

LANGUAGE OVERVIEW • UNIT 4

Key Words

car
teddy/teddy bear (AmE)
plane
doll
scooter
train
bike

Receptive Language

What is it?
Look, it's (me)!
Is it the teddy/teddy bear (AmE)?
Shh!
Snap!
Fly your plane.
Drive your car.
Hug your teddy/teddy bear (AmE).
Kiss your doll.
Simon says.
I'm on my little bike/train.
I'm in my little car/plane.
What's my favourite picture?
Let's play with the (plane).
Let's build a tower.
A big tower.
Oh, no! Sorry.
Are the pictures the same?
What's in the bag?
Where's the other (scooter)?

Classroom Language

Stick in the plane/train.
Draw yourself.
(Can you) Point to the (plane).
Colour the toys/pictures.
Cut out the cards.
Show me (doll).
Listen.
How many dots?
Draw the dots.
Fold it in half.
Stick it together.
Draw a line (to the airport).

Touch the (plane) with your (nose).
Stand up. / Sit down.
Roll the dice.
Match the toys.
Draw a line.
Pass the (scooter).

Productive Language

Do you like (plane)s?
Yes, I like (plane)s.

Objectives

Children learn:

- to recognise and name some toys using English
- to listen to, act out an action story, and order the pictures which tell the action story
- to listen to and join in with a song and a chant
- to watch and listen to a DVD story
- to follow slightly more complex instructions using mime, gesture and other actions
- to play some simple games using English in small groups without the teacher leading

Competences

Children can:

- name and identify different toys using movement, pointing, gestures, etc.
- point to the appropriate toy when asked
- understand and follow simple instructions given in English during the lesson
- participate in games, songs, chants, and TPR based action stories
- ask in English if someone likes a toy and answer the same question
- describe some actions that children do with toys, for example kiss, hug, drive, etc.

Values

- to develop appreciation for the values of apologising and forgiving

Thinking Skills

- paying attention to details and recognising toys from different angles