

# 1 My favourite things

## Lesson 1

**Lesson aims:** to learn words for favourite things.  
**Target language:** *bat, bike, computer game, robot, TV, watch; It's a (bike).*  
**Revision:** colours; toys. *What's your name? How old are you?*  
**Receptive language:** *things; What colour is (he)?*  
**Materials:** CD 1, flashcards with possessions, a sheet of paper for each pupil; Starter A & B flashcards with toys.

### Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello! Say the Hello! I'm Mickey* chant together.
- Play the "Questions" game. *What's your name? How old are you?* (see Resource Bank, page A23).

### Presentation

- Praise pupils for answering the questions well. Tell them they are now ready to learn new words. Explain that you are going to focus on words for favourite things.
- Revise toys with Starter A & B flashcards (*ball, teddy bear, doll, boat, kite, train*).
- Introduce favourite things with the flashcards and draw a TV on the board. Hold up a flashcard and say the word. Have pupils repeat.

### Pupil's Book, page 4

#### 1 Listen and point.

- Tell pupils to open their Pupil's Books at page 4. Hold up your book and point to the pictures. T: *Look! This is WALL-E. This is EVE.* Discuss the picture with the class. Ask pupils if they have seen the film *WALL-E*. (For a detailed description of the film, see page A30.)
- Explain in L1 that pupils can see WALL-E and EVE's things in the pictures. Tell pupils the word in English is *things*.
- Tell pupils that they are going to listen to a recording. Explain that they should point to the things they hear. T: *Listen.* Play the CD once.

This is WALL-E. He's a robot. He's yellow. Look at his things. **1.9**  
 Can you see a bike? And here he's got a ball and a bat.  
 This is EVE. She's a white robot. Can you see a TV?

- Check comprehension. T: *Point to WALL-E/EVE. What colour is he/she?* Pupils: *Yellow/white.* Continue with other items.

#### 2 Listen and repeat. Then look and say Yes or No.

- Ask pupils to look at the photos. Tell them they are going to listen to a recording and that they should repeat the words. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 points to a photo and Pupil 2 says the word. Then pupils swap roles.
- Tell pupils that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2 of the CD.

Part 1: Bat. Robot. Computer game. TV. Watch. Bike. **1.10**  
 Part 2: It's a bat. It's a robot. It's a computer game. It's a TV. It's a watch. It's a bike.

- Pair activity. Pupil 1 points to a photo and Pupil 2 says the sentence. Then pupils swap roles.
- Ask pupils to look at the pictures in Exercise 1 and say if they can see the objects from Exercise 2. T: *Can you see a (bat)?* Pupils: *Yes/No.*

#### 3 Listen and say.

- Hold up your book and point to WALL-E. Tell pupils to say the missing words. T: *This is ...* Pupils: *WALL-E.* T: *He's ...* Pupils: *Yellow.*
- Tell pupils they are going to listen to a recording. Explain that they should listen and say the missing words. T: *Listen.* Play the CD once.

This is WALL-E. He's a robot. He's yellow. Look at his things. **1.11**  
 Can you see a (...) bike? And here he's got a ball and a (...) bat. This is EVE. She's a white (...) robot. Can you see a (...) TV?

- Play the CD again for pupils to say the missing words again.

### TPR

Divide the class into 5 groups and number them 1–5. Call out a number, hold up a flashcard and ask: (*One*). *Is this a (bike)?* Pupils stand up and say *Yes* or *No*.

### Activity Book, page 2

#### 1 Look and say. Then number.

- Pupils look at the picture, say the words and write the numbers in the boxes. Check answers. Say a word and pupils say the number.
- **Answers:** *bat – 5, computer game – 2, watch – 6, robot – 1, TV – 4, bike – 3.*

#### 2 Read, look at Exercise 1 and tick (✓) or cross (x).

- Pupils look at the numbers, read the sentences and draw a tick or a cross. They say *Yes* for ticks and *No* for crosses.
- **Answers:** *1 – X, 2 – ✓, 3 – ✓, 4 – ✓, 5 – X, 6 – X.*

### Ending the lesson

- Play the "Observation" game with the flashcards (see Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give a sheet of paper to each pupil. They draw WALL-E and describe the picture: *This is Wall-E. He's a yellow/white robot.*

**UNIT 1 My favourite things**

**1 Listen and point.**

**2 Listen and repeat. Then look and say Yes or No.**

Yes Yes No Yes No Yes

bat robot computer game TV watch bike

**3 Listen and say.**

It's a watch.

**Lesson 1:** bat, bike, computer game, robot, TV, watch. *It's a (bike).*

# Lesson 2

**Lesson aims:** to learn more words for favourite things. To learn a song.

**Target language:** *computer, scooter, spaceship; It isn't a (scooter).*

**Revision:** *bat, bike, computer game, robot, TV, watch, teddy bear; It's a (robot).*

**Receptive language:** *What's (your) favourite thing? Which number? 1 or 2?*

**Materials:** CD 1, flashcards with possessions.

## Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the words for favourite things pupils have learned so far playing the "Yes!/No!" game (see: Resource Bank, page A21).
- Revise the toys (*ball, teddy bear, doll, boat, kite, train*) with drawings on the board. Have pupils guess what you are drawing before you complete the pictures.

## Presentation

- Introduce the new words using the flashcards. Hold up a flashcard and say the word. Have pupils repeat the word. Stick all the flashcards with possessions on the board.
- Introduce *My favourite thing* and *It isn't a (scooter)*. Point to one of the flashcards on the board and say *Look. A (spaceship). It's my favourite thing* and smile. Then shake your head, point to other flashcards and say each time *It isn't a (scooter)*.
- Explain *My favourite thing* in L1 if necessary. Then ask individual pupils to come to the board and point to their favourite thing: T: *What's your favourite thing?* Pupil: *It's a (doll)*.

## Pupil's Book, page 5

### 4 Listen, point and say. Then read and say 1 or 2.

- Tell pupils to open their Pupil's Books at page 5. Hold up your book and point to the pictures. T: *Point to a (teddy bear)*. Pupils point to the correct pictures.

- Tell pupils that they are going to listen to a recording about the children's favourite things. Ask them to point to the things they hear and then say what each child's favourite thing is. T: *Listen*. Play the CD. Stop after each child and pupils say their favourite thing.

What's your favourite thing?

1.12

A: Hmm... It isn't a computer. It isn't a teddy bear. Umm. My favourite toy is big and it's blue. It's a scooter.

B: My favourite thing isn't a robot. It isn't a watch. It isn't a bike. It's red and blue. It's small. It's a spaceship.

- Draw pupils' attention to the texts. Ask volunteers to read them out. Tell pupils to match the texts to the children. T: *Which number: 1 or 2?*
- Pair activity: Pupil 1 reads out one of the texts. Pupil 2 chooses 1 or 2. Then pupils swap roles.

### 5 Listen and sing.

- Before playing the song, talk about the girl in the picture. T: *What's her favourite thing? A bike?* Pupils: *No. It isn't a bike.* T: *A scooter?* Pupils: *Yes, It's a scooter.* T: *What colour is it?* Pupils: *It's red.*
- Tell pupils to listen to the song about the favourite things. T: *Listen*. Play track 1.13.
- Play the song again. Ask pupils to copy the action mimes you do during the song: ride a bike, rock a doll, type on a computer, hit a ball with a bat, throw a ball, ride a scooter. Play the song a few more times. Encourage pupils to join in the singing and actions.
- When pupils have learned the song, encourage them to sing along to the karaoke version (track 1.14).

### TPR

Assign a favourite thing from the song to each pupil. Then play the "Sing and respond" game with the song (see: Resource Bank, page A23).

## Activity Book, page 3

### 3 Read, look and guess. Then write.

- Pupils read the sentences and guess what the favourite things are. They complete the sentences with words from the box. Check answers by reading out the sentences and having pupils say the missing word.
- **Answers:** 1 – *bike*, 2 – *watch*, 3 – *scooter*, 4 – *robot*, 5 – *computer*.

### 4 What's missing in Exercise 3? Draw and write.

- Pupils look for the word they didn't use in Exercise 2. They draw a picture and complete the sentence. Pupils hold up their books for checking.
- **Answer:** *spaceship*.

## Ending the lesson

- Remove the flashcards one at a time from the board. Hold them up one at a time and say: *It isn't a (spaceship). It's a ...* Pupils: *... (bike!)*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity, Activity Book, page 71

### 1 Find and circle. Then write.

Pupils look at the pictures and find the words in the word search. Then they write them next to the corresponding numbers. Check answers by saying a number and having pupils say the word.

- **Answers:** 1 – *watch*, 2 – *computer game*, 3 – *robot*, 4 – *bat*, 5 – *scooter*, 6 – *spaceship*, 7 – *computer*, 8 – *teddy bear*.

**4 Listen, point and say. Then read and say 1 or 2.** CD 1.12



**5 Listen and sing.** CD 1.13 KARAOKE CD 1.14

It's my favourite thing!  
It isn't a bike.  
It isn't a doll.  
It isn't a computer!  
It isn't a bat,  
Or a ball.  
No! It's my red scooter!

It's my favourite thing!  
It isn't a boat.  
It isn't a kite.  
It isn't a computer!  
It isn't a spaceship,  
Or a train.  
No! It's my red scooter!



Lesson 2: computer, scooter, spaceship. It isn't a (scooter). Favourite things. It's a (robot).

5

# Lesson 3

**Lesson aims:** to learn new language.

**Target language:** *Is it a (scooter)?*

**Revision:** colours; favourite things. *big, small; It's a (scooter). Yes/No.*

**Materials:** CD 1, flashcards with possessions, a small piece of paper for each pupil, sticky tape.

## Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise all the favourite things using the flashcards. Then encourage pupils to play the "Echo" game (see: Resource Bank, page A21).
- Encourage pupils to sing the song they learned in the previous lesson (track 1.13) and do the actions.

## Presentation

- Stick the flashcards on the board. Ask a volunteer to choose one, but not say which one it is. Ask *Is it a (scooter)?* and tell the pupil to answer *Yes* or *No*. Continue guessing until you find the flashcard. Repeat with other volunteers. Have pupils repeat the questions.

## Pupil's Book, page 6

### 6 Listen and say Yes or No. Then check.

- Tell pupils to open their Pupil's Books at page 6. Explain in L1 that these are shadows of favourite things. Hold up your book, point to the shadow picture of the scooter and ask questions. T: *Is it a bike?* Pupils: *No*. T: *Is it a scooter?* Pupils: *Yes*. Continue with the other pictures.
- Tell pupils that they are going to listen to a recording. Tell them they should look at the shadow pictures and answer the questions *Yes* or *No*. T: *Listen*. Play the CD. Encourage pupils to answer and then they check if their answers were correct.

- 1 Is it a scooter? (...) Yes.  
 2 Is it a TV? (...) No. It's a computer.  
 3 Is it a bat? (...) Yes.  
 4 Is it a robot? (...) No. It's a spaceship.  
 5 Is it a watch? (...) Yes.

1.15

- Tell pupils to look at the coloured pictures of the favourite things. Tell them that you are going to describe one thing and that they should raise their hands to ask what the thing is. T: *It's (big). It's (green) and (brown).* Pupil: *Is it a (scooter)?* T: *Yes*.

### 7 Point, ask and answer.

- Pair activity: Pupil 1 points to a shadow picture in Exercise 1 and asks *Is it a (scooter)?* Pupil 2 answers: (*Yes*). Then pupils swap roles. Tell pupils that they can choose to ask a question that has either a *Yes* or *No* answer. For *No* answers the pupils should also say what the thing in the picture is. Pupil 1: *Is it a (scooter)?* Pupil 2: *No. It's a computer.*
- Ask pairs to demonstrate their questions and answers to the class.

## TPR

Hand out a small piece of paper to each pupil. Play the "What does the picture present?" game with drawings of favourite things stuck on the pupils' backs (see: Resource Bank, page A23).

## Activity Book, page 4

### 5 Trace. Then read and tick (✓) or cross (X).

- Pupils trace the pictures. Then they read the questions and put a tick (✓) or cross (X). They say *Yes* for a tick and *No* for a cross. Check answers by reading out the questions and having pupils answer.
- Answers: 1 - ✓, 2 - X, 3 - ✓, 4 - X.

### 6 Trace. Then write and answer Yes or No.

- Pupils trace the picture. Then they complete the questions and write answers. Check answers by having pairs ask and answer the questions.
- Answers: 2 - *Is it, No*; 3 - *Is it, No*; 4 - *Is it, No*; 5 - *Is it, Yes*.


## Ending the lesson


- Hold up the flashcards and ask *Is it a (scooter)?* and elicit answers from pupils. Ask questions for *Yes* and *No* answers.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.


## Extra activity


Pair activity: Pupil 1 traces a favourite thing in the air. Pupil 2 asks *Is it a (scooter)?* Pupil 1 answers *Yes / No. It's a (bike)*. Pupils then swap roles.


**6 Listen and say Yes or No. Then check.** CD 1.15

1 


2 


3 


4 


5 


1 Is it a scooter? *Yes*  
 2 Is it a TV? *No*  
 3 Is it a bat? *Yes*  
 4 Is it a robot? *No*  
 5 Is it a watch? *Yes*

a 


b 

c 

d 


e 

**7 Point, ask and answer.**



Is it a scooter?

Yes.



# Lesson 4

**Lesson aims:** to revise the language from Lessons 1–3. Phonics /s/ vs /z/.  
**Revision:** favourite things. *It's/It isn't a (robot). Is it a (bike)? It's (white).*  
**Receptive language:** *They're in space. It's in picture (1). What's this? What is it?*  
**Materials:** CD 1, flashcards with possessions. Optional: a sheet of paper for each pupil.

## Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play "Where is this card?" with the flashcards (see: Resource Bank, page A21).

## Revision

- Play "Which card is this?" with the flashcards (see: Resource Bank, page 21). Ask *Is it a (bike)?* Pupils guess *Yes* or *No*. Reveal the picture and say *Yes. It's a bike* or *No. It isn't a bike. It's a robot.*

## Pupil's Book, page 7

### 8 Listen, find and say.

- Tell pupils to open their Pupil's Books at page 7. Hold up your book and point to the pictures. T: *Look!* Discuss the pictures in L1 and what pupils can see (EVE and WALL-E in space and inside a spaceship).
- Point to EVE, WALL-E and the spaceship in pictures 1 and 2. T: *What's this?* Pupils: *It's EVE/WALL-E/a spaceship.* Point to WALL-E and ask: *Is it a robot?* Pupils: *Yes.* Point to the horse and ask: *Is it a robot?* Pupils: *No.* Teach or elicit *horse* as necessary.
- Tell pupils that they are going to listen to a recording with descriptions of things in picture 1 or 2. Tell pupils they should listen carefully and find the things that are described. Then they should say what they are. T: *Listen.* Play the CD. Pause before each answer and ask pupils to give answers. Then play the answer for pupils to check if they are correct.

- 1 It's in picture 1. It's a robot. It isn't WALL-E. What is it? (...) **1.16**  
 It's EVE.  
 2 It's in picture 2. It's white. It isn't a robot. What is it? (...) It's a horse.  
 3 It's in picture 2. It's black and blue. It isn't a robot. What is it? (...) It's a TV.

- Repeat questions from the audio to check comprehension.
- Follow-up (optional): Pupils write down the numbers and the answers in their notebooks. Play the audio again. Pause each time to allow for time to write.
- Pair activity: Pupil 1 describes a thing in picture 1. Pupil 2 says what it is. Pupil 2 describes a thing in picture 2. Pupil 1 says what it is.

### 9 Find and say. Then write Yes or No in your notebook.

- Ask pupils to find the numbered things in Exercise 8. T: *Point to number 1.* Read out question 1 and ask pupils to answer. T: *Is it a spaceship?* Pupils: *Yes.* Repeat with all the questions.
- Pupils read the questions and write *Yes* or *No* in their notebooks. Write the answers on the board. Pupils swap notebooks and mark each other's work.

### 10 Tongue twister! Listen and repeat.

- Ask pupils to look at the picture. T: *What is it?* Pupils: *It's a spaceship.* T: *Is it a spaceship?* Pupils: *Yes.* Write *Is it a spaceship?* *Yes* on the board and underline the letters as shown. Tell pupils that sometimes the letter sound for **s** is /s/ and sometimes the sound is /z/. Read out the question and answer and have pupils repeat. Ask them which word has a /z/ sound and elicit *Is*.
- Tell pupils that they are going to listen to a tongue twister. Explain that the letters in green are a /z/ sound and the letters in purple are a /s/ sound. T: *Listen.* Play track 1.17.
- Play the audio again and stop after each line. Have pupils repeat. Make sure they pronounce the /s/ and /z/ sound correctly. Play the audio a few times and pupils say the tongue twister with the recording.
- Have the class say the whole tongue twister without the audio. Then have pairs of pupils say the tongue twister.

### TPR

Play the "Guessing game: pictures" (see: Resource Bank, page A23) with favourite things. T: *Is it a (robot)?* Pupil *Yes* or *No.* *It's a (bike).*

## Activity Book, page 5

### 7 Look and write It's or It isn't.

- Pupils look at the pictures and complete the sentences with *It's* or *It isn't*. Check answers by having individual pupils read out their sentences.
- **Answers:** 1 – *It's*, 2 – *It isn't*, 3 – *It's*, 5 – *It isn't*, 6 – *It's*, 7 – *It's*.

### 8 Circle and colour.

- Pupils circle the correct words and then colour the picture accordingly. Pupils hold up their books for checking and read the sentences. T: *Number 1?* Pupils: *It's big.*
- **Answers:** 1 – *big*, 2 – *yellow*, 3 – *a robot*, 4 – *a car*.

## Ending the lesson

- Show a pupil a flashcard without the other children seeing it. The pupil then mimes the word and the other pupils guess what it is.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Hand out a sheet of paper to each pupil. Pupils draw a favourite thing and write *My favourite thing is a (robot).*

UNIT  
**1**

**8 Listen, find and say.** CD 1.16

**9 Find and say. Then write Yes or No in your notebook.**

1 Is it a spaceship? <i>Yes</i>	4 Is it a robot? <i>No</i>
2 Is it a robot? <i>Yes</i>	5 Is it a TV? <i>Yes</i>
3 Is it a horse? <i>No</i>	

**10 Tongue twister! Listen and repeat.** CD 1.17

*Is it a spaceship?*  
*Is it? Is it?*  
*Is it a spaceship?*  
*Yes, yes, yes!*

Lesson 4: Phonics: /s/ vs /z/. Favourite things. *It's / It isn't a (robot). Is it a (bike)? It's (white).*

# Lesson 5

**Lesson aims:** to listen to a story. To revise the language from Lessons 1–4.

**Target language:** *Go, Pluto! Look! Happy birthday!*

**Revision:** numbers 1–10; favourite things. *cake; Is it a robot? No, it isn't a robot. It's a (scooter)?*

**Receptive language:** *How many children? Is he happy? Who is the present for? Is Minnie sad? What's on his head?*

**Materials:** CD 1, flashcards with possessions. Optional: story cards, a sheet of paper for each pupil.

## Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Revise favourite things with the "Which card is this?" game with the flashcards (see Resource Bank, page A21).

## Pupil's Book, page 8

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- Say: *Today, it's story time!* Tell pupils to open their books at page 8. Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie. This is Pluto.* Talk to pupils about the pictures, and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Pluto gets a scooter for his birthday, but when he takes the children on it for a ride he bumps into Minnie and ends up covered in cake.) Point to the cake and revise the word *cake*.

## 9 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *How many children?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (track 1.18) and with special EFL voice-overs (track 1.19).
- Repeat the question: *How many children?* Elicit the correct answer. Pupils: *Ten.* Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the present) *What's this? (It's a present.)* Picture 2: (point to the present) *Who is the present for? (Pluto.) Is he happy? (Yes.)* Picture 3: (point to the scooter) *Is it a robot? (No. It's a scooter.)* Picture 4: (point to the cake) *What is it? (It's a cake.)* (point to the candles) *How many? (Four.)* Picture 5: (point to Minnie) *Is Minnie sad? (Yes.)* Picture 6: (point to the mixture on Pluto's head) *What's on Pluto's head? (It's the cake.)*
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

## 10 Now act the story out.

- Put pupils in groups of three (Mickey, Minnie and Pluto) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

## Activity Book, page 6

## 9 Listen and write Yes or No.

- Pupils listen to the recording and write *Yes* or *No*. Check answers by reading out the questions and having pupils answer.
- **Answers:** 1 – *No*, 2 – *No*, 3 – *Yes*.

1.20

- 1 A: Is it a robot? B: No, it isn't.  
2 A: Is it a ball? B: No, it isn't.  
3 A: Is it a cake? B: Yes, it is!

## 10 Draw. Then write.

- Explain that pupils have to draw Pluto's cake. Then they complete the sentences with words from the box. Pupils hold up their books for checking. Have a volunteer read out the sentences.
- **Answers:** *robot, isn't, cake.*

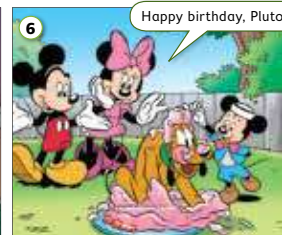
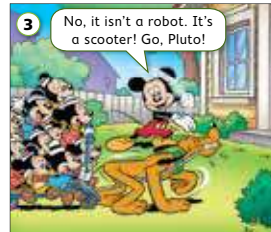
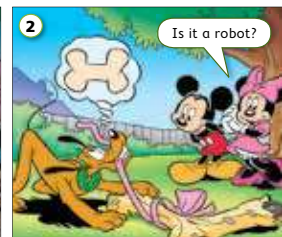
## Ending the lesson

- Draw a present on the board. Hide a flashcard behind your book and ask *Is it a (scooter)?* Ask a pupil to guess *Yes* or *No*. *It's a (bike).* Reveal the flashcard to see if the pupils guessed correctly.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Hand a sheet of paper to each pupil. Pupils draw a present wrapping on one side and a toy on the other side that they would most like to get as a present. They guess each other's presents. Pupil 1: *Is it a (doll)?* Pupil 2: *Yes. / No. It's a (scooter).*

## 11 Listen and answer.



## 12 Now act the story out.

# Lesson 6

**Lesson aims:** to revise the language from Lessons 1–5. To play the game with cut-out cards.

**Revision:** numbers; colours; favourite things. *It's/It isn't a (robot). Is it a (bike)? It's (white).*

**Receptive language:** *A boy and a girl and their favourite things! Cut out.*

**Materials:** CD 1, flashcards with possessions, scissors.

## Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Encourage pupils to sing the song from Lesson 2 in the karaoke version (track 1.14).

## Revision

- Revise the colours. Ask pupils to hold up pencils for the colours you call out.
- Revise the numbers 1–10. Call out the numbers in random order and pupils hold up the correct number of fingers.
- Revise favourite things with the "Snap!" game (see: Resource Bank, page A21).

## Pupil's Book, page 9

### 13 Listen and read. Then say.

- Tell pupils to open their Pupil's Books at page 9. Hold up your book and point to the photos. T: *Look! A boy and a girl and their favourite things!* Say the favourite things and have pupils point and repeat.
- Choose a favourite thing, describe it and ask pupils to say what it is. T: *My favourite thing is (red). It isn't (big). It isn't a (bat). What is it?* Pupils: *It's a (watch).*
- Tell pupils that they are going to listen to a recording of the boy and the girl. Explain that they follow what words are used while they listen. Then they should say what the favourite thing for each child is. T: *Listen!* Play track 1.21. Pause after each child to give pupils time to find the favourite thing.
- Play the CD again. Ask pupils to give their answers (*a bike, a computer game*), saying *Yes* or *No* to correct any wrong answers.

UNIT  
1

**13 Listen and read. Then say.** CD 1.21

*bike*

I'm Tim. I'm 9. My favourite thing is red. It isn't small. It isn't a scooter. What is it?



*computer game*

I'm Anna. I'm 8. My favourite thing is small. It's yellow. It isn't a ball. What is it?







**14 Cut out (page 73). Then listen and play.** CD 1.22

My favourite thing is small.

Yes, it's red.

Yes, it's a watch!

Is it red?

Is it a watch?

**Lesson 6 Skills:** Colours. Favourite things. *It's / It isn't a (robot). Is it a (bike)? It's (white).*

- Play the CD again. Pause after each sentence. The boys repeat what Tim says and the girls repeat what Anna says.
- Pair activity. Pupil 1 describes one of the things, and Pupil 2 points to the right photo. Then they swap roles.

### 14 Cut out (page 73). Then listen and play.

- Show pupils where to find the cut-out cards on page 73 of their Pupil's Books.
- Ask pupils to cut out and write their names behind the cards. Give instructions and demonstrate: *Cut out.* Pupils can stick an envelope from home inside the front cover of their books and keep the cut-out cards in the envelope.
- Tell pupils to look at page 9 in their Pupil's Books again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen.* Play track 1.22.
- Ask pupils what they think the game is about. (To use the cards to describe a favourite thing that your friend should guess.) Tell pupils that they are going to play the game in a moment.
- Pair activity. Ask pupils to arrange their cut-out cards face up on the table in front of them. Pupil 1 describes a favourite thing to Pupil 2 without saying the word. Pupil 2 asks questions about the favourite thing to find what it is and Pupil 1 answers. Then pupils swap roles.

### TPR

Activity for pupils sitting in rows of desks. Each row of desks forms a team. Whisper the word for a favourite thing and colour e.g. *a blue scooter* to the first pupil in each row. The pupil should pass the phrase to their immediate neighbour. The last pupil in the row should say the phrase aloud. As the activity progresses, you can give pupils more difficult phrases e.g. *a yellow robot and a brown teddy bear.*

## Activity Book, page 7

### 11 Look and write.

- Pupils look at the pictures and complete the description with words from the box. Ask individual pupils to read out their answers.
- **Answers:** *It's, isn't, teddy bear; blue, isn't, bike, computer game.*

### 12 Draw your favourite thing. Then write.

- Pupils draw and colour their favourite thing from Unit 1. They then complete the sentences with their own ideas. They hold up their books to show the class and read out their sentences.

## Ending the lesson

- Put the flashcards face up on your table. Write words for favourite things on the board with the first letter missing. Ask volunteers to come to the board, write the missing letter and then find the flashcard.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Pair activity. Pupil 1 traces a number on the back of Pupil 2. Pupil 2 says the number. The pupils swap roles.

## The next lesson

- Remind pupils to bring to the next lesson pictures of favourite things from Unit 1 cut out from magazines.

# Lesson 7

**Lesson aims:** Maths – to count to 15. To learn numbers 11–15. To make a bar chart.

**Target language:** numbers 11–15. *What's your favourite thing?*

**Revision:** numbers 1–10; favourite things; colours. *It's/It isn't a (robot). Is it a (bike)? It's (white).*

**Receptive language:** *Point to number (11). What colour is it? What are these? How many? Point to (his) favourite (robot).*

**Materials:** CD 1, flashcards with possessions, a soft toy ball, a sheet of squared maths paper for each pupil, crayons, glue.

## Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils: *What's your name? How old are you?*

## Presentation

- Introduce the numbers 11–15 by writing them on the board. Point to each number, say the word and have pupils repeat. Clap and count from 1–15 and tell pupils to join in.
- Revise favourite things with the flashcards. Stick them on the board, point to them one at a time and ask *What's this?* Elicit answers. Tell pupils in L1 to decide which thing is their favourite. Ask a pupil to stand at the board. Ask *What's your favourite thing?* The pupil points and says the word. Repeat with other pupils. Encourage pupils to repeat the question.

## Pupil's Book, page 10

### 15 Listen, point and repeat.

- Tell pupils to open their Pupil's Books at page 10. Hold up your book and point to the numbers. T: *Look! Numbers!* Say: *Point to number (11). What colour is it?* Pupils point and answer: *(Pink).*
- Tell pupils that they are going to listen to a recording. Explain that they should listen, point to the numbers and repeat them. T: *Listen.* Play track 1.23.
- Pair activity: Pupil 1 says a number. Pupil 2 points to it and says the colour. Then pupils swap roles.

### 16 Listen and say the number. Write the children's favourite things in your notebook.

- Tell pupils to focus on the pictures. Point to the pictures and ask: *What are these?* Pupils: *Robots/watches/dolls.*
- Tell pupils that they are going to listen to a recording. Explain that they should listen, point to the pictures, say the number of the picture and say the number of the favourite things. T: *Listen.* Play the CD. Pause after each description to give pupils time to say their answers.

1. I've got thirteen dolls. My favourite doll is wearing a red dress. **1.24**
2. I've got three watches. A red watch, a black watch and my favourite – a green watch.
3. I like robots. I've got fifteen robots. My favourite robot is big and blue.

- Play the CD again, pause after each description and check comprehension. T: *Point to (his) favourite (robot).* Hold up your book and point so pupils can check their answers.
- Notebooks: Pupils write the children's favourite things.

### 17 Project: make a bar chart.

- Tell pupils they are going to make a bar chart for favourite things. Explain in L1 what a bar chart is. Hand out a sheet of squared maths paper to each pupil. Draw pupils' attention to the bar chart in their books. Explain that they should write the numbers 1–10 up the left-hand side. Along the bottom they draw seven favourite things from the flashcards (or paste appropriate pictures they have brought from home).
- Pupils write the seven things in their notebooks and ask ten classmates *What's your favourite thing?* Pupil: *It's a (computer game).* They draw a line next to the favourite thing and then add up the lines. They use the information to make the bar chart.
- Play a song or chant from this Unit while pupils are working and help where necessary.

- When pupils have finished, ask them to show their bar charts to the class and compare results. They could also display their work in the classroom.

## TPR

Play the "Catch and say it!" game with favourite things (see: Resource Bank, page A23).

## Activity Book, page 8

### 13 Follow and write.

- Pupils follow the lines to the numbers and write the words. They choose the correct words from the box. Pupils hold up their books for checking.

### 14 Count and write.

- Pupils count the objects and write the words for the numbers. Check answers by having individual pupils count and say.
- **Answers:** 1 – eleven, 2 – thirteen, 3 – twelve, 4 – fifteen, 5 – fourteen.

## Ending the lesson

- Clap and count from 1–15 and encourage pupils to join in.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity, Activity Book, page 71

### 2 Join the dots. Then write.

Pupils join the dots in the correct order from one to fifteen. Then they write what they find. Pupils hold up their books to show the class.

- **Answer:** *spaceship.*

**15 Listen, point and repeat.** CD 1.23

**11**  
eleven

**12**  
twelve

**13**  
thirteen

**14**  
fourteen

**15**  
fifteen

**16 Listen and say the number. Write the children's favourite things in your notebook.** CD 1.24 3, 2, 1

**1**



**2**




**3**



**17 Project: make a bar chart.** ✂️ ✏️

What's your favourite thing?



It's a teddy bear.



**Lesson 7 CLIL:** Numbers 11–15. *What's your favourite thing? Favourite things. It's / It isn't a (robot). Is it a (bike)? It's (white).*

# Lesson 8

**Lesson aims:** to revise the material from Unit 1. Self-assessment.

**Revision:** the language from Unit 1: favourite things; colours. *big, small. It's a (TV). It isn't a (robot). Is it a (bike)?*

**Receptive language:** *How many? What colour is it? Is it (big)? Do you like it? Which robot?*

**Materials:** CD 1, flashcards with possessions, optional: Starter A & B flashcards with toys. Optional: Worksheet 6 for each pupil.

## Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Help pupils recall the song and the tongue twister from this Unit (Tracks 1.13 and 1.17).
- You can divide the class into groups and hold a contest for the best performance of the song. Let pupils decide themselves which group is the winner. Give the winning group appropriate applause.

## Revision

- Revise the language from this Unit. Use the Starter A & B flashcards with toys or draw a TV, a teddy bear, a doll and a ball on the board. Stick the flashcards with possessions on the board, too. Point to a picture and ask: *Is it a (TV)?* Pupils: *Yes. / No. It's a (robot).* T: *What colour is it?* Pupils: *It's (red).*
- Play the "Numbers" game with the flashcards and drawings (see: Resource Bank, page A21). Use numbers up to 15.

## Pupil's Book, page 11


### 18 Listen and say the number.

- Tell pupils to open their Pupil's Books at page 11. Hold up your book and point to the pictures. T: *Look! Robots? How many?* Pupils: *Four.* Point to the robots in each picture one at a time and ask questions. T: *What colour is it?* Pupils: *It's (white).* T: *Is it (small)?* Pupils: *(Yes).*
- Tell pupils that they are going to listen to a recording with descriptions of three of the robots. Explain that they should listen to the descriptions of each robot and say which robot it is by saying the number of the picture T: *Listen.* Play the CD. Pause after each description to give pupils time to say their answers.


UNIT 1

**18 Listen and say the number.** CD 1.25 1, 4, 2


**1**




**2**



**3**



**4**




**19 Write about robot number 3 in your notebook.** Use *It's* or *It isn't* and the words below.

a computer
a robot
small
red and pink

*It isn't a computer.  
It is a robot.  
It isn't small.  
It's red and pink.*

**20 In your notebook, draw your favourite robot from WALL-E and write. Then tell a friend.** Pupils' own answers



*It's white.  
It isn't yellow.  
It's my favourite robot.*

Lesson 8 Review: Colours. Favourite things. Big, small. It's a (TV). It isn't a (robot). Is it a (bike)?

A: My favourite robot isn't pink. It's blue and white.  
 B: This is my favourite robot. It's small. It's white. It isn't EVE.  
 C: I like this robot. It's big. It isn't red. It's white.

1.25

- Write the answers on the board (1, 4 and 2). Play the CD again for pupils to check the answers and encourage them to point to the correct robots.
- Pair activity: Pupil 1 describes a robot. Pupil 2 says the number of the picture. Pupils then swap roles.

### 19 Write about robot number 3 in your notebook. Use *It's* or *It isn't* and the words below.

- Ask pupils to look at picture number 3 and ask questions about it. T: *Is it a computer/robot? Is it big/small? Is it blue and yellow / red and pink?* Pupils: *Yes/No.*
- Tell pupils to open their notebooks and to write about robot number 3. Read out the words in the box and tell them to use them in sentences with the words *It's* or *It isn't*. Check pupils' work individually.

### 20 In your notebook, draw your favourite robot from WALL-E and write. Then tell a friend.

- Ask pupils to draw their favourite robot from WALL-E. Then they write about their robot. They read what they have written to a friend. Monitor their work and help as necessary.

## Activity Book, page 9

### 15 Count and say. Then colour, circle and write.

- Pupils count the favourite things and say how many there are.
- Pupils then choose one favourite thing and colour it a colour of their choice. They then circle the answers for questions 1, 2 and 3. They write their own answers for questions 4, 5 and 6.
- **Answers:** *five bikes, thirteen bats, three spaceships, eleven robots, twelve watches.*

## Self-assessment

### 16 Say and tick (✓). Then stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills. If they can tick (✓) all the boxes, they can put a sticker with the film character in the box.

## Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 1. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 1, and then play the game.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Progress assessment

- Photocopiable materials, Worksheet 6, page 82. The guidelines for using the worksheet can be found on page 76.
- *New English Adventure Test Book*, Level 1, Test 1.