

CAMBRIDGE

British  
English

# Super Safari

## Teacher's Book



Lucy Frino with Herbert Puchta, Günter Gerngross & Peter Lewis-Jones

# Contents

Map of the book iv

Introduction vi

## Teaching notes

 Hello! T4

 1 My class T8

 2 My colours T16

 3 My family T24

 4 My toys T32

 5 My numbers T40

 6 My pets T48

 7 My food T56

 8 My clothes T64

 9 My park T72

 Phonics T80

 Review T90

 Audioscript T95

# Map of the book

Hello! (pages 4–7)	
Vocabulary Gina, Polly, Leo, Mike	Chant: Grammar Hello! I'm (Jo).
▶ <b>Total physical response:</b> Stand up, sit down, say 'hello'	▶ <b>Song:</b> Hello!

1 My class (pages 8–15)				
Vocabulary bag, pencil, book, chair	Chant: Grammar Look! It's my (chair).	Story and value <i>The chair</i> Saying sorry	CLIL School behaviour	Thinking skills Classifying
▶ <b>Total physical response:</b> Hands up, hands down, clap your hands			▶ <b>Song:</b> In the classroom	

2 My colours (pages 16–23)				
Vocabulary red, blue, green, yellow	Chant: Grammar It's (yellow).	Story and value <i>The painters</i> Cheering someone up	CLIL Rainbow colours	Thinking skills Testing predictions
▶ <b>Total physical response:</b> Show me something red, show me something green, show me something yellow			▶ <b>Song:</b> Stand up and paint with me!	

3 My family (pages 24–31)				
Vocabulary dad, mum, brother, sister	Chant: Grammar Who's this?	Story and value <i>Family and friends</i> Caring about family and friends	CLIL Understanding age	Thinking skills Ordering
▶ <b>Total physical response:</b> Go to sleep, wake up, give your dad a hug			▶ <b>Song:</b> Rosemary, Rosemary	

4 My toys (pages 32–39)				
Vocabulary ball, car, puzzle, doll	Chant: Grammar I've got a (car).	Story and value <i>The puzzle</i> Helping	CLIL Big and small	Thinking skills Sorting
▶ <b>Total physical response:</b> Throw your ball, catch your ball, oh no, tidy up			▶ <b>Song:</b> I've got a ball	

<b>5 My numbers</b> (pages 40–47)									
Vocabulary one, two, three, four		Chant: Grammar one book, two books		Story and value <i>Where's Polly?</i> Playing together		CLIL Quantity		Thinking skills Describing with numbers	
▶ <b>Total physical response:</b> Four, three, two, one					▶ <b>Song:</b> Sing some more				
<b>6 My pets</b> (pages 48–55)									
Vocabulary bird, rabbit, fish, cat		Chant: Grammar What is it?		Story and value <i>The cat</i> Working as a team		CLIL Species		Thinking skills Making deductions	
▶ <b>Total physical response:</b> Jump, walk, fly, swim					▶ <b>Song:</b> What is this?				
<b>7 My food</b> (pages 56–63)									
Vocabulary pasta, salad, rice, cake		Chant: Grammar I like (rice).		Story and value <i>The cake</i> Sharing		CLIL Solids and liquids		Thinking skills Focusing on detail	
▶ <b>Total physical response:</b> Look! Pasta, eat the pasta, it's lovely, wash your face					▶ <b>Song:</b> I like lovely lunch!				
<b>8 My clothes</b> (pages 64–71)									
Vocabulary T-shirt, trousers, dress, shoes		Chant: Grammar I don't like (the purple dress).		Story and value <i>The party</i> Including your friends		CLIL Dressing up		Thinking skills Categorising	
▶ <b>Total physical response:</b> Put on the shoes, put on a T-shirt, put on a hat, say 'hello' to your dad					▶ <b>Song:</b> Clothes				
<b>9 My park</b> (pages 72–79)									
Vocabulary slide, roundabout, seesaw, swing		Chant: Grammar The (swing)'s fun.		Story and value <i>The park</i> Taking turns		CLIL Circles and triangles		Thinking skills Sequencing	
▶ <b>Total physical response:</b> Sit down on the seesaw, down you go, up you go, oh no					▶ <b>Song:</b> Let's go to the park				
<b>Phonics</b> (pages 80–89)									
Unit 1: 'p' pencil	Unit 2: 'b' bag	Unit 3: 'd' dad	Unit 4: 'c' car	Unit 5: 't' two	Unit 6: 'e' eggs	Unit 7: 's' salad	Unit 8: 'n' nose	Unit 9: 'i' igloo	Phonics review

# Introduction

## About *Super Safari*

### What is *Super Safari*?

*Super Safari* is an English course for pre-school children. The course can be taught in three levels (Levels 1, 2 and 3) or two levels (Levels 2 and 3), as the language introduced in Level 1 is constantly recycled in the higher levels of the course. *Super Safari* helps children get used to learning in a classroom and develop key linguistic and interpersonal skills, all the while having as much fun as possible. The approach ensures that children using *Super Safari* begin their English-learning journey with enthusiasm and confidence.

### A flexible approach

All three levels of *Super Safari* have been specifically researched to cater for a variety of teaching situations including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English. (See pages xviii–xix).

### Igniting interest

*Super Safari* 1 and 2 are appropriate for children who have not encountered English before. This will probably also be their first experience of group learning.



The four lively and colourful animal characters in the course guide the children gently into the new world of learning, through stories and effective oral–aural practice. With the support of chants, physical games and songs, listening and speaking skills are developed gradually, together with fine motor skills in preparation for writing.

*Super Safari* 3 is appropriate for children who have already had some exposure to English. There is controlled introduction to word recognition in the Pupil's Book, giving children a head start for reading and writing at Primary level.

### Catering for multiple intelligences

Pre-school children need opportunities to use all aspects of their intelligence in a stimulating and varied environment. *Super Safari* caters for multiple intelligences in the following ways:

- The course develops linguistic intelligence – children's sensitivity to language and their ability to use language to express themselves and achieve goals. The games, songs, stories and projects in *Super Safari* always have a linguistic purpose, whether this is introducing new language, practising and recycling language or using language to solve a problem or act out a social situation.
- Activities involving TPR or Total Physical Response (requiring children to move in response to linguistic prompts) are designed to cater for bodily-kinaesthetic and spatial intelligence. *Super Safari* features a large number of these games because children have high energy levels and love to use their bodies.

Channelling their energy into language learning through mime, dance or team games helps children to concentrate during the other, quieter parts of the lesson, as well as requiring careful listening.

- The chants and songs in *Super Safari* appeal to children's musical intelligence. They encourage a focus on the patterns, tones and rhythms of English, developing both listening and speaking skills.
- Many of the activities in the Activity Book (e.g. colouring puzzles, follow the line puzzles, odd one out, and listen and circle) foster the use of logical-mathematical intelligence. Pre-school children are naturally curious and can apply their growing logic and numeracy skills in the English classroom.
- The story in each unit is designed to awaken interpersonal intelligence – the ability to interact with others and work together successfully, vital for children to get the most out of school in the future. The children are encouraged through discussion and Activity Book activities to think about the deeper meaning (or 'value') of the stories, such as the importance of fair play, waiting your turn, helping and looking after your friends.

### Applying English across the curriculum

Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.

# Super Safari 1 components

## The Pupil's Book contains:

- An introductory Hello unit (4 pages) which introduces the animal characters Mike the monkey, Leo the lion, Gina the giraffe and Polly the parrot, alongside greetings and basic classroom instructions
- 9 core units (8 pages each) with an easy-to-use single-page lesson format
- 10 pages of phonics activities, including basic handwriting skills; one page for each of the 9 core units and one review page
- 5 pages of revision material (a listening activity for every two units)
- Stickers to be used in Lesson 6 of each core unit



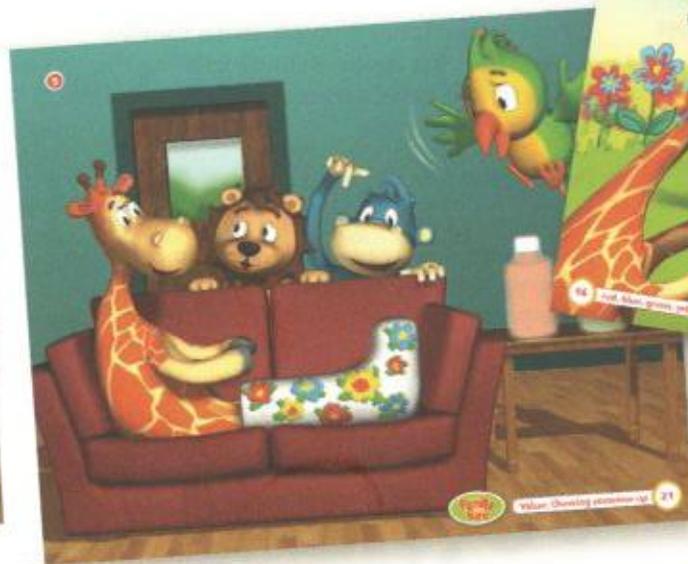
## Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the topic of the unit story and also provides a vehicle for the presentation of core vocabulary
- A memorable chant to introduce new grammar and revise vocabulary
- An engaging song for further language practice
- A story featuring the appealing animal characters, whose interaction illustrates a different value in each unit
- CLIL lessons, broadening the unit topic in the context of other school subjects and offering accessible craft projects

## Pupil's DVD-ROM

This complementary component is included with the Pupil's Book for children to use at home or in the school computer room. It is also provided with the Presentation Plus DVD-ROM, for teachers to use in the classroom with a computer and a projector. The DVD-ROM offers language reinforcement and consolidation while the children also have fun. It contains:

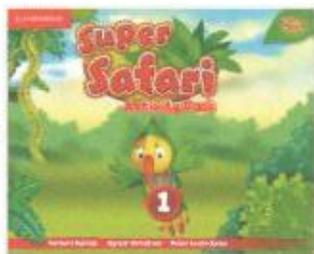
- 2 interactive vocabulary games per unit
- Animated versions of the Pupil's Book songs with karaoke



## Activity Book

This reinforces language and builds on skills development by offering:

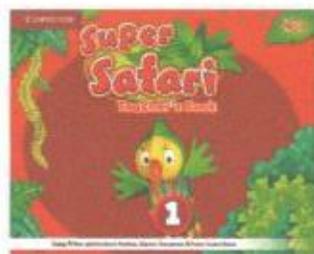
- Visual puzzles, fine motor skills work (circling, joining, matching and colouring), listening input and opportunities for oral practice
- A values activity for each unit drawn from the message in the Pupil's Book story
- Simple craft activities to extend the focus of the CLIL lessons
- An introduction to self-evaluation and an opportunity to review key vocabulary from the unit
- Cut-out phonics cards, one set for each phonics lesson
- Cut-out Yes/No cards, for use in games (full instructions are supplied in the relevant lessons)
- Cut-out masks of the animal characters, for use in the story lessons (full instructions are supplied in the relevant lessons)



## Teacher's Book

This Teacher's Book is interleaved with the Pupil's Book pages. Each page of teaching notes features:

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the children will achieve
- Concise and clear instructions for all the Pupil's Book and Activity Book activities
- Additional lesson stages in coloured boxes:  
**Warm-up:** ideas for beginning the lesson, recycling language from the previous lesson or presenting new language  
**Extension activities:** optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box  
**Ending the lesson:** simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials



## Posters and Flashcards

The posters and flashcards cover all the core vocabulary. They are ideal for warm-ups, presentations and games.



## Class CDs

The 2 Class CDs contain all the recorded material for the Pupil's Book and Activity Book, including the chants, songs, karaoke versions and stories.

## Puppet

A soft toy puppet version of Polly the parrot for the teacher to use in class. See page xvii for more information about how to use the puppet and related games.

## Presentation Plus

This whiteboard software features:

- The Pupil's Book and Activity Book pages
- Teacher's Resources and audio material

It is also packaged together with the material on the Teacher's DVD and Pupil's DVD-ROM, which provide animated stories, songs, interactive activities and games for classroom use.

## Teacher's DVD

This component features animated stories and songs from the Pupil's Book with bonus karaoke versions of the songs.

# Tour of a unit

*Super Safari 1* begins with a *Hello* unit. This is an introductory 4-page unit in both the Pupil's Book and the Activity Book, presenting the animal characters, greetings and basic classroom instructions. If the children have had any exposure to English, encourage them to use any language they can remember even if it is not formally presented until later on (e.g. numbers, colours or additional greetings).

There are then 9 main units, each with 8 lessons. Each page in the Pupil's Book constitutes a lesson, together with its corresponding Activity Book page.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Lessons 1–6 present and practise new core language, as well as including a chant, a song and a story with follow-up activities.
- Lessons 7 and 8 focus on CLIL, together with creativity (the Activity Book project) and revision.

Classes with **fewer than 5 hours** of English per week have the option to miss out some or all of Lessons 7 and 8, while still covering the vocabulary and grammar syllabus.

Using all the material in the Pupil's Book and Activity Book provides enough material for classes with **5 hours** per week.

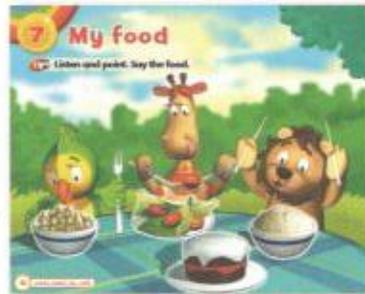
Classes with **more than 5 hours** per week can extend the material by using the phonics material and review lessons at the end of the Pupil's Book.

## Lesson 1

### Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introduction of the topic of the story later in the unit.

- The children first hear a line or two of dialogue.
- The children listen and point to the new vocabulary in the picture and then listen again, this time repeating the words.
- The Activity Book offers a variety of practice activities for this lesson, always including oral follow-up.



## Lesson 2

### Grammar

The key grammar from the unit is presented and practised in Lesson 2, in a chant based on the unit topic. The vocabulary from Lesson 1 is also revised.

- The children first listen to the chant and give a non-linguistic response such as colouring, tracing or matching.
- They then listen and repeat the chant, sometimes also giving a TPR response (picking up an object, pointing or doing a mime).
- This is followed by an opportunity to use the language, usually in a game.
- The practice activities in the Activity Book often involve drawing and sometimes include listening. There is always oral follow-up.

## Lesson 3

### Total Physical Response

Further new language is introduced in the form of three or four phrases or instructions, each accompanied by an action.

- The children listen first and either look at the pictures in the Pupil's Book or watch the teacher demonstrating the action for each phrase.
- The language and actions are repeated until the children feel comfortable joining in (by moving and speaking).
- Each Total Physical Response lesson includes revision of the phrases and actions featured in previous units and opportunities for children to respond to new variations of instructions, as they gain confidence with the language.
- The Activity Book practice activity requires the children to listen to one or two of the new phrases and choose the correct picture or pictures, by circling.



## Lesson 4

### Song

The vocabulary and usually the grammar of the unit are combined in a song for children to learn and join in.

- The children first listen to the song, using the pictures to help them follow the meaning.
- They can then join in, according to ability, using the pictures as visual prompts to help them remember the words.
- The next track on the CD after the song is always a karaoke version which you can use once the children are familiar with the song.
- The practice activities in the Activity Book are varied. Some require children to listen to some or all of the song and respond by colouring, matching or tracing. Some do not involve listening.

## Lesson 5

### While listening to a story

This lesson features the main story for the unit, bringing the unit topic, vocabulary and structures together. The clear and expressive illustrations invite the children to follow as they listen, and inspire them to act out the story with real emotion in Lesson 6.

- The teaching notes first suggest ways of reviewing the characters and setting the scene of the story (encouraging children to think about where the characters are and what they are doing/are about to do).
- The children then hear the story, which is brought off the page with clear character voices and sound effects to help them follow the action.
- After discussing the story in L1 (the children's own language) where appropriate, the children usually practise some key functional language from the story.

- The Activity Book practice is always a listening activity. The children hear one or two lines from the story and colour a circle to show which character is speaking from a choice of two.
- The Ending the lesson activity in Lesson 5 always practises key language from the story.

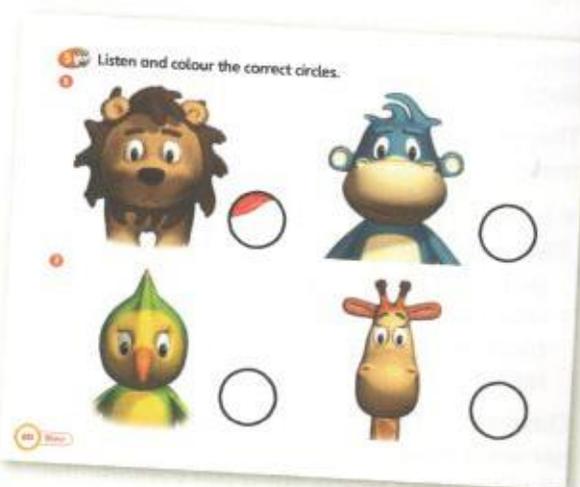
## Lesson 6

### Story follow-up and values

Lesson 6 exploits the story in more depth. This lesson uses the unit stickers, which are listed in the Materials section of the Aims box in the teaching notes.

- The children listen to the story again and do the sticker activity. This gives them a chance to review the language and content of the story.
- The teaching notes then guide a brief discussion in L1 of the value illustrated in the story. The children are encouraged to think about what the characters say and do, and to reflect on what is right (or wrong) about the characters' behaviour.

- The Activity Book presents a similar situation to the value from the story, with a picture illustrating positive behaviour. The children complete/draw the smile on a face below the picture, reinforcing the value in the story.
- The optional Extension activity in Lesson 6 is always a suggestion for a group of children to act out the story at the front of the class, using the cut-out masks at the back of the Activity Book (see pages 93-96) and any other available props. Other groups can then take turns if time allows.



## Lessons 7 and 8

### CLIL

These two lessons introduce a topic from another area of the curriculum which is related to the overall unit topic. They are designed to encourage the children to explore other subjects through English and then to apply their new knowledge in a craft project.

- The first lesson usually introduces the topic and presents useful words which the children will need to recognise but which are not core vocabulary.
- The Activity Book material for Lesson 7 is a creative project, usually carried out individually. The project is illustrated in a series of step-by-step pictures and enables the children to make something which they can take home or display in the classroom. The focus on detail and the skills of cutting, sticking, folding and drawing involved develop fine motor skills which the children can apply when they begin writing.
- The second CLIL lesson provides opportunities for the children to apply the knowledge from the previous lesson, developing thinking skills such as predicting, making deductions, sequencing and categorising. They also review the vocabulary and language from the unit using games and songs.
- The Activity Book page for Lesson 8 offers an introduction to self-evaluation. Each item of core vocabulary is illustrated and children are invited to colour the circle next to each word if they can say it. Monitoring while the children are working on this activity allows a simple opportunity for informal assessment.



### Optional phonics lessons

Pages 80-88 of the Pupil's Book contain phonics materials which can be used at the end of each of the 9 core units (Units 1 to 9). There is a set of cut-out phonics cards for each of these lessons at the back of the Activity Book.

- The teaching notes first provide ideas for focusing on the sound featured in the lesson. The key word on each phonics page is usually a familiar item from the corresponding core unit (e.g. a pencil for Unit 1 (classroom objects)).
- The children then practise forming the corresponding grapheme and saying the sound in a chant. For Units 1 to 3, they practise forming the grapheme in the air with their fingers, in Units 4 to 6 they colour in the outline letter on the page and in Units 7 to 9 they trace the letters. The phonics cards in the Activity Book are used to reinforce the relationship between the sound and the grapheme.

- The next stage of the lesson is a sound discrimination activity. The children listen to words read by the teacher (they do not need to understand the meaning) and respond when they hear the target sound by showing a phonics card, doing an action or holding up an object.

After the main phonics lessons in the Pupil's Book, there is a phonics review lesson. This revises all the sounds focused on so far with a game of bingo, alongside further activities and games.



### Review lessons

Pages 90-94 of the Pupil's Book are Review pages. There is a Review lesson for every two units of the book. In each Review lesson the children listen to four key pieces of language from the two featured units and choose the correct picture from a selection, by colouring. They then practise the vocabulary and language from the units with a selection of appropriate games.

# Teaching with *Super Safari* 1

## Teaching very young children

Working with children of pre-school age presents a number of challenges. Young children are only able to concentrate in short bursts (no more than seven to ten minutes at ages three and four). Pre-schoolers' high energy levels make it difficult for them to sit still for long and they are not used to being in the rather formal setting of the classroom. But young children have an insatiable curiosity, an innate sense of fun and a lack of self-consciousness, all of which make them excellent language learners. *Super Safari* has been developed with these challenges and advantages in mind, and the range and nature of the activities in the course are perfectly suited to the demands and abilities of this age group.

## Keep moving

*Super Safari* harnesses children's energy with activities involving Total Physical Response, dance or mime in every lesson. The teaching notes suggest mimes and actions at each stage of the unit – to practise vocabulary in Lesson 1, to accompany the chant in Lesson 2, as an integral part of the Total Physical Response material in Lesson 3, to support and help with comprehension of the song in Lesson 4, and so on. In parallel with activities involving movement at the children's desks, many of the Extension activities are action games, which require the children to jump, run, move like different animals, throw a ball, hit a balloon, pick up objects and put them in a box or basket, or play a traditional game such as *Hide and seek*. Whenever the children are required to move to a larger space for an action game, an alternative is suggested (e.g. pointing instead of moving or using flashcards instead of real objects).

## Be creative and have fun

In addition to the project activity in Lesson 7 of each of the 9 core units, there are instructions for a range of hands-on creative activities.

### Extension activity

**Aim:** to encourage the children to join in and focus on their classmates

- If possible, move your class out into the playground, school gym or an empty classroom.
- Ask the children to stand in a circle. Say the name of one of the children. The class repeat. Throw the soft ball to that child. The child says the name of one of his/her classmates. The children repeat it. Then he/she throws the ball to that child, and so on. Say *Join in!* They can also say sorry if they throw the ball too hard.

### Extension activity

**Aim:** to practise responding to *Go to sleep* and *Wake up*

- If possible, move your class out into the playground, school gym or an empty classroom.
- Play the traditional party game *Sleeping lions* with the children. Put on the CD of relaxing music and say *Go to sleep!* All the children lie down and keep as still and quiet as possible. Walk amongst the 'sleeping lions' and try to make them 'wake up' by talking to them/making them laugh. If a child moves or giggles, he/she is 'out' – say *Wake up (name)!* The child gets up and helps you to try and 'wake' the other children. The winner is the child who keeps still and quiet the longest.

Pre-school children are still discovering the world around them and they learn a great deal by employing all their senses, particularly touch. Making simple models to represent new words (using play dough or cardboard boxes, empty pots and craft materials) is an excellent aid to learning and memory. The teaching notes also suggest using paint to explore the way colours are formed, sorting objects such as buttons or plastic lids to support work on colour, number and size, and making simple shapes with craft materials.

*Super Safari* uses young children's boundless imagination and love of play to support learning. There are role play shopping games to practise counting and dressing-up activities to practise clothing and other key vocabulary. Polly the parrot is used to engage the children's curiosity and becomes an imaginary English-speaking friend (see Using the Polly the parrot puppet, on page xvii). Your attitude will also set the tone in the classroom – don't be afraid to have fun with the class when you are playing, dancing or miming.

## Be flexible

Given the short attention span of pre-school children, each lesson needs to have a variety of activities and games, with changes of pace and activity type in order to keep the children interested. There are some set stages in the lesson notes (see The importance of routines on page xiv), but it is important to use the notes according to the way each lesson unfolds. If you find that your class are particularly energetic, you may choose to do an action game before the practice stage of the lesson or gain their attention using the puppet. If your class have a favourite song from the course, sing it as a reward after they have completed an Activity Book pencil-to-paper activity. If the weather is very good, choose one of the games the children can play outside. At this age, any language learning is good learning, and after Lesson 4 in each unit, you can alter the order of the lessons and activities to suit your situation and your class. *Super Safari* is designed to be flexible.

### Extension activity

**Aim:** to review vocabulary and practise fine motor skills

- Make a play dough model of an egg. Show the class and ask *What's this?* Tell the children they are going to make a model of something from the lesson – a chicken, a baby or an egg. Point to the pictures on PB page 30 and elicit the words.
- Hand out play dough to each child. The children make three models each (chicken, chick and egg). Circulate and help as necessary. Ask *What's this?* Show some of the best models to the class. Confident children can show and say, e.g. *This is my egg.*

### Extension activity

**Aim:** to practise *I like ...*

- Draw a shelf on the board. Stick the food flashcards on the 'shelf' and elicit the words.
- Tell the class that you need a volunteer to be a shopkeeper.
- Place a shopping bag at the front. Take one of the flashcards from the 'shelf' on the board, and show it to the class. Say, e.g. *I like pasta* and put it in your shopping bag. Repeat for the other flashcards.
- Stand next to the shopkeeper and pass him/her the items from your bag one by one. Encourage the child to say, e.g. *Pasta, thank you* and pretend to ring up the price on the till/calculator. Use play money to 'pay'. Put the food back in your bag and say *Goodbye!* to the shopkeeper. Repeat the whole game with a different volunteer.
- The children can play the game in pairs using imaginary food instead of flashcards.

## Getting used to school

Pre-school is often the first time children have socialised regularly with the same group of their peers and is almost certainly the first time they have been in a classroom. A large part of the role of a pre-school teacher is laying the foundations for learning and behaviour which will be vital for the children's entire academic career. Establishing good habits and appropriate behaviour patterns, together with a positive attitude and love of learning, at this early stage is therefore extremely important. The colourful, engaging illustrations and attractive materials in *Super Safari* (songs and stories, flashcards, masks, cards, puppet and accompanying digital activities) are designed to make the learning experience as much fun as possible. The teaching notes also contain advice about introducing routines, praising and motivating the children.

## Familiarising the children with the classroom

Children are comfortable with familiar things, and the classroom should be a safe, recognisable place where they can explore new things and learn about the world of language. It is a good idea to have designated areas in the classroom, which are always used for the same purpose. Having a 'story corner' where the children always sit to listen to stories in Lessons 5 and 6; a 'creative corner' where the materials for projects, aprons, etc. are stored; a 'nest' for Polly the parrot on one wall, will help the children recognise familiar stages in a lesson. Displaying the children's work throughout the year, with a topic-themed wall display, will give them a sense of achievement and help them remember key language. This is also a useful way to show parents what the children are working on (see Linking school and home, in the next column).

Make sure that classroom furniture is arranged in a way that encourages communication and is not overly formal. The children can sit in small groups or facing each other, rather than always in rows facing the front. The seating arrangements should ideally be flexible, so that chairs and tables can be moved easily for physical activities and games.

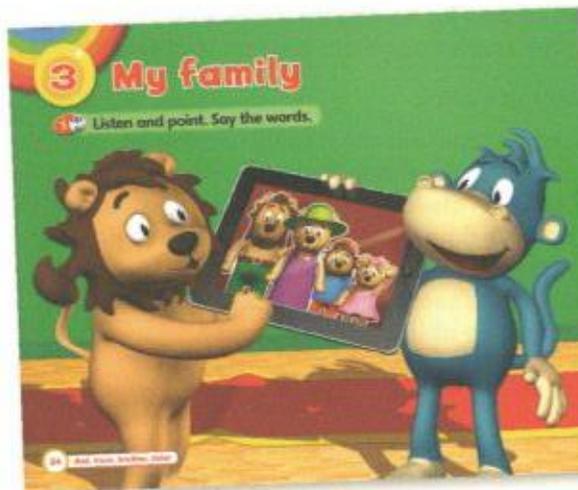
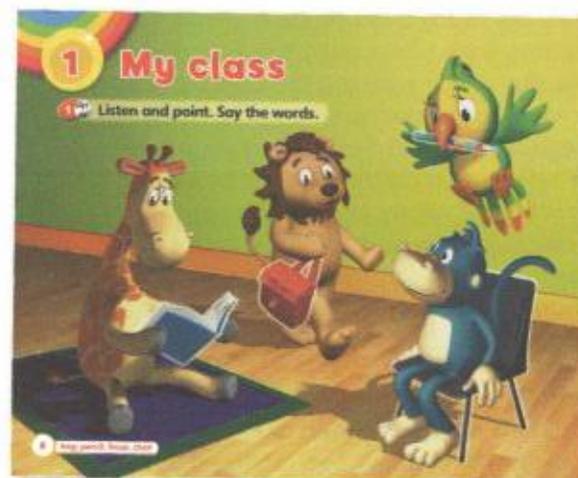
Children need to learn which types of behaviour are acceptable in the classroom and which are unacceptable. You may wish to introduce a particular way to sit for a story or for listening (e.g. legs crossed, arms folded), a way to attract the teacher's attention (e.g. putting up hands) and a way for the teacher to ask the children to be quiet (such as ringing a bell). Reward good and improved behaviour with stickers or by allowing children to help you perform classroom tasks (e.g. cleaning the board, using the whiteboard, sticking flashcards on the board).

## Linking school and home

At this age, the most important influences on a child are still his or her parents or carers and the home environment. It is therefore advisable to forge a strong link between school and home and involve parents in their children's learning. The activities provided at the web address at the front of the Pupil's Book go some way towards doing this. There are also specific points in the Pupil's Book where a link to home can be made, either by practising key vocabulary (such as furniture or classroom objects) at home, singing the song at home or in the car (using the DVD-ROM in the Pupil's Book) or applying values and practising simple functional language from the story in genuine situations at home (e.g.

saying *sorry*). These home-school link points are marked with a 'Family fun' icon.

You can keep your children's families involved with the topics covered in the course by encouraging them to look at class displays, inviting them to hear the children performing their favourite chants or songs and encouraging children to bring items relevant to the topics or CLIL lessons into school.



## The importance of routines

Young children respond well to routines. They provide a similar sense of familiarity to a well-organised classroom and are also an opportunity to learn everyday set phrases and practise key language in a natural way. The *Super Safari* teaching notes have the same structure for the beginning and end of each lesson – a Warm-up activity and an Ending the lesson activity. However, there will also be an initial stage of the lesson before the Warm-up, in which you all get ready (e.g. with the children signalling they are ready by sitting in a particular way or getting their books out). You may wish to write the day of the week on the board or display a word card or picture for each day at the beginning of each lesson, talk about the weather or celebrate a child's birthday by singing a song together. Similarly, after the Ending the lesson activity, you could establish a final signal that the lesson has finished, e.g. by saying a goodbye chant together or singing the 'Tidy up' song as you clear up (see page T11).

## Using books

Children will not be used to working with a textbook and they need to learn to use two books in one lesson. Establishing effective techniques for having the correct book open at the correct page can save a lot of time.

## The right book

The first time you use a book in a lesson, holding up your own Pupil's Book or Activity Book is an obvious cue for the class. You can also save time by asking the children to hold up the book as well. Anyone with the wrong book will quickly see what their classmates are doing and will be able to change books.

## The right page

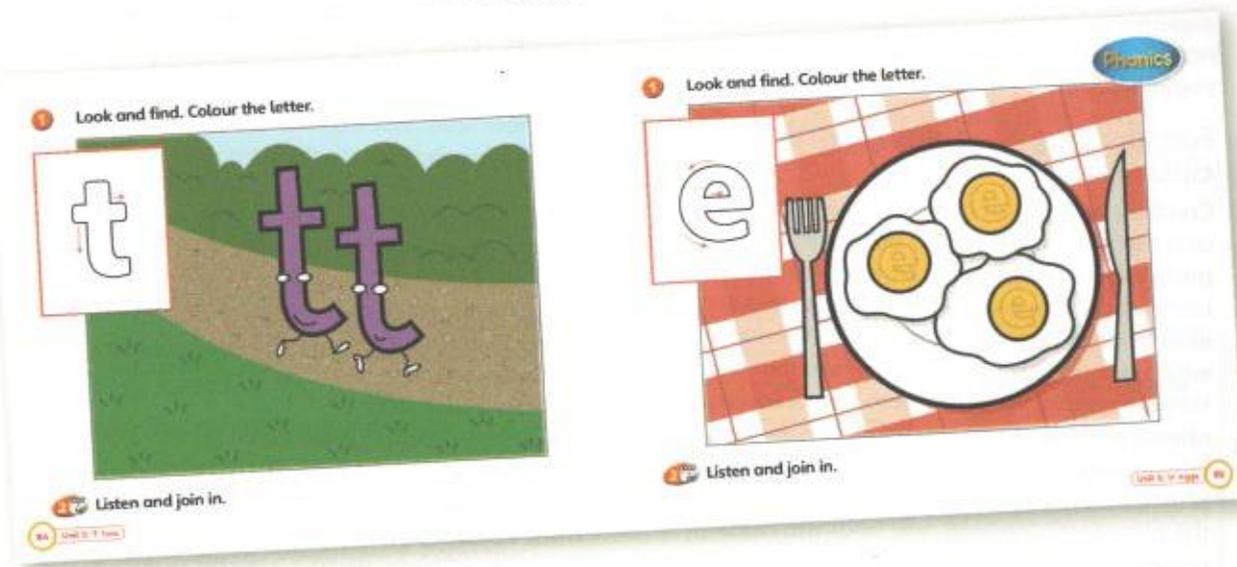
- Say the page number in English and, if possible, in L1. Children of this age may be able to recognise figures 1 to 10, but do not expect them to be able to read figures consistently with success. Show the children the correct page and draw their attention to the pictures, characters or colours to help them find it quickly.
- Again, asking children to hold up their books, open at the right page, can be a faster way of checking that everyone is ready.

## Using pencils and crayons

Many of the activities in *Super Safari* require children to use a pencil or coloured pencils/crayons. Hand the materials out at the beginning of the class or make sure the children have them

ready to use. Show the number and colours required, naming and counting in English, and ask children to hold up their pencils or crayons to make sure they have the right colours.

The Activity Book practice activities which involve drawing lines, circling and tracing and the Pupil's Book phonics lessons in later units all help to develop the early writing skills of gripping a pencil correctly, controlling the pencil and working from left to right on the page. Whenever children are working individually on these activities, the teaching notes suggest monitoring and checking they are using the correct grip.



## Classroom management

### Checking instructions

The key to classroom management is clear instruction and the larger the class, the more possibility there is that some children will become distracted and are not then sure what to do.

- If children need to move to different desks, a different part of the classroom or outside for a game, move them first and then explain the activity.
- If they need to take certain materials with them, support your instructions with flashcards or board drawings, e.g. *Take your pencil* (stick the pencil flashcard on the board) *and your book* (stick the book flashcard on the board) *with you*.
- Remember that children are not able to read the written instructions, so focus on the examples in the Activity Book and demonstrate them with your finger.
- Even at this young age, there will usually be one or two children able and more than willing to explain the instructions in L1 as a final check if some children still seem unsure.

### Involving everyone

In *Super Safari*, presentation and practice activities involving the whole class are balanced with individual practice activities, allowing time for monitoring each child's progress. This combination ensures that all children are actively involved in the lesson.

Children can also be involved in presentation stages of the lesson, by holding flashcards or demonstrating games and activities with you at the front of the class. This takes longer, but there are several benefits:

- It changes the dynamic of the classroom, which helps to keep everyone's attention.
- It provides opportunities for recycling classroom language in a meaningful way as you invite children to stand up, come to the front, pick up a pencil, etc. The whole class can hear this language and they watch to see how their classmate responds.
- It demonstrates important values: you share your materials with the children, they play with them, look after them and give them back safely. *Please* and *Thank you* become common, natural phrases in the classroom. Confident children will eagerly volunteer to come to the front in every lesson, so you may find it useful to keep a column in your notebook to mark children's names when they have been involved in this way, to ensure that everyone has been asked to take part (for example, F = flashcard, A = acting out).

### Using English and L1

With young learners, it is helpful to establish an English-speaking environment as far as is possible, while still fostering an encouraging atmosphere where the children feel at ease and able to contribute. The more you use English, the more natural it will be for children to copy you and to use as much as they can. If you do not speak your children's L1, this will happen as a matter of course, but you will need to monitor your own use of language carefully, use materials such as flashcards and plenty of gesture and mime, to make sure none of the children feel lost or uncomfortable. In a class where everyday classroom business is carried out in English, many children will acquire a little more language passively and may surprise you by using new classroom phrases that they have heard.

The use of L1 can be an effective tool:

- After you have first explained and demonstrated a task in English, use limited L1 to clarify or ask a confident child to explain in L1 for you. However, it is best to avoid doing this all the time. If you always repeat instructions in L1 after first explaining in English, children will learn to expect this and more passive children may 'switch off' until they hear the L1 instructions.
- When a child has clear emotional needs, for example if they are unhappy because a craft activity hasn't turned out as they intended, they won't have the necessary English to explain the problem. In these instances, let the child tell you the problem in L1 first (consult a colleague if necessary) but then use English to console them, to praise their work and to integrate them in the lesson again, e.g. *OK now? Really, your chicken's great! Come and look at (name)'s chicken. It's orange like yours.*

## Monitoring and assessment

Monitoring in the classroom is essential to ensure that everyone's attention is on the task in hand. It's even more important in the language classroom, particularly at the oral-aural stage. More children will have an opportunity to speak if you encourage this while you are monitoring their work.

As you circulate:

- Use English to praise work and ask questions. The teaching notes provide guidance about when and how to do this and many of the Activity Book activities have a follow-up oral stage which has been specifically designed for authentic communication. Some children may be able to use a few words; most will need questions to prompt them; others may only be ready to listen and agree as you talk about their work.
- Ask children about their classmates' work and encourage them to show interest and to compliment each other.

## Using the Activity Book self-evaluation feature

Assessment at this early stage of learning is an on-going process of observation in whole-class work and monitoring at an individual level. Although formal testing is not appropriate in the pre-school classroom, the Activity Book self-evaluation feature at the end of each unit can be used for informal assessment. If practical, call children to your desk individually to say the words, while the rest of the class are working on another activity. Tick children's books/use a reward sticker to confirm they have said the words.

## Using the *Super Safari* songs

Songs are an extremely valuable part of the language-learning process at this stage. Children produce more language in a song than in any other form of practice activity; the rhythmic nature of songs helps develop authentic intonation and

pronunciation, and the repetitive nature of song lyrics activates key language many times.

## Before playing a song

It may be tempting to explain the song lyrics before children hear them, but it is more motivating to let them simply enjoy the song first. Strong visual support encourages thinking skills and helps children predict what the song is about. The songs in *Super Safari* are clearly illustrated with this in mind and the teaching notes suggest a quick lead-in to each song based on the picture.

## Learning a song

As well as providing a context, the song illustrations act as visual prompts to help support the meaning of the lyrics. Once children are more familiar with the song, they will add in actions (suggested in the teaching notes), for which they will need to stand and sing without looking at their books. It is common for children of this age to 'mumble' the less familiar words, but the song structure in many cases will allow time for you to show a flashcard or an object, or do an action to help them join in with the core words.

## Performing the songs

The teaching notes suggest different approaches to performing the songs, depending on the type of song and the content – for example, dividing the class into groups taking different roles as they sing. There are karaoke versions of the songs after the main recording. These are best used once the class are confident enough to sing without their books. Where possible, you could use the karaoke versions as a showcase for parents to see what their children have been learning.

## Using the *Super Safari* stories

### Before playing a story

An effective way to prepare children to listen to a story is to ask them to sit in a part of the

classroom or in a circle, making sure they are relaxed but also quiet and ready to listen. Tell children to put their things away to avoid distractions.

## While listening to a story

Hold up your book and point to each frame. Encourage children to listen out for the sound that signals the end of each frame by cupping your hand to your ear every time it sounds. After working with the first story in the course, they will learn to recognise this.

## After listening to a story

The Lesson 5 teaching notes give guidance on how to work with the story. In Lesson 6 there is then the full exploitation of the value illustrated in the story.

## Using the masks and Yes/No cards

Masks of the animal characters Mike, Gina, Leo and Polly are at the back of the Activity Book for use in acting out the stories, to practise the characters' names and for additional activities, detailed in the notes for individual lessons. To make the masks more durable, stick or copy them onto card and/or laminate them. If you use them from the pages of the book, use sticky tape to add strips of paper to fit round the childrens' heads or, if you have to use string, add reinforcers or sticky tape to strengthen the holes in the masks.

Also at the back of the Activity Book (pages 91 and 92) is a green card with a tick on it and a red card with a cross on it. These are referred to as 'Yes/No cards' in the teaching notes and can be used at different stages of the lesson to elicit a non-verbal response. The notes explain fully how to introduce and use the cards. It is a good idea to reinforce the cards by copying or sticking them onto card or laminating them.

## Using the Polly the parrot puppet

Puppets provoke a magical reaction from young children. In their eyes a puppet has a life of its own, with its own home, character and language. This makes the puppet an extremely useful tool in the language classroom.

### Making your own Polly puppet

If you do not have the Polly puppet, you can make your own using a green sock, orange card (for the beak and feet), green card (for the wings and tail) and black and white card for the eyes.

### Bringing Polly to life

To make Polly as magical and appealing as possible, create a home for her in the classroom. This can be a nest (a cardboard box or a basket) or simply your bag. Make sure children do not see you putting Polly on your hand, so that she appears to magically come to life. You can use a special voice for Polly if you wish, but do not distort your pronunciation, as the children need to hear clear examples of language at all times.

Have a set routine for beginning an activity with Polly, e.g. Polly greets the children and they respond *Hello, Polly!* When the activity is finished, get the class to say *Goodbye, Polly!* Make Polly reply and fly back to her home.

Keep in mind that Polly is a parrot, and can do the things that a real parrot does – fly, walk, talk and sing. Polly can use her skills to help with classroom management, e.g. fly to an individual child if you need to choose a volunteer, help the children learn a song (by singing along) or bring some fun to the class if the children are feeling tired. To gain the most linguistic value from the puppet, make sure that she speaks only English. This will lead the children to communicate with Polly in a very authentic, natural way.

## Games with Polly the parrot

### Disappearing flashcards

Put on the puppet and greet the class. Make Polly say *Close your eyes*. Mime closing your eyes. Make Polly say *Open your eyes*. Practise these instructions, with Polly 'talking' to the class and the children following her instructions. Stick the flashcards on the board. Elicit the words.

Make sure all the children have their eyes closed and remove one flashcard from the board. Say *Open your eyes*. Polly 'points' to the remaining flashcards in turn. The class say the words. She 'points' to the space where the missing flashcard was. The class say the missing word. Show them the card and make Polly say *Yes! Well done!* Repeat the game, changing the order of the flashcards.

### Follow the leader

Choose a volunteer to be the leader. The rest of the class stands behind the leader in a line. The leader walks around with everyone following. Put on the puppet and greet the class. Make Polly whisper an instruction to the leader. He/She does the action, moving around the space at the same time. The rest of the class follow and say the word (e.g. if the instruction is *Jump!* the child jumps around, and all the other children do the same thing, saying *Jump!*). Make Polly say *Well done! Stop! Change the leader!* The leader then goes to the back of the line and the child at the front is the new leader.

### No, Polly!

Put on the puppet and greet the class. Make Polly point at one of the items or flashcards, e.g. a bag, and say the wrong word (e.g. *Pencil*). Frown at Polly and say *Pencil? No, Polly!* Try to make your class laugh. The children say *Bag* to the puppet. Make Polly say *Oh! Bag! Thank you*. Repeat for the other items. Polly says the wrong word each time. Encourage the children to join in when you say *No, Polly!* Repeat with Polly

getting the words right. Encourage the class to clap whenever she gets it right (she takes a bow).

### Polly says ...

Put on the puppet and greet the class. Make Polly whisper in your ear. Mime listening. Then say, e.g. *Polly says 'Stand up'*. Encourage the children to follow the instruction. Repeat with different instructions, making Polly 'whisper' into your ear each time.

Say *Let's play!* Explain in L1 that the children need to listen carefully and follow your instructions, but only when you say 'Polly says'. Make Polly whisper in your ear and give instructions as before. The children follow the instructions when they hear 'Polly says'. Miss out 'Polly says' sometimes. The children who follow the instruction that time are 'out'. Repeat until only a few children remain. They are the winners. Make Polly fly to each of the winners, 'land' on their heads or hands and say *Well done!*

### Singing Polly

Put on the puppet. Explain in L1 that Polly is going to sing. Say that she is very good at singing, but her memory is not so good.

Give out the No cards. Explain that when the children hear Polly make a mistake, they should hold up the card.

Play the karaoke version of the song. Make Polly sing along, but with the wrong words. Pause when the children hold up their No cards and ask/help a volunteer to say or sing the right words. Make Polly say *Oh, thank you!* and then continue singing.

### Teaching without the puppet

There are ideas in the teaching notes for adapting puppet activities if you do not wish to use the puppet. For all the games described above, you can take the role of Polly (for 'Polly says', which is a version of 'Simon says', any soft toy could be used to replace Polly).

## How can I adapt Super Safari to fit my timetable?

*Super Safari* is designed for schools that dedicate a significant part of the week to English. No two schools are the same and different pressures on the timetable mean that you, the teacher, may need to adapt the course to fit your timetable.

### If you have more time

Repetition, repetition, repetition. Young children learn very quickly but forget just as quickly which is why it is so important to recycle little and often. If you have more time available, don't be afraid to sing the same song a couple of times in any one lesson and several times during the week. Consider incorporating your class's favourite songs and chants into the welcome routines for every lesson. Similarly, the story in the book can be used several times in many different ways.

Remember, as well as the Activity Book, the puppet, flashcards and posters offer excellent opportunities to further consolidate new language.

### If you have less time

If you are short of time, it can be tempting to skip lessons or shorten certain stages. However, when working with pre-school children it is important to maximise input and ensure each lesson has lots of variety and movement. Consider the following ideas as ways to shorten the course, focus on the activities that make a difference as well as activities that children will enjoy.

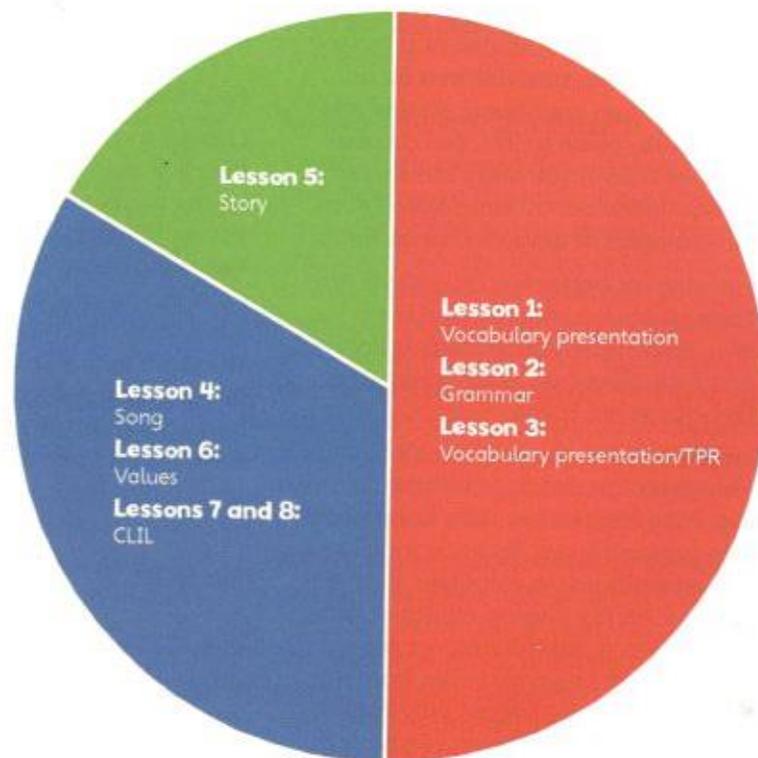
### Do

- Ensure every lesson includes predictable routines for Warm-up, Presentation, Practice and Ending the lesson.
- Ensure that each lesson has a balance of active and quiet periods.
- Focus on the Presentation and Practice stages of the lesson; this is the main input and fundamental to successful acquisition.
- Focus on the activities in which children hear and use new language.

- Consider leaving the drawing and colouring tasks until the end of the lesson or for homework. Do not ignore these activities altogether, they offer children an excellent opportunity to process the lesson's input.

All the lessons in a unit provide important learning opportunities but the following chart can help you decide how much time to allocate to each lesson.

### Suggested time allocation per unit



We hope this helps you to plan your lessons but please do get in touch at [ELTmail@cambridge.org](mailto:ELTmail@cambridge.org) if you have any questions or comments about the course.

Use the table below to help you decide which activity types you can integrate into your lessons depending on the time you have available.

Component	Activity type	If you have more time	If you have less time
Teacher's Book	Warm-up activities Extension activities Ending the lesson activities Lesson 6 (practice)	✓ ✓ ✓ ✓	X X X X
Pupil's Book	<i>Think!</i> (activity 7) Phonics Review	✓ ✓ ✓	X X X
Activity Book	Value (activity 6) Project (activity 7) Review (activity 8)	✓ ✓ ✓	X X X
Teacher's DVD	Animated stories Animated songs Animated songs with karaoke	✓ ✓ ✓	X X X
Pupil's DVD-ROM	Vocabulary practice game 1 Vocabulary practice game 2 Animated songs* Animated songs with karaoke* <i>* Also seen on the Teacher's DVD</i>	✓ ✓ ✓ ✓	X X X X  <i>(can be used at home)</i>

# Hello!

1 CD1  
02 Listen and point. Say the names.



## Aims:

- to present and practise character names; to practise saying *Hello*

**New language:** *Hello, Gina, Polly, Leo, Mike, Goodbye*

**Materials:** CD 1, flashcards (characters), the puppet (Polly), pencils

**Language competences:** The children will be able to recognise and name the characters in *Super Safari*.

## Warm-up

**Aim:** to present and practise *Hello*

- Smile and wave at the class. The children wave back. Say *Hello* and wave at the same time. The children wave back and say *Hello*. Do this several times until all the children are joining in with *Hello*.
- Turn to one of the children and say *Hello*, (name). He/She replies *Hello*. Encourage the child to say *Hello*, (name) to his/her neighbour. Continue this chain around the class. If you have space in the classroom, the children can sit in a circle for this activity. With a large class, start another chain at the back of the room/the other side of the circle so that the children who are waiting do not become bored.

## Presentation



**PB p4** Listen and point. Say the names.

**Aim:** to present characters

- Help the children find PB page 4. Point to the picture. Wave at the characters and say *Hello!*
- Say *Listen*. Play the audio. The children listen without looking at their books.
- Say *Listen and point*. Play the audio again. Show the children how to point at the characters. Say *Listen and point* again. Play the audio. The children listen and point.

- Play the audio again. The children point and say the names.

Audio script page T95

## Practice

- Show the character flashcards in the same order as the picture in the Pupil's Book. Say each name. The children repeat.
- Stick the character flashcards on the board in the same order. Point to each flashcard in turn. The children say the name. Point to the flashcards in different orders. The children say the correct name.
- Teach a mime for each of the animal characters:  
Gina = Standing up tall and munching leaves from a tree.  
Polly = Flapping wings and squawking.  
Leo = Growling and leaping.  
Mike = Swinging arms and making a monkey noise.
- Do one of the mimes. The children say the correct name. Repeat with a different mime. Make the mimes as funny as you can.
- The children stand up. Say a name. They do the correct mime. Repeat several times.
- Ask the class to sit down and open their Activity Books.

**1** **AB p4** Look and trace. Say the names.

**Aim:** to practise character names and recognising shapes

- Help the children find AB page 4. Point to each character's head in turn and say the name. The children copy you. Repeat.

Ask volunteers to point to the heads and say all the names.

- Say *Look and trace*. Show the children how to trace the lines. They trace the lines using pencils. Monitor and make sure they are tracing and using the correct grip. Ask individual children to point at the pictures and say the names.

## Extension activity

**Aim:** to practise character names

- Talk briefly in L1 about which of the animals has long legs, long hair, strong arms, wings, etc.
- Draw part of one of the characters on the board, e.g. Mike's tail. The children say the name of the character. Repeat with different body parts, e.g. Polly's beak, Gina's long neck, Leo's tail, Polly's feet, Gina's horns, Mike's hand, Leo's nose and mouth.

## Ending the lesson

**Aim:** to review *Hello*

- Put on the Polly puppet and make her say *Hello* to the class. Make her voice friendly and funny. The children reply *Hello, Polly!*
- Make Polly fly to a child and sit on his/her head. The child stands up. Make Polly say *Hello*, (name). The child replies *Hello, Polly!* Repeat several times, moving around the class so that children are watching carefully to see where Polly will 'land' next.
- End the lesson by making Polly wave and say *Goodbye!* The children wave and can say *Goodbye* if they wish.

### Aims:

- to present *Hello! I'm ...* and practise introducing yourself; to say a chant

**New language:** Hello! I'm ...

**Recycled language:** character names, *Hello*, *Goodbye*

**Materials:** CD 1, flashcards (characters), the puppet (Polly), CD of lively music, pencils, coloured pencils or crayons

**Language competences:** The children will be able to introduce themselves. The children will be able to join in with a chant.

### Warm-up

**Aim:** to review *Hello* and character names

- Show the character flashcards in turn. Say the names. The children repeat.
- Show the flashcards again. The children say the names.
- Cover each flashcard with a piece of paper. Slowly reveal the picture. The children say the name when they recognise the character.
- Stick the flashcards on the board. Point to each one, wave and say, e.g. *Hello, Mike!* The children repeat. Point to the flashcards in a different order. The children wave and say *Hello, (name)*.

### Presentation



**CD 1 PB p5** Listen and chant.

**Aim:** to present *Hello! I'm ...* and say a chant

- Help the children to find PB page 5. Talk about the picture briefly in L1 (ask where the children are and what they are saying and what's in the classroom). Use the picture to elicit *Hello!* Point at the girl and say *Jo*. The children repeat. Point at the boy and say *Mo*. The children repeat.
- Play the chant. Point to the girl for verse 1 and the boy for verse 2. The children copy.

- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in. They point to the children in the picture as they chant. **Audio script page T95**

### Practice

- Put on the Polly puppet. Make her say *Hello* to the class. The children reply. Make Polly look at you and say *Hello! I'm Polly*. Reply to the puppet *Hello! I'm (your name)*. Repeat.
- Make Polly fly to a child and say *Hello! I'm Polly!* Encourage the child to reply *Hello! I'm (his/her name)*. Repeat with different children. Ask them to put up their hands if they'd like to speak to Polly.
- The children stand up. Play some music. The children walk around. When the music stops, the children turn to their nearest classmate. They say *Hello! I'm (name)* to each other and wave. Start the music again. Continue until the children are confident with introducing themselves.



**AB p5** Draw yourself. Say the sentence.

**Aim:** to practise *Hello! I'm ...*

- Draw a simple outline of a head and shoulders on the board (similar to the one on AB page 5). Point and say *I'm (your name)*. Draw your eyes, hair, nose and a smiley mouth. Wave at the picture and say *Hello! I'm (your name)*.

- Help the children find AB page 5. Point to the example drawing and the frame. Show some crayons and say *Draw yourself*. The children draw eyes, hair, mouth, etc. according to ability.
- Circulate and ask individuals to say *Hello! I'm ...* Invite volunteers to show their picture to the class and say *Hello! I'm ...*

### Extension activity

**Aim:** to practise the long vowel sound 'oh' and listening skills

- If possible, move your class out into the playground, school gym or an empty classroom.
- Divide the class into two teams. Name one team *Mo* and the other team *Jo*. The teams stand at one end of the space (e.g. against one wall or behind a line). Explain in L1 that each team needs to run to the wall or line in front and touch it, then run back. The *Mo* team run when you say *Go Mo!* and the *Jo* team run when you say *Go Jo!*
- Play the game several times, encouraging the children to listen carefully for the name of their team. Ask a confident volunteer to lead the game by saying *Go Mo!* or *Go Jo!*

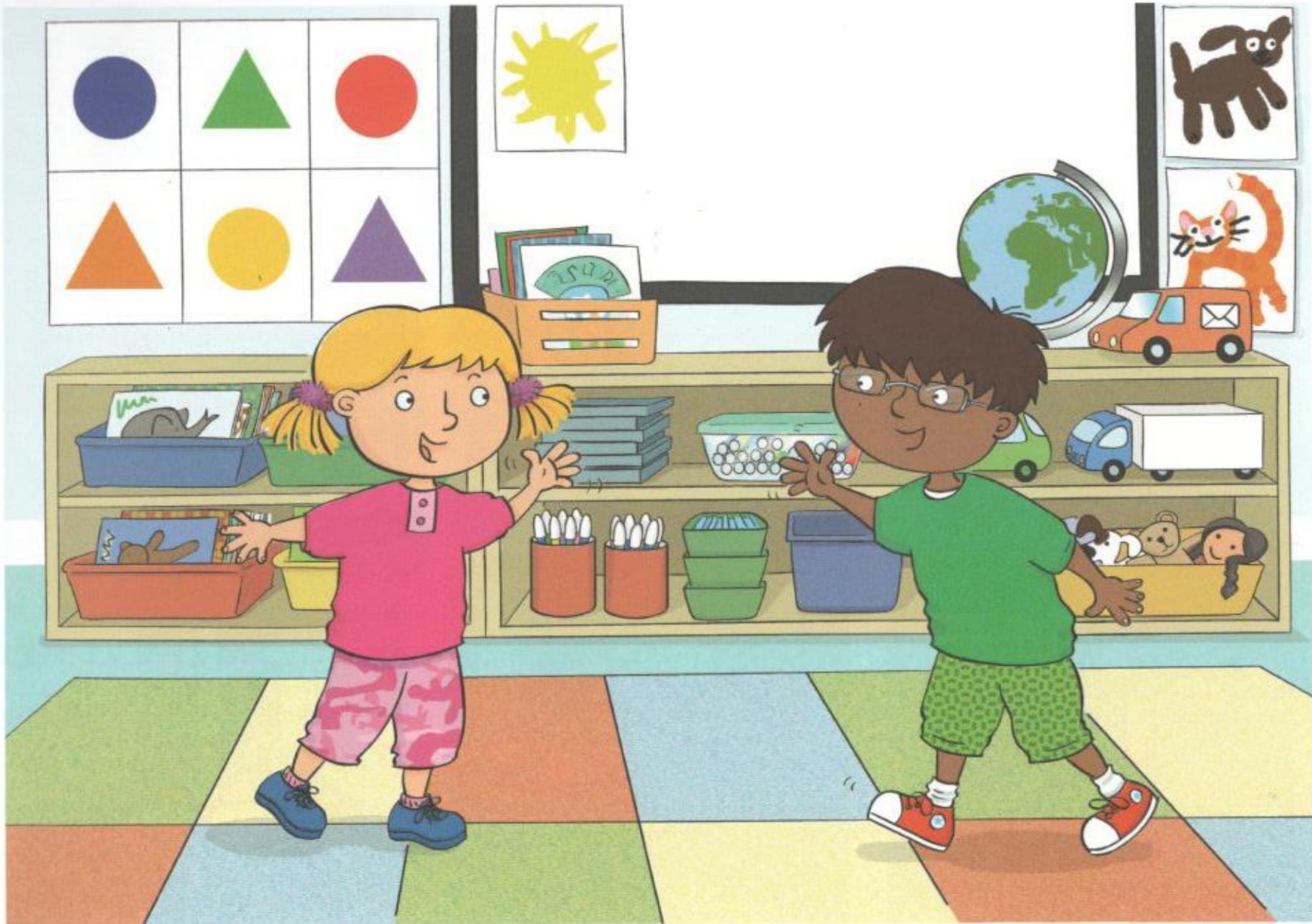
### Ending the lesson

**Aim:** to practise the chant

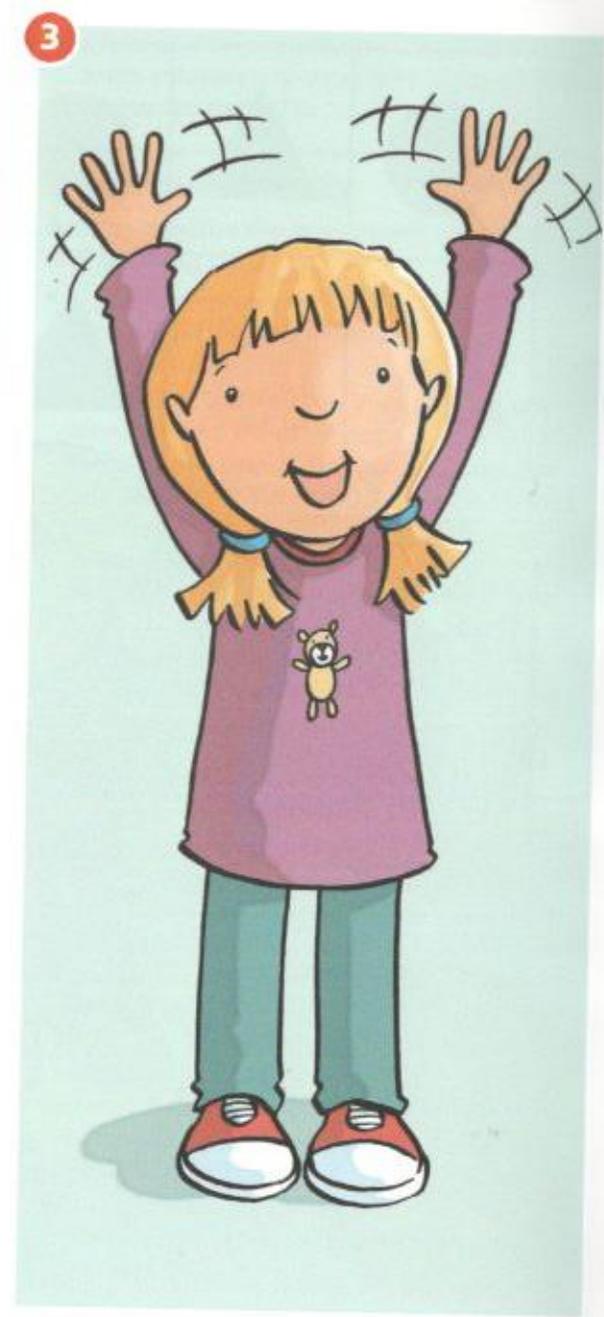
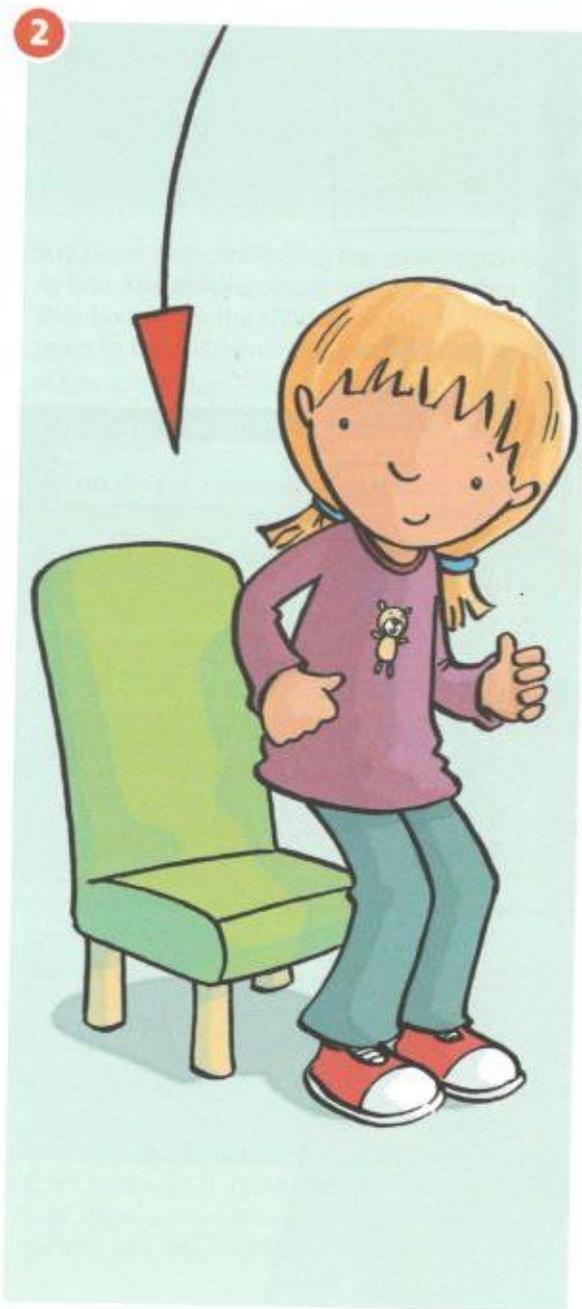
- Divide the class into two groups. Name one group *Mo* and the other group *Jo*. They stand up and face each other. Play the chant. For the first verse, *Mo* group say the *Hello* lines, while *Jo* group say the *I'm Jo* lines. They change lines for the second verse. Encourage them to wave at each other while saying *Hello*.
- End the lesson by waving and saying *Goodbye!* The children wave. Encourage them to say *Goodbye*.

2 CD1  
03

Listen and chant.



# Listen and act.



## Aims:

- to present and practise responding to *Stand up, Sit down, Say 'hello'*

**New language:** Stand up, Sit down, Say ...

**Recycled language:** *Hello! I'm ..., character names, Goodbye*

**Materials:** CD 1, flashcards (characters) or character masks (AB pages 93 to 96), the puppet (Polly), pencils

**Language competences:** The children will be able to follow classroom instructions.

## Warm-up

**Aim:** to review character names and *Hello! I'm ...*

- Review the character names with the flashcards.
- Hold the flashcard of Gina in front of your face or put on the Gina mask and say *Hello! I'm Gina*. Use a 'Gina' voice. Repeat for the other characters.
- Invite four volunteers to the front. Hand out the character flashcards or the four character masks to these children. They take turns to hold their flashcard up or put on their masks and say *Hello! I'm* (the character on the card). Encourage them to use a different voice for the characters. Repeat with different volunteers.

## Presentation

 **3**  **AB p6** Listen and act.

**Aim:** to present classroom instructions and practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Sit in the centre. Play the first line of the audio and do the action (*Stand up*). Encourage the children to copy you. Ask the children to sit down again. Play the first line again. Do the action along with the children. Play the next line and do the action (*Sit down*). The children copy you. Repeat for the rest of the recording.

- Play the audio again without pausing, doing the actions and saying *Hello* along with the children. Repeat this several times, until the children are following the instructions with ease. Play the audio for the children to follow the instructions without your help.

Audio script page T95

## Practice

**Aim:** to practise new instructions and listening

- Put on the Polly puppet. Make the puppet greet the class. Then make her say *Stand up*. The children stand. Repeat with the other new instructions *Say 'hello'* and *Sit down*. The children follow.
- Make Polly give the instructions in different orders and more quickly, as the children become confident.

 **3**  **AB p6** Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Help the children find AB page 6. Point to the first picture and say/ elicit *Look! Stand up*. Point to the second picture. Say/ Elicit *Say 'hello'*.
- Say *Listen and circle*. Trace a large circle in the air with your finger. Say *Draw a circle*. Encourage the children to copy you, practising the circle shape with their fingers in the air.

- Say *What can you hear?* Play the audio. *Hello?* (gesture 'yes'). Confirm the instructions in L1. Play the audio. Ask the children to point at the correct answer. They finish drawing the circle around the second picture. Circulate and elicit *Say 'hello'* from individual children.

Audio script page T95

## Extension activity

**Aim:** to practise responding to instructions

- Pretend to be a robot. Say *Hello!* in a robot voice, sit down with arms and legs making jerky movements like a robot and stand up in the same way. Repeat, encouraging the children to copy you.
- Explain to the class in L1 that they are all robots and you are going to give them instructions. The children stand up. Give instructions (e.g. *Sit down, Stand up, Say 'hello', Say 'goodbye', Sit down*). The children follow using robot movements and robot voices. Make this into a fun game by speeding up.

## Ending the lesson

**Aim:** to practise following instructions

- Divide the class into four groups. Name the groups Gina, Polly, Leo and Mike. Give instructions from the lesson, but naming a group each time, e.g. *Mike, stand up* (only the children in the Mike group stand up). Repeat with different instructions and character names. If your class have made the character masks, they can wear them for this game (e.g. all the children in the Gina group wear their Gina mask).
- End the lesson by asking each group to say *Goodbye*.

### Aims:

- to sing a song; to revise character names and encourage children to reflect on their learning

**New language:** *Clap your hands, Let's go*

**Recycled language:** *Stand up, Sit down, Say 'hello'*, character names

**Materials:** CD 1, flashcards (characters), coloured pencils or crayons

**Optional:** the puppet (Polly)

**Language competences:** The children will be able to join in with a song. The children will be able to reflect on their learning.

### Warm-up

**Aim:** to present *Clap your hands* and review classroom instructions

- Clap your hands. Encourage the children to copy. Say *Clap your hands* as the children clap. Choose individual children and say, e.g. *Elena, clap your hands*.
- Put on the Polly puppet. Make her give instructions to the class (*Stand up, Sit down, Say 'hello', Say 'goodbye'* and the new instruction *Clap your hands*). The children respond. Speed up as they become more confident.

### Presentation



**PB p7** Listen and sing.

**Aim:** to sing a song

- Help the children find PB page 7. Point to the children on PB page 7 and ask what they are doing in L1. Elicit *Hello*.
- Play the song. The children listen and point to the pictures.
- Play the song again. The children follow the instructions (they begin the song sitting down and stand up for the first line of verse 2).
- Play the song again, pausing to teach each line.
- Using L1 you may want to use the artwork as an opportunity to highlight how children can

be different but still an important part of our community. Emphasise how everybody wants to feel included and take part in all the same fun and games.

Audio script page T95

### Revision

- 4 **AB p7** Say the names. Colour the circles.

**Aim:** to review character names and create a record of learning

- Review the character names using the flashcards.
- Help the children find AB page 7. The children colour the circles if they can say the names on their own.
- Circulate and ask individual children to say the names.

### Extension activity

**Aim:** to practise giving instructions

- Put on the puppet. Make her greet the class and then 'sit' on your desk or a chair. Give Polly instructions and make the puppet 'follow' by doing the actions, e.g. *Stand up, Polly! Say 'hello', Polly! Clap your hands!* (Polly 'claps' her wings together), etc.
- Choose volunteers to give Polly instructions in the same way. Make the game funny by having Polly get tired/fed up as the children speed up their instructions.

### Ending the lesson

**Aim:** to practise the song

- Play the song. The children sing along and follow the instructions.
- Wave and say *Goodbye* to end the lesson. The children copy you.

Listen and sing.



1

# My class

1

CD1  
08

Listen and point. Say the words.



8

bag, pencil, book, chair

## Aims

- to present and practise classroom objects

**New language:** *bag, pencil, chair, book*

**Recycled language:** *Hello, Goodbye, character names (Leo, Polly, Mike, Gina)*

**Materials:** CD 1, flashcards (characters, classroom objects), classroom objects, the puppet (Polly), character masks, pencils

**Optional:** a strong light source, e.g. an adjustable lamp or projector, five or six familiar objects or toys which cast clear shadows (e.g. a pencil, a ball, a book, a teddy bear, a doll)

**Language competences:** The children will be able to name classroom objects.

## Warm-up

**Aim:** to review greetings and character names

- Say *Hello* in a whisper. The children whisper *Hello* back. Repeat with different tones of voice and volumes.
- Show the character flashcards and say the names. Repeat. Stick the flashcards on the board. Point to the characters in turn and say their names. The children repeat.
- Teach the chant below. Practise it line by line, then say it as a class. Point to the character flashcards on the board as prompts.

*Le, Le, Le, O, O, O, Leo! Leo! Leo!  
Gi, Gi, Gi, Na, Na, Na, Gina! Gina! Gina!  
Pol, Pol, Pol, Ly, Ly, Ly, Polly! Polly! Polly!  
Mike! Mike! Mike!*

- Remove the flashcards and stick the character flashcards (turned around to the blank side) on the board. Point to one of the masks. Ask *Who's this?* Repeat the question in L1. Elicit the name. Repeat for all the characters several times.

## Presentation

 **1** **AB p8** Listen and point. Say the words.

**Aim:** to present classroom objects

- Help the children find page 8 of the PB. Point to the picture on PB page 8 and ask *Where's Polly?* The children point to Polly. Repeat with the other characters.
- Point to the classroom objects in the picture and ask *What's this?* The children reply in L1. Say *Listen*. Play the audio. The children just listen the first time. Say *Listen and point*. Play the audio. The children point. Play the audio again. The children point and say the words.

Audio script page T95

## Practice

- Put your bag, a book and a pencil on your desk. Place your chair so the children can see it. Point to one of the items (e.g. the chair) and ask *What's this?* The children give the answer in chorus. Repeat for the other objects.
- The children stand up. Ask them in L1 to put their Pupil's Books in their bags and put their bags, Activity Books and just a pencil on their table. Say one of the four classroom objects. The children point to the correct item. Repeat several times, getting faster and faster.
- Ask the class to sit down and open their Activity Books.

1

**1** **AB p8** Look and match. Say the words.

**Aim:** to practise classroom objects and recognising shapes

- Help the children find AB page 8. Point to each object in turn and say the words. The children copy you. Repeat. Ask volunteers to point to the pictures on the right and say the words.
- Say *Look and match*. Show the children how to draw lines from left to right to match the objects. They draw using pencils. Monitor and make sure they are tracing from left to right and using the correct grip. Circulate and ask individual children to point at the pictures and say the words.

## Extension activity

**Aim:** to raise awareness of how shadows are created

- Put Polly near your light source (a lamp or projector) so that the children can see her shadow on the wall. Say the word *Shadow* and elicit the translation in L1.
- Place other items, toys or the character masks near the light source to make different shadows. Say *What's this?* or *Who's this?* Elicit the words in L1 or English.

## Ending the lesson

**Aim:** to review classroom objects

- Stick the classroom object flashcards on the board. Put on the Polly puppet. Make Polly 'point' to each flashcard on the board and ask *What's this?* The children say the word. Do this several times.
- Play *Disappearing flashcards* using the classroom objects flashcards (see Introduction, page xvii).

## Aims

- to present *Look! It's my ...* and practise classroom objects; to say a chant

**New language:** *Look! It's my (chair)*

**Recycled language:** classroom objects

**Materials:** CD 1, flashcards (classroom objects), classroom objects, the puppet (Polly), pencils

**Optional:** Yes/No cards (AB pages 91 and 92)

**Language competences:** The children will be able to refer to their possessions. The children will be able to join in with a chant.

## Warm-up

**Aim:** to review classroom objects

- Show the classroom object flashcards in turn. Say the words. The children repeat. Show the flashcards again. The children say the words without you.
- Play *No, Polly* (see Introduction, page xvii), using real classroom objects.

## Presentation

 **CD 1**  **PB p9** Listen and trace. Chant.

**Aim:** to present *Look! It's my ...* and say a chant

- Help the children to find PB page 9. Point to each object at the bottom of page 9 and ask *What's this?* The children say the words. Show how to follow the lines from the children to the objects with your finger. The children copy.
- Say *Listen and trace*. Play the first verse of the chant and show how to trace the first line from the boy to the chair with a pencil. Do the same for the next three verses. Circulate and check they are tracing from left to right and using the correct grip. Play the whole chant for the children to listen and check.

- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in. They point to or hold up their own possessions as they say each verse (chair, pencil, bag, etc.).

Audio script page T95

## Practice

- Place a book, a bag and a pencil on your table at the front of the class. Point to each item and say *Look! It's my (book)*.
- Put on the Polly puppet. Say to Polly *It's my bag*. Polly 'flies' to your bag and lands on it. Say *Well done, Polly!* The children clap. Repeat with the other objects. Call a volunteer to the front. Say, e.g. *It's my book*. The child points to the correct object. Repeat with different volunteers.
- Move around the class. Point at an item which belongs to an individual child (book, bag, pencil or chair). Encourage the child to say *It's my (book)*. Repeat with different children.

 **CD 1**

 **AB p9** Listen and join the dots. Say the sentence.

**Aim:** to practise listening, pencil control and classroom objects

- Help the children find AB page 9. Point to the first picture and show children how to join the dots with a pencil. Say *Listen and join the dots*.
- Play the audio. The children listen and find the first picture. Pause until everyone has finished. They join the dots as they find each picture.
- Play the audio again. The children point at their pictures and repeat the words and the sentence.

Audio script page T95

## Extension activity

**Aim:** to practise *It's my ...* and classroom objects

- Give each child their Yes/No cards. Show the Yes card, smile and nod and say *Yes!* The children copy. Show the No card, frown and say *No!* The children copy. Repeat until they are doing this with ease. Say Yes or No in different orders. Children pick up the correct card.
- Show the children one of your classroom objects and say a false sentence, e.g. show a pencil and say *It's my bag*. The children say *No!* and hold up the No card. Repeat with different objects, mixing up true and false sentences.

## Ending the lesson

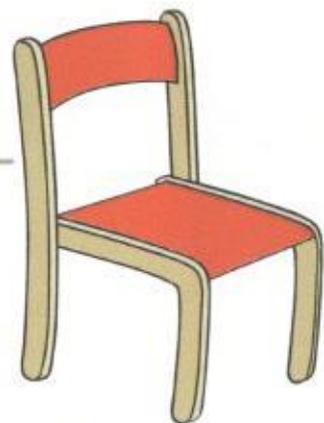
**Aim:** to practise the chant

- Divide the children into four groups. Name them Chair, Pencil, Bag and Book. Play the chant. The children in each group stand up and join in with the correct verse.

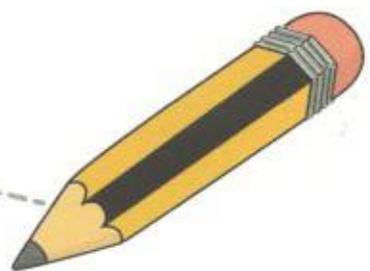
2 CD1 09

Listen and trace. Chant.

1



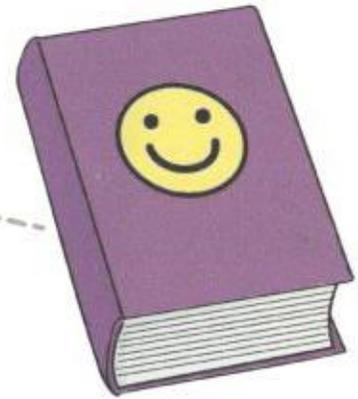
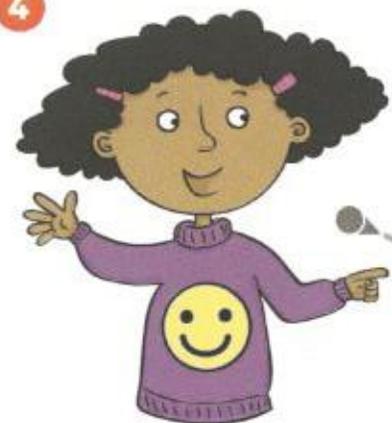
2



3

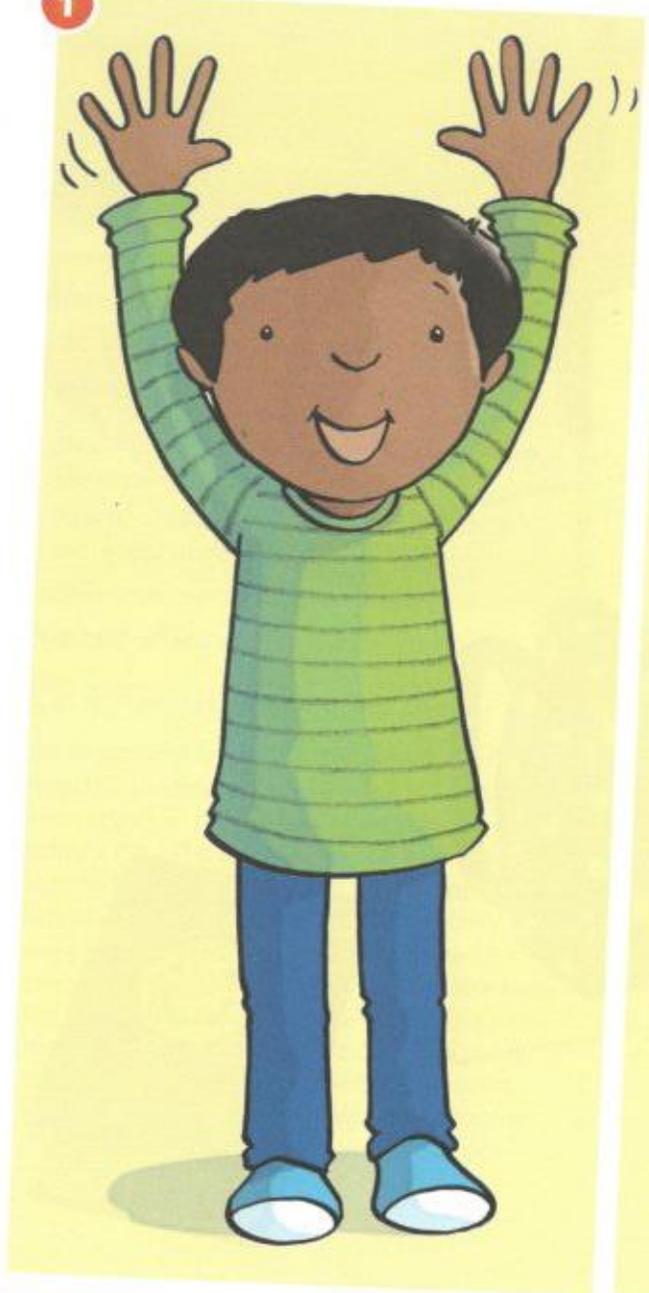


4

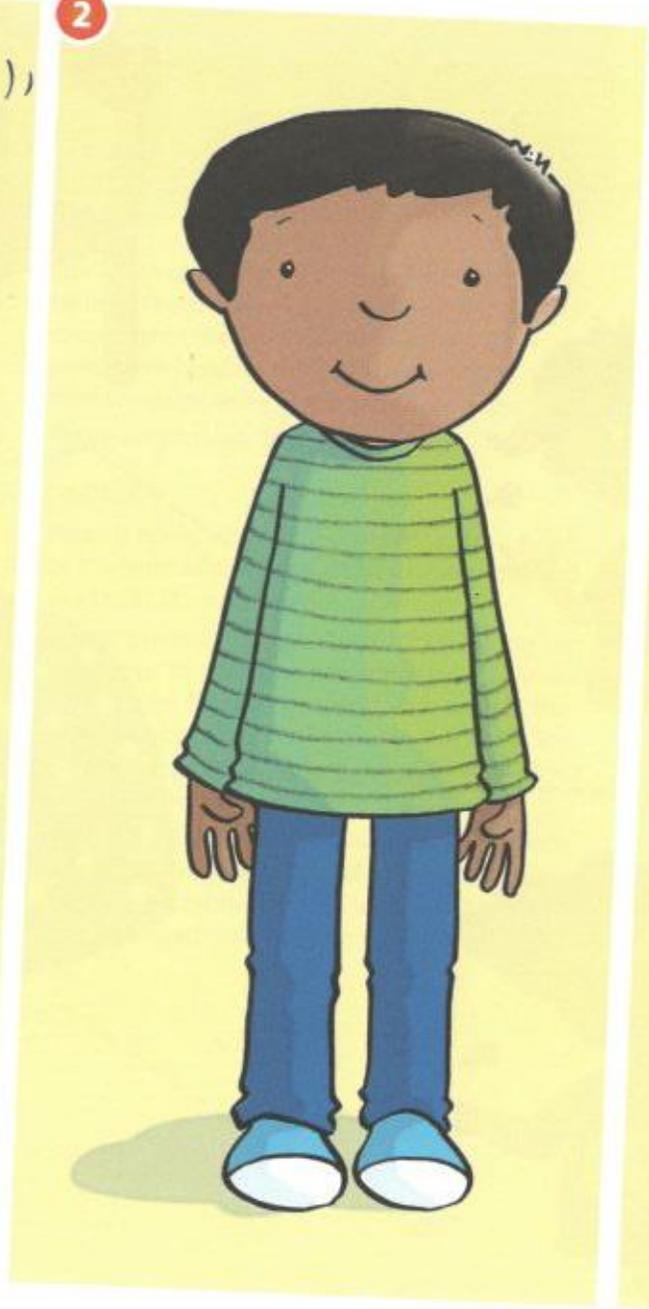


Listen and act.

1



2



3



## Aims

- to present and practise *Hands up, Hands down*; to practise following instructions

**New language:** *Hands up, Hands down*

**Recycled language:** classroom objects, *Look! It's my (chair), Clap your hands, Stand up, Sit down*

**Materials:** CD 1, flashcards (classroom objects), classroom objects, the puppet (Polly), pencils

**Language competences:** The children will be able to follow classroom instructions.

## Warm-up

**Aim:** to review referring to possessions

- Review the classroom objects with the flashcards or real items.
- Do one of the mimes below. The children say the correct object, e.g. *Bag. Say Yes! It's my (bag).*

Bag = Picking up a rucksack and putting it on your back.

Pencil = Sharpening a pencil and then writing with it.

Chair = Lifting a chair, putting it down and then sitting on it.

Book = Taking a book off a shelf, opening it and looking through the pages.

- Invite volunteers to do one of the mimes for the class. When their classmates guess, encourage them to say *Yes! It's my ...*
- Show items of your own and say, e.g. *Look! It's my pencil.* The children do it in pairs.

## Presentation

 **CD 1** PB p10 Listen and act.

**Aim:** to review classroom instructions and present *Hands up, Hands down* to practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Sit in the centre. Clap your hands and say the

phrase at the same time. The children copy. Repeat with *Stand up* and *Sit down*. Do this until the children are joining in with ease. Then give instructions without doing the actions yourself.

- Play the first line of the recording and do the new action (*Hands up*). Encourage the children to copy you. Play the next line and do the new action (*Hands down*). The children copy you. Repeat for the rest of the recording.
- Play the audio again without pausing, doing the actions along with the children. Repeat this several times, until the children are following the instructions with ease. Then play the audio for the children to do the actions without your help.
- Give the children instructions in a different order, adding *Stand up* and *Sit down*, e.g. *Stand up, Hands up, Clap your hands, Hands down, Sit down*. They follow your instructions. Speed up when they are confident.

Audio script page T95

## Practice

 **CD 1** AB p10 Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Help the children find AB page 10. Point to the first picture and say/ elicit *Look! Hands up*. Point to the second picture. Say/ Elicit *Hands down*.

1

- Say *Listen and circle*. Trace a large circle in the air with your finger. Say *Draw a circle*. Encourage the children to copy you, practising the circle shape with their fingers in the air.
- Say *Listen. Hands down or hands up?* Play the audio. Ask the children to point at the correct answer. They draw the circle around the second picture and say *Hands down*.

Audio script page T95

## Extension activity

**Aim:** to practise classroom instructions

- Clap your hands once and then do one action. Say the action at the same time, e.g. *Hands up*. The children copy you. Repeat with different actions. Once the children are saying the actions confidently, do just the actions, and ask the children to say the words.

## Ending the lesson

**Aim:** to practise following instructions

- The children stand behind their desks, with their chairs nearby. Ask them to put a pencil and a book on their desks. Put on the Polly puppet. Polly gives instructions (e.g. *Stand up, Hands up, Hands down, Clap your hands, Sit down*). The children follow. Once the children are following with ease, introduce new instructions with the items on their desks (e.g. *Pencils up, Pencils down, Books up, Books down*). Repeat all the instructions in different orders and speed up.

## Aims

- to present and practise *Tidy up (your) (bag)*; to review classroom instructions; to sing a song

**New language:** *Tidy up (your ...)*

**Recycled language:** classroom objects, *Stand up, Sit down, Clap your hands, Hands up, Hands down*

**Materials:** CD 1, the puppet (Polly), pencils

**Optional:** small bag, a pencil, a book and a cardboard box/basket for each team of three to six children (the cardboard box/basket must be large enough to hold the bag, pencil and book)

**Language competences:** The children will be able to join in with a song.

## Warm-up

**Aim:** to review classroom instructions

- Give instructions (*Stand up, Hands up, Hands down, Sit down, Clap your hands*). The children follow.
- Ask the children to put their bag, pencil and book on their desks.
- Play *Polly says ...* (see Introduction, page xvii). Review known instructions and include *Bags up/down, Pencils up/down and Books up/down*.

## Presentation



**PB p11** Listen and sing.

**Aim:** to present *Tidy up your (chair) and sing a song*

- Ask about known classroom objects on PB page 11. Say, e.g. *Point to a chair*. The children point. Ask in L1 what the children in the picture are doing. Elicit that they are tidying up and say *Tidy up* in English. The children repeat.
- Play the song. The children just listen.

- Play the song again. The children look at the picture and point to the book, chairs, pencils or bag at the appropriate point in the song.
- Play the song again, pausing to teach each line. When they are confident, they can stand up and mime tidying up each of the items mentioned as they sing.

Audio script page T95

## Practice

**4** **AB p11** Follow the path.

**Aim:** to practise *Tidy up and pencil control*

- Point to the book and ask *What's this?* Elicit *Book*. Say *Tidy up your book*. The children repeat. Mime drawing a line from the girl, through the maze to the shelf. The children use a pencil to solve the maze. Circulate and check they are drawing a line from left to right and using the correct grip. Encourage the children to chant *Tidy up your book* as they draw.

## Extension activity

**Aim:** to practise following instructions and take part in a team game

- If possible, move your class into the playground, school gym or an empty classroom.
- Divide the class into teams of three to six. The teams stand in lines, with one child at the front. In front of each team, place a bag, then a pencil and a book and, furthest away, a cardboard box/basket. Make sure there is plenty of space between each object.
- Show the children how to play. Say *Tidy up your bag*. The first child in each team runs to pick up the bag in their line of objects, puts it in the box/basket and runs to the back of their team. Say *Tidy up your pencil*. The children now at the front run, pick up their team's pencil and put it in their box/basket. They run to the back of their team. Do the same for the book.
- Practise the game slowly at first. You will need to take the objects out of the boxes/baskets once you have given all three instructions, and place them in line again. Mix up the order of the instructions to keep children listening carefully.
- Make the game competitive – the fastest child wins a point each time.

## Ending the lesson

**Aim:** to practise the song

- Say *Listen and tidy up!* Play the song. The children sing and tidy up their own books, chairs and pencils and close their bags.

**Note:** You can play this song and tidy up at the end of every lesson.



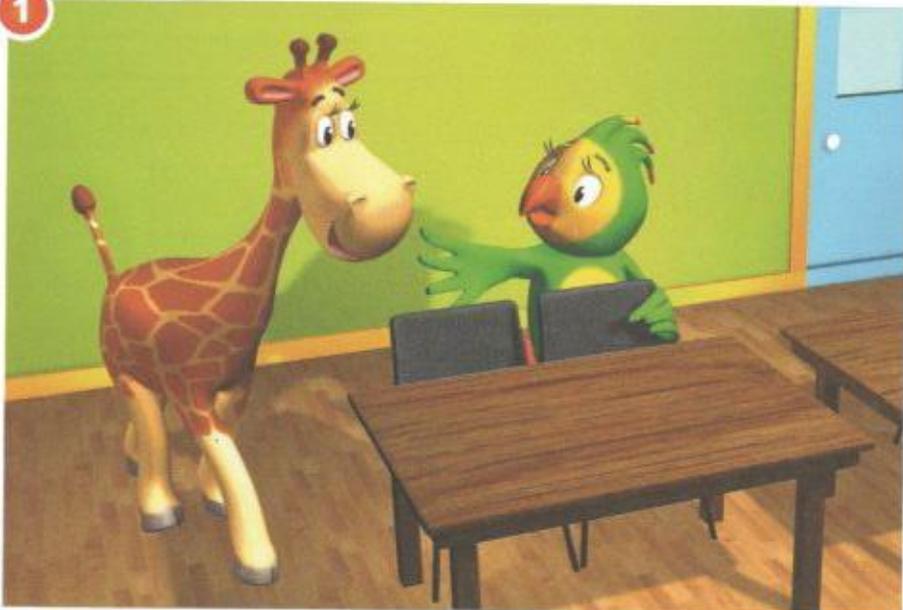
Listen and sing.

1

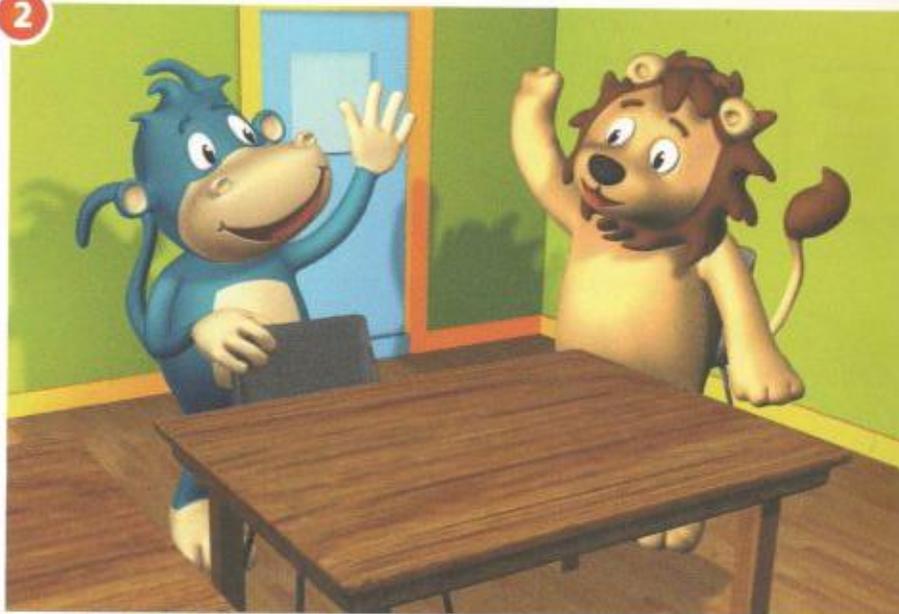


# The chair

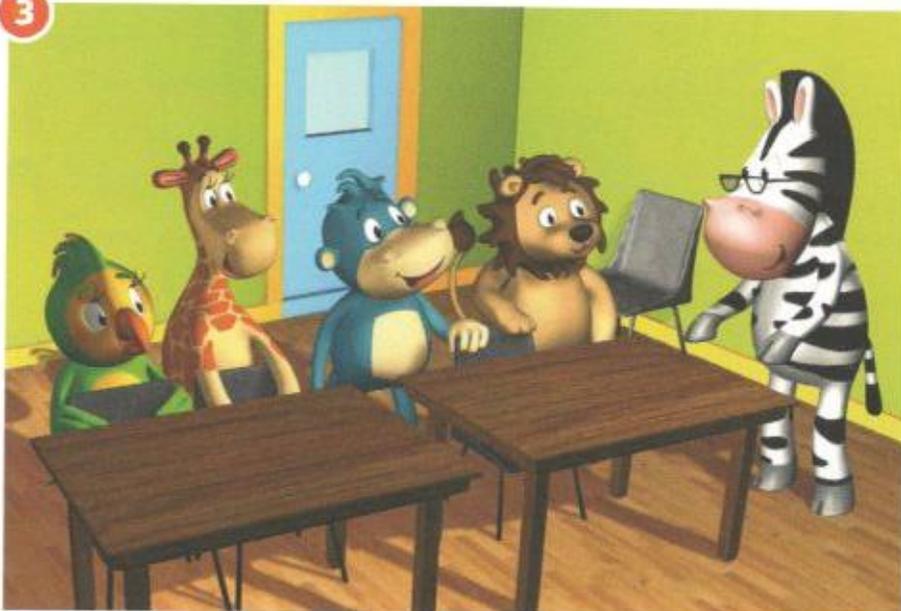
1



2



3



4



## Aims

- to present a picture story; to review language from the unit

**New language:** *please, stop it, sorry*

**Recycled language:** *classroom objects, Hello, Sit down, It's my chair*

**Materials:** CD 1, flashcards (characters, classroom objects), the puppet (Polly), character masks

**Language competences:** The children will be able to listen and follow a picture story.

The children will be able to use *please*.

## Warm-up

**Aim:** to review characters and classroom instructions

- Show each of the character flashcards and ask *Who's this?* Children say the names. Repeat. Stick the flashcards on the board.
- Put on the Polly puppet. Play *No, Polly!* (see Introduction, page xvii) with Polly pointing at the character flashcards and saying the wrong names.
- Make Polly give instructions to review *Stand up, Sit down, Clap your hands, Hands up and Hands down*. The children listen and follow.

## Presentation

 **CD1**  **PB pp12-13** Story: The chair

**Aim:** to listen and follow a picture story

- Point to Polly in the first picture on PB page 12 and ask *Who's this?* The children say *Polly*. Repeat for *Gina*. Ask where Polly and *Gina* are in L1 (in the classroom / at school). Point to the characters in picture 2 and ask their names. Point to the new character in picture 3 and ask *Who's this?* The children tell you in L1 that it's the animals' teacher, a zebra. Point to the chair and ask *What's this?*

- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. The children explain what's happening in L1. Elicit translations for *please, stop it and sorry*.
- Divide the class into four groups. Name each group after one of the characters in the story. They put on the appropriate character mask. Ask the children to put a bag, a pencil and a pen on their desks and stand up. Give instructions using *please*, e.g. *Leo! Sit down, please* (only the children in the Leo group sit down). Repeat with different instructions and character names. Include new instructions *Pencils up, please, Bags down, please*, etc.

Audio script page T95

## Practice

 **CD1**  **AB p12** Listen and colour the correct circle.

**Aim:** to listen and identify the correct picture

- Point to the first picture on AB page 12. Ask *Who's this?* The children say the name. Repeat for the second picture. Say *Listen. Mike or Gina?* Play the audio. Elicit the answer *Mike*.
- Show the children how to colour the correct circle. Play the audio again. Check their work as they colour.
- Play the recording again. The children repeat Mike's line.

Audio script page T95

1

## Extension activity

**Aim:** to practise careful listening and classroom instructions

- Put on the puppet. Make Polly say *Stand up* to the children in an impolite way. Gesture to the children to remain sitting down. Say *Polly! Say 'please'!* Make Polly say *Stand up, please!* The children stand up.
- Explain in L1 that the children must only do what Polly says if they hear the word *please*. Make Polly give different instructions, some with *please*, some without. The children only carry out the polite ones!

## Ending the lesson

**Aim:** to practise *please*

- Elicit a translation for *please*. Show the classroom object flashcards. The children say the words. Repeat with the characters. Stick all the flashcards on the board at a height your class can reach.
- Invite a volunteer to the board and say, e.g. *Pencil, please*. The child takes the flashcard from the board and passes it to you. Say *Thank you*. Repeat with different volunteers.
- Ask the children to put a pencil, a book and a bag on their desks. Children practise asking for items in pairs by saying, e.g. *Book, please*.

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** classroom instructions, classroom objects, language from the story

**Materials:** CD 1, flashcards (characters), Unit 1 stickers, coloured pencils or crayons, the puppet (Polly)

**Optional:** character masks, three chairs

**Language competences:** The children will be able to appreciate the values shown in the story. The children will practise saying *sorry*.

## Warm-up

**Aim:** to review classroom instructions and *please*

- Show the character flashcards. The children say the names.
- Mix the flashcards up and hand them out randomly to four children. Give instructions using *please*, e.g. *Leo! Stand up, please.* The child with the Leo flashcard stands up. Repeat with different instructions for the four children. Then take back the flashcards by asking, e.g. *Leo, please. Say Thank you* when the child gives you the card. Repeat with four different children.

## Practice

5 CD1  
15

**PB pp12-13** Story: The chair  
Listen to the story. Stick.

**Aim:** to review the story

- Ask the children to tell you what they remember about the story in L1.
- Play the story again, pausing after each picture to ask about the names of the characters, the classroom objects in the picture and what is happening.
- Hand out the stickers for Unit 1. Say, e.g. *Bag.* The children point to the correct sticker on the sheet. Repeat for the other items.
- Point to the picture on PB page 13. Say *Where's*

*the bag?* The children point to the sticker outline. Mime peeling the sticker of the bag off the sheet. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick it, please.* Mime sticking it in the right place. The children stick the sticker in their books. Repeat for the other stickers.

Audio script page T95

## Story values **PB pp12-13**

**Aim:** to think about the meaning of the story: being kind and saying *sorry*

- Play the story again. The children listen and point. Pause after picture 4 and talk in L1 about the way the characters are feeling. Ask in L1 *Why are Leo and Mike fighting?* (Because they both want the chair.) *How does the teacher feel?* (Annoyed./Angry.) *Why?* (Because this isn't the way we behave in class/it isn't kind.) Play the rest of the story and ask in L1 *What do Leo and Mike say at the end of the story?* Elicit *Sorry* in English and in L1. Ask the children when would they say *sorry*. Talk about how important it is to say *sorry* to a friend if you have upset him/her.
- Say *Sorry!* The children repeat. Say the word at different volumes. The children repeat it at the same volume each time.

6 **AB p13** Complete the face. Colour the picture.

**Aim:** to apply values from the story to new situations

- Tell the children in L1 *We're going to look at some children now. Look at the picture and think. Is he kind?* Help the children find AB page 13. Point to the happy face and explain in L1 that if they think the boy is doing the right thing and saying *sorry*, they trace a happy smile. Show them how to trace the line with a pencil. Circulate and check as they trace. Then the children can colour the picture.

## Extension activity

**Aim:** to reinforce understanding of the story

- Invite five volunteers to the front. Assign them the roles of Gina, Polly, Leo, Mike and the teacher. The children playing the main characters put on the masks. Arrange three chairs near the children. Play the story. The children act out the story along with the CD. Encourage the children to join in with the CD and the child who is playing the teacher to act like a teacher.
- Invite another group of five children to come to the front and act.

## Ending the lesson

**Aim:** to practise saying *sorry*

- Put on the Polly puppet. Make Polly pick up a pencil from your desk and throw it on the floor. Point to the pencil, look angry and say *Polly! Look! It's my pencil!* Make Polly look down/sad and have her say *Sorry!* Repeat with Polly throwing or knocking items belonging to individual children on the floor (books, bags, pencils). Encourage the children to say *Polly! Look! It's my ...* Have Polly say *sorry* each time.
- Invite volunteers to wear Polly and practise saying *sorry* in the same way.

5

1



Family fun!

Value: Saying sorry 13

# School behaviour

6  Listen and point. Say the words.



## Aims

- to integrate other areas of the curriculum through English: Social studies

**New language:** *Listen, Join in*

**Recycled language:** *Look, classroom instructions, Hello! I'm ...*

**Materials:** CD 1, the puppet (Polly), a piece of paper or card for each child with a simple outline of a person, coloured pencils or crayons, an outline drawing of you (coloured in with the correct hair colour, clothes, etc. (as on AB page 14))

**Optional:** a soft ball

**Language competences:** The children will be able to recognise social skills required in the classroom.

## Warm-up

**Aim:** to review classroom instructions and encourage children to work together

- Put on the puppet. Give the class instructions using Polly, e.g. *Stand up, please. Hands up. Hands down. Sit down. Clap your hands. Pencils up.*
- Invite four to six volunteers to the front. They stand in a row. Say *Listen and say*. Explain to the first child in L1 that he/she needs to listen to your instruction and then tell it (in English) to the next child. He/She mustn't actually do the action. Explain that you want the instruction to get to the last person in the row, then he/she does the action and says it. Tell the children at the front to listen very carefully to their friends. Whisper an instruction into the first child's ear. He/She whispers it to the next person and so on down the line. The last child does the action and says the instruction, then goes to the beginning of the line. Repeat with a different instruction.
- Talk briefly in L1 about how important it is to listen in class. Explain that in today's lesson you are going to think about other things which are important when we are in a group at school.

## Presentation



**CD 1** **PB p14** Listen and point. Say the words.

**Aim:** to present social skills

- Ask the children to look at PB page 14. Elicit *Look* and *Listen* for the first two photos.
- Play the recording. The children listen and point to each photo in turn.
- Translate *join in* into L1. Talk about the way we need to join in with activities and games in class. Remind children to use *please* and *sorry* and be kind.

Audio script page T95

## Practice



**AB p14** Make a model of yourself.

**Aim:** to take part in a craft activity and encourage recognition of self to revise *Hello! I'm ...*

- Show the pictures on AB page 14. Explain in L1 that you are all going to make models of yourselves. Hold up a simple outline you have completed of yourself (with the correct hair colour, clothes, etc.). Make the outline say *Hello! I'm* (your name).
- Hand an outline of a person on paper or card to each child. Say *Colour you!* Circulate and help the children draw the face and use the correct colours for their hair, tops, trousers, etc.

1

- Ask volunteers to show their finished models to the class and say *Hello! I'm* (name).

**Note:** If you wish, the children can stick their models onto a piece of poster paper with the title *Our class*. Display the finished poster and say *Look, our class!* Explain in L1 that we all need to work together in class.

## Extension activity

**Aim:** to encourage the children to join in and focus on their classmates

- If possible, move your class out into the playground, school gym or an empty classroom.
- Ask the children to stand in a circle. Say the name of one of the children. The class repeat. Throw the soft ball to that child. The child says the name of one of his/her classmates. The children repeat it. Then he/she throws the ball to that child, and so on. Say *Join in!* They can also say *sorry* if they throw the ball too hard.

## Ending the lesson

**Aim:** to review social skills from the lesson

- Teach the following mimes for the three skills from the lesson:  
*Look* = Hold both hands up to your eyes, as if looking through binoculars.  
*Listen* = Cup one hand around one ear.  
*Join* = Join your hands together in front of you as if shaking hands with yourself.
- Say each word. The children mime. When they are confident with the mimes, they say and mime at the same time.
- Say the words in a rhythmic phrase while you mime: *Look, Listen, Please, Join in.* The children copy.

## Alms

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** *Look, Listen, Join in*, classroom objects

**Materials:** flashcards (classroom objects), the puppet (Polly)

**Optional:** play dough or modelling clay (one piece for each child)

**Language competences:** The children will be able to use language from the unit. They will be able to reflect on their learning.

## Warm-up

**Aim:** to review social skills

- Repeat the mime and chant from the previous lesson (see page T14, Ending the lesson). Talk briefly in L1 about the importance of looking, listening and joining in.

## Revision

- 7** **Think!** **PB p15** Look and complete the faces.

**Thinking skills:** classifying behaviour

- Draw two faces with eyes but no mouths on the board (like the ones on PB page 15). Draw a smile on one face, a sad mouth on the other. Ask in L1 which is *Yes* and which is *No*. Ask the children to practise drawing a happy face and a sad face on a piece of paper or with their fingers in the air.
- Point to the children in the first picture on PB page 15. Say *Yes*. *Look!* Show the children how to trace the sad mouth on the face. Explain in L1 that the children need to look at the other picture and trace the happy mouth on the face if they think the behaviour is good. Circulate and help as necessary.

- Check answers. Elicit in L1 that the children are listening and joining in in the second picture. Point at the pictures and say *Look, Listen, Join in*. The children repeat.

- 8** **AB p15** Say the words. Colour the circles.

**Aim:** to create a record of learning

- Point to the pictures on AB page 15. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

## Extension activity

**Aim:** to review classroom object vocabulary

- Make a play dough model of a chair. Show the class and ask *What's this?* Tell the children they are going to make models of the classroom items from the unit. Stick the classroom object flashcards on the board and elicit the words.
- Hand out play dough to each child. The children make a model for each of the words (or they work in pairs and make two models each). Circulate and help as necessary. Ask *What's this?* Show some of the best models to the class.

## Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

## Phonics

- See page T80 for Unit 1 Phonics.

## Review

- See page T90 for *Hello!* unit & Unit 1 Review.

7 Think! Look and complete the faces.

1



2



2

# My colours

1 CD1  
20

Listen and point. Say the colours.



## Aims

- to present and practise colours

**New language:** *red, blue, green, yellow*

**Recycled language:** *classroom objects, Hello, Look, Polly, Gina*

**Materials:** CD 1, flashcards (colours), the puppet (Polly), red, blue, green and yellow flags or scarves in a bag, coloured pencils or crayons, items to sort into colour groups (e.g. red, blue, green and yellow feathers, crayons, beads, ribbons, etc.)

**Optional:** classroom objects that are red, blue, green and yellow

**Language competences:** The children will be able to name colours.

## Warm-up

**Aim:** to introduce colours

- Put on Polly the puppet and make her say *Hello* in a friendly way as before. The children say *Hello, Polly*.
- Polly says *Look! A bag!* and flies to get the bag with the scarves or flags in the four colours (red, blue, green, yellow). Take a scarf/flag from the bag very slowly and make Polly look at it and say, e.g. *Look! Red!* The children repeat the colour if they wish. Repeat with all the scarves/flags.
- Put the scarves/flags back in the bag.
- Make Polly take the bag in her beak and fly away.

## Presentation



**1** **PB p16** Listen and point. Say the colours.

**Aim:** to present colour words

- Point to the picture on PB page 16. Point to Polly and say *Who's this?* Elicit *Polly*. Repeat for Gina. Say *Listen*. Play the audio. The children just listen.
- Say *Listen and point*. Play the audio. Show the children how to point at the colours on Gina's

palette. Say *Listen and point* again. Play the audio again. The children point.

- Say *Say the colours*. Play the audio again. The children point and say the words.

Audio script page T96

## Practice

- Put a selection of coloured items onto different tables (e.g. feathers on one table, beads on another, crayons on another). Tell the children to sort them into red, blue, green and yellow piles. The children say the colours as they do the activity.
- Put on Polly the puppet and make her fly around, checking the activity and asking individual pupils to say the colours.

**1** **AB p16** Look and colour. Say the colours.

**Aim:** to practise colours

- Point to the classroom objects in the picture. Ask *What's this?* The children say the words.
- Point to the dots on the bag and say/ elicit *Red*. Show a red crayon or pencil and mime colouring red all the spaces marked with a red dot. Repeat for the other colours. Say *Look and colour*. Circulate and check that the children are colouring using the correct colours. Ask individuals to say what colour they are using.

- When the children have finished colouring say *Say the colours*. Point to the picture of the book. Ask *What's this?* Elicit *Book and Yellow*. Repeat for the other items.

## Extension activity

**Aim:** to practise colour recognition and pronunciation

- Before the lesson hide some red, blue, green and yellow pencils/crayons/books around the classroom (there should be one for each child). In L1 explain that there are objects hidden around the room and that each child must find one of them. When they have found one (pencil) they take it back to their table and sit down.
- Give the children two minutes to find one (pencil) each.
- Hold up a (blue) (pencil) at the front of the class and say *Blue*. The children say the colour. Ask individual children to hold up the object they found, say the colour and name the object.

## Ending the lesson

**Aim:** to review colours

- Put on the puppet. Play *Disappearing flashcards* using the colour flashcards (see Introduction, page xvii).

## Aims

- to practise describing classroom objects using colours; to say a chant

**New language:** *It's (yellow)*

**Recycled language:** *red, blue, green, yellow, classroom objects, Look! It's my ...*

**Materials:** CD 1, the puppet (Polly), flashcards (classroom objects and colours), coloured pencils or crayons, Yes/No cards

**Optional:** pieces of plain white paper for drawing, a drawing you have made and coloured e.g. a green bag

**Language competences:** The children will be able to talk about the colours of classroom objects. The children will be able to join in with a chant.

## Warm-up

**Aim:** to practise colour words and listening skills

- Review the colours with the flashcards.
- Make sure the children each have red, blue, green and yellow pencils/crayons.
- Put on the puppet. In L1 tell the children that Polly is going to check that she has the correct coloured pencils/crayons today.
- Say *Blue*. Polly finds and holds up a blue pencil/crayon. Repeat for the other colours. Make Polly nod/clap excitedly after she finds each colour.
- Tell the children that Polly wants to know whether they have the correct colours, too. Polly says, e.g. *Red*. The children hold up their red pencils/crayons. Repeat for the other colours and circulate with Polly to check and praise.

## Presentation

 **CD 1** **PB p17** Listen and colour. Chant.

**Aim:** to present *It's (yellow)* and say a chant

- Point to each of the items on PB page 17 asking *What's this?* The children say the word.

- Make sure the children have the right coloured pencils/crayons. Say *Listen and colour*. Play the first verse of the chant and show how to choose the correct object and colour it. Play the chant. Pause to give the children time to colour.
- Say *Listen and chant*. Play the chant again verse by verse. The children listen and repeat. Play the whole chant for the children to join in. They point to the pictures they coloured in as they chant.

Audio script page T96

## Practice

- Have the Yes/No cards ready. Put on the puppet. Say *Look, Polly!* Pick up, e.g. a blue book. Say *Look! It's my book. It's red*. Make Polly shake her head and hold up the No card. Make her say *It's blue!* Repeat with another object, but say the correct colour. Polly nods her head and holds up a Yes card.
- Give out the Yes/No cards. Hold up a red pencil and say *Look! It's my pencil. It's yellow*. Make Polly hold up a No card. The children copy and join in with Polly as she says *It's red!* Repeat for other objects and colours, mixing correct and incorrect sentences. The children hold up their Yes/No cards, following Polly's lead.
- Once the children are following with ease, play the game without Polly helping.

**2** **AB p17** Look and colour. Say the sentences.

**Aim:** to practise *It's (yellow)*

- Elicit the colours at the top. Say *Look and colour*.
- Show the children how to follow the line from the red paint to the car. Point to the blue paint. The children follow with their fingers in the same way. They colour the car blue. Repeat for the last car.
- Point to the red car and say *It's red*. The children point at the car and repeat *It's red*. Point to the other pictures. The children say the sentences all together. Call on volunteers to point to a picture in their book and say *It's ...* and the colour.

## Extension activity

**Aim:** to practise talking about a picture

- Stick the classroom object flashcards on the board. Tell the children to choose one of the objects to draw.
- Tell the children to colour their object red, green, blue or yellow.
- Hold up the drawing you did. Say *Look! It's my bag. It's green*.
- Choose volunteers to come to the front and talk about their pictures in the same way.

## Ending the lesson

**Aim:** to practise the chant and thinking skills

- Stick the classroom object flashcards on the board. Say a verse from the chant, adapting it for the colour of the object on the flashcard, e.g. *Look! It's my chair. It's red, it's red. Look! It's my chair. It's red, it's red*.
- Repeat with different flashcards. Encourage the children to join in and check pronunciation.

2 CD1 21 Listen and colour. Chant.

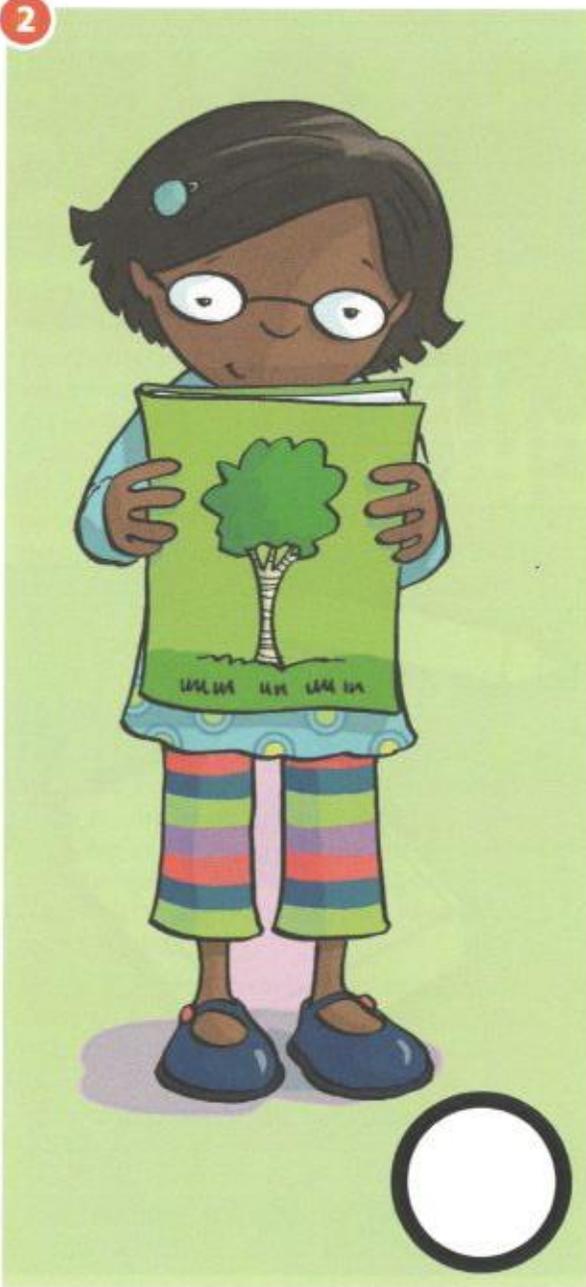


# Listen and act. Listen and colour.

1



2



3



## Aims

- to present and practise *Show me something ...*; to practise following instructions

**New language:** *Show me something ...*

**Recycled language:** colours, classroom objects, *Look! It's my ...*, *It's (yellow)*, instructions (*Stand up, Sit down, Clap your hands, Hands up, Hands down*)

**Materials:** CD 1, flashcards (colours and classroom objects), classroom objects, the puppet (Polly), a variety of yellow, green, blue and red classroom objects for yourself and each child, e.g. pencils, books, bags, chairs

**Optional:** bean bags or coloured scarves in red, yellow, blue and green (one set for each team of children)

**Language competences:** The children will be able to follow instructions.

## Warm-up

**Aim:** to review colours and *It's (yellow)*

- Review the colours with the colour flashcards and the classroom object flashcards.
- Hold up a book and say *Look! It's my (book). It's ...*. Elicit the correct colour. Repeat with other classroom objects. The children say *It's red/blue/green/yellow*, as appropriate.

## Presentation

3  CD1 22  PB p18 **Listen and act.**

**Aim:** to review colours and present *Show me something ...*

to practise listening and responding physically

- Play the first line of the audio and pick up your red object. Encourage the children to copy. Play the next line and pick up your green object. The children pick up their green objects in the same way. Repeat for the rest of the audio. Do this until the children are joining in with ease.
- Play the audio again, pausing for the children to pick up the items, but without your help this time.
- Say, e.g. *Show me something green*. The children pick up a green object.

Repeat for other colours.

Audio script page T96

3  CD1 23  PB p18 **Listen and colour.**

**Aim:** to practise new instructions and listening

- Say *Listen and colour*. Remind the children in L1 to colour the circle below the pictures the correct colour. Play the first line of the audio and point to the first circle. Then play the rest of the audio, pausing for children to colour the circle each time.

Audio script page T96

## Practice

3  CD1 24  AB p18 **Listen and circle.**

**Aim:** to practise new instructions, listening and pencil control

- Point to the first picture and say *Show me something yellow*. Point to the second girl and say *Show me something ...* and elicit *Blue*.
- Say *Listen and circle*. Trace a large circle in the air with your finger. Encourage the children to copy you.
- Say *Listen. Show me something blue or show me something yellow?* Play the audio. Ask the children to point at the correct answer. They draw the circle around the first picture.

Audio script page T96

## Extension activity

**Aim:** to practise following instructions and take part in a team game

- If possible, move your class into the playground, school gym or an empty classroom.
- Divide the class into teams. The teams stand in lines, with one child at the front. In front of each team, place the four coloured things in a group. The things should be quite far from the teams.
- Say *Show me something green!* The first child in each team runs to pick up their team's green object and bring it to you. Then they go to the back. Say *Show me something blue!* The children now at the front run, pick up the blue item and bring it to you. They run to the back. Repeat for *yellow and red*.
- Speed up as the children become more confident.

**Note:** If you cannot move your class, put the items or the classroom object flashcards on a desk at the front. A child from each team comes to the front. Give an instruction, e.g. *Show me something blue*. The first child to find the correct item wins a point.

## Ending the lesson

**Aim:** to practise following instructions

- Put on the puppet. Polly says *Show me something (colour)*. The children pick up an object in the correct colour and say the colour. Repeat with different instructions. Speed up so that the children have to listen and respond quickly.

## Aims

- to present and practise *Paint*; to sing a song with the class; to practise following instructions

**New language:** *Paint with me. Paint your (bag) (blue)*

**Recycled language:** colours, classroom objects, *Show me something (yellow), Stand up*

**Materials:** CD 1, red, blue, green and yellow objects (enough for two or three items for each pair of children), classroom objects, flashcards (colours and classroom objects), the puppet (Polly), paintbrushes (one for you and one for each child)

**Optional:** a piece of paper for each child with four coloured blobs on it – red, green, yellow and blue (like a simple artist's palette)

**Language competences:** The children will be able to join in with a song.

## Warm-up

**Aim:** to review *Show me something (yellow)*

- Before the lesson, hide a variety of red, green, yellow and blue objects. Make sure each pair of children will have two or three items.
- Put on the puppet. Make Polly ask *Show me something blue*. In L1 tell the children to stand up and find something of the correct colour in pairs. When they have found something they hold it up. Polly flies around checking and clapping, saying *Well done! It's blue*.
- Repeat with Polly asking for the different colours.

## Presentation



**PB p19** Listen and sing.

**Aim:** to present *Paint (with me/your bag (blue))* and sing a song

- Stick the classroom object flashcards on the board and elicit the words. Give out the paintbrushes if you have some.
- Point to the picture on PB page 19. Mime painting on the picture of the chair using a real paintbrush and say *Paint the chair*. Hand out

a paintbrush to each child. Mime painting the bag in the picture and say *Paint your bag*. The children copy you, using a paintbrush or their fingers.

- Play the audio, pausing the song after the first verse. The children listen and mime painting the pencil in their books.
- Say *Stand up*. Play the chorus *Stand up and paint with me* and mime painting together with your brushes in the air. Pause the song and say *Sit down, please*.
- Repeat this with each verse.
- Play the song again all the way through without pausing. The children mime painting the different objects in their books and standing up when the chorus plays, without your help.

Audio script page T96

## Practice



**AB p19** Listen again and colour.

**Aim:** to practise listening, identifying colours and following instructions

- Point to the pot of yellow paint in the picture. Ask *Red, yellow, green or blue?* Elicit *Yellow*.
- Point at the pencil on the left and say *Listen. Red, green, yellow or blue?* Play the first verse of the song. Elicit the answer *Blue*. Show the children how to colour the pencil blue. Play the

song verse by verse, pausing for the children to colour in the book, bag and chair. Circulate and check they are using the correct colours. Ask individuals while pointing at the picture in their book *Red?* Elicit *Red* from the child. Say *Yes, red bag*.

Audio script page T96

## Extension activity

**Aim:** to practise listening skills and revise *Paint your (chair) (yellow)*

- Hand out a piece of paper with red, green, yellow and blue splodges on it to each child (to act as an artist's palette). Hand out the paintbrushes.
- Give instructions for the children to act out with their palettes and paintbrushes, e.g. *Paint your chair yellow*. Repeat with different objects and colours.
- Once they are confident, the children can play this game in pairs, with one child giving the instructions and the other miming. Then they swap roles.

## Ending the lesson

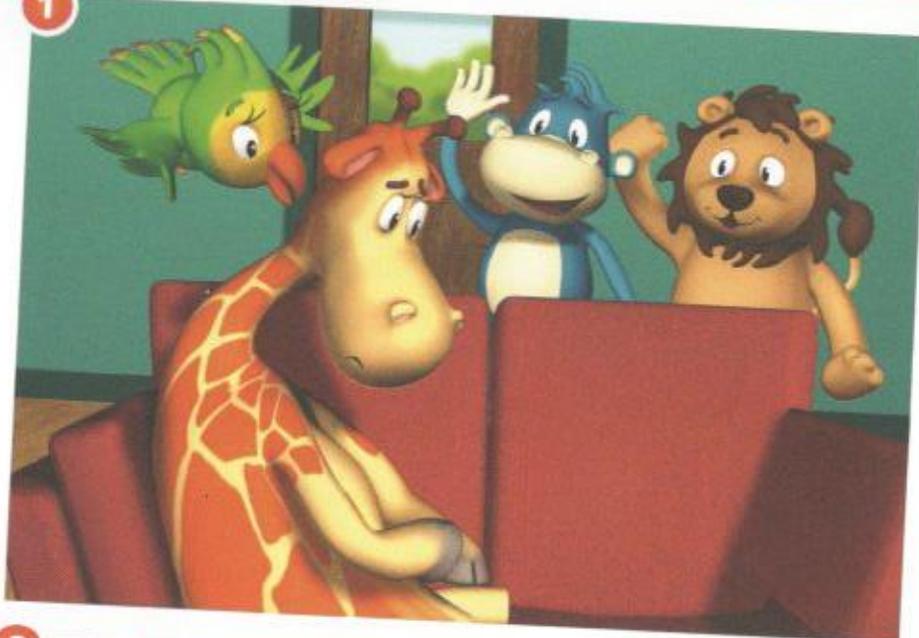
**Aim:** to practise the song

- Draw a chair, bag, book and pencil on the board. Invite a volunteer to stick the colour flashcards on the board, matching them to the items you have drawn as they appear in the song. Ask every time before they stick the card, *What's this? What's the colour?* Help them with the answer until they say it alone.
- Play the song again for the children to sing along, using the flashcards on the board as prompts.

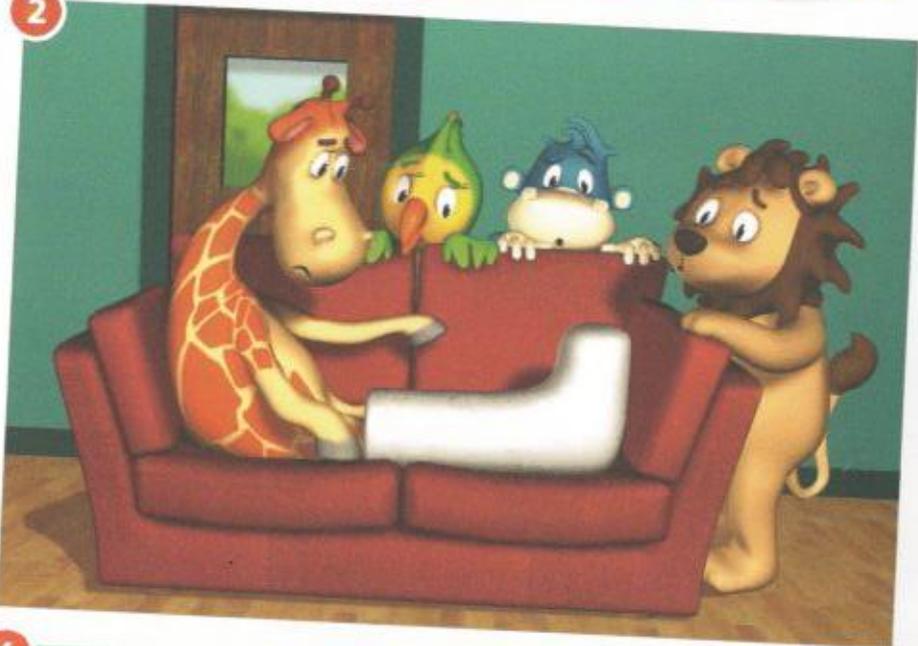


# The painters

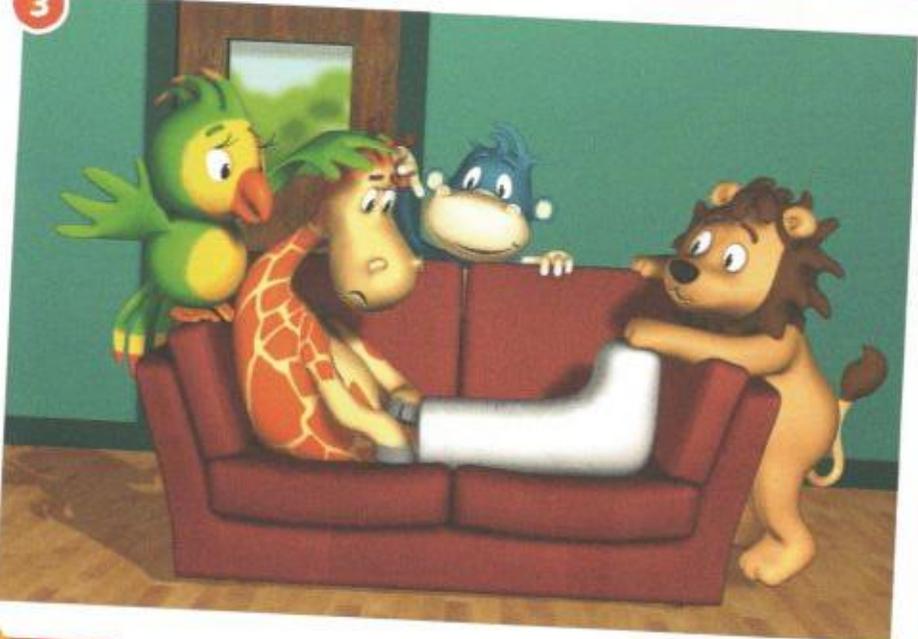
1



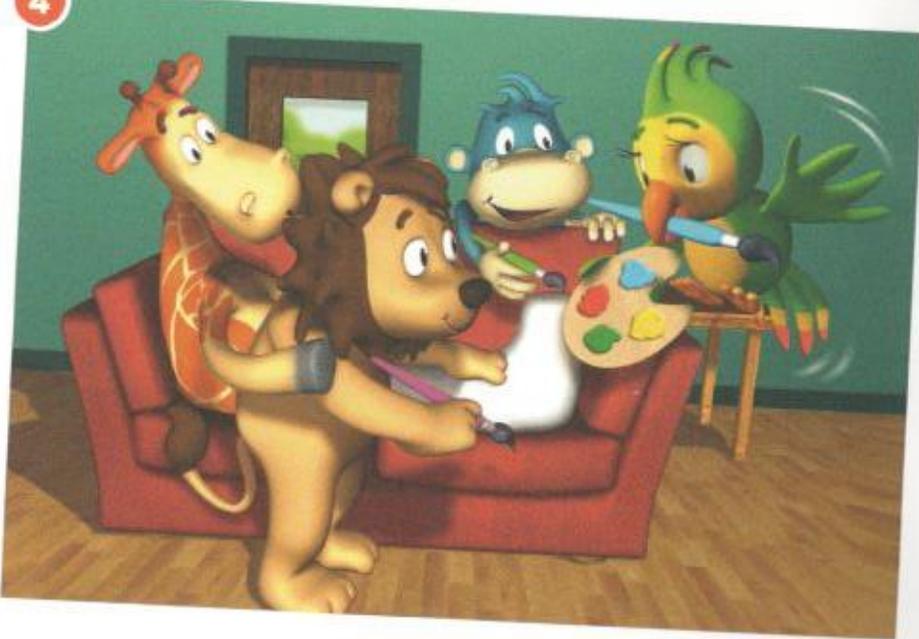
2



3



4



## Aims

- to present a picture story; to review language from the unit

**New language:** *Wow, Thank you, Poor (Gina)*

**Recycled language:** *colours, please, Hello, Look, character names*

**Materials:** CD 1, flashcards (characters, colours), the puppet (Polly), coloured pencils or crayons

**Optional:** a photocopied picture of a very simple flower shape for colouring in (one for each child)

**Language competences:** The children will be able to listen to and follow a picture story. The children will be able to use *Thank you*.

## Warm-up

**Aim:** to review characters and greetings

- Stick the character flashcards on the board. Point at the flashcard for Gina and say *Hello, Gina*. The children repeat. Point at the other characters to elicit *Hello* (character name).
- Play *Disappearing flashcards* using the character flashcards (see Introduction, page xvii).

## Presentation

 **CD 1** PB pp20-21 **Story: The painters**

**Aim:** to listen and follow a picture story

- Point to Gina in the first picture and ask *Who's this?* The children say *Gina*. Point to the other characters in the picture and ask their names. Point to picture 2 and ask where they all are in L1 (Gina's house). Ask why Gina is on the sofa/ what Gina is pointing at. The children tell you she has a problem with her leg. Point to the paints in picture 4 and ask what the characters are doing. The children answer in L1.
- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. The children explain what's happening in L1.

Elicit translations for *Poor (Gina), Wow* and *Thank you*.

- Put on the puppet. Hold her with her head down to make her appear sad. Make her whisper in your ear. In L1 explain that Polly has lost her voice. Look at Polly and say *Poor Polly*. Encourage the children to repeat. Repeat *Poor Polly* and give her a stroke. Ask volunteers to come to the front, say *Poor Polly* and stroke the puppet. Polly says *Thank you* each time they stroke her, with her voice getting stronger and better until she is talking normally and happy again. If it is possible and you have a small class, give each child a turn.

Audio script page T96

## Practice

 **CD 1** AB p20 **Listen and colour the correct circle.**

**Aim:** to listen and identify the correct picture

- Point to the first picture on AB page 20. Ask *Who's this?* The children say the name. Repeat for the second picture. Say *Listen. Leo or Gina?* Play the audio. Elicit the answer *Gina*.
- Show the children how to colour the correct circle. Play the audio again. Check their work as they colour.

- Play the audio again. The children repeat Gina's line.

Audio script page T96

## Extension activity

**Aim:** to practise colours, *Poor ...* and *Thank you*

- Stick the colour flashcards on the board. The children say the words. In L1 tell the children that they are going to colour in pictures to make Polly feel better. Give out the flower pictures and make sure the children have red, blue, green and yellow pencils/crayons on their tables. The children colour in the pictures. Circulate and ask individuals *What colour is this?*
- Put on the puppet. Make her look sad/ill. Elicit *Poor Polly*. Ask volunteers to come up to Polly and give her a picture. When the child gives Polly the picture, Polly says *Thank you*. Give back all the pictures.
- The children work in pairs. One child pretends to feel ill, the other says *Poor* (child's name) and gives them their picture. The child responds *Thank you*.

## Ending the lesson

**Aim:** to practise *please* and *Thank you*

- Stick the colour flashcards on the board at a height your children can reach.
- Call a volunteer to the front. Say, e.g. *Green, please!* The child finds the correct flashcard and gives it to you. Say *Thank you*. Repeat with different volunteers.
- The children can repeat the activity in pairs, using red, green, blue and yellow crayons or coloured pencils.

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** colours, *Show me something (yellow), Paint ..., Thank you, Poor ...*

**Materials:** CD 1, flashcards (colours), Unit 2 stickers, coloured pencils or crayons, the puppet (Polly), a selection of red, yellow, green and blue toys/objects, pencils

**Optional:** character masks

**Language competences:** The children will be able to appreciate the values shown in the story. The children will practise saying *Poor ...* and *Thank you*.

## Warm-up

**Aim:** to review colours and *Thank you*

- Put objects of different colours at the front of the class (red, blue, green and yellow). Ask a volunteer to come to the front. Put on the puppet and make her say *Show me something red*. The child picks up something red and gives it to Polly. Polly says *Thank you*.
- The children work in pairs. Give a selection of the coloured objects to each pair. They repeat the activity, taking it in turns to say *Show me something ...* and *Thank you*.

## Practice

5 CD 1 28

**PB pp20–21** Story: The painters  
Listen to the story. Stick.

**Aim:** to review the story

- Ask the children to tell you what they remember about the story in L1.
- Play the story again, pausing after each picture to ask about what is happening and the names of the colours at the end.
- Hand out the stickers for Unit 2. Say, e.g. *Red*. The children point to the correct sticker on the sheet. Repeat for the other sticker.
- Point to the picture on PB page 21. Say *Where's*

*red?* The children point to the red paint pot. Mime peeling the sticker off the sheet. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick!* The children stick the sticker in their books. Repeat for the other sticker.

Audio script page T96

## Story values | PB pp20–21

**Aim:** to think about the meaning of the story: cheering someone up and saying *Thank you*

- Play the story again. The children listen and point. Pause after picture 2 and ask in L1 *How does Gina feel?* (Sad.) Play the rest of the story and ask in L1 *How do the other characters feel?* (They feel sad for Gina.) *What do they do to make Gina feel better?* (They paint the cast on her leg.) *How does Gina feel in the end?* (She feels happy and thankful.) Ask in L1 *What does Gina say at the end?* Elicit *Thank you*. Ask the children when they say thank you. Talk about how important it is to help your friends feel better when they are sad.
- Ask a volunteer to come to the front and pretend he/she has hurt one leg. Say *Poor* (child's name). Give him/her a chair to sit on. Explain/Elicit that you have done something kind. Ask the children what the child should say and elicit *Thank you*. Repeat the activity with other children. The children then act the situation out with a partner.

6

**AB p21** Complete the face. Colour the picture.

**Aim:** to apply values from the story to new situations

- Tell the children in L1 *We're going to look at some children now. Look at the picture and think. How does the boy on the floor feel?* (Sad.) *What is the other boy saying?* (*Poor ...* (child's name). *Who is helping?* (The girl, the teacher and the boy.)
- Point to the happy face and explain that if they think the children and the teacher are doing the right thing, they should trace the happy smile. Show them how to trace the line with a pencil. Circulate and check. Then, the children can colour the picture.

## Extension activity

**Aim:** to reinforce understanding of the story

- Invite four volunteers to the front. Assign them the roles of Gina, Polly, Leo and Mike. Put two chairs together to make a sofa for Gina to lie on. The children playing the main characters put on the masks. Play the story. The children act out the story along with the CD. Encourage the rest of the children to act being sad or happy as appropriate.
- Invite another group of four children to come to the front and act.

## Ending the lesson

**Aim:** to practise saying *Poor ...* and *Thank you*

- Put on the puppet. Make her look sad again. Elicit *Poor Polly!* Elicit some ideas from the class for cheering up Polly. Ask a volunteer to come and try to cheer Polly up. Polly looks up and says *Thank you*.



# Rainbow colours

6 CD1  
30

Listen and point. Say the colours.



## Aims

- to integrate other areas of the curriculum through English: Physics

**New language:** *rainbow, orange*

**Recycled language:** colours

**Materials:** CD 1, flashcards (colours), the puppet (Polly), materials for the project (a paper plate and a piece of paper for each child, paints in red, orange, yellow, green and blue (one set per table), a paper plate painting you have prepared (similar to the one on AB page 22), a large bowl and a spoon

**Optional:** coloured scarves/large strips of paper (red, yellow, orange, blue, green), a camera, sticky tape

**Language competences:** The children will be able to name some of the colours of the rainbow in English. They will think about where and when rainbows appear.

Where the colours have mixed together talk about the results. Say, e.g. *Yellow and blue ... green! Red and yellow ... orange!*

## Extension activity

**Aim:** to consolidate knowledge about rainbows

- If possible, move your class into the playground, school gym or an empty classroom.
- Work together to create a giant rainbow using the scarves/strips of paper. Chant the colours with the children. Take a photograph of the finished rainbow.

**Note:** If you do not have a large space, the children could work individually to make their own picture of a rainbow using strips of paper and glue.

## Ending the lesson

**Aim:** to review the colours of the rainbow and mixed colours

- Put on the puppet. In L1 say *Polly is going to show us some magic with colours! She is going to mix colours together to make new colours.* Take out the bowl and spoon and colour flashcards.
- Put the green flashcard into the bowl secretly. Make Polly put the yellow and blue flashcards into the bowl. Elicit the colours. Polly mixes the colours around with the spoon. Polly pulls out the green flashcard! Say *Wow! Well done, Polly! It's green.* The children say the colour. Repeat with *red* and *yellow* making *orange*. Use an orange piece of card to illustrate orange.

## Warm-up

**Aim:** to review colours and introduce the topic of rainbows

- Draw a rainbow on the board or show a picture of a rainbow. Say *Wow! Look! A rainbow!* Move your hand in a rainbow shape as you say *Rainbow*. The children copy.
- In L1 ask the children where we see rainbows, if they have ever seen a real one and what colours did they see. Ask when rainbows appear.

- Say *Listen and point*. Play the audio, pausing after the first set of colours. The children listen and point to the colours in the rainbow. Repeat for the next two sets of colours.
- Say *Say the colours*. Play the whole recording again for the children to listen and repeat. Ask which set of colours was in the right order of the rainbow (the first set).

Audio script page T96

## Practice

- 7 **AB p22** Make a mixed-colour painting.

**Aim:** to take part in an art project and experiment with mixing colours

- Show the pictures on AB page 22. Show the children a painting you have already made. Explain what you did, using the pictures on page 22. Talk about how the colours mix together when the plate is turned around on the paper.
- Hand out the materials. Circulate and help the children. Ask individuals to name the colours as they paint.
- Help the children turn their plates around on the paper (it may help to stick the paper to the table).
- Ask volunteers to show their finished paintings and talk about the colours they can see.

## Presentation

- 6 **CD1 p30** **PB p22** Listen and point. Say the colours.

**Aim:** to focus on the different colours in a rainbow

- Point to the picture on PB page 22. Say *Rainbow* as you move your finger over the rainbow. Point to one of the colours and ask *What colour is this?* The children answer, e.g. *It's red.* Repeat for yellow, green and blue. Ask whether the children can see any other colours in the rainbow. Elicit and translate *orange* into L1.

## Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** colours, classroom objects, *Paint your ...*, *Thank you*

**Materials:** flashcards (colours), food colourings in red, yellow and blue, four half-full plastic bottles of water

**Optional:** a photocopy of a page with classroom objects for colouring – a chair, a book, a pencil, a bag (one copy for each child), red, yellow, green and blue paint, paintbrushes

**Language competences:** The children will be able to use language from the unit. They will be able to reflect on their learning.

## Warm-up

**Aim:** to review knowledge of mixing colours

- Show the children the plastic bottles with water. Tell them they are going to help make some coloured water. Put a drop or two of red food colouring into one of the bottles. Ask *What colour is it?* The children answer *Red*. Put one or two drops of yellow food colouring into another bottle of water and ask *What colour is it?* The children answer *Yellow*. Then pour some water from the red bottle into the yellow, put the lid on and shake it around. Ask the children to predict what the colour will be in L1. Hold up the bottle and ask *What colour is it?* The children reply *Orange*. Repeat using blue and yellow to make green water. Ask some of the children to help. Say *Thank you* when they put the drops in the water.

## Revision

- 7** **Think!** **PB p23** Look and say the colours. Colour.

**Thinking skills:** testing predictions

- Point to the paint pots in the first picture on PB page 23. Say *Look and say the colours*.

The children look at the pots and say *Yellow* and *Blue*. In L1 tell the children to think about what happens when those colours are mixed together. They can look at the picture of the rainbow on page 22 to help. Point to the empty paint pot and say *Colour*. The children colour in the paint pot with the correct colour (green). Tell the children to hold up their books and say the colour.

- Repeat for the second set of paint pots (orange). Circulate and help, listening to the colour words.

- 8** **AB p23** Say the colours. Colour the circles.

**Aim:** to create a record of learning

- Point to the paint splodges on AB page 23. The children say the colours together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the colours.

## Extension activity

**Aim:** to review *Paint your ...*

- Give out the photocopies with pictures of classroom objects.
- Tell the children they are going to use their colours to paint the objects as you say them. Say, e.g. *Paint your bag red. Paint your book blue*. The children listen and paint using the correct colours.
- Circulate and help as necessary.
- Show some of the best pictures to the class.

**Note:** If you do not have pictures, act out the painting as on page T19.

## Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

## Phonics

- See page T81 for Unit 2 Phonics.

7 Think! Look and say the colours. Colour.



+



=



+



=



3

# My family

1 CD1  
32

Listen and point. Say the words.



## Aims

- to present and practise family words

**New language:** *mum, dad, brother, sister, Who's this?*

**Recycled language:** *It's my ...*, classroom objects, colours

**Materials:** CD 1, a pencil, book and bag of known colours (red, blue, green, yellow, orange), flashcards (family), the puppet (Polly), pencils

**Optional:** Leo character mask, Yes/No cards

**Language competences:** The children will be able to name family members.

## Warm-up

**Aim:** to review *It's my ...*, classroom objects and colours

- Show a book of a known colour and say *It's my ...*. The children say *Book*. Say *Yes! It's my book*. The children repeat. Say/Elicit the colour, e.g. *It's yellow*, by asking *What colour is it?* Repeat with a pencil and a bag.
- Circulate and point to individual children's bags, pencils, books and chairs which are red, blue, green, orange or yellow. Ask *What's this?* Children say *It's my (chair). It's (blue)* or simply *Chair. Blue* according to ability.

## Presentation

 **PB p24** Listen and point. Say the words.

**Aim:** to present family words

- Point to the picture of Mike and ask *Who's this?* The children say *Mike*. Repeat for Leo.
- Point to the picture Leo is holding and ask *Who's this?* Elicit *Leo's family* in L1.
- Say *Listen*. Play the audio. The children just listen the first time.
- Say *Listen and point*. Play the audio. The children listen and point to the animals.

- Play the audio again. The children point and say. **Audio script page T96**

## Practice

- Show the family flashcards. Say each word. The children repeat.
- Show the flashcards in different orders. The children say the correct word.
- Ask the children to sit in a circle. Place the family flashcards in the centre, face up. Choose a confident child and say, e.g. *Teresa, dad!* The child comes to the centre of the circle to collect the correct flashcard and sits back down. Point to the flashcard and ask *Who's this?* He/She holds up the card and says, e.g. *(It's) dad*.
- Repeat with different children for the other flashcards. Replace the flashcards when all four are taken and call on different children. Once the children are confident, call two children to take different flashcards, e.g. *Carlos, mum! Isabel, brother!* The two children come to the centre together and see who can choose the correct card the quickest. The game can also be played calling three children or even four children to take the cards.
- If you have less space, stick the flashcards on the board and call children to come to the front and choose.

- 1** **PB p24** Look and circle the different picture. Say the words.

**Aim:** to practise family words

- Point to the pictures in the first row and say *mum, mum, sister, mum*. The children copy you. Point to the picture of the sister and say *Look! Sister is different*. Confirm in L1. Show the children how to complete the circle around this picture.
- The children find the different picture in the other rows and circle with a pencil. Circulate and help as necessary. Ask individual children to point at the rows and say the words.

## Extension activity

**Aim:** to practise family words and *It's my ...*

- Give each child their Yes/No card. Show the Yes card. The children say *Yes!* Show the No card. The children say *No!* Repeat until they are doing this with ease. Say *Yes* or *No* in different orders. Children pick up the correct card.
- Put on the Leo character mask. Wave at the children and say *Hello, I'm Leo* (in a Leo voice). The children say *Hello, Leo!* Show the children one of the family flashcards and say a false sentence, e.g. *show the brother flashcard and say It's dad*. The children say *No* and hold up the No card. Repeat with different family flashcards, mixing up true and false sentences.

## Ending the lesson

**Aim:** to review family words

- Put on the puppet. Play *Disappearing flashcards* with the family words (see introduction, page xvii).
- Make Polly wave and say *Goodbye!* The children wave and say *Goodbye, Polly!*

## Aims

- to present *Who's this?* and practise *It's my ...* and family words; to say a chant

**New language:** *Who's this?*

**Recycled language:** *mum, dad, brother, sister, It's my ..., classroom instructions (Stand up, Clap your hands, etc.)*

**Materials:** CD 1, flashcards (family and characters), coloured pencils or crayons, a piece of card or thick paper (to cover the flashcards), pencils

**Optional:** a soft scarf to use as a blindfold

**Language competences:** The children will be able to answer the question *Who's this?* and name family members. The children will be able to join in with a chant.

## Warm-up

**Aim:** to review family words

- Show the family flashcards in turn. Say the names. The children repeat.
- Show the flashcards again. The children say the names.
- Divide the class into four groups. Name them Mum, Dad, Brother and Sister. Give instructions for each group to follow, e.g. *Mum, stand up* (only the children in the Mum group stand up). Repeat with different instructions and family words, calling on the groups in different orders. Include *Hands up, Hands down* and *Clap your hands*.

## Presentation

 **CD 1**  **PB p25** Listen and trace. Chant.

**Aim:** to present *Who's this?*, review family members and say a chant

- Use the pictures on PB page 25 to elicit the family words.
- Point to the question mark hiding picture 1 and ask *Who's this?* Play the first verse of the chant. Show the children how to trace the line from the question mark to the picture of the mum.

Repeat the audio. The children trace the line with a pencil. Make sure they are tracing from left to right.

- Repeat for the rest of the chant, pausing after each verse for the children to trace.
- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat.

**Audio script** page T96

## Practice

- Choose a confident child. Point to one of the pictures on PB page 25 and ask *Who's this?* The child replies, e.g. *Sister*. Say *Yes, it's the sister*. Repeat with the other pictures.
- Children do the same activity in pairs. Child A points to one of the pictures on PB page 25 and asks *Who's this?* Child B replies *Mum/It's the mum*. Circulate and encourage the children to pronounce the consonant sounds 's' and 'th' in *Who's this?*

 **AB p25** Draw a family member. Say the sentence.

**Aim:** to practise *Who's this? It's my ...* and family words

- Draw a simple outline of a figure (similar to the one on AB page 25). Draw eyes, hair, a smiley mouth and simple clothes (e.g. a skirt and top) on the figure. Point and say *Look! It's my mum!*

- Point to the example drawing, then to the frame on AB page 25. Show some crayons and say *Draw your mum, dad, brother or sister*. Make sure the children understand that they need to draw someone from their own family. The children complete the outline with details according to ability.
- Circulate and ask individuals *Who's this?* They reply *It's my ...*. Invite volunteers to stand up and show their picture. The whole class points and asks *Who's this?* The child replies, e.g. *It's my brother*.

## Extension activity

**Aim:** to practise asking and responding to *Who's this?*

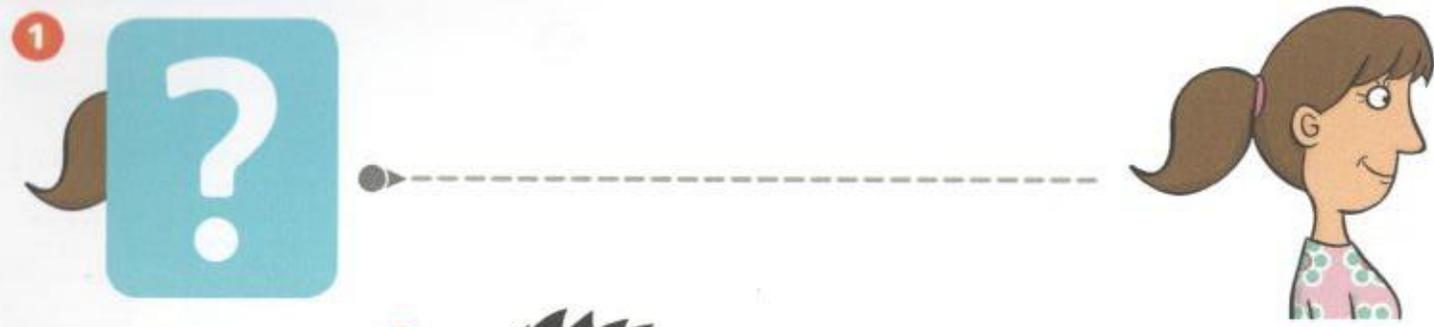
- Choose a volunteer and blindfold him/her with a soft scarf. Make sure he/she can't see anything. Bring another child to the front. Turn the blindfolded child around several times, then move him/her towards the other child. Ask *Who's this?* The rest of the class repeat the question with you. The child with the blindfold has to feel the other child's face, hair and clothes and then guess the name, e.g. *(It's) Nieves!* When the blindfolded child has guessed the name, repeat the game with different children.

## Ending the lesson

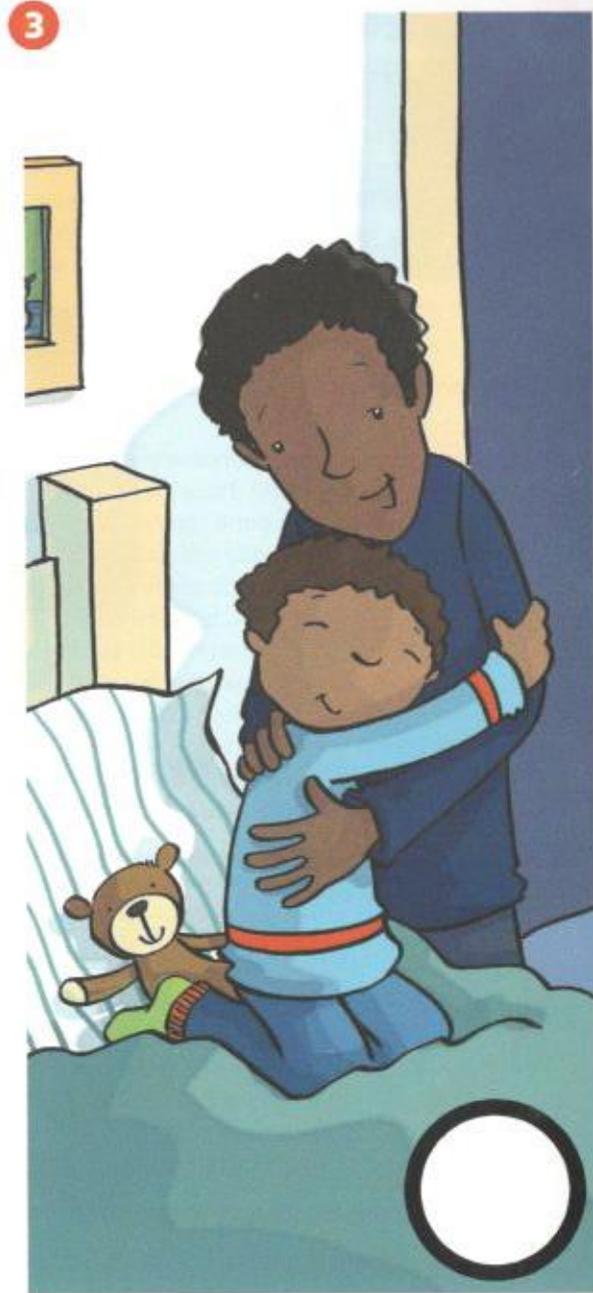
**Aim:** to practise responding to *Who's this?*

- Hold up a character flashcard covered with a piece of card or thick paper. Slowly reveal the picture, looking at it and asking *Who's this?* The children say, e.g. *(It's) Gina*. Repeat with the other characters.
- Say *Goodbye!* as usual to end the class.

2 CD1 33 Listen and trace. Chant.



# Listen and act. Listen and colour.



## Aims

- to present and practise responding to *Go to sleep, Wake up, Give your dad a hug*

**New language:** *Go to sleep, Wake up, Give your dad a hug, family*

**Recycled language:** family words, instructions (*Stand up, Sit down, Hands up, Hands down, etc.*)

**Materials:** CD 1, flashcards (family), the puppet (Polly), CD of lively music

**Optional:** CD of relaxing music

**Language competences:** The children will be able to follow new and familiar instructions.

## Warm-up

**Aim:** to review family words, *Who's this?* and *It's ...*

- Review the family words with the flashcards.
- Put on the puppet. Play *No, Polly!* with the family flashcards.

## Presentation

 **CD1 p26** Listen and act.

**Aim:** to present new instructions and practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Sit in the centre. Play the first line of the audio and do the action (*Go to sleep*). Encourage the children to copy you (e.g. by resting their heads on their hands/lying down). Say *Go to sleep!* Do the action again, along with the children. Play the next line and do the action. The children copy. Repeat for the rest of the recording (mime hugging for *Give your dad a hug*).
- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are confident. Play the audio for the children to follow the instructions without your help.

Audio script page T96

## Practice

 **CD1 p26** Listen and colour.

**Aim:** to practise new instructions and listening

- Say *Listen and colour*. Remind the children in L1 to colour the circles below the pictures the correct colour. Play the first line of the audio and point to the first circle. Then play the rest of the audio, pausing for children to colour the circle each time.

Audio script page T97

 **AB p26** Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Point to the pictures on AB page 26 and elicit *Go to sleep* and *Wake up*.
- Say *Listen and circle*. The children practise the circle shape in the air.
- Say *Listen. Go to sleep or wake up?* Play the audio. The children point at the correct picture. They draw the circle around the first picture. Circulate and elicit *Go to sleep* from individuals.

Audio script page T97

## Extension activity

**Aim:** to practise responding to *Go to sleep* and *Wake up*

- If possible, move your class out into the playground, school gym or an empty classroom.
- Play the traditional party game *Sleeping lions* with the children. Put on the CD of relaxing music and say *Go to sleep!* All the children lie down and keep as still and quiet as possible. Walk amongst the 'sleeping lions' and try to make them 'wake up' by talking to them/making them laugh. If a child moves or giggles, he/she is 'out' – say *Wake up (name)!* The child gets up and helps you to try and 'wake' the other children. The winner is the child who keeps still and quiet the longest.

## Ending the lesson

**Aim:** to practise following instructions

- Put on the puppet. Make her fly and 'land' on an individual and give one instruction to that child, e.g. *Go to sleep, Stand up, Clap your hands, Give Polly a hug*. Polly can fly back to individuals and say, e.g. *Wake up, Sit down* so that everyone is awake and sitting down at the end of the activity.
- End the lesson by asking the children to say *Goodbye!* to Polly.

## Aims

- to sing a song with the class; to revise family words, *Who's this?* and *It's my ...*

**New language:** *Please show me (your family)*

**Recycled language:** *Go to sleep, Wake up, Give ... a hug, Look! It's my ..., family words, Who's this?*

**Materials:** CD 1, the puppet (Polly), flashcards (family), pencils

**Optional:** character masks, bags, books

**Language competences:** The children will be able to join in with a song.

## Warm-up

**Aim:** to review *Go to sleep, Wake up and Give ... a hug*

- Put on the puppet. Play *Polly says ...* (see Introduction, page xvii). Review known instructions and include *Go to sleep, Wake up and Give (your friend) a hug*.

## Presentation



**AB p27** Listen and sing.

**Aim:** to review family words, to present *family*, and sing a song

- Review family words with the flashcards.
- Point to the little girl in the foreground on PB page 27 and say *Look! It's Rosemary. Hello, Rosemary.* The children say *Hello, Rosemary* and repeat the name after you several times.
- Point to Rosemary's family (sitting on the wall) on PB page 27. Say *Look! It's a family. It's Rosemary's family.* Say, e.g. *Point to the mum.* The children point. Repeat several times.
- Play the song. The children listen and point to the appropriate person for each verse.

- Play the song again, pausing to teach each line. The children point to the people in Rosemary's family as they sing.

Audio script page T97

## Practice



**AB p27** Listen and match.

**Aim:** to practise *Who's this? It's my ... and pencil control*

- Point to head and shoulders pictures in turn and ask *Who's this?* Elicit *Sister and Mum.* Point to the first silhouette and say *Listen and match.* Play the audio. Elicit the answer and show the children how to draw a line to match the head and shoulders picture of Rosemary's mum to the silhouette. Play the audio again. The children listen and draw a line. Repeat for the second picture. Circulate and check the children are drawing a line from left to right and using the correct grip. Ask individuals *Who's this?* They say *It's (the) mum.*

Audio script page T97

## Extension activity

**Aim:** to practise *Show me your (bag), classroom objects and character names*

- Make sure each child has a pencil, bag and book to hand. Give out the character masks (four masks per child).
- Say *Show me your book* and hold up a book. The children copy. Repeat with different objects and characters (for the masks, say, e.g. *Show me Leo* – children hold up the Leo mask or put it on).
- Once the children are following with ease, give instructions without showing the items yourself. You can make the game competitive – the fastest child to show you the item or character wins a point each time. To make sure everyone joins in, you can call on individual children to show you an item/character (e.g. *Antonio, show me Gina*).

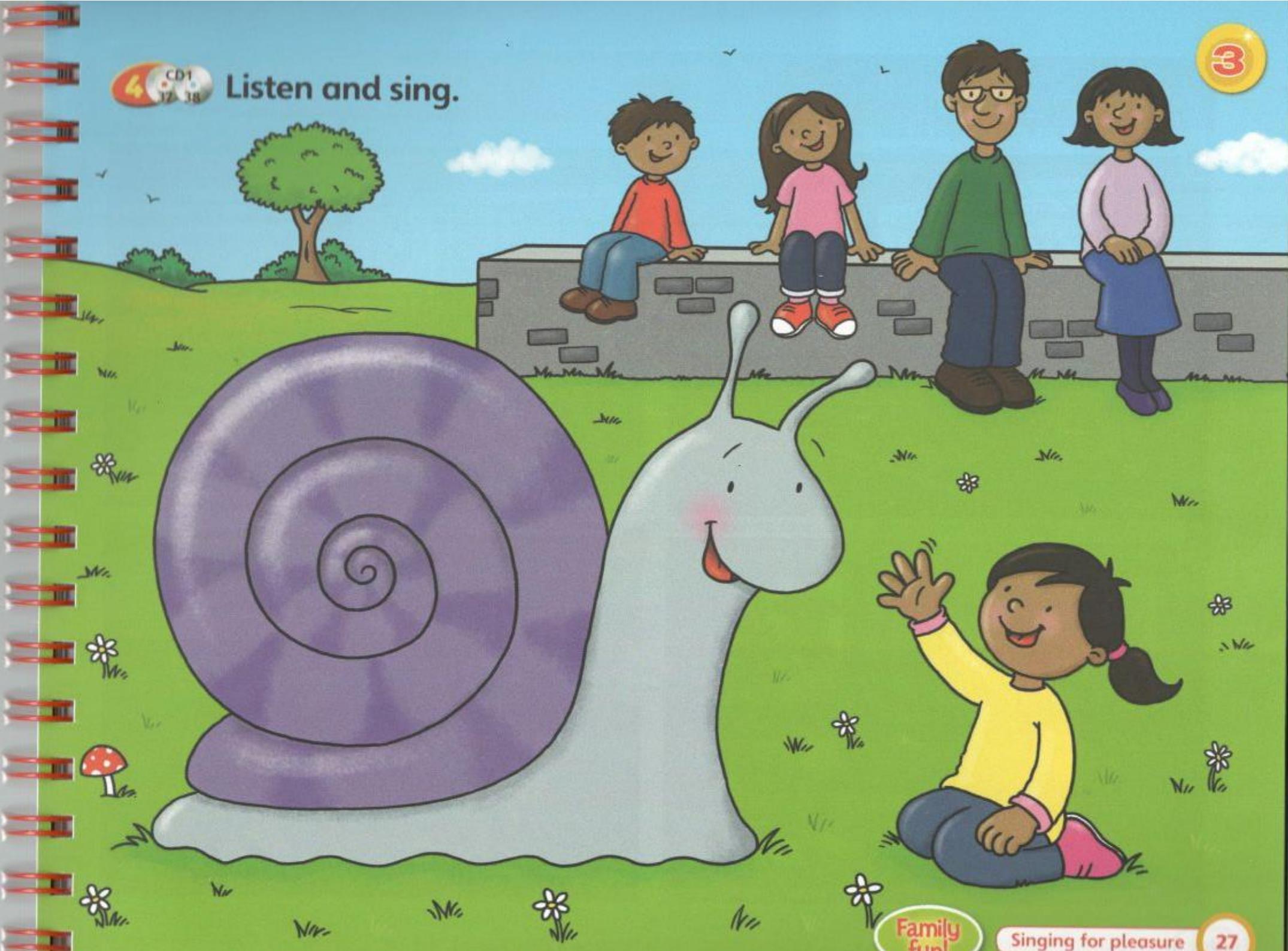
## Ending the lesson

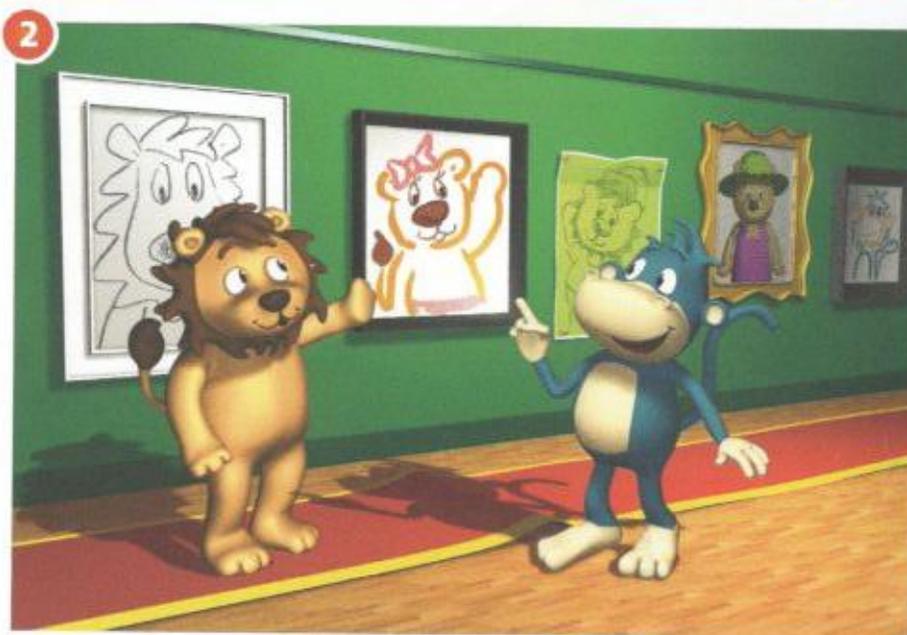
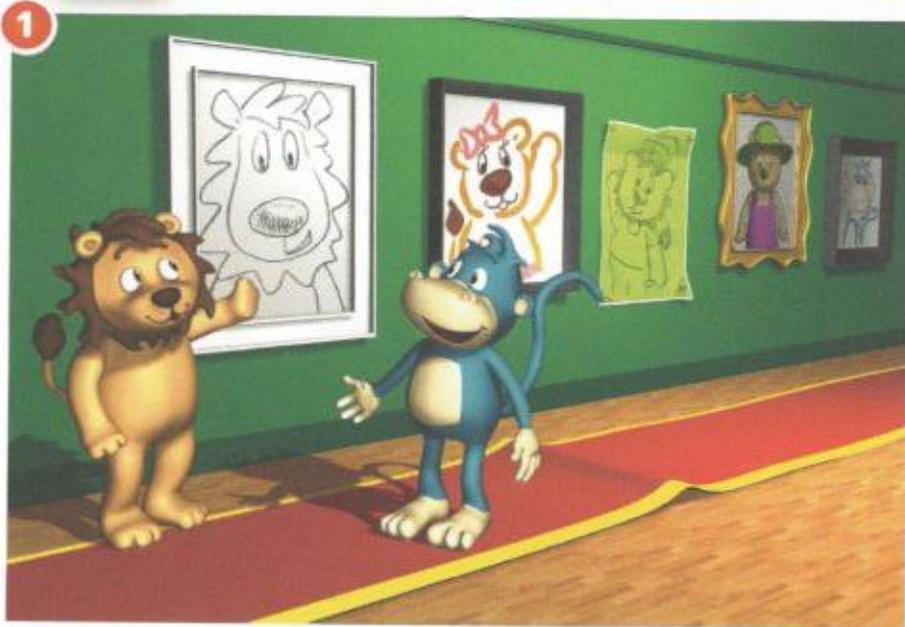
**Aim:** to practise the song

- Divide the class into two groups. One group is the snail, the other group is Rosemary. Play the song. The groups join in with the questions or answers, as appropriate. Swap roles and repeat.



Listen and sing.





**Aims**

- to present a picture story; to review language from the unit

**New language:** *Wow, This is my friend*

**Recycled language:** *family, Who's this? It's my ...*

**Materials:** CD 1, flashcards (family and Mike), character masks, five 'frames' made from paper or cardboard to fit around the outside of the family and Mike flashcards (to make them look like portraits), coloured pencils or crayons

**Optional:** photographs of members of your own family (mum, dad, brother, sister) – large enough to display on the board, Yes/No cards

**Language competences:** The children will be able to listen and follow a picture story.

**Warm-up**

**Aim:** to review family words and *This is my ...*

- Play the song (CD 1, Track 37). The children join in. Encourage them to clap along to the rhythm of the lines in the chorus: *Rosemary, Rosemary, please show me your family.*

**Presentation**

**5** <sup>CD1</sup><sub>46</sub> **PB pp28-29** **Story: Family and friends**

**Aim:** to listen and follow a picture story

- Point to Leo in the first picture on PB page 28 and ask *Who's this?* The children say *(It's) Leo*. Repeat for Mike. Ask what Leo and Mike are doing in L1 (looking at pictures in a gallery).
- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. The children explain what's happening in L1. Elicit a translation for *This is my friend*.
- Stick the family flashcards on the board. Put on the Leo character mask. Hand a Mike character mask to each pupil. The children put on the Mike mask. Play the story. The children join in with Mike's question and his reactions each time,

pointing at the flashcards on the board. You join in with Leo's answers and gesture towards the flashcards as if introducing your family.

Audio script page T97

**Practice**

**5** <sup>CD1</sup><sub>41</sub> **AB p28** Listen and colour the correct circle.

**Aim:** to listen and identify the correct picture

- Point to the dad in the first picture on AB page 28. Ask *Who's this?* The children say *Dad*. Repeat for the second picture. Say *Listen. Dad or sister?* Play the audio. Elicit the answer *Sister*.
- Remind the children that they have to colour the correct circle. Play the audio again. Check their work as they colour.
- Play the recording again. The children repeat the question and answer exchange.

Audio script page T97

**Extension activity**

**Aim:** to practise *This is my ...* and family members

- Stick photographs of your family on the board. For each photo, encourage the class to ask you *Who's this?* Reply *This is my (dad)*, etc. Repeat two or three times.
- Give each child their Yes/No cards. Say Yes or No in different orders. Children pick up the correct card.
- Point to one of the photographs of your family and say a false sentence, e.g. point to the photograph of your sister and say *This is my mum*. The children say No and hold up the No card. Repeat with different photographs, mixing up true and false sentences.

**Ending the lesson**

**Aim:** to practise *This is my ...*, family members and careful listening

- Stick the flashcards of the family and of Mike in different places in the classroom, with a card or paper 'frame' around each one if possible, to make them look like the portraits on PB page 28.
- The children stand up. Put on the Leo character and say (in a Leo voice) *This is my dad*. The children run to the correct flashcard. Repeat with the different family members and Mike (for Mike say *This is my friend*).
- If you do not have space in your classroom, the children can stand at their desks and point to the correct picture.
- Once the children are playing with ease, a confident volunteer can put on the Leo mask and lead the game.

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** family members, language from the story

**Materials:** CD 1, photographs of your own family (mum, dad, brother, sister), flashcards (family), Unit 3 stickers, coloured pencils or crayons, CD of lively music, pencils

**Optional:** Leo and Mike character masks, family and Mike flashcards with paper/card frames (to make them look like portraits)

**Language competences:** The children will be able to appreciate the values shown in the story. The children will be able to introduce a friend with *This is my friend*.

## Warm-up

**Aim:** to review family members

- Show the photographs of your family and say *This is my mum*, etc. The children can join in.
- Hand the photographs to different children. Say a sentence, e.g. *This is my sister*. The child with the correct photograph stands up and brings you the photograph. Repeat for the other photographs. Do the activity again with different children.

## Practice



**CD 1** **PB pp28-29** **Story: Family and friends**  
Listen to the story. Stick.

**Aim:** to review the story

- Ask the children to tell you what they remember about the story on PB pages 28 and 29 in L1.
- Play the story again, pausing after each picture to ask about the people in the pictures and elicit what Leo and Mike are saying.
- Hand out the stickers for Unit 3. Say, e.g. *Dad*. The children point to the correct sticker on the sheet. Repeat for *mum*.
- Point to the picture on PB page 29. Say *Where's Leo's mum?* The children point to the sticker outline. Mime peeling the sticker of mum off the

sheet. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the other sticker.

**Audio script page T97**

## Story values **PB pp28-29**

**Aim:** to think about the meaning of the story: caring about family and friends

- Play the story again. The children listen and point. Pause after picture 4 and ask in L1 *Is Leo happy to show Mike his family?* (Yes, he is.) Play the rest of the story and ask in L1 *Who is Leo's friend?* (Mike.) *Is Mike happy to be in the picture?* (Yes, he is.) Talk about how important it is to care for both our family and our friends.

**6** **AB p29** **Complete the face. Colour the picture.**

**Aim:** to apply values from the story to new situations

- Tell the children in L1 *We're going to look at some children now. Look at the picture and think. Is she caring for her friend?* Talk in L1 about how sharing things with someone shows that you care. Point to the happy face and explain in L1 that if they think the girl is doing the right thing, they trace the happy smile. Show them how to trace the line with a pencil. Circulate and check as they trace. When they finish tracing, the children colour the picture.

## Extension activity

**Aim:** to reinforce understanding of the story

- Stick the flashcards of the family and Mike to the board with frames around them to make them look like portraits. Invite two volunteers to the front. Assign them the roles of Leo and Mike. The children put on the Mike and Leo masks. Play the story. The children act out the story along with the CD, gesturing towards the pictures on the board. Encourage the children to join in with the CD and laugh at the end.
- Invite another pair of children to come to the front and act or repeat with the class working in pairs at the same time, miming pointing at pictures.

## Ending the lesson

**Aim:** to practise introducing someone with *This is my friend, (name)*

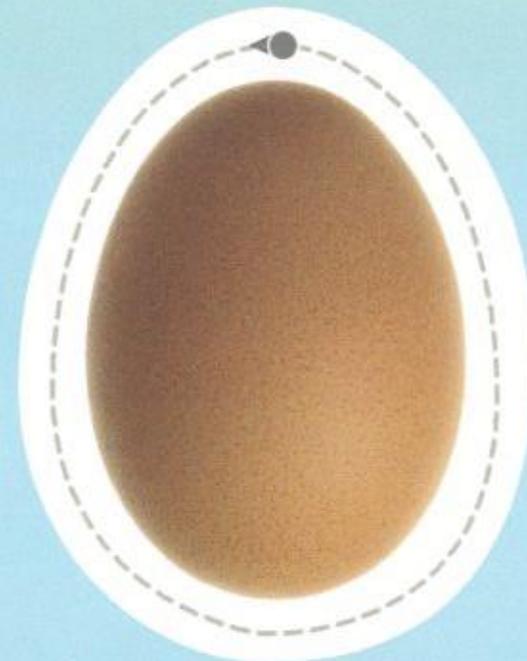
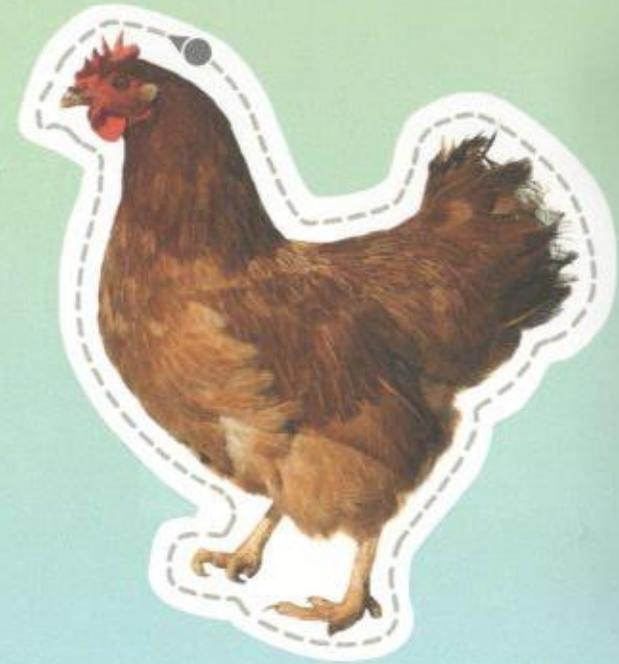
- Ask two volunteers to come and stand at the front. One says pointing at the other *This is my friend, (name)*. The children repeat. The volunteers then swap roles. They then go back to their seats. Repeat with different children.
- The children stand up. Play some music. The children walk around. When the music stops, they make groups of three or four. They take turns to introduce each other saying *This is my friend, (name)*. Start the music again. The children move around once more. Continue until the children are confident with introducing their friends.



# Animal families

6 CD1  
42

Listen and point. Trace and say the words.



### Aims

- to integrate other areas of the curriculum through English: Biology

**New language:** *egg, baby, chicken*

**Recycled language:** *mum, dad, brother, sister, This is my ...*

**Materials:** CD 1, flashcards (family), the puppet (Polly), a toy or hard-boiled egg, a picture of a baby, materials for the project (a paper plate, yellow crayon or pencil, two stick-on eyes, a tail, beak and wings made of coloured paper, scissors and glue for each child), a 'rocking chicken' you have prepared (similar to the one on AB page 30)

**Optional:** play dough or modelling clay (one piece for each child)

**Language competences:** The children will be able to understand that a baby chick is younger than an adult chicken.

### Warm-up

**Aim:** to present *egg* and review *This is my ...* and family words

- Put on the puppet. Play *Disappearing flashcards* using the family flashcards (see Introduction, page xvii).
- Make Polly take the toy egg/hard-boiled egg out of your bag. She says *Look! This is my egg*. Make her sit on the egg. Say *Egg*. The children repeat. Polly passes the egg to volunteers, saying *This is my egg*. The child says *Egg*. To get it back make Polly say *My egg, please!*

### Presentation

 **CD 1**  **PB p30** Listen and point. Trace the circles.

**Aim:** to present *baby* and identify the members of an animal family

- Ask the children to look at PB page 30. Point to the egg and ask *What's this?* Elicit *Egg*. Say *Point to the mum*. Help the children to point to the correct photo. Repeat for *Dad*. Point to the chick and say *This is the baby*. Show the picture of a baby and say the word. Pupils repeat.
- Play the first section of the recording. The children listen and point to each photo in turn.

Join in yourself. Repeat for the second section. Play the third section for the children to point without your help.

- Point to the line around the first picture and trace it with your finger. At the same time say *Dad*. The children copy. Do the same for the other three photos. The children trace around the photos and say the words.
- Talk in L1 about which is younger, the baby or the mum. Then ask which is younger, the egg or the chick, to get the children thinking about age.

Audio script page T97

### Practice

 **7**  **AB p30** Make a rocking chicken.

**Aim:** to take part in a craft activity and encourage recognition of parts of a bird

- Show the pictures on AB page 30. Explain in L1 that you are all going to make a chicken which rocks. Hold up the chicken you have made and say *This is my chicken*. The children repeat *Chicken*. Explain how you made the chicken in L1, using the pictures on AB page 30.
- Hand out the materials. Circulate and help the children colour the plate yellow, fold it and stick on the wings, tail, beak and eyes. Cut out the parts of the chicken for the children (beak, wings, tail) in advance. Ask individual children

*What's this?* Elicit *Chicken* and the parts of the bird in L1.

- The children practise making their chickens 'rock' once the glue is dry.

### Extension activity

**Aim:** to review vocabulary and practise fine motor skills

- Make a play dough model of an egg. Show the class and ask *What's this?* Tell the children they are going to make a model of something from the lesson – a chicken, a baby or an egg. Point to the pictures on PB page 30 and elicit the words.
- Hand out play dough to each child. The children make three models each (chicken, chick and egg). Circulate and help as necessary. Ask *What's this?* Show some of the best models to the class. Confident children can show and say, e.g. *This is my egg*.

### Ending the lesson

**Aim:** to review new words *egg, baby, chicken*

- Teach the following mimes for the new words in the lesson:  
Egg = Curl up with hands over head to make an egg shape.  
Baby = Move your arms as if rocking a baby.  
Chicken = Fold your arms with elbows out and 'flap' them while moving your head like a chicken.
- Say each word. The children mime with you. When they are confident with the mimes, they say and mime at the same time.
- The children work in pairs. Child A says one of the words, Child B mimes. Then they swap. Circulate and check.

## Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** *chicken, baby, egg, mum, dad, brother, sister*

**Materials:** flashcards (family)

**Optional:** simple outline cut-outs of men, women, boys, girls and babies (enough for each child to choose two adults and two or three children/babies), glue, a piece of paper or card for each child

**Language competences:** The children will be able to recognise the order of a simple life cycle (egg – chick – adult bird). The children will be able to use language from the unit.

## Warm-up

**Aim:** to review vocabulary from the previous lesson

- Repeat the mimes from the previous lesson (see page T30, Ending the lesson) to elicit and practise *egg, baby* and *chicken*. Talk briefly in L1 about which is younger/smaller.

## Practice

**7 Think!** PB p31 Follow the path.

**Thinking skills:** ordering

- Point to the photographs on PB page 31. Elicit the words. Say, e.g. *Point to the chicken*. The children point. Repeat with *Egg* and *Baby*. The children will point to the two photographs for baby. Ask in L1 *Which is the youngest?/ Which is the smallest?* The children point to the photograph bottom left.
- Explain in L1 that the children have to draw a path from each photograph – from the youngest/smallest to the oldest. Point to the egg and say in L1 *The egg is first*. Ask *What's next?* The children point at the photograph of the chicken on the eggs. Repeat with the other two photographs.

- Point at the photographs in age order. The children copy you.

**8** AB p31 Say the words. Colour the circles.

**Aim:** to create a record of learning

- Point to the pictures on AB page 31. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

## Extension activity

**Aim:** to make a family picture and think about age

- Take a piece of paper or card and choose some of the cut-out figures (e.g. one man, one woman, a boy). Stick the figures on your piece of paper. Show the children and say *This is my family. This is my dad. This is my mum. This is my brother*.
- Hand out a piece of paper or card to each child and spread out the cut-out figures on desks around the class. The children choose figures to make up their family and stick them on the paper. Circulate and help as necessary. Ask individuals about their pictures and encourage them to make sentences in English (*This is my dad. This is my sister*, etc.). Ask in L1 who is the youngest/oldest in the picture.
- Invite volunteers to show their pictures to the class.

## Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

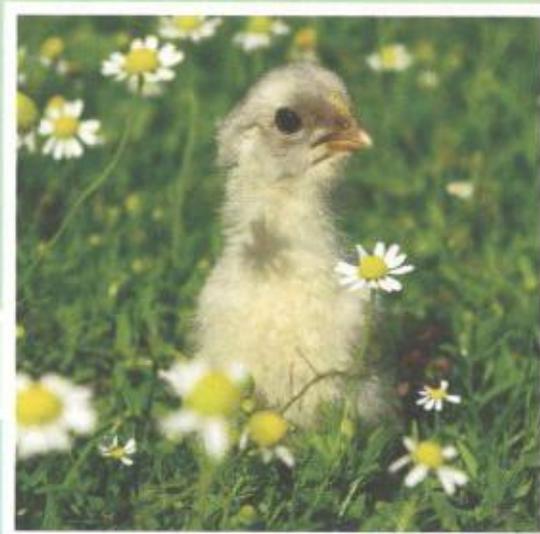
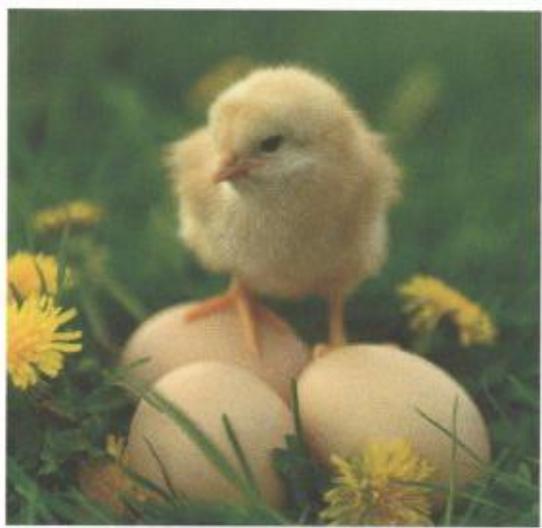
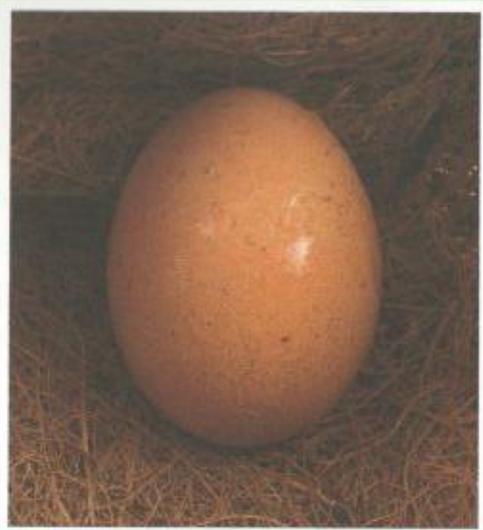
## Phonics

- See page T82 for Unit 3 Phonics.

## Review

- See page T91 for Unit 2 & Unit 3 Review.

7 Think! Follow the path.



4

# My toys

1 CD1  
45

Listen and point. Say the toys.



## Aims

- to present and practise toys

**New language:** *ball, car, puzzle, doll, It's a (blue) (ball)*

**Recycled language:** *my, Hello, Look, colours, characters*

**Materials:** CD 1, flashcards (toys), real toys (a ball, a toy car, a jigsaw puzzle and a doll), the puppet (Polly), coloured crayons or pencils (red, blue, green, orange and yellow) for each child, Yes/No cards

**Optional:** small classroom objects (a book, a pencil), a tray and piece of cloth (to cover the tray)

**Language competences:** The children will be able to name toys.

## Warm-up

**Aim:** to introduce the topic

- Show one of the real toys and say, e.g. *Look! My car.* Repeat with *ball, puzzle and doll.* Point at all of the toys and say *My toys!* Give each of the toys to children in different parts of the classroom. They pass the toys around for everyone to look at. Collect the toys and put them at the front.

## Presentation

 **CD1 45**  **PB p32** Listen and point. Say the toys.

**Aim:** to present toys

- Point to the characters and ask *Who's this?* The children say the names.
- Say *Listen.* Play the audio. The children just listen.
- Say *Listen and point.* Play the audio. The children listen and point to the toys.
- Play the audio again. The children point and say.

Audio script page T97

## Practice

- Show the toy flashcards. Say each word. The children repeat. Say the words at different volumes. The children repeat in the same way.

- Teach the following mimes:  
Ball = Bouncing a ball.  
Car = Holding a steering wheel.  
Puzzle = Hands in front of you, palms towards you, interlinking your fingers.  
Doll = Rocking a baby in your arms.
- Say each word. The children mime with you. When they are confident, they say and mime at the same time.
- Say one of the words. The children do the mime without your help. Choose a volunteer. He/She says a word. You do the mime.

 **CD1 46**  **AB p32** Listen and colour. Say the toys.

**Aim:** to practise toys, review colours and practise listening skills

- Make sure each child has crayons or pencils (red, blue, orange, green and yellow). Hold up a yellow pencil and say *Look! It's yellow! It's a yellow pencil. Show me yellow.* The children pick up the correct colour. Do the same for the other colours. Repeat, but without showing the colour yourself. The children pick up the correct colour.
- Say *Listen and point.* Then say, e.g. *It's a doll.* The children point to the correct picture. Repeat for the rest of the toys.
- Say *Listen and colour.* Play the first line of the audio. Point to the picture of the ball and ask *What colour?* The children reply *Blue.* Show the

children how to colour the picture. Play the rest of the audio. Pause after each item for the children to colour.

- Point to the finished pictures and ask *What's this? What colour is it?* Rephrase the responses, e.g. *Yes! It's a ball. It's blue. It's a blue ball.*

Audio script page T97

## Extension activity

**Aim:** to practise toys

- Put the real toys, the pencil, the book and Polly onto a tray. Pick up each item and ask *What's this?* and (if it's red, green, yellow, orange or blue) *What colour is it?* Place all the items back on the tray and say *Look! Remember!* Let them look for one minute at the objects on the tray, then cover it with a large cloth. Turn away and secretly remove one of the items (you can ask the children to close their eyes). Show the tray again and ask *What's missing?* Elicit guesses from different volunteers. You can also ask *What colour is it?* Hold up the missing item and elicit the name and the colour.
- Repeat the game several times, removing a different item each time.

## Ending the lesson

**Aim:** to review toy words

- Put on the puppet. Play *No, Polly!* with the toy flashcards/real toys. Polly makes right or wrong sentences about the colour of the toys, e.g. *It's a red car.* Give out the Yes/No cards. Say *Show me No.* The children hold up the correct card. Repeat for Yes. Do as many sentences as time allows.
- Make Polly wave and say *Goodbye!* The children wave and say *Goodbye, Polly!*

## Aims

- to present *I've got a (car)* and practise toys; to say a chant

**New language:** *I've got a (car)*

**Recycled language:** *ball, car, puzzle, doll, classroom objects*

**Materials:** CD 1, flashcards (toys, classroom objects), real toys (ball, car, puzzle, doll) and real classroom objects (bag, pencil, book), CD of lively music, coloured pencils or crayons, Yes/No cards

**Optional:** character flashcards, character masks

**Language competences:** The children will be able to talk about possession with *I've got a ...*. The children will be able to join in with a chant.

## Warm-up

**Aim:** to review toys

- Show the toy flashcards in turn. Say/Elicit the names. The children repeat.
- Show the flashcards again. The children say the names.
- Repeat the mime activity from page T32 Practice.

## Presentation

**2**  **PB p33** Listen and match. Chant.

**Aim:** to present *I've got a ...*, review toys and say a chant

- Show the car flashcard or toy car and elicit the word. Say *Look! I've got a car*. Repeat for the other toys.
- Point to the first picture on PB page 33. Say *Listen and match* and play the first line of the chant. Trace the line from the boy to the car with your finger. The children copy. Repeat for the other toys.
- Play the chant again. The children draw the lines with a pencil.
- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat. Play the

chant again for the children to join in. They trace the lines they drew as they chant.

**Audio script** page T97

## Practice

- Hold up a toy and say, *I've got a ...*. The children name the toy. Say the whole sentence (e.g. *Yes! I've got a puzzle.*). Repeat with different toys and classroom objects.
- Give out the Yes/No cards. Say *Show me No*. The children hold up the correct card. Repeat for Yes.
- Hold up a doll and say *I've got a ball*. The children hold up the No card. Repeat for the other toys and classroom objects, mixing correct and incorrect sentences.

**Note:** Alternatively, move your children to a larger space and stick a Yes card to one wall and a No card to another wall. Hold up an object and make a true or false sentence. The children run to the correct wall.

**2** **AB p33** Draw a toy. Say the sentence.

**Aim:** to practise *I've got a ...* and toys

- Point to the example drawing on AB page 33 then the frame. Show some crayons and say *Draw a toy*. Make sure the children understand that they can draw a car, ball, doll or puzzle.

- Circulate and say *I've got a ...* to individual children. They reply according to what they're drawing, e.g. *Car*. Encourage them to say the sentence *I've got a car*. Invite volunteers to show their picture and say, e.g. *I've got a doll*.
- Invite volunteers to stand up and show their picture.

## Extension activity

**Aim:** to practise *I've got a ...*

- Stick the character flashcards on the board and elicit their names.
- Divide the class into four groups. Give out the character masks, one type to each group.
- Stick a toy flashcard next to each character flashcard. Point to the Gina group and to the doll flashcard and say *I've got a ...*. The children in that group say *Doll*. Encourage them to say the whole sentence *I've got a doll*. Repeat for the other groups. Change the order of the toy flashcards and elicit the new sentences. Speed up as the children get the idea.

## Ending the lesson

**Aim:** to practise *I've got a ...*

- The children sit in a large circle. Hand out toys and classroom objects (doll, car, puzzle, ball, pencil, book, bag) to six children (not next to each other). Alternatively, use flashcards. Elicit a sentence from each of the children with an object/card, e.g. *I've got a book*. Play the music. The children pass the objects to their left. When the music stops, elicit sentences from the children who are now holding the objects. Repeat until everyone has had at least one turn to speak.

2 CD1  
47

Listen and match. Chant.

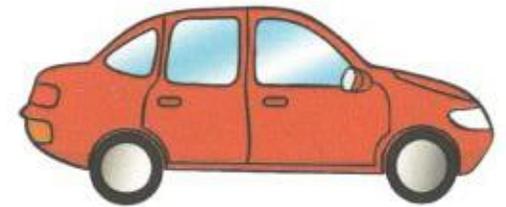
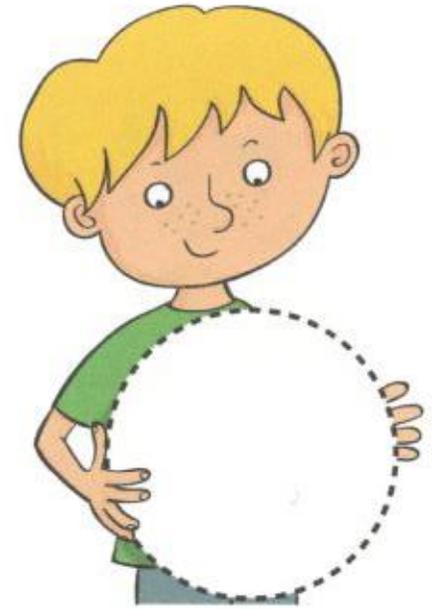
1



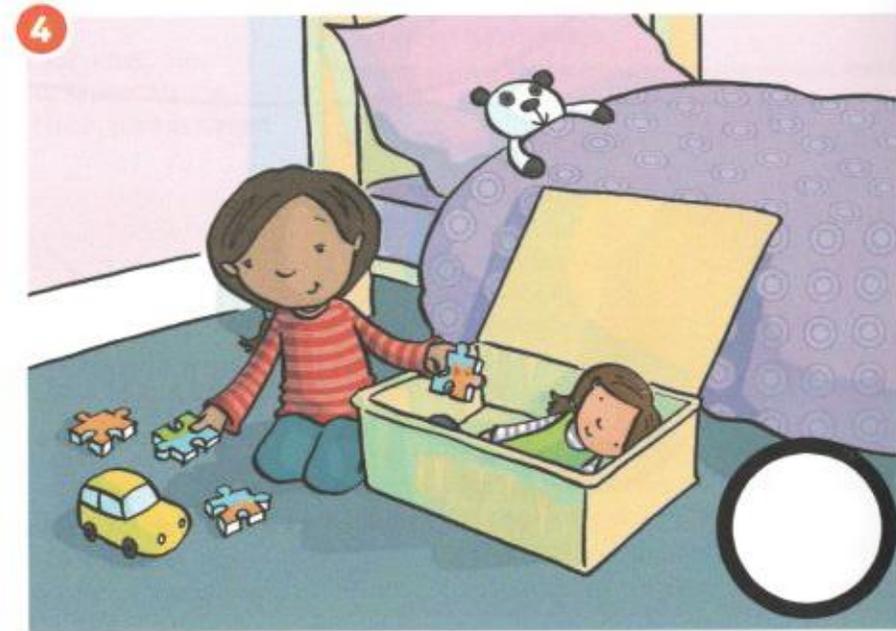
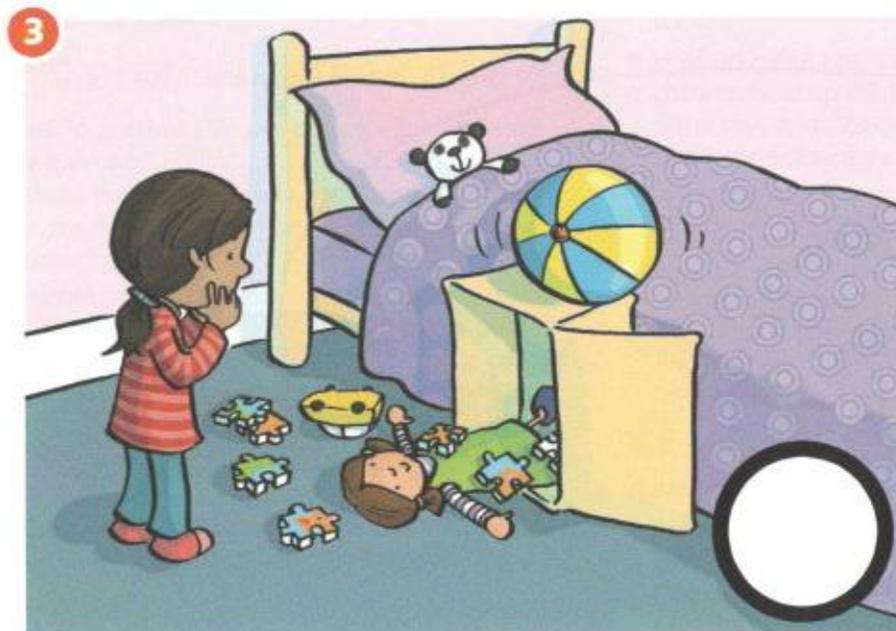
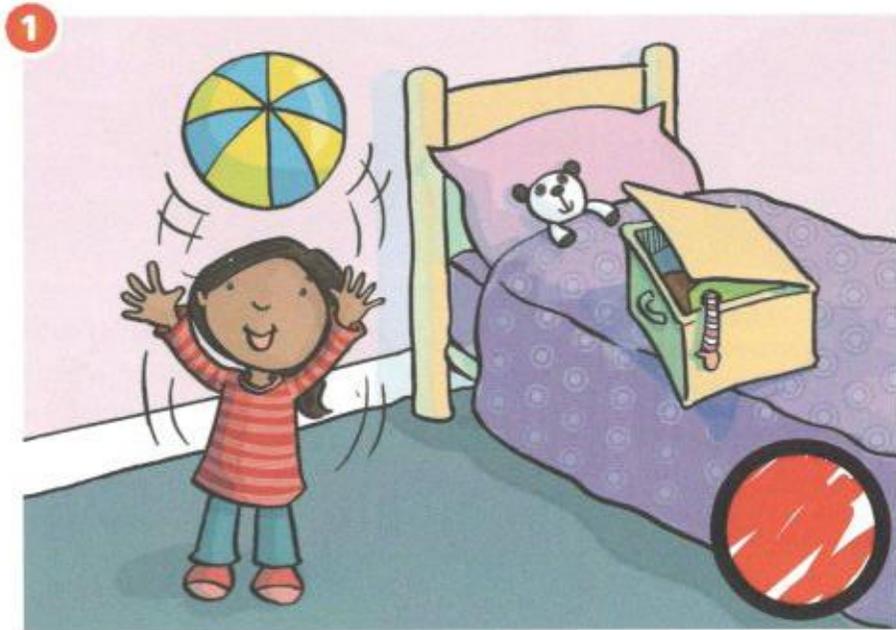
2



3



# Listen and act. Listen and colour.



## Aims

- to present and practise responding to *throw* and *catch*; to review toys

**New language:** *Throw your ..., Catch your ..., Oh, no!*

**Recycled language:** toys, *I've got a ..., Tidy up the ..., instructions (Hands up, Hands down, Go to sleep, Wake up, Show me something (green), etc.), colours*

**Materials:** CD 1, flashcards (toys, classroom objects, characters), a large soft ball, the puppet (Polly)

**Optional:** toy car, doll, puzzle, soft ball and cardboard box/basket for each team of three to six children (the cardboard box/basket must be large enough to hold all the toys)

**Language competences:** The children will be able to follow new and familiar instructions.

## Warm-up

**Aim:** to review toys, classroom objects and *I've got a ...*

- Review the toys with the flashcards. Show each flashcard and elicit the word. Confirm by saying a sentence with *I've got* (e.g. *I've got a puzzle*). Practise the classroom object words and *I've got* using the flashcards in the same way.
- Put the toy and classroom object flashcards together, mix them up and take one, holding it so the children can't see what it is. Say *I've got a ...* Volunteers guess by saying one of the words. When a child guesses correctly say the whole sentence, e.g. *Yes! I've got a chair!* Repeat with different flashcards. Then make the activity competitive by dividing the class into teams.

## Presentation

3 CD1 48 PB p34 Listen and act.

**Aim:** to present new instructions and practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Sit in the centre. Throw a soft ball into the air and say *Throw*. Catch it and say *Catch*. Repeat several times. Encourage the children to mime

as you throw and catch, then join in with the words. Let volunteers try throwing and catching the ball.

- Set the ball aside. Play the first line of the audio and mime throwing. The children copy. Say *Throw your ball*. Do the action again, along with the children. Play the next line and do the action. The children copy. Repeat for the rest of the recording.
- Play the audio again without pausing, doing the actions with the children. Repeat several times. Play the audio for the children to follow the instructions without your help.
- Give more instructions, adding language from earlier units, e.g. *Stand up. Throw your ball*. The children follow. Speed up when they are confident.

Audio script page T97

## Practice

3 CD1 49 PB p34 Listen and colour.

**Aim:** to practise new instructions and listening

- Say *Listen and colour*. Explain in L1 that the children have to choose the correct colour to colour the circles below the pictures. Play the first line of the audio and point to the example circle next to picture 1. Then play the rest of the audio, pausing for children to colour the circle each time.

Audio script page T97

3 CD1 50

AB p34 Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Point to the pictures on AB page 34 and elicit *Tidy up* and *Throw your ball*.
- Say *Listen and circle. Tidy up or throw your ball?* Play the audio. The children point at the correct picture. They draw the circle around the second picture. Circulate and elicit *Throw your ball* from individuals.

Audio script page T97

## Extension activity

**Aim:** to practise following instructions and take part in a team game

- If possible, move your class out into the playground, school gym or an empty classroom.
- Divide the class into teams of three to six. In front of each team place a doll, a car, a ball, a puzzle and, furthest away, a box or basket.
- Say *Tidy up the doll!* The first child in each team runs to pick up the doll in their line of objects, puts it in the box/basket and runs to the back of their team. Say *Tidy up the car!*
- Practise the game slowly at first. You need to take the objects out of the boxes once you have given all the instructions, and place them in line again. Mix up the order of the instructions.
- Make the game competitive.

## Ending the lesson

**Aim:** to practise following instructions

- Put on the puppet. Play *Polly says ...* using known instructions, *throw* and *catch* (see Introduction, page xvii).

## Aims

- to sing a song with the class; to present and practise *big* and *small*

**New language:** *big, small*, adjectives: *a (big) (red) (ball)*

**Recycled language:** toys, colours, classroom objects, *Show me (something) (blue), throw, catch, mum, dad, brother, I've got a ...*

**Materials:** CD 1, a soft ball, toys, classroom objects, pencils and crayons in known colours, a big ball, a small ball, large circles of red and blue card, small circles of red and blue card (enough for a quarter of the class to have big red circles, a quarter big blue circles, etc.), pencils

**Optional:** big and small toys and classroom objects, one for each child

**Language competences:** The children will be able to join in with a song. The children will be able to describe the colour and size of an object.

## Warm-up

**Aim:** to review *throw, catch*, toys, classroom objects and colours

- The children stand in a circle. Place toys and classroom objects in the centre. Elicit the words and colours. Say, e.g. *Angela, please show me the doll*. The child picks up the doll and brings it to you. She puts it back. Repeat with different children and different objects. When the children are confident, add in colours, e.g. *Philippe, please show me the red pencil/something red*.
- Say, e.g. *Victor, catch the ball*. and throw the soft ball. Say *Victor, throw the ball*. The child throws the ball back to you. Encourage him to say (Your name), *catch the ball*. Repeat with different children. When the children are confident, let them choose who to throw to. They say (Name), *catch the ball* each time.

## Presentation



**PB p35** Listen and sing.

**Aim:** to present *big* and *small* and sing a song

- Show the children a big ball and say *A big ball*. Hold up a small ball and say *A small ball*.

Repeat several times. Encourage the children to join in. Then hold up the big ball and say *I've got a big ball*. Repeat with *I've got a small ball*.

- Point to the little girl on PB page 35 and say *Look! It's Rosemary. Children, say hello to Rosemary*. The children say *Hello, Rosemary*. Point to Rosemary's family and ask *Who's this?* The children say *Brother/Mum/Dad*. They say hello to each of them.
- Say, e.g. *Point to a big ball*. The children point. Repeat several times, mixing up big and small. Then say, e.g. *Point to a small, red ball*. The children point to the first ball. Repeat for *big, red ball/small, blue ball/big, blue ball*.
- Play the song. The children listen and point to the appropriate ball.
- Play the song again, pausing to teach each line.

**Audio script page T97**

## Practice



**AB p35** Listen again. Trace and colour.

**Aim:** to practise listening and identifying size and colour

- Point at the picture on the left and say *Listen. Big or small? What colour?* Play the first verse of the song. Elicit the answer *A big, red ball*. Show the children how to trace around the ball

and colour it red. Play the song verse by verse, pausing for the children to trace and colour. Circulate and check they are using the correct colours.

- Say, e.g. *I've got a small, blue ball*. The children say the correct person from AB page 35, e.g. *Dad*.

**Audio script page T98**

## Extension activity

**Aim:** to practise *I've got a (big/small) (blue) ...*, toys and classroom objects

- Hand each child a big or small toy/classroom object. Elicit sentences from volunteers about their object, according to ability, e.g. *I've got a ball/I've got a small book/I've got a small, blue pencil*.
- Ask all the children to say a sentence to their neighbour. They take turns to speak. Circulate and check/help. Then say *Pass it on*. Show the children how to pass their object to the person on their right. Repeat the pairwork activity, with the children making a sentence about their new object. The game continues until the children have made five or six sentences.

## Ending the lesson

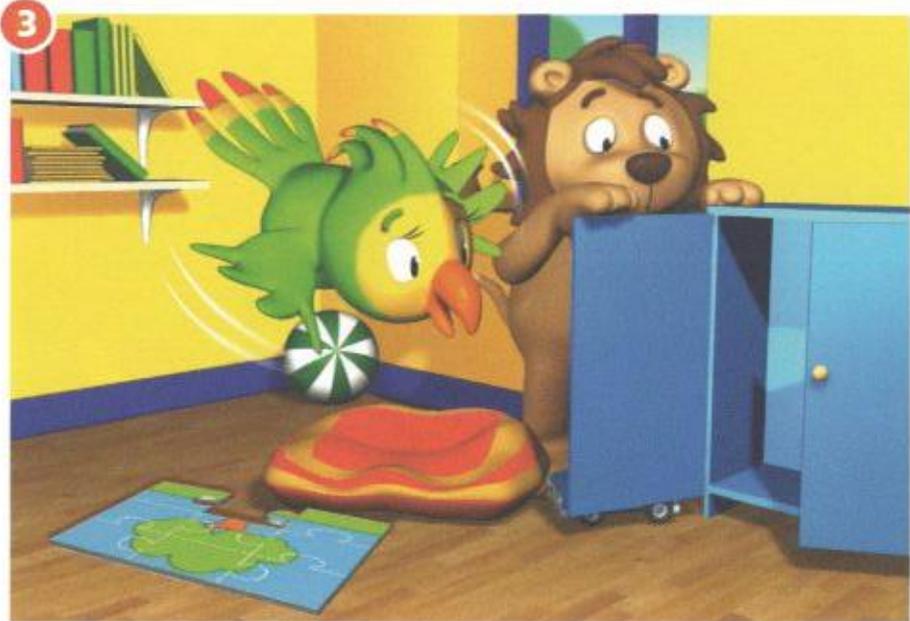
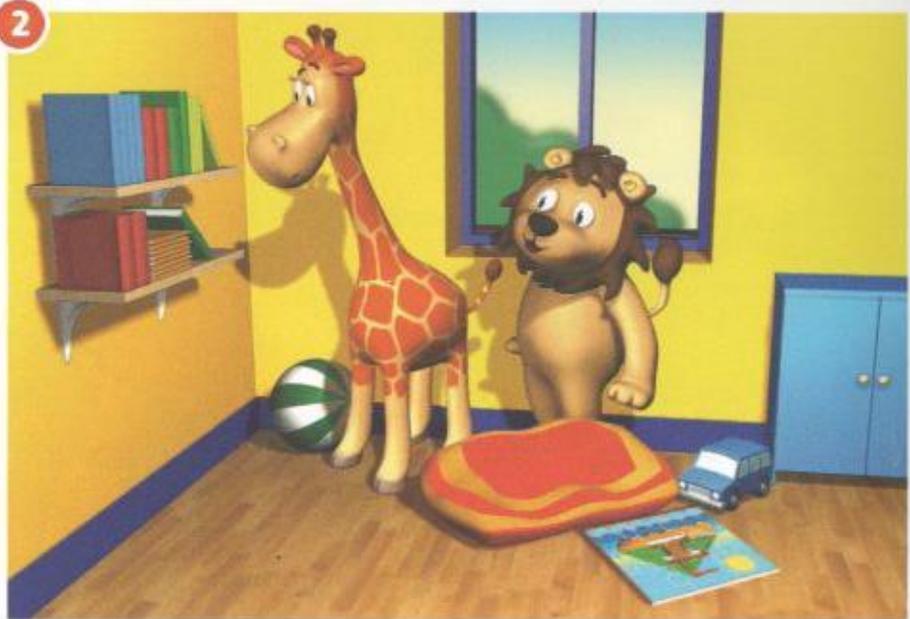
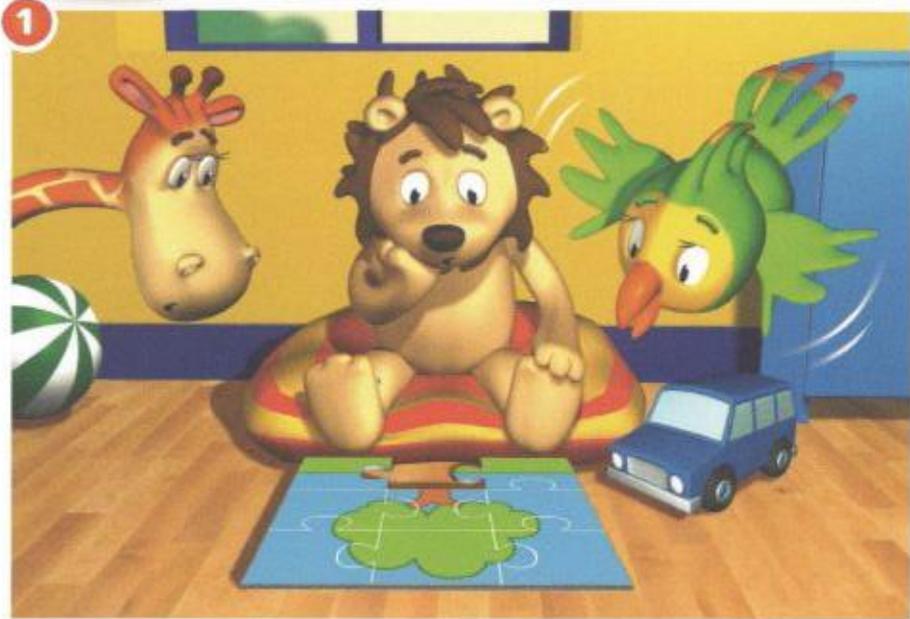
**Aim:** to practise the song

- Divide the class into four groups (Brother, Mum, Dad and Rosemary). Hand out the coloured circles to match the balls in the song. Play the song. The groups join in with the correct verse and hold up their circles as they sing. Everyone sings the chorus.

Listen and sing.



# The puzzle



### Aims

- to present a picture story; to review language from the unit

**New language:** *Where is it? Is it there? It's there*

**Recycled language:** toys, classroom objects, colours, *big/small, I've got ..., Thank you, egg*

**Materials:** CD 1, a large soft bag, eight to ten big and small toys, including a puzzle, and classroom objects (most of these should be red, yellow, green or blue), Leo mask, a cushion, the puppet (Polly), a toy egg/hard-boiled egg

**Language competences:** The children will be able to listen and follow a picture story. The children will be able to respond to the questions *Where is it?* and *Is it there?*

### Warm-up

**Aim:** to review *I've got a big/small (red) (ball)*

- Show the children each of the big/small objects you have brought to class. Say, e.g. *I've got a small, red car.* Then put it in the bag.
- Invite a volunteer to come to the front. With eyes closed, he/she takes an object out of the bag. Encourage the child to make a sentence with *I've got ...,* according to ability. The child takes the object back to his/her place. Repeat with different volunteers. Collect the objects by saying, e.g. *Where's my small, red car?* The child with the correct object puts it back in the bag. Say *Thank you, (name). Good. I've got my small, red car.*

### Presentation

 **CD1 56** | **PB pp36-37** Story: The puzzle

**Aim:** to listen and follow a picture story

- Point to the characters on PB page 36 and ask *Who's this?* The children say, e.g. *(It's) Gina.* Review toys by asking, e.g. *Where's the car?* The children point. Ask what Leo is doing in L1 (a puzzle) and why he is sad (the last piece is missing).

- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. The children explain what's happening in L1. Elicit translations for *Where is it? Is it there?* and *It's there!*
- Put on the Leo character mask. Play the story. Pretend to be Leo and join in with his reactions/questions. Point to a shelf in the classroom/open a cupboard and lift the cushion as in the story. The children join in with the other animals' lines. At the end, turn round and pretend you are Leo, looking at your tail. Encourage the children to point and join in with *Look! It's there!*

Audio script page T98

### Practice

 **CD1 56** | **AB p36** Listen and colour the correct circle.

**Aim:** to listen and identify the correct picture

- Point to the characters in the pictures on AB page 36. Ask *Who's this?* Say *Listen and colour the circle.* Point to the circles. Play the audio. Elicit the answer (the second picture).
- Play the audio again. Check the children's work as they colour.
- Play the recording again. The children repeat the question and answer exchange.

Audio script page T98

### Extension activity

**Aim:** to practise *big/small, colours, Where is it?, Is it there?* and *There it is!*

- Place three or four of the items from the beginning of the lesson in different places around the classroom (if possible when the children are not looking). Make sure the children can see the items. Say, e.g. *My book! My big, green book. Where is it?* Go around the classroom looking. As you look, ask the class and individuals *Is it there?* They respond *No!* When the children point at the object and say *Look!/It's there!* 'find' the object and say *Thank you! I've got my big, green book.* Repeat with the rest of the objects.

### Ending the lesson

**Aim:** to practise *Where's my ...?, Is it there?* and *There it is!*

- Put on the puppet. Make her pick up an egg. Point and ask her *What's this?* Polly says *My egg. I've got an egg.* Say *Polly, let's play a game!* Make Polly cover her eyes with her wings and hide the egg somewhere in the classroom. The children can suggest places in L1. Say *OK, Polly!* Make Polly uncover her eyes and say *My egg! Where is it?* She flies around the room looking for the egg on shelves, in cupboards, under the cushion, etc. Make Polly ask *Is it there?* each time. The children respond *No!* Make Polly point to the egg and say *It's there! Look! I've got my egg.*
- Make Polly wave and say *Goodbye!* The children wave and say *Goodbye, Polly!*

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** toys, classroom objects, language from the story

**Materials:** CD 1, Unit 4 stickers, coloured pencils or crayons, pencils

**Optional:** character masks, a large jigsaw piece, sticky tape

**Language competences:** The children will be able to appreciate the values shown in the story. The children will be able to use and respond to language from the story.

## Warm-up

**Aim:** to review language from the story

- Before the class, hide things that you need around the room (e.g. your bag, your book, a pencil, your chair). Pretend that you have lost the items and say, e.g. *My bag! Where's my bag?* Move around the classroom looking, and asking *Is it there?* The children help by saying *No* and pointing or saying *It's there!* 'Find' each thing and say *Thank you!*

## Practice



**PB pp36–37** Story: The puzzle  
Listen to the story. Stick.

**Aim:** to review the story

- Guide the children to tell you what they remember about the story on PB pages 36 and 37. Ask while miming *Why is Leo sad? What has he lost? Where does he look? Who helps him?*
- Play the story again, pausing after each picture to ask what is happening and elicit what the characters are saying.
- Hand out the stickers for Unit 4. Say *Where's the car?* The children point to the correct sticker on the sheet. Repeat for *ball*.
- Point to the picture on PB page 37. Say *Where's the ball?* The children point to the sticker outline. Mime peeling the sticker of the ball off the sheet.

The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the other sticker.

Audio script page T98

## Story values **PB pp36–37**

**Aim:** to think about the meaning of the story: helping

- Play the story again. The children listen and point. Pause after picture 2 and ask in L1 *What's Gina doing?* (She's helping look for the puzzle piece.) Play the rest of the story and ask about what Polly and Mike are doing. Talk about how important it is to help people. Ask the children how they help people at school and at home.

**6** **AB p37** Complete the face. Colour the picture.

**Aim:** to apply values from the story to new situations

- Tell the children in L1 *We're going to look at a boy and a woman now. Look at the picture and think.* Talk in L1 about how we can help someone who is not as strong as us. Ask in L1 *What is the boy doing?* (Helping.) *What is the woman saying?* (Thank you.) Point to the happy face and remind the children in L1 that if they think the boy is doing the right thing, they trace the happy smile. Show them how to trace the line with a pencil. Circulate and check as they trace. Then the children can colour the picture.

## Extension activity

**Aim:** to reinforce understanding of the story

- Invite four volunteers to the front. Assign them the roles of Gina, Polly, Leo and Mike. The children playing the main characters put on the character masks. Stick a large jigsaw piece to the back of the child playing Leo using sticky tape. Play the story. The children act out the story along with the CD. Encourage them to join in with the CD and look around as the characters do ('Gina' looking on a shelf, 'Polly' opening a cupboard and 'Mike' looking under a chair). The child playing Leo 'finds' the jigsaw piece after the others point at it on his back.
- Invite another group of four children to come to the front and act.

## Ending the lesson

**Aim:** to practise helping and thanking someone for their help

- Ask the children to put three objects in front of them (e.g. a book, a red pencil and a yellow pencil). Demonstrate with a volunteer. Put three items on your desk and ask the child, e.g. *Where's my book?* Encourage the child to point to it and say *Look! It's there!* Say *Thank you* and pick it up. The children practise the same dialogue in pairs with the items in front of them. Circulate and help as necessary.



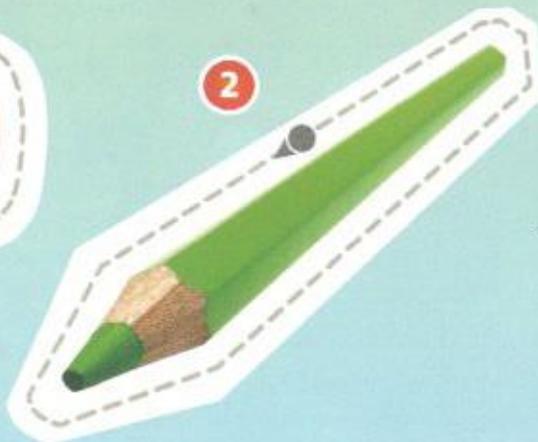
# Big and small

6 CD1  
56 Listen and point. Trace and say the words.

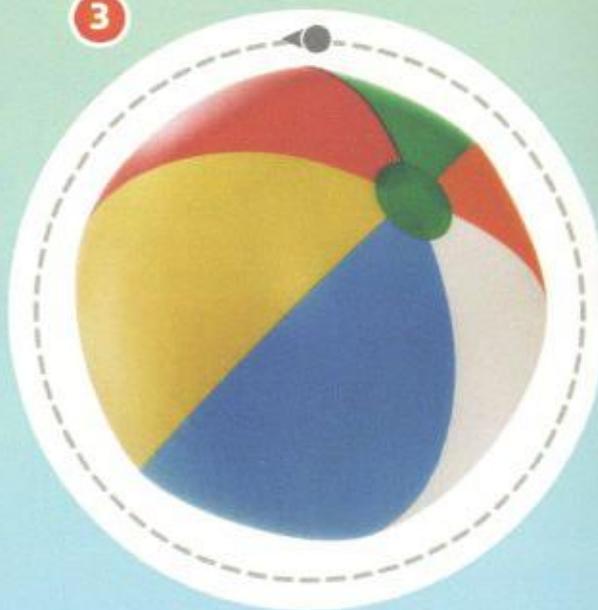
1



2



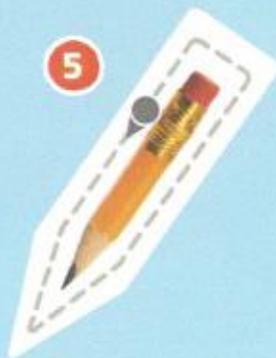
3



4



5



6



## Aims

- to integrate other areas of the curriculum through English: Geometry

**Recycled language:** *big, small, toys, classroom objects, colours*

**Materials:** CD 1, flashcards (toys), big and small toys/bags/books (some in known colours), the puppet (Polly), air-drying modelling clay (one piece for each child), paints and paintbrushes, pencils

**Optional:** eight to ten pictures or photographs of big and small things (e.g. a lorry, a large building, a tree, an aeroplane, an elephant, a tennis ball, a mouse, a sweet, a daisy, an ant)

**Language competences:** The children will be able to differentiate between big and small objects.

## Warm-up

**Aim:** to review toys and *big/small*

- Put some big and small objects at the front of the classroom (e.g. a big book and a small book, a big toy car and a small toy car, a big ball and a small ball, a big bag and a small bag). Hold up an object and ask *Is it big or small?* The children respond. Repeat with different objects.
- Put on the puppet. Make Polly say, e.g. *Oscar, please show me a small bag.* The child comes to the front and holds up the correct object. Polly says *Thank you!* Repeat with different volunteers.

## Presentation

6

**PB p38** Listen and point. Trace and say the words.

**Aim:** to differentiate between *big and small objects*

- Ask the children to look at PB page 38. Point to the first picture and ask *What's this?* Elicit *Car.* Ask *Big or small?* Elicit *A big car.* Repeat for the other photos.

- Play the first section of the recording. The children listen and point to each photo in turn. Join in yourself. Play the second section for the children to point without your help.
- Point to the line around the first picture and trace it with your finger. At the same time say *A big car.* The children copy. Do the same for the other photos. The children trace around the photos and say the phrases.

Audio script page T98

## Practice

7

**AB p38** Make a big toy and a small toy.

**Aim:** to take part in a craft activity and encourage recognition of size and shape

- Show the pictures on AB page 38. Explain in L1 that you are all going to make a big toy and a small toy, like the boy in the picture. Point to the toys he has made in turn and ask *What is it? Is it big or small?*
- Hand out the materials. Circulate and help the children make their toys. Ask individual children *What's this? Is it big or small?*
- The children paint their toys then leave them to dry. Ask volunteers to show their toys to the class and say, e.g. *A small doll or I've got a small doll.*

## Extension activity

**Aim:** to extend awareness of the sizes of things around us

- Stick the photographs of big and small objects at the bottom of the board, all mixed up, at a height the children can reach. Draw a line down the centre of the board. Move one of the pictures of a big object on one side of the line on the board, e.g. the lorry. Ask *Is it small?* The children say *No, big.* Choose a picture of a small object. Hold it next to the picture of the large object and ask *Is it like this? Is it big?* The children say *No, small.* Stick the picture on the other side of the line on the board. Call a volunteer to the board to choose a picture and stick it on the correct side of the board, according to its size. Help by asking *Is it big? Is it small?* The rest of the class respond, too. Encourage the child to say *It's a big (car) or It's a small (car).* Repeat until all the pictures have been stuck on the board. Mix up the pictures and repeat the activity with different children.

## Ending the lesson

**Aim:** to review *big/small* and practise the unit song

- Play the song from page T35 (CD 1, Track 51). Mime holding a small ball or a big ball as you sing each verse. The children copy.

## Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** *big, small, toys, classroom objects. I've got a ..., Tidy up ...*

**Optional:** coloured pencils or crayons, pencils, a selection of big and small objects (e.g. a big book, a small book, a big doll, a small doll, a big bag, a small bag) and two large boxes, one with a picture of an elephant on it, one with a picture of a mouse

**Language competences:** The children will be able to sort objects according to their size. The children will be able to use language from the unit.

## Warm-up

**Aim:** to review *big/small, toys, classroom objects* and *I've got a ...*

- Mime using a big or small object which the children know, e.g. writing with a small pencil. Ask *What is it?* Encourage the children to guess *A small pencil.* Say *Yes! I've got a small pencil.* Repeat with different mimes, e.g. carrying a big bag, driving a small car, throwing a big ball, doing a big puzzle, reading a big book, sitting on a small chair.

## Practice

- 7** **Think!** **PB p39** Look and draw lines. Say 'big' or 'small'.

### Thinking skills: sorting

- Point to the photographs on PB page 39. Say, e.g. *Point to the small book.* The children point. Repeat with *small bag, big bag, big book, small ball* and *big ball.*

- Say *Look and draw lines.* Demonstrate by pointing to the first photo and asking *Big or small?* Then drawing a line with your finger from the photo to the small square. Repeat for photo 2. The children draw lines for the remaining photos. Circulate and help. Ask individual children *What's this? Is it big? Is it small?* Encourage them to make a phrase, e.g. *A small ball.*

- 8** **AB p39** Say the toys. Colour the circles.

### Aim: to create a record of learning

- Point to the pictures on AB page 39. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

## Extension activity

**Aim:** to practise sorting objects according to size

- If possible, move your class into the playground, school gym or an empty classroom.
- Point to the box with the elephant on it and say *Big or small?* The children say *Big!* Point to the box with the mouse on it and repeat the question. The children say *Small!* Place the two boxes at one end of the space. Ask the children to stand at the other end. Between the children and the boxes, put a pile of big and small objects which the children know (e.g. books, bags, dolls, toy cars, balls). Choose a volunteer and say, e.g. *Tidy up the big book!* The child chooses the correct object and puts it in the appropriate box. Repeat with different children and different items.
- Once the children are playing with ease, you can choose to play it as a team game. You can make the game competitive if you wish, by choosing two children at a time. They race to find the correct object and put it in the right box.

## Ending the lesson

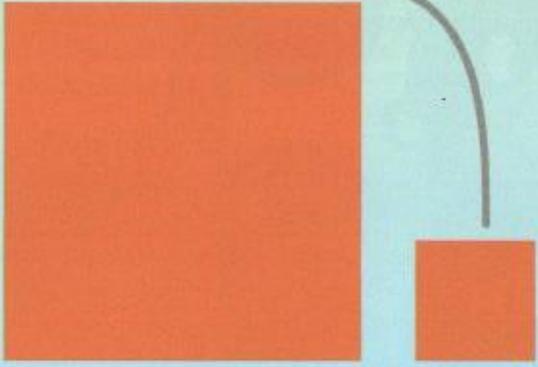
**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

## Phonics

- See page T83 for Unit 4 Phonics.

7 Think! Look and draw lines. Say 'big' or 'small'.



5

# My numbers

1 CD2  
02

Listen and point. Say the numbers.



**Aims**

- to present and practise numbers

**New language:** *one, two, three, four, Go, plural: book/books*

**Recycled language:** *toys, classroom objects, red, blue, green, orange*

**Materials:** CD 2, four toy cars/pictures of cars, the puppet (Polly), colouring pencils or crayons, a toy train engine with four separate carriages or a picture of a train engine and pictures of four carriages (to stick on the board)

**Optional:** flashcards (toys and classroom objects), classroom objects or small items (e.g. buttons, coins, building blocks), two sets of four for each pair of children

**Language competences:** The children will be able to count from 1 to 4. The children will begin to recognise plural words.

**Warm-up**

**Aim:** to introduce numbers 1 to 4

- Show the toy cars/pictures of cars. Put them slowly one by one on a table (or stick them on the board), counting *One ... two ... three ... four!* Point and count several times. Say it as a chant. The children join in if they wish.
- Mime driving a car and, in L1, say that you need help to drive the cars. Draw two lines to make a simple road from left to right on the board, at a height your children can reach. Choose four volunteers. Give each volunteer a toy car/picture and ask them to stand at one end of the 'road'. Say *One!* The first child 'drives' his/her car by moving it along the board. Do the same for the other children (*Two! Three! Four!*). The rest of the class join in with the counting.
- Repeat with more groups of four children.

**Presentation**

 **1**  **AB p40** Listen and point. Say the numbers.

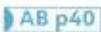
**Aim:** to present numbers 1 to 4

- Point to each character in turn on PB page 40. The children say the names. Say *Listen*. Play the audio. The children just listen.

- Say *Listen and point*. Play the audio and show the children how to point at the characters. Say *Listen and point*. Play the audio again. The children point.
- Say *Say the numbers*. Play the audio again. The children point and join in.  
*Audio script page T98*

**Practice**

- If possible, move your class into the playground, school gym or an empty classroom.
- Divide the class into four teams. The teams wait at one end of the space in lines.
- Say *Go!* Count *One, Two, Three, Four, Go!* The four who are at the front run to the wall as fast as they can. The winner gets a point for their team. These four children go to the back of the lines. Repeat until everyone has had a turn. The children who have already run help with the counting.

 **1**  **AB p40** Listen and colour. Say the numbers.

**Aim:** to practise numbers and introduce plurals

- Point to the first ball. Ask *What's this?* and *What colour is it?* The children answer *Red/A red ball*. Repeat for the other balls.
- Make sure the children have their coloured pencils/crayons ready. Hold up a red pencil/

crayon and say *Listen and colour*. Play the first line of the audio and stop so that the children can colour in the ball. Play the rest of the recording, stopping after each set of balls.

- Circulate and check that the children have used the correct colours for each set of balls.
- When the children have finished colouring say *Say the numbers*. Point to the picture of the red ball and say *One ball*. The children repeat. Repeat for the other pictures, with the children saying all the numbers and adding the plural 's' if they can.

*Audio script page T98*

**Extension activity**

**Aim:** to practise numbers and counting sets of items

- Stick the toy and classroom object flashcards on the board. Move the toy flashcards into a group together, counting *One, two, three, four* as you do so. The children join in. Repeat for the classroom objects.
- Children repeat with the eight small items handed out to them.

**Ending the lesson**

**Aim:** to review numbers

- Hold up the toy train or stick the picture of the train on the board. Attach the carriages/ stick them on the board, counting slowly as you do so, *One, two, three, four*. Point at the carriages and count again. Encourage the children to join in.
- Put on the puppet. Play *No, Polly!* using the toy train/pictures (see Introduction, page xvii). Polly points at the carriages and makes mistakes with the counting (e.g. pointing at two carriages, but saying *One, two, three*), or gets the order wrong (e.g. *One, four ...*).

## Aims

- to practise counting and plural words; to practise recognising figures 1 to 4; to say a chant

**Recycled language:** *one, two, three, four, Show me ...*, classroom objects, toys

**Materials:** CD 2, four pencils, groups of four other known items (e.g. dolls, cars, balls), pencils

**Optional:** a doll, toy car, puzzle, ball, bag, book or pencil for each child, but no fewer than two or more than four of each thing in total (e.g. four toy cars, three dolls, two balls, four puzzles, two bags, etc.)

**Language competences:** The children will be able to use plural forms.  
The children will be able to join in with a chant.

## Warm-up

**Aim:** to practise numbers 1 to 4 and counting

- Hold up one finger and say *One!* Hold up two fingers and say *Two!* Do the same for *three* and *four*. Repeat with the children copying the words and actions.

**Note:** Some children will find this more difficult than others. Encourage the children to help one another.

- Say, e.g. *Show me three!* The children hold up the correct number of fingers.

## Presentation

**2**  **PB p41** Listen and match. Chant.

**Aim:** to practise counting and recognising figures 1 to 4 to say a chant

- Point to the first picture on PB page 41 and say *One book*. Point to the figure 1 and the dot and say *One*. Point to the books in the second picture saying *Book, book, two books!* Again point to the figure 2 and the dots. Repeat for pictures 3 and 4.
- Say *Listen and match*. Play the first line of the chant (*Book! One Book!*). Show the children how to trace from the picture of the book down to the figure 1 with their fingers. Repeat for the

other lines. Children trace the lines with a pencil. Circulate and check the children are matching correctly. Repeat for the second verse.

- Say *Chant*. Play the first section of the chant, pausing after each line for the children to repeat. Play the second section through for the children to join in.

Audio script page T98

## Practice

- Hold up a pencil. Say the first line of the chant, but using the word *pencil* instead of *book*. Hold up two pencils for the next line, then three for the next line, and so on. Encourage the children to join in. Repeat with groups of four different items (e.g. dolls, cars, balls).

**2** **AB p41** Look and circle. Say the sentences.

**Aim:** to practise counting and recognising shapes

- Point to the first picture in the key on AB page 41 and say *Look and circle the puzzle*. Show the children how to find the puzzle and circle it with their pencils. Hold up your finger and say *One puzzle*. Point to the picture of the car in the key, elicit the word and say *Look and circle the cars*. Circulate and help. Then ask *How many cars?* The children say *Two cars*. Repeat the process for *dolls* and *balls*.

- Once the children have found all the items, say e.g. *Cars?* The children point and count along with you *One, two cars*. Repeat for the other items in the puzzle.
- The children then work in pairs. Child A says the name of an item in the key, e.g. *Doll*. Child B points and counts the dolls aloud. Circulate and check that the children are counting correctly and adding an 's' to plural nouns.

## Extension activity

**Aim:** to work together and practise counting

- If possible, move your class into the playground, school gym or an empty classroom.
- Give a toy car, doll, puzzle, ball, book, pencil or bag to each child in the class. Point to individuals. They say, e.g. *I've got a book*.
- Tell the children in L1 to find people who have the same type of object. Encourage the children to make sentences with *I've got ...*
- When all the children are sitting down, help each group in turn to count the objects they have, e.g. the children with the bags hold them up and say *One, two, three, four*.

## Ending the lesson

**Aim:** to practise the chant

- Play the chant again for the children to join in. They stand up and count on their fingers as they chant.

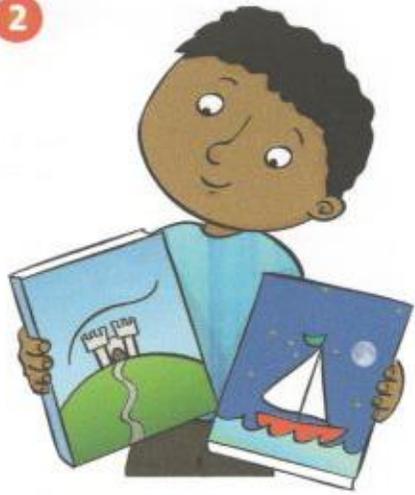
2 CD2 04

Listen and match. Chant.

1



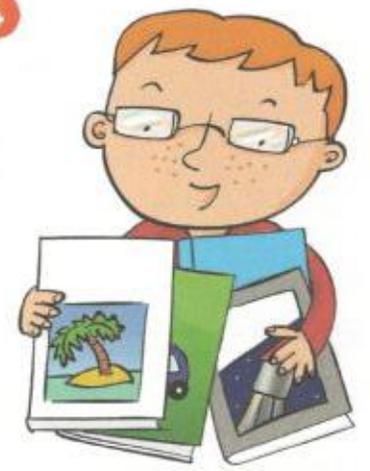
2



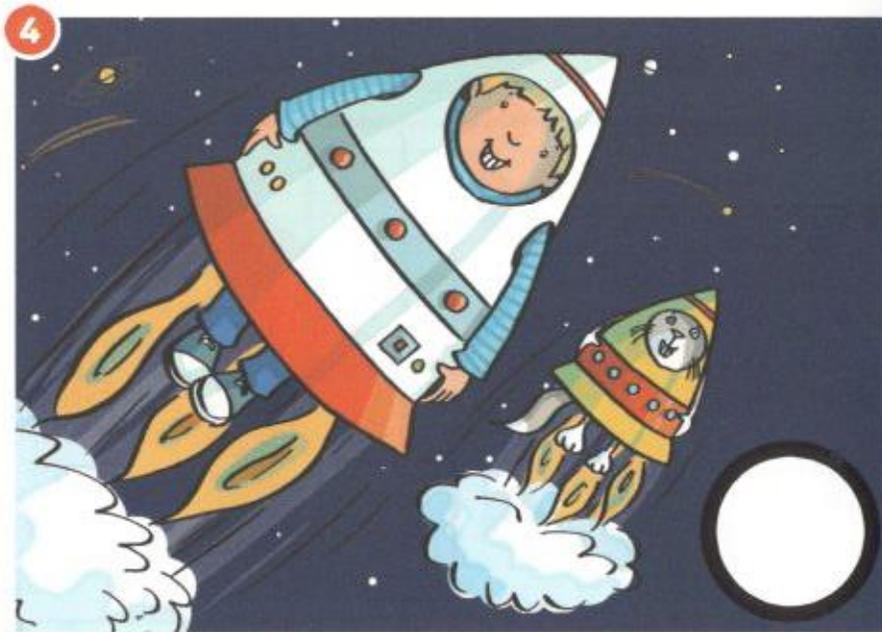
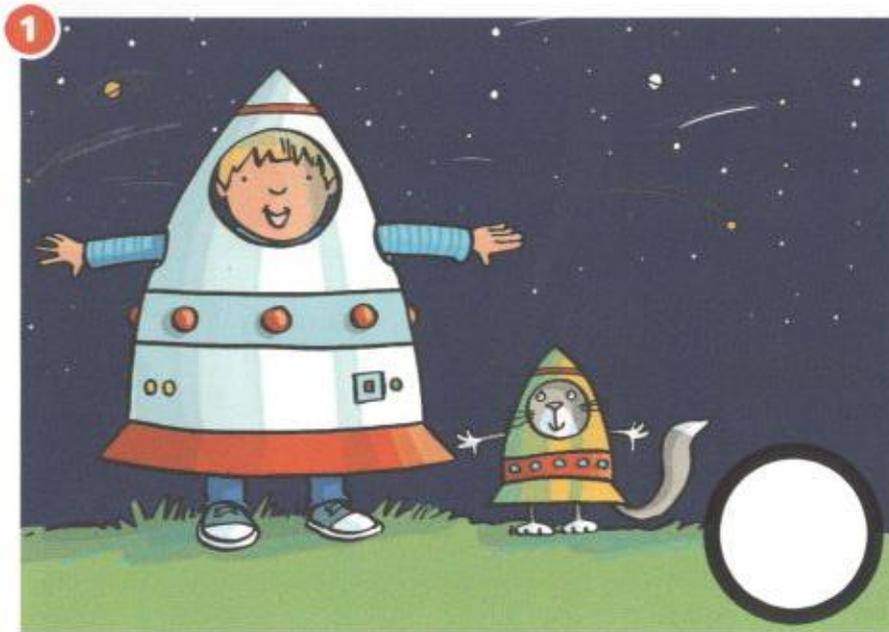
3



4



# Listen and act. Listen and colour.



**Aims**

- to practise counting forwards and in reverse

**New language:** *rocket*

**Recycled language:** numbers 1 to 4, colours, instructions (*Clap your hands, Throw, Catch, etc.*)

**Materials:** CD 2, flashcards (numbers), the puppet (Polly), a toy rocket or picture of a rocket stuck on card, coloured pencils or crayons in red, green, blue and yellow

**Language competences:** The children will be able to follow instructions. The children will be able to count from 1 to 4, forwards and in reverse.

**Warm-up**

**Aim:** to review numbers 1 to 4 and practise counting in reverse

- Review numbers 1 to 4 using the flashcards.
- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) using the number flashcards.
- Stick the number flashcards on the board again but in reverse order 4, 3, 2, 1. Point to the flashcard with four spots and elicit the number. Repeat with the rest of the flashcards. Practise counting down from 4 to 1 with the class. Ask in L1 *When do we hear a countdown like this? Yes, at a rocket launch.*

**Presentation**

3 CD2 05 PB p42 Listen and act.

**Aim:** to practise counting in reverse and listening and responding physically

- Show the toy rocket/picture of a rocket and say *Look! A rocket.* The children repeat *Rocket.*
- Start the countdown *Four ... , three ... ,* in a 'NASA' voice. Encourage the children to join in with *Two ... , one ...* Make the rocket take off into the air, adding 'blast off' noises. Repeat several times together, then choose volunteers to make the rocket blast off, some counting and some making the sound effects. Help them if needed.

- Say *Stand up.* Play the audio and show the children the following actions:  
Four = Stand up with your arms out.  
Three = Put your arms up above your head, making a rocket shape.  
Two = Bend your knees.  
One = Jump in the air.
- Play the audio for the children to listen and copy. When the rocket launch sound effect plays, they jump in the air.
- Say *Listen and act.* Play the audio again for the children to join in with the countdown and act being a rocket on their own.
- Give more instructions, adding language from earlier units, e.g. *Throw your ball. Catch your ball. Sit down. Stand up. Hands up.*

Audio script page T98

**Practice**

3 CD2 06 PB p42 Listen and colour.

**Aim:** to practise numbers and listening

- Say *Listen and colour.* Remind the children in L1 that they have to colour the circles below the pictures the correct colour. Play the first line of the audio and point to the circle next to picture 1. Then play the rest of the audio, pausing for children to colour the circle each time.
- Point to picture 2 and elicit the colour and the number. Repeat for pictures 3 and 4.

Audio script page T98

3 CD2 07 AB p42 Listen and circle.

**Aim:** to practise numbers, listening and pencil control

- Point to the pictures on AB page 42 and elicit *One* and *Four* (according to the child's pose).
- Say *Listen and circle. One or four?* Play the audio. The children point at the correct picture. They circle the first picture.

Audio script page T98

**Extension activity**

**Aim:** to practise counting and listening carefully

- Say *Listen and count. Ask How many?* Clap your hands three times. Say *Three.* Do it again with two. Then, clap your hands and ask the children *How many?* Repeat, clapping a different number of times at different rhythms (up to four).

**Ending the lesson**

**Aim:** to practise counting in reverse

- Put on the puppet. Start to count in reverse, *Four, three ...* and make Polly prepare to fly. The children join in. When you get to *one*, Polly doesn't fly; make her look as if she is still waiting. Then make her say *Go?*, and you say *Yes, go!* Point at all of them and say *Go!* The children realise that they need to say *Go!* Repeat the countdown. Polly 'takes off' on the word 'Go!' and flies around the class.
- Make Polly land on a child's head or shoulder. That child does the countdown from *four* and says *Go!* Polly flies and lands on a different child. Repeat several times.
- Make Polly wave and say *Goodbye!* The children wave and say *Goodbye, Polly!*

## Aims

- to sing a song with the class; to practise following instructions and numbers 1 to 4

**New language:** *purple, sing*

**Recycled language:** *mum, cars, puzzle, colours*

**Materials:** CD 2, flashcards (colours, numbers, *mum, brother, car, puzzle*), a piece of purple card (or card coloured purple), purple, green and blue pencils or crayons

**Optional:** the puppet (Polly), No cards

**Language competences:** The children will be able to join in with a song. The children will be able to follow instructions.

## Warm-up

**Aim:** to review counting in reverse and colours, to present *purple*

- Review *red, green, blue* and *yellow* with the flashcards. Show each flashcard and say the colour. Show the cards in different orders. The children say the colours.
- Show a piece of purple card and say *Purple*. The children repeat.
- Mix up the flashcards, adding the purple card. Call four volunteers to the front and ask them each to choose a card. They hold their cards so the class can't see the colours.
- Count down and say *Go!* The children join in. On 'go' the children at the front turn, one by one, their flashcards to face the class. Everyone says the colour. Repeat with different volunteers.

## Presentation



**PB p43** Listen and sing.

**Aim:** to practise numbers and sing a song

- Point to the picture on PB page 43. Say *Point to mum*. The children point. Point to the number next to the woman and say *Mum is one*. Point to her clothes and ask *What colour?* The children answer *Purple*. Repeat with the other pictures.

- In L1 ask what the boy next to number 4 is doing. Point to the musical notes. Say/Elicit that the boy is singing. Say *Sing*.
- Play the song, pausing after the first two lines. Ask the children to point to the correct picture and number. Continue in this way until the end of the verse.
- Play the chorus for the children to listen.
- Play the rest of the song. The children point and begin to join in.
- Play the song again, pausing to teach each line. Tell the children in L1 that some words in the song sound similar (*one* and *mum*, *two* and *blue*, *green* and *three*, *four* and *more*). Listen for this when the children sing. The children point to the people and toys as they sing.

Audio script page T98

## Practice



**AB p43** Listen again and colour.

**Aim:** to practise listening for specific information (colours)

- Point to the picture of mum and ask *Who's this?* Elicit *Mum*. Repeat for the other two pictures.
- Play the audio, pausing after the first two lines so that the children have time to colour in mum. Continue in this way, pausing after each object for the children to colour.

- Circulate, checking that the children have used the correct colours. Ask individuals *What's this? What colour is it?*

Audio script page T98

## Extension activity

**Aim:** to practise listening skills and revise numbers

- Play *Singing Polly* (see Introduction, page xvii). Make Polly sing, e.g. *One, one, one, my green mum. Three, three, three, my cars are blue. Two, two, two, my doll is green. Four, four, four, let's jump some more!*
- For the last verse, make Polly sing correctly and encourage everyone to join in, standing up and dancing.

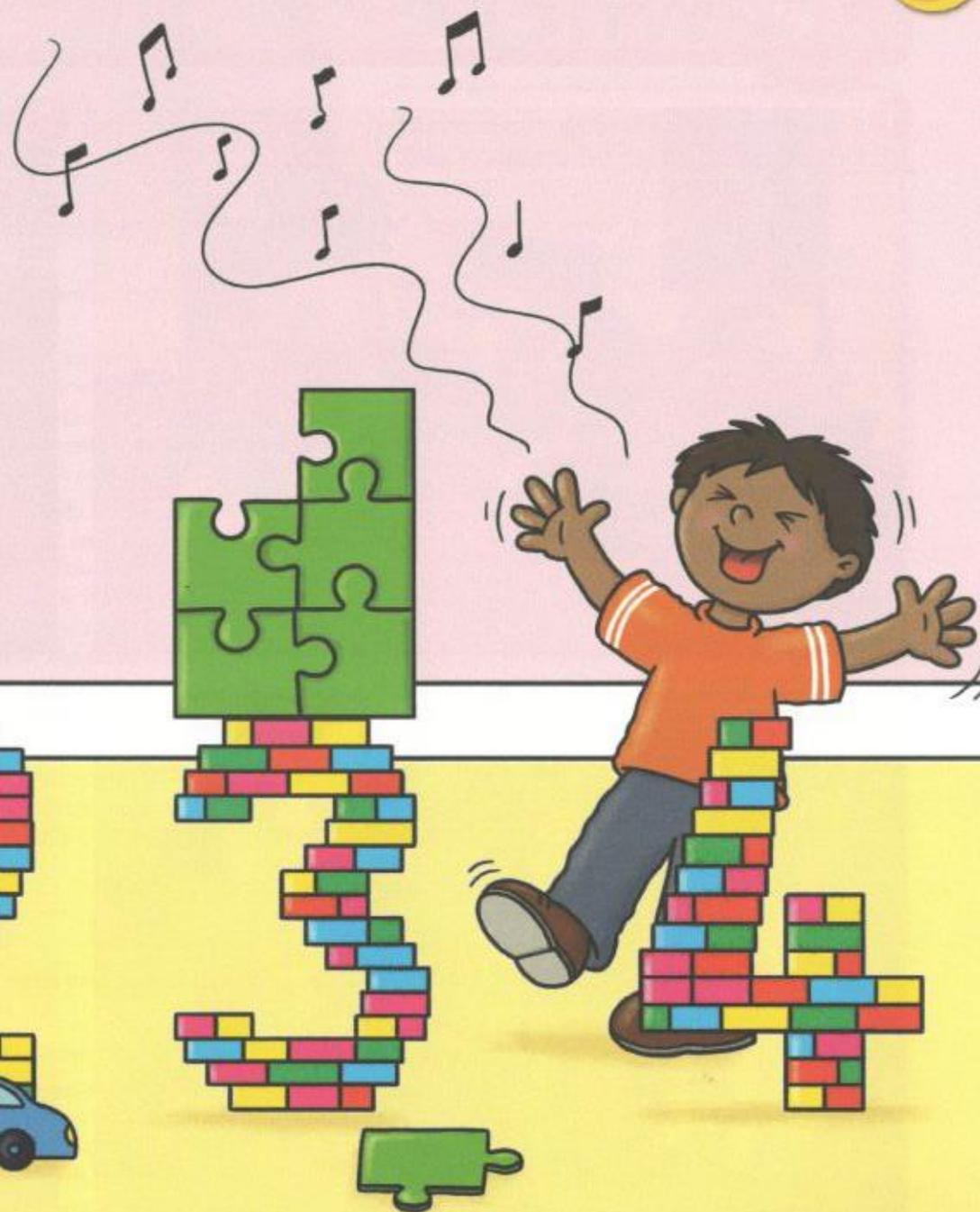
## Ending the lesson

**Aim:** to practise the song

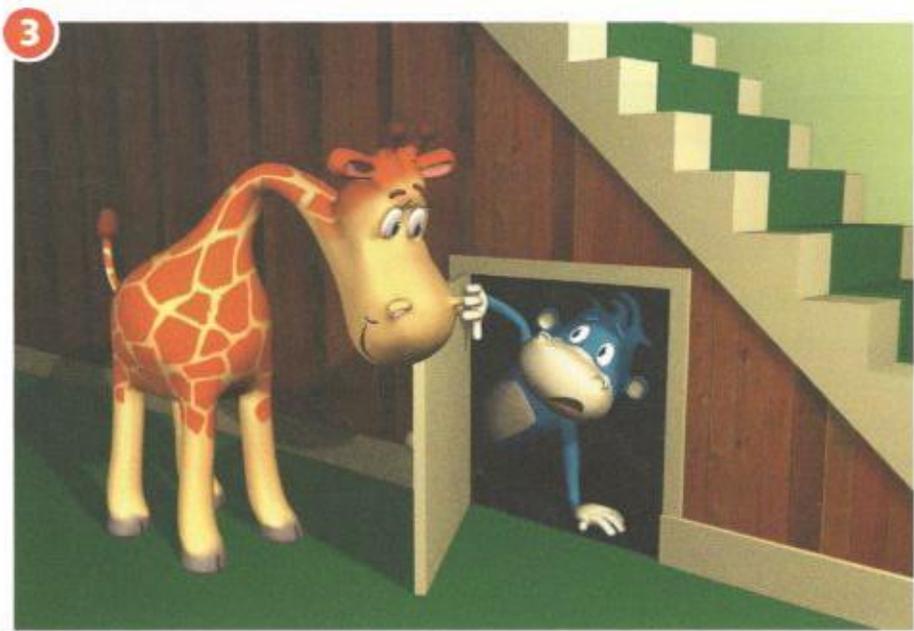
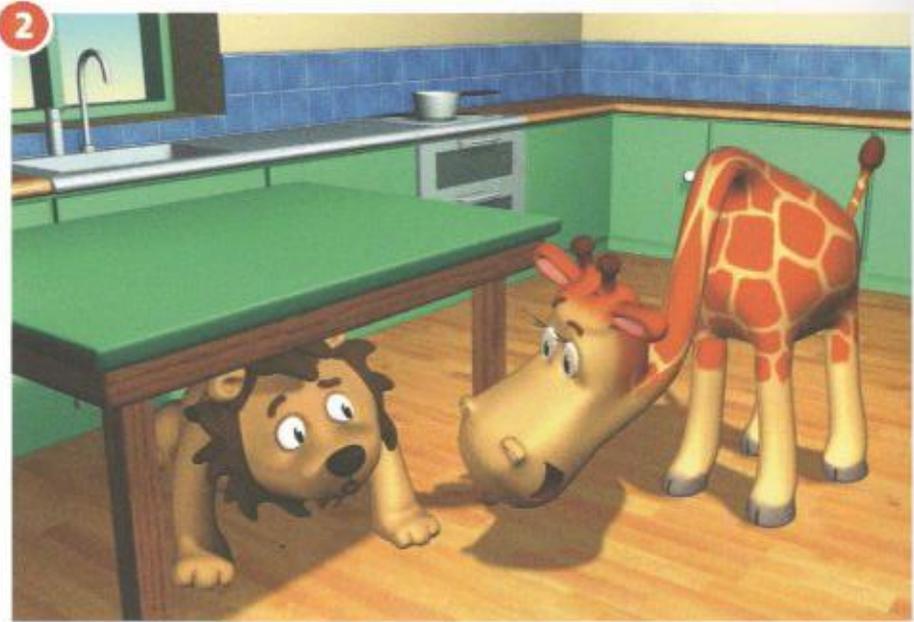
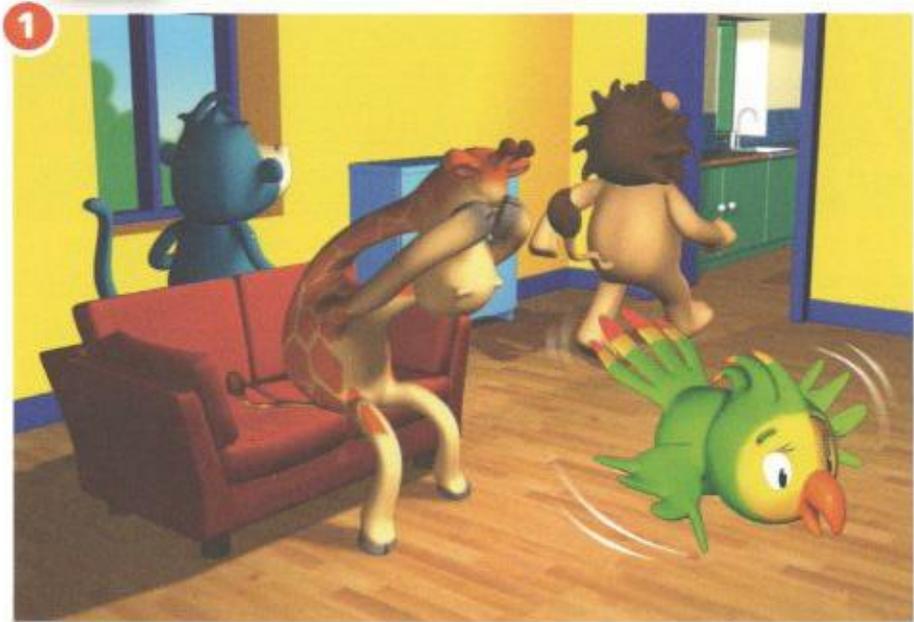
- Stick the one flashcard on the board. Stick the remaining number flashcards below and ask a volunteer *Where's two?* Stick *two* next to *one*. Repeat for *three* and *four*.
- Stick the flashcards *puzzle, mum, boy* and *car* on the board. Say *Listen and match*. Play the first two lines of the song. Elicit/Show the children that the first picture is *mum*. Say *One, mum*. Stick the flashcard *mum* above the one flashcard. Play the next two lines and elicit *Cars*, and so on for verse 1.
- Play the rest of the song for the children to join in.



Listen and sing.



# Where's Polly?



## Aims

- to present a picture story; to review language from the unit

**New language:** *I'm here, Now ...*

**Recycled language:** numbers 1 to 4, *Hello*, character names, *Where's ...? Is it there? Show me*

**Materials:** CD 2, four small objects for each child (e.g. four building blocks/plastic toys), flashcards (characters), the puppet (Polly), a large toy car or ball, coloured pencils or crayons

**Language competences:** The children will be able to listen to and follow a picture story. The children will be able to use *Where's (name)?* and *I'm here!*

## Warm-up

**Aim:** to review numbers

- Hand out the small objects – four to each child. Say *Stand up, please. Say Show me one!* The children hold up one object. Repeat with *Show me two! Show me three!* and *Show me four!* Demonstrate the first time, until the children are following with ease. Then mix up the numbers. The children hold up the correct number of items each time.
- Ask volunteers to lead the activity by giving the instructions.

## Presentation



**PB pp44–45** Story: **Where's Polly?**

**Aim:** to listen and follow a picture story

- Point to the characters on PB page 44 and ask *Who's this?* The children say, e.g. *(It's) Polly.* Alternatively use the character flashcards. Point to picture 1 and ask in L1 what Gina is doing and why (covering her eyes, because the other animals are hiding). Explain/Elicit that they are playing *Hide and seek*. Ask the children if they like playing *Hide and seek*. Ask what Gina is doing in pictures 2 and 3 and how she feels in picture 4 (puzzled/sad). Ask what Mike and Leo are doing (giggling). Turn to page 45 and ask what is happening. Ask *Does Gina feel different? How does she feel?*

- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. In L1 the children explain what's happening and the funny joke at the end of the story. Elicit a translation for *I'm here!* The children practise pointing at themselves and saying *I'm here!*
- Put on the puppet, Polly, and explain that she likes playing *Hide and seek*. Call a volunteer to the front. Make Polly cover her eyes with her wings and count slowly from one to four. The children join in with the counting. The volunteer hides somewhere in the classroom.
- Polly uncovers her eyes and flies around looking for the hidden child (e.g. in cupboards, under desks, etc.). She asks *Where's (name)?* Pretend that Polly can't find the child. Make Polly look tired and sad. Encourage the child to come out and say *I'm here!* Polly cheers up.

Audio script page T98

## Practice



**AB p44** Listen and colour the correct circle.

**Aim:** to listen and identify the correct picture

- Point to the first picture on AB page 44. Ask *Who's this?* The children say the name. Repeat for the second picture. Say *Listen and colour the circle.* Point to the circles. Play the audio. Elicit the answer (the second picture).
- Play the audio again. Check the children's work as they colour.

- Play the recording again. The children listen and repeat Gina's lines.

Audio script page T98

## Extension activity

**Aim:** to practise numbers, *Where's ...?* and *I'm here!*

- If possible, move your class into the playground or an outside area with places for the children to hide. Make sure the area is safe to play.
- The first time you play the game, do the counting to four yourself, slowly, to give the children time to hide. Look for the children asking *Hmm. Where's (name)? Is he/she here?* When you find a child encourage him/her to say *I'm here!*
- The second time ask a confident volunteer to do the counting and seeking.

**Note:** If it is not possible to play the game in a large space, hide flashcards of the characters around the classroom for the children to find.

## Ending the lesson

**Aim:** to practise numbers and *Where's ...?*

- Show the children the toy car or ball. Ask them to close their eyes and count aloud to four. Hide the toy somewhere in the room. Ask *Where's the (ball)?* The children stand up and look for the toy. If you have a large class, choose three or four volunteers to look. Encourage the children who are looking to say *Where's the (ball)?* and suggest places to look by saying *Is it there?* The child who finds the toy gets to hide it in the next game.

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** *Where's (name)? I'm here, numbers, toys, I've got a (car), It's (blue)/ My (car) is (blue), Go*

**Materials:** CD 2, flashcards (numbers, colours and toys), Unit 5 stickers, coloured pencils or crayons, the puppet (Polly), cars, a ball, a puzzle or dolls for each group of three or four children, pencils

**Optional:** character masks

**Language competences:** The children will be able to appreciate the values shown in the story. The children will be able to use and respond to language from the story.

## Warm-up

**Aim:** to review *Where's ...? and I'm here!*

- Say *Stand up, please*. Tell the children that you are going to close your eyes and you want them to all change places and sit down in someone else's seat. They have to be ready when you say *Four!* Close your eyes and count slowly to four.
- Look around the classroom and act being very confused. Say *Oh, no! Where's (name)?* Encourage the child to stand up and say *I'm here!* Repeat until everyone is standing up. The children return to their usual places.

## Practice

**5**  **CD 2** **PB pp44–45** **Story: Where's Polly?**  
Listen to the story. Stick.

**Aim:** to review the story

- Ask the children to tell you what they remember about the story in L1. Ask *What are the animals playing? Who is hiding? Who is seeking? Does Gina find everyone? How does she feel?*
- Play the story again, pausing to ask what is happening and what the characters are saying. Ask what happened at the end (all the animals played together).

- Hand out the stickers for Unit 5. Say *Where's two?* The children point to the correct sticker. Repeat for *four*.
- Point to the picture on PB page 45. Say *Where's two?* The children point to the sticker outline. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the other sticker.

Audio script page T98

## Story values **PB pp44–45**

**Aim:** to think about the meaning of the story: *playing together*

- Play the story again. The children listen and point. Pause after picture 1. Ask what Gina says (*Where's Leo?*). Play the next part of the story. Pause after picture 4 and ask where Polly is (hiding – she has flown into the air for a joke). Play the rest of the story. Ask what Polly says to let Gina know where she is (*I'm here!*). Talk about how important it is to play together, and not to leave people out.
- Call three or four volunteers to the front. Give them a toy car each. Encourage them to sit together and say *Hello*. They count their cars aloud in English and say the colours (e.g. *I've got a car. It's red./Look! A red car.*). Tell the children to race their cars. Encourage them to count down in English *Four, three, two, one! Go!*

- Make groups of three or four and give out the toys. Give the children time to play together freely.

**6** **AB p45** **Complete the face. Colour the picture.**

**Aim:** to apply values from the story to new situations

- Tell the children in L1 *We're going to look at some children now. Look at the picture and think. Ask How do the children feel? (Happy.) Why? (They are playing together.) What are they doing? (A jigsaw.)*
- Point to the happy face and remind the children in L1 that if they think the children are doing the right thing, they trace the happy smile. Circulate and check as they draw. Then the children can colour the picture.

## Extension activity

**Aim:** to reinforce understanding of the story

- Invite four volunteers to the front. Assign them the roles of Gina, Polly, Leo and Mike. The children playing the characters put on the masks. Play the story. The children act out the story along with the CD.
- Invite another group of four children to come to the front and act.

## Ending the lesson

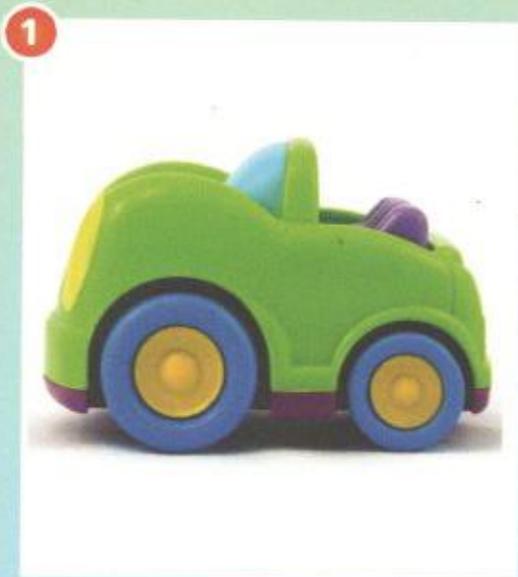
**Aim:** to practise language from the unit

- Put on the puppet, Polly. Play *No, Polly!* (see Introduction, page xvii) with the number, colour and toy flashcards.



# Quantity

6  CD2  
13 Listen and point. Trace and say the numbers.



1

2

3

4

**Aims**

- to integrate other areas of the curriculum through English: Numeracy

**New language:** *train*

**Recycled language:** numbers 1 to 4, toys, classroom objects

**Materials:** CD 2, flashcards (numbers), four small objects for each child (e.g. building blocks, pencils, plastic toys), a photocopy of a drawing of a train with four carriages for each child with figures 1 to 4 on the carriages, a glue stick, different coloured small circles of card (ten per child), coloured pencils or crayons, pencils

**Optional:** ten large toys in number groups – e.g. one robot, two dolls, three balls, four teddy bears, four large pieces of card each with a number from 1 to 4 on it, character masks

**Language competences:** The children will be able to count sets of objects.

**Warm-up**

**Aim:** to practise recognising figures 1 to 4

- Repeat the Warm-up activity from page T44. This time, as you say, e.g. *Show me one!* hold up a flashcard with the figure 1 on it. When the children are playing the game with ease, show only the flashcards, without saying anything. See if the children can recognise the numbers and show you the correct number of objects. Don't insist that they get it right at this stage.

**Presentation**

**6** **CD 2** **13** **PB p46** Listen and point. Trace and say the numbers.

**Aim:** to practise counting sets of objects and recognising figures 1 to 4

- Ask the children to look at PB page 46. Point to the first photo and ask *What's this?* Elicit *Car*. Elicit the colours of the car. Say *How many?* Elicit/Say *One car*. Point to the figure 1 below the picture. Repeat for the other photos. Encourage the children to add the plural 's' for *Two bags*, etc.

- Play the first section of the recording. The children listen and point to each photo in turn. Join in yourself. Play the second section with the numbers in a different order. Point along with the children. Play the third section for the children to point on their own.
- Say *Trace the numbers*. Trace the line in the figure 1 with your finger. At the same time say *One*. The children copy. Do the same for the other numbers. The children trace and say the numbers.

Audio script page T98

**Practice**

**7** **AB p46** Make a number train.

**Aim:** to take part in a craft activity and encourage recognition of figures 1 to 4

- Show the pictures on AB page 46. Explain in L1 that the children are going to make a train with circles on the carriages, like the girl in the pictures. Explain what to do, using the pictures on page 46. Show the children that they need to stick the correct number of circles to each carriage, using the figures 1, 2, 3, 4 to help them. If necessary, write the numbers on the board, at a height your children can reach, and ask volunteers to the front to draw the correct number of circles next to each one.

- Hand out a worksheet, ten card circles and a glue stick to each child. Circulate and help the children count and stick. Ask individual children *What number?* and encourage them to count the circles aloud.
- The children compare their trains in pairs and count the circles on each carriage.

**Extension activity**

**Aim:** to practise recognising figures 1 to 4 and working together

- If possible, move your class into an area with four corners and a large space at the centre. In the corners of the room, place a number flashcard and the appropriate number of toys.
- Divide the class into four teams. Name them Leo, Polly, Gina and Mike. The children in each team can wear the appropriate character mask.
- Say, e.g. *Gina! Four! Go!* The children in the Gina team run to the corner with four toys. Repeat for the other numbers and teams. Call the class back to the centre. Remove the toys so that the children are playing by recognising the figures on the cards.

**Ending the lesson**

**Aim:** to practise the unit song and recognise figures 1 to 4

- Play the song from page T43 (CD 2, Track 8). Hold up the number flashcards you used in the Warm-up as prompts while the children sing.

## Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** numbers 1 to 4, toys, *Show me ...*

**Materials:** pencils, coloured pencils or crayons

**Optional:** large piece of display paper for each group of four children with the outline of a number on it (1, 2, 3 or 4), small pieces of coloured paper/tissue paper (red, blue, green or yellow), glue

**Language competences:** The children will be able to count objects and match them to figures 1 to 4. The children will be able to use language from the unit.

## Warm-up

**Aim:** to review figures 1 to 4

- Write numbers 1 to 4 (as figures) on the board. Point to each one. The children say the number.
- Say *Stand up, please. Say One* and draw the figure 1 in the air with your finger. The children copy you. Do the same for the rest of the numbers. Repeat several times. Then say *Show me one!* The children draw the figure in the air, using the numbers on the board to help. Repeat for the rest of the numbers. Say *Sit down, please.*

## Practice

- 7** **Think!** **PB p47** Look and match. Say the numbers.

**Thinking skills:** describing with numbers

- Point to the first photograph on PB page 47. Say *How many? One? Two?* The children count and put up their hands when they know the answer. Elicit *Three (balls).*

- Point to the figure 1 and elicit/say the number. Say *Look and match.* Trace a line with your finger from the number to the photo of one ball. The children draw lines for the remaining numbers. Circulate and help. Ask individual children *What number?* and ask them to show you the correct photograph. Encourage them to use plural 's', e.g. *Three. Three balls.*

- 8** **AB p47** Say the numbers. Colour the circles.

**Aim:** to create a record of learning

- Point to the numbers on AB page 47. The children say the numbers together.
- The children colour the circles if they can say the numbers on their own.
- Circulate and help as necessary. Ask individual children to say the numbers.

## Extension activity

**Aim:** to practise recognising figures 1 to 4 and make a class display

- Divide the class into four groups (if you have more than 16 children in your class, have more groups, each with three or four children).
- Hand out a piece of paper with the outline of a number to each group (1 to one group, 2 to another group, etc.). The children in each group stick small pieces of coloured paper within the outline to make a collage-style picture for each number. If possible, give one group red paper, one yellow, one blue and one green.
- When the pictures are finished stick them on the walls, if possible, as part of a display of a train with numbered carriages. Get the children to help you decide on the correct order from 1 to 4. Ask, e.g. *One. What colour?* Display the numbers to use in future classes.

## Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

## Phonics

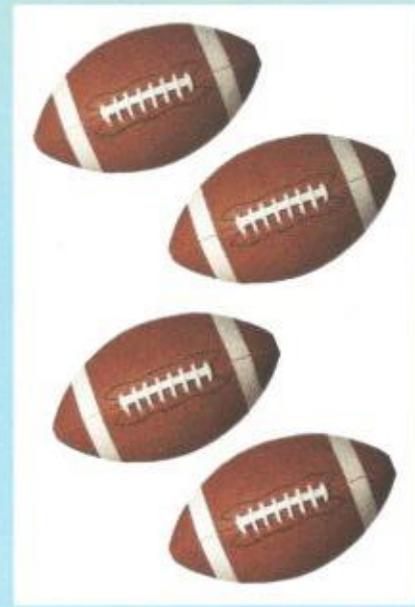
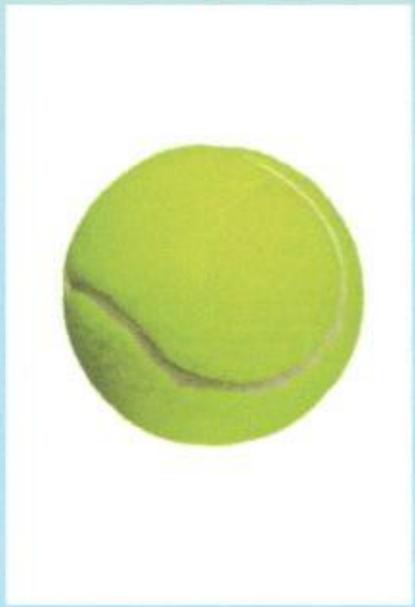
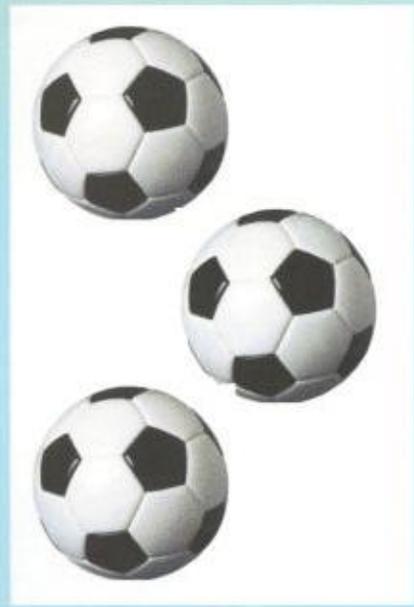
- See page T84 for Unit 5 Phonics.

## Review

- See page T92 for Unit 4 & Unit 5 Review.

7 Think! Look and match. Say the numbers.

1 2 3 4



6

# My pets

1 CD2  
16

Listen and point. Say the pets.



**Aims**

- to present and practise pets

**New language:** *bird, rabbit, fish, cat, pet*

**Recycled language:** *Look! It's my ..., numbers*

**Materials:** CD 2, a photograph of a cat, flashcards (pets), pencils, a piece of thick card or paper (to cover the flashcards)

**Optional:** Yes/No cards

**Language competences:** The children will be able to name pets.

**Warm-up**

**Aim:** to introduce the topic of pets and present cat

- Show a photo of a cat and say *Look! It's my cat. I've got a cat. Make a cat noise. Say Cat.* The children repeat. Pretend to stroke the cat and say *It's my cat.* The children copy you, while saying *It's my cat.* Ask the children in L1 if they have any pets at home, what animals they are and what they are called.

**Presentation**

**1**  **CD2** **16** **PB p48** Listen and point. Say the pets.

**Aim:** to present pets

- Point to the characters in turn and ask *Who's this?* The children say the names.
- Show the pet flashcards. Say each word. The children repeat.
- Point to the fish, rabbit, bird and cat and say *Look! Pets!* Explain in L1 that Leo, Gina, Mike and Polly all have pets. Say *Gina?* Show the fish. Elicit *Fish* from the children. Do the same with the other animals.
- Say *Listen.* Play the audio. The children listen.
- Say *Listen and point.* Play the audio. The children listen and point to the pets.
- Play the audio again. The children point and say.

Audio script page T99

**Practice**

- Show the pet flashcards. Say each word. The children repeat.
- Show the flashcards in different orders. The children say the correct word.
- Teach a mime for each animal:  
Bird = Flapping your arms like wings.  
Rabbit = Hands on your head like a rabbit's ears, jumping.  
Fish = Waving your hand as if swimming and making noises like a fish blowing bubbles.  
Cat = 'Washing' your ears with one hand like a cat with its paw and miaowing.
- Say the pet and do the action along with the children. When they are doing the actions confidently, say the pet and the children mime without your help.

**1** **AB p48** Look and circle the different pictures. Say the pets.

**Aim:** to practise pets

- Point to the pictures in the first row and say *Bird, cat, bird, bird.* The children copy you. Point to the picture of the cat and say *Look! Cat is different.* Confirm in L1. Remind the children how to draw the circle around this picture.
- The children find the different picture in the other rows and circle with a pencil. Circulate and help as necessary. Ask individual children to point at the rows and say the words.

**Extension activity**

**Aim:** to practise pets and revise numbers 1 to 4

- Give each child their Yes/No cards. Say Yes and No in different orders. The children pick up the correct card.
- Show the rabbit flashcard and say *It's a cat.* The children say *No!* and hold up the No card. Repeat with the other flashcards, mixing up true and false sentences.
- Write numbers 1 to 4 on the board. Point at the numbers and say them along with the children. Point to the numbers. The children say them without you. Stick a pet flashcard next to each number. Repeat the Yes/No activity, this time making sentences with the numbers, e.g. *Two is cat.*

**Ending the lesson**

**Aim:** to review pets

- Show the pet flashcards. The children say the words.
- Hold up one of the flashcards covered with a piece of card or thick paper. Slowly reveal the picture, looking at it and asking *What's this?* The children say the pet when they recognise it. Repeat for the rest of the cards.

## Aims

- to present *What is it?* and practise *It's my ... and pets*; to say a chant

**New language:** *What is it?, brown*

**Recycled language:** *bird, rabbit, fish, cat, It's (colour), colours*

**Materials:** CD 2, flashcards (pets, colours), coloured pencils or crayons, brown card

**Optional:** flashcards (pets, toys, colours, classroom objects, numbers)

**Language competences:** The children will be able to answer the question *What is it?* and describe the colour of an animal. The children will be able to join in with a chant.

## Warm-up

**Aim:** to review pets

- Show the pet flashcards in turn. Say the names. The children repeat.
- Choose one of the flashcards, but keep it secret. Do the mime for the pet on the card from the previous lesson (see T48 Practice). The children say the pet. Repeat with another flashcard. Then call on volunteers to come to the front, choose a flashcard and mime for the rest of the class to guess.

## Presentation



**PB p49** Listen and colour. Chant.

**Aim:** to present *What is it?*, review pets and colours and say a chant

- Show the colour flashcards. The children say the colours. Practise by asking individuals to point to items in the classroom, e.g. *Clara, show me something green.*
- Point to each pet in turn on PB page 49. The children say the word (e.g. *Bird*). Rephrase, adding the article each time, e.g. *Yes, A bird.* Show the children a brown card and say *Brown*. Ask children to repeat the word.
- Say *Listen and colour*. Make sure the pupils have coloured pencils or crayons in red, blue, brown and green. Play the first verse of the chant. Encourage the children to point to the

correct animal (the rabbit). Ask *What colour?* Elicit *Brown*. Give them time to colour the rabbit. Repeat for the rest of the chant.

- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in. They point at the pets as they chant.

**Audio script page T99**

## Practice

- Choose a confident volunteer. Point to one of the pets on PB page 49 and ask *What is it?* The child replies, e.g. *A bird*. Remind the child to use the article 'a' if he/she doesn't use it. Say slowly *Yes, a bird*. Repeat with the other pictures.
- Children do the same activity in pairs. Child A points to one of the animals and asks *What is it?* Child B replies *A rabbit./It's a rabbit*. Circulate and encourage the children to always use the article 'a'.



**AB p49** Listen and join the dots. Say the sentence.

**Aim:** to practise pets and pencil control

- Ask in L1 if they have done a dot-to-dot picture like this before. Explain that they need to complete the picture by drawing a line from one small picture of an animal to the other. Play the audio. The first time they listen and trace with their fingers. Play the audio again. The children listen and join the dots.

- Play the sentence at the end again. The children point at their finished picture and repeat.

**Audio script page T99**

## Extension activity

**Aim:** to practise asking and responding to *What is it?*

- If possible, move your class out into the playground, school gym or an empty classroom.
- Have ready enough flashcards so that each child in your class can have one. Make sure that the flashcards make up groups of three or four.
- Give a flashcard to each child. Tell the children to keep their card hidden. Demonstrate the activity – hold a flashcard yourself and move around the classroom asking individuals about their card *What is it?* Encourage the children to reply, e.g. *It's a pencil*. When you find a child with a card which is from the same group as the card you are holding, tell the class in L1 that it is the same group. Explain that the children need to find all the other people in the class who have cards from the same group.

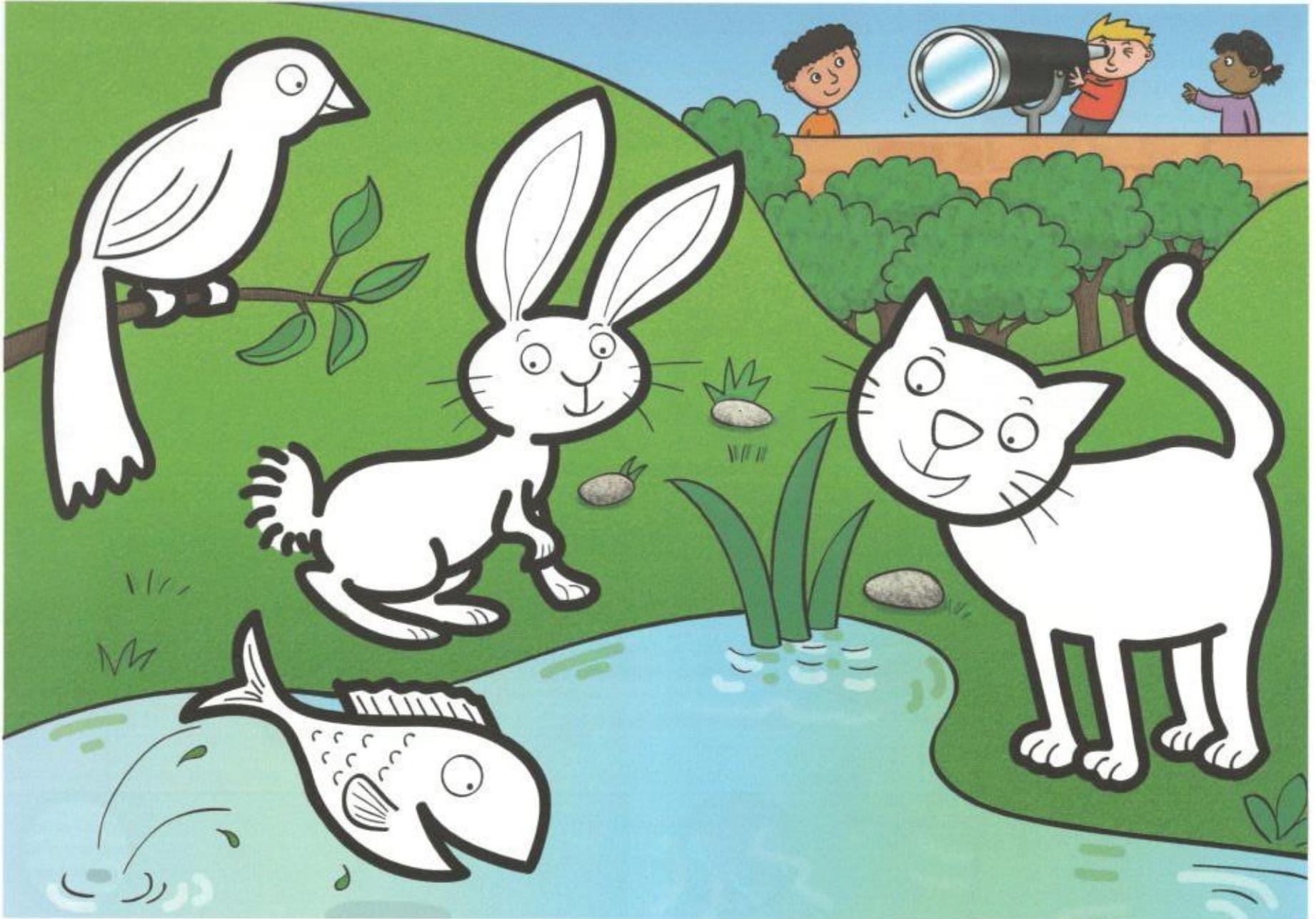
## Ending the lesson

**Aim:** to practise the chant

- Play the chant again. The children join in and do actions when they say the names of the pets.



Listen and colour. Chant.



# Listen and act. Listen and colour.



### Aims

- to present and practise responding to *jump, walk, fly, swim*

**New language:** *jump, walk, fly, swim*

**Recycled language:** *pets, What is it? It's a (rabbit), instructions (Hands up, Hands down, Throw, Catch, Show me three, etc.)*

**Materials:** CD 2, flashcards (pets), the puppet (Polly)

**Optional:** CD of lively music

**Language competences:** The children will be able to follow new and familiar instructions.

### Warm-up

**Aim:** to review *What is it?* and *It's a ....*

- Review pets using the flashcards.
- Divide the class into two teams. Stick the pet flashcards on the board at a height your children can reach. Call one child from each team to the front. They stand at either side of the board. Explain in L1 that they need to listen and touch the right card on the board, as quickly as they can. Say, e.g. *It's a cat*. The child who touches the correct flashcard first wins a point for their team. If it's a draw, award a point to both teams. The children sit down and the next two children come to the front. Repeat until one of the teams reaches ten points. As the children become familiar with the game, encourage the class to ask *What is it?* before you say *It's a ...* each time.

### Presentation

**3** CD2 19 **PB p50** Listen and act.

**Aim:** to present *pets, jump, walk, fly, swim* and practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Sit in the centre. Play the first line of the audio, mime being a rabbit and do the action (jump). Encourage the children to copy you. Say *Jump*. Do the action again, along with the children.

Play the next line, mime and do the action. The children copy. Repeat for the rest of the recording.

- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are confident. Play the audio for the children to do the actions without your help.

Audio script page T99

### Practice

**3** CD2 20 **PB p50** Listen and colour.

**Aim:** to practise new instructions and listening

- Say *Listen and colour*. Remind the children by doing the action, that they have to colour the circles below the pictures the correct colour. Play the first line of the audio, point to the example and show them the colour they need to use for the circle under the picture. Then play the rest of the audio, pausing for children to colour the circles each time.
- Point to picture 1 and elicit the colour. Repeat for pictures 2 and 4.

Audio script page T99

**3** CD2 21 **PB p50** Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Point to the pictures on AB page 50 and elicit *A rabbit! Jump!* and *A cat! Walk!*

- Say *Listen and circle*. The children practise the circle shape in the air.
- Say *Listen! A rabbit! Jump! or A cat! Walk!* Play the audio. The children point at the correct picture. They draw the circle around the second picture. Circulate and elicit *A cat! Walk!* from individuals.

Audio script page T99

### Extension activity

**Aim:** to practise responding to *jump, walk, fly, swim*

- If possible, move your class out into the playground, school gym or an empty classroom.
- Play the traditional party game *Musical statues* with the children. Say one of the action words, e.g. *Fly, birds!* Put on the CD of lively music. The children move around like birds. When you stop the music, the children freeze like statues. Say another action, e.g. *Jump, rabbits!* as you start the music again. The game continues in this way. As the children gain confidence you could add other known instructions.

### Ending the lesson

**Aim:** to practise *jump, walk, fly, swim* and following instructions

- Put on the puppet. Play *Polly says* (see Introduction, page xvii) with the new verbs and instructions from earlier units (e.g. *Polly says 'Stand up!', Polly says 'Clap your hands!', Polly says 'Hands up!', Polly says 'Sit down!', Polly says 'Go to sleep!'*). Revise numbers 1 to 4 by saying, e.g. *Polly says 'Show me three!'* The children hold up three fingers.
- End the lesson by asking the children to say *Goodbye!* to Polly.

## Aims

- to sing a song with the class; to revise pets and *jump, walk, fly, swim*

**New language:** *What is this? It's a ...*

**Recycled language:** *It's my ..., pets, jump, walk, fly, swim, colours*

**Materials:** CD 2, flashcards (pets, toys, classroom objects), red, blue and green coloured pencils or crayons for each child, the puppet (Polly)

**Language competences:** The children will be able to join in with a song.

## Warm-up

**Aim:** to review *jump, walk, fly, swim*

- Do one of the actions from the previous lesson, e.g. fly like a bird. The children say the pet name and the action (e.g. *Bird! Fly!*). Repeat with the other pets.
- Ask the children to sit in a circle. Name each child with a pet word, around the circle, e.g. *Rabbit, cat, bird, fish*. Then say, e.g. *Rabbits! Jump!* All the children who are rabbits go into the centre of the circle and jump around. Then say *Rabbits! Sit down, please*. Repeat for the other pets and actions (*Cats! Walk!; Birds! Fly!; Fish! Swim!*). Then repeat the game, but naming the groups in different orders. Sometimes repeat pets so that a group of children have to go into the centre twice in succession.

## Presentation



**PB p51** Listen and sing.

**Aim:** to review *pets, It's my ..., jump, walk, fly, swim* and sing a song

- Point to the girl on PB page 51 and ask *Who's this?* Elicit/Say *Rosemary*. Point to the pets in the picture and elicit the words. Say, e.g. *Point to the bird*. The children point. Repeat for *cat* and *fish*. Point to the swing and explain in L1 that the swing is singing to Rosemary. It wants to know what all the animals in the picture are.

- Play the song. The children listen and point to the appropriate animal in the picture for the verses.
- Play the song again, pausing to teach each line. The children mime being the animals mentioned in the verses while they sing.

Audio script page T99

## Practice



**AB p51** Look and colour.

**Aim:** to practise *What is this? It's a ... and colours*

- Review colours (yellow, red, green or blue), classroom objects (pencils, chairs, bags, books). Point and ask *What is this?* Encourage the children to reply with a complete phrase, e.g. *A blue chair/A green book*.
- Point to the puzzle on AB page 51 and elicit the colours. Make sure all the children have red, blue and green crayons/pencils. Explain in L1 that they need to colour all the sections with dots in the colour shown. Demonstrate with the first few sections.
- Circulate and help as necessary. Point at the animals revealed as the children colour and ask *What is this? What colour?*

## Extension activity

**Aim:** to practise the song

- Divide the class into two groups. One group is the swing, the other group is Rosemary. Play the song. The groups join in with the chorus or the verses, as appropriate. They all do the animal mimes. Swap roles and repeat.

## Ending the lesson

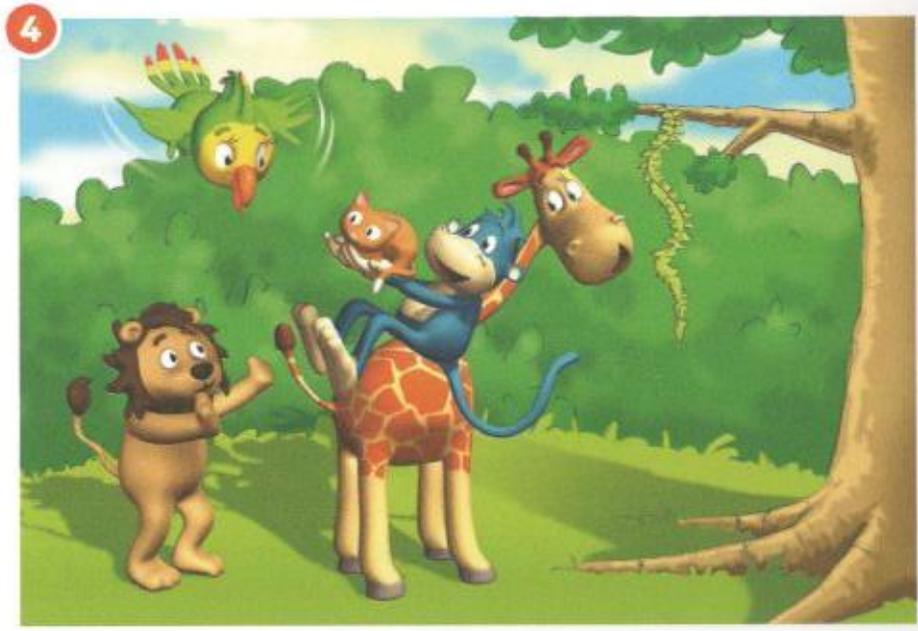
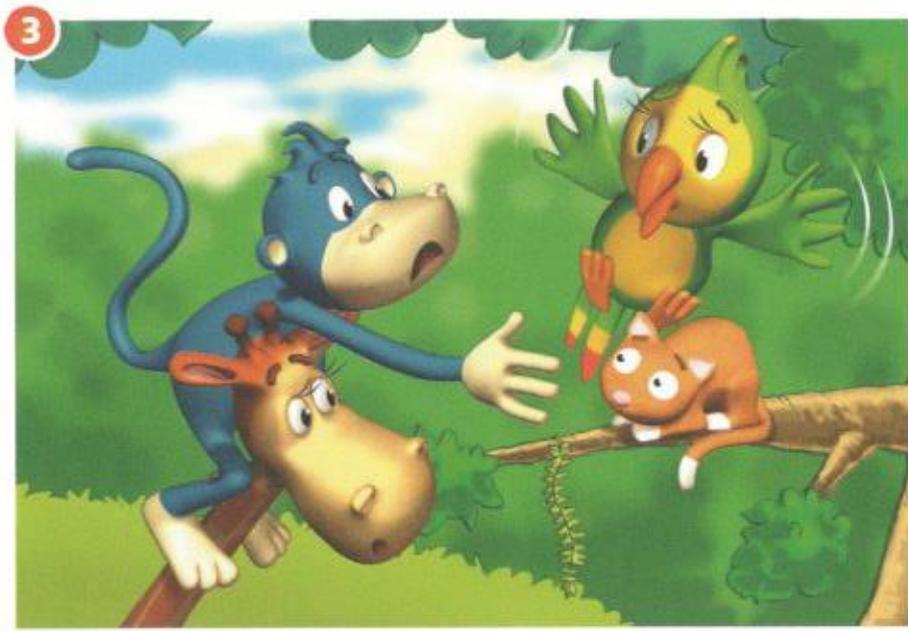
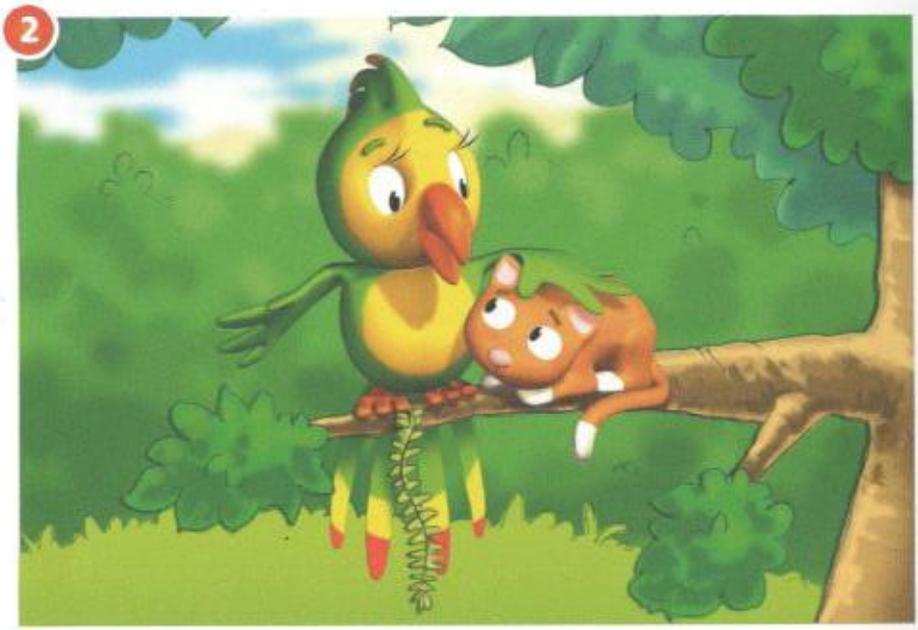
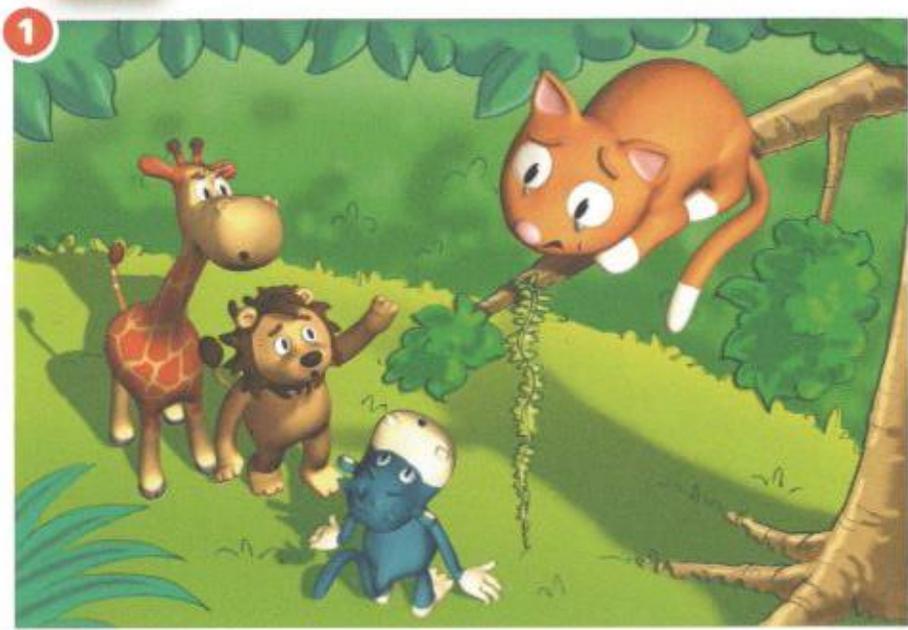
**Aim:** to practise *What is this? pets, toys, classroom objects and It's ....*

- Hand out to eight volunteers one flashcard each of pets and toys. Point at each flashcard and ask the child *What is this?* He/She says *It's a ....*
- Put on the puppet. Make Polly fly to one of the children with a flashcard and to land on their head or shoulder. Polly asks *What is this?* The child replies *It's a (cat)*. Polly then flies to children who don't have flashcards, landing on their bags/chairs/books, etc. and asks *What is this?* Encourage the children to reply *It's my (bag)*.
- End the lesson by asking the children to say *Goodbye!* to Polly.

Listen and sing.



# The cat



### Aims

- to present a picture story; to review language from the unit

**New language:** *Let's go, Yippee, tree*

**Recycled language:** *pets, fly, walk, swim, jump, Look, Thank you*

**Materials:** CD 2, flashcards (pets)

**Language competences:** The children will be able to listen and follow a picture story.

### Warm-up

**Aim:** to practise the song

- Play the song (CD 2, Track 22). Stick the bird, cat and fish flashcards on the board as prompts. The children join in. Encourage them to mime being the animals (flying, walking and swimming) as they sing.
- With the karaoke version (CD 2, Track 23), tell the children that together you can sing about the rabbit.

### Presentation

5 CD2  
26

▶ PB pp52-53 **Story: The cat**

**Aim:** to listen and follow a picture story

- Point to each of the characters in the first picture on PB page 52 and ask *Who's this?* The children say, e.g. *(It's) Gina*. Point at the cat and ask *What is this?* The children reply *(It's a) cat*. Ask how Gina, Mike and Leo feel in L1 (worried/surprised) and why (because the cat is stuck in a tall tree).
- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. The children explain what's happening in L1. Ask how the cat feels at the end of the story (happy). Point to the rabbit and the bird on page 53 and elicit the words.

Audio script page T99

### Practice

5 CD2  
25

▶ AB p52 **Listen and colour the correct circle.**

**Aim:** to listen and identify the correct picture

- Point to the first picture on AB page 52 and ask in L1 who is speaking (Leo). Do the same for the second picture (Polly). Say *Listen. Leo or Polly?* Play the audio. Elicit the answer *Leo*.
- Remind the children that they have to colour the correct circle. Play the audio again. Check their work as they colour.
- Play the recording again. The children repeat Leo's line.

Audio script page T99

### Extension activity

**Aim:** to practise responding to instructions

- If possible, move your class out into the playground, school gym or an empty classroom.
- Play a game to review instructions and extend the Ending the lesson activity. Divide the class into four groups: Rabbits, Cats, Birds, Fish. Give instructions to everyone at first, e.g. *Stand up! Hands up! Trees!* (encourage the children to stretch up like trees) *Clap your hands! Jump!* When the children are following with ease, mix in instructions addressed to the groups, e.g. *Cats – walk, Rabbits – jump, Fish – swim, Birds – fly*. Only the children in the named group do the action.
- You can make the game competitive – any child who joins in with the action of the wrong group is out. Then the group with the most people left at the end wins.

### Ending the lesson

**Aim:** to practise listening and responding physically

- Ask in L1 where was the cat in the story (in a tree). Present *tree*. Draw a tree on the board. Tell the children that they are going to pretend to be trees.
- Do the following actions for the children to copy, giving instructions in English: *Stand up!* (stand up straight and tall with hands by your side), *Hands up!* (reach high up above your head, on tiptoes, arms outstretched as if they are branches), *Let's go!* (moving arms gently from side to side, as if they are branches moving in the wind), *Wheeee!* (moving arms more quickly), *Go to sleep, hands!* (stop moving your arms).

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** pets, language from the story

**Materials:** CD 2, simple jigsaw made from a large picture of a pet (cut into five pieces with sticky tack on each piece), Unit 6 stickers, coloured pencils or crayons, pencils, a toy parachute (with handles for the children to hold) and a soft ball

**Optional:** character masks, cat flashcard (or a photo of a kitten)

**Language competences:** The children will be able to appreciate the values shown in the story.

## Warm-up

**Aim:** to review pets and introduce the topic of working as a team

- Choose five volunteers. They stand at the front. Give each one a piece of the jigsaw you have made of a pet. Don't give them instructions, apart from pointing at the board. Leave the volunteers to work together to stick the pieces in the right order.
- Ask the rest of the class to give the volunteers a round of applause. Ask in L1 how they managed to complete the puzzle (by working together/as a team).

## Practice

**5**  **PB pp52-53** **Story: The cat**  
Listen to the story. Stick.

**Aim:** to review the story

- Ask the children to tell you what they remember about the story on PB pages 52 and 53 in L1.
- Play the story again, pausing to ask what's happening and what the characters are saying.
- Hand out the stickers for Unit 6. Say *Bird*. The children point to the correct sticker on the sheet. Repeat for *rabbit*.
- Point to the picture on PB page 53. Say *Where's the bird?* The children point to the sticker outline. They peel off the sticker and hold it up. Check

that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the other sticker.

**Audio script** page T99

## Story values PB pp52-53

**Aim:** to think about the meaning of the story: working as a team

- Play the first part of the story. Pause after picture 1 and ask in L1 *Who notices the cat in the tree?* (Leo.) Play the next section, and after picture 2 ask *Who comforts the cat?* (Polly, because she can fly up into the tree.) Play the next part of the story. Pause after picture 3 and ask *Who can rescue the cat?* (Gina, because she is tall.) *What is Mike doing?* (He's showing the way down.) Play the next part of the story and after picture 4 ask *How does the cat get down?* (It slides down Gina's neck, in Mike's arms.) Play the rest of the story. Talk about how when we work as a team we can do things we couldn't do alone (all the animals play a part in helping the cat).

**6**  **AB p53** **Complete the face. Colour the picture.**

**Aim:** to apply values from the story to new situations

- Tell the children in L1 *Let's look at a family now*. Point to the dad in the picture on AB page 53 and ask *Who's this?* The children say *Dad*. Repeat with *brother* and *sister*. Point to the face

and remind the children in L1 that if they think the picture shows people doing the right thing, they draw a happy smile. Circulate and check as they draw. Then the children can colour the picture.

## Extension activity

**Aim:** to reinforce understanding of the story

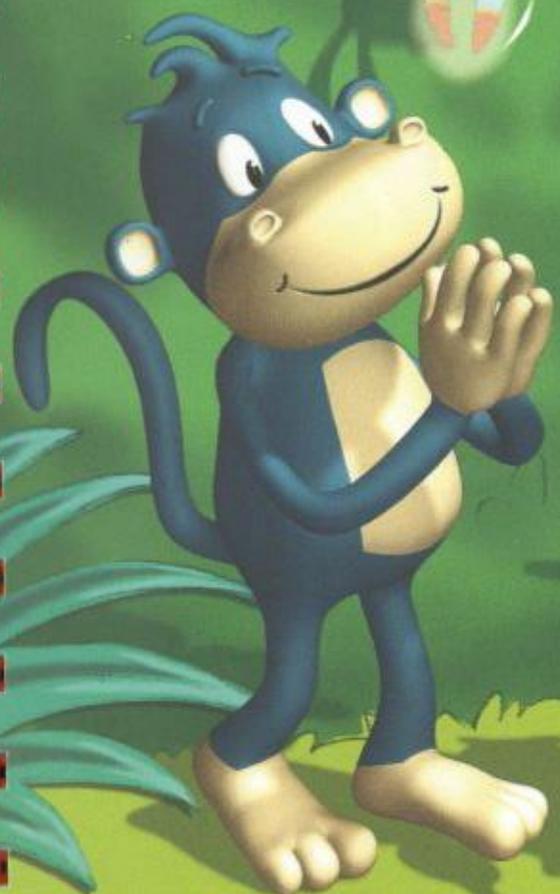
- Draw a tree on the board, with branches at a height your children can reach. Stick the cat flashcard or picture on one of the branches.
- Invite four volunteers to the front. Assign them the roles of Gina, Polly, Leo and Mike. They put on the masks and act out the story along with the CD. Repeat with a different group.

## Ending the lesson

**Aim:** to practise working as a team

- If possible, move your class out into the playground, school gym or an empty classroom.
- Show the parachute and ask about its colours, if known. Show the children the soft ball and ask *What is this?* The children say, e.g. *It's a red ball*. Tell the children in L1 that they have to make the ball jump in the air and catch it again. But the ball mustn't fall on the floor. They stand in a circle and hold the handles of the parachute. Throw the ball into the middle of the parachute. Say *Throw the ball! Catch the ball!* Point out in L1 that it is important to work as a team, even in games.

**Note:** If you don't have a parachute, play *Tag* together (see Introduction, page xvii).



Family fun!

Value: Working as a team

# Species

6 CD2  
26 Listen and point. Draw lines and say.

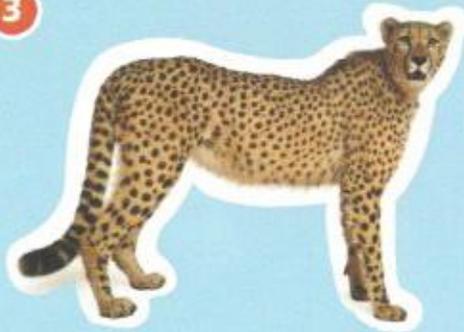
1



2



3



**Aims**

- to integrate other areas of the curriculum through English: Biology

**New language:** *hand*

**Recycled language:** *rabbit, cat, bird, fish, colours, What is this? It's a ..., This is my ..., walk, jump, fly*

**Materials:** CD 2, flashcards (pets), the puppet (Polly), materials for the project (a paper plate, pots of paint, paintbrush, one stick-on eye, a piece of A4 paper for each child), a 'handprint bird' you have prepared (similar to the one on AB page 54)

**Optional:** play dough or modelling clay (one piece for each child)

**Language competences:** The children will be able to identify related animals.

**Warm-up**

**Aim:** to review pets and introduce the topic of species

- Put on the puppet. Play *Disappearing flashcards* using the pet flashcards (see Introduction, page xvii).
- Ask the children in L1 what kind of animal Polly is (a bird). Point out that there are different types of birds and that they look different from one another, but they are all birds.

**Presentation**

**6**  **PB p54** Listen and point. Draw lines and say.

**Aim:** to identify animals of different species

- Ask the children to look at PB page 54. Say *Listen and point*. Play the first section of the recording. The children listen and point to each photo in turn. Join in yourself. Play the second section for the children to point without your help.
- Say *Draw lines*. Point to the line between the photos of the birds. At the same time say *Bird, bird, bird*. Explain in L1 that these animals are all part of the same group or species. Elicit things

that all three birds have (e.g. wings, two legs, beaks).

- The children draw lines between the other groups of photos. Circulate and help, pointing at some of the photos and asking individual children *What's this?*

Audio script page T99

**Practice**

**7**  **Make a handprint bird.**

**Aim:** to take part in a craft activity and review parts of a bird

- Show the pictures on AB page 54. Explain in L1 that you are all going to make a handprint bird. Show your hand and say/ elicit *Hand*. The children repeat. Hold up the bird you have made and say *Look! This is my hand! This is my bird*. Explain how you made the bird in L1, using the pictures on AB page 54.
- Hand out the materials. Circulate and help the children make a print of their hand to form the head, body and tail of the bird, then paint the beak and legs and stick on the eye. Ask individual children *What is this?* Elicit *Bird*. Point at the body, legs and beak and ask *What colour?*

**Extension activity**

**Aim:** to review vocabulary and practise fine motor skills

- Make a play dough model of a bird. Show the class and ask *What is this?* Tell the children they are going to make a model of one of the animals from the unit. Show the flashcards and elicit the words. Stick them on the board.
- Hand out play dough to each child. The children make the animal of their choice (rabbit, bird, fish or cat). Circulate and help as necessary. Ask *What is this?* Show some of the best models to the class. Confident children can show and say, e.g. *This is my cat*.

**Ending the lesson**

**Aim:** to encourage the children to think about birds

- Ask the children to hold up or point to the handprint birds they have made. Encourage them to say *This is my bird*. Ask in L1 what they added to the handprint to make the birds (legs, beaks, eyes). Ask in L1 whether we have each of these things. The children say that we have legs and eyes, but we don't have beaks. Birds have beaks. Ask who has wings – people or birds?
- When the handprint birds are dry, the children hold them up and follow your instructions. Say *Birds, walk! Birds, jump! Birds, fly!*

## Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** *pets, jump, walk, fly, swim, What's this? It's a ....*

**Materials:** flashcards (pets, classroom objects, family, toys), a piece of card with a hole cut in the middle (in order to reveal part of a flashcard picture), coloured pencils or crayons

**Optional:** magnifying glasses (one for each pair or small group of children), items/material from the natural world for the children to look at in detail (e.g. feathers, tree bark, leaves, shells, acorns), if possible one per pair or small group

**Language competences:** The children will be able to make deductions based on visual evidence. The children will be able to use language from the unit.

## Extension activity

**Aim:** to look at details of objects in the natural world

- Say *Let's look!* Show a magnifying glass and ask the children in L1 what it does (makes things bigger). Make pairs or small groups and give each one a magnifying glass and an object to look at. The children take it in turns to look at both sides of the object in detail. Circulate and ask the children what they notice (shape, colours, texture).

**Note:** If you don't have magnifying glasses, the children can make pictures by placing leaves or feathers below thin paper and rubbing a crayon on top. This reveals details of the shape and texture of the leaves in a similar way.

## Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

## Phonics

- See page T85 for Unit 6 Phonics.

## Warm-up

**Aim:** to review vocabulary and introduce the idea of making deductions

- Show one of the flashcards from the course so far, covered by a piece of card with a hole in it (the hole should be about five centimetres in diameter). Ask *What is this?* The children guess. Don't confirm answers. Move the card around so a different part of the flashcard is visible and ask again. If the children are having problems guessing, ask, e.g. *Is it a chair? Is it a doll?*
- Reveal the flashcard and elicit the answer. Point out that the children were using things they knew about the object (colour, size, shape) to help them work out what it was (and what it wasn't).

## Practice

**7** **Think!** **PB p55** Look and say the words.

**Thinking skills:** making deductions

- Point to the photographs on PB page 55. Say *Look and say the words.* The children work in pairs. They point to each picture and say what they think it is (in English).
- Point at the first photograph and ask *What is this?* The children say *It's a rabbit.* Talk about how they worked this out (the big foot, the tail). Repeat for the cat, bird and fish.
- The children work in pairs. Child A points at one of the photographs and asks *What is this?* Child B replies *It's a (fish).*

**8** **AB p55** Say the words. Colour the circles.

**Aim:** to create a record of learning

- Point to the pictures on AB page 55. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

**7** Think! Look and say the words.



7

# My food

1 CD2  
28

Listen and point. Say the food.



## Aims

- to present and practise food

**New language:** *pasta, salad, rice, cake, food*

**Recycled language:** *I've got ..., Where's the (salad)? It's there, big/small (cake)*

**Materials:** CD 2, a lunchbox or bag with five or six food items inside (e.g. an orange, a banana, some sandwiches, a tomato), flashcards (food), the puppet (Polly), pencils

**Language competences:** The children will be able to name food.

## Warm-up

**Aim:** to introduce the topic

- Mime being hungry and take out your lunchbox. Open it and remove the items one by one, saying *Mmm ... Food or I've got food* each time. Point at all the food and say *Look! My food!* Encourage the children to repeat food and tell them in L1 that they will be learning how to talk about food in English.

## Presentation



**PB p56** Listen and point. Say the food.

**Aim:** to present food

- Point to the characters and ask *Who's this?* The children say the names.
- Say *Listen*. Play the audio. The children just listen.
- Say *Listen and point*. Play the audio. The children listen and point to the food items with you. Make sure they are pointing from left to right and that they point to the correct picture for cake.
- Play the audio again. The children point and say.

Audio script page T99

## Practice

- Show the food flashcards. Say each word. The children repeat. Say the words at different volumes. The children repeat in the same way.
- Draw a simple table on the board (two legs and tabletop) at a height the children can reach, and large enough for the four food flashcards. Stick the flashcards on the 'table', point and say the words. The children repeat.
- Call a volunteer to the board and ask, e.g. *Where's the salad?* The child points. Encourage him/her to say, e.g. *Salad*. Confirm by saying *Yes. Salad. It's there*. Repeat with different volunteers.



**AB p56** Look and match. Say the food.

**Aim:** to practise food and recognise size and shapes

- Point to each food in turn and say the words. The children copy you. Repeat. Point to one of the big pictures and ask *Is it big? Is it small?* The children say *Big*. Repeat with different pictures.
- Say, e.g. *Point to the big cake*. The children point. Repeat for all the pictures.
- Say *Look and match*. Show the children how to draw a line from one of the big pictures (e.g. the big cake) to the smaller matching picture. They draw lines using pencils. Monitor and make sure they are matching the right pictures and using the correct grip. Ask individual children to point at the pictures and say, e.g. *Small pasta*.

## Extension activity

**Aim:** to practise food

- Ask the children to sit in a circle. Place the food flashcards in the centre, face up. Choose a confident child and say, e.g. *Rita, pasta!* The child comes to the centre of the circle to collect the correct flashcard and sits back down. Point to the flashcard and ask *What's this?* He/She holds up the card and says, e.g. *(It's) pasta/I've got pasta*.
- Repeat with different children for the other flashcards. Replace the flashcards when all four are taken and call on different children. Once the children are confident, call two children to take different flashcards, e.g. *Yolanda, rice! Mario, cake!* The two children come to the centre together and see who can choose the correct card quickest. The game can also be played calling three children or even four children to take the cards.
- If you have less space, stick the flashcards on the board and call children to come to the front and choose.

## Ending the lesson

**Aim:** to review food

- Put on the puppet. Play *No, Polly!* with the food flashcards (see Introduction, page xvii). Polly either points at the flashcards and says, e.g. *It's rice* or she holds them and says, e.g. *Mmm. I've got salad!*
- Make Polly wave and say *Goodbye!* The children wave and say *Goodbye, Polly!*

## Aims

- to present *I like (rice)* and practise food; to say a chant

**New language:** *I like (rice), eat*

**Recycled language:** *pasta, salad, rice, cake, I've got..., It's ..., colours*

**Materials:** CD 2, flashcards (food, colours), Yes/No cards, coloured pencils or crayons, pencils

**Optional:** shopping bags (one for each pair of children), play till/calculator, play money with a picture of the food, not numbers (for each pair of children)

**Language competences:** The children will be able to talk about food they like. The children will be able to join in with a chant.

## Warm-up

**Aim:** to review food

- Show the food flashcards in turn. Say/Elicit the names. The children repeat.
- Show the flashcards again and ask *What is it?* The children reply *It's (pasta)*.
- Give out the Yes/No cards. Say *Show me Yes*. The children hold up the correct card. Repeat for No.
- Hold up the rice flashcard and say *Mmm! Cake!* The children hold up the No card. Repeat several times for the other foods, mixing correct and incorrect sentences. Make some sentences with *I've got ...* and *It's ...*

## Presentation

2 CD2 29

**PB p57** Listen and trace. Chant.

**Aim:** to present *I like ... and eat, review food and say a chant*

- Show one of the food flashcards, e.g. pasta, lick your lips/rub your stomach, look very happy and say *I like pasta*. Mime eating pasta. Repeat for two more flashcards. Translate *I like ...* into L1.
- Point to the food flashcards. The children say the food words.
- Play the first verse of the chant. Show the children how to trace the line from the first

boy to the picture of the rice. Repeat the audio. The children trace the line with a pencil. Make sure they are tracing from left to right.

- Repeat for the rest of the chant, pausing after each verse for the children to trace.
- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat. Mime eating each food for the *Eat, eat, eat* lines. Play the chant again for the children to join in and copy your mimes. They trace the lines from the children to the food as they chant.

**Audio script page T99**

## Practice

- Hold up a food flashcard and say *I like ...*. The children say the food. Say the whole sentence e.g. *Yes! I like cake*. Repeat with the colour flashcards, e.g. *Yes! I like red*.

- 2 **AB p57** Draw something you like. Say the sentence.

**Aim:** to practise *I like ... and food*

- Point to the example drawing on AB page 57 and the heart. Elicit/Say *I like salad*. Point to the frame. Show some crayons and say *Draw something you like*. Translate into L1. Make sure the children understand that they have to draw pasta, rice, salad or cake.

- Circulate and encourage individual children to say a sentence about their picture, e.g. *I like rice*. The children can also practise talking about their pictures in pairs.
- Invite volunteers to show their picture to the class and say a sentence with *I like ...*

## Extension activity

**Aim:** to practise *I like ...*

- Draw a shelf on the board. Stick the food flashcards on the 'shelf' and elicit the words.
- Tell the class that you need a volunteer to be a shopkeeper.
- Place a shopping bag at the front. Take one of the flashcards from the 'shelf' on the board, and show it to the class. Say, e.g. *I like pasta* and put it in your shopping bag. Repeat for the other flashcards.
- Stand next to the shopkeeper and pass him/her the items from your bag one by one. Encourage the child to say, e.g. *Pasta, thank you* and pretend to ring up the price on the till/calculator. Use play money to 'pay'. Put the food back in your bag and say *Goodbye!* to the shopkeeper. Repeat the whole game with a different volunteer.
- The children can play the game in pairs using imaginary food instead of flashcards.

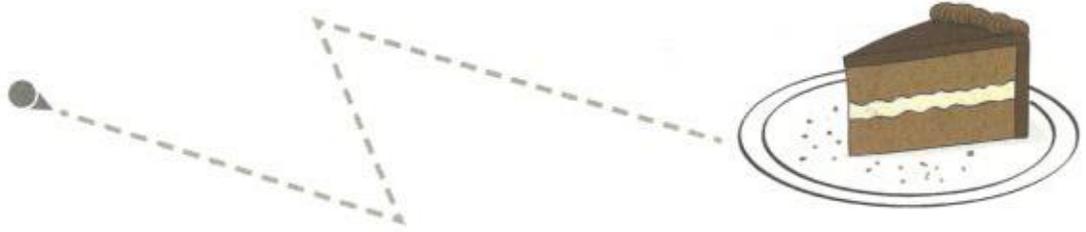
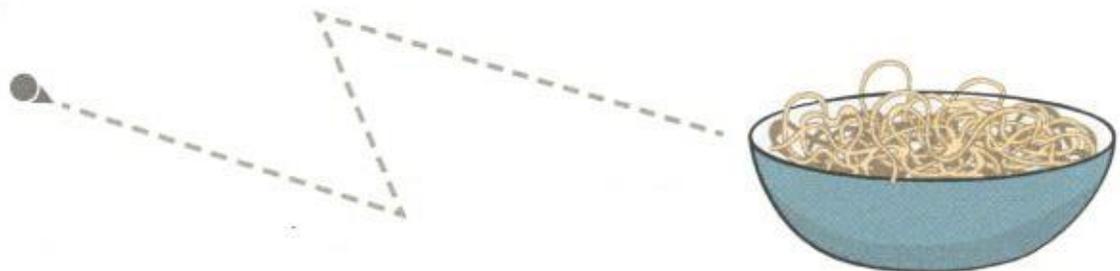
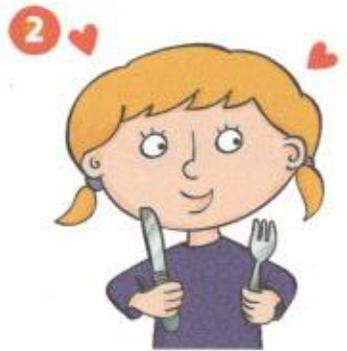
## Ending the lesson

**Aim:** to practise *I like ...*

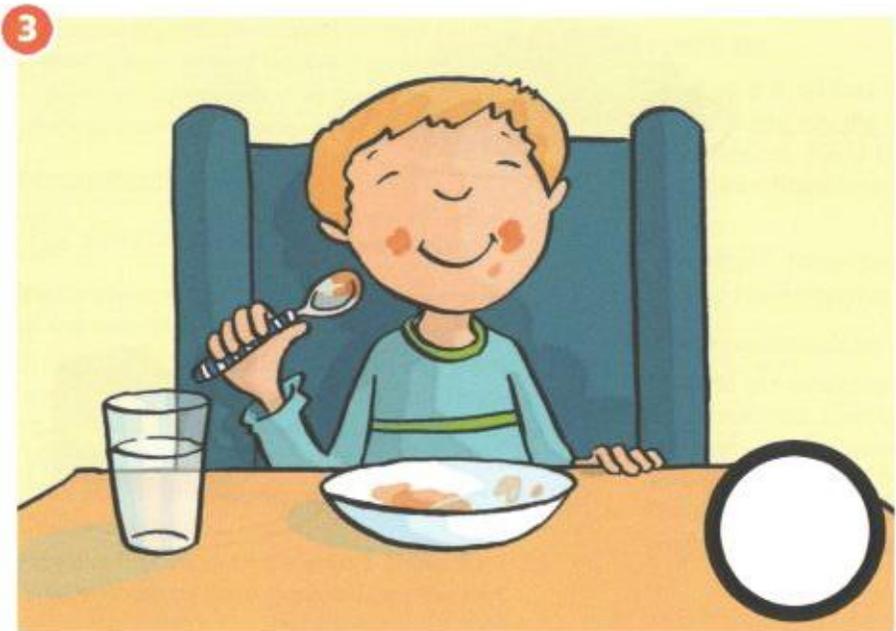
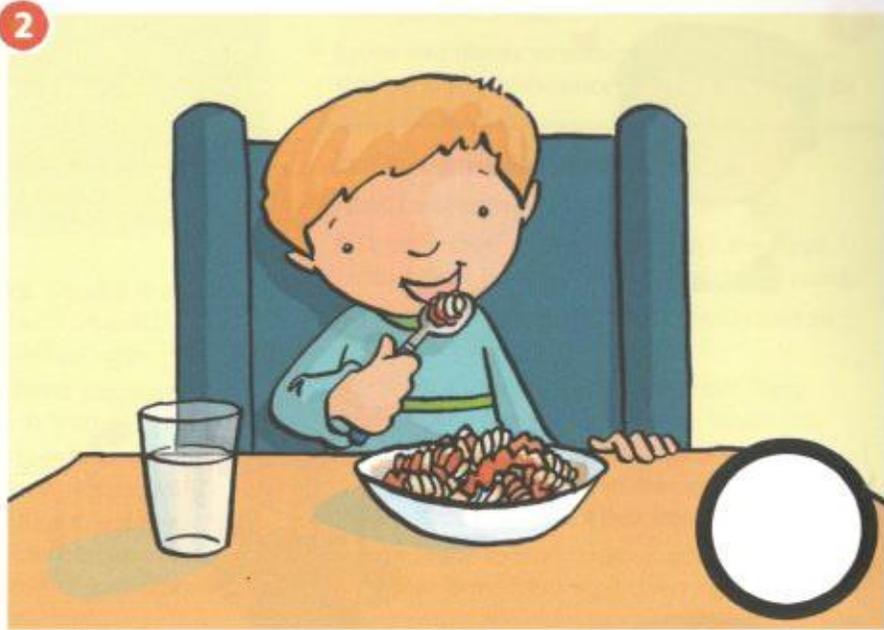
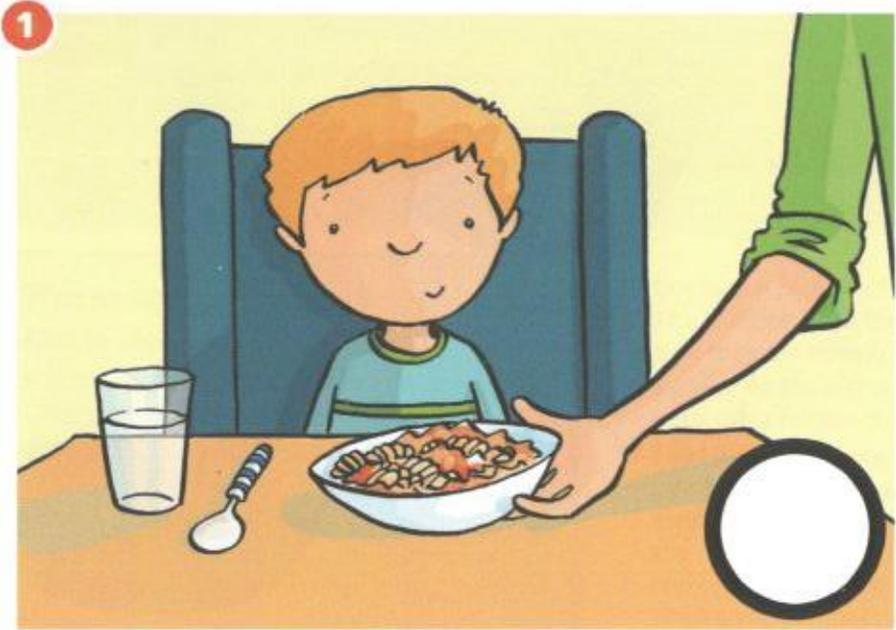
- Mime eating a food, e.g. eating a slice of cake with your fingers. The children copy your mime and say the food. Say, e.g. *Yes, I like cake*.

2 CDZ 29

Listen and trace. Chant.



# Listen and act. Listen and colour.



**Aims**

- to present and practise responding to *Eat the pasta, It's lovely* and *Wash your face*

**New language:** *Eat the ..., It's lovely, Wash your face*

**Recycled language:** food, *I like ..., instructions (Go to sleep, Wake up, Stand up, Sit down, Walk, Jump, Fly, Swim, etc.)*

**Materials:** CD 2, the puppet (Polly), coloured pencils or crayons, pencils

**Language competences:** The children will be able to follow new and familiar instructions.

**Warm-up**

**Aim:** to review food and *I like ....*

- Play the chant (CD 2, Track 29). The children join in and mime eating the different foods.

**Presentation**

**3** CD2 31 PB p58 **Listen and act.**

**Aim:** to present new instructions and practise listening and responding physically

- Point to picture 1 on PB page 58 and say *Look! Pasta. Ooooo!* Model looking down at a plate of food and licking your lips. The children copy the action. Do the same for the other pictures (*Eat the pasta, It's lovely, Wash your face*). Translate *It's lovely* into L1.
- Play the first line of the audio. The children join in and do the action. Do the action along with the children. Repeat for the rest of the recording.
- Play the audio again without pausing, doing the actions with the children. Repeat several times. Play the audio for the children to follow the instructions without your help.
- Give more instructions, adding language from earlier units, e.g. *Stand up, please, Jump, Fly, Sit down, please, Go to sleep, Wake up, Stand up, please, Swim, Sit down, please, Eat the pasta, It's lovely*. The children follow. Speed up as they become more confident.

Audio script page T99

**Practice**

**3** CD2 31 PB p58 **Listen and colour.**

**Aim:** to practise new instructions and listening

- Say *Listen and colour*. Remind the children that they have to colour the circles the correct colour. Play the first line of the audio and elicit the colour. Show the children how to colour the circle for picture 1, if necessary. Then play the rest of the audio, pausing for children to colour the circle each time. Point to each picture in turn and elicit the colour and the sentence (e.g. for picture 1 *Red. Eat the pasta.*).

Audio script page T100

**3** CD2 31 AB p58 **Listen and circle.**

**Aim:** to practise new instructions, listening and pencil control

- Point to the first pair of pictures on AB page 58 and elicit *It's lovely* and *Wash your face*.
- Say *Listen and circle. It's lovely or wash your face?* Play number 1 on the audio. The children point at the correct picture. They draw the circle around the second picture. Elicit *Wash your face* from individuals.
- Point to the second pair of pictures and elicit *Eat the pasta (Yum, yum, yum)* and *Look! Pasta*. Say *Listen and circle*. Play number 2 on the audio.

The children choose the correct picture and circle. Elicit *Eat the pasta! Yum, yum, yum!* from individuals.

Audio script page T100

**Extension activity**

**Aim:** to practise following instructions and responding to new language

- If possible, move your class out into the playground, school gym or an empty classroom.
- Divide the class into two teams (e.g. Reds and Blues). Give an instruction to each team in turn (a mixture of familiar instructions and *Wash your face*, etc. from this lesson), e.g. *Reds, stand up! Blues, stand up! Reds, eat the pasta! Blues, wash your face! Reds, jump!* The children follow your instructions, with the two groups doing different actions at the same time.
- Once the children are following your instructions with ease, tell the children that they must say the action while doing it. For example, when you say *Reds, jump!* they'll have to say *Jump* while jumping.

**Ending the lesson**

**Aim:** to practise following instructions

- Put on the puppet. Play *Polly says ...* using known instructions *Eat the pasta, Wash your face*, etc. (see Introduction, page xvii).

## Aims

- to sing a song with the class; to practise *I like ....* and food

**New language:** *munch, crunch, lunch, yum*

**Recycled language:** food, *I like ....*, lovely (cake)

**Materials:** CD 2, flashcards (food), character masks, a lunchbox (if possible filled with a lunch: sandwiches, fruit, drink, etc.), Yes/No cards, pencils

**Optional:** the puppet (Polly)

**Language competences:** The children will be able to join in with a song.

## Warm-up

**Aim:** to review *Eat the pasta, It's lovely, Wash your face*

- Divide the class into four groups. Name them Leo, Mike, Gina and Polly. Hand out character masks to each group (the children in the Leo group all wear Leo masks, etc.).
- Give instructions to each group, using the character names, e.g. *Leo! Eat the pasta.* The children in that particular group follow the instructions. Mix in some instructions for the whole class, e.g. *Everybody! Stand up and jump!*

## Presentation



**PB p59** Listen and sing.

**Aim:** to present *lunch* and sing a song

- Show the children the lunchbox. Take out the contents. Put them on your desk and say *Look! My lunch! Yum!* Pretend to start eating and then say in L1, *No, it's not lunchtime yet. This is my lunch.* Pack the food away and say again *Lunch.* The children repeat the word several times.
- Point to food on the table on PB page 59 and say *Look! Lunch! Yum!* Say *Where's the rice?* The children point to the bowl of rice on the table. Repeat for *salad, cake, tree* and *rabbit.*

- Play the song. The children listen and point to the food on the table.
- Play the song again, pausing to teach each line. The children point to the foods and/or clap along as they sing.

Audio script page T100

## Practice



**AB p59** Follow the path.

**Aim:** to practise pencil control

- Point to the boy and the food and say *Oh, no! Where's lunch?* Explain in L1 that this is the boy from the song and the children need to help him find his lunch. Say, e.g. *Point to the rice.* The children point to the correct picture at the exit of the maze. Repeat for the other items.
- Show the children how to trace the route through the maze with their fingers. When they have worked out the route, they draw it with a pencil. Circulate and check they are using the correct grip and working from left to right. Encourage individuals to pretend to be the boy and say, e.g. *I like rice. Yum, yum, yum!*

## Extension activity

**Aim:** to practise listening skills and revise food

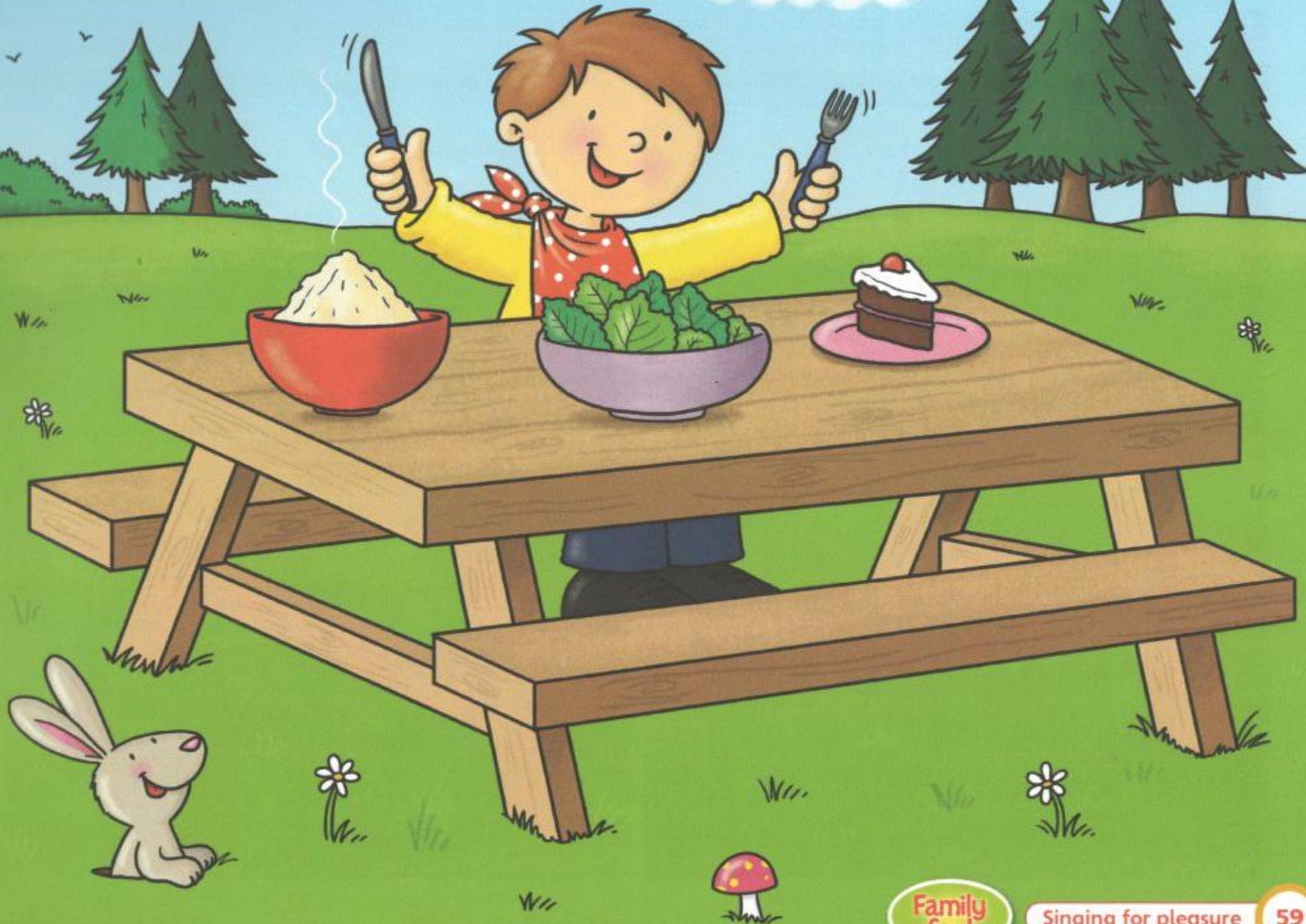
- Play *Singing Polly* (see Introduction, page xvii). Make Polly sing different nouns instead of the food in the song, e.g. *Munch, munch, munch, Crunch, crunch, crunch, I like lovely chairs!* Explain to the children that when they put up the No card, they have to say the word they think is wrong, e.g. *Chair.* They can also replace *lovely lunch* with *Polly's lunch* in the line *I like lovely lunch!*
- For the last chorus and verse, make Polly sing correctly and encourage everyone to join in, standing up, clapping and dancing.
- Confident volunteers can come to the front and sing along with Polly.

## Ending the lesson

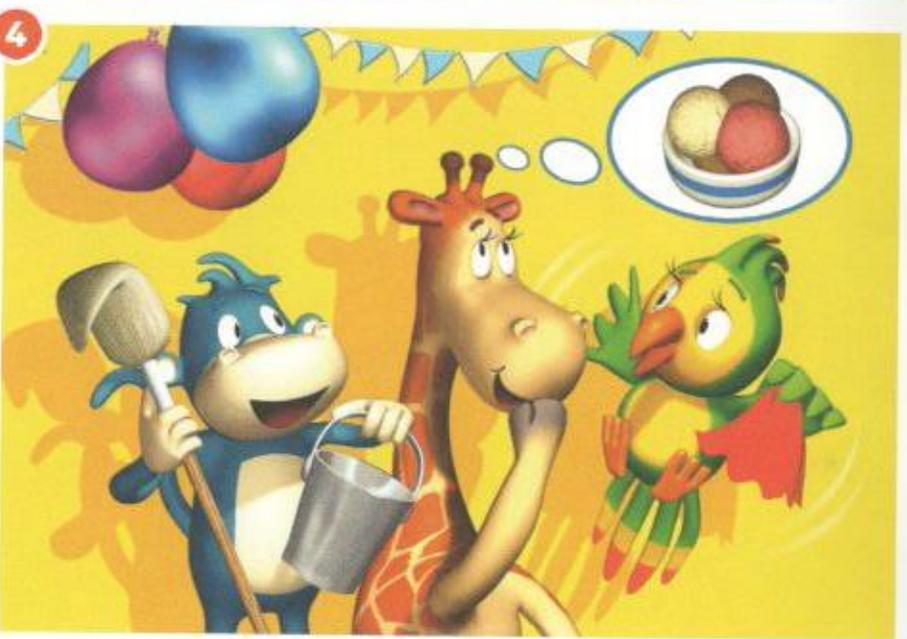
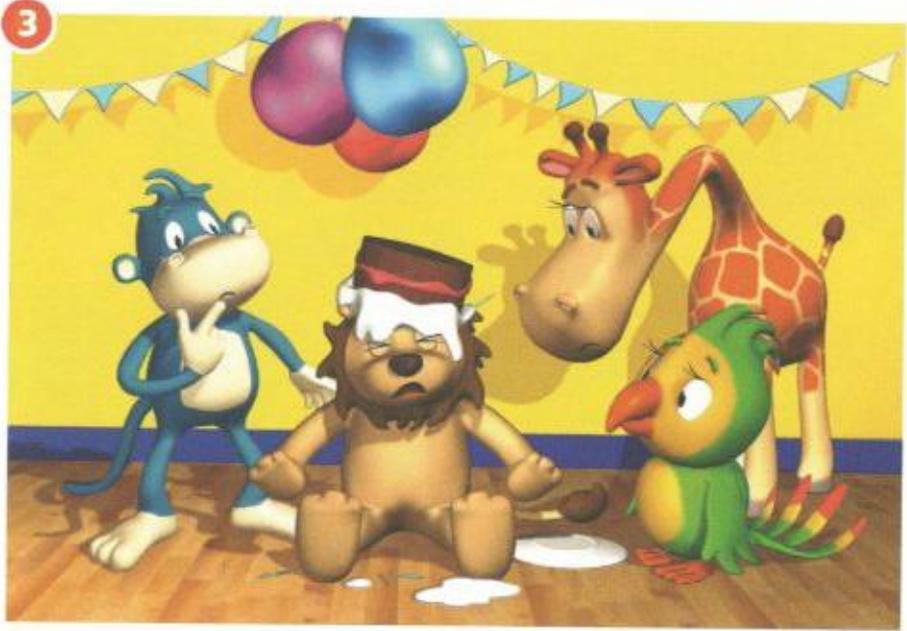
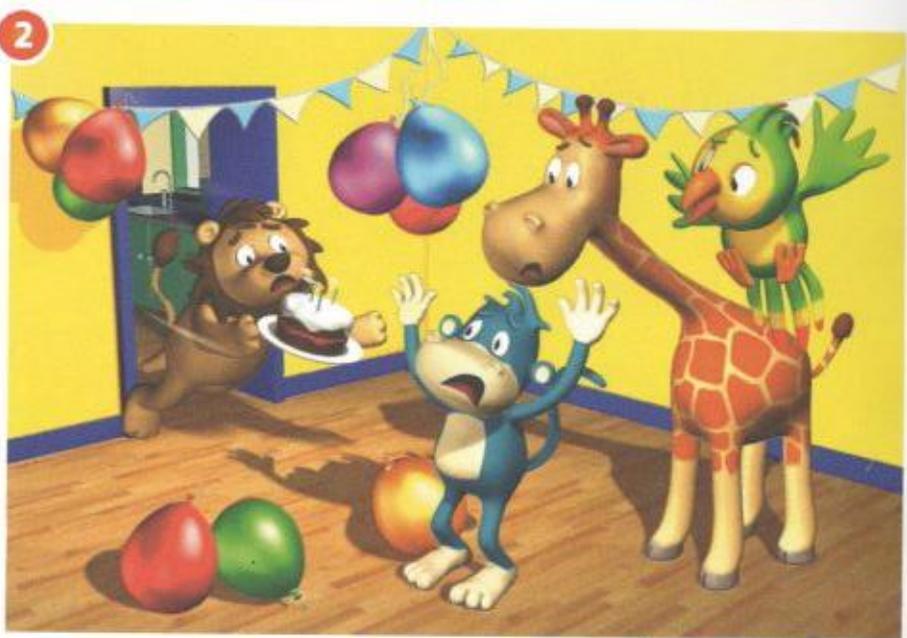
**Aim:** to practise the song

- Play the song for the children to join in. Stick the flashcards *rice, salad* and *cake* on the board as prompts.

Listen and sing.



# The cake



## Aims

- to present a picture story; to review language from the unit

**New language:** *Here's your cake, I've got an idea. Let's get some ice-cream, great, wonderful*

**Recycled language:** *food, lunch, numbers, dad, I like (cake), lovely, Yes, Oh no, What is it? It's ...*

**Materials:** CD 2, the puppet (Polly), flashcards (food, numbers), a picture of some ice-cream, coloured pencils or crayons

**Optional:** a large bowl and four spoons, character masks

**Language competences:** The children will be able to listen and follow a picture story.

## Warm-up

**Aim:** to review *lunch, lovely* and *I like ...*

- Show the food flashcards. Say *I like ...*. The children say the food. Show a flashcard to a volunteer. The child says, e.g. *I like pasta*. Stick the flashcards on the board.
- Put on the puppet. She flies to a child and 'lands' on his/her head or shoulder. She says, e.g. *I like the lovely pasta!* The child gives the pasta flashcard to Polly. Repeat with the other flashcards and different volunteers.

## Presentation

 **CD2 35** | **PB pp60-61** Story: The cake

**Aim:** to listen and follow a picture story

- Show the picture of ice-cream and say *Look! Ice-cream*. The children repeat the word. Say *I like ice-cream*. Invite volunteers to say *I like ice-cream*.
- Point to the characters in the first picture on PB page 60 and ask *Who's this?* The children say *Leo and Dad*. Say *Yes, What's Leo's dad holding?* Point to the cake he is holding and say *What's this?* The children say *Cake*. Ask the children in L1 what kind of cake it is (a birthday cake).

- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. The children explain what's happening in L1. Ask what is happening in picture 4 and what the cloud means (the children tell you in L1 that Gina has an idea – she is thinking about ice-cream). Ask what the animals are doing in picture 5 (eating the ice-cream) and where the candles are. Explain the meaning of *I've got an idea* and *Let's get some ice-cream*.

Audio script page T100

## Practice

 **CD2 36** | **AB p60** Listen and colour the correct circles.

**Aim:** to listen and identify the correct picture

- Point to the characters in the first pair of pictures on AB page 60. Ask *Who's this?* Say *Listen and colour the circle*. Remind the children that they have to colour one of the circles. Play the audio for number 1. Confirm the answer (the first picture).
- Play the audio again. Check the children's work as they colour in the shaded circle.
- Repeat for the second pair of pictures.
- Play the whole recording again. The children repeat the two lines.

Audio script page T100

## Extension activity

**Aim:** to practise language from the story

- Divide the class into four groups. Each group repeats and mimes a line from the story. Group 1 say *I like ice-cream!* Group 2 *Yes, it's great!* Group 3 *Wonderful!* and Group 4 *Yummy!* Say each line several times, at different volumes. The children repeat in their groups. Encourage them to be enthusiastic.
- Choose a volunteer from each group. They stand at the front and put on character masks (1 Leo, 2 Mike, 3 Gina, 4 Polly). Put a large bowl in front of the children and give them each a spoon. They all mime eating and say the lines they have been practising. Repeat with different volunteers.

## Ending the lesson

**Aim:** to practise counting

- Draw four birthday cakes on the board, with one to four candles on each cake (e.g. three candles on one cake, two on the next, etc.). Make sure your children can reach the pictures.
- Point and say *Cakes! Yummy! I like cakes*. Count the cakes aloud with the children. Then point to the candles on the first cake and ask *How many?*
- Stick the number flashcards in order at the bottom of the board. Count them aloud with the children. Point to the flashcards in different orders and elicit the numbers.
- Call a volunteer to the board. He/She counts the candles on the first cake, chooses the correct number flashcard and sticks it next to the cake. Repeat for the rest of the cakes.

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** food, language from the story

**Materials:** CD 2, Unit 7 stickers, a piece of toy food (ice-cream, pasta, cake, rice or salad) or picture of known food items – one per pair of children, coloured pencils or crayons

**Optional:** character masks, toy cake or cake flashcard, a large bowl, four spoons

**Language competences:** The children will be able to appreciate the values shown in the story. The children will be able to use and respond to language from the story.

## Warm-up

**Aim:** to review language from the story

- Pretend that you have just thought of something and say *I've got an idea!* Show the picture of the ice-cream and say *Let's get some ice-cream!* Encourage the children to reply *Wonderful!*
- Practise the lines *Let's get some ice-cream* and *Wonderful* with the children repeating after you. Make sure the children say *Wonderful* with enthusiasm and that they stress the first syllable. Once they are confident, add an action for each line (eating with a spoon for *Let's get some ice-cream* and jumping up and down for *Wonderful*).

## Practice



**PB pp60–61** Story: The cake  
Listen to the story. Stick.

**Aim:** to review the story

- Ask the children to tell you what they remember about the story on PB pages 60 and 61 in L1. Ask *What do Leo and his dad have at the beginning? What happens to the cake? What's Gina's idea? Do the animals like ice-cream?*
- Play the story again, pausing to ask what is happening/ elicit what the characters are saying.

- Hand out the stickers for Unit 7. Say *I like rice*. The children point to the correct sticker. Repeat for *pasta*.
- Point to the picture on PB page 61. Say *Where's the rice?* The children point to the sticker outline. Mime peeling the sticker of the rice off the sheet. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the sticker of the salad.

Audio script page T100

## Story values **PB pp60–61**

**Aim:** to think about the meaning of the story: sharing

- Play the story again. The children listen and point. At the end of the story ask in L1 *Who's eating the ice-cream?* Talk about how important it is to share. Ask the children in L1 what they can share in class and at home (toys, books, crayons, etc.).

6

**AB p61** Complete the face. Colour the picture.

**Aim:** to apply values from the story to new situations

- Tell the children in L1 *We're going to look at some children now. Look at the picture and think*. Point at the cake and ask *What is it?* Ask in L1 *What are the children doing?* (Sharing.)

Elicit/Explain what the children are saying when they share – *Here's some cake. Thank you*. Point to the face and remind the children in L1 that if they think the children are doing the right thing, they draw a happy smile. Circulate and check as they draw. Then the children can colour the picture.

## Extension activity

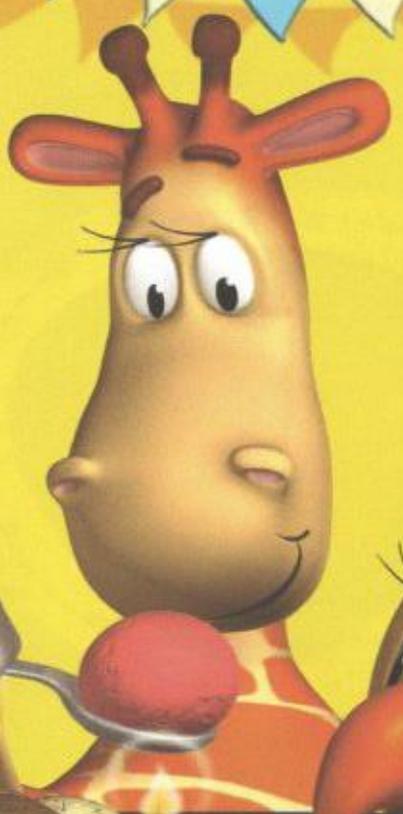
**Aim:** to reinforce understanding of the story

- Invite five volunteers to the front. Assign them the roles of Leo, Leo's dad, Gina, Polly and Mike. The children playing the main characters put on the character masks. Give 'Leo's dad' a toy cake or the cake flashcard. Have a large bowl and four spoons ready for the last scene.
- Play the story. The children act along with the CD. Encourage them to join in with the CD and do the actions.
- Invite another group of five children to come to the front and act.

## Ending the lesson

**Aim:** to practise sharing

- Hand a piece of toy food/picture of known food to a child. Say, e.g. *Here's some salad*. The child takes it and says *Thank you*. (*I like salad*.) Repeat with different children. Collect the toys/pictures.
- Hand out a piece of toy food/picture to each pair of children. They practise sharing, saying *Here's some ...* and *Thank you*. *I like ...* Once they have practised with one food, they swap their toy/picture with another pair and repeat. Circulate and help.

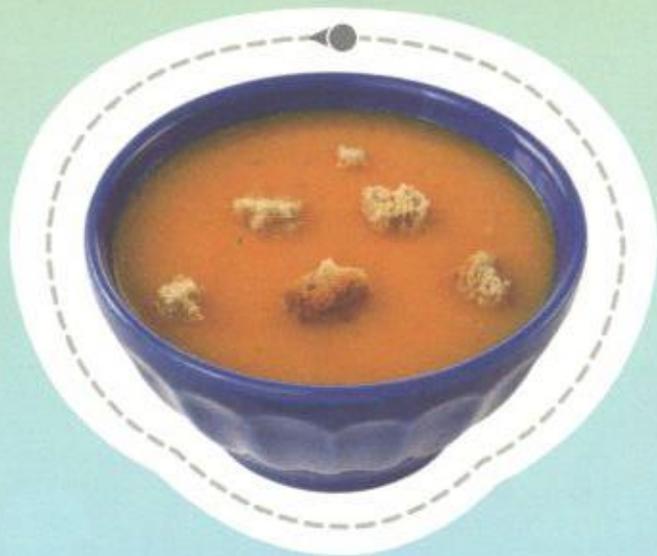


# Solids and liquids

6 CD2  
37

Listen and point. Trace and say the food.

1



2



3



4



**Aims**

- to integrate other areas of the curriculum through English: Physics

**New language:** *soup, water*

**Recycled language:** *food, I've got an idea ..., Let's get some ..., I like ...*

**Materials:** CD 2, flashcards (food, toys), materials for the project (green, red and yellow coloured pasta (e.g. fusilli), a piece of blue A4 card and PVA glue with a brush for each child) character masks, pencils

**Optional:** pictures/photographs/real objects to show liquids and solids in the world around us, character masks

**Language competences:** The children will be able to differentiate between liquids and solids.

**Warm-up**

**Aim:** to review foods and *I've got an idea. Let's get some ...*

- Review food using the flashcards.
- Divide the class into two teams. Stick the food flashcards on the board at a height your children can reach. Call one child from each team to the front. They stand at either side of the board. Explain in L1 that they need to listen and touch the right card on the board, as quickly as they can. Say, e.g. *I've got an idea. Let's get some rice.* The child who touches the correct flashcard first wins a point for their team. Repeat until one of the teams reaches ten points. You could also add the toy flashcards to the board (and say, e.g. *Let's get a puzzle*) when the children are playing with ease.

**Presentation**

**6** CD2 37 **PB p62** Listen and point. Trace and say the foods.

**Aim:** to differentiate between solid and liquid food

- Ask the children to look at PB page 62. Point to the first picture and say *Look! Soup! Yummy! I like soup.* Say *Soup* again. The children practise

saying the word. Repeat for the other photos.

- Play the first section of the recording. The children listen and point to each photo in turn. Join in yourself. Repeat for the second section. Play the third section for the children to point without your help.
- Point to the line around the first picture and trace it with your finger. At the same time say *Soup*. The children copy. Do the same for the other photos. The children trace around the photos and say the words. Ask in L1 which foods go together (soup and water, pasta and cake). Do not try to explain 'liquid' and 'solid' in L1 – say, e.g. that we can drink soup and water, but we eat pasta and cake because they are hard.

Audio script page T100

**Practice**

**7** AB p62 Make a pasta fish.

**Aim:** to take part in a craft activity and encourage recognition of texture

- Show the pictures on AB page 62. Explain in L1 that you are all going to make a picture of a fish, like the girl in the picture. Point to the fish in the picture and ask *What is this?* Elicit *Fish*. Point to the red, green and yellow pasta and elicit the colours. Show the real pasta and elicit *Pasta*.
- Hand out the materials. Circulate and help the children make their picture, following the steps

shown in the pictures. Ask individual children *What is this? What colour is it?*

- Ask volunteers to show their pictures to the class and say *Look at my pasta fish!*

**Extension activity**

**Aim:** to extend awareness of liquids and solids around us

- Stick the pictures of liquids and solids at the bottom of the board, at a height the children can reach (or place them on a table). Draw a line down the centre of the board or draw a line on the table with a piece of chalk. Move one of the pictures of a liquid on one side of the line on the board. Choose a picture of a solid. Hold it next to the picture of the liquid and ask in L1 *Is it like this? Can we pour it/drink it/swim in it?* The children say *No*. Stick the picture on the other side of the line on the board. Repeat until all the pictures have been stuck on the board.

**Ending the lesson**

**Aim:** to review foods, toys and language from the unit

- If possible, move your class into the playground, school gym or an empty classroom.
- Stick the food flashcards in the four corners of the room.
- Divide the class into four teams. Name them Leo, Polly, Gina and Mike. The children in each team can wear the appropriate character mask.
- Say, e.g. *Leo! I like cake!* The children in the Leo team run to the corner with the cake flashcard. Repeat for the three other flashcards, giving instructions to each team. Call the class back to the centre. Play until the children are all following with ease.

## Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** *soup, water, food*

**Materials:** coloured pencils or crayons

**Optional:** flashcards (colours, toys, numbers, animals, food), cardboard box/basket for each team

**Language competences:** The children will be able to identify objects from their shape. The children will be able to use language from the unit.

## Warm-up

**Aim:** to review food and *water, soup*

- Mime eating or drinking one of the foods from the unit (e.g. drinking water from a glass). Encourage the children to guess *Water. Say Yes! Water. I like water.* Repeat with different mimes, e.g. eating spaghetti (pasta), eating hot soup with a spoon, eating a slice of cake with your fingers, eating salad with a fork, eating ice-cream from a cone.

## Practice

**7 Think!** **PB p63** Look and match.

**Thinking skills:** focusing on detail

- Point to the pictures in the top row on PB page 63. Say, e.g. *Point to the cake.* The children point.
- Say *Look and match.* Demonstrate by tracing your finger along the example line and saying *Cake ... cake!* The children draw lines for the remaining pictures. Circulate and help. Ask individual children *What is this?* Encourage them to make a phrase, e.g. *It's cake./I like cake.*

**8** **AB p63** Say the food. Colour the circles.

**Aim:** to create a record of learning

- Point to the pictures on AB page 63. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

## Extension activity

**Aim:** to practise categorising and listening skills

- If possible, move your class out into the playground, school gym or an empty classroom.
- Note:** This game is similar to the Extension activity in Unit 1, page T11.
- Divide the class into four teams. The teams stand in lines, with one child at the front. In front of each team place a toy flashcard, a number flashcard, an animal flashcard, a colour flashcard, a food flashcard and, furthest away, a box or basket.

- Make a sentence about one of the flashcard categories, e.g. *I like red, green, yellow and blue!* The first child in each team runs to pick up the colour flashcard in their line of cards, puts it in the box/basket and runs to the back of their team. Say *Four, three, two, one!* The children now at the front run, pick up their team's number flashcard and put it in their box. They run to the back of their team. Do the same for the rest of the flashcards, using different language from the course so far (e.g. *Tidy up the ..., I've got ..., Let's get a ...*).
- Practise the game slowly at first, then speed up. You can also make the game competitive – the fastest child wins a point for their team each time.

## Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

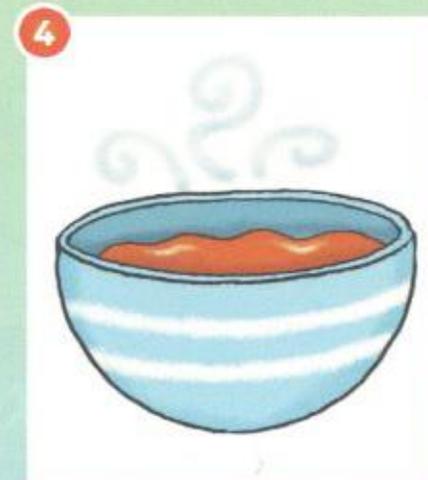
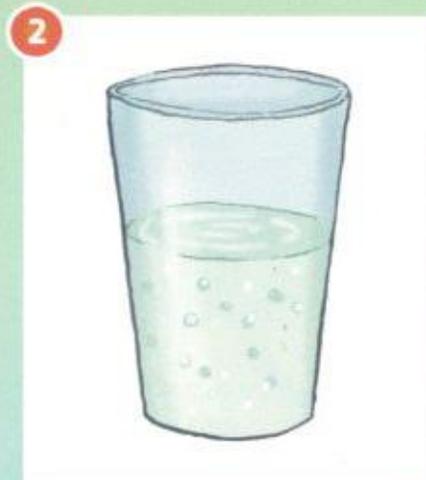
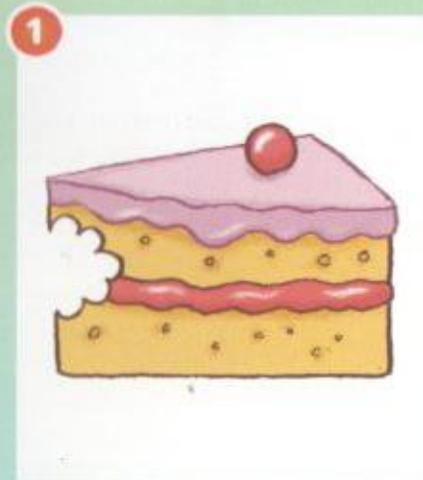
## Phonics

- See page T86 for Unit 7 Phonics.

## Review

- See page T93 for Unit 6 & Unit 7 Review.

**7** Think! Look and match.

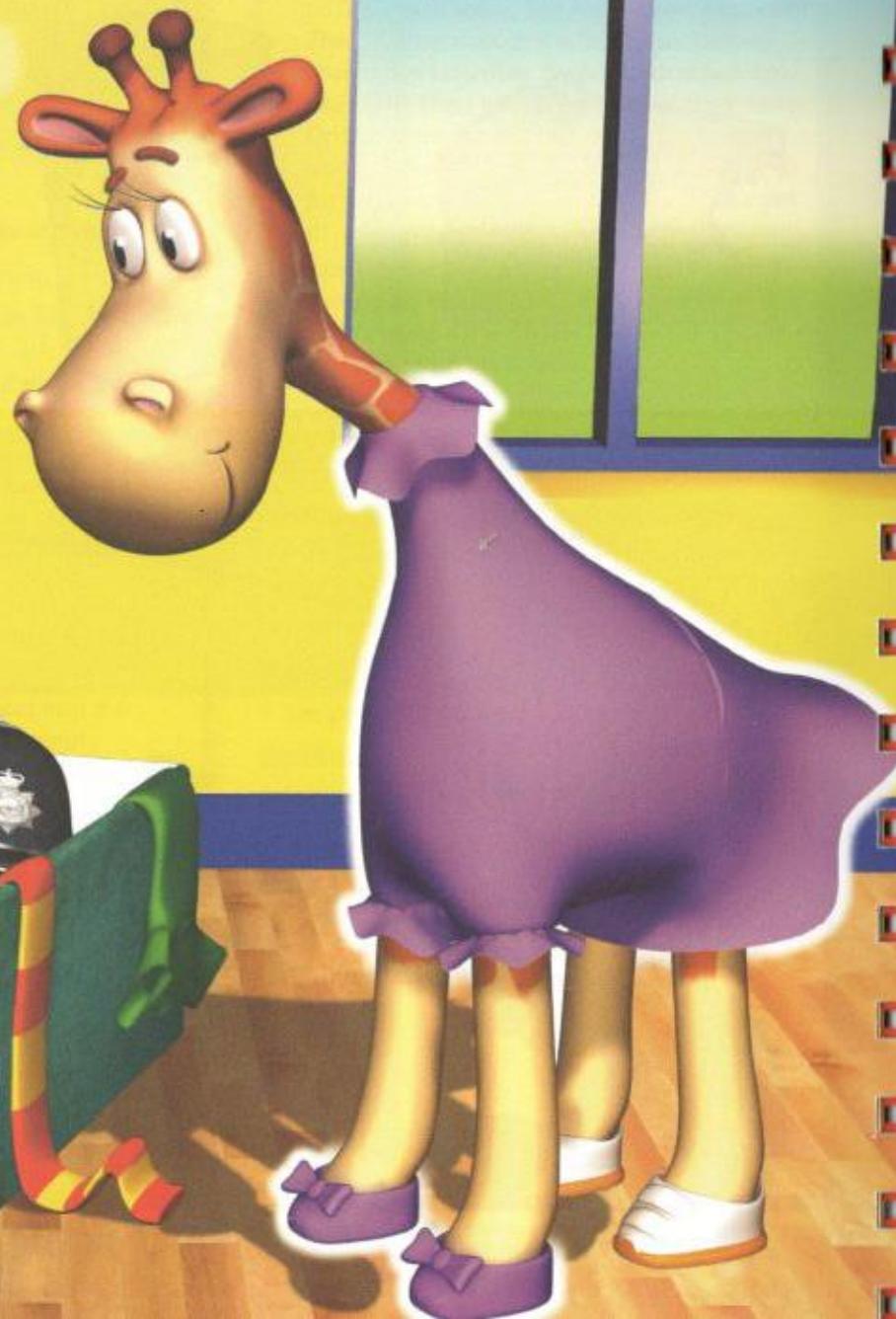
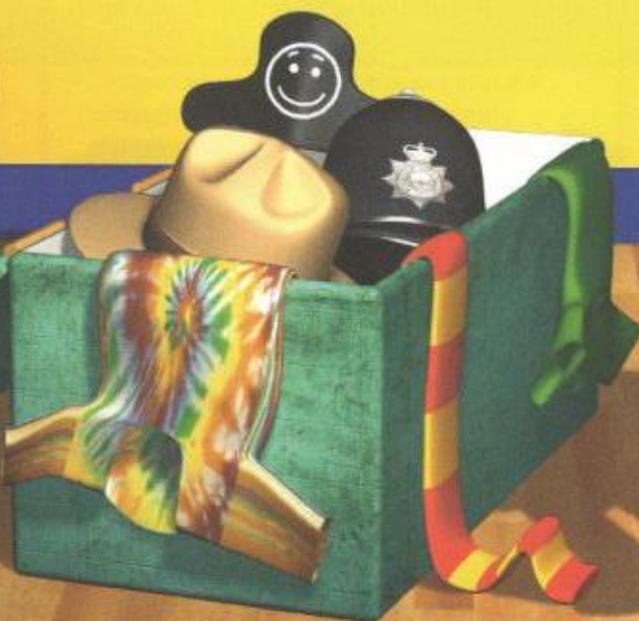


# 8

# My clothes

1 CD2  
40

Listen and point. Say the clothes.



## Aims

- to present and practise clothes; to review colours

**New language:** *T-shirt, trousers, dress, shoes, Look at my (trousers)*

**Recycled language:** colours, characters, pets, *I've got ..., I like ..., lovely*

**Materials:** CD 2, real items of clothing and pictures of clothing: a T-shirt, trousers, dress and some shoes in known colours (red, blue, green, yellow, orange, purple and brown), a suitcase or bag large enough to hold the clothes, flashcards (colours and clothes), the puppet (Polly), pencils

**Optional:** shopping bag and/or shoe box (one for each pair of children), play till/calculator, play money (some for each pair of children), items of clothing for each pair of children to 'buy' (if possible a T-shirt, dress, trousers and pair of shoes)

**Language competences:** The children will be able to name clothes.

## Warm-up

**Aim:** to introduce clothes and review colours

- Review colours with the flashcards. Make a point of reviewing purple, orange and brown with coloured cards.
- Hold up your suitcase/bag and say *Look! This is my bag. Hmm. What's in my bag?* For each item ask again *What colour?* and rephrase the response to make a sentence, e.g. *Yes. That's right. I've got orange trousers./I like my orange trousers.*

## Presentation



**PB p64** Listen and point.  
Say the clothes.

**Aim:** to present clothes

- Point to Leo and Gina and ask *Who's this?* The children say the names. Ask what they are doing in L1 (dressing up). Ask the children if they like to play dressing up.
- Say *Listen*. Play the audio. The children listen only the first time.
- Say *Listen and point*. Play the audio. The children listen and point to the clothes.

- Play the audio again. The children point and say.  
*Audio script page T100*

## Practice

- Show the pictures of the clothes in the known colours. Say each word. The children repeat. Say the words at different volumes. The children repeat in the same way. Ask the colour of each item (*What colour?*). The children say, e.g. *Blue*. Rephrase their response, e.g. *Yes. It's a blue dress*. Put on the puppet. Make Polly fly to a child who is wearing an item of clothing in a known colour (e.g. a red T-shirt). Polly flies/sits near the item of clothing and says *I like your T-shirt. It's blue!* The child/the class correct Polly *No! Red T-shirt*. Polly says, e.g. *Oh, yes! It's a red T-shirt. It's lovely*. Repeat with different children.



**AB p64** Look and circle. Say the clothes.

**Aim:** to practise clothes

- Point to the pictures in the first row and elicit/ say *T-shirt, T-shirt, fish*. Repeat with the children copying you. Point to the picture of the fish and say *Look! Fish is different*. Confirm in L1. Remind the children that they need to circle around this picture.

- The children find the different picture in the other rows and circle with a pencil. Circulate and help as necessary. Ask individual children to point at the rows and say the words.

## Extension activity

**Aim:** to practise clothes and *I like ...*

- Draw a 'shelf' on the board. Stick the clothes flashcards on the shelf. Elicit the words.
- Ask a volunteer to be a shopkeeper. Give him/her a toy till/calculator.
- Take one of the flashcards and show it to the class. Say, e.g. *Shoes. I like the shoes*. Keep it in your hand. Repeat for the other flashcards.
- Pass the shopkeeper the flashcards one by one. Encourage the child to say, e.g. *Shoes, thank you*. and pretend to use the till/calculator. Use play money to 'pay'. The shopkeeper puts the flashcards in a bag. Say *Goodbye!* Repeat the game with a different volunteer.
- The children can play the game in pairs using real clothing.

## Ending the lesson

**Aim:** to review clothes and colours

- Show the clothes in turn. Ask *What is this? What colour?* Rephrase the responses, e.g. *Yes, green trousers*. Say, e.g. *Look at my green trousers* before you put them back in your suitcase/bag.
- Point to the bag and ask *What's in my bag?* Elicit guesses, e.g. *Green trousers*. Check in the bag, but don't show the item until someone has guessed. Then say *Yes! I've got green trousers* and give the item to the child. You can also add classroom objects.

## Aims

- to present *I don't like (the purple dress)* and practise clothes; to say a chant

**New language:** *I don't like (the purple dress), But ..., hat*

**Recycled language:** *T-shirt, trousers, dress, shoes, colours, yes, no, I like ...*

**Materials:** CD 2, flashcards (colours, clothes), the puppet (Polly), coloured pencils/crayons in red, green, yellow, blue, orange and purple, real items of clothing: T-shirts, trousers, dresses and shoes in known colours, CD of lively music, a hat, pencils

**Optional:** real items of clothing, two pieces of paper, one with a large tick on it, one with a large cross on it

**Language competences:** The children will be able to talk about clothes they like and dislike. The children will be able to join in with a chant.

## Warm-up

**Aim:** to review clothes

- Show the flashcards of the clothes in turn. Say/Elicit the words. The children repeat.
- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) with the clothes flashcards.

## Presentation

**2**  **CD 2**  **PB p65** Listen and colour. Chant.

**Aim:** to present *I don't like ..., review I like ..., clothes and colours, and say a chant*

- Point to the picture on PB page 65. Ask where the children are in L1.
- Point to each item in the window. The children say *Dress* or *Trousers*.
- Say *Listen and colour*. Play the first three lines of the audio. The children point to the first dress. Ask *What colour?* Elicit *Purple*. Give them time to colour. Repeat for the last line. Then do the same for *trousers* in verse 2.
- Say *Listen and chant*. Teach the chant line by line. Then play it for the children to join in and point at the clothes.

Audio script page T100

## Practice

- Show a real item of clothing. Ask *What's this? What colour?* Say, e.g. *Blue shoes* and a sentence with *I like .../I don't like ...* (e.g. *I like the blue shoes.*). Repeat several times.
- The children sit in a circle. Hand out items of clothing to children who are not next to each other. Elicit an opinion with *like/don't like* from each child with an item of clothing, e.g. *I don't like the green T-shirt*. Play the music. The children pass the clothes to their left. Repeat until everyone has had at least one turn.

**2**  **CD 2**  **AB p65** Listen and cross the 'don't likes'. Say the sentences.

**Aim:** to practise *I like/don't like ..., clothes and present hat*

- Put on a hat and say *I like my hat. Hat!* The children repeat *Hat*. Chant *Hat, hat, my hat*. The children do the same.
- Point to the man on AB page 65 and say *This is Mr Blue*. The children say *Mr Blue*. Explain in L1 that Mr Blue is going to talk about the pictures he likes/doesn't like. For each framed picture say, e.g. *Point to the blue cat*.
- Say *Cross the 'don't likes'*. Draw a cross on the board and make a large cross in the air. The children copy.

- Play the first four lines of the audio and point to the example cross. Play the next two lines and ask the children in L1 where to put the cross. Give them time to cross the correct picture. Repeat for the last two lines. Play the audio again. The children listen and repeat.

Audio script page T100

## Extension activity

**Aim:** to practise *I like/don't like ..., clothes and colours*

- If possible, move your class into the playground, school gym or an empty classroom.
- Stick a piece of paper with a tick on it on one wall/in one corner and a piece of paper with a cross on it on another wall. Hold up an item of clothing, e.g. a green T-shirt and say *Look! I like the green T-shirt*. Move to the tick on the wall and repeat the sentence. Repeat the process for a negative sentence.
- The children stand in the centre of the room. Show an item of clothing and make a sentence with *I like* or *I don't like*. The children run to the part of the room with the tick or the cross, as appropriate. Call the class back to the centre. Play again.

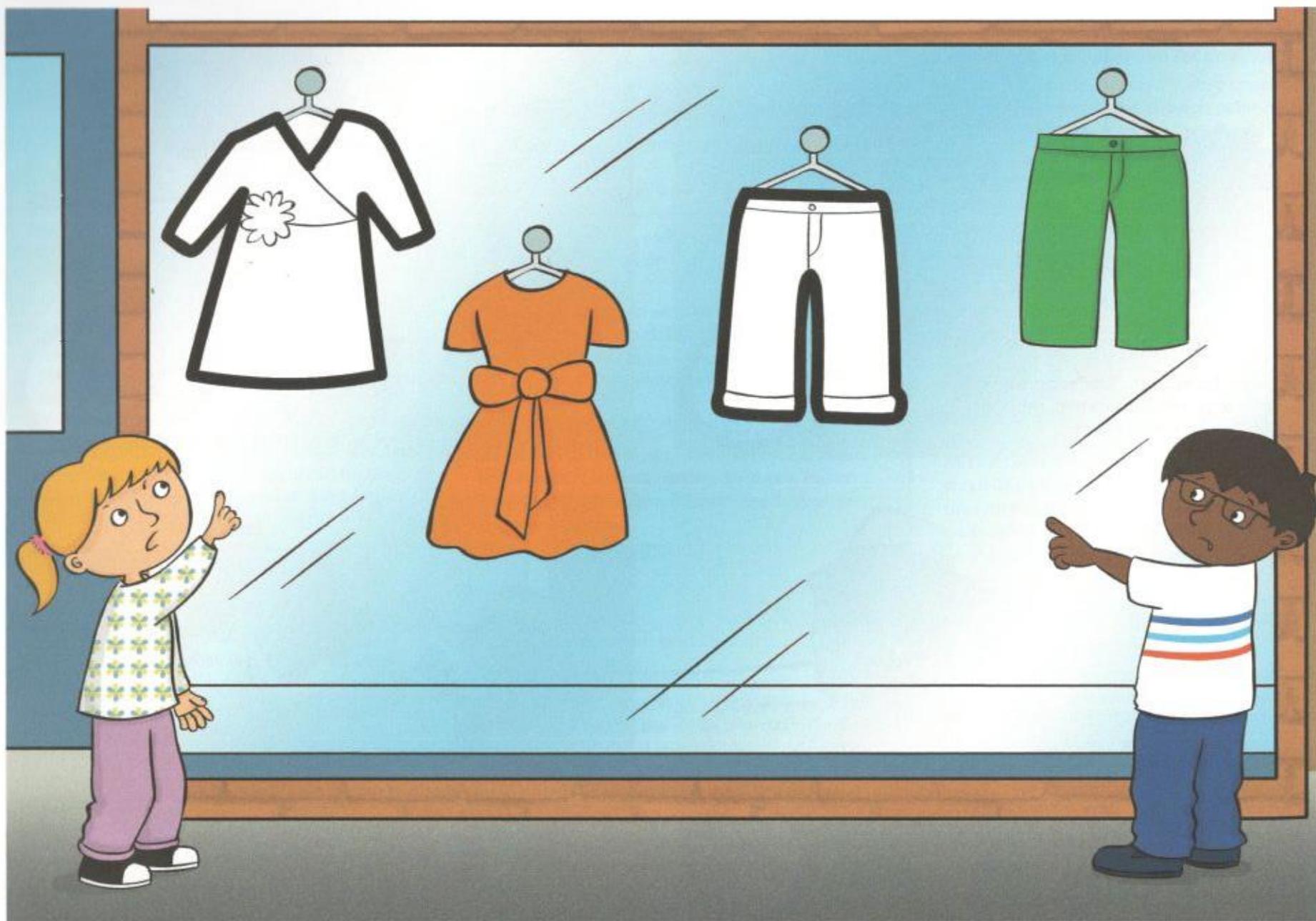
## Ending the lesson

**Aim:** to practise *I like/don't like ..., clothes and colours*

- Play the chant again. Pretend to be Mr Blue pointing to the different pictures in the gallery. Smile/give a 'thumbs up' sign when you chant *I like ...* and shake your head/give a 'thumbs down' sign when you chant *I don't like ...*. The children copy your miming.

2 CD2  
41

Listen and colour. Chant.



# Listen and act. Listen and colour.



**Aims**

- to present and practise responding to *Put on a/the ...*

**New language:** *Put on the shoes/a T-shirt, Stop*

**Recycled language:** clothes, colours, *Say 'hello', dad, instructions (Go to sleep, Wake up, Walk, Jump, Swim, Fly, Eat the pasta, please, Wash your face, etc.)*

**Materials:** CD 2, flashcards (clothes), five or six different hats, CD of lively music, the puppet (Polly), coloured pencils or crayons

**Language competences:** The children will be able to follow new and familiar instructions.

**Warm-up**

**Aim:** to review *hat* and *I like/don't like the ...*

- Show one of the hats you've brought and ask *What's this?* Ask about the colour, if it is one of the known ones. Put on the hat, pretend to look in the mirror, smile/do a 'thumbs up' and say *Look at my hat! I like the (red) hat.* Put on a different hat and look unhappy/do a 'thumbs down' and say *I don't like the (purple) hat.*
- The children sit in a circle. Hand out all the hats. The children with hats put them on. Elicit *I like the hat* or *I don't like the hat* from each child wearing a hat. Play the music. The children pass the hats to their left. When the music stops the children holding hats put them on. Elicit a *like/don't like* sentence from each child with a hat. Repeat until everyone has had at least one turn.

**Presentation**

3 CD2 45 PB p66 Listen and act.

**Aim:** to present new instructions and practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Sit in the centre. Play the first line of the audio

and mime putting on shoes. Encourage the children to copy. Say *Put on the shoes!* Do the action again, along with the children. Play the next line, mime and do the action. The children copy.

- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are confident. Play the audio for the children to do the actions without your help.
- Give more instructions, e.g. *Stand up, Walk, Jump, Fly, Eat the pasta, Wash your face, Wash your hands, Clap your hands, Sit down, Put on the shoes.* The children follow. Speed up when they are confident.

Audio script page T100

**Practice**

3 CD2 46 PB p66 Listen and colour.

**Aim:** to practise new instructions

- Say *Listen and colour.* Remind the children that they have to colour the circles. Play the first line of the audio and elicit the colour. Show the children how to colour the circle red next to picture 3, if necessary. Then play the rest of the audio, pausing for children to colour each time. Point to each picture and elicit the colour and the sentence (e.g. picture 1 *Blue. Put on your shoes.*)

Audio script page T100

3 CD2 45 AB p66 Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Point to the first pair of pictures on AB page 66 and elicit *Put on a T-shirt* and *Put on a hat.*
- Say *Listen and circle. Put on a T-shirt or put on a hat?* Play number 1. The children point at the correct picture. They draw a circle around it. Elicit *Put on a hat* from individuals. Repeat for the second pair of pictures.

Audio script page T100

**Extension activity**

**Aim:** to practise responding to *Put on a/the ...* and present *Stop!*

- If possible, move your class out into the playground, school gym or an empty classroom.
- Play the traditional party game *Musical statues*. Put on the CD of lively music. The children dance around. Stop the music and shout *Stop!* The children freeze like statues. Give an instruction from the lesson, e.g. *Put on the shoes!* The children mime putting on shoes. Start the music again. The game continues in this way. As the children gain confidence, add other known instructions, e.g. *Eat the pasta, Eat the cake, Wash your face, Clap your hands.*
- You can make the game competitive by telling the children who move in the 'statue' phase that they are 'out' of the game.

**Ending the lesson**

**Aim:** to practise following instructions

- Put on the puppet. Play *Polly says ...* using known instructions and *Put on ...* (see Introduction, page xvii).

## Aims

- to sing a song with the class; to present and practise *clothes* and *Stop*

**New language:** *clothes, Stop*

**Recycled language:** *clothes, Put on the ..., clothes, hat, instructions, I like/don't like ...*

**Materials:** CD 2, Yes/No cards

**Optional:** photocopies for colouring – simple black and white outline drawings of a girl wearing a dress, shoes and a hat and a boy wearing trousers, a T-shirt and a hat, coloured pencils or crayons or a large piece of paper and a set of coloured pens

**Language competences:** The children will be able to join in with a song.

## Warm-up

**Aim:** to review *Put on the ...* and *clothes*

- Draw a stick figure on the board. Say *Put on the hat, please*. Draw a hat on the figure. Point to the picture and say *Put on the hat. Yes or no?* The children say *Yes*. Say *Put on the dress, please*. Draw some shoes on the picture. Say *Yes or no?* The children say *No*.
- Give out the Yes/No cards. Say *Show me Yes*. The children hold up the correct card. Repeat for *No*.
- Draw another stick figure on the board. Say *Put on the trousers!* Draw a T-shirt on the figure. The children hold up the *No* card. Repeat several times for the other items of clothing, mixing correct and incorrect sentences.

## Presentation



**PB p67** Listen and sing.

**Aim:** to present *clothes* and sing a song

- Say *Stand up! Jump!* The children jump on the spot with you until you say *Stop!* Repeat with other known actions (e.g. *Fly, Walk, Swim, Throw the ball*). Each time, the children do the action continuously until you say *Stop!*

- Stick the clothes flashcards on the board. Elicit the words. Point to all the flashcards and say *Look at the clothes. Clothes*. Touch all your clothes and say *Clothes*. The children do the same. Then, point to the flashcards and say *Clothes*. The children repeat.
- Point to the clothes on the washing line on PB page 67 and say *Look! Clothes. Point to the T-shirt*. The children point. Repeat for all the items on the washing line.
- Play the song. The children listen and point to the appropriate item of clothing.
- Play the song again, pausing to teach each line. The children point as they sing.

Audio script page T100

## Practice

- 4** **AB p67** Look and match the children with their clothes.

**Aim:** to practise *clothes* and recognising shapes

- Point at the pictures on the left and explain in L1 that they are the girl and boy from the song. Point to the pictures of clothes. Point to the girl and say *Clothes?* Show the children how to match the girl to her clothes. The children match the boy to his clothes. Monitor and help. Ask individual children *What is this? What colour?* only pointing to known colours.

## Extension activity

**Aim:** to practise *clothes* and *colours*

- Hand out the photocopies for colouring. Make sure the children have coloured pencils/crayons in known colours (red, blue, yellow, green, orange, purple and brown). They colour the pictures as they wish. Circulate and help individuals to make phrases/sentences about their picture, according to ability, e.g. *A purple dress./ I like the red hat*.

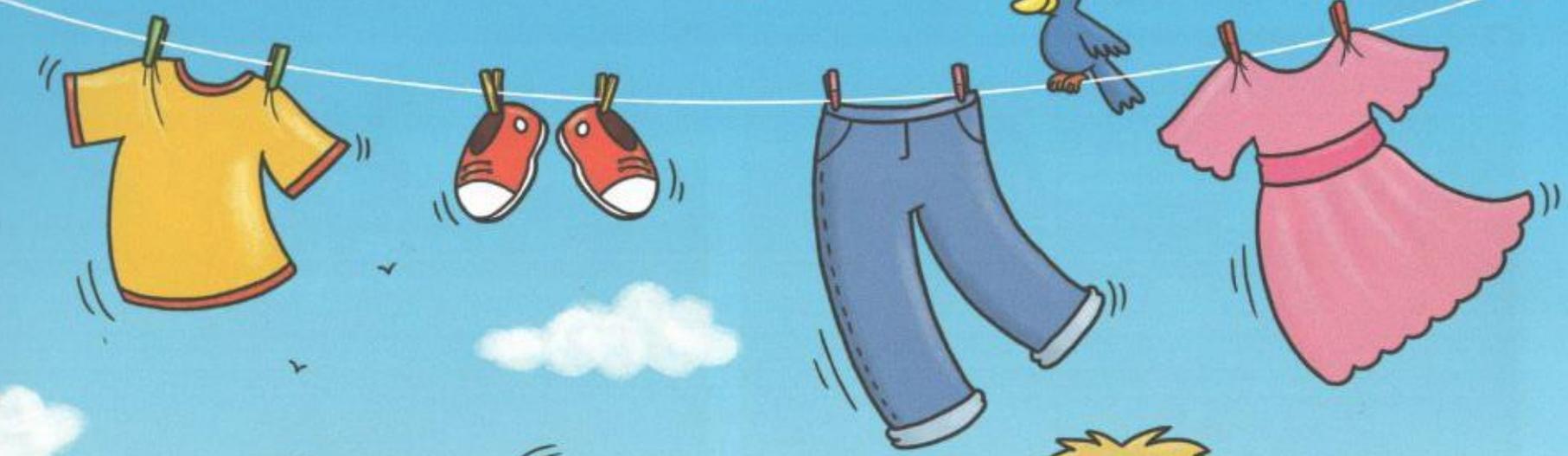
**Note:** If you have not prepared pictures for colouring, draw simple figures on a large piece of paper. Stick the paper on the board and ask the children what colours you should use to complete the picture. Ask, e.g. *Hat? What colour?* The children say, e.g. *Red hat*. Colour the hat red. When the picture is finished, ask volunteers to make sentences with *I like .../I don't like ...* about the different items of clothing.

## Ending the lesson

**Aim:** to practise the song

- Play the song. Mime putting on the various items of clothing and stand very still when you hear *Stop!* The children copy. Play the song again for the children to join in and mime.

Listen and sing.



# The party

1



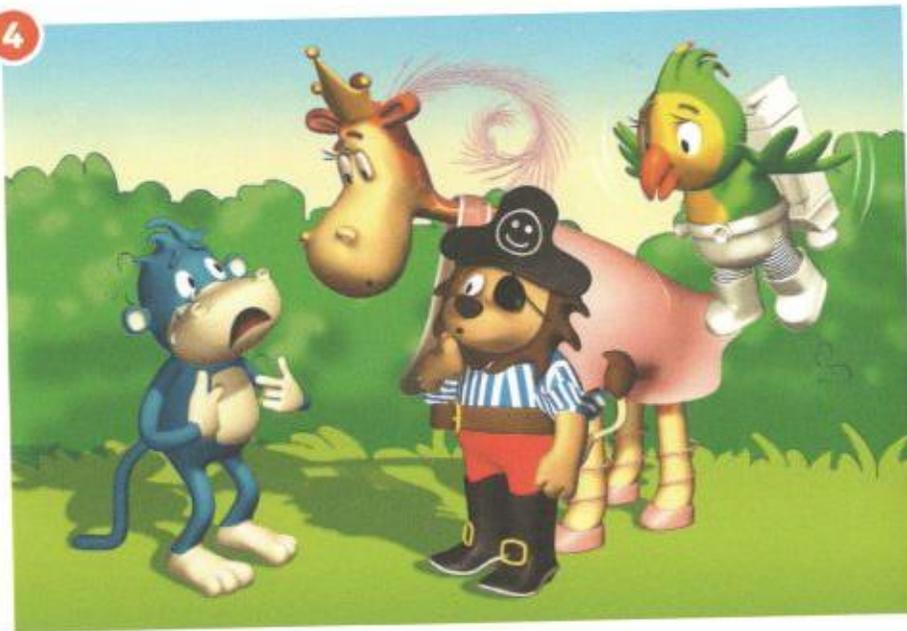
2



3



4



## Aims

- to present a picture story; to review language from the unit

**New language:** *Don't worry, We can help, I like your (trousers) and your (shoes)*

**Recycled language:** *clothes, hat, I like my ..., Look, Wow, lovely, Put on your ..., numbers*

**Materials:** CD 2, flashcards (clothes), the puppet (Polly), coloured pencils or crayons

**Language competences:** The children will be able to listen and follow a picture story. The children will be able to talk about other people's clothes with *I like your ...*

## Warm-up

**Aim:** to practise the song

- Stick the T-shirt, shoes, trousers and dress flashcards on the board. The children say the words. Play the song for the children to join in (CD 2, Track 46). Point to the flashcards as prompts.
- Put on the puppet. Play *Singing Polly* (see Introduction, page xvii). Polly makes mistakes with the clothes items, and sings *Show me* instead of *Put on* and *Go!* instead of *Stop!*

## Presentation

**5**  **CD2**  **PB pp68-69** **Story: The party**

**Aim:** to listen and follow a picture story

- Point to the characters on PB page 68 and ask *Who's this?* The children say, e.g. *(It's) Gina*. Ask in L1 why they are dressed up (they are wearing fancy dress) and if the children have ever been to a fancy dress party. Elicit the clothes Gina, Leo and Polly are wearing, by pointing to each item and asking *What is this?* (Gina – a dress and shoes, Leo – trousers and a hat, Polly – trousers and shoes). Point to picture 4 and ask in L1 how Mike feels (sad) and why (he isn't wearing fancy dress).
- Play the CD. The children point at the pictures as they listen.

- Play the story again, stopping after each picture. The children explain what's happening in L1. Explain the meaning of *Don't worry!* and *We can help*.
- Point to Mike's clothes in picture 5 and ask in L1 what he is dressed as (a king) and where the different items came from (Gina gave him the crown, Leo the trousers and Polly the shoes). Ask what the other characters' costumes are in L1 (Gina is a ballerina, Leo is a pirate, Polly is a superhero).

Audio script page T101

## Practice

**5**  **CD2**  **AB p68** Listen and colour the correct circles.

**Aim:** to listen and identify the correct picture

- Point to the characters in the first pair of pictures on AB page 68. Ask *Who's this?* Say *Listen and colour the circle*. Remind the children that they have to colour one of the circles. Play the audio for number 1. Confirm the answer (the second picture).
- Play the audio again. Check the children's work as they colour in the circle.
- Repeat for the second pair of pictures.
- Play the whole recording again. The children repeat the two lines.

Audio script page T101

## Extension activity

**Aim:** to review clothes and *Put on your ...*

- Mime putting on an item of clothing (shoes, trousers, T-shirt, dress or hat). The children say the clothes and the action e.g. *Put on your shoes!*. Repeat with the other items.
- Ask the children to sit in a circle. Name each child with a number from 1 to 4, around the circle. Then say, e.g. *Number 1! Put on your hat!* All the children who are number 1 go into the centre of the circle and mime putting on a hat. Then say *Number 1! Sit down!* Repeat for the other numbers and items of clothing. Then repeat the game, but naming the groups in different orders. Sometimes repeat numbers so that a group of children have to go into the centre twice in succession.

**Note:** You could also do this game using real clothing, depending on your children's ability (some children will not be able to put on trousers or T-shirts themselves).

## Ending the lesson

**Aim:** to practise *I like your ...*

- Put on the puppet. Make Polly fly and land on a child's shoulder. She makes a sentence about something the child is wearing or his/her bag, e.g. *I like your T-shirt. It's lovely!* Encourage the child to say *Thank you*. Repeat with three or four other children.
- The children work in pairs. Child A compliments Child B about his/her clothing or possessions, e.g. *I like your bag*. Child B says *Thank you*. Then they swap roles.

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** clothes, language from the story

**Materials:** CD 2, CD of lively music, Unit 8 stickers, the puppet (Polly), a bag (small enough for Polly to carry in her beak) with items which could belong to Polly in it (e.g. crayons, feathers, buttons, plastic food)

**Optional:** character masks, a cardboard/toy crown, a pair of adult-sized shoes, trousers in the right size for the children in your class

**Language competences:** The children will be able to appreciate the values shown in the story. The children will be able to use and respond to language from the story.

## Warm-up

**Aim:** to review *I like your ...*

- The children stand up. Play some music. They walk around. Pause the music and say *Stop!* The children make pairs. They take turns to say something about the other person's clothes with *I like your ....* Play the music again. Repeat the activity.

## Practice



**PB pp68-69** Story: The party  
Listen to the story. Stick.

**Aim:** to review the story

- Ask the children to tell you what they remember about the story on PB pages 68 and 69 in L1. Ask *Why are the animals dressed up? Why is Mike sad? Who helps him?*
- Play the story again, pausing after each picture to ask what the characters are wearing and what they are doing and saying in pictures 4 and 5.
- Hand out the stickers for Unit 8. Say *Where's the hat?* The children point to the correct sticker. Repeat for *trousers*.
- Point to the picture on PB page 69. Say *Where's the hat?* The children point to the sticker outline.

Mime peeling the sticker of the hat off the sheet. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the sticker of the trousers.

**Audio script page T101**

## Story values **PB pp68-69**

**Aim:** to think about the meaning of the story: including your friends

- Play the story again. The children listen and point. Pause after picture 4 and ask in L1 *How does Mike feel?* (Sad. He hasn't got clothes.) Ask how the other characters feel in picture 4. *Are they happy?* (No. They feel sad for Mike.) Elicit/Remind the children what they say (*Don't worry. We can help.*). Play the last part of the story and ask how all the animals feel now. Point out that when we include our friends, everyone feels happy. Explain that lending and sharing toys is a way of including others.

**6** **AB p69** Complete the face. Colour the picture.

**Aim:** to apply values from the story to new situations

- Tell the children in L1 *We're going to look at some children now. Look at the picture and think.* Point to the face on AB page 69 and remind the children in L1 that if they think

the picture shows the right thing (including everyone in the game), they draw a happy smile. Circulate and check as they draw. Then the children can colour the picture.

## Extension activity

**Aim:** to reinforce understanding of the story

- Invite four volunteers to the front. Assign them the roles of Gina, Leo, Polly and Mike. They put on the character masks. Give the child playing Gina a cardboard/paper or toy crown, the child playing Leo a pair of trousers and the child playing Polly a pair of shoes. Help the children put on the items. (If you don't have the clothes, use flashcards.) Play the story. Encourage the volunteers to join in with the CD and act in the same way as the characters. The children take off the crown, trousers and shoes and put them on 'Mike' at the end of the story. Everyone then acts being happy and walking off to the fancy dress party.
- Invite another group of four children to come to the front and act.

## Ending the lesson

**Aim:** to practise *Don't worry* and *We can help*

- Put on the puppet. Make her pick up her bag (with small items in) and fly. She accidentally tips the bag upside down and everything falls on the floor. Make Polly say *Oh, no!* Say *Don't worry, Polly.* Pretend that Polly can't hear you and ask the children to join in. Say *Don't worry, Polly* several times all together. Polly cheers up. Say *We can help!* Encourage the children to repeat. Call volunteers to help pick up Polly's belongings and put them back in her bag. Make Polly say *Thank you!* and *Goodbye!* to end the lesson.

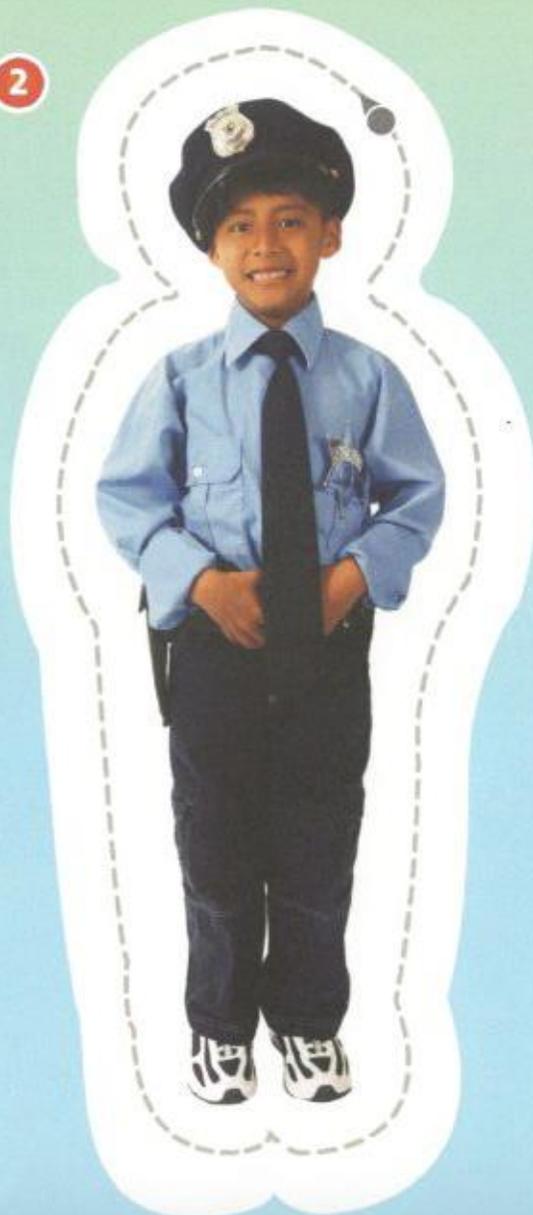


Family fun!

Value: Including your friends

# Dressing up

6 <sup>CD2</sup> <sub>50</sub> Listen and point. Trace and say the words.



## Aims

- to integrate other areas of the curriculum through English: Social studies

**New language:** *shirt, black*

**Recycled language:** *I've got a ..., hat, clothes, colours, classroom objects, toys*

**Materials:** CD 2, a selection of classroom objects (pencil, book), toys (doll, ball, car) and items of clothing (shoes, hat, T-shirt, trousers, dress) all in known colours (red, green, yellow, blue, orange, purple or brown), a man's shirt, a bag, materials for the project (a paper plate (pre-cut, as on AB page 70), paints, brushes, stars and circles, a glue stick), a hat you have prepared (similar to the one on AB page 70), pencils

**Optional:** dressing up clothes for the children to play with/share (costumes for, e.g. police officers, doctors, princesses, firefighters, builders)

**Language competences:** The children will be able to identify items of clothing.

## Warm-up

**Aim:** to review clothes, classroom objects, toys, colours and *I've got ...*

- Show the children each of the items from your bag. Say, e.g. *I've got a blue hat*. Then put it in the bag. Present *Shirt*. The children repeat the new word.
- Invite a volunteer to the front. With eyes closed, he/she takes an object out of the bag. Encourage the child to make a sentence with *I've got ...*, according to ability. The child takes the object back to his/her place. Repeat with different volunteers. Collect the objects by saying, e.g. *Where's my blue hat?* The child with the correct object puts it back in the bag. Say *Thank you, (name). Good. I've got my blue hat.*

## Presentation

**6**  **CD2 50** **PB p70** Listen and point. Trace and say the words.

**Aim:** to identify items of clothing in costumes

- Ask the children to look at PB page 70. Point to the first picture and ask in L1 what the boy is

dressed as (a firefighter). Say *Point to the hat. What colour? Point to the trousers. What colour?* Repeat for the other photos. Introduce *Black* and ask the children to repeat the word.

- Play the first section of the recording. The children listen and point to the photo. Join in yourself. Repeat for the second and third sections.
- Point to the line around the first picture and trace it with your finger. At the same time say *A red hat. Blue trousers*. The children copy. Do the same for the other photos. The children trace around the photos and say the clothes and colours.

Audio script page T101

## Practice

**7**  **AB p70** Make a hat.

**Aim:** to take part in a craft activity, revise *hat* and colours

- Show the pictures on AB page 70. Explain in L1 that you are all going to make a hat, like the one in the picture. Show the one you prepared earlier.
- Hand out the materials. Circulate and help the children make their hats. Point at the

decorations on individual children's hats and ask *What colour? Say I like your hat! It's lovely!* Encourage the children to compliment each other in the same way.

## Extension activity

**Aim:** to focus on the lesson topic through play and practise sharing

- Hand out the dressing up clothes and let the children choose what to wear. Encourage the children to share/include their friends and take turns, if you don't have an outfit for every child. Circulate and ask about items of clothing. Say *What's this? What colour?* Help individuals to say, e.g. *I've got a blue hat and black trousers. / I like my shirt*. The children can then talk about what they are wearing in this way in pairs or small groups.

## Ending the lesson

**Aim:** to review clothes, classroom objects, toys, colours and *I've got ...*

- Show the bag from the beginning of the lesson (see Warm-up), this time with all the objects inside. Ask the children in L1 if they can remember what is in your bag. The children guess, e.g. *A hat*. Ask *What colour?* When the children have guessed the object and the colour, take it out of the bag. Say, e.g. *Yes! That's right! I've got a purple hat*. If the children have problems remembering any of the objects, give clues by miming (putting the item on, if it is clothing; using it if it is a classroom object; playing with it if it is a toy).

## Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** vocabulary Units 1 to 8, *I like .../I don't like ... I've got ...*

**Materials:** flashcards (clothes, toys, colours, classroom objects, animals)

**Optional:** Two cardboard boxes per team of children, a selection of objects for each team: two hats/ two shirts in different (known) colours, a packet of pasta, a packet of rice, two colour flashcards, soft toy animals or animal flashcards, pencils, coloured pencils or crayons

**Language competences:** The children will be able to categorise items. The children will be able to use language from the unit.

## Warm-up

**Aim:** to review vocabulary from Units 1 to 8

- Ask the children to sit in a circle. Hand everyone a flashcard, mixing up cards from earlier units and Unit 8, so that there are at least three cards from each category (e.g. for 14 children: three classroom objects, three toys, four animals, four clothes). Take a flashcard yourself. They all name, in turn, what is on their flashcards.

## Practice

**7** **Think!** **PB p71** Circle the clothes.

**Thinking skills:** categorising

- Show your flashcard and say, e.g. *I've got a rabbit*. Turn your flashcard face down and put it in front of you. Turn to your neighbour. He/She shows his/her flashcard and makes a sentence with *I've got (a) ...*, putting the card face down afterwards. Continue around the circle. After three or four children have had a turn, point to one of the hidden flashcards and ask *What's this?* When everyone has spoken, they turn their flashcards over and stand up. Tell them to make groups – demonstrate yourself (e.g. if you have a rabbit flashcard, find the other children

who have animals and stand together). Help as necessary.

- Point to the photographs on PB page 71. Say, e.g. *Point to the shoes*. The children point. Say *Yes, clothes*.
- Say *Circle the clothes*. Explain in L1 that the children need to choose only the clothes. Point to the example circle around the T-shirt. Show the children how to complete it. They work individually to circle the photographs of clothes. Circulate and help. Then elicit the names of the clothes which the children have circled.

**8** **AB p71** Say the clothes. Colour the circles.

**Aim:** to create a record of learning

- Point to the pictures on AB page 71. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

## Extension activity

**Aim:** to practise listening skills, vocabulary and *I like .../I don't like ...*

- If possible, move your class into the playground, school gym or an empty classroom.
- Divide the class into two teams. The teams stand in lines, with one child at the front. In front of the teams place a selection of objects, so they are easy to see. Further away place two boxes, one with a large tick on and one with a large cross on.
- Take, e.g. a packet of pasta and a packet of rice (or flashcards). Say *I like pasta*. Put the pasta in the box with the tick. Say *I don't like rice*. Put the rice in the box with the cross. Confirm in L1 that the box with the tick is for things you like and the box with a cross is for things you don't like.
- Practise the game slowly at first. Say, e.g. *I don't like the red hat!* The first child in each team tries to be first to pick up the red hat from the objects and put it in the box with the cross on it. He/She then runs to the back. Say, e.g. *I like the blue hat*. The children now at the front both try to pick up the blue hat and put it in the box with the tick. Repeat for all the objects. As the children gain confidence, keep score (whoever puts the object in the correct box first wins a point for his/her team). The team with the most points wins.

## Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

## Phonics

- See page T87 for Unit 8 Phonics.

7 Think! Circle the clothes.



# My park

1 CDZ  
52

Listen and point. Say the words.



**Aims**

- to present and practise play equipment; to present and practise *The ...'s (yellow)*

**New language:** *slide, roundabout, seesaw, swing, park, The ...'s (yellow)*

**Recycled language:** character names, *cat, and, colours, I like (your) ...*, instructions

**Materials:** CD 2, photographs of parks and outdoor playgrounds, flashcards (park), colouring pencils or crayons, the puppet (Polly)

**Optional:** materials to make junk models of play equipment (e.g. pieces of thick cardboard, cardboard rolls, pipe cleaners, string, drinking straws, sticky tape/glue, paints and brushes) or building blocks, a model you have already made (e.g. of a swing)

**Language competences:** The children will be able to name play equipment.

**Warm-up**

**Aim:** to introduce the unit topic

- Show a photograph of a park and say *Look! A park! I like the park. Say Park.* The children repeat. Say the word in a whisper. The children whisper back. Repeat with different tones of voice and volumes.

**Presentation**

**1** CD2 52 PB p72 **Listen and point.**  
Say the words.

**Aim:** to present play equipment

- Point to the picture on PB page 72. Say *Look! Leo, Gina, Polly and Mike are at the park.* Point at the cat and ask *What's this?* Say *Listen.* Play the audio. The children just listen.
- Say *Listen and point.* Play the audio and point at the play equipment. Say *Listen and point.* Play the audio again. The children point.
- Say *Say the words.* Play the audio again. The children point and join in. Help them to stress the first syllable of *roundabout* and *seesaw* and manage the consonant pairs at the beginning of *swing* and *slide*.

Audio script page T101

**Practice**

- Say *Stand up! We're at the park!* Teach mimes as follows:  
Slide = Walking up steps, sitting at the top of the slide and pushing off.  
Roundabout = Turning around on the spot.  
Seesaw = Squatting down and up again (bending knees).  
Swing = Miming sitting, holding onto the chains and moving backwards and forwards.
- Show one of the park flashcards, say the word and do the mime. The children copy. Repeat for the other flashcards.
- Say a word. The children mime. Mix up the words and speed up, as the children become more confident. Add known instructions (e.g. *Clap your hands, Sit down, Go to sleep, Wake up, Throw the ball*).

**1** CD2 53 AB p72 **Listen and colour.**  
Say the words.

**Aim:** to practise play equipment, review colours and practise listening skills, to present and practise *The ...'s (yellow)*

- Make sure each child has crayons/pencils (red, blue, green and yellow).

- Say *Listen and point.* Then say, e.g. *I like the swing.* The children point to the correct picture. Repeat for the rest of the equipment.
- Say *Listen and colour.* Play the first line of the audio. Point to the picture of the roundabout and say *The roundabout's ....* The children reply *Yellow.* Show the children how to colour the picture. Play the rest of the audio. Pause after each item for the children to colour.
- Point to the finished pictures and say *The (roundabout)'s ....* Repeat the sentence after the children say the colour, e.g. *Yes! The roundabout's yellow.* The children repeat the whole sentence.

Audio script page T101

**Extension activity**

**Aim:** to practise play equipment

- Show the junk model you have made and ask *What's this?* The children say, e.g. *a swing.* Explain in L1 that they are going to make a model of one of the pieces of play equipment.
- Hand out the materials – children can work individually or in pairs. Circulate and help with cutting and sticking as necessary. Ask individuals *What's this?* to practise the new words and say, e.g. *I like your swing.*

**Ending the lesson**

**Aim:** to review play equipment

- Put on the puppet. Make Polly say *I like the park!* Make Polly do one of the play equipment mimes and say *I like the ....* The children say the missing word. Repeat for the other pieces of play equipment. The children can join in with the mimes.

## Aims

- to practise *is* (*The ...'s fun*); to practise playground equipment; to say a chant

**New language:** *The (swing)'s fun, In our park*

**Recycled language:** *The (swing)'s (yellow), playground equipment, colours, clothes, Look! A (slide)! Wow!*

**Materials:** CD 2, flashcards (park), Yes/No cards, finished models of playground equipment (or pictures of playground equipment in known colours), pencils

**Language competences:** The children will be able to use *is*.  
The children will be able to join in with a chant.

## Warm-up

**Aim:** to practise play equipment and *The (swing)'s (yellow)*

- Review the play equipment words with the flashcards.
- Give out the Yes/No cards. Say *Show me No*. The children hold up the correct card. Repeat for Yes.
- Show a picture of a piece of play equipment/one of the flashcards/one of the models from the previous lesson. Make a true sentence about it, e.g. *The seesaw's blue*. The children hold up the Yes card, and say *Yes, the seesaw's blue*. Repeat for the other pieces of playground equipment. The children hold up the appropriate card each time.

## Presentation



**CD 2** **54** **PB p73** Listen and match. Chant.

**Aim:** to present and practise *The (swing)'s fun*, to say a chant

- Show the swing flashcard and elicit the word. Say *The swing's fun!* Look very happy/excited. Translate *fun* into L1. Say the sentence again for the children to repeat. Do the same for the other flashcards.

- Point to the first picture on PB page 73. Say *Listen and match* and play the first verse of the chant. Trace a line from the girl to the swing with your finger. The children copy. Repeat for the other three verses.
- Play the whole chant, pausing for the children to draw lines from the pictures in the top row to the play equipment. Circulate and help.
- Play the chant again. The children listen and follow the lines they have drawn with their fingers.
- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat. Explain the meaning of *In our park* in L1. Play the chant again for the children to join in. They trace the lines they drew as they chant.

**Audio script page T101**

## Practice

- Stick the park flashcards on the board, in the same order as the chant (swing, slide, seesaw, roundabout). Play the chant again, doing a mime for each verse. The children copy. Point to the flashcards as prompts.



**CD 2** **55** **AB p73** Listen and join the dots. Say the sentence.

**Aim:** to practise *The (swing)'s fun* and pencil control

- Ask the children to look at AB page 73. Remind them in L1 that they need to complete the picture by drawing a line from one small picture to another (as in Unit 6, page 49). Review the clothes words by saying, e.g. *Point to the trousers*.
- Play the audio. The first time the children listen and trace with their fingers. Play the audio again. They listen and join the dots.
- Play the sentence at the end again. The children point at their finished picture and repeat.

**Audio script page T101**

## Extension activity

**Aim:** to practise playground equipment, *is, I like ...* and listening skills

- If possible, move your class into the playground, school gym or an empty classroom.
- Stick the park flashcards on four different walls.
- The children stand in the centre of the room. Make a sentence with one of the words, e.g. *The roundabout's red* or *I like the roundabout*. The children run to the wall with the picture of the roundabout. Tell them that if they hear a false sentence, they must stay in the centre. Mix in false sentences about the colour of the items.

## Ending the lesson

**Aim:** to practise the chant

- Play the chant again for the children to join in. They stand up and do the mime for each piece of play equipment. Use flashcards as prompts on the board, if necessary.

2 CD2 54 Listen and match. Chant.

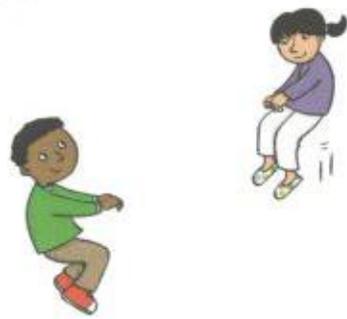
1



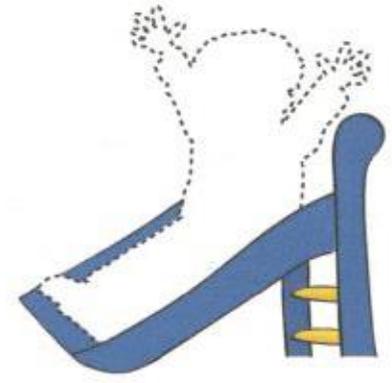
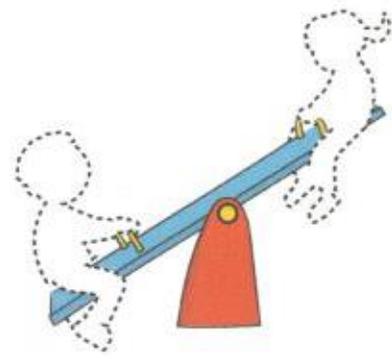
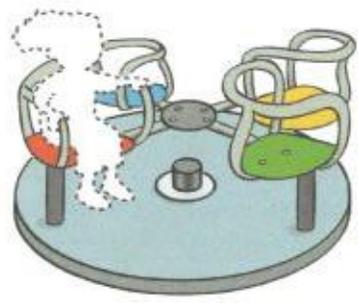
2



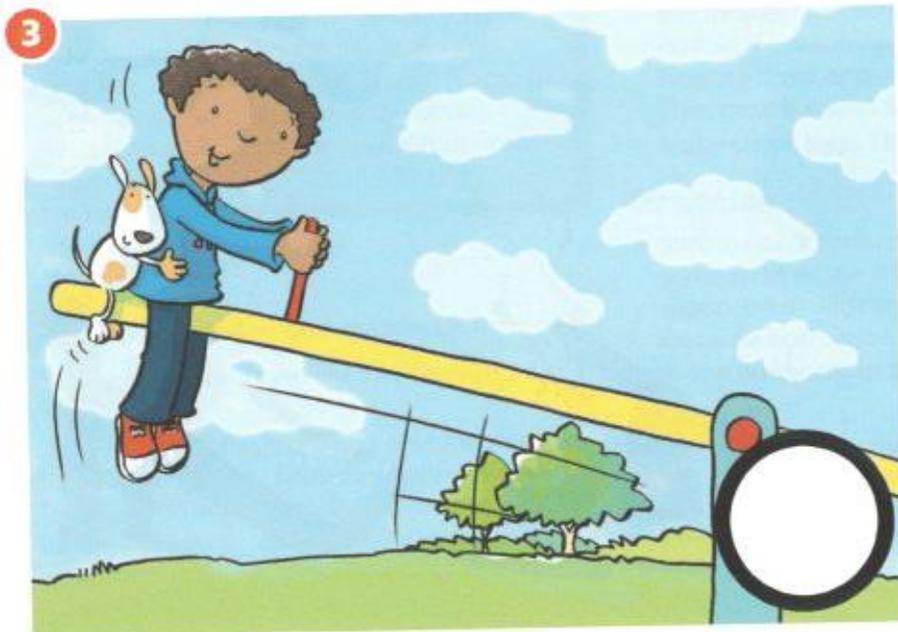
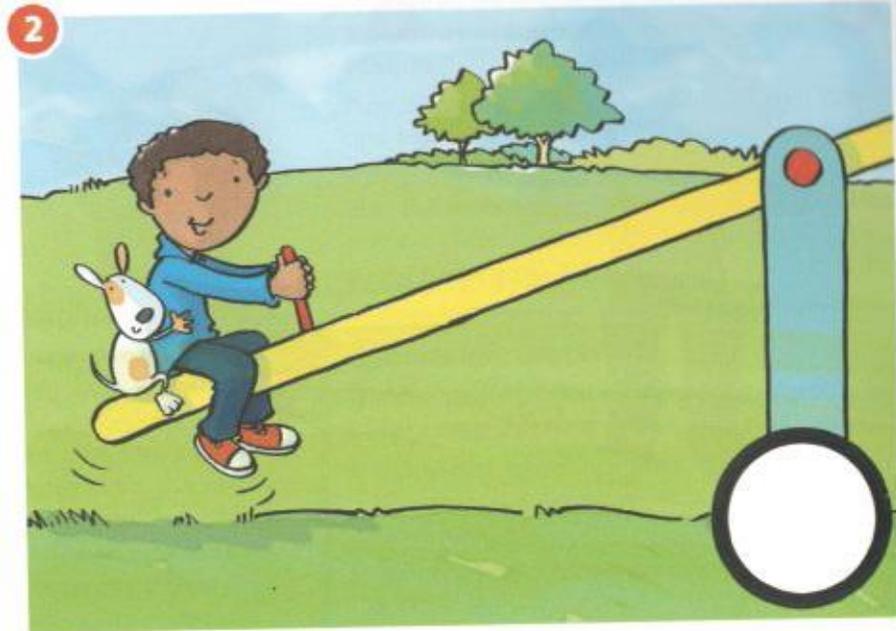
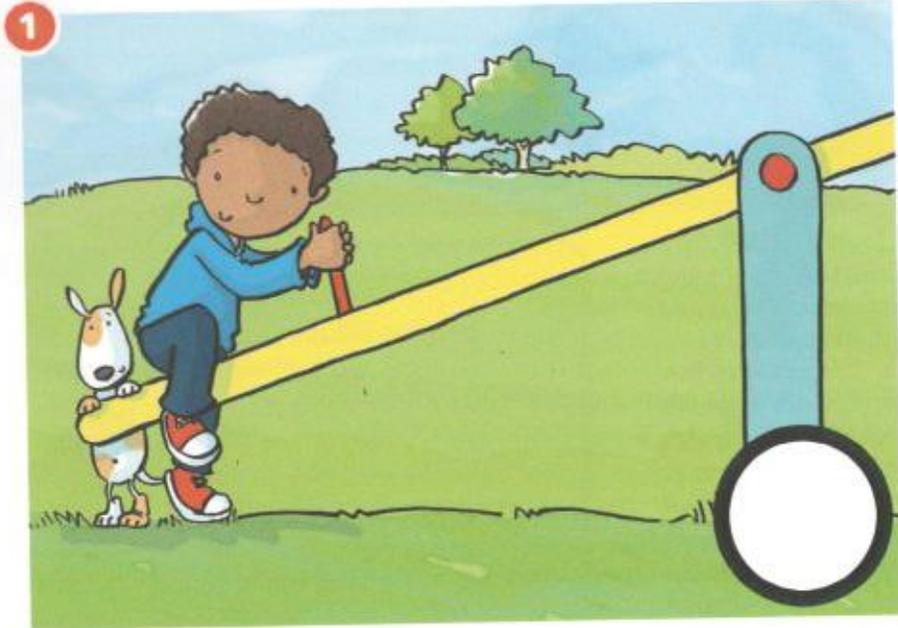
3



4



# Listen and act. Listen and colour.



### Aims

- to practise responding to *Sit down on the ...* and *Down/Up you go*

**New language:** *on the, Down/Up you go*

**Recycled language:** *Oh, no, playground equipment, The (swing)'s fun, In our park, instructions (Put on your shoes, Put on your hat, Eat the pasta, Wash your face, etc.)*

**Materials:** CD 2, pencils, coloured pencils/crayons, the puppet (Polly)

**Optional:** CD of lively music, chairs (one for each child)

**Language competences:** The children will be able to follow instructions.

### Warm-up

**Aim:** to review play equipment and *The (swing)'s fun, In our park*

- Play the chart (CD 2, Track 54). The children join in and mime playing on the different play equipment.

### Presentation

**3** CD2 56 **PB p74** Listen and act.

**Aim:** to present new instructions and practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Stand in the centre. Play the first line of the audio and mime climbing onto one end of a seesaw and sitting down. The children stand up and copy you. Say *Sit down on the seesaw*. Do the action again, along with the children. Play the next line, mime and do the action. The children copy. Repeat for the rest of the recording (for *Oh, no!* mime taking off from the seesaw into the air, stretching up to the sky).
- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are confident. Play the audio for the children to do the actions without your help.
- Give more instructions, e.g. *Sit down, Put on your shoes, Stand up, Put on your hat*. The children

follow. Speed up when they are confident.

Audio script page T101

### Practice

**3** CD2 57 **PB p74** Listen and colour.

**Aim:** to practise new instructions and listening

- Say *Listen and colour*. Remind the children in L1 that they have to colour the circles below the pictures the correct colour. Play the first line of the audio and elicit the colour. Show the children how to colour the circle red next to picture 3. Then play the rest of the audio, pausing for children to colour the circle each time.
- Point to each picture and elicit the colour and the sentence.

Audio script page T101

**3** CD2 58 **AB p74** Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Point to the first pair of pictures on AB page 74 and elicit *Sit down on the seesaw* and *Oh, no!*
- Say *Listen and circle. Sit down on the seesaw or Oh, no!?* Play number 1. The children point at the correct picture. They draw a circle around it. Elicit *Sit down on the seesaw* from individuals. Repeat for the second pair of pictures.

Audio script page T101

### Extension activity

**Aim:** to practise *Sit down on the .../Stand up* and play a traditional party game

- If possible, move your class into the playground, school gym or an empty classroom.
- Arrange some chairs in the centre of the space in one row (or two rows back to back, depending on numbers). Use enough chairs for all the children.
- Explain in L1 that you are going to play some music and that when it stops the children have to sit down. Play the music. Say *Walk!* The children walk around the outside of the chairs. Stop the music and say *Sit down on the chairs!* The children all sit down. Say *Stand up!* The children stand up and move away from the chairs. Take away one of the chairs. Repeat the procedure. This time when the music stops, one child will not have a chair. This child is 'out' and stands to one side/helps with the music. The child who sits down on the last chair is the winner.

**Note:** Use as much English as you can during the game, e.g. *Stop! Go!* and count the chairs with the children when four, three, two and only one remain.

### Ending the lesson

**Aim:** to practise following instructions

- Put on the puppet. Play *Polly says ...* using known instructions: *Sit down on the seesaw, Up/Down you go, Oh, no!* (see Introduction, page xvii).

## Aims

- to sing a song with the class

**New language:** *Let's go to the park, everyone, Swing on the swing, Slide on the slide, Round the roundabout*

**Recycled language:** instructions, *The (park) is fun*, playground equipment, numbers 1 to 4, toys (optional)

**Materials:** CD 2, flashcards (park), pencils

**Optional:** flashcards (toys) or real toys – a doll, a car, a ball

**Language competences:** The children will be able to join in with a song.

## Warm-up

**Aim:** to encourage children to respond to new instructions and present *Swing on the swing* and *Slide on the slide*

- Say *Stand up, please. Sit down on the seesaw. Up you go. Down you go.* doing the actions at the same time. The children copy. Repeat with the children joining in with the instructions, according to ability.
- When the children are following with ease, add new instructions, e.g. *Sit down on your chair* (the children mime sitting on chairs/ actually sit down), *Sit down in the car* (they mime getting into a car), *Sit down on the slide* (they mime climbing the steps of a slide and sitting down), *Sit down on the swing* (they mime getting onto a swing and holding the chains). Join in with the new actions at first, then repeat the instructions for the children to follow on their own.
- Say *Sit down on the swing*, then say *Swing on the swing* and encourage the children to mime swinging back and forth. Do the same for *Slide on the slide* (by gesturing sliding down with your arm).

## Presentation



**PB p75** Listen and sing.

**Aim:** to practise following instructions, *The (swing) is fun* and sing a song

- Point to the picture on PB page 75. Ask in L1 *Where are the children?* Elicit *A park* and then the names of the play equipment.
- Say *Listen and point.* Play the chorus and first verse of the song. The children point to the swing. Say *Yes! Swing on the swing. The swing is fun!* Continue in this way for the other two verses.
- Play the song again, pausing to teach each line. Translate *Let's go the park, everyone* into L1 and gesture to help show the meaning of *everyone*. The children mime playing on the swing, slide and roundabout as they sing.

Audio script page T101

## Practice



**AB p75** Follow the path and count the swings.

**Aim:** to practise pencil control and counting

- Point to the boy and the girl from the song and say *Let's go to the park.*
- Show the children how to trace the route through the maze with their fingers. When they

have worked out the route, they draw it with a pencil.

- Point to the first swing on the route through the maze. Say *Look! A swing. How many swings?* Point to the rest of the swings along the route. Count them aloud with the class (*One, two, three swings*). Help the children to circle the correct figure (3) in the key.

## Extension activity

**Aim:** to practise *Let's ...*, review toys and sing a song

- Show the toy flashcards one by one (or real toys). The children say the words. Play the karaoke version of the song and teach the following new version:

*Let's play with our toys.*

*Our toys are fun!*

*Let's play with our toys, everyone!*

*Play with your doll.*

*Your doll is fun.*

*Play with your car.*

*Your car is fun.*

*Play with your ball.*

*Your ball is fun.*

- Mime playing with the different toys as you sing each verse. The children copy the mimes. Sing the new version of the song again. The children mime and join in, according to ability.

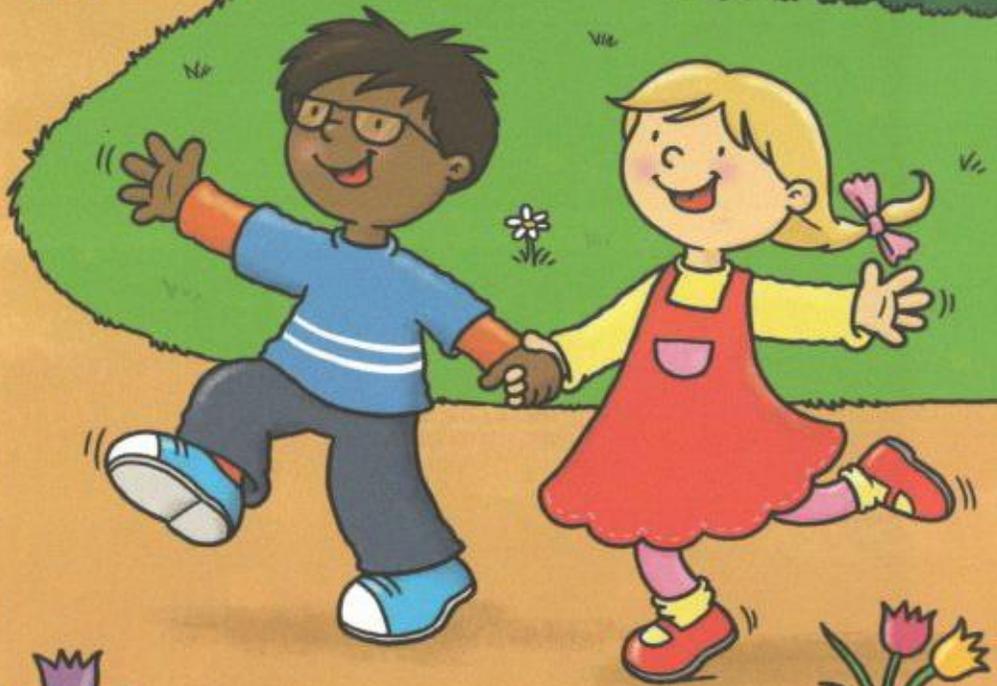
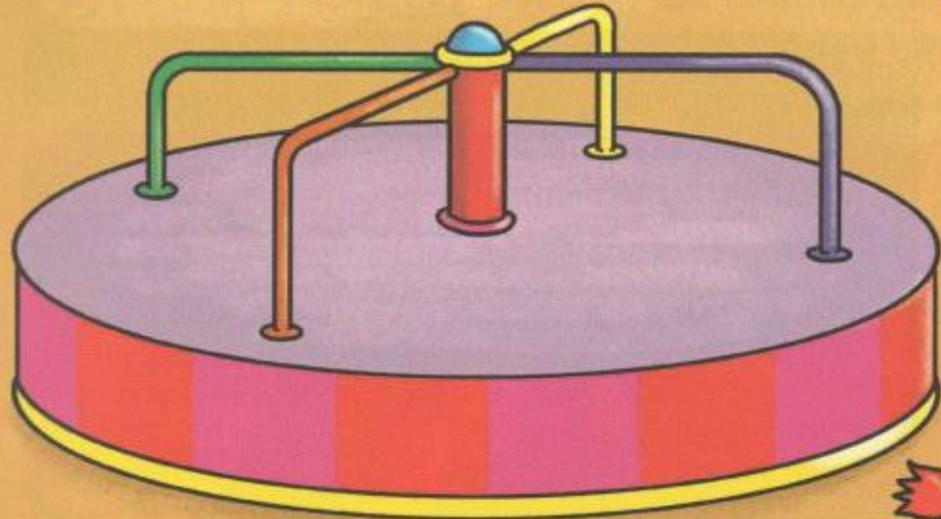
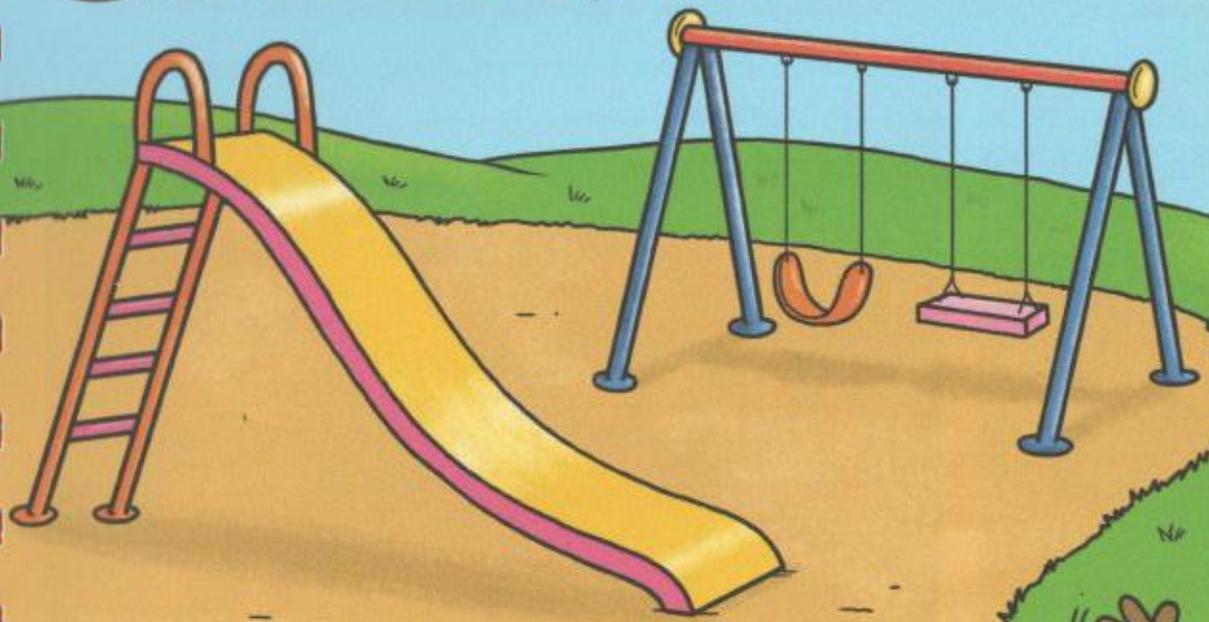
## Ending the lesson

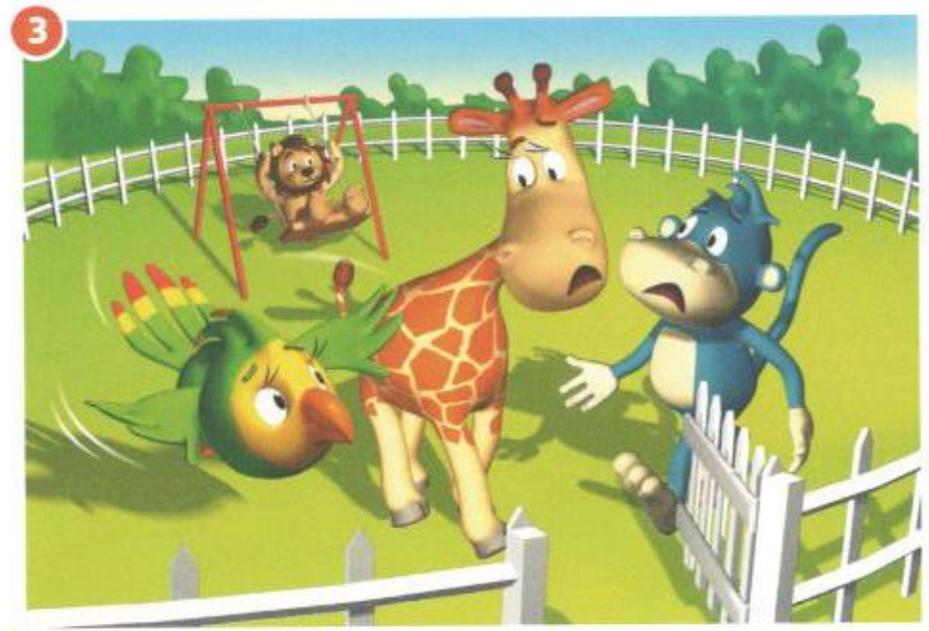
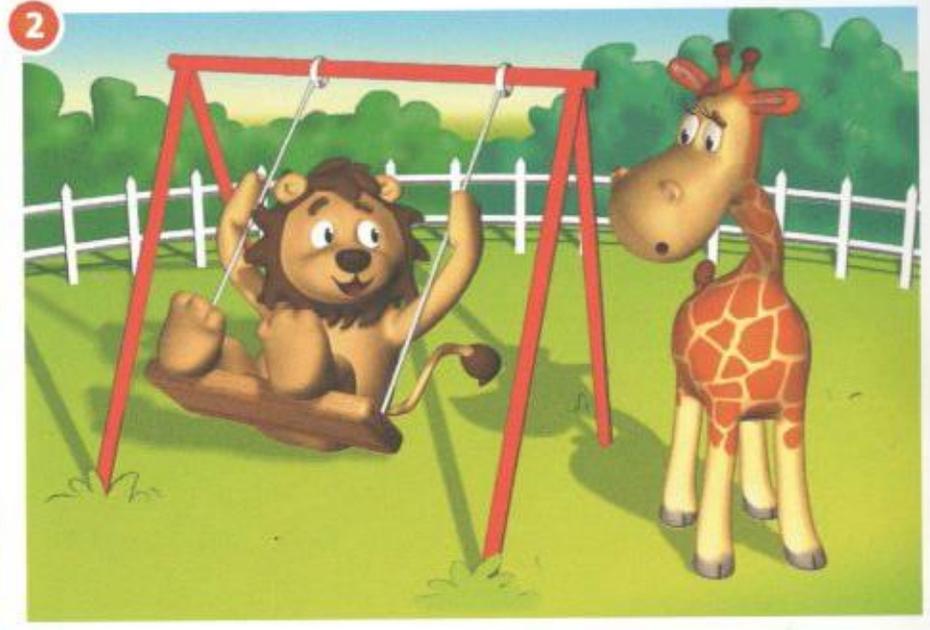
**Aim:** to practise the song

- Stick the three park flashcards on the board in the same order as the song (swing, slide, roundabout).
- Books closed. Play the song for the children to join in. Point to the flashcards as prompts.

4 CD2  
59 60

Listen and sing.





**Aims**

- to present a picture story; to review language from the unit

**New language:** *It's my turn, I'm sorry, Let's go home, Come back, Where are they?*

**Recycled language:** *No, Where's (Mike)? The swing is fun, numbers, jump, fly, walk, swim, I'm here*

**Materials:** CD 2, the puppet (Polly), a simple drawing of a house on a piece of paper with sticky tack

**Language competences:** The children will be able to listen to and follow a picture story.

**Warm-up**

**Aim:** to practise the song

- Put on the puppet. Make Polly say *Let's go to the park! Stand up, everyone!*
- Play the song (CD 2, Track 59). Polly acts playing on the different pieces of play equipment. The children follow her and join in with the words.

**Presentation**

**5** CD2 69 **PB pp76-77** **Story: The park**

**Aim:** to listen and follow a picture story

- Point to the first picture on PB page 76 and ask *Who's on the swing?* The children say *Leo*. Ask what Polly is doing in L1 (she's waiting to use the swing). Repeat for picture 2 (ask about Gina). Then ask how the animals feel in picture 3 (angry) and how Leo feels in picture 4 (sad/lonely). Turn to page 77 and ask what is happening. Ask *How does Leo feel? Who's on the swing now?*
- Play the CD. The children point at the pictures as they listen.

- Play the story again, stopping after each picture. In L1 the children explain what's happening and what Leo does at the end of the story. Elicit/ Give translations for *It's my turn, Let's go home and Come back*. The children practise saying the phrases after you.

Audio script page T101

**Practice**

**5** CD2 69 **AB p76** **Listen and colour the correct circles.**

**Aim:** to listen and identify the correct picture

- Point to the characters in the first pair of pictures on AB page 76. Ask *Who's this? Say Listen and colour the circle*. Remind the children that they have to colour one of the circles. Play the audio for number 1. Confirm the answer (the second picture).
- Play the audio again. Check the children's work as they colour in the circle.
- Repeat for the second pair of pictures.
- Play the whole recording again. The children repeat the two lines.

Audio script page T102

**Extension activity**

**Aim:** to revise *Where's ...?* and *I'm here!*

- If possible, move your class into the playground or an outside area with places for the children to hide. Make sure the area is safe to play.
- Play *Hide and seek* (as in Unit 5, page T44). At first, do the counting from one to four yourself, slowly, to give the children time to hide. Look for the children asking *Hmm. Where's (name)? Is he/she here?* When you find a child encourage him/her to say *I'm here!* The child you find last is the winner.
- The second time ask a confident volunteer or group of children to do the counting and seeking.

**Note:** If it is not possible to play the game in a large space, hide flashcards of the characters or the puppet in the classroom.

**Ending the lesson**

**Aim:** to practise *Let's go home, Come back* and revise *jump, fly, walk, swim*

- If possible, move your class into the playground, school gym or an empty classroom.
- Stick the picture of a house on one wall of the room. The children all stand against the opposite wall. Say *One, two, three, four. Let's go home!* Run with the children to the wall with the picture of the house. Walk back to the other wall and say *Come back! Come back!* The children follow you. Repeat until the children are confident following the instructions. Then add different instructions, e.g. *Let's jump home, Let's fly home, etc.*

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** *It's my turn, I'm sorry, Let's go home, Come back, Where are they? No, The swing is fun, toys, play equipment, characters*

**Materials:** CD 2, flashcards (park, toys), Unit 9 stickers, small toy for each pair of children (e.g. car, doll, train), a stopwatch/watch with a second hand, a bell or buzzer, coloured pencils or crayons, pencils

**Optional:** character masks

**Language competences:** The children will be able to appreciate the values shown in the story. The children will practise taking turns.

## Warm-up

**Aim:** to practise *The ... is ...*

- Stick the roundabout on the board and say *Look! A roundabout. The roundabout is fun. Say the sentence The roundabout is fun again. The children repeat. Repeat with other flashcards.*

## Practice

5 CD2  
61

**PB pp76-77** Story: The park  
Listen to the story. Stick.

**Aim:** to review the story

- Ask the children to tell you what they remember about the story in L1. Ask *Where are the animals? Who is on the swing? Are the other animals happy?*
- Play the story again, pausing to ask what is happening and what the characters are saying. Ask what happened at the end. (Leo felt sad and lonely and gave the other animals a turn on the swing.)
- Hand out the stickers for Unit 9. Say *Where's the slide?* The children point to the correct sticker. Repeat for *roundabout*.
- Point to the picture on PB page 77. Say *Where's the slide?* The children point to the sticker

outline. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the other sticker.

Audio script page T101

## Story values **PB pp76-77**

**Aim:** to think about the meaning of the story: taking turns

- Play the story again. The children listen and point. Pause after picture 1. Ask what Polly says (*It's my turn*). Elicit a translation. Repeat for picture 2 (Gina). Play the next part of the story and pause after Mike says *Let's go home*. Ask where the animals are going and why (home, because Leo isn't taking turns). Play the rest of the story. Ask how Leo feels and how he asks his friends to come back. Talk about how important it is to take turns, especially at the park/when we play with people we don't know.

6 **AB p77** Complete the face. Colour the picture.

**Aim:** to apply values from the story to new situations

- Tell the children in L1 and then in English *We're going to look at some children now. Look at the picture and think.* Ask in L1 where the children are and how many buckets and spades they have (only one of each).

- Point to the face and remind the children in L1 that if they think the children are doing the right thing, they draw a happy smile. Circulate and check as they draw. Then the children can colour the picture.

## Extension activity

**Aim:** to reinforce understanding of the story

- Invite four volunteers to the front. Assign them the roles of Gina, Polly, Leo and Mike. The children playing the characters put on the masks. Play the story. The children act out the story along with the CD. Encourage the children to join in and act.
- Invite another group of four children to come to the front and act.

## Ending the lesson

**Aim:** to practise taking turns

- Put on the puppet. Make Polly play with a toy, e.g. a car. She makes engine noises and pushes it along. After a minute or so say *Polly, it's my turn!* Make Polly pass you the toy. Say *Thank you, Polly.* Play with the car and say *The car is fun!*
- Say *It's my turn* again. The children repeat.
- Give each pair of children a toy. Tell them in L1 that they must take turns to play with it and that you will let them know when they need to swap. One child plays with the toy. Time one minute. Then ring a bell/buzzer or clap your hands. The other child in each pair says *It's my turn*. The first child passes the toy. Encourage the second child to say *Thank you*. He/She then starts to play. Time a minute again. Repeat so each child has two or three turns.



Family fun!

Value: Taking turns

# Circles and triangles

6 CD2  
63

Listen and point. Count and say the shapes.



**Aims**

- to integrate other areas of the curriculum through English: Maths; to practise recognising shapes

**New language:** *triangle, circle*

**Recycled language:** numbers 1 to 4, *park, playground equipment, toys, animals, big, small*

**Materials:** CD 2, flashcards (park, toys, animals), classroom objects or small items (e.g. crayons, buttons, coins, building blocks): two sets of four for each pair of children, materials for the project for each child (pre-cut paper shapes to make a picture of a cat: one large grey circle, one small black circle (the mouth), two small white circles (the eyes), two very small black circles (the pupils of the eyes), three small pink triangles (ears and nose), four small strips of black paper (whiskers), glue stick), a finished cat picture as a model (similar to the one on AB page 78)

**Optional:** colourful pipe cleaners or buttons/beads for each child

**Language competences:** The children will be able to recognise and count shapes.

**Warm-up**

**Aim:** to practise numbers 1 to 4 and counting

- Stick the park, toy and animal flashcards on the board in random order. Say *Look! My toys*. Move the toy flashcards into a group together, counting *One, two, three, four* as you do so. Elicit the words. The children join in. Repeat for the animal flashcards. Invite a volunteer to come and count the park flashcards and move them into a group.
- Hand out eight items to each pair of children – mixed up (e.g. four buttons, four rubbers). The children put them into two groups of four, counting aloud. Circulate and ask individuals to count the items.

**Presentation**

**6**  **CD2**  **PB p78** Listen and point. Count and say the shapes.

**Aim:** to practise recognising and counting shapes

- Draw a circle on the board. Elicit/Say *Circle* (the children will recognise the word from the instruction 'Listen and circle'). Draw a circle in

the air with your finger. Say the word again. The children copy you. Draw a triangle and present *Triangle* in the same way (drawing in the air).

- Ask the children to look at PB page 78. Ask *Where's this?* Elicit *A park*. Point to the roundabout, tracing the circle shape with your finger and ask *Circle or triangle?* The children say *Circle*. Point to a triangle on the pushchair, and trace the shape in the same way. Ask *Circle or triangle?* The children say *Triangle*.
- Say *Listen and point*. Play the recording. Point to the shapes in the photograph along with the words on the audio. The children copy. Play the audio again for the children to point on their own.
- Say *Count and say the shapes*. Point to the triangles in the photograph from left to right, counting aloud. The children copy. Do the same for the circles.

Audio script page T102

**Practice**

**7**  **AB p78** Make a shapes cat.

**Aim:** to take part in a craft activity and encourage recognition of shapes

- Show the pictures on AB page 78. Explain in

L1 that the children are going to make a picture of a cat, like the girl in the pictures. Explain what to do, using the pictures. Show the children that they need to stick the shapes on the large grey circle to make the cat's face. Show the one you prepared earlier.

- Hand out the materials to each child. Circulate and help with the sticking. Point to shapes and elicit *Circle or Triangle* from individuals. Ask *Is it big or small?*

**Extension activity**

**Aim:** to practise fine motor skills and review shapes

- Use pipe cleaners to make a circle and a triangle. Show the class and for each one ask *What's this? What colour?* Rephrase answers, e.g. *Yes! It's a red circle*.
- Hand out pipe cleaners to each child. They make a circle and a triangle in the same way. Circulate and ask about the shape and colour.

**Note:** If you do not have pipe cleaners, the children can make the shapes by putting together small items (e.g. buttons or beads).

**Ending the lesson**

**Aim:** to practise counting and listening carefully

- Say *Listen and count*. Ask in L1 *How many?* Clap your hands four times. The children listen and put up their hands to say the number. Repeat, clapping a different number of times (up to four).
- When the children are confident, say *Listen and clap your hands*. Say a number. The children clap the correct number of times.

## Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** circle, triangle, numbers 1 to 4, colours, *It's a (red) (triangle), big, small*

**Materials:** circular and triangular items (or pictures of these), e.g. a hula hoop, a plate, picture of a full moon/the Earth, a biscuit, picture of a triangular road sign, a triangular building block, picture of the end of a house showing a triangular gable, picture of a slice of pizza/cake (or toy food), coloured pencils or crayons

**Optional:** ten paper triangles and circles in known colours, five big, five small

**Language competences:** The children will be able to recognise sequences of shapes. The children will be able to use language from the unit.

## Warm-up

**Aim:** to review shapes

- Draw a triangle and a circle on the board. Point to the triangle and say *Triangle*. Draw a triangle shape in the air as you say the word. The children repeat the word and the action. Do the same for the circle.
- Say *Look and think*. Show the pictures or items you have brought to class in turn. For each one ask *Circle or triangle?* Help by tracing the shape in the picture/around the edge of the item with your finger. The children say *Circle or Triangle* each time.

## Practice

- 7** **Think!** **PB p79** Look and draw lines. Say the shapes.

**Thinking skills:** sequencing

- Point to the first row of shapes on PB page 79. Say the name of each shape and colour from left to right. The children watch and listen. Repeat with the children copying you. Then point to the three shapes on the right. Ask in L1 *Which shape comes next?* Trace the example line with your finger. Read out the shapes in the row again, including the answer.

- Repeat the process for rows 2 and 3, helping the children find the answer each time and showing them how to draw a match line.
- The children can then practise saying the names of the shapes in each row in pairs.

**Note:** Encourage the children to notice patterns around them (in the classroom and outside) and practise different types of patterns in class. There can be patterns when you give instructions (e.g. *Jump, Walk, Clap, Jump, Walk, Clap*), patterns when the children line up (girl, boy, girl, boy) or patterns with objects based on colour, size or shape.

- 8** **AB p79** Say the words. Colour the circles.

**Aim:** to create a record of learning

- Point to the playground equipment on AB page 79. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

## Extension activity

**Aim:** to practise recognising shapes and size

- Show a large paper circle. Ask *What's this?* Rephrase answers, e.g. *Yes, It's a green circle*. Stick it on the board. Show a small circle. Point to the circle on the board and ask *Big or small?* Rephrase answers, e.g. *It's a big circle. A big, green circle*. Say a similar sentence for the small circle, e.g. *It's a small, blue circle*. Stick it on the board. Repeat for a large and a small triangle.
- Stick all the shapes on the board. Make two teams. Call one child from each team to the front. They stand on either side of the board. Explain in L1 that you are going to ask for a shape and both children need to find it first. The first child to take the circle from the board and give it to you wins a point. Then the two children sit down and two more children come to the front. Repeat until all the shapes have been taken. The team with the most points wins.

## Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

## Phonics

- See page T88 for Unit 9 Phonics.

## Review

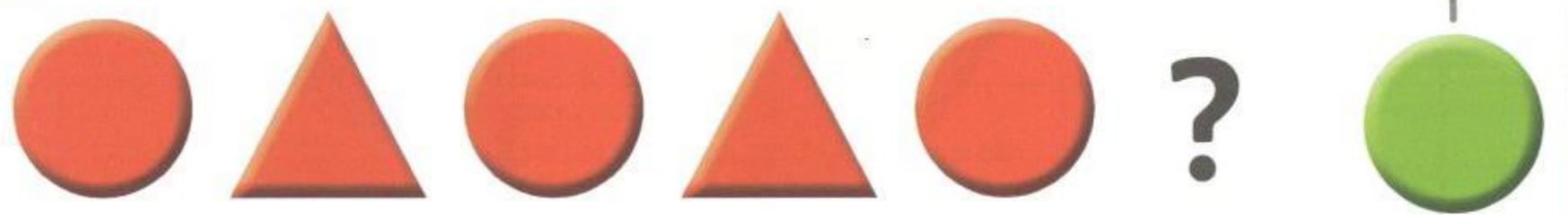
- See page T94 for Unit 8 & Unit 9 Review.

**7** Think! Look and draw lines. Say the shapes.

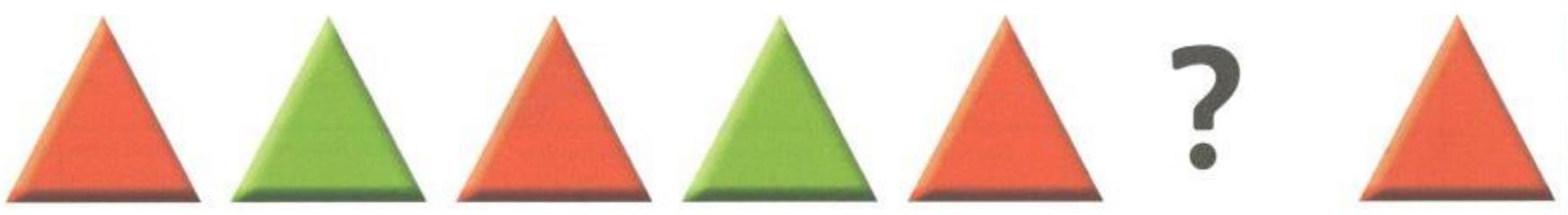
1



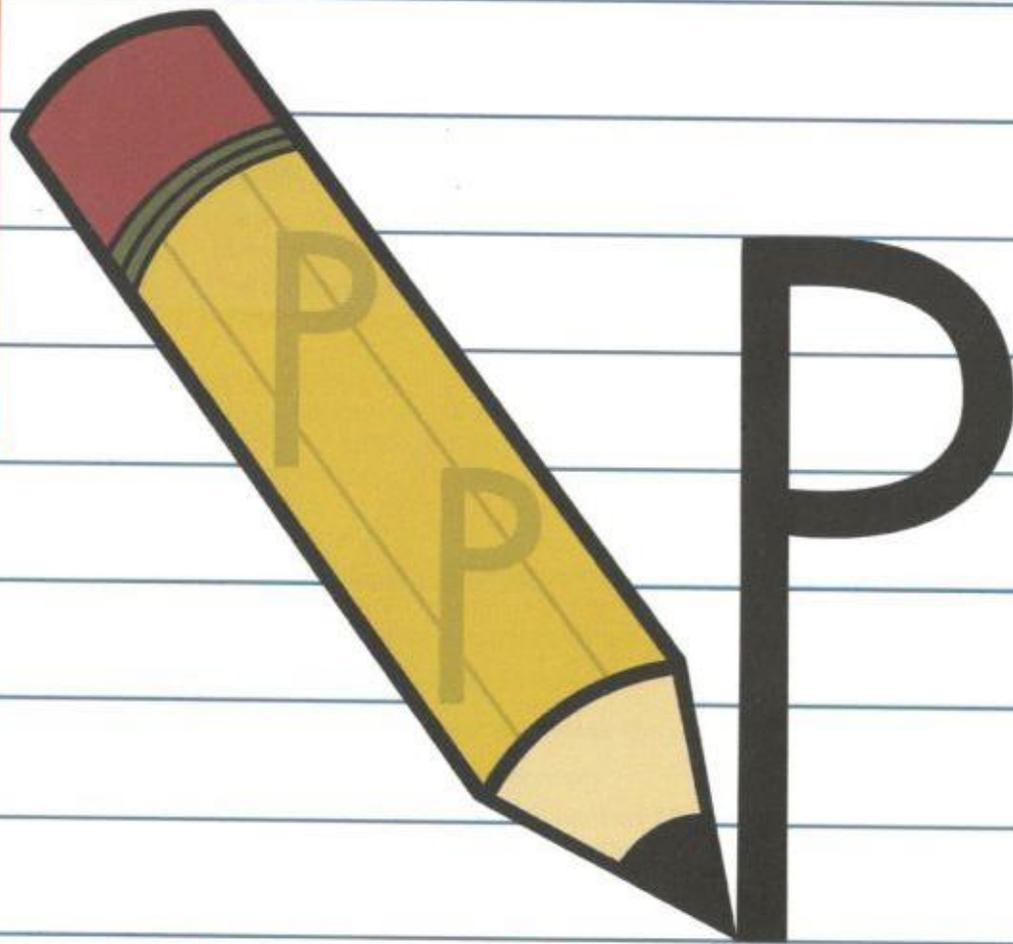
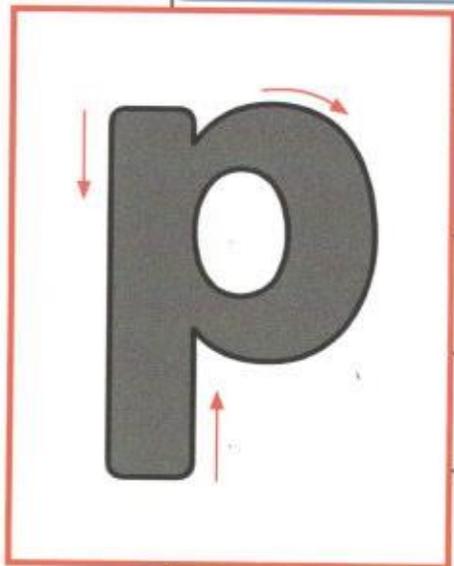
2



3



**1** Look and find.



**2** CD1  
18 Listen and join in.

**Aims**

- to practise the sound /p/; to practise recognising and forming the grapheme 'p'

**New language:** *slowly, quickly*, words with different initial consonant sounds

**Recycled language:** *pencil, Polly*, classroom instructions

**Materials:** CD 1, pencil flashcard, the puppet (Polly), a pencil for each child, phonics cards pencil and 'p' (AB pages 81 and 82), pencils

**Language competences:** The children will be able to make and recognise the sound /p/. The children will practise forming the grapheme 'p'.

**Warm-up**

**Aim:** to focus on the sound /p/

- Put on the puppet. Ask *Who's this? Say Polly.* The children say *Polly.* Say *Yes. It's Polly.* Make Polly wave at the class and say *Hello.* Say *Listen and say. p – p – p – Polly!*

**Note:** Make the sound, not the name of the letter. The children repeat.

- Say the sound /p/ in isolation. Exaggerate the lip position and movement required to make the sound. The children copy. Explain in L1 that you can feel your breath on your hand exploding out when you make the sound. Demonstrate by making the sound with your hand held to your mouth. The children copy. Give them time to practise. Monitor and check.

**Presentation**

- 1 **PB p80** Look and find.  
Trace the letter.

**Aim:** to present and practise forming the grapheme 'p'

- Show the pencil flashcard and ask *What's this?* The children say *Pencil.*
- Point to the picture on PB page 80. Say *p – p – p – pencil.* The children copy. Repeat the sound while drawing the shape of the letter in the air, following the strokes as shown on page 80. Say

*Draw /p/. Draw the letter again. The children copy your movements. Practise forming the letter in the air repeatedly. Make the sound /p/ every time.*

- Say *Trace the letter.* Show the children how to trace the letter shape on the page with their fingers.
- Say *Find the letters 'p' in the picture.*

**Chant**

**PB p80** Listen and join in.

**Aim:** to practise the sound /p/ in a chant

- Say *Listen and join in.* Play the chant. Join in with the sounds and words and hold up the pencil card, then the 'p' card. Repeat for the children to copy you. Then play the chant for the children to join in without your help.

Audio script page T95

**Sound discrimination**

- Make sure each child has a pencil. Put a pencil on your desk. Say *Look and listen. Polly /p/?* Look thoughtful and then say *Yes, /p/.* Pick up your pencil. Say *Bag /p/? No!* Signal that you are not going to pick up the pencil. Explain in L1 that you are going to say some words. The children need to listen carefully to the first sound in each word and pick up their pencil if they hear the sound /p/. If they don't hear it, they don't pick it up.
- Say a series of words with initial consonant sounds (not blends), some with the sound /p/, e.g. *Pink, pencil, cat, me, pot, pasta, dog, paint,*

*bat, can, pan, sand.* The children hold up their pencil for the /p/ words. Repeat with the words in a different order.

**Extension activity**

**Aim:** to practise the sound /p/

- If possible, move the chairs in the classroom so they are in a long row (or two long rows, one facing the other). Say *Sit down, please.* All the children sit down. Ask in L1 if they know what *The wave* is. Explain that the first person in the row stands up with their hands in the air, then sits down. Then straight away the next person stands up, and so on until the end of the row. Demonstrate yourself, slowly, saying *Stand up, Hands up, Hands down, Sit down.* Practise the wave until the children are confident. Then ask them to make the sound /p/ when they stand up. Repeat until everyone is joining in successfully. Practise starting the wave from different seats (at the other end of the row, in the middle, etc.).

**Note:** If you can't arrange the chairs in rows, the wave can pass from the child sitting in one corner at the front around the class in a logical direction. Make sure the children know which way the wave is travelling.

**Ending the lesson**

**Aim:** to review the sound /p/

- Do a simple clapping chant, Clap three times and each time you clap make the sound /p/ then say *Pencil.* Say *Stand up! Clap your hands!* Repeat the clapping chant. The children join in. Repeat until everyone is successfully pronouncing /p/.

## Aims

- to practise the sound /b/; to practise recognising and forming the grapheme 'b'

**New language:** words with different initial consonant sounds

**Recycled language:** bag, classroom instructions

**Materials:** CD 1, bag flashcard, the puppet (Polly), a small bag (for Polly to carry), children's bags, phonics cards bag and 'b' (AB pages 81 and 82), pencils

**Language competences:** The children will be able to make and recognise the sound /b/. The children will practise forming the grapheme 'b'.

## Warm-up

**Aim:** to focus on the sound /b/

- Put on the puppet. Make Polly wave at the class and say *Hello*. Have Polly pick up a small bag, fly around with it and then put it on your desk. Ask Polly *What's this?* Polly says *My bag!* Look thoughtful and say *Listen and say. b – b – b – bag!*

**Note:** Make the sound, not the name of the letter. The children repeat.

- Say the sound /b/ in isolation. Exaggerate the lip position and movement required to make the sound. The children copy. Explain in L1 that you can feel your breath on your hand exploding out when you make the sound. Demonstrate by making the sound with your hand held to your mouth. The children copy. Give them time to practise. Monitor and check.

## Presentation

- 1** **PB p81** Look and find.  
Trace the letter.

**Aim:** to present and practise forming the grapheme 'b'

- Show the bag flashcard and ask *What's this?* The children say *Bag*.
- Point to the picture on PB page 81. Say *b – b –*

*b – bag*. The children copy. Repeat the sound while drawing the shape of the letter in the air, following the strokes as shown on page 81. Say *Draw /b/*. Draw the letter again. The children copy your movements. Practise forming the letter in the air repeatedly. Make the sound /b/ every time.

- Say *Trace the letter*. Show the children how to trace the letter shape on the page with their fingers.
- Say *Find the letters 'b' in the picture*.

## Chant

**2** **CD1 31** **PB p81** Listen and join in.

**Aim:** to practise the sound /b/ in a chant

- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the bag card, then the 'b' card. Repeat for the children to copy you. Then play the chant for the children to join in without your help.

Audio script page T96

## Sound discrimination

- Ask each child to put their bag on their desk. Put a bag on your desk. Say *Look and listen. Bat /b/?* Look thoughtful and then say *Yes, /b/*. Pick up your bag. Say *Red /b/? No!* Signal that you are not going to pick up the bag. Remind the children in L1 that you are going to say some words. The children need to listen carefully to

the first sound in each word and pick up their bag if they hear the sound /b/. If they don't hear it, they don't pick it up.

- Say a series of words with initial consonant sounds (not blends), some with the sound /b/, e.g. *Bad, cat, bag, pat, man, ball, bat, not, pan, back, bake, take*. The children hold up their bag for the /b/ words. Repeat with the words in a different order.

## Extension activity

**Aim:** to practise the sound /b/

- If possible, move your class out into the playground, school gym or an empty classroom.
- Ask all the children to stand at one end of the space. Explain in L1 that they have to run to the other end, but only when they hear the sound /b/. As they run, they must make the sound /b/. Make a series of sounds, e.g. /t/, /p/, /k/, /l/, /f/, /b/.
- When the children hear /b/ they all run. Encourage them to make the sound /b/ at the same time.
- The children move back to the starting position. Repeat with different sounds.

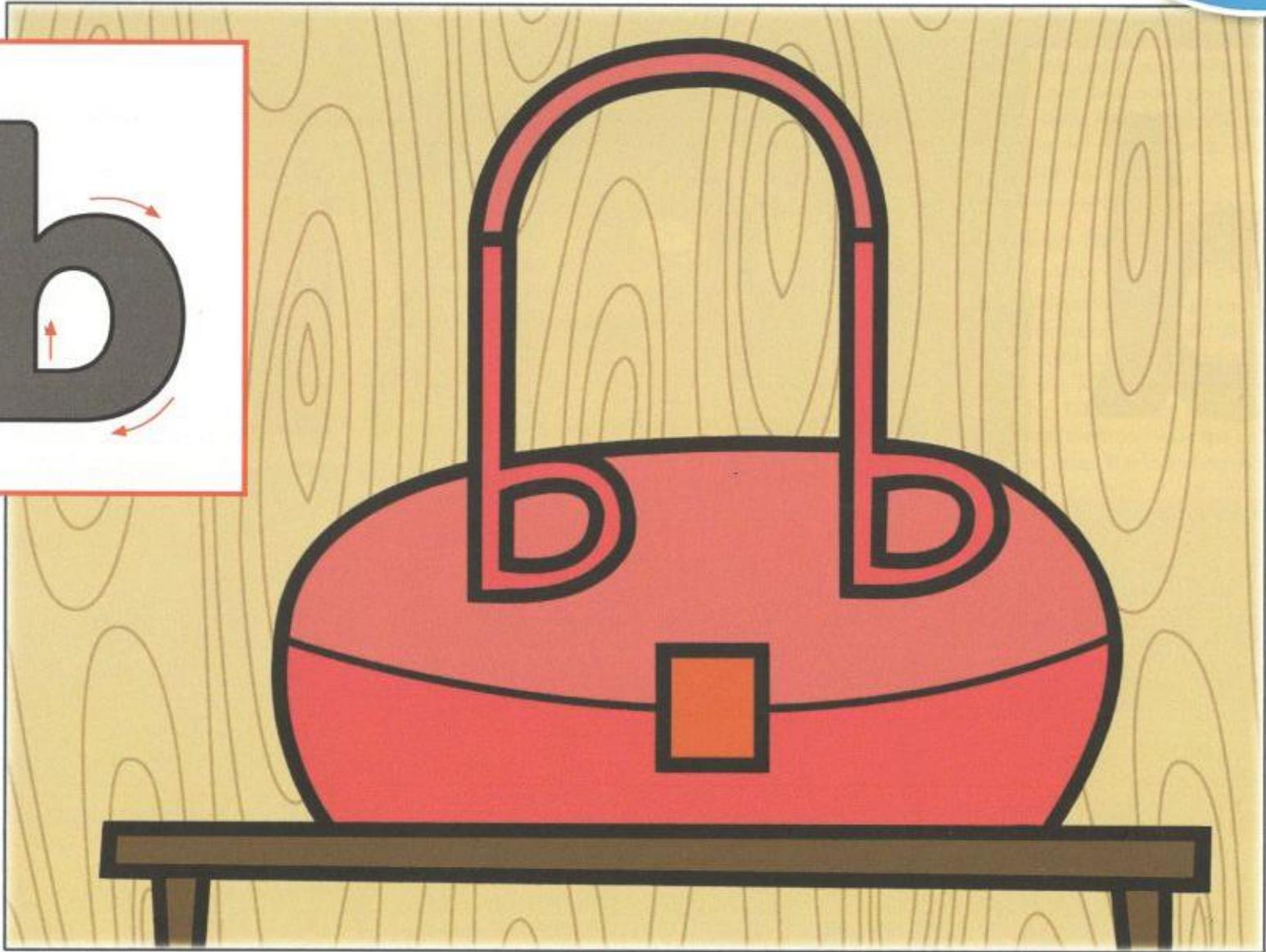
## Ending the lesson

**Aim:** to review the sound /b/

- Do a simple clapping chant. Clap three times and each time you clap make the sound /b/, then say *Bag. Say Stand up! Clap your hands!* Repeat the clapping chant. The children join in. Repeat until everyone is successfully pronouncing /b/.

1

Look and find.



2

CD1  
31

Listen and join in.

1 Look and find.



2  Listen and join in.

**Aims**

- to practise the sound /d/; to practise recognising and forming the grapheme 'd'

**New language:** words with different initial consonant sounds

**Recycled language:** *dad*, classroom instructions, *Who's this? It's my (dad)*

**Materials:** CD 1, the puppet (Polly), dad flashcard, a photograph of your father (or a man of the appropriate age), photocopies of the dad flashcard or a picture of a man who could be a dad, one for each child in the class (if possible copied onto card), phonics cards *dad* and 'd' (AB pages 83 and 84), pencils

**Language competences:** The children will be able to make and recognise the sound /d/. The children will practise forming the grapheme 'd'.

**Warm-up**

**Aim:** to focus on the sound /d/

- Put on the puppet. Make Polly wave at the class and say *Hello*. Show Polly the picture of your dad. Make Polly ask *Who's this?* Say *It's my dad!* Look thoughtful and say *Listen and say, d – d – d – dad!*

**Note:** Make the sound, not the name of the letter. The children repeat.

- Say the sound /d/ in isolation. Exaggerate the lip and tongue position and movement required to make the sound. The children copy. Explain in L1 that you can feel your tongue behind your teeth when you make the sound. Give the children time to practise. Monitor and check.

**Presentation**

- 1 **PB p82** Look and find.  
Trace the letter.

**Aim:** to present and practise forming the grapheme 'd'

- Show the dad flashcard and ask *Who's this?* The children say *Dad*.
- Point to the picture on PB page 82. Say *d – d – d – dad*. The children repeat. Say the sound while drawing the shape of the letter in the air,

following the strokes as shown on page 82. Say *Draw /d/*. Draw the letter again. The children copy your movements. Practise forming the letter in the air repeatedly. Make the sound /d/ every time.

- Say *Trace the letter*. Show the children how to trace the letter shape on the page with their fingers.
- Say *Find the letters 'd' in the picture*.

**Chant**

CD 1  
48 **PB p82** Listen and join in.

**Aim:** to practise the sound /d/ in a chant

- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the dad card, then the 'd' card. Repeat for the children to copy you. Then play the chant for the children to join in without your help.

Audio script page T97

**Sound discrimination**

- Hand out a 'dad' picture to each child. Have a picture ready yourself. Say *Look and listen. Date /d/?* Look thoughtful and then say *Yes, /d/*. Pick up the picture of the dad. Say *Can /d/? No!* Signal that you are not going to pick up the picture. Remind the children in L1 that you are going to say some words. The children need to listen carefully to the first sound in each word

and hold up the 'dad' picture if they hear the sound /d/. If they don't hear it, they don't pick it up.

- Say a series of words with initial consonant sounds (not blends), some with the sound /d/, e.g. *Down, pat, ball, nest, dad, Dan, deer, dog, back, tap, door, dinner*. The children hold up the 'dad' picture for the /d/ words. Repeat with the words in a different order.

**Extension activity**

**Aim:** to practise the sound /d/

- Say *Stand up!* Explain in L1 that the children have to listen carefully and sit down when they hear the sound /d/. Make a series of sounds, e.g. /t/, /p/, /v/, /l/, /f/, /b/, /k/, /d/. When the children hear /d/ they sit down. Encourage them to make the sound /d/ at the same time. The last child to sit down is 'out'. He/She stands to one side and helps you judge the game. The children stand up again. Repeat, with the sounds in different orders, until only one child is left in. He/She is the winner.

**Ending the lesson**

**Aim:** to review the sound /d/

- Do a simple clapping chant. Clap three times and each time you clap make the sound /d/, then say *Dad*. Say *Stand up! Clap your hands!* Repeat the clapping chant. The children join in. Repeat until everyone is successfully pronouncing /d/.

## Aims

- to practise the sound /k/; to practise recognising and forming the grapheme 'c'

**New language:** words with different initial consonant sounds

**Recycled language:** car, classroom instructions

**Materials:** CD 1, the puppet (Polly), car flashcard, a toy car or picture of a car for each child, phonics cards car and 'c' (AB pages 83 and 84), pencils

**Optional:** a soft ball or bean bag for each pair of children

**Language competences:** The children will be able to make and recognise the sound /k/. The children will practise forming the grapheme 'c'.

## Warm-up

**Aim:** to focus on the sound /k/

- Put on the puppet. Make Polly wave at the class and say *Hello*. Have Polly push a toy car around and make engine noises. Ask Polly *What's this? Your toy?* Polly says *Yes, my car!* Look thoughtful and say *Listen and say, k - k - k - car!* The children copy.
- Say the sound /k/ in isolation. Exaggerate tongue position and movement required to make the sound. The children copy. Explain in L1 that you can feel your tongue at the back of your mouth when you make the sound. Give the children time to practise. Monitor and check.

## Presentation

- 1** **PB p83** Look and find.  
Trace the letter.

**Aim:** to present and practise forming the grapheme 'c'

- Show the car flashcard and ask *What's this?* The children say *Car*.
- Point to the picture on PB page 83. Say *k - k - k - car*. The children copy. Repeat the sound, and this time draw the shape of the letter 'c' in the air, following the direction shown on page 83.

Say *Draw /k/*. Draw the letter again. The children copy your movements. Practise forming the letter in the air repeatedly. Make the sound /k/ every time.

- Say *Trace the letter*. Show the children how to trace the letter shape on the page.

## Chant



**PB p83** Listen and join in.

**Aim:** to practise the sound /k/ in a chant

- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the car card, then the 'c' card. Repeat for the children to copy you. Then play the chant for the children to join in without your help.

Audio script page T98

## Sound discrimination

- Hand out a toy car or a picture of a car to each child. Have a toy car ready yourself. Say *Look and listen. Cat /k/?* Look thoughtful and then say *Yes, /k/*. Pick up the toy car. Say *Dog /k/?* *No!* Signal that you are not going to pick up the car. Remind the children in L1 that you are going to say some words. The children need to listen carefully to the first sound in each word and hold up the toy car/picture if they hear the sound /k/. If they don't hear it, they don't pick it up.

**Note:** If you don't have a toy or picture, the children can mime driving a car when they hear /k/.

- Say a series of words with initial consonant sounds (not blends), some with the sound /k/, e.g. *Can, cat, call, bad, man, cake, cab, dog, top, not, cap, card*. The children hold up the toy/picture for the /k/ words. Repeat with the words in a different order.

## Extension activity

**Aim:** to practise making the sound /k/

- If possible, move your class out into the playground, school gym or an empty classroom.
- Demonstrate with a volunteer. You stand facing each other, a short distance apart. Say *Throw the ball!* Throw a soft ball to the volunteer and say *k - k - k - catch!* at the same time. Explain in L1 that whoever throws the ball says *k - k - k - catch!* Then say *Throw the ball!* The volunteer throws the ball back to you. Practise this with the volunteer until he/she is confident.
- Make pairs. The children in each pair stand facing each other and play the game. Monitor and check they are saying *k - k - k - catch!*

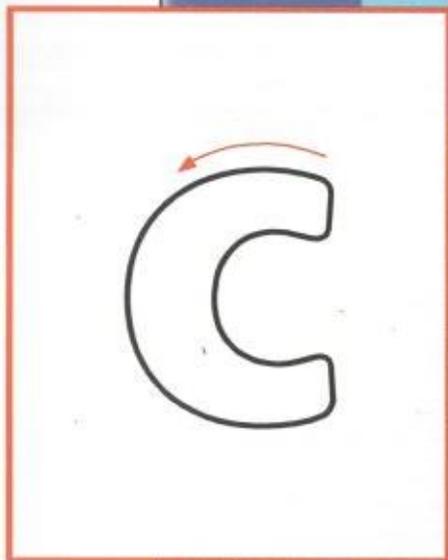
## Ending the lesson

**Aim:** to review the sound /k/

- Do a simple clapping chant. Clap three times and each time you clap make the sound /k/, then say *Car. Say Stand up! Clap your hands!* Repeat the clapping chant. The children join in. Repeat until everyone is successfully joining in.

1

Look and find. Colour the letter.

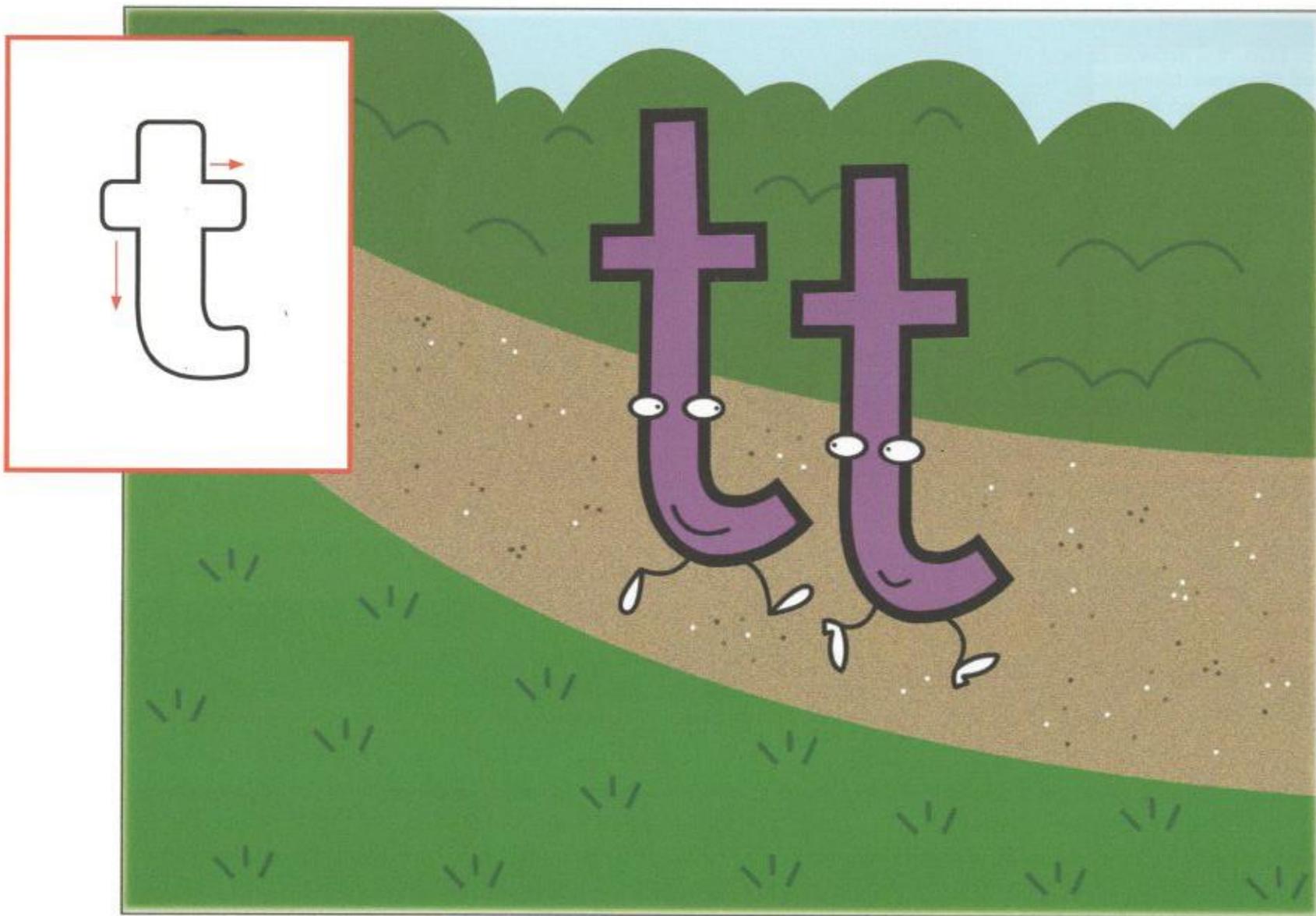


2

CD1  
57

Listen and join in.

**1** Look and find. Colour the letter.



**2** CD2  
14 Listen and join in.

**Aims**

- to practise the sound /t/: to practise recognising and forming the grapheme 't'

**New language:** words with different initial consonant sounds

**Recycled language:** numbers 1 to 4, classroom instructions

**Materials:** CD 2, two flashcard, phonics cards two and 't' (AB pages 85 and 86), pencils

**Optional:** dad flashcard

**Language competences:** The children will be able to make and recognise the sound /t/. The children will practise forming the grapheme 't'.

**Warm-up**

**Aim:** to focus on the sound /t/

- March around the classroom saying *One – Two! One – Two!* as you move your feet. If space permits, encourage the children to join in.
- Ask the children to sit down. Say *t – t – t – two*. Look thoughtful. Say the sound /t/ in isolation. Exaggerate the tongue position and movement required to make the sound. The children copy. Explain in L1 that you can feel your tongue behind your teeth when you make the sound. Give the children time to practise. Monitor and check.

**Presentation**

- 1  **Look and find.**  
Trace the letter.

**Aim:** to present and practise forming the grapheme 't'

- Show the flashcard for two or hold up two objects and ask *How many?* The children say *Two*.
- Point to the picture on PB page 84. Count the letters aloud with the children (*One, Two!*) and say *t – t – t – two*. The children copy. Repeat the sound, and this time draw the shape of the letter 't' in the air, following the two strokes shown on page 84. Say *Draw /t/*. Draw the

letter again. The children copy your movements. Practise forming the letter in the air repeatedly. Make the sound /t/ every time.

- Say *Trace the letter*. Show the children how to trace the letter shape on the page.

**Chant**

- 2   **Listen and join in.**

**Aim:** to practise the sound /t/ in a chant

- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the two card, and then the 't' card. Repeat for the children to copy you. Then play the chant for the children to join in without your help.

Audio script page T98

**Sound discrimination**

- Say *Look and listen*. Hold up two fingers and say *Two!* The children copy. Say *Look and listen. Tap /t/?* Look thoughtful and then say *Yes, /t/*. Hold up two fingers. Say *Cap /t/? No!* Don't hold up any fingers. Remind the children in L1 that you are going to say some words. The children need to listen carefully to the first sound in each word and hold up two fingers if they hear the sound /t/. If they don't hear it, they don't do anything.
- Say a series of words with initial consonant sounds (not blends), some with the sound /t/, e.g. *Take, top, dog, sad, tub, tick, cat, back, tennis, table, land, pink*. The children hold up two fingers for the /t/ words. Repeat with the words in a different order.

**Extension activity**

**Aim:** to practise differentiating between the sounds /d/ and /t/

- Practise the sounds /d/ and /t/ one after the other with the children, prompting with the two and dad flashcards. Explain in L1 that we can feel our voice for the sound /d/ but not for /t/. Encourage the children to put their hands on their throats to feel the difference between the two sounds.
- If possible, move your class into the playground, school gym or an empty classroom.
- Stick the flashcard for two on one wall and the flashcard for dad on the opposite wall. The children stand in the centre of the space. Explain in L1 that they need to run to the 'two' wall when they hear a word with /t/ at the beginning and to the 'dad' wall for /d/ words. Say a series of words, some with initial sound /t/, some with /d/. The children move as appropriate. Mix the words up so that sometimes the children have to stay in the same place, e.g. *Dan, tan, tap, dash, take, dot, tot, time, dime, do*. Repeat with the words in a different order.

**Ending the lesson**

**Aim:** to review the sound /t/

- Do a simple clapping chant. Clap twice and each time you clap make the sound /t/, then say *Two. Say Stand up! Clap your hands!* Repeat the clapping chant. The children join in. Repeat until everyone is successfully joining in.

## Aims

- to practise the sound /e/; to practise recognising and forming the grapheme 'e'

**New language:** words with different initial vowel sounds

**Recycled language:** egg. *This is my ...*, numbers

**Materials:** CD 2, a toy or hard-boiled egg (see page T30), the puppet (Polly), phonics cards egg and 'e' (AB pages 85 and 86), pencils

**Language competences:** The children will be able to make and recognise the sound /e/. The children will practise forming the grapheme 'e'.

## Warm-up

**Aim:** to focus on the sound /e/

- Put on the puppet. Make Polly take a toy egg/hard-boiled egg out of your bag. She says *Look! This is my egg*. Make her sit on the egg (as in Unit 3). Say *Egg*. The children repeat. Polly passes the egg to volunteers, saying *This is my egg*. The child says *Egg*. To get it back make Polly say *My egg, please!*
- Say e – e – e – egg. Look thoughtful. Say the sound /e/ in isolation. Exaggerate the mouth shape required to make the sound. The children copy. Explain in L1 that you need to open your mouth quite wide and smile when you make the sound. Give the children time to practise. Monitor and check.

## Presentation

- 1 **PB p85** Look and find.  
Trace the letter.

**Aim:** to present and practise forming the grapheme 'e'

- Point to the picture on PB page 85. Say *Look! Eggs! How many?* Count aloud with the children (*One, two, three*).
- Say e – e – e – egg. The children copy. Repeat the sound /e/, and this time draw the shape of the letter 'e' in the air, with a single movement,

following the direction shown on page 85. Say *Draw /e/*. Draw the letter again. The children copy your movements. Practise forming the letter in the air repeatedly. Make the sound /e/ every time.

- Say *Trace the letter*. Show the children how to trace the letter shape on the page.

## Chant



**PB p85** Listen and join in.

**Aim:** to practise the sound /e/ in a chant

- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the egg card, then the 'e' card. Repeat for the children to copy you. Then play the chant for the children to join in without your help.

Audio script page T99

## Sound discrimination

- Say *Look and listen*. Mime being a bird sitting down on a nest and say *Egg!* The children copy. Say *Look and listen. End /e/?* Look thoughtful and then say *Yes, /e/*. Mime being a bird on the nest. Say *In /e/? No!* Don't do any action. Remind the children in L1 that you are going to say some words. The children need to listen carefully to the first sound in each word and mime being a bird with an egg if they hear the sound /e/. If they don't hear it, they don't do anything.

- Say a series of words with initial vowel sounds, some with the sound /e/, e.g. *Extra, exit, and, am, Emma, up, every, Oliver, Ellen, eleven, if, elephant*. The children mime being a bird sitting down on a nest for the /e/ words. Repeat with the words in a different order.

## Extension activity

**Aim:** to practise the sound /e/

- Repeat *The wave* activity with the sound /e/ (see page T80 Extension activity).

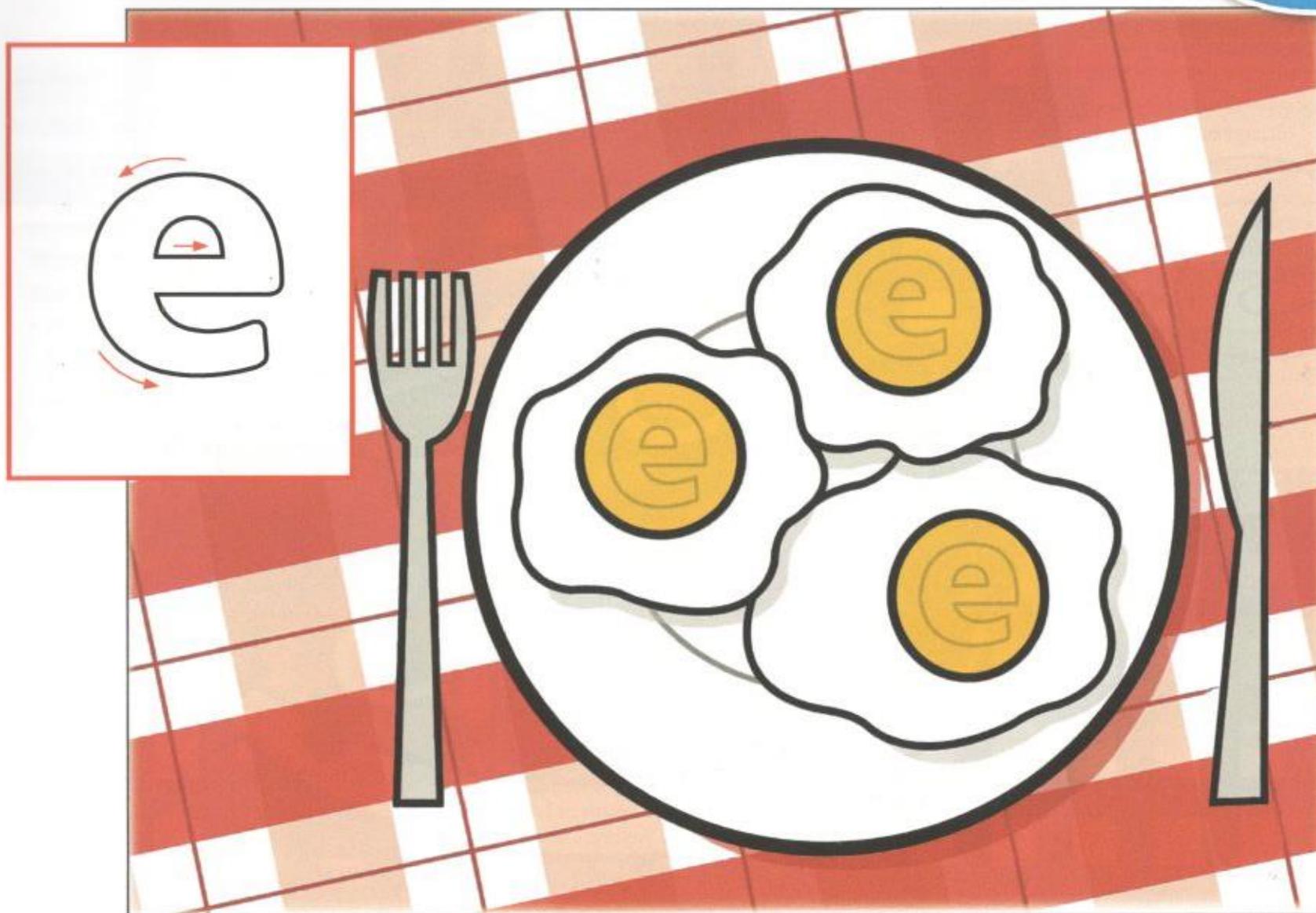
## Ending the lesson

**Aim:** to review the sound /e/

- Do a simple clapping chant. Clap three times and each time you clap make the sound /e/ then say *Egg. Say Stand up! Clap your hands!* Repeat the clapping chant. The children join in. Repeat until everyone is successfully joining in.

1

Look and find. Colour the letter.



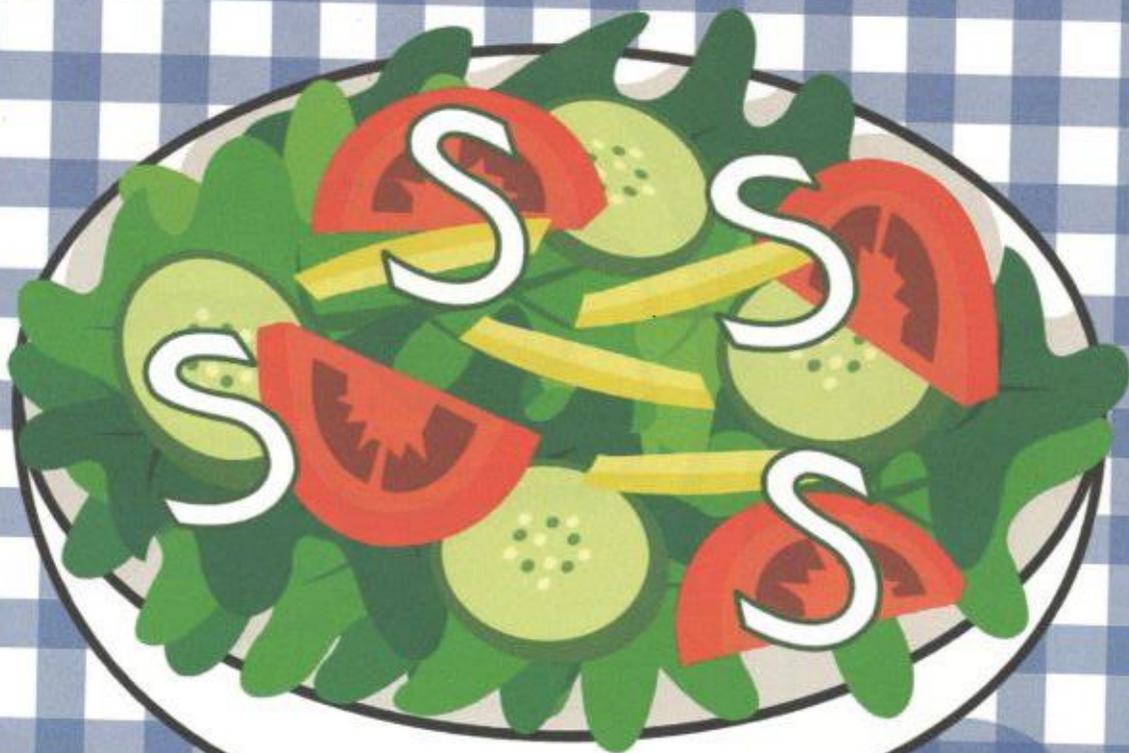
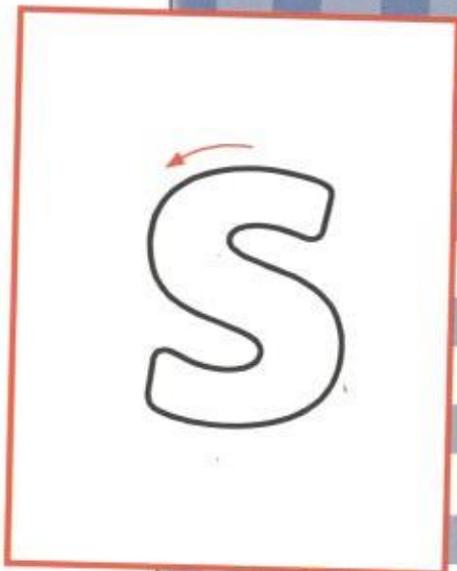
2

CD2  
27

Listen and join in.

1

Look and find. Trace the letter.



2 CD2  
38

Listen and join in.

**Aims**

- to practise the sound /s/ at the beginning of words; to practise recognising and tracing the grapheme 's'

**New language:** words with different initial consonant sounds

**Recycled language:** *salad, lunch, munch, crunch, lovely, classroom instructions*

**Materials:** CD 2, bowl with toy food salad or green tissue paper/cloth inside, phonics cards *salad* and 's' (AB pages 87 and 88), pencils

**Optional:** play dough for each child or small objects (buttons, lids, beads)

**Language competences:** The children will be able to make and recognise the sound /s/. The children will practise forming the grapheme 's'.

**Warm-up**

**Aim:** to focus on the sound /s/

- Show the children the bowl with 'salad' inside and say *Look! My lunch. What is it?* The children say *Salad. Say Yes! Munch, munch, crunch! Lovely salad!*
- Say *s – s – s – salad*. Look thoughtful. Say the sound /s/ in isolation. Exaggerate the mouth shape required to make the sound. The children copy. Explain in L1 that your tongue makes a hole shape behind your teeth when you make the sound. Give the children time to practise. Monitor and check.

**Presentation**

- 1  **PB p86** Look and find. Trace the letter.

**Aim:** to present and practise tracing the grapheme 's'

- Point to the picture on PB page 86. Say *Look! Lovely salad! Point to the salad*. The children point and say *Salad*.
- Say *s – s – s – salad*. The children copy. Repeat the sound /s/, and this time draw the shape of the letter 's' in the air, following the direction shown on page 86. Say *Draw /s/*. Draw the

letter again. The children copy your movements. Practise forming the letter in the air repeatedly. Make the sound /s/ every time.

- Say *Trace the letter*. Show the children how to trace the letter on the page. Circulate and check their work.

**Chant**

2  **PB p86** Listen and join in.

**Aim:** to practise the sound /s/ in a chant

- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the salad card, then the 's' card. Repeat for the children to copy you. Then play the chant for the children to join in without your help.
- Say *Find the letters 's' in the picture*.

Audio script page T100

**Sound discrimination**

- Say *Stand up, please*. The children stand. Say *Sit!* and sit down. The children copy. Say *Look and listen. Sand /s/?* Look thoughtful and then say *Yes, /s/*. Stand up again. Say *Cake /s/? No!* Stay standing. Remind the children in L1 that you are going to say some words. The children need to listen carefully to the first sound in each word and sit down if they hear the sound /s/. If they don't hear it, they stay standing.

- Everyone stands up. Say a series of words with initial consonant sounds, some with the sound /s/, e.g. *Sack, bat, can, sum, pick, say, sorry, take, sister, sad, run, sing*. The children sit down for the /s/ words. Repeat with the words in a different order.

**Extension activity**

**Aim:** to practise the letter shape 's'

- Make the letter 's' from play dough. Show it to the children and make the sound /s/. Give out the play dough. Circulate and help the children make the 's' shape. Encourage them to say /s/ as they work.

**Note:** If you don't have play dough, the children can make the shape with small items such as buttons or beads.

**Ending the lesson**

**Aim:** to review the sound /s/

- Mime being a snake. Walk around the classroom with your hands in front of you like a snake's head. Make the sound /s/ continuously. The children join in (in their places or walking behind you to make a long snake if possible).

## Aims

- to practise the sound /n/; to practise recognising and tracing the grapheme 'n'

**New language:** *nose*, words with different initial consonant sounds

**Recycled language:** classroom instructions, *It's my ..., Where's the ...? It's here*

**Materials:** CD 2, phonics cards nose and 'n' (AB pages 87 and 88), pencils

**Language competences:** The children will be able to make and recognise the sound /n/. The children will practise forming the grapheme 'n'.

## Warm-up

**Aim:** to present *nose* and focus on the sound /n/

- Point to your nose and say *Look! It's my nose! Nose.* The children repeat *Nose.* Say *Point to your nose.* The children point. Give instructions, e.g. *Stand up, Hands up, Clap your hands, Hands down, Jump, Point to your nose, Sit down, Go to sleep, Wake up, Point to your nose.*
- Say *n - n - n - nose.* Look thoughtful. Say the sound /n/ in isolation (be careful not to say 'nuh', just make the 'n' sound with no vowel). Exaggerate the mouth shape required to make the sound. The children copy. Explain in L1 that your tongue touches the roof of your mouth behind your teeth when you make the sound. Give the children time to practise. Monitor and check.

## Presentation

- 1  **Look and find.**  
**Trace the letter.**

**Aim:** to present and practise forming the grapheme 'n'

- Point to the picture of the lion on PB page 87. Say *Look! Where's the nose? Point to the nose.* The children point. Say *Yes. It's here.*

- Say *n - n - n - nose.* The children copy. Repeat the sound /n/, and this time draw the shape of the letter 'n' in the air, following the direction shown on page 87. Say *Draw /n/.* Draw the letter again. The children copy your movements. Practise forming the letter in the air repeatedly. Make the sound /n/ every time.
- Say *Trace the letter.* Show the children how to trace the letter on the page. Circulate and check their work.
- Say *Find the letters 'n' in the picture.*

## Chant

2   **Listen and join in.**

**Aim:** to practise the sound /n/ in a chant

- Say *Listen and join in.* Play the chant. Join in with the sounds and words and hold up the nose card, then hold up the 'n' card. Repeat for the children to copy you. Then play the chant for the children to join in without your help.

Audio script page T101

## Sound discrimination

- Say *Look! Nose!* Point to your nose. The children copy the action and say *Nose.* Say *Look and listen. Name /n/?* Look thoughtful and then say *Yes, /n/.* Point to your nose. Say *Sit /n/? No!* Don't do any action. Remind the children in L1 that you are going to say some words. The children need to listen carefully to the first sound in each word and touch their nose if they hear the sound /n/. If they don't hear it, they don't do anything.

- Say *Stand up, please.* Say a series of words with initial consonant sounds, some with the sound /n/, e.g. *Nest, top, no, now, sad, need, back, cake, sing, new, nap, Ned.* The children touch their noses for the /n/ words. Repeat with the words in a different order.

## Extension activity

**Aim:** to practise the sound /n/

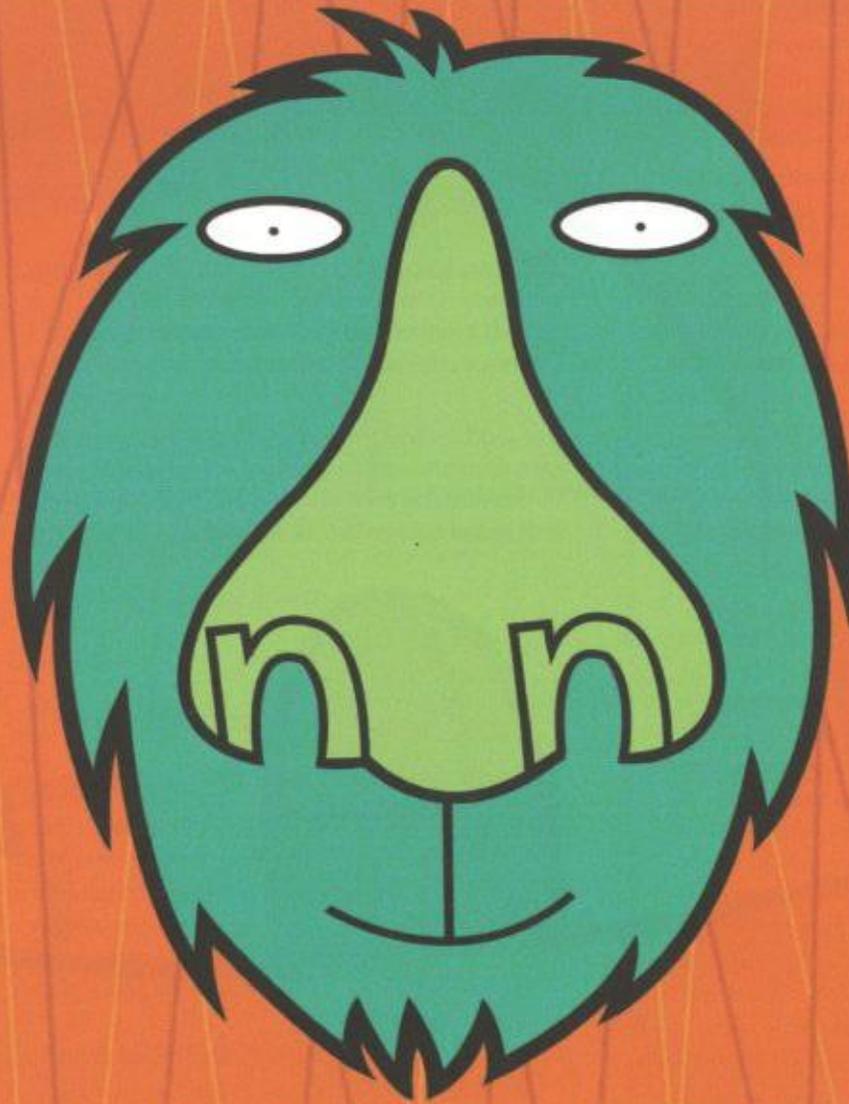
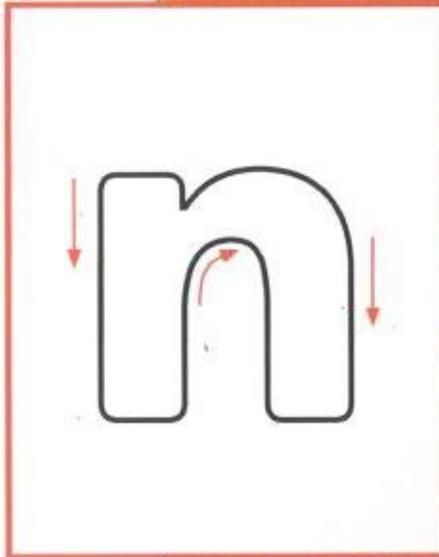
- Repeat the Extension activity from page T81 with the sound /n/.

## Ending the lesson

**Aim:** to review the sound /n/

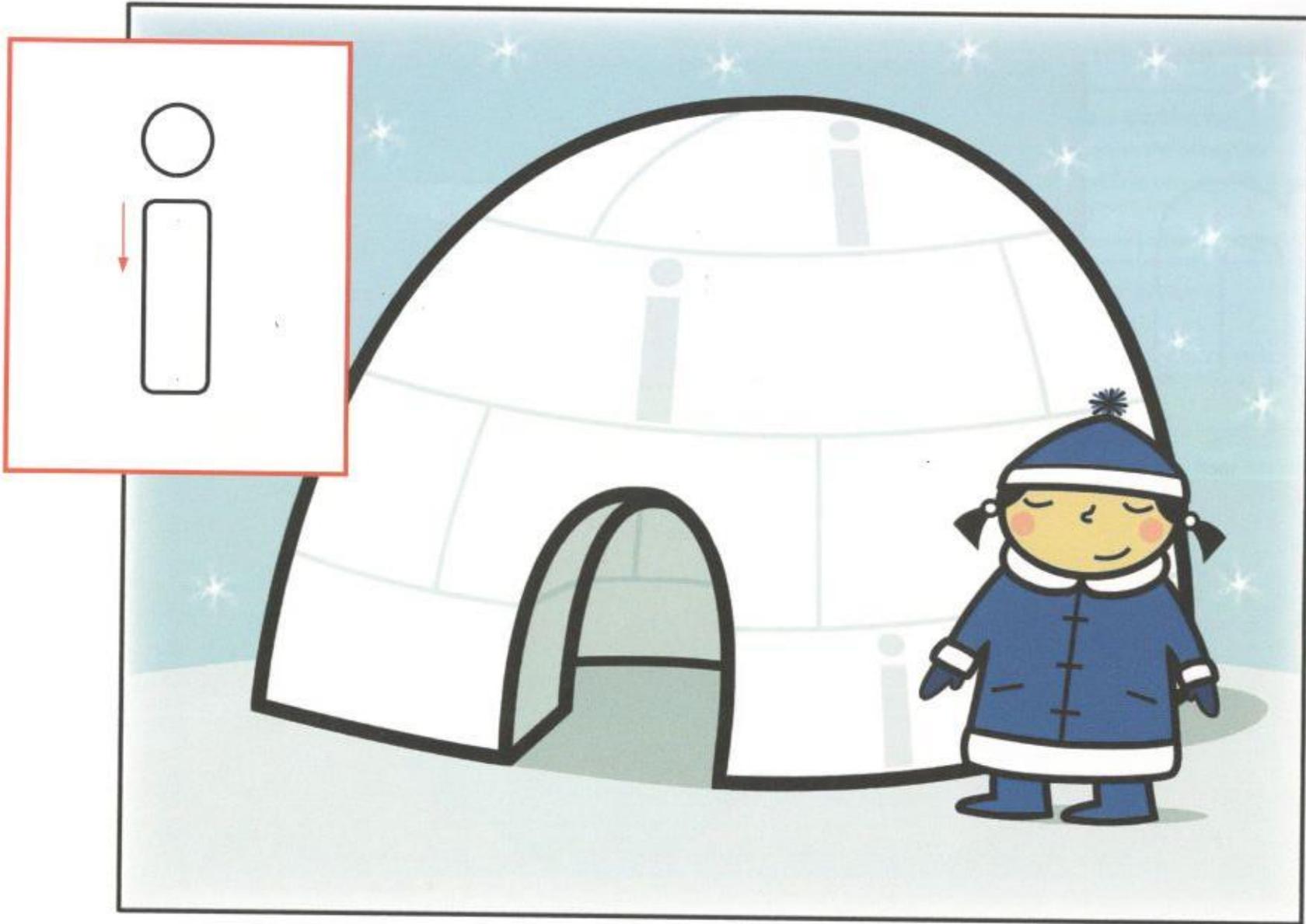
- Move around the classroom as if you were driving a car. Make a sound like a siren 'neenaw' continuously. The children join in (in their places or following you if possible).

1 Look and find. Trace the letter.



2  Listen and join in.

1 Look and find. Trace the letter.



2 CD2 64 Listen and join in.

**Aims**

- to practise the sound /i/; to practise recognising and tracing the grapheme 'i'

**New language:** *igloo*, words with different initial vowel sounds

**Recycled language:** *It's ...*

**Materials:** CD 2, a photograph of an igloo, phonics cards igloo and 'i' (AB pages 89 and 90), pencils

**Optional:** a picture of an egg, a picture of an igloo (both large enough to display on the wall)

**Language competences:** The children will be able to make and recognise the sound /i/. The children will practise forming the grapheme 'i'.

**Warm-up**

**Aim:** to present *igloo* and focus on the sound /i/

- Show the picture of an igloo and say *It's an igloo. Igloo*. The children repeat *Igloo*. Ask in L1 if they know what an igloo is. Explain that igloos are houses made in very cold places. Pretend to be cold and shiver/stamp your feet on the spot. Say *Igloo* and mime being cold at the same time. The children copy.
- Say *i - i - i - igloo*. Look thoughtful. Say the sound /i/ in isolation (say the sound, not the letter name). Exaggerate the mouth shape required to make the sound. The children copy. Give them time to practise. Monitor and check.

**Presentation**

- 1 **CD 2** **PB p88** **Look and find.**  
Trace the letter.

**Aim:** to present and practise forming the grapheme 'i'

- Point to the picture of the igloo on PB page 88. Say *Look! Brrr! An igloo. Point to the igloo*. The children point.
- Say *i - i - i - igloo*. The children copy. Repeat the sound /i/, and this time draw the letter 'i' in the air, with the downward stroke first and then the

dot, following the direction shown on page 88. Say *Draw /i/*. Draw the letter again. The children copy your movements. Practise forming the letter in the air repeatedly. Make the sound /i/ every time.

- Say *Trace the letter*. Show the children how to trace the letter on the page. Circulate and check their work. Encourage them to trace the two parts of the grapheme in the correct order (the dot last).
- Say *Find the letters 'i' in the picture*.

**Chant**

**CD 2** **PB p88** **Listen and join in.**

**Aim:** to practise the sound /i/ in a chant

- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the igloo card, then the 'i' card. Repeat for the children to copy you. Then play the chant for the children to join in without your help.  
*Audio script page T102*

**Sound discrimination**

- Stand up and say *Listen! Sit /i/*. Sit down. The children copy the action and say *Sit*. Stand up again. Say *Look and listen. In /i/?* Look thoughtful and then say *Yes, /i/*. Sit down. Say *Egg /i/? No!* Don't do any action. Remind the children in L1 that you are going to say some words. The children need to listen carefully to

the first sound in each word and sit down if they hear the sound /i/. If they don't hear it, they don't do anything.

- Everyone stands up. Say a series of words with initial vowel sounds, some with the sound /i/, e.g. *It's, imp, if, end, up, ill, into, Emma, on, in, ink, under*. The children sit down for the /i/ words. Repeat with the words in a different order.

**Extension activity**

**Aim:** to practise differentiating between the sounds /i/ and /e/

- Practise the sounds /i/ and /e/ one after the other with the children, prompting with the pictures of the egg and the igloo. Encourage the children to think about the way the tongue moves to change from /i/ to /e/.
- If possible, move your class into the playground, school gym or an empty classroom.
- Stick the picture of the egg on one wall and the picture of the igloo on the opposite wall. The children stand in the centre of the space. Explain in L1 that they need to run to the 'egg' wall when they hear words with /e/ at the beginning and to the 'igloo' wall for /i/ words. Say a series of words, some with initial sound /e/, some with /i/. The children move as appropriate. Mix the words up so that sometimes the children have to stay in the same place, e.g. *Ever, in, Ellen, imp, English, exit, end, if, ill, Ed, ink*. Repeat with the words in a different order.

**Ending the lesson**

**Aim:** to review the sound /i/

- Move around the classroom as if you were shivering in an igloo. The children join in (in their places or following you if possible).

## Aims

- to review the sounds practised in Units 1 to 9; to practise recognising letter shapes

**New language:** *bingo*

**Recycled language:** *igloo, pencil, egg, salad, bag, car, nose, dad, two*

**Materials:** CD 2, the puppet (Polly), flashcards: pencil, salad, bag, car, dad and two, pictures of an igloo, an egg and a nose, pencils

**Language competences:** The children will practise recognising sounds from Units 1 to 9. The children will practise forming graphemes from Units 1 to 9.

## Warm-up

**Aim:** to review sounds from Units 1 to 9

- Stick the flashcards of the key sounds from the phonics lessons on the board, together with the pictures for egg, igloo and nose. Point to each one in turn and elicit the word and the initial sound for each.
- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) with the flashcards and pictures on the board. Encourage the children to say the initial sounds, as well as the words.

## Revision

 **1** **CD 2** **66** **PB p89** Listen and play bingo.

**Aim:** to review sounds from Units 1 to 9 and practise recognising graphemes

- Help the children find the *Bingo* card on page 89. Say, e.g. *Point to /k/*. The children point to the correct picture (tell them in L1 to use the pictures to help). If they are having problems, say, e.g. *Point to /k/. Car!* Repeat for all the pictures.
- Explain the rules of *Bingo* in L1 if necessary. The children listen and find the sounds on their card as they hear them. The first child to mark all the sounds on the card says *Bingo!*

- Make sure all the children have a pencil. Play the first sound and word on the audio. Ask the children to point to the correct square. Check they are all pointing to the /s/ square. Show them how to mark the square in pencil (with a dot or a cross, depending on your children's ability). Play the rest of the audio, pausing for the children to find and mark the squares. They should all shout *Bingo* at the same time.
- Ask the children to rub out the marks on the card. Repeat the game, but this time tell the children to choose one row of the card by putting a mark next to it. They only mark sounds from this row when they hear them. Play the audio again. This time there will be a group of winners.

Audio script page T102

## Sound discrimination

- Repeat one of the Sound discrimination activities from the Phonics lessons (choose a sound the children find difficult).

## Extension activity

**Aim:** to practise differentiating between sounds

- Play the children's favourite Extension activity game from Units 1 to 9.

## Ending the lesson

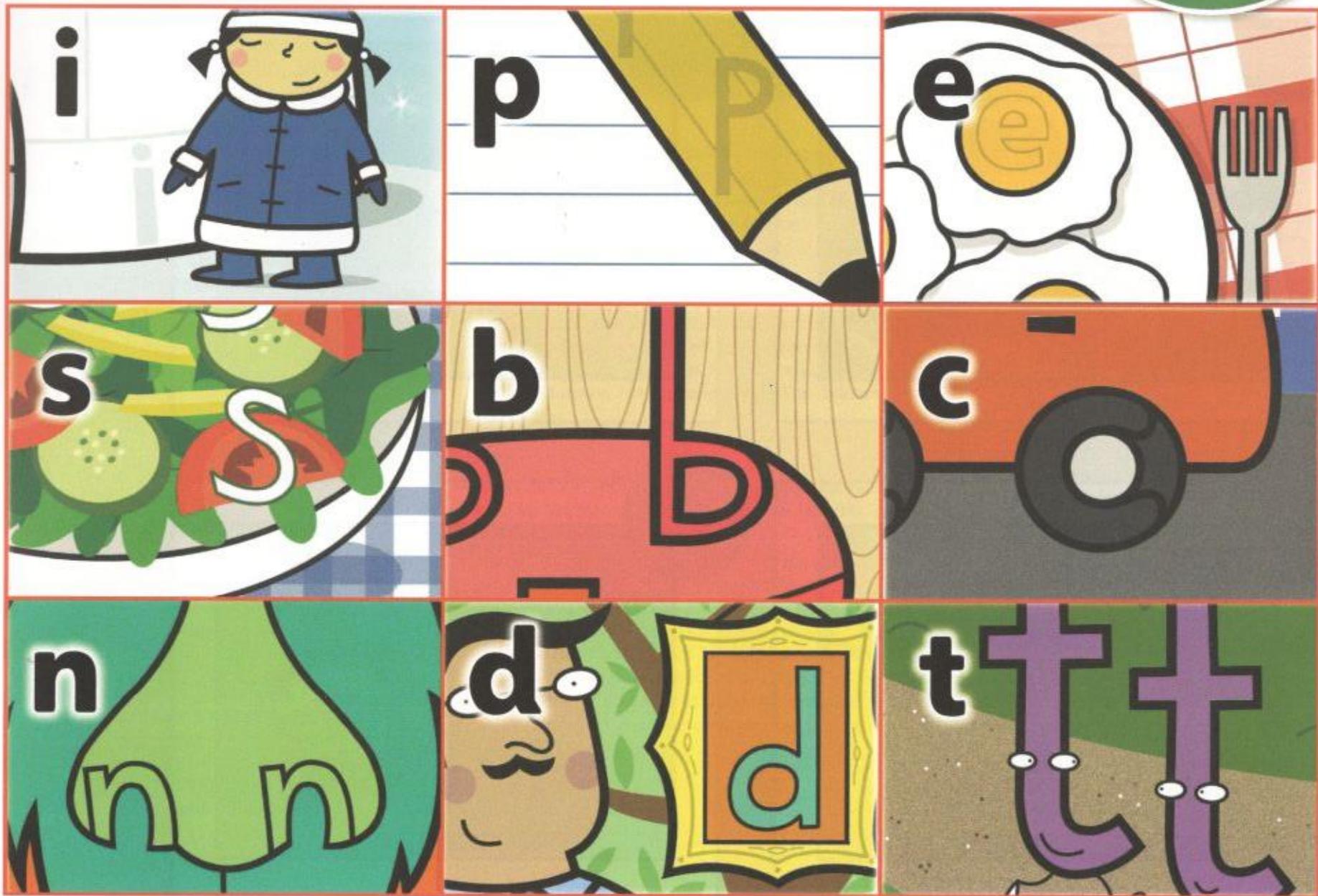
**Aim:** to review sounds from Units 1 to 9

- Stick the flashcards and pictures from the Warm-up on the board again, at a height your children can reach. Point and elicit the words and initial sounds.
- Call two volunteers to the front. Explain in L1 that you are going to say a sound and they both need to try to find it on the board as quickly as possible and give it to you. Say a sound, e.g. /b/. The children look for the bag card. The first child to give the card to you is the winner. These two children sit down. Put the flashcard back. Repeat with different volunteers.

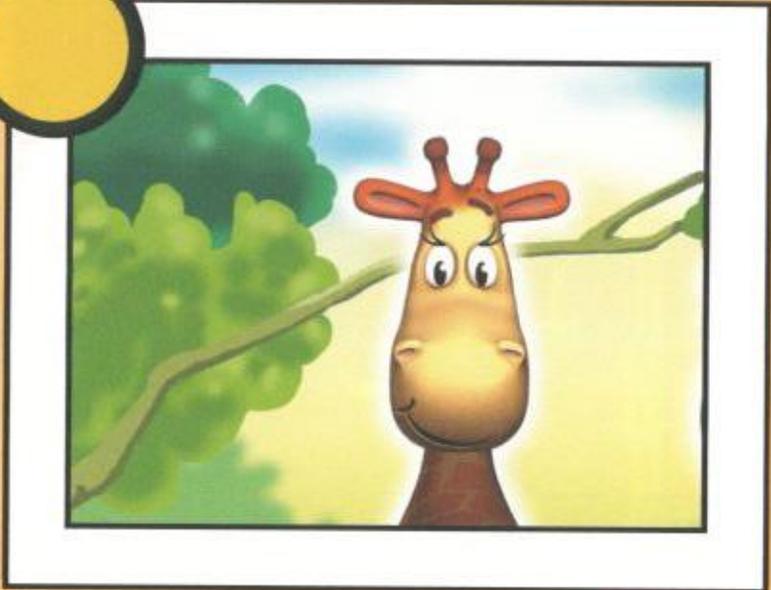
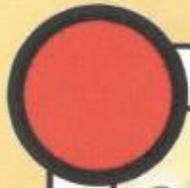
1 CD2  
66

Listen and play bingo.

Phonics  
Review



Listen to the sentences. Colour the frames.



**Aims:** to review language from the *Hello!* unit and Unit 1

**Recycled language:** character names, classroom objects, *Hello, Goodbye, I'm (name), Yes, No, Look, It's my (pencil), Stand up, Sit down, Say 'hello', Clap your hands, Hands up, Hands down, Tidy up your (chair)*

**Materials:** CD 1, character masks, the puppet (Polly), Yes/No cards, coloured pencils or crayons in red, blue, green and yellow, flashcards (characters and classroom objects)

**Language competences:** The children will be able to use language from the *Hello!* unit and Unit 1.

### Warm-up

**Aim:** to review character names, *Hello! I'm ... and Goodbye*

- Put on the Mike character mask (if possible before the class). Move around like a monkey and say (pretending to be Mike) *Hello! I'm Mike!* Encourage the children to reply all together *Hello, Mike! Say Goodbye.* The children reply *Goodbye, Mike!* Take off the mask. Repeat for the other three masks.
- Hand out character masks to pairs of children. They take turns to put on a mask, do the correct animal action and say *Hello! I'm (character name), then Goodbye.* Circulate and help as necessary.

### Listening



**PB p90** Listen to the sentences. Colour the frames.

**Aim:** to review language from the *Hello!* unit and Unit 1

- Point to the pictures on PB page 90 and say *Listen and colour.* Play the first sentence on the audio. Help the children point to the first picture. Explain in L1 that they need to colour the frame of the picture the same colour as the small circle.

- Repeat for the rest of the audio, pausing after each sentence for the children to colour.
- Play the audio again. The children point at the correct picture and repeat the sentence.

Audio script page T96

### Practice

- Put on the puppet. Make Polly give instructions from the *Hello!* unit and Unit 1, e.g. *Stand up, Clap your hands, Hands up, Hands down, Say 'hello', Sit down, Tidy up your pencil.* The children follow.

### Game

- Hand out the Yes/No cards. Say *Yes!* The children hold up the correct card. Repeat for No. Do this several times.
- Hold up your book and say *Look! It's my book.* *Yes or no?* The children hold up the Yes card. Hold up a pencil and say *It's my chair.* *Yes or no?* The children hold up No. Repeat with different classroom objects, mixing true and false sentences. Then add practice of the character names using the flashcards and correct and incorrect sentences with the names, e.g. *It's Leo.*

### Extension activity

**Aim:** to practise language from the *Hello!* unit and Unit 1

- Choose eight volunteers. Ask them to stand at the front of the class. Mix up the character and classroom object flashcards. Hand each of the children a flashcard. Help each child to show their flashcard to the class and say, e.g. *Look! It's Gina.* He/She then turns the flashcard so the rest of the class can't see it. Tell the class in L1 that they need to look and listen carefully and try to remember where each flashcard is. Ask the children at the front to show their cards and speak again.
- Call on a volunteer from the class. He/She chooses one of the children at the front, points and says, e.g. *Elena. Pencil.* If the guess is correct, the child shows the flashcard and says, e.g. *Yes. Pencil.* Then he/she sticks the flashcard on the board and sits down. The children guess until all the volunteers are sitting down. If they have a problem remembering any of the cards, do a mime to help.
- Point at the flashcards on the board and elicit the words to finish the activity.

### Ending the lesson

**Aim:** to review *Tidy up your ... and classroom objects*

- Revise classroom objects by saying, e.g. *Point to your chair.* Repeat for *bag, pencil and book.*
- Play the Unit 1 song (CD 1, Track 13). The children join in and tidy up their belongings to end the lesson.

**Aims:** to review language from Unit 2 and Unit 3

**Recycled language:** colours, family, *It's (yellow), Show me something (red), Paint with me, Paint your (bag), Who's this? Go to sleep, Wake up, Give your dad a hug, Please show me your family*

**Materials:** CD 1, flashcards (colours and family), the puppet (Polly), coloured pencils or crayons in red, blue, green and yellow, CD of lively music, classroom objects

**Optional:** CD of relaxing music

**Language competences:** The children will be able to use language from Unit 2 and Unit 3.

### Warm-up

**Aim:** to review family words and *Who's this?*

- Stick the family flashcards on the board. Point to each one in turn and ask *Who's this?* The children reply with the correct family word. Repeat, pointing to them in different orders. Stick the four flashcards on different walls of the classroom.
- Play the Unit 3 song (CD 1, Track 37). The children sing along and point to the correct flashcard for each verse.

### Listening



**1 PB p91** Listen and colour the circles. Colour the frames.

**Aim:** to review language from Unit 2 and Unit 3

- Review colours with the flashcards.
- Point to the pictures on PB page 91 and say *Listen and colour the circles*. Play the first item on the audio and point to the first picture. Elicit the colour. Confirm by pointing to the green circle.
- Point to the second picture. The children copy. Play the second item. Elicit the colour. Give the children time to colour the circle. Repeat for the other two pictures. Remind the children that they need to colour the frames of the pictures in the same colour as the circles. Circulate as they colour and ask individuals *What colour?*

- Play the audio again. The children point at the pictures and repeat the sentences.

Audio script page T97

### Practice

- Make sure the children have crayons in red, blue, green and yellow. Put on the puppet. Make Polly give instructions from the course so far, e.g. *Stand up, Clap your hands, Show me something blue, Show me something green, Sit down, Go to sleep, Wake up, Stand up, Paint your chair, Paint your bag, Give your dad a hug*. The children follow.

### Game

- If possible, move your class into the playground, school gym or an empty classroom.
- Stick the colour flashcards on different walls/in the corners of the room. Make four groups and put each into one corner/against one wall, near a colour flashcard. Ask each group *What colour?* They say the colour of their flashcard. Stand in the centre of the space and give an instruction to each group, e.g. *Green! Clap your hands/Red! Go to sleep/Yellow! Say 'hello'/Blue! Hands up*. The groups do the correct action for their colour.
- Play the music. Say *Go!* The children walk clockwise to the next flashcard in their groups. Stop the music. Repeat the instruction with different actions for each group. Play slowly at first, then speed up as the children gain confidence.

### Extension activity

**Aim:** to practise language from Unit 2 and Unit 3

- Repeat the *Sleeping lions* game from Unit 3 (see Extension activity page T26).

### Ending the lesson

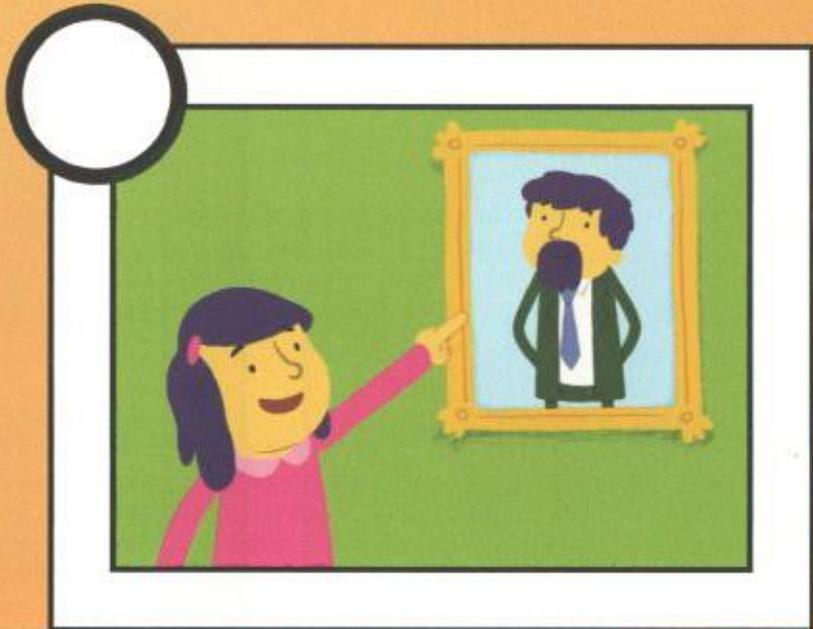
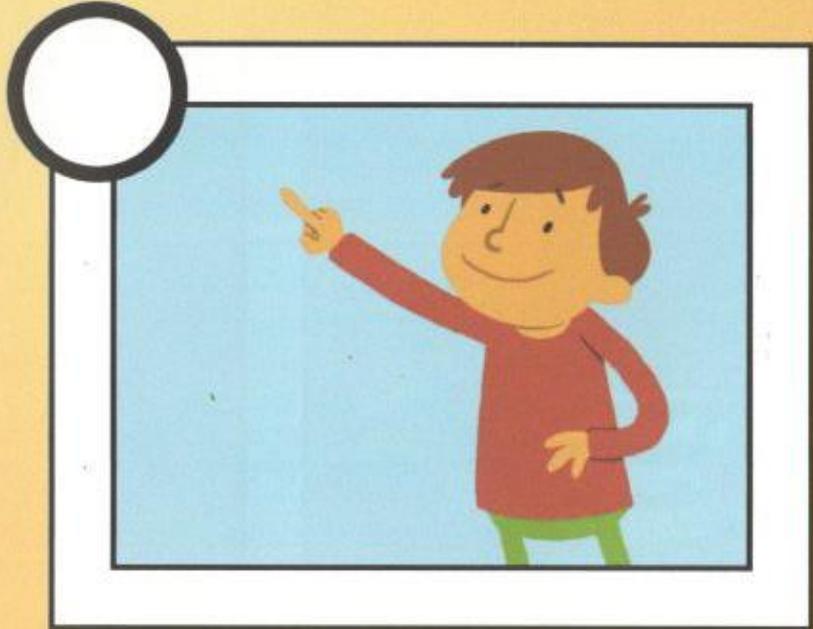
**Aim:** to review colours and classroom objects

- Show classroom objects and say, e.g. *It's my bag. It's green*. Invite volunteers to show and talk about one of their possessions.

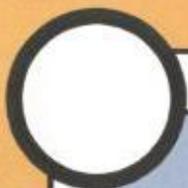
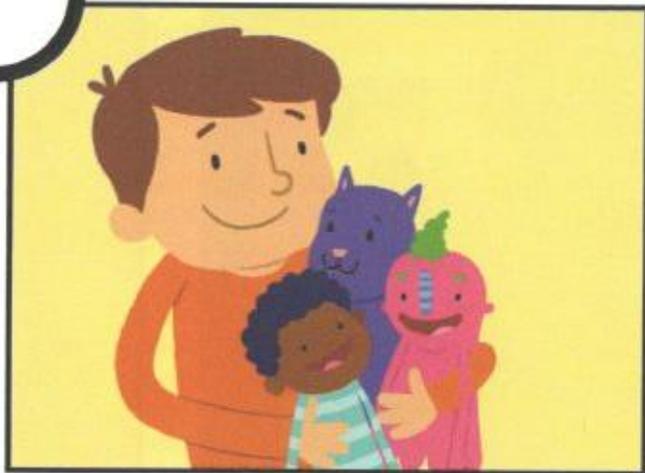
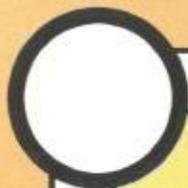
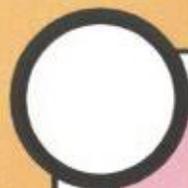
1 CD1  
46

Listen and colour the circles. Colour the frames.

Review



Listen and colour the circles. Colour the frames.



**Aims:** to review language from Unit 4 and Unit 5

**Recycled language:** toys, numbers 1 to 4, *It's a (blue) (ball), I've got a (car), Throw your/the ball, Catch your/the ball, Oh no, big/small, a (big) (red) ball*, plural 's', *orange, purple*

**Materials:** CD 2, flashcards (colours), one to four of each real toy (e.g. four balls, two cars, three puzzles, four dolls), the puppet (Polly), coloured pencils or crayons in red, blue, orange and yellow, six or seven balls in known colours, some small, some big

**Optional:** real toys (two balls (one big, one small), three toy cars, a jigsaw puzzle and four dolls), small classroom objects (a book, a pencil), a tray and piece of cloth (to cover the tray)

**Language competences:** The children will be able to use language from Unit 4 and Unit 5.

### Warm-up

**Aim:** to review toys, numbers 1 to 4 and *I've got a ...*

- Show a real toy, e.g. a car and ask *What's this?* The children say *Car*. Encourage them to repeat the word together. Repeat for the other toys.
- Say *Count the toys*. Hold up the balls one by one and count them aloud with the class *One, two, three, four!* Say *Four balls!* The children repeat. Make sure they say the final 's'. Do the same for the other groups of toys.
- Hand out the cars, dolls and balls for the children to look at and play with for a minute (one toy for each child or pair of children). Circulate as they play and help them say, e.g. *I've got a ball*.

### Listening



**PB p92** Listen and colour the circles. Colour the frames.

**Aim:** to review language from Unit 4 and Unit 5

- Review colours with the flashcards.
- Point to the pictures on PB page 92 and say *Listen and colour*. Play the first item on the audio and point to the first picture. Elicit the colour. Give the children time to colour the circle.

- Repeat for the other three pictures. Remind the children that they need to colour the frames of the pictures in the same colour as the circles. Circulate as they colour and ask individuals *What colour?*
- Play the audio again. The children point at the pictures and repeat the sentences.

Audio script page T99

### Practice

- Review *big* and *small* by saying to volunteers *Point to something big./Point to something small*.
- Make sure the children have crayons in front of them and four other small items, e.g. building blocks. Put on the puppet. Make Polly give instructions from the course so far, e.g. *Stand up, Show me something blue, Show me three* (the children hold up three blocks), *Show me one, Show me two, Throw your ball, Catch your ball, Paint your book, Point to something big, Point to something small, Sit down*. The children follow.

### Game

- Ask the children to stand in a circle. In the centre of the circle put a selection of balls. Go into the centre and pick up each ball saying, e.g. *Look! I've got a small, yellow ball*. The children repeat *Small, yellow ball*. Stand in the circle with the children.

### Review

- Give volunteers instructions, e.g. *Hector, throw me the big, orange ball*. The child goes into the centre of the circle, chooses the correct ball and passes/throws it to you (according to ability). Say *Yes! I've got a big, orange ball* if it is the correct ball. If not, ask the children to help the volunteer find the right ball. Repeat with different volunteers.

### Extension activity

**Aim:** to practise language from Unit 4 and Unit 5

- Repeat the memory game from Unit 4 (see Extension activity page T32). This time have different numbers of items on the tray, e.g. three toy cars, two balls (one big, one small). The children have to remember the item, how many there were and (if appropriate) whether the item was big or small.

### Ending the lesson

**Aim:** to review numbers, colours and toys

- Play the Unit 5 song (CD 2, Track 8). The children join in. Hold up the correct number of fingers every time a number is mentioned in the song. The children copy you.

**Aims:** to review language from Unit 6 and Unit 7

**Recycled language:** pets, food, *What is it? What's this? Jump, Walk, Fly, Swim, I like (lovely) (rice), munch, crunch, lunch, Eat the pasta, please, It's lovely, Wash your face*

**Materials:** CD 2, classroom objects, flashcards (pets, food), the puppet (Polly), coloured pencils or crayons in known colours, a handful of dry pasta (if possible in a bowl) for each child

**Optional:** CD of lively music

**Language competences:** The children will be able to use language from Unit 6 and Unit 7.

### Warm-up

**Aim:** to review pets, food and language from Units 6 and 7

- Play *No, Polly* (see Introduction, page xvii) with the pet and food flashcards. Polly makes correct and incorrect sentences using *What's this? It's a ... I've got a ... or I like ...*

### Listening



**1** PB p93 Listen and colour the circles. Colour the frames.

**Aim:** to review language from Unit 6 and Unit 7

- Review colours using classroom objects.
- Point to the pictures on PB page 93 and say *Listen and colour*. Play the first item on the audio and point to the first picture. Elicit the colour. Give the children time to colour the circle.
- Repeat for the other three pictures. Remind the children that they need to colour the frames of the pictures in the same colour as the circles. Circulate as they colour and ask individuals *What colour?*
- Play the audio again. The children point at the pictures and repeat the sentences.

Audio script page T100

### Practice

- Give a handful of pasta to each child (if possible in a small bowl).
- Make sure the children have crayons in known colours in front of them. Put on the puppet. Make Polly give instructions from the course so far, e.g. *Stand up, Jump, Show me four* (the children hold up four crayons), *Show me something small, Walk, Fly, Sit down, please, Eat the pasta, please* (the children pretend to eat the real pasta), *It's lovely* (they look appreciative/smile), *Wash your face*. The children follow.

### Game

- Review pets and food using the flashcards.
- Divide the class into two teams. Stick the flashcards on the board at a height your children can reach. Call one child from each team to the front. They stand at either side of the board. Explain in L1 that they need to listen and touch the right card on the board, as quickly as they can. Say, e.g. *I like cake*. The child who touches the correct flashcard first wins a point for their team. If it's a draw, award a point to both teams. The children sit down and the next two children come to the front. Repeat until one of the teams reaches ten points.

### Extension activity

**Aim:** to practise language from Unit 6 and Unit 7

- Repeat *Musical statues* from Unit 6 (see Extension activity page T50). Include instructions from Unit 7 (*Eat the pasta, Wash your face*).

### Ending the lesson

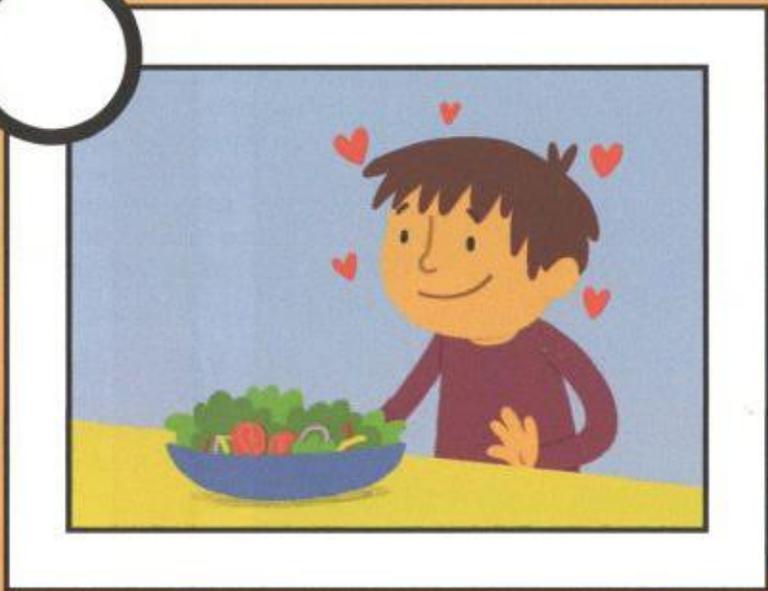
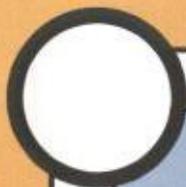
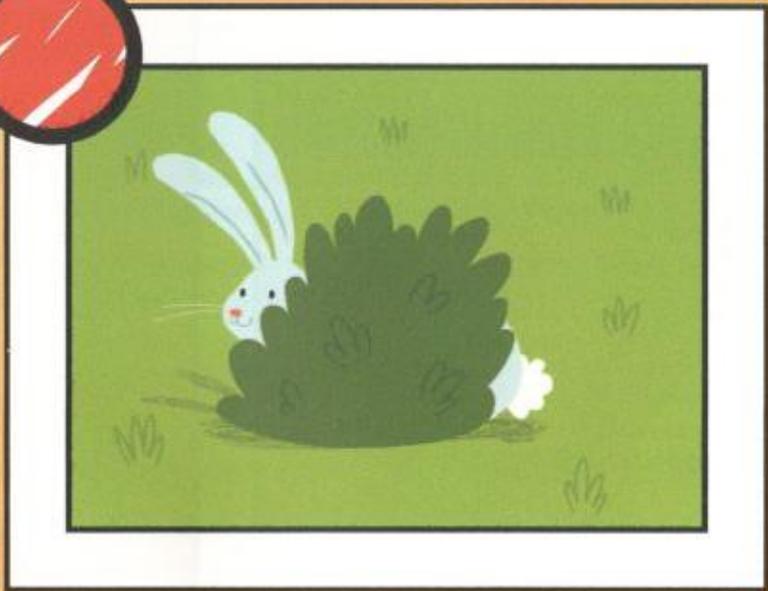
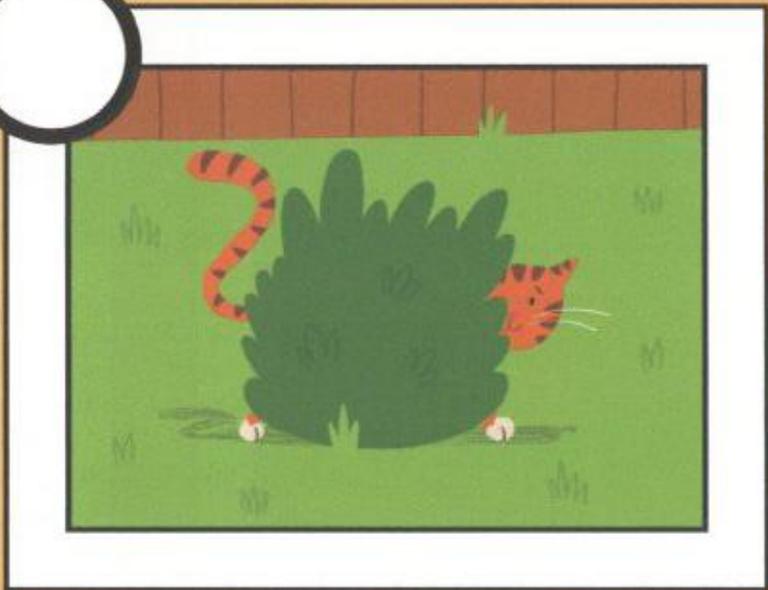
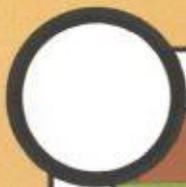
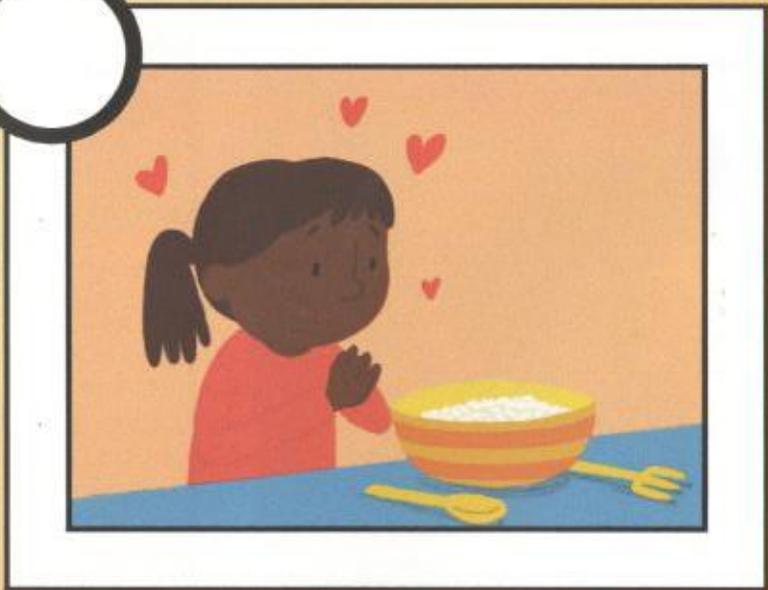
**Aim:** to review food and *I like ...*

- Play the Unit 7 song (CD 2, Track 33). The children join in. Mime eating the different foods. The children copy you.

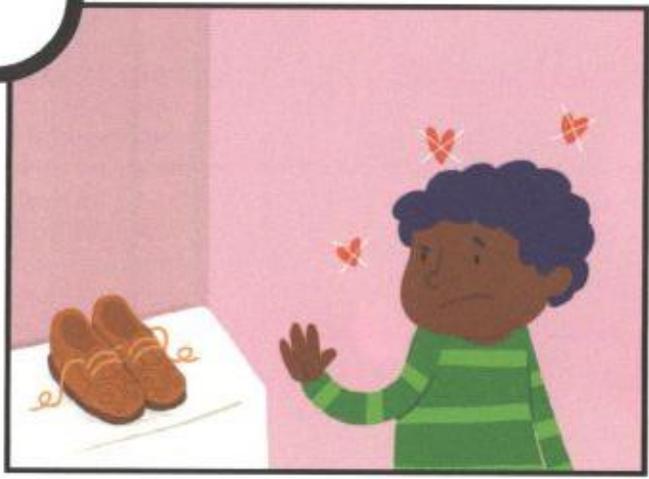
1 CD2  
39

Listen and colour the circles. Colour the frames.

Review



Listen and colour the circles. Colour the frames.



**Aims:** to review language from Unit 8 and Unit 9

**Recycled language:** clothes, play equipment, *Look at my (trousers), I don't like (the purple dress), Put on the (hat), Stop, I like this (swing), The (swing)'s fun, Sit on the (seesaw), Down/Up you go*

**Materials:** CD 2, flashcards (food, toys, clothes, park), Yes/No cards, real items of clothing (T-shirt, trousers, dress, shoes), the puppet (Polly), coloured pencils or crayons in known colours, shopping bag and/or shoe box (one for each pair of children), play till/calculator, play money (some for each pair of children), items of clothing for each pair of children to 'buy' (if possible a T-shirt, dress, trousers and pair of shoes)

**Optional:** CD of lively music, chairs (one for each child)

**Language competences:** The children will be able to use language from Unit 8 and Unit 9.

### Warm-up

**Aim:** to review clothes, playground equipment and language from Units 8 and 9

- Hand out the Yes/No cards. Say *Show me Yes!* The children hold up the correct card. Repeat for No. Do this several times.
- Hold up the park flashcards, the clothes flashcards or real clothes. Make correct and incorrect sentences, e.g. *Look at my shoes./ I like this roundabout./ I don't like this red T-shirt.* The children hold up their Yes/No card as appropriate.

### Listening



**PB p94** Listen and colour the circles. Colour the frames.

**Aim:** to review language from Unit 8 and Unit 9

- Review colours using real clothes or the clothes flashcards.
- Point to the pictures on PB page 94 and say *Listen and colour.* Play the first item on the audio and point to the picture. Elicit the colour. Give the children time to colour the circle.

- Repeat for the other three pictures. Remind the children that they need to colour the frames of the pictures in the same colour as the circles. Circulate as they colour and ask individuals *What colour?*
- Play the audio again. The children point at the pictures and repeat the sentences.

Audio script page T102

### Practice

- Make sure the children have crayons in known colours in front of them. Put on the puppet. Make Polly give instructions from the course so far, e.g. *Stand up, Show me something red, Show me something orange, Jump, Sit down on your chair, Eat some cake* (the children mime eating), *Go to sleep, Wake up, Stand up, Sit down on the swing, Swing on the swing, Stand up, Put on the hat,* (the children mime putting on a hat), *Put on the shoes.* The children follow.

### Game

- Repeat the shopping game from Unit 8 (see Extension activity page T64). Help the children use as much English as possible and use *I like/I don't like* to talk about the items of clothing.

**Note:** If you don't have the equipment for this game, play a version of it using flashcards on the board. Stick the food, toys and clothes flashcards on the board on 'shelves' and call on volunteers to come and choose an item by saying, e.g. *I like the yellow shoes.* They 'buy' the flashcard by handing over pretend money to you. Encourage them to use *please* and *Thank you.*

### Extension activity

**Aim:** to practise language from Unit 9

- Repeat the game *Musical chairs* from Unit 9 (see Extension activity page T74).

### Ending the lesson

**Aim:** to review language from Units 8 and 9

- Play the song from Unit 8 or Unit 9 (CD 2, Track 46 or Track 59). The children join in and mime as appropriate.
- Award the certificate from PB page 95 to each pupil by writing their names on the dotted line if this is your last lesson of the year.

## Audio Scripts

### CD1, 02

**GINA:** Hello, I'm Gina.  
**POLLY:** Hello, I'm Polly.  
**LEO:** Hello, I'm Leo.  
**MIKE:** Hello, I'm Mike.  
**ALL:** Hello!  
Gina, Polly, Leo, Mike

### CD1, 03

Hello, hello, hello!  
I'm Jo, I'm Jo, I'm Jo!  
Hello, hello, hello!  
I'm Jo, I'm Jo, I'm Jo!  
Hello, hello, hello!  
I'm Mo, I'm Mo, I'm Mo!  
Hello, hello, hello!  
I'm Mo, I'm Mo, I'm Mo!

### CD1, 04

Stand up  
Sit down  
Stand up  
Say 'Hello!'  
Sit down  
Say 'Hello!'  
Stand up  
Sit down  
Say 'Hello!'

### CD1, 05

Say 'Hello!'

### CD1, 06/07

Clap your hands,  
Clap your hands,  
Let's go, let's go.  
And say 'Hello!'  
Hello, hello,  
Hello, hello,  
Hello, hello,  
Hello!

Stand up,  
Sit down,  
Let's go, let's go.  
And say 'Hello!'  
Hello, hello, ...

Clap your hands,  
Clap your hands,  
Let's go, let's go.  
And say 'Hello!'

Hello, hello, ...  
Stand up,  
Sit down,  
Let's go, let's go.  
And say 'Hello!'

Hello, hello, ...

### CD1, 08

**LEO:** Bag!  
**POLLY:** Pencil ... Pencil!  
**GINA:** Book!  
**MIKE:** Chair!  
bag, pencil, book, chair

### CD1, 09

Look! It's my chair.  
Look! It's my chair.  
Look! It's my chair.  
Look, look, look!

Look! It's my pencil.  
Look! It's my pencil.  
Look! It's my pencil.  
Look, look, look!

Look! It's my bag.  
Look! It's my bag.  
Look! It's my bag.  
Look, look, look!

Look! It's my book.  
Look! It's my book.  
Look! It's my book.  
Look, look, look!

### CD1, 10

pencil  
bag  
book  
chair

Ooooh! Look, it's my pencil!

### CD1, 11

Hands up  
Hands down  
Clap your hands  
Hands up

Clap your hands  
Hands down  
Clap your hands  
Hands up  
Hands down  
Clap your hands

### CD1, 12

Hands down

### CD1, 13/14

Tidy up, tidy up,  
Tidy up your book,  
Tidy up, tidy up,  
Tidy up your book.

Wo-ho ho-ho-ho! Tidy tidy!  
Wo-ho ho-ho-ho! Tidy up!

Tidy up, tidy up,  
Tidy up your chair,  
Tidy up, tidy up,  
Tidy up your chair.

Wo-ho ho-ho-ho! Tidy tidy!  
Wo-ho ho-ho-ho! Tidy up!

Tidy up, tidy up,  
Tidy up your pencil,  
Tidy up, tidy up,  
Tidy up your pencil.

Wo-ho ho-ho-ho! Tidy tidy!  
Wo-ho ho-ho-ho! Tidy up!

Tidy up, tidy up,  
Tidy up your bag,  
Tidy up, tidy up,  
Tidy up your bag.

Wo-ho ho-ho-ho! Tidy tidy!  
Wo-ho ho-ho-ho! Tidy up!  
Wo-ho ho-ho-ho! Tidy tidy!  
Wo-ho ho-ho-ho! Tidy up!

### CD1, 15

- GINA:** Hello, Polly.  
**POLLY:** Hello, Gina.
- MIKE:** Hello, Leo.  
**LEO:** Hello, Mike.
- TEACHER:** Hello.  
**ANIMALS:** Hello.  
**TEACHER:** Sit down, please.

- MIKE:** It's my chair.  
**LEO:** No, it's my chair.  
**TEACHER:** Mike! Leo! Stop it.  
**MIKE, LEO:** Ooooph!
- LEO:** Sorry.  
**MIKE:** Ooh. Sorry.

### CD1, 16

**MIKE:** It's my chair.

### CD1, 17

look	listen	listen
listen	join in	look
join in	look	join in

### CD1, 18

/p/ /p/ /p/ pencil  
/p/ /p/ /p/ pencil  
/p/ /p/ /p/ pencil  
/p/ /p/ /p/ pencil  
SLOWLY! /p/ /p/ /p/ pencil  
/p/ /p/ /p/ pencil ...  
QUICKLY! /p/ /p/ /p/ pencil  
/p/ /p/ /p/ pencil ...

### CD1, 19

**LEO:** Hello! I'm Leo.  
**GIRL:** Look! It's my chair!  
**GINA:** Hello! I'm Gina.  
**BOY:** Look! It's my book!

### CD1, 20

**GINA:** Red ...  
Blue ...  
Green ...  
And yellow ...

**POLLY:** Ooooooo!

red, blue, green, yellow

### CD1, 21

Look! It's my pencil.  
It's yellow. It's yellow.  
Look! It's my pencil.  
It's yellow. It's yellow.  
Look! It's my book.  
It's blue. It's blue.  
Look! It's my book.  
It's blue. It's blue.  
Look! It's my chair.

It's green. It's green.  
Look! It's my chair.  
It's green. It's green.

Look! It's my bag.  
It's red. It's red.  
Look! It's my bag.  
It's red. It's red.

### CD1, 22

Show me something red!  
Show me something green!  
Show me something red!  
Show me something green!  
Show me something yellow!  
Show me something green!  
Show me something yellow!  
Show me something red!

Show me something green!  
Show me something red!  
Show me something yellow!

### CD1, 23

red  
Show me something red!  
green  
Show me something green!  
yellow  
Show me something yellow!

### CD1, 24

Show me something yellow!

### CD1, 25/26

Oh paint, paint, paint your pencil.  
Paint your pencil blue!  
Paint, paint, paint your pencil.  
Paint your pencil blue!

Oh stand up and paint with me,  
Stand up and paint with me!  
Stand up and paint with me!

Oh paint, paint, paint your book.  
Paint your book green!  
Paint, paint, paint your book.  
Paint your book green!

Oh stand up and paint with me,  
Stand up and paint with me!  
Stand up and paint with me!

Oh paint, paint, paint your bag.

Paint your bag red!  
Paint, paint, paint your bag.  
Paint your bag red!

Oh stand up and paint with me,  
Stand up and paint with me!  
Stand up and paint with me!

Oh paint, paint, paint your chair.  
Paint your chair yellow!  
Paint, paint, paint your chair.  
Paint your chair yellow!

Oh stand up and paint with me,  
Stand up and paint with me!  
Stand up and paint with me!

### CD1, 27

See CD1, Track 25.

### CD1, 28

1. **MIKE, POLLY, LEO:** Hello, Gina.

**GINA:** Hello, Polly.  
Hello, Mike.  
Hello, Leo.  
Look!

2. **MIKE, POLLY, LEO:** Oh, Poor Gina.

3. **MIKE:** Yellow, please.

**LEO:** Red, please.

**MIKE:** Blue, please.

**LEO, MIKE:** Green, please.

4. **POLLY:** Look, Gina.

**GINA:** Yellow, blue, green and red.  
Wow!  
Thank you, Polly.  
Thank you, Mike.  
Thank you, Leo.

### CD1, 29

**GINA:** Yellow, blue, green and red. Wow!

### CD1, 30

blue	red	orange
green	orange	green
yellow	yellow	blue
orange	green	red
red	blue	yellow

### CD1, 31

/b/ /b/ /b/ bag

/b/ /b/ /b/ bag

/b/ /b/ /b/ bag

/b/ /b/ /b/ bag

SLOWLY! /b/ /b/ /b/ bag

/b/ /b/ /b/ bag ...

QUICKLY! /b/ /b/ /b/ bag

/b/ /b/ /b/ bag ...

### CD1, 32

**LEO:** Look! It's my dad.

**MIKE:** Ooh.

**LEO:** Look! It's my mum.

**MIKE:** Ooh.

**LEO:** Look! It's my brother.

**MIKE:** Ooh.

**LEO:** Look! It's my sister.

**MIKE:** Ooh.

dad, mum, brother, sister

### CD1, 33

Who's this? Who's this?  
It's my mum.

Who's this? Who's this?  
It's my dad.

Who's this? Who's this?  
It's my sister.

Who's this? Who's this?  
It's my brother.

### CD1, 34

Go to sleep.

Wake up!

Go to sleep.

Wake up!

Give your dad a hug.

Give your dad a hug.

Go to sleep.

Wake up!

Give your dad a hug.

### CD1, 35

red

Go to sleep.

blue

Wake up!

green

Give your dad a hug.

### CD1, 36

Go to sleep.

### CD1, 37/38

Rosemary, Rosemary.  
Please show me your family.  
Rosemary, Rosemary.  
Please show me.

Look, it's my brother.  
Look, it's my brother.  
Look, it's my brother.  
My brother, my brother.  
Rosemary, Rosemary, ...

Look, it's my sister.  
Look, it's my sister.  
Look, it's my sister.  
My sister, my sister.

Rosemary, Rosemary, ...

Look, it's my dad.  
Look, it's my dad.  
Look, it's my dad.  
My dad, my dad.

Rosemary, Rosemary, ...

Look, it's my mum.  
Look, it's my mum.  
Look, it's my mum.  
My mum, my mum.

Rosemary, Rosemary, ...

### CD1, 39

**SNAIL:** Who's this?

**ROSEMARY:** It's my mum.

**SNAIL:** Who's this?

**ROSEMARY:** It's my sister.

### CD1, 40

1. **MIKE:** Who's this?

**LEO:** It's my dad!

**MIKE:** Ooh.

2. **MIKE:** Who's this?

**LEO:** It's my sister!

**MIKE:** Wow!

3. **MIKE:** Who's this?

**LEO:** It's my brother.

**MIKE:** Ooh. Wow!

4. **MIKE:** Who's this?

**LEO:** It's my mum.

5. **MIKE:** And who's this?

**LEO:** This? This is my friend!

**MIKE:** Ooh.

### CD1, 41

**MIKE:** Who's this?  
**LEO:** It's my sister!  
**MIKE:** Wow!

### CD1, 42

the mum	the egg	the baby
the dad	the dad	the egg
the baby	the baby	the dad
the egg	the mum	the mum

### CD1, 43

/d/ /d/ /d/ dad  
 /d/ /d/ /d/ dad  
 /d/ /d/ /d/ dad  
 /d/ /d/ /d/ dad  
 Quietly ... /d/ /d/ /d/ dad  
 /d/ /d/ /d/ dad ...  
 LOUDLY! /d/ /d/ /d/ dad  
 /d/ /d/ /d/ dad ...

### CD1, 44

green  
**BOY:** Look! It's green.  
 blue  
**MAN:** Who's that?  
**BOY:** It's my mum.  
 red  
**GIRL:** Look! It's red.  
 yellow  
**MAN:** Who's that?  
**GIRL:** It's my dad.

### CD1, 45

**POLLY:** My ball!  
**LEO:** My car! Vroom, vroom!  
**MIKE:** My puzzle!  
**GINA:** My doll!  
**DOLL:** Hello!  
**GINA:** Ooh!  
 ball, car, puzzle, doll

### CD1, 46

Look! It's a blue ball.  
 Look! It's a red car.  
 Look! It's a green doll.  
 Look! It's a yellow puzzle.

### CD1, 47

**BOY 1:** I've got a car. I've got a car!  
**BOY 2:** I've got a doll. I've got a doll!  
**BOY 3:** I've got a ball. I've got a ball!  
**BOY 1:** I've got a car. I've got a car!  
**BOY 2:** I've got a doll. I've got a doll!  
**BOY 3:** I've got a ball. I've got a ball!  
**BOY 1:** I've got a car. I've got a car!  
**BOY 2:** I've got a doll. I've got a doll!  
**BOY 3:** I've got a ball. I've got a ball!

### CD1, 48

Throw your ball.  
 Catch your ball.  
 Throw your ball.  
 Catch your ball.  
 Throw your ball.  
 Oh no!  
 Tidy up the doll! Tidy up the puzzle! Tidy  
 up the car!  
 Throw your ball.  
 Catch your ball.  
 Throw your ball.  
 Catch your ball.  
 Throw your ball.  
 Oh no!  
 Tidy up the doll! Tidy up the puzzle!  
 Tidy up the car!

### CD1, 49

red  
 Throw your ball.  
 blue  
 Catch your ball.  
 green  
 Oh no!  
 yellow  
 Tidy up the doll! Tidy up the puzzle! Tidy  
 up the car!

### CD1, 50

Throw your ball.

### CD1, 51/52

I've got a small red ball.  
 A small red ball, a small red ball.  
 I've got a small red ball.  
 I've got a small red ball.

A small ball, a big ball.  
 A small ball, a big ball.  
 A small ball, a big ball.  
 I've got a ball.

I've got a big red ball.  
 A big red ball, a big red ball.  
 I've got a big red ball.  
 I've got a big red ball.

A small ball, a big ball, ...  
 I've got a small blue ball.  
 A small blue ball, a small blue ball.  
 I've got a small blue ball.  
 I've got a small blue ball.  
 A small ball, a big ball, ...  
 I've got a big blue ball.  
 A big blue ball, a big blue ball.  
 I've got a big blue ball.  
 I've got a big blue ball.  
 A small ball, a big ball, ...

### CD1, 53

See CD1, Track 51.

### CD1, 54

- LEO:** Ohhh ... My puzzle. My puzzle!  
Where is it?
- LEO:** Is it there?  
**GINA:** No!
- LEO:** Is it there?  
**POLLY:** No.
- LEO:** Is it there?  
**MIKE:** No ...
- MIKE, GINA, POLLY:** Look! It's there!  
**LEO:** Oh yes! Thank you.

### CD1, 55

**LEO:** Is it there?  
**GINA:** No!

### CD1, 56

a big car	a small pencil
a small car	a small ball
a big pencil	a big car
a small pencil	a big pencil
a big ball	
a small ball	
a big ball	
a small car	

### CD1, 57

/c/ /c/ /c/ car  
 /c/ /c/ /c/ car  
 /c/ /c/ /c/ car  
 /c/ /c/ /c/ car  
 Quietly ... /c/ /c/ /c/ car  
 /c/ /c/ /c/ car ...  
 LOUDLY! /c/ /c/ /c/ car  
 /c/ /c/ /c/ car ...

### CD2, 02

**POLLY:** One!  
**MIKE:** Two!  
**GINA:** Three!  
**LEO:** Four!  
**ALL:** Go! Yay!  
 one, two, three, four

### CD2, 03

1 red ball  
 1, 2 blue balls  
 1, 2, 3 green balls  
 1, 2, 3, 4 orange balls!

### CD2, 04

One, two, three, four!  
 One, two, three, four!  
 Book! One book!  
 Book! Book! Two books!  
 Book! Book! Book! Three books!  
 Book! Book! Book! Book! Four books!  
 One, two, three, four!  
 One, two, three, four!  
 Book! One book! ...  
 One, two, three, four!  
 One, two, three, four!

### CD2, 05

Four  
 Three  
 Two  
 One!  
 (x3)

### CD2, 06

red  
 Four

blue  
Three  
green  
Two  
yellow  
One!

### CD2, 07

One!

### CD2, 08/09

One, one, one.  
My purple mum.  
Two, two, two.  
My cars are blue.  
Three, three, three.  
My puzzle's green.  
Four, four, four.  
Let's sing some more.

One, two, three, four.  
Sing some more.  
One, two, three, four.  
Sing some more.

(Verse and chorus twice more)

### CD2, 10

See CD2, Track 08.

### CD2, 11

- GINA:** One ... two ... three ... four!  
Hmm ... Where's Leo?
- GINA:** Oh - hello, Leo.  
**LEO:** Ohhh!  
**GINA:** Hmm ... Where's Mike?
- GINA:** Hello, Mike.  
**MIKE:** Ohhh!
- GINA:** Now ... Where's Polly? Hmm ... Oh ...  
Where's Polly?
- POLLY:** Hello, Gina. I'm here!  
**GINA:** Oh yes!

### CD2, 12

**GINA:** One ... two ... three ... four!  
Hmm ... Where's Leo?

### CD2, 13

one	two	four
two	three	one
three	one	two
four	four	three

### CD2, 14

/t/ /t/ /t/ two  
/t/ /t/ /t/ two  
/t/ /t/ /t/ two  
/t/ /t/ /t/ two  
HIGH! /t/ /t/ /t/ two  
/t/ /t/ /t/ two ...  
LOW! /t/ /t/ /t/ two  
/t/ /t/ /t/ two ...

### CD2, 15

red  
I've got a puzzle.  
orange  
I've got two books.  
yellow  
I've got 3 dolls.  
blue  
I've got 4 balls! WOO-OO-OO - oops!

### CD2, 16

**POLLY:** Look! It's my bird!  
**ALL:** Wow!  
**MIKE:** Look! It's my rabbit!  
**ALL:** Wow!  
**GINA:** Look! It's my fish!  
**ALL:** Wow!  
**LEO:** Look! It's my cat!  
**ALL:** Wow!  
bird  
rabbit  
fish  
cat

### CD2, 17

What is it? What is it?  
A rabbit. A rabbit. It's brown.  
A rabbit. A rabbit. It's brown.  
What is it? What is it?  
A fish. A fish. It's red.  
A fish. A fish. It's red.  
What is it? What is it?  
A bird. A bird. It's green.  
A bird. A bird. It's green.  
What is it? What is it?  
A cat. A cat. It's blue.

A cat. A cat. It's blue.  
Blue?

### CD2, 18

fish  
cat  
rabbit  
bird

**WOMAN:** What is it?

**BOY:** It's a fish!

### CD2, 19

A rabbit! Jump, jump, jump, jump, jump!  
A cat! Walk, walk, walk, walk, walk!  
A rabbit! Jump, jump, jump, jump, jump!  
A cat! Walk, walk, walk, walk, walk!  
A bird! Fly, fly, fly, fly, fly!  
A fish! Swim, swim, swim, swim, swim!  
A bird! Fly, fly, fly, fly, fly!  
A fish! Swim, swim, swim, swim, swim!  
A cat! Walk, walk, walk, walk, walk!  
A bird! Fly, fly, fly, fly, fly!  
A fish! Swim, swim, swim, swim, swim!  
A rabbit! Jump, jump, jump, jump, jump!

### CD2, 20

red  
A bird! Fly!  
blue  
A fish! Swim!  
green  
A rabbit! Jump!  
yellow  
A cat! Walk!

### CD2, 21

A cat! Walk, walk, walk, walk, walk!

### CD2, 22/23

What is this?  
What is this?

It's my bird.  
Fly, fly, fly.  
It's my bird.

Fly, fly, fly.  
Fly, fly.

What is this? ...

It's my cat.  
Walk, walk, walk.  
It's my cat.  
Walk, walk, walk.  
Walk, walk.

What is this? ...

It's my fish.  
Swim, swim, swim.  
It's my fish.  
Swim, swim, swim.  
Swim, swim.

### CD2, 24

- LEO:** Look. The cat! The cat!
- POLLY:** Oh no ...
- MIKE:** Let's go! ... Humph.
- MIKE:** Yippee!
- ALL:** Yay!

**LEO:** Oh thank you. Thank you!

### CD2, 25

**LEO:** Look. The cat! The cat!

### CD2, 26

bird, bird, bird  
fish, fish, fish  
cat, cat, cat  
fish, fish, fish  
cat, cat, cat  
bird, bird, bird

### CD2, 27

/e/ /e/ /e/ eggs  
/e/ /e/ /e/ eggs  
/e/ /e/ /e/ eggs  
/e/ /e/ /e/ eggs  
HIGH! /e/ /e/ /e/ eggs  
/e/ /e/ /e/ eggs ...  
LOW! /e/ /e/ /e/ eggs  
/e/ /e/ /e/ eggs ...

### CD2, 28

**POLLY:** Mmmm, pasta.  
**GINA:** Mmmm, salad.

LEO: Mmmm, rice.

ALL: Oooooo - and cake!  
pasta, salad, rice, cake

### CD2, 29

I like rice!	I like salad!
Eat, eat, eat.	Eat, eat, eat.
I like rice!	I like salad!
Eat, eat, eat.	Eat, eat, eat.
I like pasta!	I like cake!
Eat, eat, eat.	Eat, eat, eat.
I like pasta!	I like cake!
Eat, eat, eat.	Eat, eat, eat.
	Yeah!

### CD2, 30

Look! Pasta. Ooooo.  
Eat the pasta. Yum, yum, yum.  
Look! Pasta. Ooooo.  
Eat the pasta. Yum, yum, yum.  
It's lovely! Mmmmmm.  
Wash your face!  
It's lovely! Mmmmmm.  
Wash your face!  
Look! Pasta. Ooooo.  
Eat the pasta. Yum, yum, yum.  
It's lovely! Mmmmmm.  
Wash your face!

### CD2, 31

red  
Eat the pasta.  
blue  
Wash your face!  
green  
Look! Pasta.  
yellow  
It's lovely!

### CD2, 32

1. Wash your face!
2. Eat the pasta. Yum, yum, yum.

### CD2, 33/34

Munch, munch, munch,  
Crunch, crunch, crunch,  
I like lovely lunch, lunch!

Munch, munch, munch,  
Crunch, crunch, crunch,  
I like lovely lunch!

I like lovely rice!  
I like lovely rice!  
I like lovely rice!  
Oh yum, yum, yum, yum, yum, yum, yum!  
Munch, munch, munch, ...  
I like lovely salad!  
I like lovely salad!  
I like lovely salad!  
Oh yum, yum, yum, yum, yum, yum, yum!  
Munch, munch, munch, ...

I like lovely cake!

I like lovely cake!

I like lovely cake!

Oh yum, yum, yum, yum, yum, yum, yum!  
Yum!

### CD2, 35

1. DAD: Here's your cake.  
LEO: Thank you, Dad. I like cake.
2. ALL: Oh no!
3. LEO: My cake ...  
ALL: Ohhh ...
4. GINA: I've got an idea.  
POLLY: What is it?  
GINA: Let's get some ice-cream.  
MIKE: Lovely idea!
5. LEO: I like ice-cream.  
MIKE: Yes, it's great.  
GINA: Wonderful!  
POLLY: Yummy!

### CD2, 36

1. LEO: Thank you, Dad. I like cake.
2. GINA: Let's get some ice-cream.

### CD2, 37

soup	water	pasta
pasta	pasta	cake
water	cake	soup
cake	soup	water

### CD2, 38

/s/ /s/ /s/ salad  
/s/ /s/ /s/ salad

/s/ /s/ /s/ salad

/s/ /s/ /s/ salad

SLOWLY! /s/ /s/ /s/ salad

/s/ /s/ /s/ salad ...

QUICKLY! /s/ /s/ /s/ salad

/s/ /s/ /s/ salad ...

### CD2, 39

red

BOY: What is it?

GIRL: It's a rabbit.

orange

BOY: I like salad. Mmmmm!

yellow

BOY: What is it?

GIRL: It's a cat.

blue

GIRL: I like rice.

### CD2, 40

LEO: Hahaha, look at my T-shirt! Hahaha,  
and look at my trousers.

GINA: Hahaha, look at my dress! And look  
at my shoes!

T-shirt, trousers, dress, shoes

### CD2, 41

I don't like the purple dress. No, no, no.  
I don't like the purple dress. No, no, no.  
I don't like the purple dress. No, no, no.  
But I like the orange dress. Yes, yes, yes!

I don't like the blue trousers. No, no, no.  
I don't like the blue trousers. No, no, no.  
I don't like the blue trousers. No, no, no.  
But I like the green trousers. Yes, yes, yes!

### CD2, 42

Hello, I'm Mr Blue.

Hello, I'm Mr Blue.

I like the blue cat.

I don't like the purple hat.

I like the blue dad.

I don't like the green bag.

I like the blue two.

I don't like the red shoe.

I like blue.

Hmm ... yes, I like blue.

### CD2, 43

Put on the shoes.

Put on a T-shirt.

Put on a hat.

Put on a T-shirt.

Put on a hat.

Put on the shoes.

Put on a T-shirt.

Put on a hat.

Put on the shoes.

Say 'hello' to your dad.

### CD2, 44

red

Put on a hat.

blue

Put on the shoes.

green

Put on a T-shirt.

yellow

Say 'hello' to your dad.

### CD2, 45

1. Put on a hat.

2. Say 'hello' to your dad.

### CD2, 46/47

Put on your T-shirt.

Put on your T-shirt.

Put on your T-shirt.

And stop!

O-O-O-O, O-O-O-O, clo- clo- clothes!

Put on your shoes.

Put on your shoes.

Put on your shoes.

And stop!

O-O-O-O, O-O-O-O, clo- clo- clothes!

Put on your trousers.

Put on your trousers.

Put on your trousers.

And stop!

O-O-O-O, O-O-O-O, clo- clo- clothes!

Put on your dress.  
Put on your dress.  
Put on your dress,  
And stop!

O-O-O-O, O-O-O-O, clo- clo- clothes!  
Stop!

### CD2, 48

1. **GINA:** Look! I like my dress and my shoes!
2. **LEO:** Look! I like my hat and my trousers!
3. **POLLY:** Look! I like my trousers and my shoes!
4. **MIKE:** Look ... I like ...  
**GINA, POLLY, LEO:** Oh no! Don't worry. We can help.
5. **LEO:** Wow!  
**GINA:** I like your trousers, your hat and your shoes!!!

### CD2, 49

1. **LEO:** Look! I like my hat and my trousers!
2. **POLLY:** Look! I like my trousers and my shoes!

### CD2, 50

I've got a red hat.  
And I've got blue trousers.

I've got blue trousers.  
And I've got a white shirt.

I've got a black hat. I've got black trousers.  
And I've got a blue shirt.

### CD2, 51

/n/ /n/ /n/ nose

/n/ /n/ /n/ nose

/n/ /n/ /n/ nose

/n/ /n/ /n/ nose

QUIETLY! /n/ /n/ /n/ nose

/n/ /n/ /n/ nose ...

LOUDLY! /n/ /n/ /n/ nose

/n/ /n/ /n/ nose ...

### CD2, 52

**MIKE:** I like this slide! Woooo-hooo!

**GINA:** Yay! I like this roundabout!

**LEO:** Mmmm! I like this seesaw!

**POLLY:** Woo! And I like this swing!  
slide, roundabout, seesaw, swing

### CD2, 53

The roundabout's yellow.  
The seesaw's green.  
The swing's red.  
The slide's blue.

### CD2, 54

Swing!  
The swing's fun.  
The swing's fun,  
In our park, in our park!  
Slide!

The slide's fun,  
The slide's fun,  
In our park, in our park!  
Seesaw!

The seesaw's fun,  
The seesaw's fun,  
In our park, in our park!  
Roundabout!

The roundabout's fun,  
The roundabout's fun,  
In our park, in our park!  
Yay!

### CD2, 55

a seesaw  
a roundabout  
a T-shirt  
a slide  
trousers  
a swing  
Wow! Look, a slide! The slide's fun!

### CD2, 56

Sit down on the seesaw.  
Down you go.  
Up you go.  
Down you go.  
Up you go.  
Oh no!

Sit down on the seesaw.  
Down you go.

Up you go.  
Down you go.  
Up you go.  
Down you go.  
Up you go.  
Oh no!

### CD2, 57

red  
Up you go.  
blue  
Oh no!  
green  
Down you go.  
yellow  
Sit down on the seesaw.

### CD2, 58

1. Sit down on the seesaw.
2. Down you go.

### CD2, 59/60

Let's go to the park.  
The park is fun,  
Let's go to the park - everyone!  
Swing on the swing.  
Swing on the swing.  
Swing on the swing.  
The swing is fun.

Let's go to the park, ...

Slide on the slide,  
Slide on the slide,  
Slide on the slide,  
The slide is fun.

Let's go to the park, ...

Round the roundabout,  
Round the roundabout,  
Round the roundabout,  
The roundabout is fun.

Let's go to the park, ...

### CD2, 61

1. **POLLY:** It's my turn.  
**LEO:** No, I'm sorry. It's my turn.
2. **GINA:** It's my turn.  
**LEO:** No, I'm sorry. It's my turn.
3. **GINA:** Oh! Let's go home!

**MIKE:** Yes, let's go home.

4. **LEO:** Where's Gina? Where's Mike?  
Where's Polly?  
Where are they?  
Come back! Come back!
5. **GINA:** This is fun!  
**LEO:** Yes, the swing is fun.

### CD2, 62

1. **GINA:** Oh! Let's go home!
2. **LEO:** Where's Gina? Where's Mike?  
Where's Polly? Where are they?

### CD2, 63

triangle, triangle, triangle  
circle, circle, circle, circle  
circle, circle, circle, circle  
triangle, triangle, triangle

### CD2, 64

/i/ /i/ /i/ igloo

/i/ /i/ /i/ igloo

/i/ /i/ /i/ igloo

/i/ /i/ /i/ igloo

HIGH! /i/ /i/ /i/ igloo

/i/ /i/ /i/ igloo ...

LOW! /i/ /i/ /i/ igloo

/i/ /i/ /i/ igloo ...

### CD2, 65

red

The roundabout's fun! Woooo!

green

I don't like the dress.

yellow

I don't like the shoes.

blue

The swing's fun! Hahaha!

### CD2, 66

/s/ /s/ salad

/d/ /d/ dad

/t/ /t/ two

/p/ /p/ pencil

/i/ /i/ igloo

/c/ /c/ car

/e/ /e/ egg