 030 or the song videos). Encourage children to join in with the words and the actions.
- Alternatively, ask children to choose a favorite song or pick a flashcard game from the Games bank (pages 30–31).

TEACHING TIP: Revisit the songs regularly to ensure children don't forget them and in order to review the language they have learned.

3 Traditional song presentation: *Miss Polly had a dolly*

- Play the *Miss Polly had a dolly* song video once through for children to enjoy. (See unit Overview page 34 for the song words and actions.)
- Play the video again, encouraging children to join in with as much as possible.

4 Traditional song vocabulary presentation

- Use the traditional song flashcards to present the vocabulary. Show or point to the vocabulary in the same order as the song and say the words (or use listening 034 and follow the order of the items there). Then point to the flashcards and say the words in a random order.
- Alternatively, introduce the new vocabulary using the CPT by launching the flashcard presenter.

Traditional song vocabulary 034
bed, bed, door, door, bag, bag, paper, paper

5 Student Books

- Play the *Table time* song (listening 019).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 13.
- Engage children with the page by asking what they can see.
- Play the recording (listening 034), pausing after the first item (*bed*) to point to the bed. Play the remainder of the recording for children to listen and point, and encourage children to repeat the words with you.
- Play the traditional song *Miss Polly had a dolly* (listening 035) for children to sing and do the actions.
- Point out that the pictures need to be numbered in the order that the events happen. Show the example answer.
- Encourage children to work individually to number the pictures.
- Next, point out the items in each picture that need to be traced and colored, and encourage children to point to and say them.
- Encourage children to work individually to trace and color the pictures.
- Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the tasks.
- Check answers as a class, using the CPT.
- Finally, play the traditional song *Miss Polly had a dolly* again (listening 035) for children to point to the items on the page as they sing.

ANSWERS

Top row: 3, 1 Bottom row: 2, 4

6 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 020).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

traditional song flashcards, listening 035

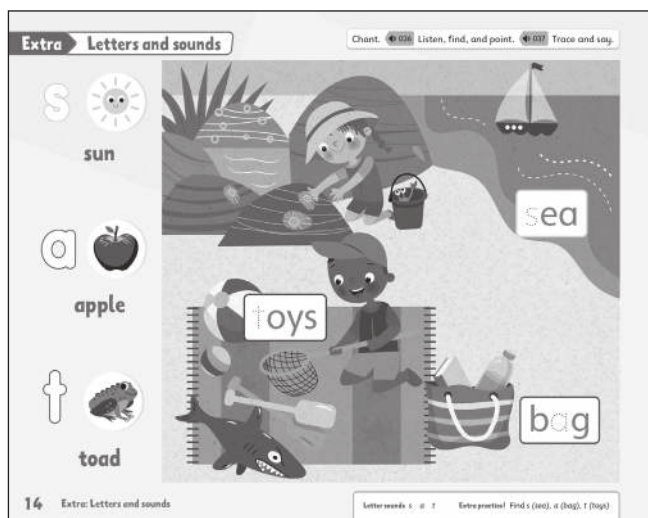
- Children sit in a circle and pass one of the traditional song flashcards around while you play the *Miss Polly had a dolly* song (listening 035). When you pause the song, the child holding the flashcard should try to say the word. Repeat with other flashcards and other children.

Outdoor

- Remind children of the meaning of *quick* from the song and teach them that the opposite is *slow*. Ask children to do an action, e.g., **Walk! Run! Jump!**, then call out **Quick!, Slow!, or Stop!** and they change how they do the action.

Further practice

Oxford English Hub: Assessment worksheet Unit 1
Evaluation grids 1–3



Extra: Letters and sounds

Key language

Letter sounds: *s, a, t*

New: *sun, apple, toad*

Materials

Archie puppet, Archie stamper, audio, letter sound flashcards (*s, a, t*), Student Book page 14, CPT, Activity Book page 12

Lesson preparation

Place letter sound flashcards in a bag. Listen to the letter sounds in the chant for this lesson.

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Letter sounds presentation: *s, a, t*

- Invite a volunteer up to select a flashcard from your bag.
- Point to the letter and finger trace it. Elicit the sound or say it. Note that it is not the letter name as in the alphabet, but the sound it makes (refer to the recording to check).
- Have children stand up, then with your back turned, air trace the letter while making the sound and invite children to follow, using their whole arm and bodies. This helps to reinforce the shape of the letter. Repeat several times.
- Point to the picture of the key word on the flashcard and ask **What's this?** Praise any answers and say **Yes, it's a (sun)**. Emphasize the initial letter sound, repeat it and then blend it together with the word, e.g., */s/, /s/, sun!*
- Mime each word (see below), encouraging children to follow. If any children recall the mimes from previous levels, allow them to lead. Repeat several times, repeating the sound as you mime the key word together.
- Suggested mimes: *sun*: use both hands, with palms open, and stretch arms out, radiating outwards like the sun's rays; *apple*: hold a large imaginary apple in your hand and pretend to take a bite; *toad*: hop like a toad.

3 Student Books

- Play the *Table time* song (listening 019).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 14.

- Point to the letters, cupping your ear, and saying **Listen!**
- Play the chants (listening 036), encouraging children to point to the big letters when they hear *Look at the letter*, and to point to the word beneath each letter and say the letter sound and the word when they hear *Say it loud!*

Chant. 036

Look at the letter. What's the sound?

/s/, /s/, /s/ /s/ /s/

Look at the word now. Say it loud ...

/s/, /s/, sun!

/s/, /s/, sun! SUN!

(The chant repeats for *a (/æ/)* and *t (/t/)* and the words *apple* and *toad*.)

Good job!

- Ask children what they can see in the main picture. Explain that there are some new words and items in the picture that have the same letter sounds (*/s/, /æ/, /t/*). Explain that the sounds are not all in initial letter position in the words.
- Ask children to listen, find each item and word on the page, and point to them.
- Play the recording (listening 037). Children find and point to the items and words.

Listen, find, and point. 037

Listen for */s/*: sea ... sea ... sea

Can you find the sea? Yes! Good job!

Listen for */æ/*: bag ... bag ... bag

Can you find the bag? Yes! Good job!

Listen for */t/*: toys ... toys ... toys

Can you find the toys? Yes! Good job!

- Move around the class, asking children to repeat the words and point to the letter within the word. Give a lot of praise!

Trace and say.

- Demonstrate how to trace the dotted initial letter in the word *sea*. Distribute pencils, and encourage children to work independently to trace and say the dotted letters within the new words. Move around the class, helping with pencil grip and correct strokes.
- Use the Archie stamper to reward children who are working carefully to form the letters.
- Extra challenge: Ask children to find another item in the picture that contains the target letter sounds (e.g., *sand, hat, boat*). At this stage they will likely only be able to identify the sounds themselves in initial letter position.

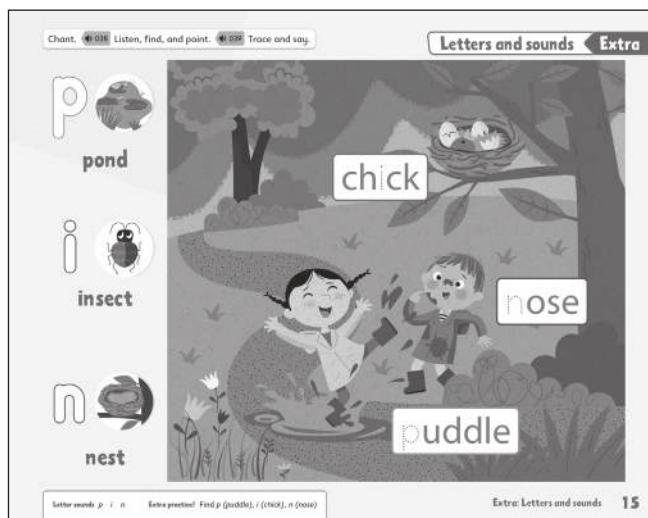
4 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 020).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor / Outdoor

- Prepare a list of familiar vocabulary words that start with the key letter sounds */s/, /æ/, /t/* (e.g., *six, seven, sad, astronaut, Ted, tired, tidy*). Mix these words with known words that do NOT contain the key letter sounds (e.g., *Doll, four, pink*). Say a word and ask children to stand up when they recognize one of the three sounds.



Extra: Letters and sounds

Key language

Letter sounds: *p, i, n*

New: *pond, insect, nest*

Materials

Archie puppet, Archie stamper, audio, letter sound flashcards (*p, i, n*), Student Book page 15, CPT, Activity Book page 13

Lesson preparation

Place letter sound flashcards in a bag. Listen to the letter sounds in the chant for this lesson.

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Letter sounds presentation: *p, i, n*

- Use the flashcards and follow the procedure outlined on page 43 for the presentation of letters *p, i, n*, sounds */p/, /i/, /n/*, and their associated key words (*pond, insect, nest*).
- Suggested mimes: *pond*: make a gesture like a splash, starting with fingers curled into a fist, then 'splashing' outwards like water sprays; *insect*: use pointer finger to buzz around the air like a little flying insect; *nest*: curve your arms and hands to make a cup or cradle shape in front of you, like a nest.

3 Student Books

- Play the *Table time* song (listening 019).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 15.
- Follow the procedure outlined on page 43, playing the chants (listening 038) and encouraging children to point to the big letters when they hear *Look at the letter*, and to point to the word beneath each letter and say the letter sound and the word when they hear *Say it loud!*

Chant. 038

Look at the letter. What's the sound?

/p/, /p/, /p/ /p/ /p/

Look at the word now. Say it loud ...

/p/, /p/, pond!

/p/, /p/, pond! POND!

(The chant repeats for *i (/i/)* and *n (/n/)* and the words *insect* and *nest*.)

Good job!

- Ask children what they can see in the main picture. Explain that there are some new words and items in the picture that have the same letter sounds (*/p/, /i/, /n/*). Explain again that the sounds are not all in initial letter position in the words. Note that the girl is not jumping in a pond, just a small puddle on a path. You can ask children if they like doing this.
- Ask children to listen, find the item and word on the page, and point to them.
- Play the recording (listening 039). Children find and point to the items and words.

Listen, find, and point. 039

Listen for */p/*: puddle ... puddle ... puddle

Can you find the puddle? Yes! Good job!

Listen for */i/*: chick ... chick ... chick

Can you find the chick? Yes! Good job!

Listen for */n/*: nose ... nose ... nose

Can you find a nose? Yes! Good job!

- Move around the class, asking children to repeat the words and point to the letter within the word. Give a lot of praise!

Trace and say.

- Encourage children to work independently to trace the letters within the new words. Move around the class, helping with pencil grip and correct strokes.
- Use the Archie stamper to reward children who are working carefully to form the letters.
- Extra challenge: Ask children if they can find one of the key words from the top of the page in the picture and see if they can say which sound it starts with (*nest, /n/*).

4 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 020).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor

letter sound flashcards *s, a, t, p, i, n*

- Play the *Whisper chain* game with the six letter sounds presented so far: *s, a, t, p, i, n*.
- Place the six flashcards on the board and elicit the sounds from the children. Arrange children in a long line. Explain you will whisper one of the sounds to the first child who then whispers it to the next and so on down the line. The last child should go up and point to the flashcard of the sound they heard and say the sound.