

# Unit 1

# My Toys



## Unit Objectives

- To identify and name different types of toys
- To ask and answer questions about toys
- To know how to greet others and say goodbye
- To improve creativity by drawing a favorite toy

## Language

**Vocabulary** robot doll, ball, yo-yo, car, jet, bike, teddy bear, train, balloon

**Grammar** What is it? It's a teddy bear.

**Features** **Conversation** Hi! Hello!  
Good-bye! See you later!

## Unit Opener

# Unit 1

# My Toys

What is your favorite toy?



## Time to Talk

What toys can you see in the video?



**Objectives** To introduce the topic of toys

**Materials** Unit 1 Video; Unit 1 Flashcards; PPT Slides

## Introduce

**Big Question** Read the Big Question aloud, *What is your favorite toy?* Ask students what kinds of toys they have and which ones are their favorites. Brainstorm ideas and write students' answers on the board.

## Time to Talk

Look at the picture.

- Have students look at the picture and talk about it. Ask students follow-up questions such as:  
*What toy does the girl have?*  
(She has a teddy bear.)  
*What toys can you see around her?*  
(I can see blocks.)  
*Do you have a teddy bear, too?*  
(Yes, I do. / No, I don't.)

Watch the video.

- Play the video and have students watch it. As they watch the video, have them look and listen for the target vocabulary that tells about toys.

- Replay the video with the sound off. Have students talk about what toys they can see on the screen. Ask students follow-up questions such as:  
*What toys do you like in the video?*  
(I like the car.)  
*What color is the ball in the video, orange or blue?*  
(It's blue.)
- Read the Time to Talk question together. Have students circle the pictures of the toys shown in the video. Check the answers as a class.  
*What toys can you see in the video?*  
(I can see a teddy bear and a doll.)

## Optional Activity

**Popular Toy** Prepare the flashcards (Unit 1) and place them on the board. Ask students which toy they like best. Have students raise their hand for their favorite toy from and tally the responses under each flashcard. Then, talk about which toys received the most love from the students.

**1, 2, 3 Draw** Divide students into a few groups and have the first group come up to the board. Choose a toy from the video and call it out to the group. In turns, each student has 3 seconds to draw the toy on the board while counting 1, 2, 3 with the other students slowly. When time is up, the next student continues the drawing. Share the drawing with the class and repeat the activity with the other groups.

## Extra Practice

Online Practice

Lesson 1 Learn

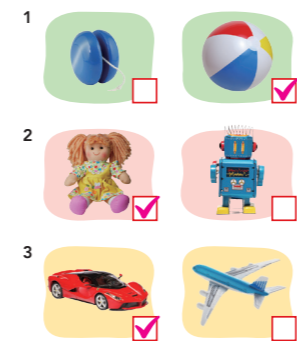
A Listen, point, and say. 04



B Listen, point, and say. 05

It's a robot.

C Listen and check. 06



Your Turn! Guess and say.



- Objectives** To identify common toys and say sentences using the pronoun *it*
- Vocabulary** robot, doll, ball, yo-yo, car, jet
- Grammar** It's a robot.
- Materials** Audio Tracks 04-06; Unit 1 Flashcards; PPT Slides

Warm Up

**Picture Match Challenge** Review the directions from the Welcome page. Prepare cutouts of each picture from the directions on page 2. Divide students into two groups and give each group a set of the pictures. Have students place the cutouts on their desks. Tell students that you will say one of the directions, and they should find the corresponding picture and hold it up. The first student to hold up the correct picture will receive a point.

**Picture Talk** Have students look at the big picture. Briefly talk about what they can see in the picture.

*There are many boys and girls. What are they doing?*

*(They are playing with their toys.)*

*Can you see some dolls in the picture?*

*(Yes, I can.)*

*What toys are on the table?*

*(There is a robot and a doll on the table.)*

Using Pages 6-7

A Listen, point, and say.

- Introduce the new vocabulary with the flashcard. Hold up each card and say the word. Have students repeat each word after you.
- Play Audio Track 04. Have students point and repeat the words when they hear them.

04

- |          |         |         |
|----------|---------|---------|
| 1. robot | 2. doll | 3. ball |
| 4. yo-yo | 5. car  | 6. jet  |



Direct students' attention to the Find It board. Name the toys on the board. Have students find and point to the same toys in the big picture.

B Listen, point, and say.

- Direct students' attention to the grammar box. Introduce the new language pattern: *It's a robot*.
- Play Audio Track 05. Have students listen and repeat, pointing to each toy in the picture.

05

- |                  |                 |                 |
|------------------|-----------------|-----------------|
| 1. It's a robot. | 2. It's a doll. | 3. It's a ball. |
| 4. It's a yo-yo. | 5. It's a car.  | 6. It's a jet.  |

- Explain that we use "a" with a singular count noun. *The article "a" means one. We say "a robot" if there is one robot.*

C Listen and check.

- Have students look at the pictures. Review what each toy is.  
*What is it? [pointing to the first picture] (It's a yo-yo.)*
- Play Audio Track 06. Have students listen and check the correct pictures. Check the answers as a class.

06

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1. It's a ball. | 2. It's a doll. | 3. It's a car. |
|-----------------|-----------------|----------------|



Guess and Say.

- Prepare copies of toy shadow pictures from the back of the Teacher's Book. Show one of the pictures to students and have them guess and say what it is using the language pattern: *It's a (jet)*. Repeat with other pictures.

*What is it?*

*(It's a jet.)*

Wrap Up

**Speed Up** Show the flashcards (Unit 1) to students one by one and ask them to say aloud what it is as each card is displayed. As the activity progresses, gradually increase the speed at which you show the cards, ensuring it is slightly faster than the students' response time. It is important to vary the order of the flashcards frequently, placing more focus on the words that students find challenging.

**Unscramble Words** Choose a toy from Lesson 1 and write the letters of the word in a random order. Have each student prepare several pieces of paper and unscramble the letters to write the correct word. Count to 10, and then have students hold up their answers for you to check. Afterward, show the flashcards (Unit 1) with all the

pictures at once, and have students identify which picture represents the word.

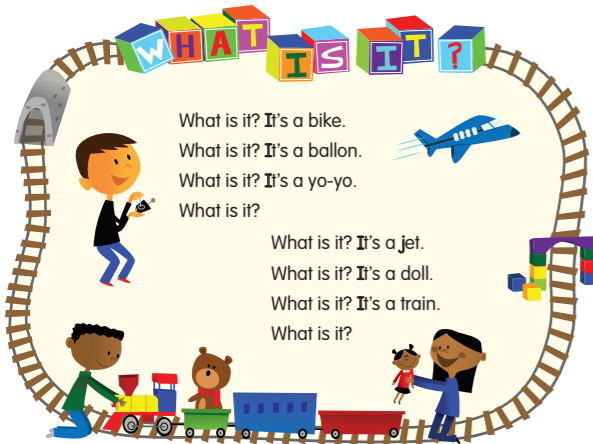
**Extra Practice**  
Workbook Pages 4-5  
Online Practice

Lesson 2 Learn More

A Listen, point, and say. 07



B Listen and sing along. 08



What is it? It's a bike.  
What is it? It's a balloon.  
What is it? It's a yo-yo.  
What is it?

What is it? It's a jet.  
What is it? It's a doll.  
What is it? It's a train.  
What is it?

8

- Objectives** To identify more types of toys and ask and answer questions about toys
- Vocabulary** bike, teddy bear, train, balloon
- Grammar** What is it? It's a teddy bear.
- Materials** Audio Tracks 07-10; Unit 1 Flashcards; PPT Slides

C Listen and say. Then practice. 09

What is it?  
It's a teddy bear.



D Listen and stick. 10



Your Turn! Look and talk with a friend.



Unit 1 9

Using Pages 8-9

A Listen, point, and say.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you.
- Play Audio Track 07. Have students point and repeat the words when they hear them.

07

- bike
- teddy bear
- train
- balloon

B Listen and sing along.

- Talk about the big picture briefly. Name the toys in the picture.
- Play Audio Track 08. Have students listen and sing along.
- Replay the audio and have students sing along. Divide students into two groups. Have Group 1 sing the

question part of the song, and have Group 2 sing the response part. Switch roles and sing the song again.

08

- What Is It?**  
What is it? It's a bike.  
What is it? It's a balloon.  
What is it? It's a yo-yo.  
What is it?  
What is it? It's a jet.  
What is it? It's a doll.  
What is it? It's a train.  
What is it?

C Listen and say. Then practice.

- Direct students' attention to the grammar box. Introduce the new language pattern: *What is it? It's a teddy bear.*
- Talk about the big picture briefly. Have students name some toys they see in the picture.
- Play Audio Track 09. Have students listen and repeat while pointing to each toy as they hear it.

09

- What is it? It's a teddy bear.
- What is it? It's a balloon.
- What is it? It's a train.
- What is it? It's a bike.

D Listen and stick.

- Help students find the Unit 1 stickers from the back of the Student Book.
- Play Audio Track 10. Have students listen to the toys for each box and place the correct stickers in the boxes. Replay the audio and check the answers as a class.

10

- What is it? It's a teddy bear.
- What is it? It's a car.
- What is it? It's a yo-yo.

Your Turn!

Look and talk with a friend.

- Have students look at the close-up pictures.
- Demonstrate with a student. Have the student guess what toy it is. Ask *What is it?* Elicit *It's a teddy bear.* Switch roles and repeat the activity with the next picture.
- Pair up students and have them practice asking and

Wrap Up

**Words Chain Challenge** Prepare several pieces of paper and write the words from Lesson 2 in a random order on each piece of paper. Divide students into a few groups and have them stand in lines. Set a time limit. Give a piece of paper to the first student (S1) of each group and have S1 whisper the words in the correct order to the next student (S2) without showing them the paper. Then, have S2 do the same to S3, and so on down the line. The last student should say the words in the correct order aloud.

**Back Word Guessing** Have students work in pairs. Have a student in each pair write one of the words from Unit 1 on their partner's back and ask *What is it?* Then have the partners guess what the word is and answer the word *It's a (train).* Switch roles and repeat with other words.

Extra Practice

Workbook Pages 6-7  
Online Practice

Warm Up

**What's Missing?** Review the vocabulary from Lesson 1. Place the flashcards (Unit 1) on the board. Have students say each word as you place them on the board. Have students close their eyes while you remove one card. Then have them open their eyes and guess what is missing. Repeat with other flashcards.

**What's in the Box?** Prepare a blown-up balloon inside a box. Have volunteers come up to the front and feel what's inside the box without looking. Have them guess what it is. Open the box and show them what's inside. Say *Do you like balloons? Today we are going to talk more about toys.*

A Listen and read. Then act it out.



**Objectives** To read the target language pattern in context; To know how to greet others and say goodbye  
**Conversation** Hi! Hello!  
 Goodbye! See you later!  
**Materials** Audio Tracks 08, 11, 12; PPT Slides

**"It's Bob!"**

B Read and circle.



C Look and number in order.



D Listen and repeat. Then act it out.



**Daily English!**

**Warm Up**

**Let's Sing** Play Audio Track 08 and sing the song line by line while clapping to the beat. Have students repeat each line after you. Turn the song into a rhythmic chant by saying the lines in a rhythmic way without singing. If needed, start with single words and gradually add more to make longer phrases.

**Picture Talk** Have students look at the pictures of the story. Briefly talk about what they can see in the pictures.  
*What toys can you see in the pictures?*  
*(I can see a teddy bear, a doll, a jet, etc.)*  
*Where are the characters?*  
*(They're in a bedroom.)*  
*Is it nighttime or daytime?*  
*(It is nighttime.)*

**Using Pages 10-11**

A Listen and read. Then act it out.

- Play Audio Track 11. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

**11**

**It's Bob!**

Teddy bear: Hi!  
 Doll: Hello!  
 Doll: What is it?  
 Teddy bear: It's a bike.  
 Doll: What is it?  
 Teddy bear: It's a car.  
 Doll: What is it?  
 Teddy bear: It's a train.  
 Doll: What is it?  
 Teddy bear: It's Bob.  
 Teddy bear: Good-bye!  
 Doll: See you later!

- Point to the story frames as you ask questions to check for understanding.  
*Look at Frame 1. Who is greeting Doll?*  
*(Teddy bear is greeting Doll.)*  
*Look at Frame 2. What is it? [pointing to the bike]*  
*(It's a bike.)*  
*Look at Frame 3. What are they riding?*  
*(They are riding in a car.)*  
*Look at Frame 5. What happened?*  
*(The train crashed into toy blocks and the boy woke up.)*

- Divide students into a few groups and give each group a role of each character. Then act out the story. Switch characters and repeat the activity.

B Read and circle.

- Have students look at the pictures. Ask what each toy is and elicit the answers verbally.  
*What is it? [pointing to the first picture]*  
*(It's a bike.)*
- Have students read the dialogs between Doll and Teddy bear, and circle the correct pictures. Check the answers as a class.

C Look and number in order.

- Review the story by asking *What happened first?* Have students look at the pictures and write "1" in the correct box. Have students write the rest of the numbers. Check the answers as a class.

**Daily English!**

D Listen and repeat. Then act it out.

- Play Audio Track 12. Have students listen and repeat.

**12**

Hi! Hello!  
 Good-bye! See you later!

- Demonstrate with a student. As you wave your hand say *Hi!* Elicit *Hello!* As you walk away say *Good-bye!* Elicit *See you later!* Pair up students and have them act out the conversation.

**Wrap Up**

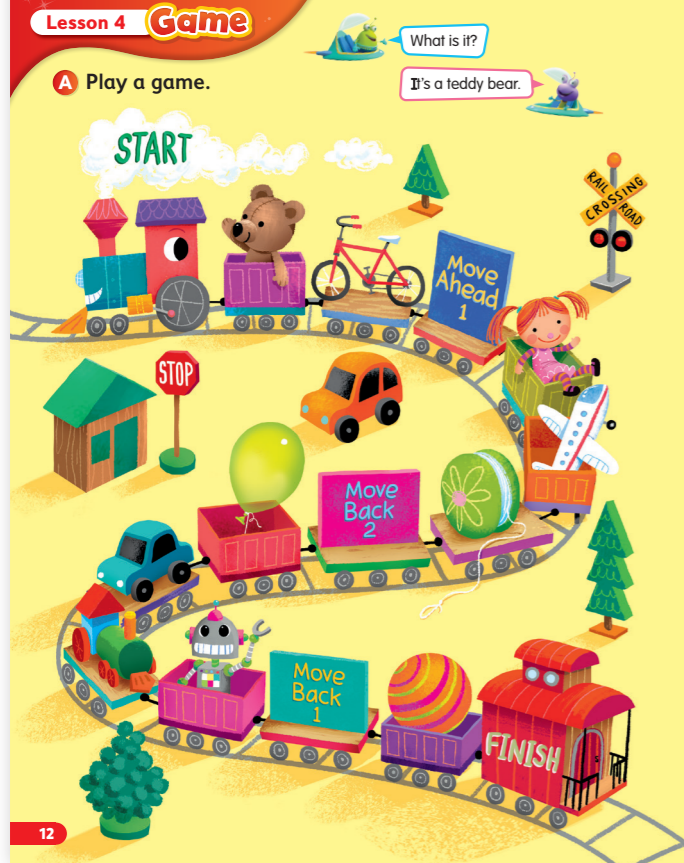
**Story Reveal** Display the story with blank speech bubbles for a specific character. Have students read the story and act it out by filling in the blanks. If students are struggling, provide story strips to help them find the correct one for each blank. Encourage students to mimic the voice of each character when reading.

**Hello Train** Divide students into two groups. Have each group line up and form a train. Have them move around the classroom. When you call out *Choo Choo* the first students (train leaders) from each train line should meet and greet each other by saying *Hello*. Then, they should engage in a game of Rock, Paper, Scissors. If a student wins, they remain as the train leader in their respective group. If a student loses, they must move to the back of the train line. When the trains pass each other, have the students say *Good-Bye* to one another. Continue walking around the classroom and repeat the process.

**Extra Practice**  
 Workbook Page 8  
 Online Practice

Lesson 4 Game

A Play a game.

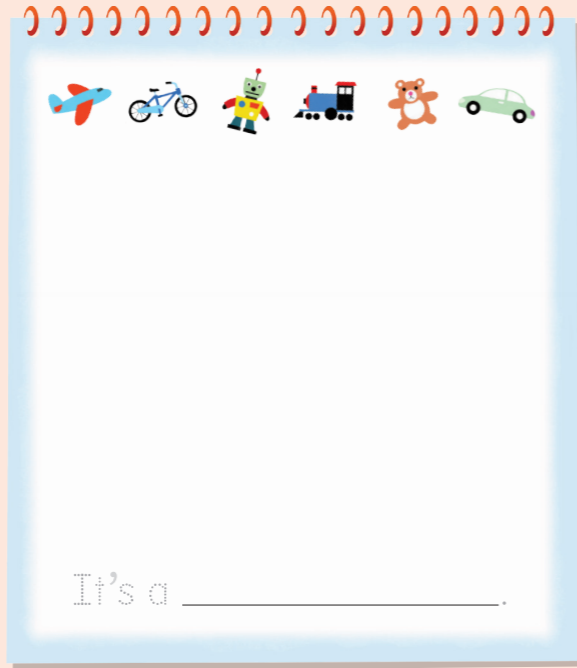


**Objectives** To reinforce the target language pattern through a board game; To improve creativity by drawing a favorite toy

**Materials** Unit 1 Flashcards; PPT Slides; Coins; Game pieces; Colored pencils

Project My Favorite Toy

- Step 1 Draw your favorite toy and complete the sentence.
- Step 2 Present your toy to the class.



Unit 1 13

Warm Up

**Picture Talk** Have students look at the game board. Briefly talk about the toy on each space.

*What is it? [pointing to the toy on the first space] (It's a teddy bear.)*

Using Pages 12-13

A Play a game.

- Divide students into two groups and have them take turns by flipping a coin and moving their game piece on the board. (Heads: Move two spaces, Tails: Move one space) The first group to reach the finish line wins.
- Have students ask and answer questions using the language pattern: *What is it? It's a (teddy bear)*. Allow students with correct answers to stay on their current space, while mistakes result in moving back one space.

Project My Favorite Toy

Step 1 Draw your favorite toy and complete the sentence.

- Have students think of their favorite toys. Then have them draw and write about their favorite toys.

Step 2 Present your toy to the class.

- Have students share and present their work to the whole class.

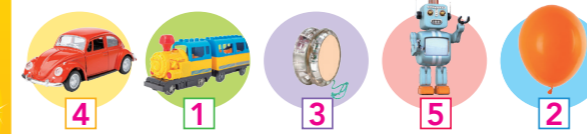
Wrap Up

**Hidden Picture** Have each student prepare a blank piece of paper. Have them cover the pictures that they drew on page 13 with their piece of paper. Invite a volunteer to the front and show their covered picture to the rest of the students. The volunteer should gradually uncover the picture by lifting the piece of paper while asking *What is it?* Have students guess and answer what it is. Repeat the activity with other students.

Review

Review

A Listen and number.



B Listen and circle.



C Listen and circle.



**Objectives** To check for comprehension and assess what students have learned in Unit 1

**Materials** Audio Track 13-15; Unit 1 Flashcards; PPT Slides

Warm Up

**Speed Match** Prepare two sets of the flashcard (Unit 1). Have students gather around a desk in a circle. Place one set of flashcards on the desk with the picture side up and scatter the other set of flashcards with the word side up randomly. Divide students into small groups. Explain that each group will take turns matching the pictures to the corresponding words. The group that completes the task the fastest wins.

Using Page 14

A Listen and number.

- Read the directions aloud. Explain that students will listen to a sentence and write the corresponding number to each picture in the box.
- Play Audio Track 13. Complete the first item as a class. Then have students complete the rest of the activities individually. Check the answers as a class.

13

- 1. It's a train.
- 2. It's a balloon.
- 3. It's a yo-yo.
- 4. It's a car.
- 5. It's a robot.

B Listen and circle.

- Read the directions aloud. Explain that students will listen to a conversation and circle the correct picture.
- Play Audio Track 14. Complete the first item as a class. Then have students complete the rest of the activities individually. Check the answers as a class.

14

- 1. What is it? It's a ball.
- 2. What is it? It's a bike.
- 3. What is it? It's a jet.
- 4. What is it? It's a teddy bear.

C Listen and circle.

- Read the directions aloud. Explain that students will listen to a conversation and circle the letter for the correct response.
- Play Audio Track 15. Have students complete the activity individually. Check the answers as a class.

15

- Boy 1: Hi!
- Boy 2: \_\_\_\_\_
- a. See you later! b. Hello!

Award

- Have students find the award stickers at the back of the Student Book. Tell students that they have finished Unit 1. Have students place one of the stickers in their book.

Extra Practice  
Workbook Page 9