

# unit 5

LESSON

1



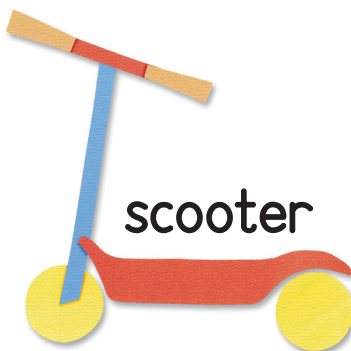
Track 26

Listen and point. Say the words.



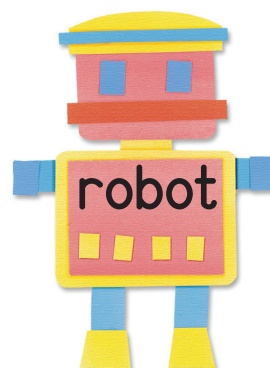
skateboard

skateboard



scooter

scooter



robot

robot



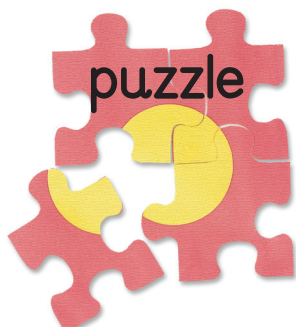
roller blades

roller blades



basketball

basketball



puzzle

puzzle



baseball bat

baseball bat

video  
game

video  
game

2

Write the words in exercise 1.

**Materials:** track 26, pictures of toys, an empty box, Activity Resource Book page 11, a blank sheet of cardboard for every four children, colored pencils, scissors

**Lesson objectives:** Learn the names of toys

**New vocabulary:** *skateboard, scooter, baseball bat, roller blades, puzzle, basketball, video game*

#### Global assessment indicators

- a Pays attention in class
- b Looks after school supplies
- c Collaborates with group work
- d Expresses ideas and opinions respectfully



### 1 Bounce into action!

- Ask the children which toys they would like to have. Make sure each child mentions one. Present the new vocabulary with the pictures.

### 2 Exercise 1



**Listen and point. Say the words.**

- Point to the pictures of the toys in the book and say *Listen and point*.
- Play the recording, track 26. Ask the children to point to the toys as they are mentioned.
- Say *Say the words*. Play the recording again and press pause after each word for the children to repeat.

### 3 Exercise 2

**Write the words in exercise 1.**

- Ask the children to name the first toy. Invite a child to write it on the board. Continue in the same way with the other toys.
- Say *Write the words in exercise 1* and ask the children to copy the words.

### 4 Word window (optional activity)

- Divide the cardboard in four parts and give a piece to each child. Ask the children to open their Activity Resource Book to page 11. Demonstrate how to cut and stick a picture of each toy. Have the children color them.
- Ask all of the children to show their toys.

### 5 Bounce on!

- Stick a picture of a toy on the board. Invite a child to the front and name the toy. Spell the name out together as a class. Repeat the process with the other toys.
- Put the toys inside a box. Explain that you are going to take them out very slowly and that they should name them. The first child to name the toy correctly wins. (5 – 10 minutes)

#### Multi-ROM task

Student's Multi-ROM

Ask the students to complete the Unit 5 Lesson 1 activity on the Student's Multi-ROM to review the vocabulary they have learned.

#### Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

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#### Lesson objectives:

Learn how to describe toys that other people have

#### New grammar:

*They have skateboards.*

#### Vocabulary review:

*skateboard, scooter, roller blade, baseball bat, basketball, puzzle, robot, video game*

### 1 Bounce into action!

- Put a picture of a toy behind your back. Explain to the children that they should guess which toy it is. The first child to guess correctly wins.

### 2 Exercise 1

Look at the pictures. Complete the sentences.

- Have the children tell you which toys the animals have. Point to the owls and have the children say *They have baseball bats*. Write it on the board.
- Say to the children *Complete* and have them complete the rest of the sentences in their book.
- Write the sentences on the board to check.
- Write *Today's grammar* on the board and ask the children to copy it in their notebooks.

#### Today's grammar

They **have**

puzzles.  
video games.  
skateboards.  
roller blades.

#### Optional Activity:

**Big Book Builder 1** pages 30 and 31, *Toys and Snacks*. To work with the Big Book Builder, carry out the activities on pages xi to xix.

### 3 Bounce on!

- Ask the children to cut a piece of paper in four. Choose four toys and ask each child to draw one on each piece of paper. Divide the children into pairs. Explain that they should mix their four drawings with their partners and place the eight facedown. In turns, one child should turn two cards over. If they are both the same toy, they stay with the picture facing upwards and that child wins the cards. If they are different, the child turns them face down again in the same place. The children should try and remember the position of the cards to try and find a pair. The child that finds the most pairs wins. (15 – 20 minutes)
- Ask the children to take out their pictures from the Activity Resource Book page 11. Divide the class into two groups. One group should name a toy, the other group should show the picture. Swap roles. The team that makes the least mistakes wins. (5 – 10 minutes)

#### Home Study page 89

Write the following homework instructions on the board for the children to copy into the designated space:

"Read the words using a mirror. Then join them to the correct picture. Write sentences about the children's toys."

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#### Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

1 Look at the pictures.  
Complete the sentences.

# Today's grammar

They have skateboards.



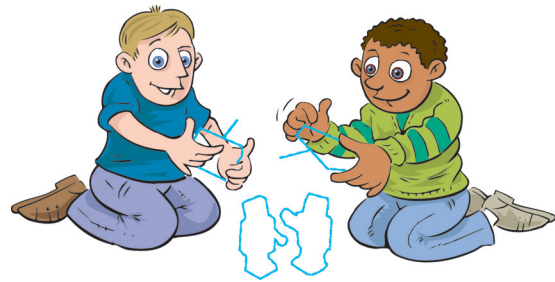
- 1 Look at the owls. They have baseball bats.
- 2 Look at the elephants. They have scooters.
- 3 Look at the ostriches. They have basketballs.
- 4 Look at the rabbits. They have video games.
- 5 Look at the lions. They have puzzles.
- 6 Look at the monkeys. They have roller blades.
- 7 Look at the dogs. They have robots.
- 8 Look at the cats. They have skateboards.



# 1 Draw the toys for the children.



1 They have roller blades.



3 They have robots.



2 They have basketballs.



4 They have scooters.



**Sing the song: Lots of toys!**

Come meet my friends,  
They have lots of toys.  
Lots of toys, toys for girls and boys!  
What do they have?

Skateboards, skateboards!  
Wow! What fun!  
Skateboards, skateboards,  
Skateboards for everyone!

Scooters, scooters!  
Wow! What fun!  
Scooters, scooters,  
Scooters for everyone!

**Lesson objectives:** Review toys that other people have  
Learn the song *Lots of toys!*

**Grammar review:** *They have skateboards.*

#### 1 Bounce into action!

- Check that the children have completed and understood the exercises in the Home Study section, page 89. (Answers: p. 167)
- Tell the children you are going to hold up toys and name them. Explain that they should stand up if what you say is correct and remain seated if it is incorrect.

#### 2 Exercise 1

Draw the toys for the children.

- Point to the first picture and ask the children what the children in the picture are playing with. Explain that they are going to draw the missing toys. Ask them to look at their hands and feet. Ask them what they think they have in their hands. Have them say *Roller blades*. Say *Draw the roller blades* and have them draw them.
- Continue with the other drawings. Monitor and offer help if needed.

#### 3 Exercise 2



Sing the song: *Lots of toys!*

- Tell the children they are going to listen to a song. Play the recording, track 27.
- Ask them what the song is about and which toys are mentioned.
- Play the recording again. Pause after every line for the children to repeat.
- Play the recording again and sing together.
- Complete the activities on page 27 of the Activity Resource Book.

#### Optional Activity:

**Big Book Builder 1** pages 30 and 31, *Toys and Snacks*. To work with the Big Book Builder, carry out the activities on pages xi to xix.

#### 4 Bounce on!

- 1 Put the pictures of the toys on the board. Then ask the children how the toys can be classified, for example, toys with wheels, toys that use balls, toys that use batteries. Draw a circle for each category on the board and ask a few children to come to the front and classify them. Then, in pairs, ask them to classify the toys from page 11 of the Activity Resource Book using different categories. Walk around the classroom asking them why they decided to classify the toys in that way. (15 minutes)

- 2 Divide the class into pairs. Explain that they should put the toys from page 11 of the Activity Resource Book on the table. One child should name a toy in the plural, the other child should look for them and pick them up. Swap roles. The first child to make a mistake is out of the game. (5 – 10 minutes)

#### Multi-ROM task

#### Student's Multi-ROM

Ask the children to listen to the song *Lots of toys!*, track 27, at home until they have memorized it.

#### Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

**Lesson objectives:** Review things that other people have

**Grammar review:** *They have skateboards.*

#### 1 Bounce into action!

- Tell the children you are going to sing the song *Lots of toys!*, track 27.
- Divide the class into three groups and assign a verse to each group to sing. Sing the song together.

#### 2 Exercise 1

Unscramble the words.

- Focus on the two penguins. Have the children read the first part of sentence 1.
- Explain that they should unscramble the letters to make the name of the toy. Have them say *Baseball balls*.
- Continue in the same way with *scooters* and *basketballs*. Read the sentences together to check.

#### 3 Exercise 2

Look at the pictures. Complete the sentences.

- Focus the children's attention on Penny and Pippa.
- Have them read the first part of sentence 1. Ask them to name the toys. Say *Write* and have them write *robots*.

- Continue in the same way with *video games* and *roller blades*. Read the sentences aloud to check.


#### 4 Exercise 3

Answer the questions.

- Read the first question aloud. Have the children name the corresponding pictures. Say *Write* and have them write the answers.
- Continue in this way with the second question. Check the answers by inviting two children to the front to write them on the board.

#### 5 Bounce on!

- 1 Divide the class into pairs to do a picture dictation. Explain that one child is going to name a toy and say the color. The other child should draw and color it. Swap roles. (5 – 10 minutes)

- 2  Hand out modeling clay. Ask the children to model their favorite toys and mount them on cardboard. Have the children write their name and the name of the toy underneath. Decorate the cardboard with colors. Have an exhibition of the toys in the classroom. Invite children from another class to come and see it. (10 – 15 minutes)



# 1 Unscramble the words.



Peter Penguin Paul Penguin



Peter and Paul Penguin have  
s a l l b a b e l b a l s.  
baseball balls



They have e r s s o c o t.  
scooters

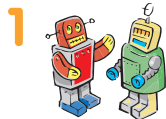


They have t a b a k e b l s l s.  
basketballs

## 2 Look at the pictures. Complete the sentences.



Penny Penguin Pippa Penguin



They have  
robots



They have  
video games



They have  
roller blades

## 3 Answer the questions.

1 What do Peter and Paul have?

They have baseballs, scooters and basketballs

2 What do Penny and Pippa have?

They have robots, video games and roller blades

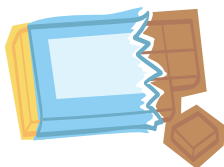




Listen and point. Say the words.



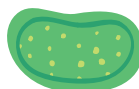
lollipop



candy bar



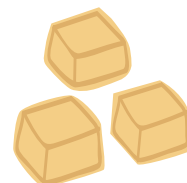
cookie



jelly bean



popsicle

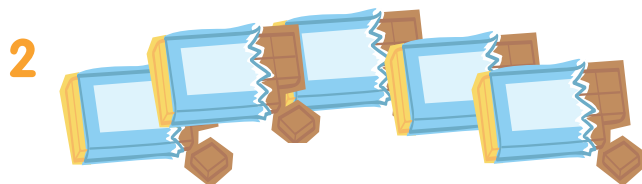


caramel

2 Count and write.



lollipops five lollipops



candy bars five candy bars



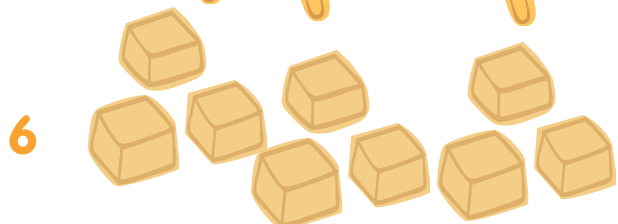
cookies seven cookies



jelly beans ten jelly beans



popsicles four popsicles



caramels nine caramels

**Lesson objectives:** Learn names of candies

**New vocabulary:** *lollipop, candy bar, cookie, jelly bean, popsicle, caramel*

#### 1 Bounce into action!

- Ask all of the children to close their eyes. Put a jelly bean in each of their hands and ask them to guess what it is.
- Present the new vocabulary with the pieces of candy.

#### 2 Exercise 1



**Listen and point. Say the words.**

- Point to the pictures in the book and say *Listen and point*.
- Play the recording, track 28, and ask the children to point to the candies as they are mentioned.
- Say *Say the words*. Play the recording again and pause after each word for the children to repeat.

#### 3 Exercise 2

**Count and write.**

- Point to the lollipops and say *Count*. Ask the children to count them and say *Five lollipops*. Have them write it in their notebooks.
- Continue in the same way with the other candies.

#### 4 Bounce on!

- 1 Show a lollipop and say *Cookie*. Explain to the children that if what you say is correct, they should repeat it, if not, they should correct you. (5 – 10 minutes)

- 2 Draw the candies on the board. Ask the children to observe them carefully and close their eyes. Erase one of the candies. The children then open their eyes and tell you which candy is missing. Repeat and ask the children to name the two candies that are missing. Continue until there are no more candies on the board and the children have named them all. (5 – 10 minutes)



#### Home Study page 90

Write the following homework instructions on the board for the children to copy into the designated space:

"Read and draw. Color."

#### Multi-ROM task

Student's Multi-ROM

Ask the students to complete the Unit 5 Lesson 5 activity on the Student's Multi-ROM to review the vocabulary they have learned.

#### Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

- Lesson objectives:** Learn how to name things that other people don't have
- New grammar:** *They don't have cookies.*
- Vocabulary review:** *lollipop, candy bar, cookie, jelly bean, popsicle, caramel*

#### 1 Bounce into action!

- Check that the children have completed and understood the exercises in the Home Study section, page 90. (Answers: p. 167)
- Write the name of a candy on the board. Cover it. Explain to the children that they should guess which one it is. If they don't guess, reveal the first letter. If they still don't guess, reveal each letter one by one.
- Continue with the other candies.

#### 2 Exercise 1



**Listen and check ✓ what Lizzie and Nick have.**  
**Cross ✗ what they don't have.**

- Ask the children to point to Lizzie and Nick's candies as they are mentioned. Say *Listen and point*. Play the recording, track 29.
- Ask them to check the candies they do have and to cross out the ones they don't. Play the recording again and pause after each candy for the children to answer.
- Say *Cross out* and ask the children to cross out the candies they don't have. Play the recording again and pause after every candy for the children to mark their crosses.

#### Audioscript:

*Lizzie and Nick have a lot of candy! They have lollipops. "Yummy! We love lollipops!" They have jelly beans. "Delicious". They don't have cookies. And they don't have popsicles. What about caramels? No, they don't have caramels. But they have candy bars. They love candy bars!*

#### 3 Exercise 2

**Circle True or False.**

- Ask the children to read the first sentence. Explain that if it is true, they should circle *True*. If it is false, they should circle *False*. Repeat with the other sentences.
- Write *Today's grammar* on the board and ask the children to copy it in their notebooks.

#### Today's grammar

They **don't have** | popsicles.  
candy bars.

#### 4 Bounce back. Write two things Bounce doesn't have.

- Name the supplies that Bounce has.
- Ask the children to name the supplies that Bounce doesn't have and to choose two and write them down.

#### Optional Activity:

**Big Book Builder 1** pages 30 and 31, *Toys and Snacks*. To work with the Big Book Builder, carry out the activities on pages xi to xix.

#### 5 Bounce on!

- 1 Divide the class into two groups. A child from the first group names a toy. A child from the second group names another toy. Continue in this way and the winner is the group that names the most toys without repeating any. (5 – 10 minutes)
- 2 Play the song *Lots of toys!*, track 27. Ask the children to continue singing and to substitute the toys for other toys that aren't in the song. (5 – 10 minutes)

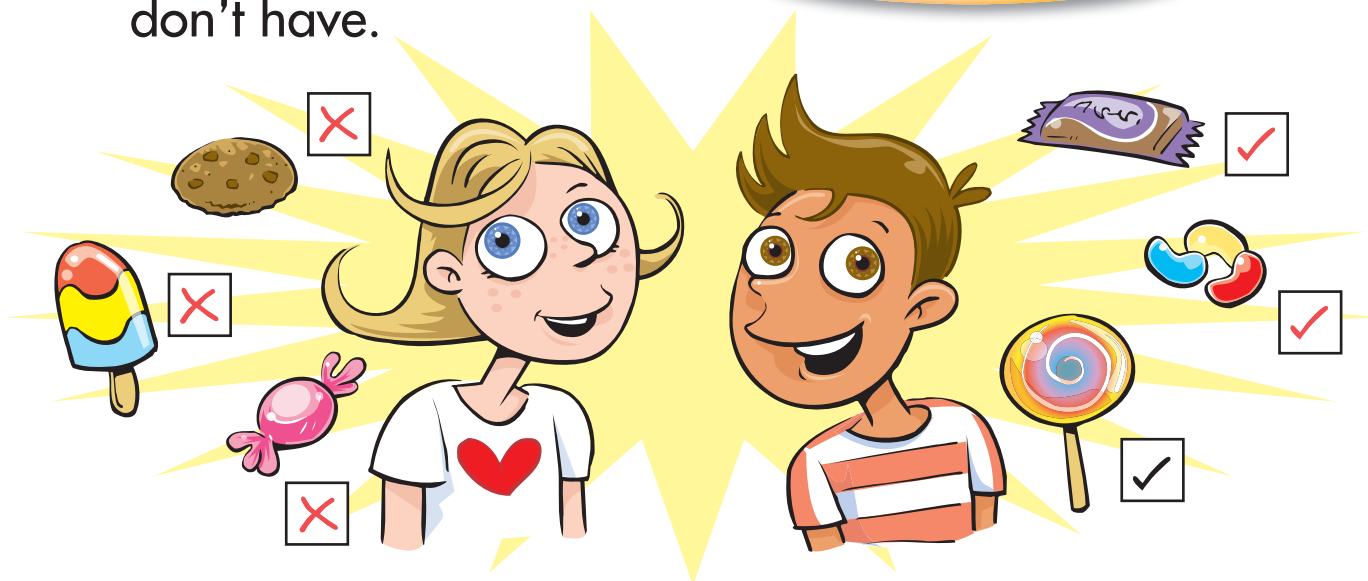
**Interactive presentation.** Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.



Listen and check ✓ what Lizzie and Nick have. Cross ✗ what they don't have.

## Today's grammar

They don't have cookies.



## 2 Circle *True* or *False*.

1 Lizzie and Nick have lollipops.

True / False

2 They don't have jelly beans.

True / False

3 They don't have cookies.

True / False

4 They don't have popsicles.

True / False

5 They have caramels.

True / False

6 They don't have candy bars.

True / False



Write two things Bounce doesn't have.

1 (students' own answers)

2 (students' own answers)





**1** Look at the chart and complete the sentences.



Dan and Pete    Jane and Helen    Sam and Becky

✓	✗	✓
✗	✓	✓
✗	✓	✗

**1** Dan and Pete have candy bars.

They don't have lollipops.

They don't have caramels.

**2** Jane and Helen don't have candy bars.

But they have lollipops.

They have caramels.

**3** Sam and Becky have candy bars.

They have lollipops.

But they don't have caramels.

**2** Make sentences about the children. Guess who they are.



**Lesson objectives:** Review *They don't have ...*

**New vocabulary:** *either, too*

#### 1 Bounce into action!

- Draw part of a candy on the board. Explain that the first child to name the candy correctly comes to the front to finish the drawing off. Continue with the other candies.

#### 2 Exercise 1

Look at the chart and complete the sentences.

- Read the children's names. Explain that the tick means *Have* and the cross means *Don't have*.
- Have the children tell you who has, and who does not have, each of the candies.
- Read the first sentence. Have the children complete it.
- Invite a child to come to the front and write *Don't have*. Say *Complete* and have the children copy into their books. Continue in the same way with the other sentences.
- Present *either* and *too*. Monitor and offer help as needed.

#### 3 Exercise 2

Talk time. Make sentences about the children. Guess who they are.

- Say *They don't have lollipops*. Say *Guess* and have the children check in the chart to see who hasn't got lollipops. Have them say *Dan and Pete*.
- Invite two children to the front. Say *Make a sentence*, first, and then say *Guess*. Have them say another sentence and guess.
- Divide the class into pairs to continue the activity. Swap roles.

#### 4 Bounce on!

- 1 Ask a child to think of a candy. Ask them to name all of the other candies. The class should guess which candy the first child chose. (5 – 10 minutes)
- 2 Hand out blank sheets of paper. Do a dictation of the names of the candies and then ask the children to draw them. (5 – 10 minutes)



#### Home Study page 91

Write the following homework instructions on the board for the children to copy into the designated space:

"Join the sentences to the pictures."

**Interactive presentation.** Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

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**Lesson objectives:** Review vocabulary taught in the unit

### 1 Bounce into action!

- Check that the children have completed and understood the exercises in the Home Study section, page 91. (Answers: p. 167)
- Ask the children to sit in a circle. Whisper a candy from the unit to each child. You can whisper each candy to more than one child. Call out, for example, *Cookie!* All the children who you whispered *cookie* to, should stand up and change places. Remove a chair while they are up. Those who are left without a seat are out of the game. The winner is the last child to find a seat.

### 2 Exercise 1

Look at the pictures. Complete the words.

- Look at the first word together and ask the children to say which word they think it is.
- Invite a child to the front to write the word correctly. Check spelling.
- Say *Complete* and have the children complete the word. Continue in this way with all of the words.

### 3 Exercise 2

Draw your favorite candy.

- Ask the children to draw their favorite candy in the designated space. Then ask them to come to the front, show their drawings, and say why it is their favorite candy.

### 4 Exercise 3




Talk about candy. Color the correct face.

- Ask the children to work in pairs to talk about their favorite candy.
- Then, ask them to read the sentences and color the correct face.
- Monitor and offer help as needed.

### 5 Bounce on!

- 1 Invite a child to the front. Ask them to close their eyes and give them a candy. The child should guess which candy it is. They can use all of their senses to guess, apart from their vision. Repeat the activity with other children. (5 – 10 minutes)

- 2  Divide the class into two teams. Invite a child from each team to come to the front. Call out the name of a candy and then children should draw them on the board. The child who finishes first wins a point for their team. The teams with the most points could win small candies as a prize. (5 – 10 minutes)

**Language Assessment:** Photocopy the language assessment on page 19 of the Assessment Pack. Give each student a copy to complete in order to check what they have learned over the course of the unit.



**Self Assessment:** Photocopy the self assessment sheet on page 4 of the Assessment Pack. Give a copy to each student for them to complete on their own. Offer help where necessary.

**Global Assessment:** Complete the global assessment on page 5 of the Assessment Pack. Check whether the objectives set out at the start of the unit were achieved by your students. Keep a record to refer back to in coming units.



lolli pop candy bar cook ies jelly beans pops icle cara mels

1 Look at the pictures. Complete the words.

2 Draw your favorite candy.

(students' own answers)

3 Talk about candy. Color the correct face.

Candy is  
good for  
you.



Candy isn't  
good for  
you.



**Talk  
about**

