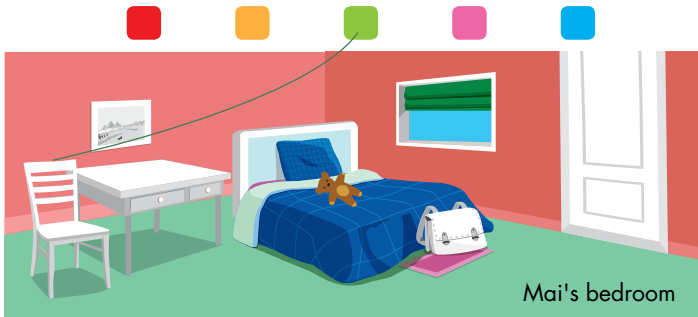


**LISTENING** Listen and draw lines. 



1. Play example audio and demonstrate drawing a line from the color to the objects.
2. Play audio and have students listen and draw lines.
3. Play audio again.
4. Play audio again and check answers as a whole class.

**Track 120** 

Narrator: Look at the pictures. Listen. There is one example.

M: Can you see the chair?

G: Yes, I can. It's green

Narrator: Can you see the line? This is an example.

Now listen and draw lines.

1. M: Can you see the desk?

G: The desk?

M: Yes, the orange desk.

G: Ah, I see it now.

2. M: Can you see the bag?

G: Yes I can.

M: What color is it?

G: It's red.

3. M: Can you see the door?

G: The door?

M: Yes. That blue door.

G: I like blue.

4. M: Can you see the picture?

G: Yes, I can. It's pink.

Narrator: Now listen again.

**READING & WRITING** Look and read. Put a tick (✓) or a cross (✗) in the box.

- |                |   |                             |                                     |
|----------------|---|-----------------------------|-------------------------------------|
| <b>Example</b> |  | I have a yellow bag.        | <input checked="" type="checkbox"/> |
| <b>1</b>       |  | There's a blue butterfly.   | <input type="checkbox"/>            |
| <b>2</b>       |  | I have a brown pencil case. | <input type="checkbox"/>            |
| <b>3</b>       |  | There are yellow flowers.   | <input type="checkbox"/>            |
| <b>4</b>       |  | I have an orange cake.      | <input type="checkbox"/>            |

1. Demonstrate looking at the pictures, reading the statements and putting a tick or a cross in the boxes.
2. Have students look at the pictures, read the statements and put a tick in the box if the statement is true or a cross in the box if the statement is false.
3. Check answers as a whole class.
4. Afterwards, have students give new true statements for each of the false statements.

**SONG** Turn to page 102. Listen. Sing along. 

1. Have students turn to page 102.
2. Read lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

**GAME** Ask and answer. Play the "Soccer" game.

**Pair 1 vs. Pair 2**

**Card 1:** A. What...want? (you) B. Green....

**Card 2:** A. What...is it? B. ....yellow.

**Card 3:** A. What...red....? B. ....lychee....

**Card 4:** A. What...want? (you) B. Gray....

**Card 5:** A. What...brown....? B. ....pancake....

**Card 6:** A. What...green....? B. ....coconut....

1. Divide the class into groups of 4. Divide the groups into pairs, the red team and the white team.
  2. Have students play rock, paper, scissors. The winning team will go first.
  3. Student A looks at 1 and asks the question. Student B answers. If correct, they move forward. If incorrect they remain where they are.
  4. Repeat process for the other team.
  5. After six correct answers, the team scores a goal.
  6. The winners are the team that has the most goals when the game ends.
- Note: swap students roles after each turn.

**I CAN...**

- I can ask for colors.
- I can describe things by their color.
- I can talk about my favorite color.



Go through "I can" statements with students, have them color the stars to represent their understanding.

- I can ask for colors.
- I can describe things by their color.
- I can talk about my favorite color.

**'Can Do' statements**

1. Read out the statements and give an example for each.
2. In pairs, have students give a few more examples of each function, then briefly practice.
3. Ask students to color one, two or three stars, to show how well they can perform the tasks.
  - ★★★ = Great!
  - ★★☆ = Ok
  - ★☆☆ = Needs more study

For students with two or fewer stars, recommend that they review the theme at home, or do the Workbook or Activity Multi-ROM (if they have it).