













# Contents

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## Listen and sing.

What's this?

Look at the desk,  
 Look at the desk,  
 The desk is in a mess!

Is it your pen?  
 Is it your book?  
 Is it your pencil case?

Yes or no?  
 Tell me, Joe.

It isn't my pen.  
 It isn't my book.  
 It isn't my pencil case.  
 Oh no, no!  
 No, no, no!

Look at the desk ...



2

Look at Joe's desk. Draw lines from the school things to the correct desk.

12 Singing for pleasure

**Aims:**

- to sing a song with the class
- to present and practise *It isn't my (pen)*.

**New language:** *It isn't my (pen), look at (the desk), in a mess, tell me*

**Recycled language:** classroom objects

**Materials:** CD, flashcards (classroom objects)

**Language competences:** Your students will be able to join in with a song.

Your students will be able to ask and answer questions about classroom objects.

**Warm-up**

**Aim:** to review classroom objects and questions and answers

- Flash each flashcard very quickly in front of the class and ask *What's this?*
- Students respond.



**SB p12** Listen and sing.

**Aim:** to sing a song with the class

- Students look at the picture. Elicit what they can see on the desks.
- Pre-teach *in a mess*.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version to practise it with the whole class and then in groups.

**Practice**

**Aim:** to play a game to practise the language from the song

- Demonstrate the game to students.
- Invite four students to the front. Each one brings two classroom objects.
- Students put the objects on a desk.
- Sing the first four lines of the song. Continue the song, but ask about the objects on the desk.
- The four students take turns to answer truthfully, e.g. *It isn't my ruler*.
- Students repeat the activity in groups of four, using the song structure each time.



**2** **SB p12** Look at Joe's desk. Draw lines from the school things to the correct desk.

**Aim:** to practise recognition skills

- Students look at the picture and match the objects with the correct child's desk.
- Make sure that students understand that Joe has two extra items from each of the other desks on his desk.
- Students compare answers in pairs.
- Check with the class.

**Key:** blue book and rubber – Anna's desk, yellow pencil case and pencil – Tom's desk, red pen and ruler – Maria's desk

**1** **WB p12** Follow the lines and make sentences.

**Aim:** to practise comprehension of *It's / It isn't*

**Key:** 1 It isn't my rubber. 2 It isn't my bag. 3 It's my pen. 4 It isn't my pencil case. 5 It's my notebook. 6 It's my book.

**Ending the lesson**

**Aim:** to review key language from the lesson

- Students sing the song from SB Activity 1 again.
- Collect different objects and put them on your desk.
- As students sing the song, point to different objects for students to substitute the words.

**Extension activity**

**Aim:** to practise the spelling of classroom objects

- Students close their Student's Books.
- Write the words for the classroom objects with letters missing on the board for students to complete in pairs, e.g. *de\_k, \_ook*.

## 2

## Let's play!

1 CD1  
28

Listen and look. Then listen and say the words.

1 kite



2 doll



3 monster



4 plane

Go-kart  
raceSports centre  
1 team – 1 go-kart

5 computer game



6 train



7 car



9 bike



10 go-kart



8 ball

2 CD1  
29

Listen and chant.

Toy shop, toy shop,  
 Let's go to the toy shop.  
 Look!

A doll, a car, a bike, oh yes,  
 A go-kart and a train,

A ball, a computer game,  
 A monster and a plane.

Yes.

And there's a kite!  
 That's right!

**Aims:**

- to present and practise toys
- to say a chant with the class

**New language:** kite, doll, monster, plane, ball, bike, go-kart, let's go, toy shop, that's right, there's a (kite), race

**Recycled language:** colours, numbers one–ten

**Materials:** CD, flashcards (toys)

**Language competences:** Your students will be able to identify and name toys.

Your students will be able to join in with a chant.

**Warm-up**

**Aim:** to review colours

- Tell students to point to different-coloured objects in the room.
- Say, e.g. *Find something blue.*
- Repeat for the other known colours.
- Go around the room pointing to or touching objects and asking *What colour is it?*

**Presentation**

**Aim:** to present toys

- Hold up each flashcard in turn. Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board or around the room.

1 CD1  
28

**SB p22** Listen and look. Then listen and say the words.

**Aim:** to practise toys

- Students look at the picture in their Student's Books.
- Elicit who they can see (the four Super Friends) and where they are (outside a toy shop).
- Play the recording.

**CD1 Track 28**

**Thunder:** Wow! Look at the go-kart!

**Misty:** Cool! It's my favourite toy.

**Flash:** It's a go-kart race. Let's join in!

**Whisper:** OK.

Now say the words.

1 kite, 2 doll, 3 monster, 4 plane, 5 computer game, 6 train, 7 car, 8 ball, 9 bike, 10 go-kart

- Students point to the objects and the words when they hear them.
- Play the recording again. Students repeat the words.
- Students practise pointing and naming in pairs.

2 CD1  
29

**SB p22** Listen and chant.

**Aim:** to give students further practice saying the toys

- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in groups.
- Make ten groups. Hand out a flashcard to each group.
- Students do the chant again, holding up the relevant flashcard when they say the word.

1 CD1  
30

**WB p22** Listen and number.

**Aim:** to give students practice in hearing the new words

**CD1 Track 30**

Number one: ball

Number two: car

Number three: computer game

Number four: bike

Number five: doll

Number six: plane

Number seven: kite

Number eight: go-kart

Number nine: monster

Number ten: train

**Key:** 2 car, 3 computer game, 4 bike, 5 doll, 6 plane, 7 kite, 8 go-kart, 9 monster, 10 train

2 WB p22

**Join the dots.**

**Aim:** to review toys

**Key:** A go-kart

**Ending the lesson**

**Aim:** to review key language from the lesson

- Display the flashcards on the board. Write a number under each one.
- Say the word, e.g. *Doll*. Students write the number in their notebooks.
- Students compare answers in pairs before you elicit the words from the class.

**Extension activity**

**Aim:** to play a game to practise the new vocabulary

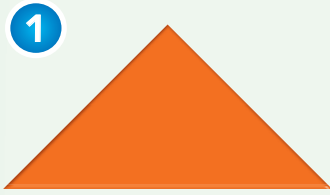
- Students close their books.
- Display nine flashcards on the board.
- Elicit what is missing.
- Collect the flashcards. Display eight, then seven, then six flashcards and repeat the activity.



# Tangrams

**1** CD 1  
44 Listen and look at the shapes.

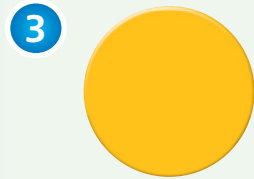
Can you see them in your classroom?



triangle



square



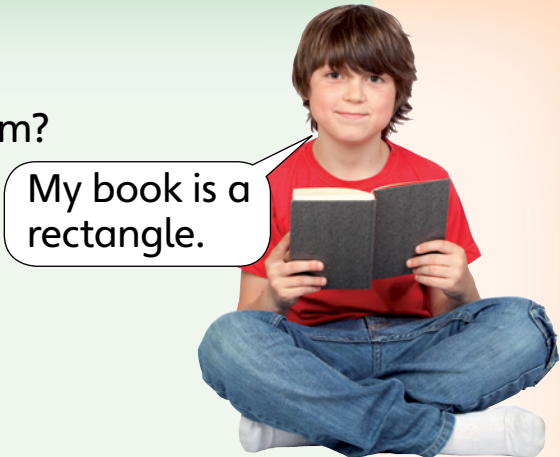
circle



parallelogram



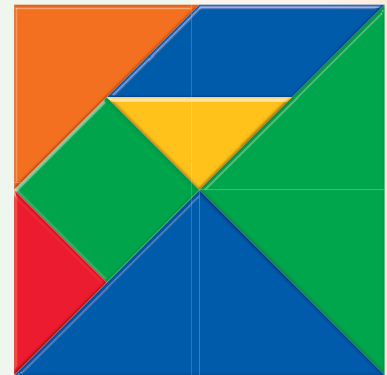
rectangle



**2** Read and answer.

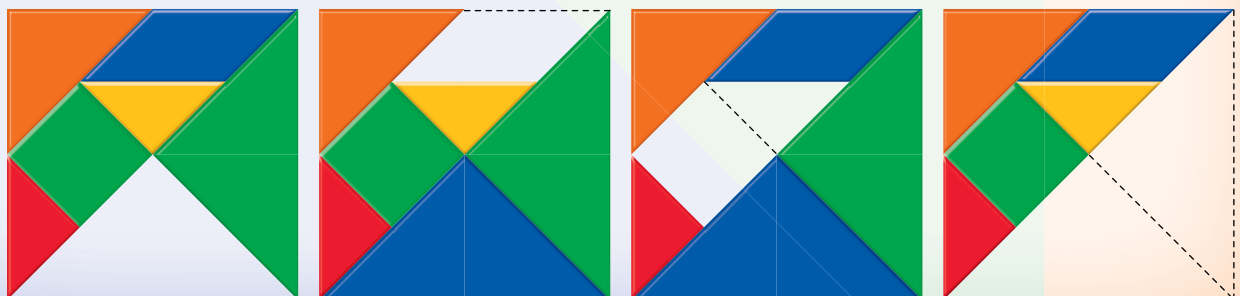
The tangram is an old Chinese toy. Look at the tangram. What shapes can you see? What shapes can't you see?

I can see a square. I can't see a circle.



**3** **Think!** Look at the tangrams. What shapes are missing?

The blue triangle is missing.



**Aims:**

- to integrate other areas of the curriculum through English: Maths
- to practise reading for information and instruction

**New language:** *tangram, shape, Chinese, What shapes are missing? triangle, square, circle, parallelogram, rectangle*

**Recycled language:** colours, toys

**Materials:** CD

**Language competences:** Your students will have learnt specific language to be able to talk about Maths in English.

**Warm-up**

**Aim:** to raise awareness of shapes

- Draw a circle and a square on the board.
- Elicit/teach the word *shape*.
- Ask students what other shapes they know. Volunteer students come and draw them.
- If students don't come to the board, draw a triangle, a parallelogram and a rectangle.
- Write the words under the shapes.

1 CD1  
44

**SB p30** Listen and look at the shapes.

**Aim:** to enable students to identify shapes

- Read the activity instruction aloud.
- Elicit from students what the shapes are.
- Students look for the shapes in the classroom and compare in threes.
- Check and discuss as a class.

2

**SB p30** Read and answer.

**Aim:** to enable students to learn about tangrams

- Read the first sentence aloud and check students understand what a tangram is.
- Use the picture to support understanding.
- Check students know what to do.
- Elicit one or two shapes they can see.
- Students look for more shapes in pairs.
- Check answers with the class.

**Key:** I can see a triangle, a square, a parallelogram.  
I can't see a circle, a rectangle.

3

**Think!**

**SB p30**

Look at the tangrams.  
What shapes are missing?

**Aim:** to encourage students to pay close attention to visual images

**Thinking skill:** analysing

- Read the instruction aloud.
- Elicit what students think *are missing* means.
- Students do the activity individually and then compare what they notice in fours.
- Check and discuss with the class.

**Key:** the blue parallelogram; the green square and the yellow triangle; the blue and the green triangles

1 CD1  
45

**WB p30** Listen and number.

**Aim:** to enable students to make use of their world knowledge

**CD1 Track 45**

Write number 1 in the square.

Write number 2 in the circle.

Write number 3 in the parallelogram.

Write number 4 in the rectangle.

Write number 5 in the triangle.

**Key:** 5, (1), 4, 3, 2

2

**WB p30** Read and draw.

**Aim:** to give practice in reading for detail

**Ending the lesson**

**Aim:** to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *shapes and tangrams*.
- Write it on the board. Students copy it into their notebooks.

**Extension activity**

**Aim:** to reinforce students' awareness of shapes

- Put students into pairs.
- Students look around the room and write down all the shapes they can see in two minutes.
- Give one or two examples to help them, e.g. *the board, the door (rectangle)*.
- Elicit ideas and encourage students to compare their ideas.

2