



Unit 8 Lesson 1

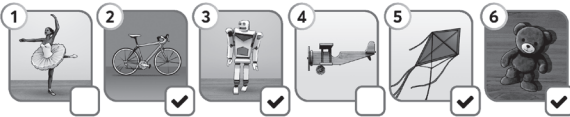
Vocabulary: big, small, new, old, cool

Grammar: It's (big).

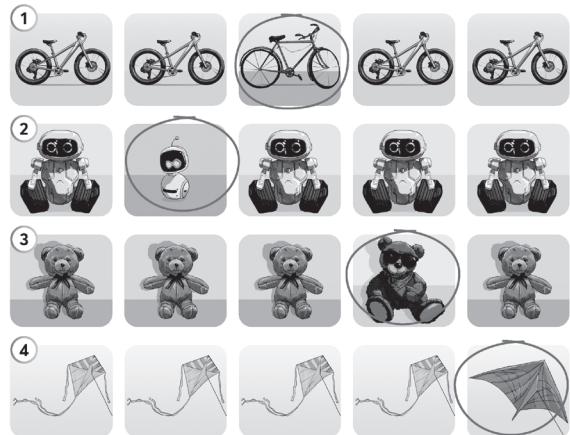
Big and small

Unit 8 Song

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



2 Circle the odd-one-out 🗑️.



Fast finishers Draw a big kite and a small kite.

How do you feel? Colour.



Unit 8 Song 27

Lesson outline

- 5 min** 1 **Start the lesson:** review the Unit 7 language
- 3 min** 2 **Video introduction:** establish the Unit 8 topic of adjectives 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 adjectives 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 adjectives in the song, ending with a self-evaluation activity and an optional fast finisher activity
- 2 min** 7 **End the lesson:** review the adjectives with a class game, then say goodbye

1 Start the lesson: Review the language from Unit 7. Say a toy word and ask everyone in the class to start miming being the toy or playing with the toy. Encourage imaginative mimes! Repeat with all six toys.

2 Video introduction: Explain that today on *The Planet Pop Show* Alice will talk to Ben about some of his toys and what they are like, and then sing a song.

3 Conversation practice: Before you play the video, ask children to watch and find out what colour the two bikes are. Play the video and elicit the answer (blue and red). 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 adjective vocabulary to the class using the flashcards and model pronunciation. Place the five adjective flashcards in different places around the classroom. Tell pupils to stand up and point to the flashcard as you say the word. Say a word and wait for all pupils to find and point to the flashcard. Repeat getting gradually faster and faster so that children have to move quickly to turn and point.

5 Music video: Play the Unit 8 music video for children to enjoy. Ask the class which popstars appear in the video (Ben, Alice). Then play the video again, encouraging participation with the dancing and actions.

6 Song worksheet: 1 Play the music video again and ask pupils to tick the toys that appear in the video. **Answers:** bike, robot, kite, teddy bear 2 Pupils look at each row and find the picture of a toy that is not the same as the others in the row, and circle this picture. **Answers:** row 1 – third picture, row 2 – second picture, row 3 – fourth picture, row 4 – fifth picture

How do you feel? 😞 😐 😊 Pupils choose and colour a face according to how they feel about their work.

Fast finishers: Pupils draw a big kite and a small kite.

7 End the lesson: Model a gesture for big and small. For 'big', put your arms up and wide in the air and stand on tiptoe. For 'small' curl up into a small ball. Demonstrate the gestures as you say the words, and ask pupils to copy you and join in. Repeat several times before saying *Goodbye*.



Unit 8 Lesson 2

Vocabulary: *big, small, new, old, cool*

Grammar: *It's (big).*

Lesson outline

- 5 min** 1 **Start the lesson:** review the adjectives 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 adjective 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 adjectives
- 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 adjectives, 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

Unit 8 Vocabulary

1 Read and match. Say. 4

old small new cool big

2 Find, circle and write. 4

1 small 2 old 3 cool

a	s	m	a	l	l	e
e	b	h	i	u	d	o
g	f	v	c	o	o	l
b	w	j	k	l	i	n
i	s	t	x	y	o	p
g	r	n	e	w	m	q

4 big 5 new

How do you feel? Colour.

Fast finishers Draw a cool teddy bear.

28 Unit 8 Vocabulary

- 1 Start the lesson:** Remind the class of the gestures for *big* and *small*. Repeat the words getting gradually faster and faster to make it more fun.
- 2 Video introduction:** Tell the class that today DJ Daniel is going to help them say colour words and the new adjectives. Then they are going to say a rap.
- 3 Pronunciation guide:** Play the pronunciation guide while showing the colour flashcards and adjective 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.
- 4 Vocabulary game:** Display the colour and adjective flashcards on the board. Tell children to look and remember the cards. Tell the pupils to close their eyes (and not to peek!). Remove one flashcard from the board. Ask pupils to open their eyes and tell you which flashcard is missing. Repeat several times with different colours and adjectives.
- 5 Vocabulary rap:** Play the Unit 8 vocabulary rap. Then play it again for the class to join in and repeat the words. Give each pupil/pairs of pupils an adjective flashcard. Play the rap again and the children hold up their corresponding flashcard when they hear their word. Repeat.

Extra activity: In L1, ask the children to say an object that is big, e.g. a car. Ask pupils to think of something that is bigger than a car, e.g. a house. Continue with a bigger item each time, as far as you can. Then repeat with 'small', challenging pupils to think of something smaller each time.

- 6 Vocabulary worksheet:** 1 Pupils read the adjective and match by drawing a line to the relevant teddy bear (1 mark for each correct match) 2 Pupils find the adjectives in the wordsearch and circle them. They then write the adjective under the correct picture. **Answers:** 1 *small* 2 *old* 3 *cool* 4 *big* 5 *new* (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 a cool teddy bear.

- 1 **Formative assessment:** Use the pupils' Vocabulary worksheets to complete the Unit 8 evaluation grid.
- 7 End the lesson:** Play the vocabulary rap, encouraging the class to join in and point to the flashcards, then say *Goodbye*.



Unit 8 Lesson 3

Vocabulary: *big, small, new, old, cool*

Grammar: *It's (big).*

Lesson outline

4 min

1 **Start the lesson:** review the adjectives 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 (*It's new*) and play a class game

10 min

5 **Grammar worksheet:** pupils complete the worksheet activities to practise writing 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 8. Play the karaoke video and say goodbye

Unit 8 Grammar

1 Look . Choose a colour. Write and colour . 10

big small old new cool yellow red pink green blue

1 2 3

It's new. It's small. It's old.

It's blue. It's _____ . It's _____ .

4 5 6

It's cool. It's big. It's new.

It's _____ . It's _____ . It's _____ .

How do you feel? Colour.

Fast finishers Draw a big bike.

Unit 8 Grammar 29

1 **Start the lesson:** Divide the class into five groups and give each group a flashcard. Play the vocabulary rap. Groups stand up and dance using the song actions when they hear their adjective.

2 **Video introduction:** Tell the class that today, they are going to hear Kim and the robot describing 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 toys appear in the video. Play the video and elicit the answers (robot, teddy bear, bike, kite). Play the video again, pausing to allow time for pupils to repeat the sentence with the adjective each time.

4 **Grammar presentation and game:** Draw a simple diamond shaped kite on the board and say *kite*. Draw the same shape again but much larger and elicit the sentence *It's big*. Tell pupils that you are going to say a sentence and they should draw a simple shaped kite in their notebook that matches your description. Say *It's small*. Give pupils time to draw their small kite, then ask them to hold them up their notebooks to show each other their drawings. Repeat with *It's old* / *It's big* / *It's cool*.

5 **Grammar worksheet:** 1 Pupils look at the picture of each toy, choose a colour and colour the toy. They then complete the two gapped sentences; the first with an appropriate adjective and the second with a colour of their choice. **Answers:** 1 *It's new. It's (colour).* 2 *It's small. It's (colour).* 3 *It's old. It's (colour).* 4 *It's cool. It's (colour).* 5 *It's big. It's (colour).* 6 *It's new. It's (colour).* (1 mark for each correct sentence)

How do you feel? Pupils choose and colour a face according to how they feel about their work.

Fast finishers: Pupils draw a big bike in their notebooks.

↖ **Formative assessment:** Use the pupils' Grammar worksheets to complete the Unit 8 evaluation grid.

6 **Karaoke:** Play the Unit 8 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 8: they can describe an object using colours and adjectives, do a rap and sing a song! Congratulate the children, and then play the karaoke video. Then say *Goodbye*.