

New Faces Ideas

My toys

Topic

Toys

Functions

Talking about the toys I like

Grammar

I like balls.

Vocabulary

Toys

Start

Warm up

Write on the board the heading:
A letter to Santa

Tell students that they are going to fall asleep and, when they wake up, they will receive some good news:

Santa just became a millionaire!!!

Write numbers on the board – for students to make a 20-toy list to Santa.

Divide the class into groups of five – ask students to think of five toys they would like to ask Santa for.

Ask students to share their ideas with the class – one group at the time.

Ask the whole class to help you write the final list.

During

Open the book to / at page 33

Ask students to look at the box and tell you what toys they can see.

Invite some students to write the words for the toys on the board – the rest of the class checks spelling.

Once spelling has been checked, tell students to write the words on the lines.

While students write, ask some random questions:

What colour is the ...?

Close

Just for fun

Play board memory

Prepare some flashcards / pictures for toys.

Draw two grids on the board with some rolled-taped in each space for each turn.

Invite two students at the time to play.

Teacher says the words for some toys twice. Then students have to stick the pictures in the grids in the same order.

Have 5 to 6 turns.

New Faces Ideas

Where are my toys?

Topic
Toys

Functions
Describing location

Grammar
Where is the robot?
It is in front of the
window.

Vocabulary
Toys
Prepositions

Start

Warm up

Prepare some photocopies for finding the differences.

Ask students to work in pairs – find the differences.

Share answers with the class:

- In picture one, there is...
- In picture two, there is...

During

Open the book to / at page 34

Ask students to look at the picture and describe it in detail.

- There is a red car.
- There is a brown rocking horse.

Tell students that there are some questions they have to answer – according to the information in the picture.

Ask students to read the questions and circle the words for toys.

Ask students to draw a cross on:

- 1 ... the bed
- 2 ... the window
- 3 ... the floor

Explain to students that the words they circled can be used as key words to find the answers easily.

Students read, look and answer the questions – check answers with the whole class.

Close

Just for fun

Ask students to tell what they can see in the train.

Help students write sentences – do it by columns / sections so students can identify what kind of word comes next.

There	is	a	green	car.
There	is	a	brown	teddy.
There	is	a	big	ball.
There	is	a	funny	clown.

New Faces Ideas

Prepositions

Topic

Toys

Functions

Making suggestions
Explaining where my
toys are

Grammar

The teddy bear is in the
box.

Vocabulary

Toys
Prepositions

Start

Warm up

Write the names of the toys seen so far (scrambled) for students to write them correctly.

Invite two students to come to the board and unscramble the words.

Teacher says:

- On three, unscramble the word ... rocking horse.

During

Open the book to / at page 35

Ask students to read and circle the words for the toys.

Make this question

- Where is the Teddy bear?

Elicit answers:

- in the box?
- on the box?
- under the box?
- next to the box?

Continue like this and remind students about using the images above as reference.

Close

Just for fun

Tell students that they are going to make a giant poster of toys.

Give each kid a sheet of paper and ask them to draw their favourite toy and write its name.

Staple all the papers together.

Ask students to help you decide where to display the poster.

Tell students to prepare a short script to invite other students to see their giant poster.

New Faces Ideas

My favourite toy

Topic

Toys

Functions

Talking about the toys a
play with

Grammar

My favourite toy is a
kite.
I love to play with my
train.

Vocabulary

Toys

Start

Warm up

Have some students take a card with an image or a word for a toy written on it and mime – they are playing with it - for the class to guess what toy it is.

As students guess the toys, write the words on the board. Then ask students to vote on which their favourite toy is – they can vote twice.

Draw students' attention to the three most voted toys. Then ask the questions:

- Why are these toys so popular?
- What is fun about them?

During

Open the book to / at page 36

Ask students to look at the pictures and say what toys the kids are playing with.

Ask students to read and circle the words for toys.

Ask students to read again and match the sentences with the images.

Close

Just for fun

Divide the class into small groups – give each group a sheet of cardboard.

Tell students that they are going to describe a playing session using their favourite toy(s).

Tell students to discuss and decide on what a playing session is like. Then ask them to write and draw.

Ask students to tell the class about it – one group at the time.

New Faces Ideas

My pets

Topic

Pets

Functions

Talking about pets

Giving advice

Grammar

This is my pet. It is a green parrot.

You have to...

Vocabulary

Animals

Verbs

Start

Warm up

Divide the board into four sections and write a heading for each.

farm	city
park	sea

Students brainstorm – animals for the different sections.

Make the questions:

- Which animals can you have as pets?
- Why can you not have the other ones as pets?

During

Open the book to / at page 37

Ask student to look at the picture and name the animals.

Teacher points to an animal and says:

- This is my pet. It is a ...
- Students complete the sentence.

Teacher:

- Correct, circle the bird yellow.

Continue the same till you cover all the animals.

Close

Just for fun

Transform the classroom into a Pet shop.

Divide the class into small groups and ask students to choose an animal.

Tell students that they are going to give people advice on how to take care of the pet they are going to buy.

Give each group five sheets of paper: On one sheet, draw a picture of the animal.

One piece of advice on each of the other papers.

Ask students to present it to the class.

Tip

Help students display their information on the board - as a map.



New Faces Ideas

Where is my pet?

Topic

Pets and toys

Functions

Telling where my pet is

Grammar

Where is my dog?

Where is the ball?

Vocabulary

Pets

Toys

Prepositions

Start

Warm up

Divide the class into small groups and give each group a large sheet of white paper.

Have students work together to write as many words as they can – toys ,pets and places to play at.

Display students' work on the board and check it together.

During

Open the book to / at page 38

Ask students to look at the pictures and describe them in detail.

Have a quick review on prepositions – drawings on the board. Then ask students to read the first question and find the dog in the picture.

Draw students' attention to the drawings you made for prepositions – students choose the correct one.

Walk students through answering the other three questions about the first picture.

Let students answer the questions for the second picture on their own.

Close

Just for fun

Tell students that they are going to debate the following points:

- Why do pets like to sleep on the sofa – on our bed?
- Is it correct?
- Why should pets have their own spaces?

New Faces Ideas

Who is who?

Topic

Pets

Functions

Describing pets
Explaining who owns a pet

Grammar

Pat has a cute bunny.

Vocabulary

Pets
Adjectives
Names

Start

Warm up

Present the information in the form of a list:

List 1:

- Short descriptions for animals.

List 2:

- Images for the animals.

Ask students to read the first description (in silence). Then invite one student to come to the board and draw a line to match the description with the correct image.

Do the same with the other descriptions.

During

Open the book to / at page 39

Ask students to look at the pictures and say what pet each kid has.

Ask students to describe the pets.

Ask students to read sentence 1 and circle:

- kid's name
- pet
- adjective

Ask students to find the picture that matches the information.

Let students complete the activity on their own – check answers with the whole class.

Close

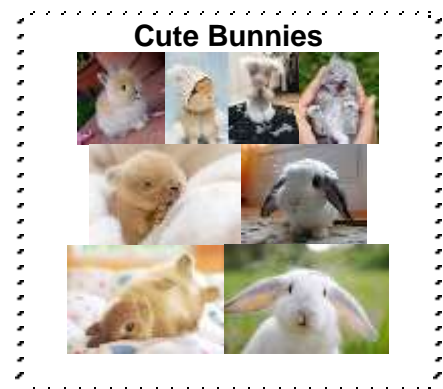
Just for fun

Distribute magazines or pictures of animals and a sheet of cardboard.

Tell students that they are going to make a collage about pets.

Students cut out / get pictures of animals, write the heading for their collage and glue the pictures.

Students present their collage to the class.



New Faces Ideas

My family and my pet

Topic

Family and pets

Functions

Talking about my family

Grammar

This is my family. I'm the brother. She is my sister Anna.

Vocabulary

Family
Names

Start

Warm up

Write three letter chains and have students find the names in them - use the names on page 40.

Teacher says:

In this chain, you can find # names!!!

BBBILLOSYYANNAAMSRTSUELOSTOM

KWNICKLOSYYMAYUILSCOTTYSU

During

Open the book to / at page 40

Ask students to look at the pictures and describe the families.

Ask students to read and circle the names.

Ask students write the names around the pictures.

Anna

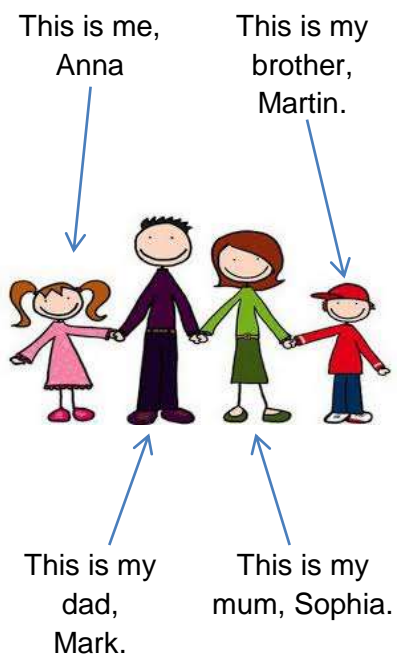


Close

Just for fun

Tell students that they are going to draw a picture of their families.

Tell them to draw lines and write names - add which family member each person is.



New Faces Ideas

What is your favourite toy?

Topic

Toys

Functions

Making questions

Grammar

What is your favourite toy?
What colour is it?

Vocabulary

Toys
Colours

Start

Warm up

Students brainstorm – toys and games – write students ideas on the board.

Explain what the word **freeze** means.

Teacher says a word and students do the action. Then shout FREEZE!!!

Count up to five – the students that move will be out of the game.

Continue like this until you get one surviving student.

During

Open the book to / at page 41

Ask students to look at the pictures and say what toys they can see.

Have two students read the first dialogue and complete the answer.

Ask students to work in pairs – practise the dialogues and complete the answers.

Close

Just for fun

Tell students that they are going to interview three friends and write about them.

Tell students to use the questions:

- What is your favourite toy?
- What colour is it?

Write some prompts on the board and tell students to use them to write about their friends' favourite toys.

My friend's favorite toys

- Anna's favourite toy is a bike.
- Her bike is pink.

- Joshua's favourite toy is a kite.
- His kite is yellow and blue.

New Faces Ideas

I like drawing

Topic

Where is it?

Functions

Illustrating (telling)
where things are

Grammar

The puppy is near the
house.
The kitten is in the
basket.

Vocabulary

Animals
Prepositions

Start

Warm up

Prepare some images – animals
at different places.

- A dog in the garden
- A dog in its house
- A dog in a bedroom

Spread the images on the floor
and invite two students at the
time to find the image you call
out.

- The student who finds it
continues in the game.
- The other student
decides who will be
participating next.

During

Open the book to / at page 42

Ask students to read the first
sentence and circle the animal
and the place.

Ask one student to come to the
board and draw.

Ask the rest of the class if the
drawing is correct – according to
the description.

Do the same with the second
box.

Let students complete the
activity on their own.

Close

Just for fun

Stick some images on the board
– the ones you used for the
opening activity.

Tell students that they are going
to describe the pictures on the
board.

Invite some students to come to
the front and describe the
pictures.

- This is a dog and this is
a sofa.
- The picture shows that
the dog is under the sofa
- students showing
UNDER with their hands.

New Faces Ideas

Playing

Topic

Games

Functions

Talking about the games I like

Grammar

I like to play soccer.
I have a new soccer ball.

Vocabulary

Games

Start

Warm up

Divide the board into two sections and write the word **play** – in both sections.

Ask students to think of words for games or toys – to combine them with the word **play**.

Give students one minute to collect ideas.

Divide the class into two teams – invite one student from each team to write the words.

The other kids can help – making no sounds.

Play { marbles
with dolls
soccer
with a ball
video games

Check it with the whole class – ask students to help you add missing words, if necessary.

During

Open the book to / at page 43

Ask students to look at the pictures and say:

- what the kids are playing with.
- what games the kids are playing.

Ask students to read and circle the words for games and toys.

Ask students to match the sentences with the images.

Close

Just for fun

Tell students that they are going to talk to their friends about the activities (games) they do at the weekend.

Divide the class into groups of three.

Write some prompts:

- What games do you play at the weekend?
- What games do you play with your friends?
- What games do you play with your brother(s) / sister(s)?

Invite some students to tell the class about the games they play at the weekend.

New Faces Ideas

Actions

Topic

Favourite activities

Functions

Talking about my favourite activities

Grammar

I like to play baseball at the park.

Vocabulary

Verbs

Start

Warm up

Looping

Write pairs of words on the board – at random order.

Invite some students to draw lines to pair words – they cannot touch any other lines or words.

play a kite your dog

**make a a sand
house castle**

fly feed baseball

a ball paint catch

During

Open the book to / at page 44

Ask students to look at the pictures and name the actions.

Ask students to label the pictures – tell them that they can check if an option can be used by counting the lines.

Close

Just for fun

Ask students to circle three images – their favourite activities.

Ask students to write a sentence about each picture in their notebooks.

- I like to play baseball at the park.
- I like to play baseball with my friends.
- I like to play baseball at the weekends.

New Faces Ideas

In the park

Topic

The park

Functions

Making
recommendations

Grammar

In this place, you can
run with your dog.

Vocabulary

The park
Verbs

Start

Warm up

Prepare different pictures of parks.

Divide the class into groups of four and give each group a picture.

Tell students to describe the park and think of what activities could be done there.

As they are getting different pictures, there must be different ideas.

Invite some students to tell the class about the park and the activities.

During

Open the book to / at page 45

Ask students to look at the picture and say what activities the kids are doing.

Ask one student to read the first sentence and circle (red) key words:

1. play – toy boat

Explain to students that they must circle the kid that is doing the action in the picture using the same colour (red). If no one is doing it, they just put a cross at the end of the sentence.

Help students complete the first column. Then let them work on the second column on their own.

Close

Just for fun

Tell students that they are going to explain why people must visit their parks.

A great park to visit

Divide the class into groups of five – ask students to create their own park.

Distribute colour papers, glue and cardboard.

Give students enough time to make their park pictures.

Ask students to present their parks to the class and give (make) recommendation (s) on why it is a good place to visit.

New Faces Ideas

Listening 1

Open the book to / at page 46

Ask students to look at the picture and describe it in detail.

Tell students that they are going to listen to some people talking about the animals in the picture.

Advise them to listen carefully, they must understand descriptions:

- colours
- size
- characteristic
- etc.

Tell students that they must draw lines from the names to the animals.

Play the audio – tell students to listen and mark their choices somehow.

Check choices.

Play the audio – tell students to draw lines.

Check answers with the whole class.

Reading

Open the book to / at page 47

Ask students to look at the pictures and name the items.

Ask students to read the example sentences and explain:

- Does the sentence have information about the picture?

Tell students that they must put a tick when the sentence has information about the picture.

Tell students that they must put a cross when the sentence does not have information about the picture.

Ask students to complete the activity on their own – students explain their choices.

New Faces Ideas

Listening

Open the book to / at page 48

Ask students to name all the animals.

Ask students to describe the picture in detail – make some random questions:

- Where could the cat be / live / run / etc.?

Tell students that they are going to listen to some people talking about the animals – where they could be.

Tell students that they must draw lines to illustrate / show the information on the audio.

Play the audio – students listen and mark their choices somehow.

Check choices.

Play the audio – students listen and draw lines.

Check answers with the whole class.