Lesson 1

Lesson aims: to learn words for favourite things.
Target language: bat, bike, computer game, robot, TV, watch; It’s (a/bike).
Revision: colour, things: 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.

Starting the lesson

• Greet your pupils. T: Hello everyone! Pupils: Hello! T: My McKinley chart is here.

• Play the “Questions” game. What’s your name? How old are you? (see Resource Bank, page A23).

• 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 (bat, teddy bear, doll, boat, bike, kite, train).

• Introduce favourite things with the flashcards and draw a TV on the board. Hold up a flashcard and say: “Yes or No?” 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.)

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. Explain in L1 that pupils can see WALL-E and EVE’s things in the pictures.
   • Play the “Questions” game. What’s your name? How old are you?
   • 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 the favourite thing and say: “Look! Point to one of the flashcards on the board and say Look. (A [spaceship].) It’s my favourite thing. Can you see your favourite thing? Then shake your head, point to other flashcards and say each pupil’s name repeated: “This is John’s favourite thing.” Explain your pupil’s favourite thing in L1 if necessary. Then ask individual pupils to come to the board and point to their favourite thing: T: Look. A (spaceship). It’s my favourite thing.

Activity Book, page 2

1 Look and say. Then number.
   • Pupils look at the picture, the words and write the numbers in the boxes. Check answers. Say a word and pupils say the number.

2 Read, look at Exercise 1 and tick (√) or cross (✗).
   • 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 – ✓ ✓ ✓ ✓ ✓; 2 – ✓ ✓ ✓ ✓ ✓; 3 – ✓ ✓ ✓ ✓ ✓; 4 – ✓ ✓ ✓ ✓ ✓; 5 – ✓ ✓ ✓ ✓ ✓.

Ending the lesson

• Play the “Observation” game with the flashcards (see Resource Bank, page A23).

• Say the Goody! chant together.

• Say Goody! 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 robot. He’s yellow. Look at his things. 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? She has a few things.

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?
Materials: CD 1, flashcards with possessions.

Starting the lesson

• Greet your pupils. T: Hello everyone! Pupils: Hello! T: Revise the words for favourite things: pupils have learned so far playing the “Question” game. T: (With CD). Ask pupils to look to the board and say Look. (A [spaceship].) It’s my favourite thing. Can you see your favourite thing? Then shake your head, point to other flashcards and say each pupil’s name repeated: “This is John’s favourite thing.” Explain your pupil’s favourite thing in L1 if necessary. Then ask individual pupils to come to the board and point to their favourite thing: T: Look. A (spaceship). It’s my favourite thing.

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 the favourite thing and say: “Look! Point to one of the flashcards on the board and say Look. (A [spaceship].) It’s my favourite thing.” Can you see your favourite thing? Then shake your head, point to other flashcards and say each pupil’s name repeated: “This is John’s favourite thing.” Explain your pupil’s favourite thing in L1 if necessary. Then ask individual pupils to come to the board and point to their favourite thing: T: Look. A (spaceship). It’s my favourite thing.

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 picture.

Extra activity

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

1 Read, look and guess. Then write.
   • Pupils read the sentences and guess what the favourite things are. Complete the sentences with words from the box. Check answers by saying a word and pupils say Yes or No.


2 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

• Assign 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 [bike]. Pupils hold up the correct picture.

• Say the Goody! chant together.

• Say Goody! and wave goodbye to the class.

Extra activity, Activity Book, page 71

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.

Lesson 3

Lesson aims: to learn new language.
Revision: colour, 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!
• Ask pupils if they know things in their own language. E.g. a dog, a cat, a table.

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 shadow images of favourite things. Hold up your book and point to the shadow images of the scooter and ask questions. T: Is it a scooter? Pupils: No. Is it a bike? 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 images and answer the questions Yes or No. T: Listen. Play the CD. Encourage pupils to answer and then check if their answers were correct.

1. Is it a scooter? (…) Yes.
2. Is it a bike? (…) No. It's a computer.
3. Is it a robot? (…) Yes.
4. Is it a spaceship? (…) Yes.

5 – 6: Repeat questions.

7 Listen, find and say.

- Show pupils the flashcards. Ask What's this? and tell them to say Yes or No to answer Pupils: Yes/No. Then play the CD. Encourage pupils to answer and then check if their answers were correct.

1. It's in picture 2 or 3. What is it? (…) It's a car.
2. It's in picture 2 or 3. What is it? (…) It's a robot.
3. It's in picture 1 or 2. What is it? (…) It's a spaceship.

Extra activity

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

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!
• Ask Where is this card? with the flashcards (see: Resource Bank, page A21). Ask Is it a (bike)? Pupils: Yes. Then say Yes or No to their answers. Then play the flashcards again. Pupils: Yes.

Pupil's Book, page 7

3 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, e.g. WALL-E in space and inside a spaceship.
- 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 tell them 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's (big).
2. It's in picture 1. It's (big).
3. It's in picture 2. It's (big).
4. It's in picture 2. It's (big).

5 – 6: Repeat questions.

7 Listen, find and say. Then write Yes or No in your notebook.

- Tell pupils to open their Pupil's Books at page 7. Look at the flashcards and ask: What is it? Pupils: It's WALL-E. They're in space. It's in picture (1). What's this? What is it?
- Ask pupils to look at the picture. T: What's this? Pupils: It's Wall-E. T: Is it a spaceship? Pupils: Yes. Then pupils guess Yes or No to their answers. 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 is a spaceship? (…) Yes.
2. It is a spaceship? (…) No.
3. Is it a robot? (…) Yes.


Tongue twister: Listen and repeat.

- 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.
- Ask pupils to listen again and save their answers. Then play the audio again. 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 tongue twister together without the audio.

Extra activity

Tell pupils to play the “Echo” game (see: Resource Bank, page A21).

Activity Book, page 5

5 Look and write It's or it isn't.

- Pupil looks at the picture and completes the sentences with it's or it isn't. Check answers by having individual pupils read out their sentences.

Answers: 1 – 2: It's; 3 – 4: It isn't; 5 – 6: It isn't; 7– 8: It's.

6 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 7. Pupils: Yes/No. T: It's big.
- Ask pupils to draw the correct word. E.g. a cat, a dog, a horse.

Ending the lesson

- Show a pupil a flashcard without the other children seeing it. The pupil then mimics the word and the other pupils guess what it is.
- 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).
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.


Revision: To listen to a story. To revise the language from Lessons 1–4.

Lesson aims:

• Pupils listen to the recording and write the story on their own.

Starting the lesson

• Great your pupils: T: Hello everyone! Pupils: Hello! Say: T: I am Mickey! T: This is Pluto. Talk to pupils about the picture, and the situation and characters they show in it. 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 a ride he bumps into Minnie and ends up covered in cake). Point to the picture and explain the word cake.

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 ESL voice-overs (track 1.19).


• Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the present) What’s the present? It’s a robot. Picture 2: (point to the present) Who is the present for? It’s for Pluto. Picture 3: (point to the present) Where is the present? It’s in Pluto’s head. Picture 4: (point to the cake) What’s on the cake? T: It’s a present! Picture 5: (point to Minnie) Minnie is sad. Picture 6: (point to the mixture on Pluto’s head) What’s on Pluto’s head? T: 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.

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

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.

Lesson 6

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

Revision: numbers, colour, favourite things: (it’s not in a box), it is in a (bed).


Starting the lesson

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

Revision

• Reveal the colours. Ask pupils to cut out the envelopes from the box. Ask pupils to hold up the correct number of fingers. Tell pupils to open their books at page 8.

Pupil’s book, page 9

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.

Activity Book, page 7

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, toby bear, blue, isn’t, bike, computer game.

Draw your favourite thing. Then write.

• Pupils draw and colour their favourite thing from Unit 1. Then they 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

Fair 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 in the next lesson pictures of favourite things from Unit 1. Cut out from magazines.

Lesson 2

Exercise: the present. Sometimes it’s a robot. Sometimes it’s a bike.

Lesson 1

Exercise: the present. Sometimes it’s a robot. Sometimes it’s a bike.

Lesson 3

Exercise: the present. Sometimes it’s a robot. Sometimes it’s a bike.

Lesson 4

Exercise: the present. Sometimes it’s a robot. Sometimes it’s a bike.

Lesson 5

Exercise: the present. Sometimes it’s a robot. Sometimes it’s a bike.

Lesson 6

Exercise: the present. Sometimes it’s a robot. Sometimes it’s a bike.
Lesson 7

Lesson aims: Maths – to count to 15. To learn numbers 11–15. What's your favourite thing?

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

Revision: numbers 1–10, favourite things; colours. It's (not) a robot. It's (big)!

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 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

13 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! Pupils: 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 its colour. Then pupils swap roles.

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

• Tell pupils to focus on the picture. 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 numbers and write the picture. T: Listen. Play the CD. After each description give pupils time to say their answer.
• 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.

15 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.

Activity Book, page 8

16 Count and write.

• Pupils count the objects and write the words for the numbers. Check answers by having individual pupils count and say.

Answers:

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 their answers.

Answers: a, b, c, d, e.

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 (not) a robot. It’s (big)!


Starting the lesson

• Greet your pupils. T: Hello everyone! Pupils: Hello!
• Help pupils recall the song and the tongue twister from this Unit (Tracks 1.1 and 1.2).
• You can decide 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 winner a group appropriate applause.

Revision

• Revise the language from this Unit. Use the Starter A & B flashcards with toys or draw a TV, a robot, a bike, 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 TV. It’s big. Pupils: Yes/No.
• 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. After each description give pupils time to say their answers.

Activity Book, page 9

18 Listen and say the number.

• 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. After each description give pupils time to say their answers.

Answers: a, b, c.

Self-assessment

• Ask pupils to find the stickers for this exercise at the end of their Activity Book. Pupils put their own answers.

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

• Photocopyable 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.