

**Lesson objectives**

- To understand a simple museum information leaflet
- To review and extend vocabulary for toys
- To practise ordering words in simple sentences
- To write an email

**Language**

*The (train) is (green).*

*It's (red).*

*This is a (boat).*

*These are (dolls).*

New vocabulary: *puppet, boat, plane, board game, doll's house*

Other vocabulary: *puppet theatre, car, train, boat, doll, puzzle*

More words: *scooter, tractor, bricks, doll's pram*

**Presentation and pre-reading (page 8)**

- With books closed, talk about toys in L1. See how many toys the children can list. Encourage them to use English where possible. When they say words in L1, say the words in English.
- Ask the children to open their books at page 8. Point to the pictures in the vocabulary panel at the top of the page, and say the words. Ask *Have you got a puppet?* etc. If necessary, explain the meaning of *board game* (any game that is played on a board, usually with counters and often with dice). Ask the children in L1 to tell you examples of board games they have at home.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Tell the children to look at the photos within the reading text and tell you what they can see. Ask them where they think they could find these toys (in a museum). If necessary, prompt them by asking if they think the toys are new or old.

**Reading (page 8)****1 Read and listen.** 🎧 02

- Play the recording while the children follow the text in their books.
- Play the recording again. This time, ask them to point to the pictures as they listen. Pause the CD as necessary to give them time to find the pictures. Teach or revise any vocabulary as necessary.
- In a random order, say sentences from the text beginning with *This is...* or *These are...*, and let the children point to the pictures.

**Comprehension (page 9)****2 Read and circle.**

- Look at the example answer with the children. Say *This is a boat.*
- Ask the children to look at the pictures. Say *Number two. These are...* Let the children finish the sentence orally. In a weaker class, repeat with the remaining pictures.
- The children complete the exercise individually, then check their answers in pairs.
- Check answers as a class. Ask volunteers to read out the correct sentences.

**KEY**

- 1 boat 2 puppets 3 board game 4 doll's house  
5 planes

**3 Read and tick (✓) or cross (X).**

- Ask the children to see how many colour words they can find in the text (four: *green, red, yellow, pink*). Ask volunteers to read out the sentences with colour words in them.
- Read the first sentence in Exercise 3 to the children and explain that it is talking about the train in the reading text. Let them find the photo of the train, or the appropriate sentence in the text, and ask *What colour is the train? Is it green?* Show them the example tick in the box.
- The children complete the activity, finding the appropriate photo or sentence for each object.
- Let them check their answers in pairs before checking as a class.

**KEY**

- 1 ✓ 2 X 3 ✓ 4 ✓

**4 Write the answers.**

- Look again at the photos in the reading text. Read the question *What colour is the car?* and ask a volunteer to read out the example answer.
- Let the children work in pairs to ask and answer the questions orally.
- The children complete the activity individually. Check the answers in pairs, then as a class.

**KEY**

- 1 It's red. 2 It's pink. 3 It's yellow. 4 It's green.

**Vocabulary (page 10)****5 Write the letters.**

- Read the example sentence and point out the example answer. Read the rest of the sentences and let the children point to the appropriate pictures.
- The children work individually to read the sentences, identify the corresponding pictures and write the appropriate letter in each box. Check the answers as a class.

**KEY**

- 1 b 2 a 3 c 4 d

## 6 Complete the sentences.

- Look at the picture and ask *What's number one?* The children answer *It's a board game*. Repeat with the other objects in the picture. Revise the word *puzzle* if necessary.
- The children write the words in the gaps to complete the sentences.
- Ask volunteers to read out their sentences.

### KEY

1 board game 2 car 3 puzzle 4 boat 5 plane  
6 puppet

## 7 Write about you.

- Ask a confident child *What's your favourite toy?* Encourage him/her to answer you in English: *It's a...* Repeat with a few more children.
- The children complete the answer in Exercise 7. Write any new vocabulary they need on the board.
- Let the children ask and answer in pairs: *What's your favourite toy? It's a...*

## More words (page 44)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 44 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Say the words in a different order and let the children point to the pictures.
- Mime playing with one of the toys and let the children guess which one. Repeat.

## Write and match.

- Look at the first sentence. Read the words *This is a...* Hold up your book and point to the first anagram. Ask *What word is this?* Encourage the children to look carefully at the letters and identify which of the four words it is (*scooter*). Tell them to write the word *scooter* to complete the sentence, and draw a joining line between it and the picture of the scooter.
- Let the children work individually or in pairs to write the words and write the numbers next to the pictures.

### KEY

1 scooter 2 bricks 3 doll's pram 4 tractor

## Writing (page 11)

- Look at the picture and ask *What's this?* (*It's a doll's house.*)
- Look at the text and explain that it is an email. Ask the children (L1) to tell you who the email is to (Emma) and who it is from (Katie). Read the text while the children follow in their books.
- If necessary, explain the meaning of *penfriend*. Ask some questions to check understanding, e.g. *How old is Katie? What is Katie's favourite toy? What colour is it?*

## 8 Write the words in order.

- Look at the example with the children. Explain that they have to write the words in the correct order. Ask them what clues they can use to help them decide on the correct order (there should be a capital letter at the beginning of the sentence, and a full stop at the end).
- Let the children do the exercise orally in pairs, with pencils down. Tell them to make sure they agree on the order of each sentence.
- The children then write the sentences individually, and check their answers again in pairs before checking with the class.

### KEY

- 1 My name's Katie.
- 2 This is my car.
- 3 My boat is blue.
- 4 These are my trains.

## 9 Draw or stick a picture of your favourite toy. Write an email to your penfriend.

- Look at the writing framework with the children. Complete it orally for yourself, imagining you are a child. Encourage the class to help you by saying what you could write in each gap.
- The children work individually to complete their emails. Monitor and help them as necessary.
- Tell the children to draw a picture of their favourite toy in the box. Alternatively, they could print out a picture from a toy website, if appropriate, and stick it into their book.

## Writing (optional extension activity)

- The children draw several toys that they have at home, then write sentences beginning with *This is my...* or *These are my...* If necessary, remind them that we use *This is* with singular objects and *These are* with plural objects.
- Monitor and help as necessary, giving them any vocabulary they may need.