



Happy birthday!



Watch the video. Draw a toy.



mission

Have a present-giving party

In this unit I will:

- ① Ask my friends about their toys.
- ② Choose a present for my friend.
- ③ Make and write a card.
- ★ Give the present.

Unit 5 learning outcomes

In Unit 5, learners learn to:

- talk about toys
- ask and describe who things belong to, using possessive pronouns and 's
- explain what someone wants and doesn't want, using *Does ... want? Yes, he/she does. No, he/she doesn't.*
- describe shapes
- read about and learn how to say sorry
- listen for specific numbers and names

Materials video, a small gift (e.g. bag of dried fruit or sweets) wrapped in many layers of paper, music for the game, Toys 1 and 2 flashcards, coloured pens or pencils, four squares of blank card or paper per learner, digital Mission poster, Friendly Farm animal flashcards, Food 1 and 2 flashcards

Self-assessment

- **SA** Say *Open your Pupil's Books at page 56. Say Look at the picture. Point to red/green/pink/white. Point to different objects in the picture and ask What colour is this? Point to the present. Ask What's this? Say It's a present. Say Present. Repeat and clap your hands on the stressed syllable: pre-sent. Learners repeat several times and clap the stress. Use self-assessment (see Introduction). Say OK. Let's learn.*

Warm-up

- Play 'Pass the parcel'. Use the small gift wrapped in many layers of paper. The learners sit in a circle. Play some music. Say *Pass the present*. Learners pass the present around the circle. Pause the music. Say *Stop!* The learner holding the parcel unwraps the first layer of paper. Start the music again. Say *Pass the present*. Learners pass the parcel. Continue until the final layer is unwrapped. Say *Here's the present!* Let the learners share the fruit or sweets.

Pupil's Book, page 56

1 Watch the video. Draw a toy.

- Say *In this unit we're talking about toys. Say Let's watch the video. To introduce the topic of the unit, play the video.*
- Say *Look at page 56. Say It's a party! Say Party and clap the stress (par-ty). Learners repeat. Ask Do you like parties? (Yes, I do. / No, I don't.)*
- Hold up the Toys 1 and 2 flashcards. Ask *What are these? Say Toys. Learners repeat. Point to different toys. Ask Do you like it? (Yes, I do. / No, I don't.)*

- Point to the empty space. Ask *Which toy do you like? Draw your toy.* Learners draw a picture of their favourite toy in the space. Tell each child the name of the toy they have drawn.

Fast finishers Learners can write the word.

mission Have a present-giving party

- Give each learner four squares of paper.
- Show the digital Mission poster. Say *Point to the party.*
- Say *Let's have a party! Point to number 1.* Learners point. Say *We'll ask about toys.* Write *Toys* on the board. Learners copy the word onto one square of paper. Say *Toys.* Learners repeat and hold up their word.
- Say *Point to number 2.* Say *We'll choose a present.* Write *Present* on the board. Learners copy the word onto a second square of paper. Say *Present.* Learners repeat and hold up their word.
- Say *Point to number 3.* Say *We'll make a card.* Write *Card* on the board. Learners copy the word onto a third square of paper. Say *Card.* Learners repeat and hold up their word.
- Say *Point to number 4.* Say *We'll give a present.* Say *Present.* Learners repeat and hold up their second word again.
- Point back to the words at the top of the poster. Say with excitement *Let's have a party!* Encourage learners to jump and smile. Write *Party* on the board. Learners copy the word onto a fourth square of paper. Say *Party.* Learners repeat and hold up their word. Say *Four – Let's have a party!* Repeat the whole sequence.
- Say *This is our Mission.*

Activity Book, page 56

My unit goals

- Go through the unit goals with the learners. You can read these or if you prefer you can put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say *This is our Mission page.*

Ending the lesson

- Show Friendly Farm animal and Food 1 and 2 flashcards. Learners say the words. Say *Let's see who is at my party! Let's see the food at my party!*
- Put the learners into groups of five and give each learner a number 1 to 5. Each group sits in a circle with a sheet of paper in the middle. Call out *One!* Learner 1 from each group comes up and looks at a flashcard. They go back to their group and sketch the character or food. The group guess the word. Continue until all flashcards have been drawn and named.

Learning outcomes By the end of the lesson, learners will be able to recognise and use toy words.

New language *ball, bike, car, doll, house, kite, plane, robot, favourite*

Recycled language colours, numbers

Materials six cards, each with the following written on them: a) 9 5 10 b) 6 1 7 9 10 c) 6 7 2 8 2 4 9, Toys 1 flashcards, coloured pens or pencils, audio, video

Warm-up

- Put the cards with numbers in six places.
- Write a 'secret code' on the board:
1=A 2=E 3=G 4=N 5=O 6=P 7=R 8=S 9=T 10=Y
- In pairs, learners use the code to find words (a) toy, b) party, c) present).

Presentation

- Mime throwing a ball. Ask *What is it? (It's a ball.)* Show the flashcard of a ball. Say *Ball*. Learners repeat.
- Continue with different flashcards: kite – hold the strings and look up; robot – robot movement; car – driving; bike – get on and ride; doll – hug and dress up the doll; house – open the windows and door; plane – flying motion with arms.
- Hold up a flashcard of a toy. Say *This is my favourite toy*. Show the other flashcards. Draw a heart on the board. Say *I like the car. I like the kite. I like the robot*. Point to the heart. Draw a bigger heart. Say *But the ball is my favourite*. Say *Favourite*. Learners repeat.
- Ask *Which toy is your favourite?* Learners answer.

Pupil's Book, page 57

1 2.18 Listen and point. Then listen again and colour the toys.

- Say *Open your Pupil's Books at page 57. Look at the picture*.
- Indicate the caption and read it.
-  Ask *Where's the doll?* The class points. Repeat with different toys. Add questions, e.g. *Is it big? Is it small?*
- Ask *Where's the tractor? Can you find it?* Learners find the picture and point (on the farm house).
- Say *Listen and point*. Play Track 2.18. Learners point to the toys in the picture.

CD2 Track 18

Today is Jim and Jenny's birthday.

Tom: Look, Jim! I'm on your bike.

Jim: No, that isn't my bike. I've got an orange bike. It's next to your grey robot. You're on Jenny's bike.

Tom: Oh!

Jim: Look at my cool, new kite, Grandma. It's big and blue. It's my birthday present. It's my new favourite toy.

Grandma: Ooh, yes. That's fantastic! And look at my red and grey plane. This is my favourite toy. Where's Jenny?

Jim: Here she is. She's got a new red car. That's her birthday present.

Jenny: Hi, Jim. Where's Eva?

Jim: She's playing with the toy house. It's yellow. And she's got a doll.

Eva: Look at the ball, Dolly. Look at the plane, Dolly. The plane! Cameron!

Cameron: Miaow!

- Say *Where is Cameron? And where is the plane? Let's listen*. Play Track 2.18 again. Ask *Where is Cameron? (In the tree) And where is the plane? (Next to Cameron in the tree)*
- Say *Listen and colour*. Play Track 2.18 again. Learners colour.

Key: kite – blue house – yellow

2 2.19 Say the chant.

- Say *Listen and say the chant*. Play the audio or video. Learners point and chant.
CD2 Track 19
Car, ball, doll, bike (x2)
House, plane, robot, kite (x2)
(Repeat)
- Play the chant again and mime. Learners chant and copy.
- Divide the class into four groups. Give each group a line to mime and chant.
- Say *Chant*. Groups chant from memory.

3 2.20 Listen and say yes or no.

- Describe the picture, using correct and incorrect information. Learners say *yes* or *no*.
 - Play the audio. Pause for learners to call out *Yes* or *No*.
CD2 Track 20
- Jenny's in the car.
 - The robot's under the orange bike.
 - Eva's got a doll.
 - The ball's next to Cameron.
 - The house is Grandma's favourite toy.
 - Jim likes his new blue kite.
 - Cameron's in the plane.
 - Jim's got a red bike.

Key: 1 no 2 no 3 yes 4 no 5 no 6 yes
7 no 8 no

Activity Book, page 57

See pages TB120–132

Ending the lesson

- SA** Say *We learnt about toys*. Show the flashcards. Ask *Do you know the words?* Use the self-assessment technique (see Introduction). Learners show how they feel.
- Say *You can say the words well. Good work*.
- Ask learners to bring in photos of their families next lesson.

1



1  **Listen and point. Then listen again and colour the toys.**



2



Say the chant.

3



Listen and say *yes* or *no*.

The Friendly Farm



1

Mum! It's Jim and Jenny's birthday. Jim's got a new kite.

What colour's his kite?

It's blue. It's his favourite toy.

2

A red car! Cool! Whose car is that?

It's Jenny's new car. It's her birthday present.

3

Can we make a birthday present for Jim and Jenny?

Jenny likes dolls!

No, she doesn't and Jim doesn't like dolls.

4

Jenny's favourite toy is her car. Jim's favourite toy is his kite.

Yes! What can we make for their present?

5

Look at our birthday present for Jenny and Jim.

What is it?

It's a plane. Their present's a plane.

6

Their present's a plane? Oh no! Not a plane!

Learning outcomes By the end of the lesson, learners will be able to understand when they hear possessive pronouns and the possessive 's.

New language *whose, his, her, their, 's*

Recycled language *favourite, have got, present, toys*

Materials audio, video

Warm-up

- Say *Stand up*. Learners stand. Say *Show me your hands*. Learners wave their hands in the air. Say *Turn around*. Learners turn around. Say *Sit down*. Learners sit. Point to a girl. Ask *Boy or girl?* (Girl) Point to a boy. Ask *Boy or girl?* (Boy)
- Give instructions for learners to carry out: *Girls, stand up. Girls, show me your hands. Girls, sit down*. Repeat for boys. *Girls, stand up. Turn around. Sit down*. Repeat for boys.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Choose a girl and ask *Have you got a bag?* (Yes) She puts the bag on her desk. Say *Look. It's (María's) bag*. Learners repeat. Point to a boy. Ask *Is it (José's) bag?* (No) Say *No. It's (María's) bag*. Learners repeat. Say *It's her bag*, pointing to her. Learners repeat.
- Choose a different learner, preferably a boy. Ask *Have you got a book?* If the learner says Yes, show the book and put it on his desk. Say *Look. It's (David's) book*. Learners repeat. Point to a different learner, preferably a girl. Ask *Is it (Lupita's) book?* Learners say No. Say *No. It's (David's) book*. Learners repeat. Say *It's his book*. Learners repeat several times.
- Choose another learner, preferably a girl, and repeat the sequence with a pen. Choose a fourth, preferably a boy, and repeat with a rubber.
- Take the four items to the front of the room and ask the four learners to stand at the front. Hold up the first item. Ask *Whose bag is this?* Point to the four learners at the front. The learners say *It's (María's) bag*. Repeat with the three other items. Show the bag. Point to one of the four learners. Ask *Is it his bag?* Learners say No. Encourage them to point to the correct learner and say *It's her bag*.
- Hold up the bag. Say *Whose bag is it?* Learners repeat. Say *Whose*. Learners repeat. Repeat with different items.
- Hold up each item once more. Learners ask, e.g. *Whose bag is it?* and answer, e.g. *It's (María's) bag*.

Pupil's Book, page 58



The Friendly Farm song

- Play the introductory song at the beginning of the cartoon story. Learners listen and sing. Ask *Can you remember?* Learners sing the song from memory. Repeat.

CD2 Track 21

See The Friendly Farm song on page TB5



The Friendly Farm

- Say *Open your Pupil's Books at page 58*. Ask *Who can you see in the pictures?* Learners name the characters. Ask *What's this?* Point to the car. Repeat with other objects.
 - Ask *Whose birthday is it?* (Jim and Jenny's birthday) *Who likes cars?* (Jenny) *Who likes kites?* (Jim) *Does Cameron like the birthday present?* (No, he doesn't.) Say *Listen*. Play the audio or video. Learners listen and read.
- CD2 Track 21
- The Friendly Farm song + see cartoon on Pupil's Book page 58
- Learners answer the questions in pairs before the class check.
 - Play the audio or video again. Pause after each frame and check comprehension. Frame 1: *What's Jim's favourite toy?* (Kite) Frame 2: *Whose car is it?* (Jenny's) Frame 3: *Do Jenny and Jim like dolls?* (No) Frame 4: *What is Jenny's favourite toy?* (Car) Frame 5: *What is their birthday present?* (Plane) Frame 6: *Is Cameron happy?* (No – he doesn't like the plane) Say *Cameron doesn't like the kite and he doesn't like the plane*.
 - Play the audio or video again. Choose six confident learners and give each a role. Ask them to read aloud the speech bubbles.
 - Put the learners into groups of six to role play the dialogue. Monitor and check.
- Extension** Point to the toys in the pictures. Ask *Whose is it?* Learners answer.

Activity Book, page 58

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?

Learning outcomes By the end of the lesson, learners will be able to use possessive pronouns and 's for possession accurately.

New language *Whose ... is this? It's his/her ... It's ...'s ...*

Recycled language toys

Materials pictures of toys cut in half, Toys 1 flashcards, Friendly Farm flashcards, Food flashcards, audio, digital Mission poster

Warm-up

- Give out the pictures of toys cut in half. Learners mingle and find their other half. Pairs tell the class their toys.

Presentation

- Say *Whose*. Learners repeat. Show a flashcard of Cameron, but cover it so only his tail shows. Ask *Whose tail is it?* (*Cameron's*) Learners repeat the question.
- Show flashcards for learners to make more 'whose' questions, e.g. *Whose apple is it?*
- Stick up four flashcards: Mr Friendly, Mrs Friendly, Jim and Jenny. Next to each one, stick a flashcard of an object, e.g. a hamburger, a cake, a kite and a car. Point to an object. Learners ask *Whose hamburger is this?* Point to Mr Friendly. Learners say *This is Mr Friendly's hamburger*. Repeat with the other objects.
- Point to the car. Point to Mr Friendly. Ask *Is it his car?* (*No*) They point to Jenny and say *It's her car*. Repeat with other objects and people.

Pupil's Book, page 59



Gracie's Grammar

- Say *Open your Pupil's Books at page 59*. Point to Gracie's Grammar box. Write the sentences on the board. Underline *Whose*. Underline *his, her, their* and 's in any examples.
- Play the audio. Pause for learners to repeat each sentence.

CD2 Track 22

See Pupil's Book page 59



1 Listen and stick. Then look, read and write.

- Ask *Who is in the picture? Whose favourite toy is this?* Learners predict.
- Play the audio for learners to point to the correct sticker.

CD2 Track 23

- Mr Friendly: What's your favourite toy, Jim?
Jim: My favourite toy is my kite.
- Mr Friendly: What's Grandma's favourite toy?
Jim: It's her plane.
- Jim: What's Eva's favourite toy?
Jenny: It's her doll.
- Jenny: What's Tom's favourite toy?
Jim: It's his robot.

- Play the audio again. Learners stick in the stickers.
- Write the sentences with spaces on the board. Choose learners to come to the board and fill in the spaces.

Key: 2 plane 3 's, her 4 's, his

mission Stage 1

- Show learners the first stage of the digital Mission poster: 'Toys'. Say *Let's ask about toys!* Learners find out which toys their friends like, to help them choose a toy as a present for their friend in Stage 2.
- Learners complete the worksheet task in the Teacher's Resource Book page 54 (see teaching notes on TRB page 47 Activity 1).
- Alternatively, if you do not have the Teacher's Resource Book, show the flashcards of toys and ask the names.
- Draw a table on the board:

Do you like ...	A:	name	name	name
balls?				
kites?				
planes?				

- Point to Learner A and write their name in the first column. Demonstrate asking questions and adding ticks or crosses to the table, e.g. *Do you like balls?* (*Yes*) Add the tick. *Do you like kites?* (*No*) Add the cross.
- Learners copy the blank table. They choose three toys to ask about.
- Learners stand up. They move around, asking and answering questions, e.g. *Do you like balls?* *Yes, I do*. They put ticks or crosses in their table.
- Keep the completed tables safe to refer to again in a later lesson, for Stage 2.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 59

See pages TB120–132

Activity Book, page 56

- Say *Look at page 56 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 1*. Monitor.

Ending the lesson

- SA** Go back to Stage 1 on the digital Mission poster. Say *We asked about toys. Good work*. Add a tick to the 'Toys' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Gracie's Grammar

Whose bike is this? It's **Jim's** bike. **His** bike's orange.
Whose car is this? It's **Jenny's** car. **Her** car's red.
Whose house is this? It's **Jim and Jenny's** house.
Their house is yellow.

1



Listen and stick. Then look, read and write.



- 1 Jim's favourite toy is his kite.
- 2 Grandma's favourite toy is her _____.
- 3 Eva _____ favourite toy is _____ doll.
- 4 Tom _____ favourite toy is _____ robot.

mission

STAGE 1

Ask your friends about their toys.

Do you like kites?

Yes, I do.

Have you got a kite?

No, I haven't.



My
mission
diary

Activity Book
page 56

Vocabulary 2 and song

1

Listen and circle. Then sing the song.

We've got a cool computer.
It's got a grey keyboard.
It's got a grey keyboard.
Woohoo! The mouse is blue / orange.

She's got a purple toy box
and her balloon is big.
And her balloon is big.
Woohoo! Her radio's **old** / new.

He's got a helicopter.
His helicopter's small.
His helicopter's small.
Woohoo! His teddy's **blue** / green.



We've got a big white toy ship.
We've got a new board game.
We've got a new board game.
Woohoo! Our board game's **big** / new.

Woohoo! The mouse is blue.
Woohoo! Her radio's new.
Woohoo! His teddy's blue.
Woohoo! Our board game's new.

2

Write the toys.



computer

I love the boy's helicopter!
Which is your favourite
toy from the song?



Learning outcomes By the end of the lesson, learners will have practised the language through a song.

New language *balloon, board game, box, computer, helicopter, keyboard, mouse, radio, ship, teddy, new, old*

Recycled language *colours, big, small, have/has got*

Materials an old book in bad condition and a new book, an old pencil and a new pencil, card or paper (two pieces per three learners), pictures from Digital photo bank of old and new bags, Toys 2 flashcards, eight large cards with one word on each (*computer, keyboard, mouse, teddy, helicopter, balloon, board game, ship*), a simple drawing of two toys (e.g. a robot and a ball), a cardboard box with *Toy box* written on it, some cardboard boxes (one per five learners), paper and coloured pens or pencils, audio, video

Warm-up

- Show the learners an old and a new book. Ask *What are these? (Books)* Show the old one. Say *It's an old book*. Show the new one. Say *And this is a new book*. Say *Old*. Learners repeat. Say *New*. Learners repeat. Repeat the procedure with *What's this? (A pencil)*, etc.
- Give out two pieces of card or paper per group of three learners. Write *old* on the board. Learners copy it onto one of the cards. Write *new* on the board. Learners copy it onto the second card.
- Show them the old pencil. Learners hold up the card that says *old*. Show them the new pencil. Learners hold up the card that says *new*.
- Show some pictures of old and new bags from Digital photo bank. Learners quickly hold up their cards.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 60

1 Listen and circle. Then sing the song.

- Display Toys 2 flashcards of a computer with keyboard and mouse, a teddy, a helicopter, a balloon, a ship and a board game. Point and say the names. Learners repeat.
- Give out the eight large cards to eight learners: *computer, keyboard, mouse, teddy, helicopter, balloon, board game, ship*.
- Learners with cards come to the front one by one and show their cards. The other learners point to the object. The learner sticks the card to the board on the correct object.
- Write *big/small* under the balloon flashcard. Write *old/new* under the computer flashcard.
- Ask a learner to come to the board. Say *It's a new keyboard*. The learner circles the word *new*. Say *It's a big balloon*. The learner circles *big*.

- Say *Open your Pupil's Books at page 60*. Ask the names of the items. Learners repeat the words. Ask the colours. Show the toy box. Say *Look – the toys are in the toy box*. Say *Toy box*. Learners repeat.

- Play the audio or video. Learners listen and point.

CD2 Track 24

Rocky: I'm Rocky-Doodle-Doo and ... here's our song for today:
Our cool toys!

See song on Pupil's Book page 60

- Learners listen and circle the correct word.

Fast finishers These learners can write sentences, e.g. *It's a big balloon. It's a new computer.*

- Bring eight learners to the front and give each one a flashcard from the song. Play the audio or video. All learners sing. The learners at the front point to their toy as they hear it.



Extension Once learners are confidently singing along to the song, try singing the karaoke version as a class.

2 Write the toys.

- Learners look at the Venn diagram. Say *Which toys has she got? Write them here*. Point to the circle for the girl. Say *Which toys has he got? Write them here*. Point to the circle for the boy. Say *Which toys have the girl and the boy got? Write them here*. Point to the overlapping section of the circles.
- Put the class in pairs. Learners read and write.
- Show the picture of Rocky in the bottom right-hand corner. Read out the question. Encourage learners to call out their answers.

Activity Book, page 60

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Say *Draw two pictures of toys*.
- Take out a cardboard box with *Toy box* written on it. Put your pictures into the box. Demonstrate, asking *Is the computer in the toy box?* Learners say *No*. Ask *Is the teddy in the toy box?* (*No*) *Is the ball in the toy box?* (*Yes*) Take out the picture of the ball and show it.
- Give out a cardboard box to each group of five learners. They write *Toy box* on the side.
- Learners put their pictures into the toy box without showing each other. They ask each other about the toys in the toy box.
- Ask some confident learners to tell the class about the group's toy box, e.g. *In our toy box we've got a teddy, two balls, a computer, a plane and a balloon.*

Learning outcomes By the end of the lesson, learners will be able to say what someone wants or doesn't want.

New language *Does he/she want ... ? Yes, he/she does. No, he/she doesn't. He/She wants ...*

Recycled language toys

Materials pictures from Digital photo bank of a toy shop, a big red ball and a small blue ball, wrapping paper and sticky tape (optional), audio, Toys 1 and 2 flashcards, coloured pens or pencils, digital Mission poster

Warm-up

- Put up a picture of a toyshop on the board. Put up a picture of a big red ball and a small blue ball.
- Say *Look at the balls*. Point and ask questions: *What colour is it? Is it big or small?*

Pupil's Book, page 61

- Choose a learner and show them the balls. Ask *This one or this one?* The learner chooses one. Say to the class (*Name*) *wants the (big red) ball*. Learners repeat. Write the sentence on the board and underline the *s* in *wants*.
- Choose another learner and ask *Do you want this one or this one?* The learner answers. Say (*Name*) *wants the (small blue) ball*. Learners repeat.
- Point to the first learner. Point to the ball she didn't choose. Say *Does (she) want this ball?* Learners repeat. Write *Does she want this ball?* on the board. Put a cross next to the ball she didn't choose. Say *No, she doesn't*. Learners repeat. Write *No, she doesn't* on the board. Point to the correct one. Say *Does she want this ball?* Say *Yes, she does*. Tick the correct one. Write *Yes, she does*. Learners repeat.
- Repeat for the second learner, without writing.

1 2.26 Which toy do they buy? Listen and tick ✓.

- Play the audio or video. Learners listen and tick the toys they buy.

CD2 Track 26

Alice: Mum, it's Mark's birthday today.
Mum: Oh, yes. What does he want for his birthday, Alice?
Alice: Hmm. I don't know.
Mum: Does he want a big grey robot?
Alice: No, he's got a robot. Oh! He wants a teddy.
Mum: Does he want a big one or a small one?
Alice: He wants a small one.
Mum: OK. Can we have the small brown teddy, please?
Shopkeeper: Yes. Here you are.

Key: Picture 3



Gracie's Grammar

- Play the audio of Gracie's Grammar. Learners repeat.

CD2 Track 27

See Pupil's Book page 61

2 Read and say the dialogue. Act it out.

- Put the learners into pairs and give them a role: A or B.
- Each pair reads the dialogue. Correct pronunciation.
- Pairs cover the dialogue and act it out.

Extra support Learners can keep the dialogue to read.

mission Stage 2

- Show learners the second stage of the digital Mission poster: 'Choose toys'.
- Show learners the Toys 1 and 2 flashcards and ask the names.
- Say *Let's choose a present for our friends!*
- Learners pick a name out of a hat to see who they will be giving a present to.
- Say *Think about your friend. Does he or she want a teddy? Or a computer? Or a ball?* Ask them to choose a toy for their friend and draw it, but not show them. Learners can refer back to the tables they completed in Stage 1 for toys that learners like.
- Pair the learners with someone they aren't giving a present to. Learners say *My present is for ...* Partners try to guess the present, e.g. *Does she want a doll? (No, she doesn't.) Does she want a car? (Yes, she does.) Does she want a red one? (No. She wants a green one.)*
- Learners complete the worksheet task in the Teacher's Resource Book page 54 (see teaching notes on TRB page 47).
- Alternatively, if you do not have the Teacher's Resource Book, give out coloured wrapping paper and sticky tape. Each learner wraps the picture of their present and writes the name of the person it is for on the outside.
- Collect the presents and keep them for later.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 61

See pages TB120–132

Activity Book, page 56

- Say *Look at page 56 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 2*. Monitor.

Ending the lesson

- SA** Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Choose toys' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

1



Which toy do they buy? Listen and tick ✓.

1


☐

2


☐

3


☐


Gracie's Grammar

Does he **want** a teddy?
What **does** he **want**?

Yes, he **does**. / **No**, he **doesn't**.
He **wants** a helicopter.

2

Read and say the dialogue. Act it out.

A

What does your friend want?

B

I think he wants a kite.

A

Does he want the big orange one?

B

No, he doesn't want that one.

A

Does he want the small yellow one?

B

Yes, he does.

mission

STAGE 2

Choose a present for your friend.
Draw, wrap and say.

I think my friend
wants a teddy.

Does he want a big
teddy or a small teddy?



My
mission
diary

Activity Book
page 56

Shapes around us

1  Watch the video.

2  Listen and say.

1



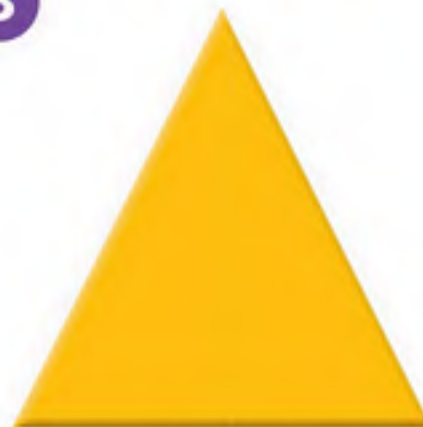
circle

2



square

3



triangle

4



rectangle

3 Look at the toys. What shapes can you see?



I can see four triangles.

It's the kite!

Learning outcomes By the end of the lesson, learners will be able to understand shapes and how they can be described.

New language *shape, circle, rectangle, square, triangle*

Recycled language toys

Materials video, audio, a computer or flashcard of computer, paper cut into shapes (circles, squares, triangles), glue, sheets of paper

Warm-up

- Draw a red circle on the board. Draw a blue square. Draw a yellow triangle. Point to each. Ask *What colour is this?* Learners answer.
- Put learners into groups of four or five. Say *Choose a colour.* Ask each group which colour they have chosen. Say *Look around. How many things can you see with your colour?* Give an example: *Green. I can see five things: a pen, a bag, a chair, a book and the trees outside the window.* Point to each item as you say it. Learners see how many objects they can find around them. Give them one minute. Check answers, getting learners to point for objects they don't know in English.

Presentation

- Go back to the shapes on the board. Make the shapes with your hands: circle, square and triangle. Say *These are different shapes.* Say *Shapes.* Learners repeat.
- Say *Look at the red shape. It's a circle.* Learners repeat several times. Say *Draw a circle.* Monitor.
- Say *Look at the blue shape. It's a square.* Learners repeat several times. Say *Draw a square.* Monitor.
- Say *Look at the yellow shape. It's a triangle.* Learners repeat several times. Say *Draw a triangle.* Monitor.
- Now draw a rectangle around all the other shapes up on the board. Say *It's a rectangle. Look. Two sides are big.* Show with your hands the longer sides of the rectangle. Say *Rectangle.* Learners repeat several times. Say *Draw a rectangle.* Monitor.
- Say *Choose your favourite shape: the circle, square, triangle or rectangle.* Ask each group the shape they have chosen. Ask *How many things have got your shape?* Point out an example of each one, e.g. *The board is a rectangle. The clock is a circle. The book is square. The chair makes a triangle.* Give learners one minute to find examples for their shape. Check answers, getting learners to point for objects they don't know in English.

Pupil's Book, page 62

1 Watch the video.

- Say *Let's watch the video.* Learners watch the video about shapes and answer the questions at the end of the video.

2 Listen and say.

- Ask learners to point to the different shapes. Say *Circle.* Learners point. Repeat with the other shapes.
- Play the audio. Pause so learners can repeat.

CD2 Track 28

See Pupil's Book page 62

3 Look at the toys. What shapes can you see?

- Show learners a computer or the flashcard of the computer. Ask *What's this? (Computer) What shape is the computer? (Rectangle)* Show a round button. Ask *What shape is this? (Circle)*
- Learners look at the picture. Point to each item and ask *What is it?* Learners answer.
- Ask *What shapes can you see?* Learners answer.
- Read out the example with a confident learner: *I can see four triangles. (It's the kite!)*
- Learners work in pairs, describing the shapes and guessing the toys in the same way.

Activity Book, page 62

See pages TB120–132

Ending the lesson

- Put learners into groups of three. Give each group cut out shapes (triangles, circles and squares), glue and a sheet of paper.
- Tell learners to create a toy or object by sticking the shapes onto the paper.
- When they have finished, ask each group to show what they have made. The class guess what their artwork shows, e.g. *It's a doll's house.*

Learning outcomes By the end of the lesson, learners will be able to describe a toy and the shapes of things around them.

Recycled language colours, parts of the body

Materials large sheets of paper (one per four learners), paper for each learner, coloured pens or pencils, pictures of paintings containing shapes from Digital photo bank, some shapes drawn on pages (e.g. a small triangle, a big square and a small rectangle; two large circles and a small square; a large rectangle and a small circle inside it)

Warm-up

- Draw on the board some clear shapes that represent objects, e.g. a circle (a ball), a square with legs (a table), a triangle and a rectangle (a house with a roof).
- Point to the outlines and ask *What is it?* Learners answer.
- Point to the different shapes in each outline and ask *What shape is it?* Learners answer.

Presentation

- Say *Open your Pupil's Books at page 63.* Point to the robot. Ask learners *What is it?* (Robot)

Pupil's Book, page 63

4 Look, read and write.

- Learners look at the picture. Ask *What colour is it?* (Green and grey) *What colour are its eyes?* (Red and yellow)
- Ask *Can you see any circles?* Learners point to, e.g. its eyes. Ask *Are there any squares?* Learners point to, e.g. its body.
- Learners read the sentences and write the words in the spaces.
- Check answers.

Key: red, square, circles, rectangle, rectangles

5 Look around your classroom. What shapes can you see?

- Point to the board. Ask *What shape is it?* (Rectangle) Point to the clock. Ask *What shape is it?* (Circle)
- Put learners into groups of four. Give out a large sheet of paper to each group. Using pens, learners divide the paper into four. Write *circle, rectangle, triangle, square* on the board. Learners copy each word onto the top of each section.
- Give learners five minutes to write as many things as they can see in each section, according to shape. If they don't know a word, they can do a drawing.

- After five minutes, stop the activity and check answers. The winning group is the one with the most items. If learners have drawn pictures of items that might be useful for them to know, teach the word to the class.

mission Stage 3

- Show the class the third stage of the Mission poster: 'Card'.
- Say *Pictures have lots of shapes.* Show learners some pictures of paintings and see if learners can see the shapes in the pictures.
- When they have looked, ask different learners *Which is your favourite picture?* Learners answer.

Extension Put up some copies of famous paintings.

- Place them around the room like an art gallery. Learners walk around and decide which picture they like best.
- Now learners stand in small groups – a few learners near each picture. They find examples of shapes in the pictures. Say *Circle.* Learners point to any circles they can see. Repeat with the other shapes.
- Now say *Let's make a card!* Put learners into pairs or ask them to find a partner.
- Give paper to each learner. Show them how to fold it in half to make a card shape. Say *My card is for (name).* Write *To (name) From (your name)* on the inside of the card. Learners write their own message for their partner.
- Say *Now let's make a picture for the card with shapes!* Show them an example, drawing and overlapping shapes and colouring in.
- Learners draw their cards. Monitor. As you check, point to the shapes learners are drawing and ask what shape and colour they are.
- When all the learners have finished, get them to work in small groups (but not with the person their card is for) and show their cards. They describe the shapes, e.g. *It has got a circle and a square.*
- For ideas on monitoring and assessment, see Introduction.
- Collect the cards and keep them for later.

Activity Book, page 63

See pages TB120–132

Activity Book, page 56

- Say *Look at page 56 of your Activity Book.* Review *My unit goals.* Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary* 3. Monitor.

Ending the lesson

- Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Card' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

4 Look, read and write.

square circles ~~green~~ rectangle red rectangles

This is my toy robot. It's got two green
arms, two green
legs and two _____
feet. Its head is a green
_____. Its eyes are
red and yellow _____.
Its mouth is a white
_____. Its body
is a green square with two big grey
_____. It's cool!



5 Look around your classroom. What shapes can you see?

Look! The board is a rectangle.

mission

STAGE 3

Make and write a card for your friend.

- Draw a shapes picture on the card.
- Write a message in the card.



My
mission
diary

Activity Book
page 56

- 1** Look at the pictures. What toys can you see?
What's your favourite toy?



The twins and their robots

Dora and Cora are twins. They like toys. They've got a teddy, a car, a plane, a monster and an alien. But Dora's favourite toy is a robot. Its name is Bill. Cora's favourite toy is a robot too. Its name is Jill.



One day, Dora says, 'Can I play with Jill, please?'

'Yes,' says Cora. 'Here you are. And can I play with Bill, please?'

'Yes,' says Dora. 'Here you are.'

Dora and Cora like their new robots. The twins are very happy.



Learning outcomes By the end of the lesson, learners will have read about toys and learnt about saying sorry.

New language *alien, angry, Can I have ... , please?, I'm sorry, monster, my*

Recycled language asking for something, *Here you are, toys*

Materials Toys 1 and 2 flashcards, either real soft toy alien and monster or pictures from Digital photo bank of toy alien and monster, audio

Warm-up

- Ask learners to think about their toys. Ask *What's your favourite toy?* Learners answer.
- Show five flashcards of toys. Ask learners the names. Hold up one of the flashcards, e.g. a car. Say *This is my favourite toy.* Point to yourself. Mix the flashcards up and then put them up on the board face down. Say *Can you find my favourite toy?* Learners point. Show the flashcard they point to. If they are wrong, say *Try again!* When they find the car, say *Well done! My favourite.* Mix the cards up again and repeat.

Presentation

- Say *We are going to read about Dora and Cora. They are twins. They have favourite toys.*
- Say *They like aliens and monsters.* Show your soft toys or pictures of an alien and a monster. Say *This is an alien.* Learners repeat. Say *This is a monster.* Learners repeat.
- Say *Is this my favourite toy?* Say *My favourite*, pointing to yourself. Learners repeat. Hold up the alien or monster and ask *Is this my favourite?* (No) Ask *What's my favourite toy?* (Car)
- Now offer the car flashcard, the alien and the monster to three learners, saying *Here you are.* Say *I'm sharing.*
- Act out changing your mind. Look at the car flashcard. Say *I want my car. I'm angry.* Act out *angry.* Say *Angry* and act it out. Learners copy and repeat. Go and take back the car flashcard without speaking to the learner. Ask *Is it OK?* Learners say *No.* Indicate the learner and say *Is he/she angry?* Learners say *Yes.* Go back to the learner and say *I'm sorry.* Learners repeat several times.
- Go to the second learner with the alien. Say *Can I have the alien, please?* Take the card. Say *Is it OK?* Learners say *Yes.* Say *Can I have the alien, please?* Learners repeat.
- Go to the third learner. Encourage learners to help you ask *Can I have the monster, please?* Learners repeat several times.

Pupil's Book, page 64

1 Look at the pictures. What toys can you see? What's your favourite toy?

- Put the class into groups of three. Say *Open your Pupil's Books at page 64. What toys can you see?* Learners call out. Say *What's your favourite toy?* *My favourite toy is a car.* Learners talk about what they like, using *My favourite toy is ...* Monitor.
- Check their ideas.



2.29 The twins and their robots

- Guide learners to look at each picture and ask questions, e.g. Picture 1: *Who are they?* (Cora and Dora) *What colour is Cora's name?* (Red) *What colour is Dora's name?* (Yellow) *How many robots are there?* (Two) Picture 2: *Which one is Cora's?* (The red robot) *Which one is Dora's?* (The yellow robot) Picture 3: *Are the twins happy or sad?* (Happy) *Why?* (They are sharing toys). Picture 4: *Are they happy now?* (No – they are sad.) *Why?* (Because they want their robots back) Picture 5: *Are they happy now?* (Yes) *Why?* (Because they said sorry) If learners can't answer the 'why' questions, don't give the answers yet.
- Ask learners to guess what happens in the story.
- Say *Read and listen to the first part.* Play the audio. Learners listen and read. Pause the audio at the end of page 64. Ask *Who has Cora's robot?* (Dora) *And who has Dora's robot?* (Cora) *Are they happy?* (Yes) Ask *Why are they sad later?* Learners suggest ideas.

CD2 Track 29

See story on Pupil's Book pages 64–65

- Say *Look at page 65. Read the next part.* Show them the rest of the story. Play the rest of the audio. Check if their guesses were correct. (They want their robots back.)
- Say *Look at picture 5. Are they happy now?* (Yes – they said sorry.) Check answers.

Activity Book, page 64

See pages TB120–132

Ending the lesson

- Put learners into pairs. Ask Learner A of each pair to take out a pen. Encourage Learner B to take the pen from them. Ask Learner As *Are you happy or angry?* (Angry) Encourage Learner Bs to say *I'm sorry.*
- Tell each pair to repeat. Then swap roles and repeat.
- Now tell Learner Bs to say *Can I have the pen, please?* Encourage Learner As to give the pen and say *Here you are.* Repeat the sequence. Then ask learners to swap roles and repeat.

Learning outcomes By the end of the lesson, learners will have read about toys and learnt about saying sorry.

New language *alien, angry, Can I have ... , please? I'm sorry, monster, my*

Recycled language toys, asking for something, *Here you are*

Materials three sets of letter cards per group of four learners (five blue with the letters *HAPPY*; five red with the letters *ANGRY*; five yellow with the letters *SORRY*), audio

Social and Emotional Skill: Saying sorry

- After reading the story, say *Dora and Cora have toy robots. They are playing with their robots. They share their robots. They are happy. When Dora says 'Jill is MY robot' and Cora says 'Bill is MY robot', are Dora and Cora happy? (No, they are angry.)*
- Ask *Is it nice to be angry? How can you stop being angry? (Say sorry) Do the twins say sorry? (Yes) How do they feel? (Happy)*
- Demonstrate a situation where it's important to say sorry. Walk past a child's desk and knock something over. Don't say sorry. Do the same again, but this time say sorry. Encourage learners to say how they felt each time. The learner feels better when you say sorry.
- When there are problems in class between learners, encourage them to think about what happened and how the other person feels to get the apology to come from them. Ask *What happened? How do you think (Maria) feels? When they say sorry, ask How are you feeling now?*
- When learners say sorry, encourage them to say the following sentences (in their own language) so learners recognise what they have done and think about how they can improve: *I'm sorry because ... This is wrong because ... In the future I will ... Will you forgive me?*

Warm-up

- Tell learners to get out a pen, rubber or pencil. Put them into pairs. They ask for their partner's object, e.g. *Can I have the pen, please?* and answer politely: *Yes. Here you are.*
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Give out letter cards to the learners: five blue for *HAPPY* (a different letter on each), five red for *ANGRY* and five yellow for *SORRY*. In groups, learners sort the cards into words.
- Say each word for learners to mime.
- In pairs, learners write each word from memory.

Pupil's Book, page 65

2 Act out the story.

- Say *Act out the story*. Summarise the story sentence by sentence, and mime. Put learners into pairs. Learners copy with their partner as you act the story. Say *Cora and Dora are happy with their robots*. Act playing happily. Say *They share robots*. Act swapping robots. Learners swap with their partner. Say *Cora wants her robot back. And Dora wants her robot back*. Act angry. Learners copy. Say *Now Dora and Cora are sorry*. Look sorry and act offering a robot. Say *Now they are happy again*. Act happy.
- Repeat. The learners act the story.
- Now ask the learners to read the story and act it out again, reading out some of the sentences.

Fast finishers Learners can try to remember the sentences as they act and speak from memory.

Extra support Learners read some of the dialogue, using the text to help.

3 Ask and answer.

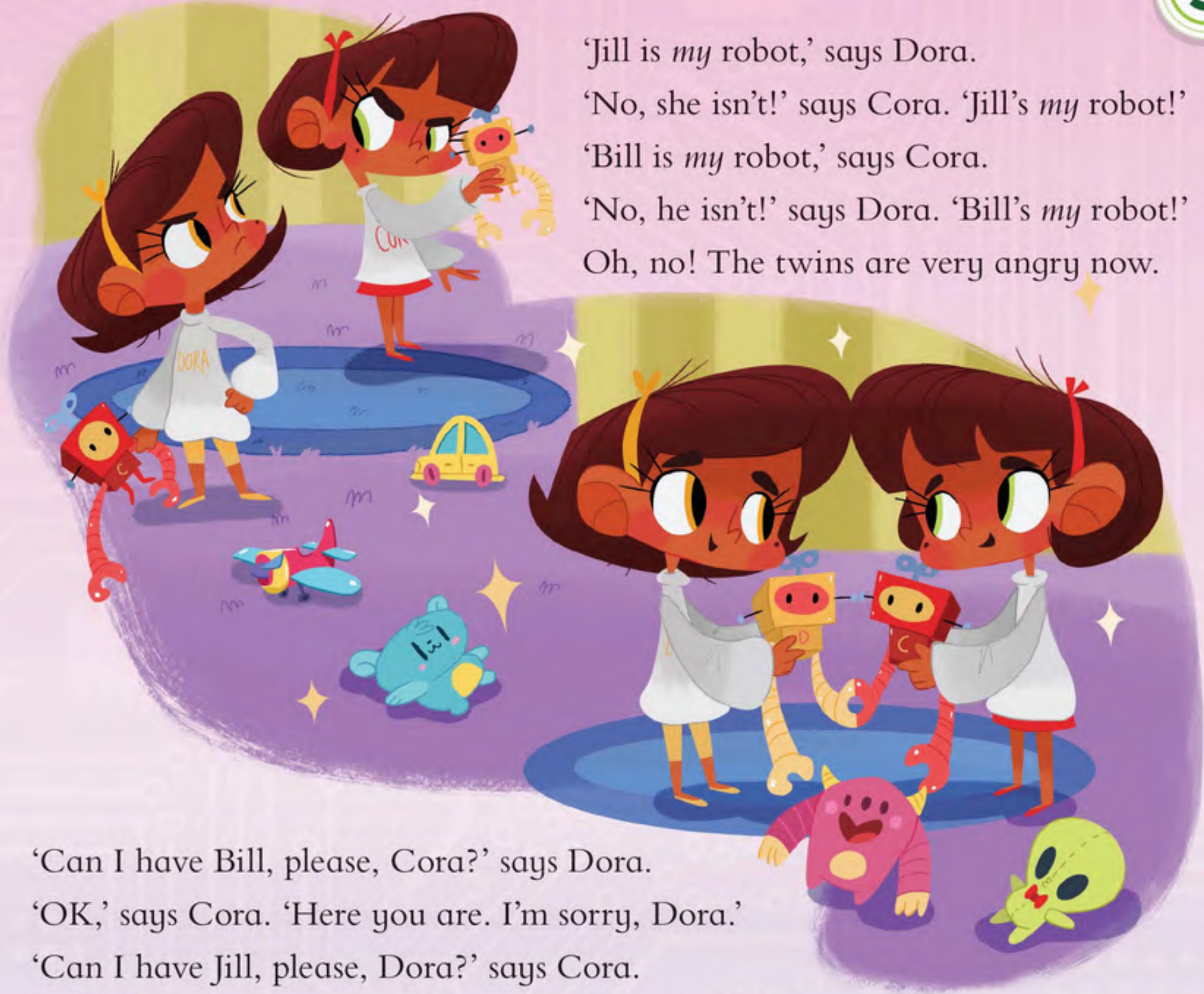
- Choose a confident learner. Ask *Have you got a brother or sister?* (e.g. *I've got a brother.*) Ask *What toys do you play with?* (e.g. *My ball and my doll.*)
- Learners ask and answer in pairs.

Activity Book, page 65

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Write the words *happy, sad, angry, sorry* on the board. Mime the word *happy*. Ask *Am I happy, sad, angry or sorry?* Learners answer.
- Put learners into pairs. They take it in turns to act out an adjective and their partner guesses.
- Draw a basic emoticon on the board. Ask learners to copy it three times. Tell learners to draw onto the emoticon and make a happy one, an angry one and a sorry one.
- Once they have finished, they show their emoticons to their partner. Their partner writes *happy, angry* or *sorry* under each one.



'Jill is *my* robot,' says Dora.

'No, she isn't!' says Cora. 'Jill's *my* robot!'

'Bill is *my* robot,' says Cora.

'No, he isn't!' says Dora. 'Bill's *my* robot!'

Oh, no! The twins are very angry now.

'Can I have Bill, please, Cora?' says Dora.

'OK,' says Cora. 'Here you are. I'm sorry, Dora.'

'Can I have Jill, please, Dora?' says Cora.

'OK,' says Dora. 'Here you are. I'm sorry, Cora.'

The twins are happy again.

2 Act out the story.

Can I play with Bill, please?

Yes. Here you are.

3 Ask and answer.

Have you got a brother or sister?

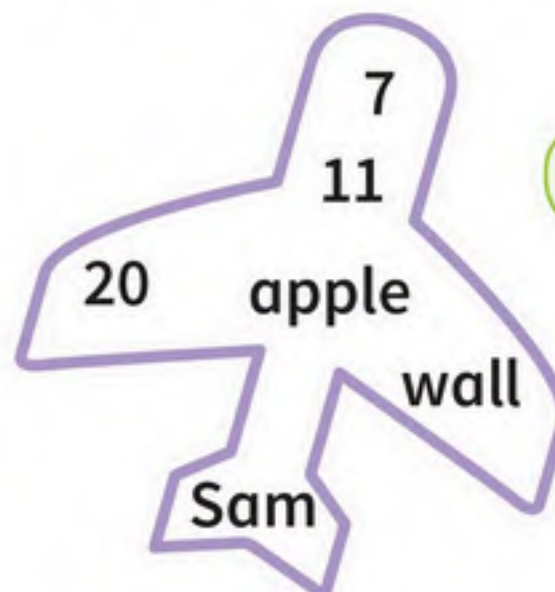
I've got a brother.

What toys do you play with?

My ball and my doll.



1 Practise with a friend. Say and write.



Kite. That's K-I-T-E.

2 Ask and answer.

Where do you live?

I live in Lime Street.

How do you spell that?

It's L-I-M-E.

3 Read the questions. Is the answer a name or a number?

4 Listen and write a name or a number. There are two examples.

Examples

What's Mark's family name?

Small

How old is Mark?

7

Questions

1 How many kites has Mark got?

2 Where does Mark live?
in _____ Street

3 What number is Mark's house?



Go to page 120.
Practise the alphabet
and numbers 1-20.



Learning outcomes By the end of the lesson, learners will have listened for numbers and names.

Recycled language letters, names, numbers, toys

Materials Toys 1 and 2 flashcards, audio

Warm-up

- Tell the learners to stand in a circle.
- Say *Let's say the first letter of our names!* Start with a confident learner, e.g. *I'm Eli and my name has got an E.*
- Go around the circle in this way.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.
- If your learners need more practice of the alphabet, go to page 120 and listen to the alphabet chant and do the activity.

Pupil's Book, page 66

1 Practise with a friend. Say and write.

- Say *Open your Pupil's Books at page 66.*
- Learners work in pairs. One learner has the teddy and the other has the plane.
- Learners now spell out their words. Learners who have the plane close their books. The learner with the teddy says, e.g. *Kite. That's K-I-T-E.* The other learner listens (without looking at the Pupil's Book) and writes the word. The first learner continues with all of the words in the teddy.
- The learners then swap roles and repeat, with the second learner spelling out the words in the plane.
- Check spellings with the words in the shapes.

2 Ask and answer.

- Read out the example questions and answers.
- In pairs, learners ask and answer.

3 Read the questions. Is the answer a name or a number?

- Say *Name.* Learners repeat. Say *Number.* Learners repeat.
- Ask *Which is the answer – a name or a number? 'What's her name?'* Learners say *Name.* Say *'How old is she?'* Learners say *Number.*
- Say *We can listen for numbers and names.*
- Show the examples in Activity 4. Ask *What's Mark's family name? (Name) How old is Mark? (Number)*
- In pairs, learners say *Name* or *Number* for 1–3.

4  2.30

Listen and write a name or a number. There are two examples.

- Say *Look at Activity 4. Let's listen to the example.*
- Play the first part of the audio and look at the answers.

CD2 Track 30

Woman: Is this your friend?

Boy: Yes. His name's Mark Small.

Woman: Mark Small? S-M-A-L-L?

Boy: Yes, that's right. It's his birthday today.

Woman: How old is Mark?

Boy: He's seven.

Woman: Seven?

Boy: Yes.

Can you see the answers? Now you listen and write a name or a number.

1 Woman: Does Mark want a beautiful kite?

Boy: No, he doesn't. He's got three kites in his toy cupboard.

Woman: Three! That's a lot!

Boy: Yes, they're new ... from his mum and dad.

2 Woman: And where does Mark live?

Boy: In Pear Street.

Woman: Is that P-E-A-R?

Boy: That's right. Pear Street is next to his old school.

3 Woman: OK. And where is his party?

Boy: It's at his house.

Woman: Which number is it?

Boy: Number 15.

Woman: 15. Right, come on!

Now listen again.

[Repeat track]

- Play the rest of the audio. Learners write the names or numbers.
- Check answers.
- Say *Well done. When you listened, you found the numbers and names. Good job!*

Key: 1 3 2 Pear 3 15

Activity Book, page 66

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Place flashcards of toys face down on a desk at the front of the room.
- Ask a learner to come up and look at the toy on the card without showing the rest of the class. The learner acts out the toy on the card, e.g. for *ball* they could act throwing and catching; for *robot* they could do robot movements. The rest of the class calls out the name of the toy.

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and had a present-giving party, giving cards and presents and guessing what the present is.

Recycled language unit language

Materials sets of cards with the unit words on them: one set per four learners (e.g. *angry, sorry, robot, ball, circle, square, triangle, monster*), party music and balloons (optional), cards and presents made earlier in the unit

Warm-up

- Say *Let's play a game!* Put learners into groups of four. Give each group a set of unit word cards face down on the desk between them. Show them how to play. Learners take it in turns to take a card.
- They give clues to their group by acting the words as in the Ending the lesson activity from the previous lesson, but this time they work in smaller groups. If the group guesses, the next learner can take a card and repeat. The groups continue until all the words are complete.
- At the end, go through the words and act out each word together, checking learners remember them all.

Presentation

- Write on the board:
Giving a present
Giving a card
- Act out giving a present. Say *Here is your present.* Learners repeat. Act out receiving a present. Say *Thank you!* Learners repeat. Say *Cool! It's a robot. I love robots!* Learners repeat. Say *Great! I love it.* Learners repeat.
- Go through the sequence again for giving a card. Say *Cool! It's got triangles. I love it.* Learners repeat. Say *Great! I love it.* Learners repeat.

Pupil's Book, page 67

mission in action!

Have a present-giving party.

- If possible, play some party music and put out some balloons.
- Say *Let's have a party!*
- Bring out the presents and cards the learners made earlier in the unit.
- Encourage the learners to give their card to their friend. Make sure they talk about the cards as they give them, using the phrases just learnt.
- Now learners collect the present they made. Tell them to work in pairs. They each try to guess what the toy is, e.g. *Is it a kite? (No, it isn't.) Is it a robot?*

- Learners open their presents and respond, e.g. *Yes, it's a robot! Great. I love robots.*
- Point to pictures of toys in the unit. Say *Tell me about this toy.* Learners say, e.g. *It's a teddy. It's small and brown.* Learners repeat the activity in pairs, asking each other about the unit content.
- For ideas on monitoring and assessment, see Introduction.

Self-assessment

- **SA** Say *Did you like our 'Have a party' Mission? A lot?* (cheer and jump) *It's OK?* (smile) *Or not much?* (shake your head and shrug). Encourage learners to show how they feel.
- Say *Did you do better than the last Mission – Have a picnic? Better?* (move your hand up) *Or not?* (move your hand down).
- If they say *yes*, say *Good! Well done! Tell me one thing you did better.* Each learner gives one idea. If you have a big class, they can tell partners.
- Say *Our next Mission is 'Act out a wildlife tour'.* Say *How can we do better? Tell me one thing you will do better.*

Activity Book, page 67

See pages TB120–132

Activity Book, page 56

- Say *Look at page 56 of your Activity Book.* Review *My unit goals.* Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary* the final stage. Monitor.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to spend a few minutes looking back at the unit and find a minimum of five new words they have learnt. They write the new words into their word stack. See Introduction for techniques and activities.

Ending the lesson

- Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell the learners *You have finished your Mission! Well done!*

mission in action!

Have a present-giving party.

My
mission
diary

Activity Book
page 56

★ Give the card to your friend.

Here you are, Carla.

Thank you, Hugo. I can see a circle and two triangles.

★ Give the present to your friend.

Here you are.

Thank you!

★ Your friend plays a guessing game.

I think it's a doll.

No, it isn't.

Is it a robot?

★ Your friend opens the present.

Cool! It's a robot. I like robots!

