

**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and colours.

● **TARGET LANGUAGE**

**Revision:** numbers 1–6, *How old are you? I'm (five)*, classroom objects, instructions, *How many (chairs)?*

● **MATERIALS REQUIRED**

Classroom object flashcards (10–15)

Extra activity 2: classroom instruction flashcards (16–22)

## Warmer

- Say the opening routine.
- Write numbers 1 to 6 on the board and elicit the words. Point to the numbers as pupils count in chorus in order. Then repeat backwards. Then read individual numbers. Pupils repeat.
- Ask several pupils *How old are you?* They respond, e.g. *I'm six.*

### CB32. ACTIVITY 1. Listen and circle the number.

- Say *Open your books at page 32, please.* Help pupils find the right page. Focus on the pictures of the children. Elicit the numbers next to each picture.
- Say *Listen.* Point to the two numbers next to the first picture. Say *How old is he? Five or six?* Play the example on the CD. Elicit the answer. Show pupils the example circle around number 5.
- Make sure pupils understand that they have to circle one of the numbers each time. Say *Listen and circle.* Play the rest of the CD. Stop after each number for pupils to think and circle. They check in pairs. Play the CD again. Stop after each one and check with the class. Elicit the names of the children.

**Key:** 2 3, 3 4, 4 2

### CD 1, 44

1. Hello. I'm Ben. I'm five.
2. Hello. I'm Grace. I'm three.
3. Hello. I'm Tom. I'm four.
4. Hello. I'm Lucy. I'm two.

## Practice

- Pupils work in pairs. They take turns to act being one of the children in Activity 1. Pupil A says, e.g. *Hello. I'm (Tom). I'm four.* Pupil B says *Picture 3.* Then they swap roles.  
Note: Pupils do not have to remember the names used in the listening exercise.

### CB32. ACTIVITY 2. Listen, count and colour.

- Revise classroom objects using the flashcards or real items.
- Point to the first rectangle with the six chairs. Say *How many chairs?* Pupils count and respond *Six.* Say *Yes, six chairs.* Point to the other pictures and elicit a phrase for each one (*six books, six tables, six pencils, six erasers, six bags*). Say *Listen.* Play the example. Pick up a blue crayon and mime colouring. Ask *How many chairs do I colour?* Elicit *One (chair).* Hold up your book and point to the chair that has been coloured in. Say *Yes. I colour one chair.*

- Pupils have a crayon ready. Tell them they can use any colour, but they must use the same colour for the whole activity. Tell them just to make coloured dots the first time they listen. Say *Listen and colour.* Play the rest of the CD. Stop after each one for pupils to make the right number of coloured dots. They check in pairs.
- Play the CD again. Pupils colour the items. Check by asking, e.g. *Number two. How many books?*

### CD 1, 45

1. One chair.
2. Three books.
3. Two tables.
4. Five pencils.
5. Six erasers.
6. Four bags.

## Extra activity 1 (if time)

- Write a list of classroom items on a piece of paper. Write a number between 1 and 6 by each one. Read the first item on your list, e.g. *Four pencils.* Pupils draw four pencils. Repeat for the other items. Read the list again. Pupils check in pairs. Ask confident pupils to say phrases to describe what they have drawn, e.g. *Four pencils.*

## Extra activity 2 (if time)

- Review instructions using the flashcards.
- Play an action game. Pupils do the action only when you say *please.* Say, e.g. *Stand up, please* (pupils stand up). *Open your books, please* (pupils open their books). *Close your books* (pupils don't close their books). Repeat the instructions quickly, one after another. Pupils miss a turn when they make a mistake.

## Ending the lesson

- Sing the Unit 2 song (CD 1, 14) with the pupils. Encourage pupils to do the actions as they sing along (see page T12).
- Say the closing routine.

**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 3 and 4.

● **TARGET LANGUAGE**

**Revision:** numbers 1–6, colours, triangle, circle, square, toys, My favourite toy's my (red) (car).

**Additional language:** grey, purple

● **MATERIALS REQUIRED**

Shape and colour flashcards (23–25, 26–31, 38–40)

Crayons for each pupil: blue, black, red, white, yellow, brown

## Warmer

- Say the opening routine.
- Show the colour flashcards in turn. Elicit the words. Pupils repeat.
- Display seven of the colour flashcards on the board. Elicit which two colours are missing. Pupils say, e.g. *Red. Brown.* Take the flashcards off the board. Repeat with different colours missing each time.

### CB33. ACTIVITY 3. Listen and colour. towards

- Show the shape flashcards. Elicit the words. Say the shapes again. Pupils repeat. Stick the flashcards on the board and number them 1 to 3. Ask, e.g. *What's number one?* Pupils respond, e.g. *Triangle.*
- Say *Open your books at page 33, please.* Help pupils find the right page. Hold up your book. Point to the puzzle and say *Point to a circle.* Pupils point and hold up their books to show you. Repeat with *triangle* and *square*.
- Point to the numbered boxes on the left of the puzzle picture. Say *One, two, three, four, five, six. What colour is number one?* Point to the example coloured box. Elicit *Yellow.* Say *Listen and colour numbers two, three, four, five and six* (point to the rest of the boxes in the key). Pupils prepare their crayons. Play the CD. Stop after each one for pupils to colour the box. They check in pairs. Play the CD again. Check with the class. Ask, e.g. *What colour's number two?*
- Say *Look. Numbers on the picture. Find number one.* Point to the sections of the puzzle numbered 1 (top right and also two small triangles centre left). Pupils copy. Ask *What colour?* Point to the key and elicit *Yellow.* Mime colouring with a yellow crayon. Pupils colour the picture individually. Monitor and check they are following the colour key. Point to the shapes in the picture as the pupils colour. Ask *What's this?* Pupils can complete the activity at home.
- Elicit the name of the toy in the picture (A car).

**Key:** 2 white, 3 brown, 4 blue, 5 black, 6 red

### CD 1, 46

Number 1 is yellow.

Number 2 is white.

Number 3 is brown.

Number 4 is blue.

Number 5 is black.

Number 6 is red.

### CB33. ACTIVITY 4. Listen and write the number.

- Focus pupils on the pictures of children. Say *Look. Favourite toys.* Point to the boy in the first picture and ask *What's his favourite toy?* Pupils respond *Kite.* Ask *What colour is it?* Elicit *Blue.* Say *Good. It's a blue kite.* Repeat for the rest of the children.
- Write numbers 1 to 6 on the board. Elicit the numbers. Say *Listen and write the number.* Stick the toy flashcards on the board in two rows in the same order as in the activity (kite, doll, robot; ball, bike car). Draw a small box next to each flashcard. Say *Write one, two, three, four, five or six.* Point at the boxes. Play the example on the CD. Elicit (*Red*) *bike.* Write 1 in the box next to the flashcard of the bike. Point to the example 1 in the box next to the bike in the book.
- Play the CD. Pause after each one for pupils to think and write. Pupils check in pairs. Play the CD again. Check by asking, e.g. *What's number two?* Pupils respond (*The*) *brown car.*

**Key:** Pictures should be numbered 5, 3, 4, 6, 1, 2.

### CD 1, 47

1. My favourite toy's my red bike.
2. My favourite toy's my brown car.
3. My favourite toy's my yellow doll.
4. My favourite toy's my black robot.
5. My favourite toy's my blue kite.
6. My favourite toy's my black and white ball.

### Extra activity 1 (if time)

- Stick the toy flashcards on the board. Pre-teach *grey* and *purple*. Point to one of the toys and say, e.g. *My favourite toy's my pink doll.* Pupils repeat in chorus. Point to a different flashcard. Pupils chorus the sentence with the new colour and toy, e.g. *My favourite toy's my pink and purple kite.* Repeat with the other flashcards.
- Pupils work in pairs. They take turns to make sentences, as if they were one of the children in Activity 4. Pupil A says, e.g. *My favourite toy's my blue kite.* Pupil B points to the correct picture.

### Extra activity 2 (if time)

- Choose one of the songs or chants from Units 1 to 4 to do with the pupils. Encourage pupils to join in with the words and actions.

### Ending the lesson

- Talk about Units 1 to 4 with the pupils using LI. Ask them which lessons, topics and/or activities are their favourites.
- Say the closing routine.