

Starters Unit 7 Lesson 1

Vocabulary: plane, doll, kite, robot, teddy bear, bike
Grammar: I've got a (plane). I haven't got a (robot).

Lesson outline

- 5 min** 1 **Start the lesson:** review the Unit 6 language
- 3 min** 2 **Video introduction:** establish the Unit 7 topic of toys and introduce the video sections for this lesson
- 10 min** 3 **Conversation practice:** ask a gist question, play the video and elicit the answer. Play the video again for pupils to watch more closely
- 10 min** 4 **Vocabulary presentation and game:** present the new toy words using the flashcards and play a class game
- 5 min** 5 **Music video:** play the video, then play it again so pupils can join in with the actions
- 10 min** 6 **Song worksheet:** pupils complete the worksheet activities to practise recognition of the new toy words in the song, ending with an optional fast finisher activity
- 2 min** 7 **End the lesson:** review the toy words with a class game, then say goodbye

Name: _____

Starters Unit 7 Song ELT Songs

Watch the music video 🎵. Tick ✓ the toys you see 📝.

Look 🔍 and match 📝.

Fast finishers How many teddy bears are there on the page? Look and count.

Teacher notes
 1 Pause the video after each toy appears for pupils to tick the correct picture. **Answers:** 1b, 2a, 3a, 4b, 5a, 6b
 2 Pupils match the silhouette of a toy to the picture of the same toy in the middle. **Answers:** 1c, 2b, 3c, 4f, 5d, 6e
Fast finishers: Pupils look at the worksheet and count all the teddy bears they can see (there are 4 including the silhouette).

Starters Unit 7 Song PHOTOCOPIABLE © ELT Songs 2020

- 1 Start the lesson:** Review the language from Unit 6. Play the Unit 6 music video. Hold up a pen and make a confused expression. Elicit a conversation asking for help, e.g. *How do you say this in English? / It's 'pen'. / Sorry, I don't understand. / It's 'pen'. P - E - N. / Thank you! / Don't worry!*
- 2 Video introduction:** Remind pupils about the Planet Popstars and *The Planet Pop Show*. Explain that Alice will talk to Kim about toys, and then sing a song.
- 3 Conversation practice:** Before you play the video, ask children to watch and find out how many different types of toy they see. Play the video and elicit the answer (two). Tell pupils to watch the video again and listen more closely. After they have watched the video, pupils tell you what they can remember.
- 4 Vocabulary presentation and game:** Present the toy vocabulary to the class using the flashcards and model pronunciation. Display the flashcards and say the words again. Children point to the correct flashcard. Mime playing with a toy and ask pupils to point to the flashcard of the toy they think it is. Repeat with all six toys.
- 5 Music video:** Play the Unit 7 music video for children to enjoy. Ask the class which three planet

- popstars they see (Eva, Alice, Kim). Then play the video again, encouraging participation with the dancing and actions.
- Extra activity:** Take one toy flashcard and turn it so it is facing the class but hide it behind a sheet of paper. Gradually reveal small amounts of the picture on the flashcard for the children to guess what it is. Do this slowly so that it is not too easy to see immediately what it is and the children are challenged to guess. Repeat with other flashcards.
- 6 Song worksheet:**
 - 1** Pupils watch the music video. Pause the video after each toy appears for pupils to tick the correct version of the toy. **Answers: 1b 2a 3a 4b 5a 6b**
 - 2** Pupils match the silhouette of a toy to the picture of the same toy. **Answers: 1c 2a 3b 4f 5d 6e**

Fast finishers: Pupils look at the worksheet and count all the teddy bears they can see. **Answers (four teddy bears including the silhouette)**
 - 7 End the lesson:** Mime playing with a toy, and ask pupils to say what toy they think it is. Repeat several times. Ask a volunteer to do the miming action for the rest of the class to guess. Repeat with different volunteers before saying *Goodbye*.

Starters Unit 7 Lesson 2

Vocabulary: plane, doll, kite, robot, teddy bear, bike
Grammar: I've got a (plane). I haven't got a (robot).

Lesson outline

- 5 min** 1 **Start the lesson:** review the toy words with the flashcards and play the music video
- 1 min** 2 **Video introduction:** introduce the video sections for this lesson
- 8 min** 3 **Pronunciation guide:** play the pronunciation guide while showing the toy flashcards. Play it two more times for pupils to practise the new vocabulary
- 10 min** 4 **Vocabulary game:** play a game to practise word recognition and pronunciation of the toy words
- 8 min** 5 **Vocabulary rap:** play the rap, then play it again so pupils can join in. Play a class game with the rap
- 10 min** 6 **Vocabulary worksheet:** pupils complete the worksheet activities to practise reading and writing the new toy words, ending with a self-evaluation activity and an optional fast finisher activity
- 3 min** 7 **End the lesson:** play the vocabulary rap, then say goodbye

Name: _____

Starters Unit 7 Vocabulary ELT Songs

Look , read and match . 5

Write . 5

How do you feel? Colour.

Fast finishers Draw your favourite toy.

Teacher notes
 1 Pupils read the labels, and match to the toy in the big picture.
 2 Pupils look at the pictures and write the word in the crossword grid. **Answers** 1 kite 2 teddy bear 3 doll 4 bike 5 robot 6 plane
Self-evaluation: Pupils colour a face based on how they feel about their work.
Fast finishers: Pupils draw their favourite toy.

Starters Unit 7 Vocabulary PHOTOCOPIABLE © ELT Songs 2020

- 1 Start the lesson:** Divide the class into six groups. Give each group a toy flashcard. Tell children that they should stand up and join in by singing and dancing to the song when they see their toy on the video. They should sit down when they don't see it. Play the music video.
- 2 Video introduction:** Tell the class that today, DJ Daniel is going to help them say toy words. Then they are going to say a rap with these words.
- 3 Pronunciation guide:** Play the pronunciation guide while showing the toy flashcards. Play the video again, pausing for pupils to focus on the words on the screen, listen for pronunciation and repeat. Display the flashcards and play the video again. Pause for children to repeat and point to the correct flashcards. Ask the pupils to answer DJ Daniel's question: *What's your favourite toy?*
- 4 Vocabulary game:** Hold up a toy flashcard and say a toy word. If the toy word matches the picture the children say YES. If the picture doesn't match the word you say, they say NO. Repeat several times with other flashcards.
- 5 Vocabulary rap:** Play the Unit 7 vocabulary rap. Then play it again for the class to join in and repeat the words. Give each pupil a toy flashcard. Play the

rap again and the children hold up their flashcard when they hear their toy. Repeat.

CLIL (Maths): Draw a simple bar chart on the board. Place the 6 toy flashcards in a row along the bottom horizontal line. Go around the class and ask each child *What's your favourite toy?* As each child answers, add a tick to the appropriate column. Once you have asked everyone, point to the tallest column and announce the most popular toy.

- 6 Vocabulary worksheet:** 1 Pupils read the labels and draw a line to match the label to the toy in the big picture (1 mark for each correct matching line) 2 Pupils look at the pictures and write the word in the crossword grid. **Answers:** 1 kite 2 teddy bear 3 doll 4 bike 5 robot 6 plane (1 mark for each correct word)
- How do you feel?** Pupils choose and colour a face according to how they feel about their work.
- Fast finishers:** Pupils draw their favourite toy.
- Use the pupils' Vocabulary worksheets to complete the Unit 7 evaluation grid.
 - 7 End the lesson:** Play the vocabulary rap, encouraging the class to join in and point to the flashcards, then say *Goodbye*.

Starters Unit 7 Lesson 3

Vocabulary: plane, doll, kite, robot, teddy bear, bike
Grammar: I've got a (plane). I haven't got a (robot).

Lesson outline

- 4 min** 1 **Start the lesson:** review the toy words with a game using the vocabulary rap
- 1 min** 2 **Video introduction:** introduce the video sections for this lesson
- 6 min** 3 **Grammar tutorial:** ask a gist question, play the video and elicit the answer. Play the video again for pupils to watch more closely
- 8 min** 4 **Grammar presentation and game:** present the new grammar (I've got / haven't got a robot) and play a class game
- 10 min** 5 **Grammar worksheet:** pupils complete the worksheet activities to practise reading the new grammar structure, including a self-evaluation activity and an optional fast finisher activity
- 10 min** 6 **Karaoke:** play the music video, then play the karaoke version. Allow pupils to practise and join in
- 6 min** 7 **End the lesson:** reflect on the pupils' achievements in Unit 7. Play the karaoke video and say goodbye

Name: _____

Starters Unit 7 Grammar ELT Songs

Read and match. 3

1 I've got a bike.

2 I've got a doll.

3 I've got a kite.

4 I've got a robot.

a

b

c

d

What have you got? Tick ✓ and cross ✗. Write. 3

bike doll robot plane kite teddy bear

I've got a _____ and I've got a _____.

I haven't got a _____.

Fast finishers Write two more sentences with 'I've got a _____'!

How do you feel? Colour.

Teacher notes
 1 Pupils read the text in the speech bubbles and match each to a picture. Answers 1c, 2a, 3d, 4c. 2 Pupils look at the toys and either tick the box if they have that toy or put a cross in the box if they don't. Pupils then complete two sentences about what toys they do have and one sentence about a toy they don't have. Self-evaluation: Pupils colour a face based on how they feel about their work. Fast finishers: Pupils write two more sentences about toys they have. Formative evaluation grid

Starters Unit 7 Grammar PHOTOCOPIABLE © ELT Songs 2020

- 1 Start the lesson:** Ask for six volunteers to come to the front of the class. Give each volunteer a toy flashcard and ask them to hold it up in the air when their toy appears on the vocabulary rap video. Play the vocabulary rap video.
- 2 Video introduction:** Tell the class that today, they are going to hear Kim talking about her toys. Then they are going to sing along to a karaoke video.
- 3 Grammar tutorial:** Before you play the video, ask the children to watch and tell you what colour the kite is. Play the video and elicit the answer (red). Play the video again, pausing to elicit the name of each toy as it appears on the screen.
- 4 Grammar presentation and game:** Tell the class you are going to say a sentence, and if the sentence applies to them also (in real life) they should stand up. Hold up the teddy bear flashcard and say *I've got a teddy bear*. Encourage all the children who own a teddy bear at home to stand up. Guide them to say the sentence chorally. Repeat with other toys.
- 5 Grammar worksheet:** 1 Pupils read the speech bubble and match it to a picture on the right. Tell pupils they can also use the child in each picture to help them match the two. **Answers: 1c 2a 3d 4b** (1 mark for each correctly matched picture) 2 Pupils look at the toys

- and either tick the box if they have that toy or put a cross in the box if they don't have that toy. Pupils then complete the two sentences for themselves
- Answers: pupils own answers** (1 mark for each correctly spelled toy word)
- How do you feel?** Pupils choose and colour a face according to how they feel about their work.
- Fast finishers:** Pupils write two more sentences about toys they have.
- Use the pupils' Grammar worksheets to complete the Unit 7 evaluation grid.
 - 6 Karaoke:** Play the Unit 7 music video to remind children of the song. Then play the karaoke version for children to watch. Play it again, breaking it down for children to practise. Repeat until the children feel confident, then play it in full for children to join in.
 - 7 End the lesson:** Ask pupils to reflect on what they have learnt in Unit 7: they can say six new toy words, say which toys they have and haven't got, do a rap and sing a song! Congratulate the children, and then play the karaoke video. Then say *Goodbye*.