

CAMBRIDGE

British  
English

# Super Safari

## Teacher's Book



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# Map of the book

## 1 Hello! (pages 4–7)

### Vocabulary

Mike, Gina, Polly, Leo

### Chant: Grammar

What's your name? I'm ...

▶ **Total physical response:** Say 'hello', Smile, Shake hands, High five

▶ **Song:** Hello!

## 2 My school (pages 8–15)

### Vocabulary

board, paper, computer, desk, crayon, pencil case

### Chant: Grammar

This is my (crayon).

### Story and value

*The medals*  
Appreciating differences

### CLIL

Move your body

### Thinking skills

Sorting

▶ **Total physical response:** Open your book, Pick up your crayon, Draw a picture, Oh no! It's broken

▶ **Song:** I've got a pencil case on my desk.

## 3 My body (pages 16–23)

### Vocabulary

arms, hands, feet, legs, body, head

### Chant: Grammar

I can (clap my hands).

### Story and value

*Ouch!*  
Looking after someone

### CLIL

Animal bodies

### Thinking skills

Noticing details

▶ **Total physical response:** Kick a ball, It's a goal, Clap your hands, Hug your friend

▶ **Song:** Shake your body!

## 4 My room (pages 24–31)

### Vocabulary

toy box, bookcase, lamp, mat, window, door

### Chant: Grammar

Where's my (book)? It's in / on / under the (bookcase).

### Story and value

*Goodnight Dad*  
Being patient

### CLIL

Being tidy

### Thinking skills

Comparing

▶ **Total physical response:** Where's my rabbit?, Look under the mat, Look in the toy box, Ah, here it is

▶ **Song:** My messy room

## 5 In the jungle (pages 32–39)

### Vocabulary

rhino, tiger, elephant, snake, spider, crocodile

### Chant: Grammar

Is it a (rabbit)? Yes it is. / No, it isn't.

### Story and value

*The jungle*  
Being creative

### CLIL

Where animals live

### Thinking skills

Noticing details

▶ **Total physical response:** Walk through the jungle, Turn around, It's a big snake, Run away

▶ **Song:** Walking through the jungle

## 5 Fruit and vegetables (pages 40–47)

<b>Vocabulary</b> potatoes, pineapple, carrots, tomatoes, watermelon, banana	<b>Chant: Grammar</b> Do you like (vegetables)? Yes I do. / No I don't.	<b>Story and value</b> <i>The fruit salad</i> Healthy eating	<b>CLIL</b> Food types	<b>Thinking skills</b> Comparing, contrasting
<b>Total physical response:</b> Hmm ... I'm hungry, Look, there's an apple, I can't reach. Jump ... Ouch			<b>Song:</b> Do you like vegetables?	

## 6 My town (pages 48–55)

<b>Vocabulary</b> bus stop, park, school, toy shop, supermarket, zoo	<b>Chant: Grammar</b> Let's go to (the park).	<b>Story and value</b> <i>The present</i> Keeping your town clean	<b>CLIL</b> The environment	<b>Thinking skills</b> Creating associations
<b>Total physical response:</b> It's a toyshop ... wow, What's this?, Look ... a robot, Oh no			<b>Song:</b> Come and see my town!	

## 7 Jobs (pages 56–63)

<b>Vocabulary</b> farmer, police officer, builder, doctor, firefighter, teacher	<b>Chant: Grammar</b> My (mum)'s a (doctor).	<b>Story and value</b> <i>Fire fighters</i> Helping others	<b>CLIL</b> Jobs and vehicles	<b>Thinking skills</b> Sorting
<b>Total physical response:</b> I'm a farmer, Listen ... what's that?, It's a bull, Run			<b>Song:</b> Let's play firefighters!	

## 8 The weather (pages 64–71)

<b>Vocabulary</b> rainy, windy, cold, snowy, hot, sunny	<b>Chant: Grammar</b> Is it (hot / cold / sunny / snowy)? Yes, it is. / No, it isn't.	<b>Story and value</b> <i>The island</i> Be prepared	<b>CLIL</b> Weather and geography	<b>Thinking skills</b> Sequencing
<b>Total physical response:</b> It's a hot and sunny day ... phew, Put your hat on, Eat an ice cream ... yum, Oh no, the sea! Run			<b>Song:</b> What's the weather like today?	

## 9 In the countryside (pages 72–79)

<b>Vocabulary</b> tree, leaves, frog, grass, flower, bee	<b>Chant: Grammar</b> The bee is / isn't (big). It's (small).	<b>Story and value</b> <i>The bee</i> Respecting nature	<b>CLIL</b> Animal habitats	<b>Thinking skills</b> Sorting
<b>Total physical response:</b> I'm walking in the garden, Look, it's a flower, Look, it's a bird, Ouch! It's a tree			<b>Song:</b> Four frogs in a tree	

## Phonics (pages 80–89)

<b>Unit 1:</b> 'a' cat, dad	<b>Unit 2:</b> 'i' sit, pin	<b>Unit 3:</b> 'e' bed, pen	<b>Unit 4:</b> 'o' dot, pot	<b>Unit 5:</b> 'u' cut, bus	<b>Unit 6:</b> 'm' mum, mat	<b>Unit 7:</b> 'j' jam, job	<b>Unit 8:</b> 'l' log, lamp	<b>Unit 9:</b> 'w' wet, wow	<b>Phonics</b> review
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# 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, dot-to-dot, 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 healthy eating, being patient, 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 2 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. This unit also serves to present or review greetings, numbers, colours, common vocabulary 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



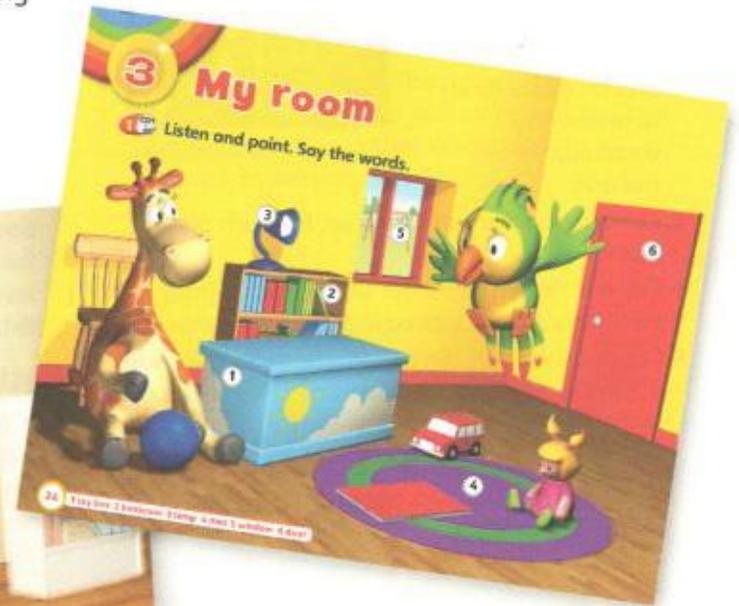
## Each unit offers:

- 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:

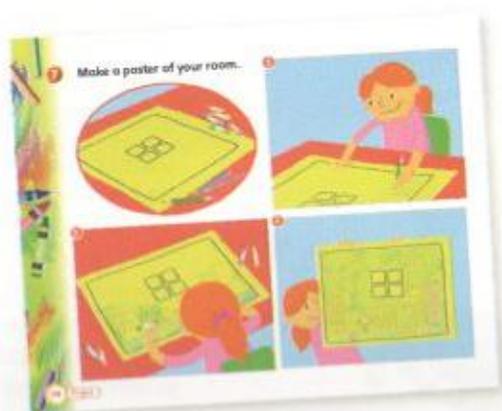
- 2 interactive vocabulary games per unit
- Animated versions of the Pupil's book songs with karaoke



## 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 and interactive 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 2* begins with a *Hello!* unit. This is an introductory 4-page unit in both the Pupil's Book and the Activity Book. For children who are new to the course, it presents the animal characters, greetings, colours, numbers and other basic vocabulary. For children who have already used Level 1, this is a revision unit.

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.

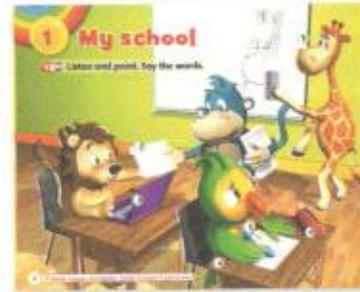
Classes with **more than 5 hours** per week can extend the material by using the phonics material and review lessons at the end of the Pupil's Book.

## 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.

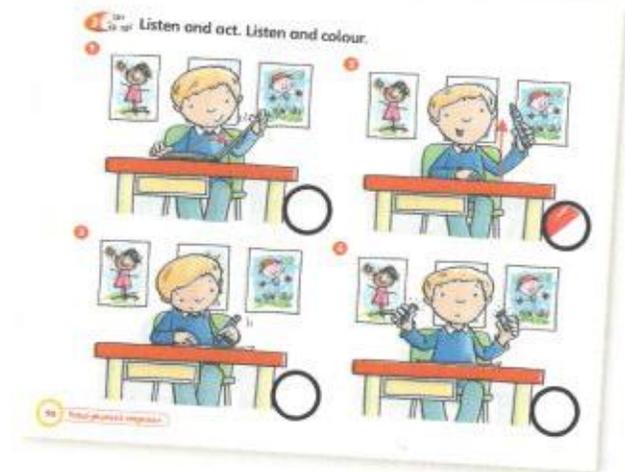
- The children first listen to the chant and give a non-linguistic response such as colouring, tracing or matching.
- They then listen and repeat the chant, sometimes also giving a TPR response (picking up an object, pointing or doing a mime).
- This is followed by an opportunity to use the language, 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.

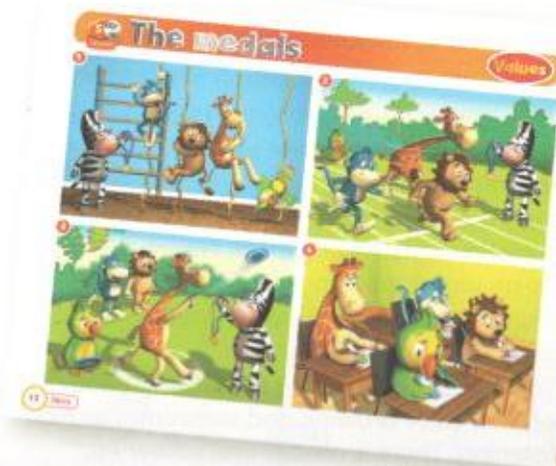
## Lesson 6

### 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 two situations with a similar value to the story, with pictures illustrating positive and negative behaviour. The children complete the smiles on the faces below the pictures, 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.



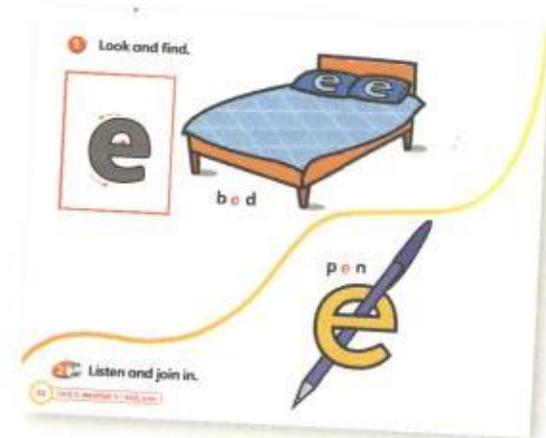
### Optional phonics lessons

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 bed for Unit 3 (My room)).
- 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 six 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 2*

## 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, pick up objects and put them in a box or basket, or play a traditional game such as *Hide and seek*.

## 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 practise numbers 1 to 6

- Move your class into a large space where you can draw on the floor with chalk.
- Draw six circles for each pair or group with numbers 1 to 6 inside. Make sure the circles are close enough together that the children can jump to each of the numbers from the starting position.
- Practise the numbers. One child from each pair/group goes first. Say four or jump to four! One child from each pair/group jumps onto the correct circle. Repeat with different children and numbers.

**Note:** If your children are not yet confidently reading figures 1 to 6, play the above version of the game only.

- Give each pair/group a bean bag or soft toy. Each child throws the bean bag onto number 1, saying One then jumps onto the other numbers in turn, counting aloud 2, 3, 4, 5, 6! Then they jump back again, pick up the bean bag and hand it to the next child. That child begins with one, as above. When it is a child's second turn, they throw the bean bag onto number 2, jump over number 1 and count 2, 3, 4, 5, 6. The game continues in this way, with children jumping over the numbers they have already done.

### Extension activity

**Aim:** to practise colours, animals, fruit and vegetables and Do you like ...?

- Divide the class into two teams. The teams stand at one end of the space, with one child at the front. This child is the runner.
- Put the colour, animal and fruit and vegetable flashcards on the floor at the other end of the space. Choose a volunteer. Explain in L1 that he/she needs to look at the flashcards and ask you a Do you like ...? question about one of them, e.g. Do you like red? Answer No, I don't.
- Repeat with several children. When the class have got the idea, answer Yes, I do to a question. As soon as they hear Yes, I do, the runners have to run and pick up the correct flashcard. Whoever finds the card first wins a point. The runners then go to the back of their teams and the two children at the front become the runners.
- Continue in this way, choosing volunteers to ask you Do you like ...?

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 (such as by using play dough) is an excellent aid to learning and memory. The teaching notes also suggest making animals from paper plates, making monster pictures to practice parts of the body and creating a model town in Unit 6 (also used to practice the language in Unit 7).

*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 practise jungle animals and Is it a ...? Yes, it is/No, it isn't

- Show the children paper plate animals – e.g. the head of a tiger; triangle ears stuck to the top, whiskers made of strips of paper, paper nose and eyes stuck to the plate and orange and black stripes coloured in at the top and sides; a spider; a plate coloured black, with four pipe cleaners attached to each side and eyes stuck on it at one end.
- Hand out the materials. The children copy the animals you have made/make their own animals. Stick the flashcards on the board as prompts. Circulate and ask What's that? Is it a ...? The children answer Yes, it is/No, it isn't. Ask about colour, size, etc.

### Extension activity

**Aim:** to practise places in town and encourage personalisation

- Create a town model. Start with a large grey piece of display paper on the ground. Draw some roads before class large enough to fit toy cars/buses.
- Divide the class into six groups. One group makes a park (cutting out a piece of green card and decorating it with flowers, trees, etc.); one makes a zoo (cutting out brown card with green areas for the animal pens); one makes five bus stops (with sticks and pieces of paper, each stop with sticky tack at the base); one makes a school, etc.
- Hand out the materials and supervise carefully. Then arrange the town – first stick large areas like the park and zoo onto the ground, then add the supermarket (with an area for parking), school and toy shop. Place bus stops next to each place. Add actual names of places in your town (e.g. on the park, supermarket and school). Ask, e.g. Where's the supermarket? Do you like the park?
- If you do not wish to create a model, make a map, similar to the one on PB page 48.

## 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.

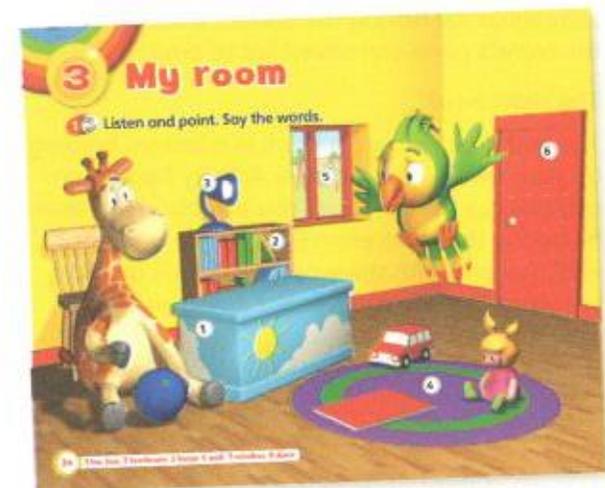
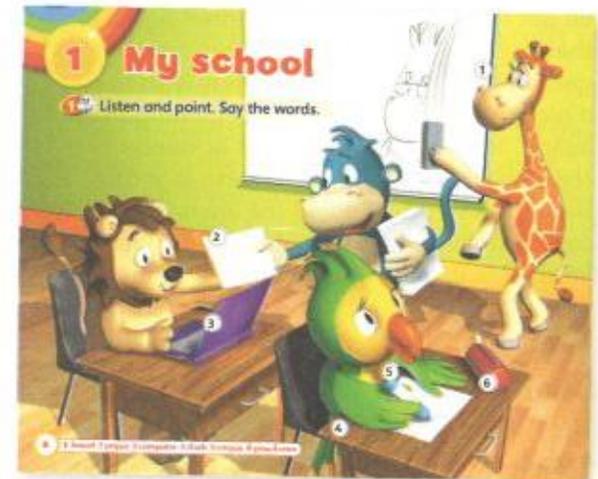
Children need to learn which types of behaviour are acceptable in the classroom and which are unacceptable. You may wish to introduce a particular way to sit for a story or for listening (e.g. legs crossed, arms folded), a way to attract the teacher's attention (e.g. putting up hands) and a way for the 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. being

patient). 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 display a 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 *Super Safari* Level 1 Teacher's Book page T11).

## Using books

The 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

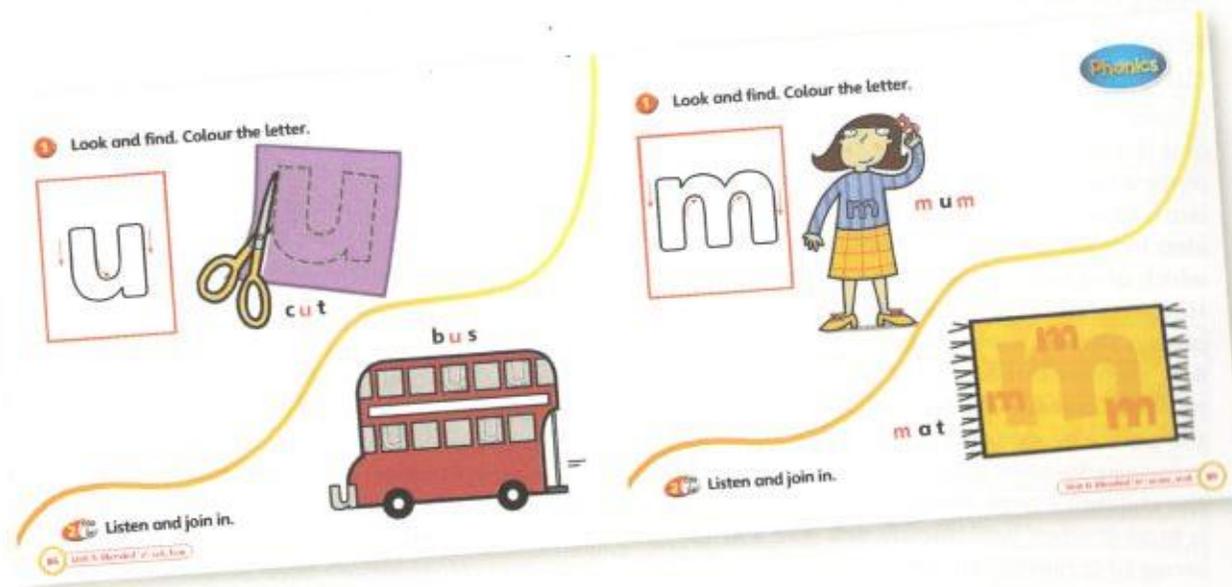
- Say the page number in English and, if possible, in L1. Children of this age may be able to recognise figures 1 to 10, but do not expect them to be able to read figures consistently with success. Show the children the correct page and draw their attention to the pictures, characters or colours to help 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 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 the 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 children's 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 the 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.

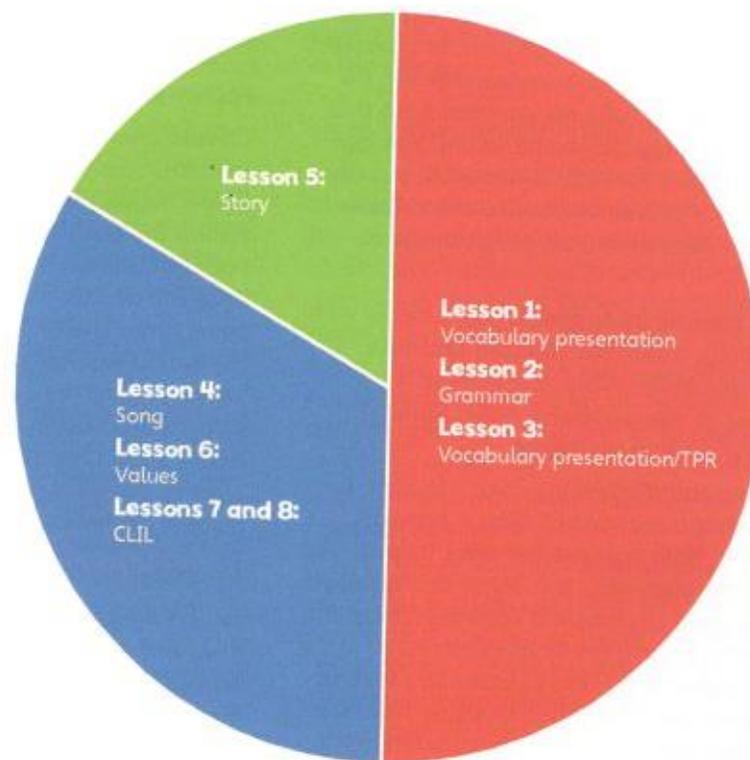
#### Do

- 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



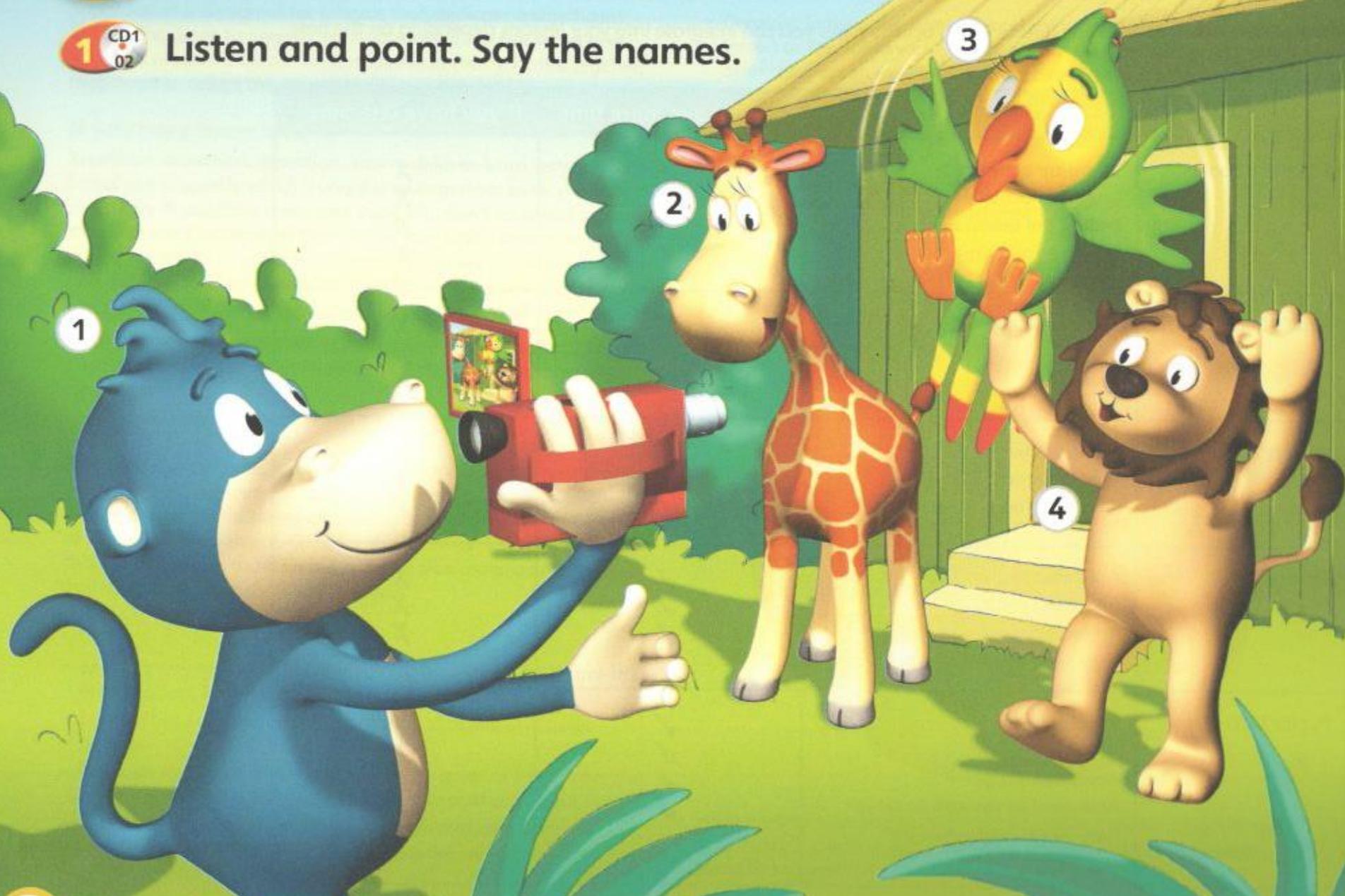
We hope this helps you to plan your lessons but please do get in touch at [ELTmail@cambridge.org](mailto:ELTmail@cambridge.org) if you have any questions or comments about the course.

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* <i>* Also seen on the Teacher's DVD</i>	✓ ✓ ✓	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 <sup>CD1</sup><sub>02</sub> Listen and point. Say the names.



4 1 Mike 2 Gina 3 Polly 4 Leo

## Aims

- to present and practise character names and introductions

**New language:** *Hello, I'm ..., Mike, Gina, Polly, Leo, Goodbye*

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

**Optional:** character masks – one for each child (AB pages 93 to 96), *Super Safari 1* CD 1

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

They will be able to introduce themselves.

## 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*.
- Ask the children to stand up and walk around. Clap your hands and say *Stop!* The children say *Hello* to the classmate(s) nearest to them. Clap your hands and say *Go!* The children walk around again. Continue in this way until the children have greeted seven or eight different classmates. If you do not have space for the children to walk around in your classroom, the children could move one seat to the right when you say *Go* and greet their new neighbour.
- Ask the children to sit down.

## Presentation

**1**  **CD 1**  **PB p4** Listen and point. Say the names.

**Aim:** to present characters and *Hello, I'm ...*

- Point to the picture. Wave at the characters and say *Hello!* The children copy. If your children used *Super Safari 1*, ask them the names of the characters.
- Say *Listen*. Play the audio. The children listen only the first time.

- Say *Listen and point*. Play the audio. Point at the characters. Say *Listen and point* again. Play the audio. The children listen and point.
- Play the second part of 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 names.
- Put on the Polly puppet and make her say *Hello, I'm Polly* 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 or his/her desk. She says *Hello, I'm Polly*. The child replies *Hello, I'm (name)*. Repeat until Polly has greeted everyone, moving around the class so that children are watching carefully to see where Polly will 'land' next.

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

**Aim:** to practise character names, *I'm ...* and matching skills

- Help the children find AB page 4. Point to each jigsaw piece in the top row in turn and say

*I'm (Polly)* in a character voice. The children copy you. Say *Listen and point*. Say, e.g. *I'm Mike* and make the appropriate animal noise. The children point to the correct picture.

- Say *Look and match*. Point out the example line from the first piece in row 1 to the matching piece below. The children trace this line first. Then they draw lines to match the other pieces using pencils. Monitor and make sure they are matching correctly and using the right pencil grip. Ask individual children to point at a picture and say the character's name.

## Extension activity

**Aim:** to practise character names and introductions

- Put on one of the character masks. Say *Hello, I'm ...* The children say the correct name. Repeat with the other masks.
- Make groups of four. Hand out the character masks to each group. The child wearing the Gina mask in each group says *Hello, I'm Gina* to the other children in the group, and so on. The children can swap masks, if time. Circulate and help with the names.

## Ending the lesson

**Aim:** to practise *Goodbye*

- Put on the puppet. Make her tidy your things and put them in your bag. Say *Thank you, Polly!* If your children used *Super Safari 1*, say *Tidy up* and sing the *Tidy up!* song. (CD1, Track 13). The children tidy up their things.
- Say *Goodbye, Polly* to the puppet. Polly replies *Goodbye, (your name)*. Make Polly wave and say *Goodbye* to the class. The children wave and say *Goodbye, Polly*.

## Aims

- to present and practise *What's your name?*; to say a chant

**New language:** *What's your name?*

**Recycled language:** *Hello, I'm ..., Goodbye*

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

**Language competences:** The children will be able to ask and answer *What's your name?*

They will be able to join in with a chant.

## Warm-up

**Aim:** to review *Hello I'm ...* and present *What's your name?*

- Put on the puppet. Make her ask you *What's your name?* Reply *I'm* (your name). Pretend that Polly hasn't heard you and repeat the question and answer. Make Polly hold up her wing and do a 'high five' (touch her wing with your hand held up flat).
- Make Polly fly to different children around the class and ask *What's your name?* Encourage each child to reply *I'm ...* Polly and the child do a 'high five'.

## Presentation

2 CD1 03

PB p5 Listen and chant.

**Aim:** to present *What's your name?* and say a chant

- Point to the picture on PB page 5 and say *Look! A classroom.* Gesture at your own classroom. If your children used *Super Safari 1*, point at the colours on the wall and ask *What colour?* Review other language from Level 1 by saying, e.g. *Point to the bag, Point to the trousers, Point to the fish.*
- Play the chant. Point to the girl and boy for the different lines. 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

- Teach the following actions for the lines of the chant: *What's your name?* = Hold your arms out and shrug.  
*I'm Alex / I'm Sally* = Pat your head with one hand.  
*Hello* = Wave with both hands.
- Play the chant and do the actions. The children copy you. Repeat until they are confident with the actions. Play the chant again for the children to join in and do the actions without your help.

2

AB p5 Draw yourself. Say the sentences.

**Aim:** to practise *What's your name? I'm ...*

- Draw your face on the board, with the correct hair colour/style and eye colour and a smiley mouth. Point and say *I'm* (your name).
- Help the children find AB page 5. Point to the frame. Show some crayons and say *Draw yourself.* The children draw their face and add hair, eyes, etc. according to ability.
- Circulate and ask individuals *What's your name?* Encourage them to reply *I'm ...*
- Make pairs. The children show their pictures and take turns to ask *What's your name?*

## Extension activity

**Aim:** to practise *What's your name?* and revise character names

- If possible, move your class out into the playground, school gym or an empty classroom.
- The children line up at one end of the space. Stand facing them. Explain in L1 the rules of the game. They all have to ask you *What's your name?* then listen to your answer. If you say *I'm Polly, I'm Gina* or *I'm Mike*, they take a step towards you. If you say *I'm Leo*, you become a lion and try to catch them. They have to run away.
- Do a few trial runs until the children are confident with the rules. Then play for real. When you 'catch' one of the children, he/she stands facing the class with you and helps run after the other children when you say *I'm Leo!* Add actions for the animals (e.g. flapping your arms like wings for Polly, monkey actions for Mike and stretching up on your toes for Gina). Don't forget to roar and leap when you say *I'm Leo!*
- If you can't move your class, the children copy your actions when you say *I'm Polly/Gina/Mike* but have to freeze when you say *I'm Leo!* Any child who moves is 'out' and has to sit down.

## Ending the lesson

**Aim:** to practise the chant

- Play the chant again (CD1, Track 03). The children join in with the words and actions.
- End the lesson by waving and saying *Goodbye!* The children wave. Encourage them to say *Goodbye!*

2 CD1  
03

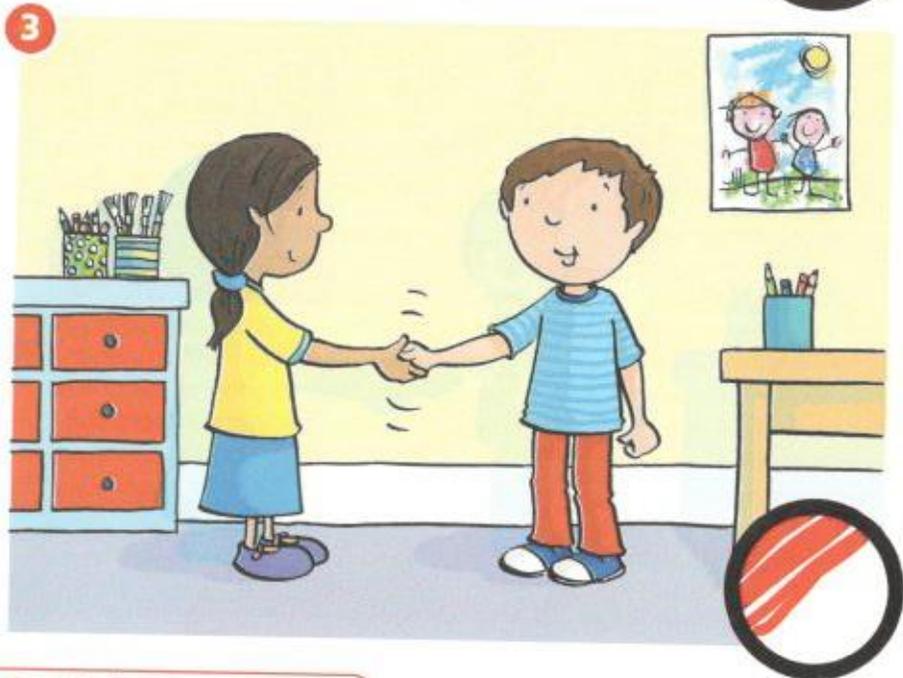
Listen and chant.



Family  
fun!

What's your name? I'm ...

# Listen and act. Listen and colour.



## Aims

- to present and practise responding to *Say 'hello'*, *Smile*, *Shake hands*, *High five*; to practice following instructions

**New language:** *Say 'hello'*, *Smile*, *Shake hands*, *High five*, *red*, *blue*, *green*, *yellow*

**Recycled language:** *Hello*, *What's your name? I'm ...*, character names

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

**Optional:** CD of lively music

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

## Warm-up

**Aim:** to present/review *red*, *green*, *blue* and *yellow*

- Use the colour flashcards to present *red*, *green*, *blue* and *yellow*. Hold up each flashcard and say the colour. The children repeat. Do this several times. Point to different objects around the classroom and say/ elicit the colour.

**Note:** If your children used *Super Safari 1*, ask *What colour?* for each flashcard and say, e.g. *Show me something red.*

- Make sure all the children have red, green, blue and yellow crayons. Say a colour and show the correct crayon. The children copy you. Repeat for the different colours. Then say the colours for the children to hold up the correct crayons without your help.

## Presentation

**3** CD1 04 **PB p6** Listen and act.

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

- Ask the children to sit in a circle. Sit in the centre. Play the first line of the audio and do the action (wave and say *Hello*). The children copy. Repeat for the rest of the recording. For *Shake hands* and *High five*, the children do the action with the child on their right.
- Play the audio again without pausing, doing

the actions with the children. Repeat this several times, until the children are following with ease.

Audio script page T95

## Practice

**3** CD1 05 **PB p6** Listen and colour.

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

- Say *Listen and colour*. Explain in L1 that the children have to colour the dot below each picture. Play the first line of the audio and point to the example dot next to the picture for *Shake hands*. Hold up a red crayon. Then play the rest of the audio, pausing for the children to colour each time. Point to the pictures in turn and elicit the colour and the phrase.

Audio script page T95

**3** CD1 06 **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 in row 1 and say/ elicit *Shake hands*. Point to the second picture. Say/ Elicit *Say 'hello'*.
- Say *Listen and circle*. Trace a large circle in the air. Say *Draw a circle*. The children copy, practising the circle shape in the air.
- Say *Listen. Shake hands or Say 'hello'?* Play the audio. The children point at the correct answer and finish drawing the circle. Circulate and elicit *Shake hands* from individuals.
- Repeat this process for row 2.

Audio script page T95

## Extension activity

**Aim:** to practise *Smile*, *Say 'hello'*, *Shake hands* and *High five*

- Ask the children to stand in two circles, one inside the other, so that each child in the inner circle is facing a child in the outer circle.
- Say *Smile!* The children smile at whoever is facing them. Say *Say 'hello'*. The children say *Hello* to the person facing them. Repeat for *Shake hands* and *High five*. Tell the children in L1 that they are going to do these actions with different partners. When you play the music, they hold hands and walk around in their circle (the children in the outer circle clockwise, and the children in the inner circle anti-clockwise). When the music stops they stand still and face a different child. The children do the actions with their new partner. The game continues in this way. When they are playing confidently, ask them to do the actions with their eyes closed!

## Ending the lesson

**Aim:** to review character names and *What's your name? I'm ...*

- Review the character names and practise the question *What's your name?* Put on the Mike mask and have the children ask *What's your name?* Reply *I'm Mike. Hello!* Use a 'Mike' voice and do monkey actions.
- Invite four volunteers to the front. Hand out the character masks. They put on the masks and do the appropriate animal actions. Choose a volunteer from the rest of the class to ask the first child *What's your name?* He/She replies, e.g. *I'm Gina*, using the character's voice, then sits down. Repeat with the other three volunteers.
- To end, say *Goodbye* and wave. The children repeat and wave back.

## Aims

- to practise numbers 1 to 6, colours and language from *Super Safari 1*; to sing a song; to revise unit language and encourage children to reflect on their learning

**New language:** *I've got ...*, numbers 1 to 6, *brown, pencil case, computer, crayon* (from *Super Safari 1*: *purple, orange, bag, shoes, chair, book, fish, T-shirt, rabbit, car*)

**Recycled language:** *red, blue, green, yellow, What's your name? I'm ...*, character names

**Materials:** CD 1, the puppet (Polly), flashcards (characters, colours, numbers, *computer*), classroom objects (*pencil case, crayon, bag, chair, pencil*)

**Optional:** chalk, a bean bag or soft toy for each pair or small group of children

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

## Warm-up

**Aim:** to present and practise numbers 1 to 6 and colours

- Stick the number flashcards on the board. Count aloud, pointing at the flashcards. Repeat with the children copying you.
- Show the colour flashcards *red, blue, green, yellow, brown, orange* and *purple*. Elicit known colours and present *brown, orange* and *purple* if the children didn't use *Super Safari 1*. Show the cards in different orders. The children say the colours.
- Stick the colour flashcards on the board, one below each number. Say, e.g. *One is blue*, pointing at the flashcards. The children repeat. Then say, e.g. *One?* The children say the colour. Say the numbers in different orders. The children say the colours. Say the colours. The children say the numbers.

## Presentation

 **CD1**  **PB p7** Listen and sing.

**Aim:** to practice numbers, colours and language from *Super Safari 1* and sing a song

- Show items in the classroom to review *chair, bag, book* and *pencil*. Present *crayon, computer*

and *pencil case* (use the computer flashcard if you don't have a computer in your classroom).

- Use the picture on PB page 7 to review/present *shoes, T-shirt, fish, rabbit* and *car*. Point to the things in the picture and count them aloud. Encourage the children to join in.
- Play the first part of the song (up to *I'm Ann, I'm Ann*). The children listen and point to the girl. Point to all of the things around Ann in the picture and play the next part of the song. The children listen and point at the items. Repeat for the second section of the song (about Jack).
- Play the song again. Point to and count the items in the picture as they are mentioned. The children listen and point to them.
- Play the song again, pausing to teach each line. You can also use the karaoke version.

Audio script page T95

## Revision

 **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.

## Extension activity

**Aim:** to practise numbers 1 to 6

- Move your class into a large space where you can draw on the floor with chalk.
- Draw six circles for each pair or group with numbers 1 to 6 inside. Make sure the circles are close enough together that the children can jump to each of the numbers from the starting position.
- Practise the numbers. One child from each pair/group goes first. Say *Four* or *Jump to four!* One child from each pair/group jumps onto the correct circle. Repeat with different children and numbers.

**Note:** If your children are not yet confidently reading figures 1 to 6, play the above version of the game only.

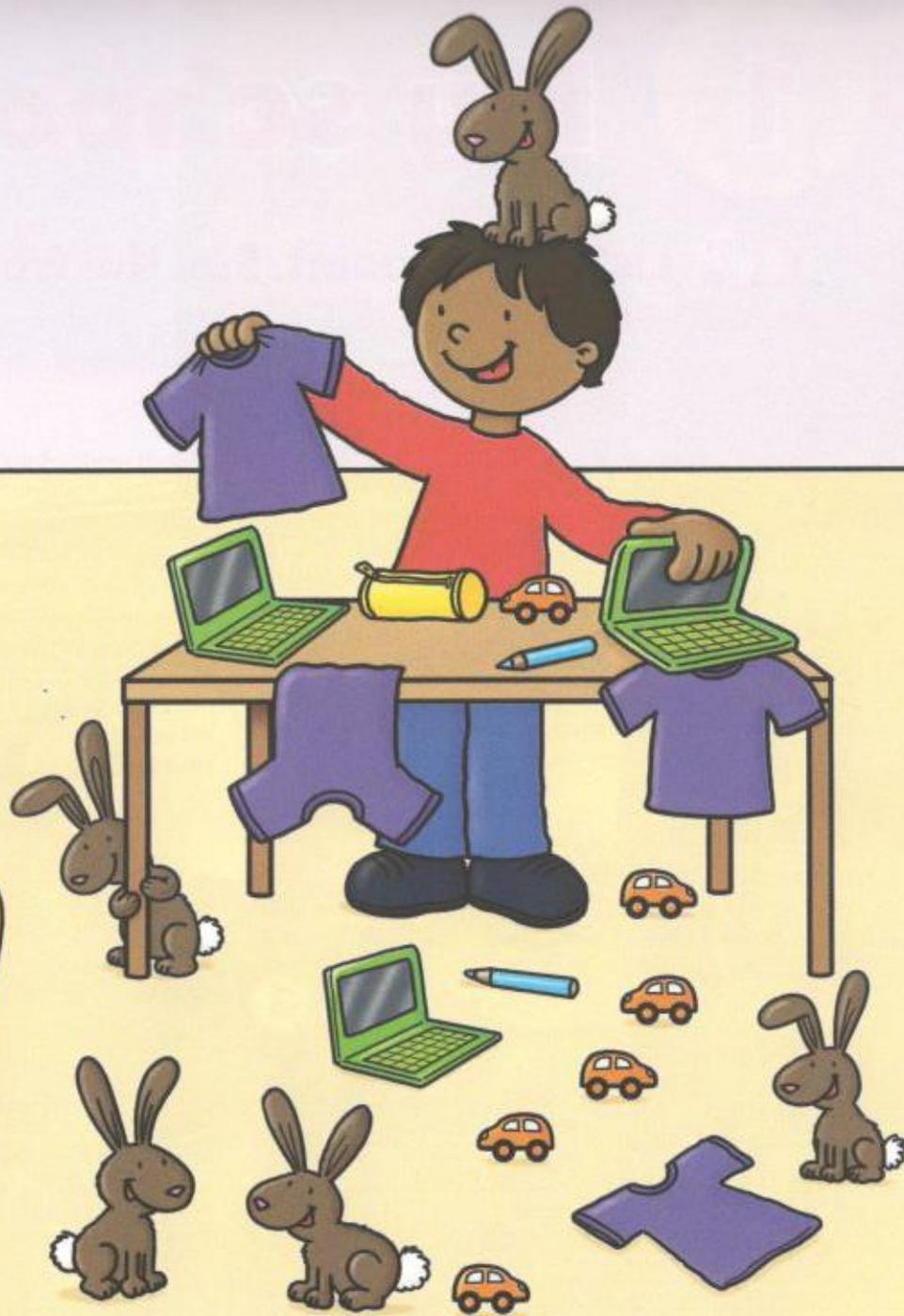
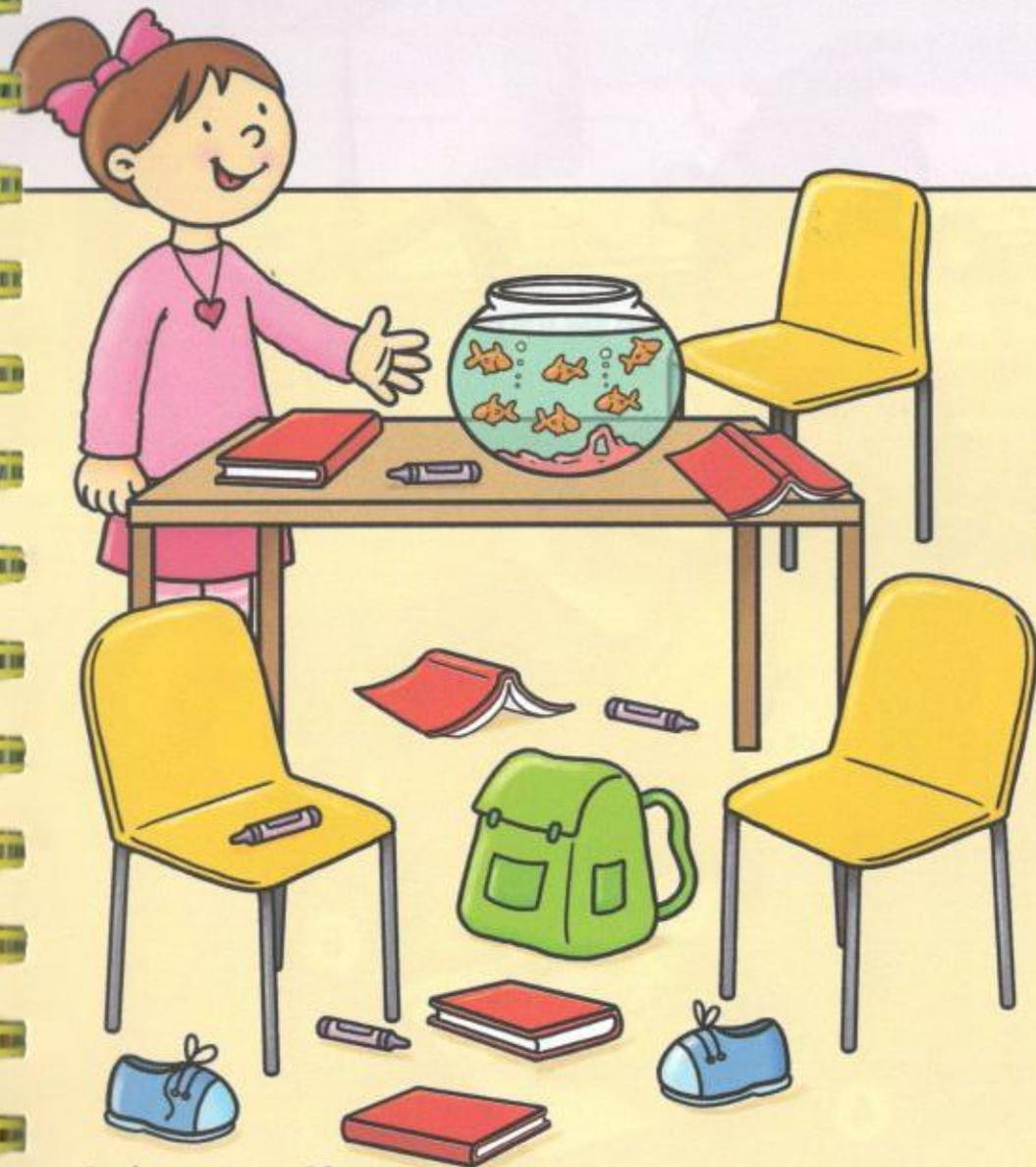
- Give each pair/group a bean bag or soft toy. Each child throws the bean bag onto number 1, saying *One* then jumps/hops onto the other numbers in turn, counting aloud *2, 3, 4, 5, 6!* Then they jump back again, pick up the bean bag and hand it to the next child. That child begins with one, as above. When it is a child's second turn, they throw the bean bag onto number 2, jump over number 1 and count *2, 3, 4, 5, 6*. The game continues in this way, with children jumping over the numbers they have already done.

## Ending the lesson

**Aim:** to review instructions

- Put on the puppet. Make Polly say *Smile!* The children smile. Repeat with *Say 'hello', Shake hands* and *High five*. The children shake hands and do a high five with the person sitting next to them.
- Make Polly give the instructions in different orders and then have her say *Goodbye*. The children say *Goodbye, Polly*.

Listen and sing.

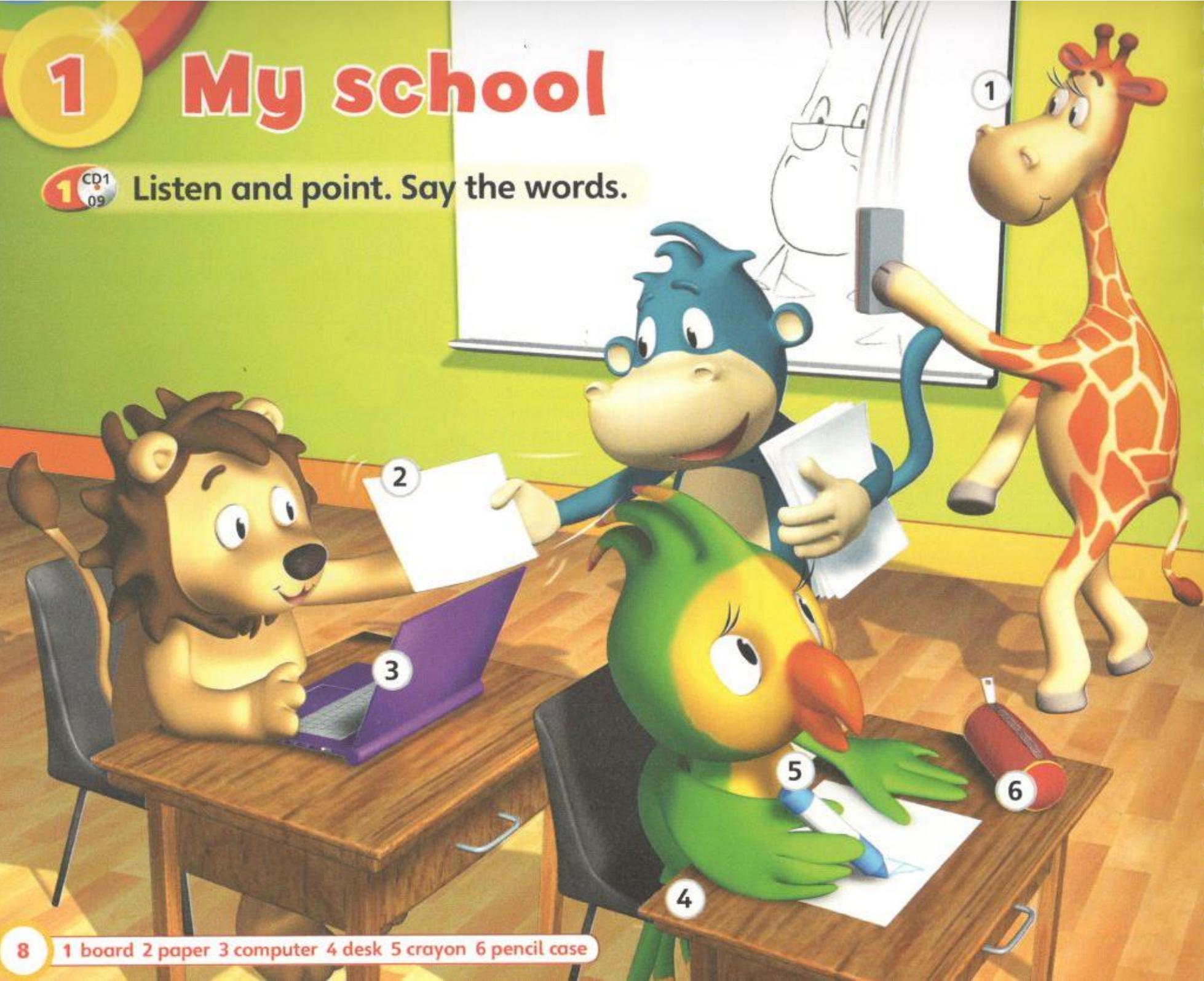


1

# My school

1 CD1  
09

Listen and point. Say the words.



8

1 board 2 paper 3 computer 4 desk 5 crayon 6 pencil case

## Aims

- to present and practise classroom objects and respond to *What is it?*

**New language:** *board, paper, computer, desk, crayon, pencil case, I like this ...*

**Recycled language:** *pencil, chair, numbers 1 to 6, character names, Show me a ..., colours*

**Materials:** CD 1, six small items for each child (e.g. buttons, counting bears, building blocks), flashcards (classroom objects, numbers), Yes/No cards (AB pages 91 and 92), the puppet (Polly), a pencil case, crayons in known colours, a pencil and a piece of paper for each child

**Optional:** a board, a desk, a pencil case, a pencil, a crayon, a piece of paper and a computer

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

## Warm-up

**Aim:** to review numbers 1 to 6

- Practise counting aloud from 1 to 6 with the class, forwards and in reverse.
- Show the number flashcards in random order. The children say the number.
- Give each child six small objects. Tell them to put the objects in a pile on their desk. Say, e.g. *Show me four!* The children count aloud and move four objects from the pile into a row (demonstrate at the front first). Check each child's row of objects.

## Presentation



**CD 1** **PB p8** Listen and point. Say the words.

**Aim:** to present classroom objects

- Point to the picture on PB page 8 and ask *Where's Polly?* The children point to Polly. Repeat with the other characters.
- Review the known classroom objects by saying, e.g. *Point to a chair.* Present *paper, desk* and *board* using real objects in your classroom.
- 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

- Give each child their Yes/No cards. Show the Yes card, smile and nod and say/ elicit *Yes!* The children copy. Show the No card, frown and say/ elicit *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 or point at an object from the lesson and say a false sentence, e.g. point to the board and say *I like this desk.* The children say *No!* and hold up the No card. Encourage them to say the correct sentence (*I like this board.*). Repeat with different objects.



**1** **AB p8** Look, find and circle. Say the words.

**Aim:** to practise classroom objects and respond to *What is it?*

- Help the children find AB page 8. Point to the objects on the left. The children say the words.
- Say *Find the pencil case.* Encourage the children to point at the pencil case in the larger picture. Say *Circle the pencil case.* They trace the example circle around the the pencil case in the larger picture with a pencil. Do one more example with the class if necessary. The children do the rest of the activity on their own. Circulate and check answers. Shrug and ask individual children *What is it?* to help them understand the question.

## Extension activity

**Aim:** to practise classroom objects

- If possible, move the children's desks to the edges of the room to make a space.
- At the front of the room, put a desk with a pencil case, pencil, crayon, piece of paper and (if possible) a computer on it. Point to each item and ask the class *What is it?* The children say, e.g. *A pencil case.*
- Make two teams. The teams stand in two lines towards the back of the class, facing the front. Tell the children that you are going to name an object and the child at the front of each team has to try to touch it first. Say, e.g. *Touch the desk* or *Where's the desk?* The two children who are first in the teams run to the front of the class and touch the desk. Whoever does this first wins a point for their team. Repeat until all the children have had a turn. You could also use the game to revise colours by saying, e.g. *Touch something blue.*

## Ending the lesson

**Aim:** to review classroom objects, numbers and colours

- Make sure each child has the following items in front of him/her: a pencil case, crayons in known colours, a pencil and a piece of paper. Put on the puppet. Make Polly give instructions about the items, e.g. *Show me a pencil, Show me paper, Show me a pencil case.* The children hold up the correct items. As they become more confident, introduce colours and numbers into the instructions, e.g. *Show me a purple crayon, Show me four crayons.*

## Aims

- to present *This is my ...*: to practise classroom objects; to say a chant

**New language:** *This is my (crayon).*

**Recycled language:** classroom objects

**Materials:** CD 1, flashcards (classroom objects), sticky tack, the puppet (Polly), a bag, a crayon, a pencil, a book, a pencil case

**Optional:** a laptop computer and other known objects

**Language competences:** The children will be able to refer to their possessions. They 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.
- Put some sticky tack on the back of each flashcard. Call a volunteer to the front. Give him/her a flashcard and say *What is it?* The child replies, e.g. *Computer*. Gesture around the room and ask *Where's the computer?* Help the child find the computer and stick the flashcard on it. Repeat with other volunteers and the rest of the cards.
- Choose a different volunteer. Say, e.g. *The computer, please*. The child finds the computer flashcard, takes it off the computer and hands it back to you. Say *Thank you*. Repeat until you have collected all the flashcards.

## Presentation

 **CD1**  **PB p9** Listen and trace. Chant.

**Aim:** to present *This is my ...*, practise pencil control and say a chant

- Point to the objects on PB page 9 and ask *What is it?* (or if your children can read figures, ask, e.g. *What's two?*). The children say the words.

- Say *Listen and trace*. Play the first verse of the chant by the girl and show how to finish drawing the circle around the crayon. The children trace with a pencil. Repeat for verses 2, 3 and 4. Circulate and check.
- Say *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/hold up their possessions and clap along.

Audio script page T95

## Practice

- Place a bag, a book, a crayon, a pencil case and a pencil on your desk. Point and say, e.g. *This is my bag*.
- Put on the puppet. Make Polly fly to your bag. She says *I like this bag*, picks it up and flies off. Say *No, Polly! This is my bag!* Polly brings it back. Repeat with the other objects.
- Make Polly land on an object belonging to a volunteer. She asks *What is it?* The child says, e.g. *(My) pencil case*. Polly says *I like this pencil case* and flies off with it. Encourage the child to say *No, Polly! This is my pencil case*. Polly returns the item, looking sheepish. Repeat.

 **CD1**  **AB p9** Listen and circle. Say the sentences.

**Aim:** to practise listening, pencil control and *This is my ...*

- Help the children find AB page 9. Point to the first picture in the top row and say *Pencil case*.

Point to the second picture. The children say *Crayon*. Repeat for the remaining pictures. Say *Listen and circle*. Make a circle in the air.

- Play the first sentence. The children listen and complete the circle around the crayon.
- Point to the pictures in the bottom row. The children say the words. Say *Listen and circle*. Play the second sentence. The children circle the computer. Monitor and check.

Audio script page T95

## Extension activity

**Aim:** to practise *This is my ...* and classroom objects and play a game

- Show your bag and say *Look! This is my bag*. Pick up the items you have brought to class, show them to the children and put them in your bag one by one, saying, e.g. *This is my computer*. Then say *What's in my bag?* Point inside your bag and translate the question into L1 if necessary. Volunteers guess by putting up their hands. They say, e.g. *(A) computer*. When a child guesses correctly, say *Yes!* Remove the item from your bag and say, e.g. *This is my computer!*
- You could play this game in a similar way to *Hangman*. Every time a child guesses incorrectly, draw one part of the man on the board. To make the game more challenging, don't show the children the items beforehand, so that they are genuinely guessing what is in your bag, rather than remembering.

## Ending the lesson

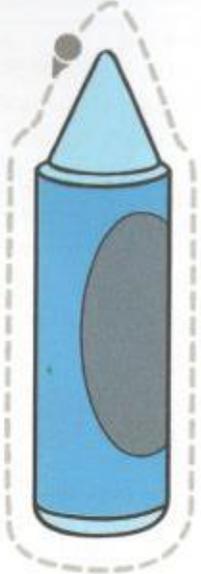
**Aim:** to practise the chant

- Play the chant again (CD 1, Track 10). The children stand up, join in and point to/hold up their own possessions.

2 CD1  
10

Listen and trace. Chant.

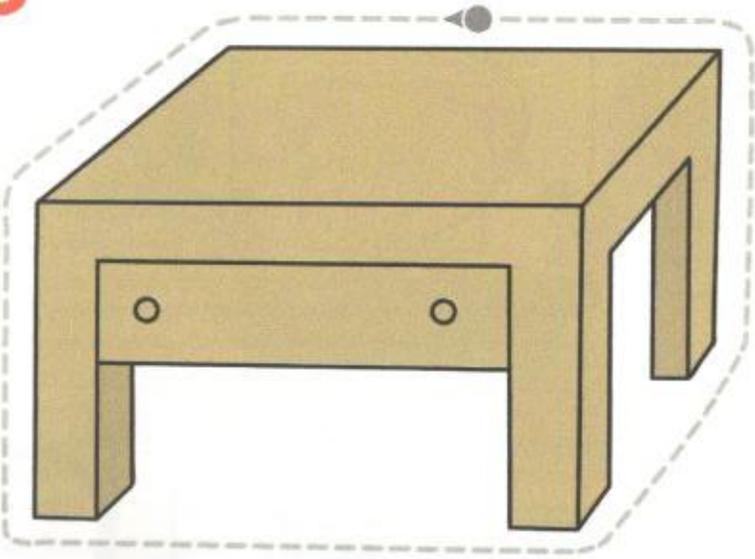
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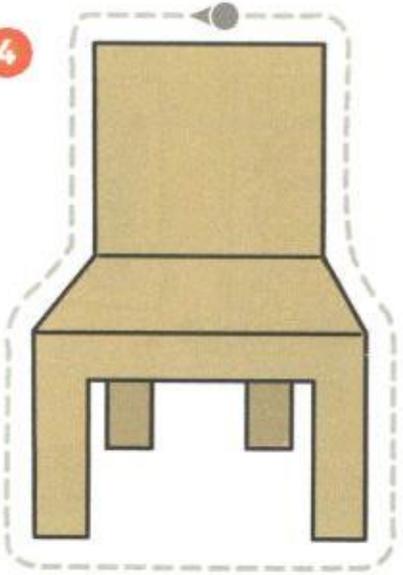
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3



4



Listen and act. Listen and colour.

1



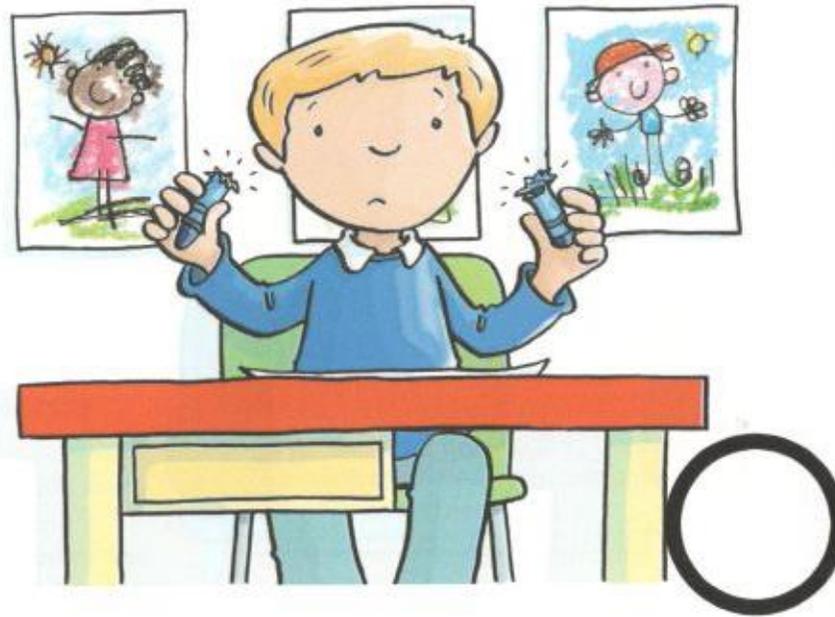
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3



4



## Aims

- to present and practise classroom instructions; to practise following instructions

**New language:** *Open your book, Pick up your (crayon), Draw a picture, Oh no! It's broken*

**Recycled language:** classroom objects, *This is my ...*, instructions (*Say 'hello', Smile, Shake hands, High five*), *red, blue, green, yellow*

**Materials:** CD 1, a notebook and crayon for each child, classroom objects (pencil cases, pencils, etc.), coloured crayons or pencils

**Optional:** CD of lively music

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

## Warm-up

**Aim:** to review *This is my ...* and classroom objects

- Play the chant from the previous lesson (CD 1, Track 10). The children join in and point to/hold up the objects.
- Say the chant, without the CD, changing the words to *This is my book, This is my pencil, This is my chair*. Point to the appropriate items. Practise this version of the chant, with the children holding up their own books and pencils and pointing to their chairs.

## Presentation

3 <sup>CD1</sup><sub>12</sub> PB p10 Listen and act.

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

- Make sure each child has a notebook and a crayon. Have a book and a crayon ready yourself. Play the first line of the audio and do the action (*Open your book*). Encourage the children to copy. Repeat for *Pick up your crayon* and *Draw a picture*. For *Oh no! It's broken*, mime holding two parts of a broken crayon and look sad (as in picture 4 on PB page 10).
- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are following with ease. Then

play the audio for the children to do the actions without your help.

- Give the children the instructions in a different order. They follow without your help.
- Give the instructions again, this time adding *Say 'hello', Smile, Shake hands* and *High five*. The children follow.

Audio script page T95

## Practice

3 <sup>CD1</sup><sub>13</sub> PB p10 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 dots below the pictures the correct colour. Play the first line of the audio and point to the example dot next to picture 2. Then play the rest of the audio, pausing for children to colour the dot each time. Point to each picture and elicit the colour and the sentence.

Audio script page T95

3 <sup>CD1</sup><sub>14</sub> 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/elicite *Open your book*. Point to the second picture. Say/Elicite *Pick up your crayon*.

- Say *Listen and circle*. Open your book or Pick up your crayon? Play the audio. The children point at the correct answer. They finish drawing the circle around the second picture. Circulate and elicit *Pick up your crayon*.
- Repeat this process for the second row of pictures.

Audio script page T95

## Extension activity

**Aim:** to practise listening and responding physically

- Play the traditional party game *Musical statues*. Say *Dance!* Put on the CD of lively music. The children dance. When you stop the music, they freeze like statues. Give an instruction, e.g. *Open your book*, as you start the music again. The children dance and mime opening a book until you pause the music. They stand like statues. The game continues in this way. As the children gain confidence, add instructions from the *Hello!* unit, e.g. *Shake hands* (the children shake hands with a partner) and *Say 'hello'* (the children wave) and from *Super Safari 1* (if appropriate), e.g. *Hands up, Throw your ball, Clap your hands, Paint, Jump, Walk, Fly and Swim*.

## Ending the lesson

**Aim:** to practise following instructions

- The children stand behind their desks. Ask them to put a notebook, a pencil case and different coloured crayons on their desk. Put on the puppet. Play *Polly says ...* (see Introduction, page xvii) with the instructions from this lesson (including variations, e.g. *Pick up a red crayon, Open your pencil case*) and the *Hello!* unit (*Smile, Say 'hello'*, etc.).

## Aims

- to present and practise *I've got a ... on my desk, It's (red, orange) and (purple), These are my ...*; to sing a song

**New language:** *I've got a pencil case on my desk, It's red, orange and purple, These are my crayons*

**Recycled language:** classroom objects, colours, *This is my .... Look, T-shirt, shoe*

**Materials:** CD 1, eight to ten known objects in different colours (e.g. a blue book, a red book, an orange ball, a yellow ball), the puppet (Polly), coloured pencils or crayons

**Optional:** large circles of card or hula hoops in different known colours

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

## Warm-up

**Aim:** to review colours, *Pick up ...* and classroom objects

- Ask the children to sit in a circle. Place the classroom objects in the centre. Put on the puppet. She asks a confident child, e.g. *Louis, pick up the yellow ball*. The child finds the object and sits back down. Make Polly ask *What is it?* The child says, e.g. *(A) ball*. Encourage him/her to talk about the colour (e.g. *A yellow ball*). If your children used *Super Safari 1*, elicit, e.g. *I've got a yellow ball*.
- Repeat with different children, until all the objects are taken. Put the objects back and make Polly call two children, e.g. *Ala, pick up the blue book. Nahla, pick up the red book*. See who can choose their object quickest. You can also call three or four children to take objects at once.

## Presentation

 **CD1** 15-16 **PB p11** Listen and sing.

**Aim:** to present *I've got a ... on my desk, It's (red, orange) and (purple), These are my ...* and sing a song

- Revise the items in the picture on PB page 11, by

saying, e.g. *Point to the computer*. The children point. Include *desk, T-shirt* and *shoe*. Ask about the colours of each pencil case and rephrase responses to *It's red, orange and purple*. The children repeat this sentence. Ask about the colours of the crayons on the girl's desk (elicit *green, orange and blue*).

- Play the song. Point to the items in the picture as they are mentioned. The children copy you.
- Play the song again. The children listen and point without your help.
- Play the song again, pausing to teach each line. You can also use the karaoke version. When they are confident, they can stand up and pretend to be the boy and girl who are singing (pointing to items on their desks, etc.).

Audio script page T95

## Practice

 **CD1** 17 **AB p11** Listen again. Colour and complete.

**Aim:** to practise the song

- Make sure the children all have coloured pencils or crayons. Say *Listen and choose the colours*. Hold up some crayons and mime choosing. Play the first section of the song (the chorus). The children hold up red, orange and purple crayons.
- Help the children find AB page 11. Say *Colour and complete*. Show the children how to colour

the pencil case on AB page 11. Play the rest of the song while they colour. The children can colour in any order. Monitor and help individuals say *It's red, orange and purple* and/or *I've got a pencil case*. Ask about the colours of the children's own pencil cases, bags, books, etc.

Audio script page T95

## Extension activity

**Aim:** to practise colours and respond to instructions

- Hold up the coloured circles/hula hoops in turn. The children say the colours.
- Place the circles/hula hoops at one end of the space in a row. Make two teams at the other end of the space, arranged in two lines. Explain that the children at the front of each team are going to listen and go to the correct colour. Whoever gets there first wins a point for their team. Say, e.g. *Go to red!* The two children at the front run to the red circle/hula hoop. Whoever stands on/in the red circle first wins a point for their team. These children go to the back of the lines. Give a new instruction to the two children now at the front of the teams. Continue in this way until everyone has had a turn. You can add in different known instructions from *Super Safari 1* (if appropriate), e.g. *Jump to green!* The children have to get to the correct colour, with the right kind of movement.

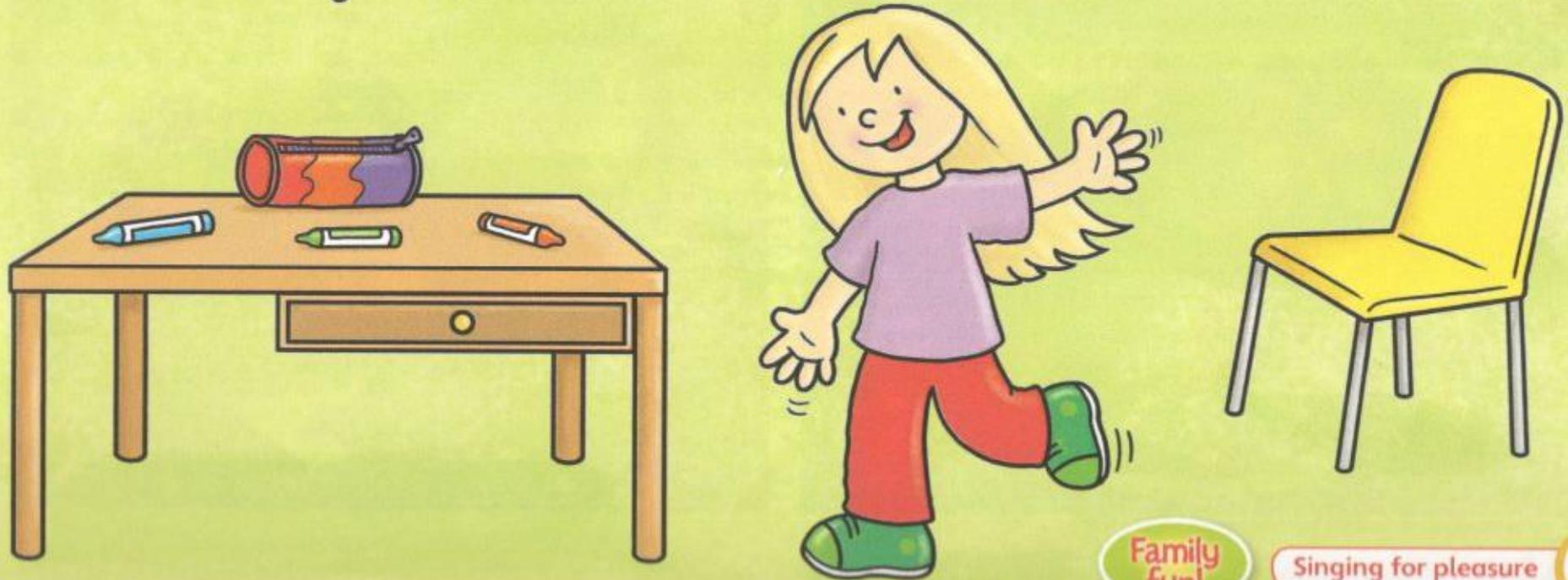
## Ending the lesson

**Aim:** to practise the song

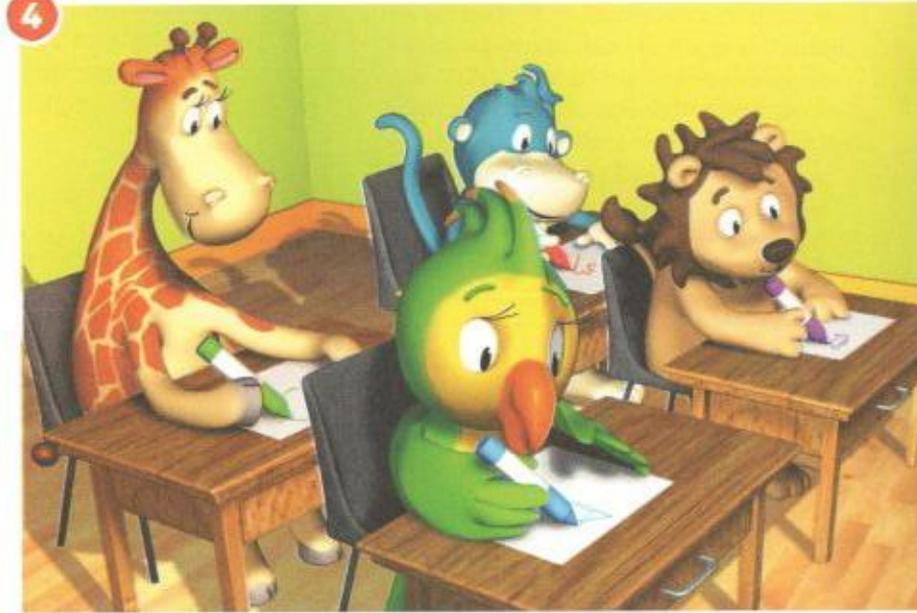
- Divide the class into two groups, boys and girls. Play the song (CD 1, Track 15). The groups join in with the boy's or girl's verses, as appropriate. They all sing the choruses.

4 CD1  
15 16

Listen and sing.



# The medals



## Aims

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

**New language:** *medal, I'm the best, Well done, I love drawing, Thank you, You're the best*

**Recycled language:** character names, classroom objects, *Draw a picture*, instructions

**Materials:** CD 1, flashcards (characters), a medal, a piece of paper, classroom objects

**Optional:** classroom objects which all the children have (book, bag, pencil case, etc.), a cloth (large enough to cover your desk)

**Language competences:** The children will be able to listen and follow a picture story. They will be able to use and respond to *Well done*.

## Warm-up

**Aim:** to review character names

- Show each of the character flashcards and ask *Who's this?* Children say the names.
- Mix up the flashcards and put them face down on your desk. Pick up a card, look at it, then put it face down. Mime being the animal/make the animal noises. Ask *Who am I?* The children say the character's name. Repeat with another flashcard. Call volunteers to take a card and do the actions/sounds for the class to guess.

## Presentation



PB pp12–13

Story: The medals

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

- Point to each of the characters in the first picture on PB page 12 and ask *Who's this?* The children say, e.g. *Mike*. Point to the new character and ask *Who's this?* The children tell you in L1 that it's the teacher (a zebra). Point to the item the teacher is holding and elicit/explain in L1 that it is a medal. Show a real medal, if possible. Say *Medal* in English. The children repeat.
- Play the audio. The children point at the pictures as they listen.

- Play the story again, stopping after each picture. The children explain what's happening in pictures 1 to 3 in L1 (the animals are competing at different sports to see who is the best). Ask how Polly feels each time and why. Point to picture 4 and say *Draw ...* The children say *A picture*. Point to picture 5 and say *Look at the pictures!* Elicit translations for *Well done* and *I'm/You're the best*.
- Point to picture 1 and ask *Who's the best?* The children reply *Mike*. Say *Well done, Mike!* Do the same for pictures 2, 3 and 5.

Audio script page T95

## Practice



AB p12

Listen and colour the correct circles.

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

- Point to the first picture on AB page 12. Ask *Who's the best?* Repeat for the second picture. 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).
- Point at the second row of pictures and say *Listen and colour the circle*. Play the audio. The children colour the circle for the first picture.
- Play the audio again. The children repeat.

Audio script page T95

## Extension activity

**Aim:** to review *I've got ... on my desk* and classroom objects

- Ask the children to clear their desks.
- Place objects on your desk (e.g. a bag, a pencil case, a blue crayon, a book, a pencil), covered with a large cloth. Explain in L1 that you are going to say what's on your desk and the children have to put the same items on their desk.
- Make a sentence about one of the items, e.g. *I've got a bag on my desk* (keep the items hidden). The children all take a bag and put it on their desk (encourage them to help each other). Repeat for all the items. Then remove the cloth and say, e.g. *Look! I've got a bag on my desk*, etc. The children hold up the objects they have to check.

## Ending the lesson

**Aim:** to practise following instructions and using *Well done* and *Thank you*

- Place a book, a pencil case, some different coloured crayons and a piece of paper on your desk. Choose a volunteer to come to the front. Say, e.g. *Open the book*. If the child follows the instruction, say *Well done* (name) and give the child a medal/mime putting a medal around his/her neck. Encourage the child to reply *Thank you*. Repeat with different volunteers/instructions.
- Make pairs, each with a notebook, a pencil case and coloured crayons. Child A gives an instruction, e.g. *Open the pencil case* (or simply names an object for Child B to point to). Child B follows/points. Child A says *Well done* (name) and mimes handing over a medal. Then they swap roles.

## Aims

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

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

**Materials:** CD 1, flashcards (classroom objects), the puppet (Polly), Unit 1 stickers (computer and book)

**Optional:** character masks, four plastic medals or reward stickers, hand-drawn pictures (as on PB page 13) of a kite, a face, an aeroplane and a boat (the best drawing)

**Language competences:** The children will be able to appreciate the values shown in the story. They will practise saying *You're the best!*

## Warm-up

**Aim:** to review classroom objects

- Show the classroom object flashcards. The children say the words.
- Put on the puppet. Play *Disappearing flashcards* using the classroom object flashcards (see Introduction, page xvii).

## Practice

**5**  **CD 1**  **PB pp12-13** Story: The medals

**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 what's happening.
- Help children find the stickers for Unit 1 at the back of the PB. Say *Computer*. The children point to the correct sticker. Repeat for *Book*.
- Point to the picture on PB page 13. Say *Where's the computer?* The children point to the sticker outline. Mime peeling the sticker of the computer 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 T95

## Story values PB pp12-13

**Aim:** to think about the meaning of the story; appreciating differences

- Play the story again. The children listen and point. Pause after picture 1 and ask in L1 *Is Polly good at climbing?* (No. She's the worst/last), *How does she feel?* (Sad). Ask *Who's the best?* (Mike). Do the same for pictures 2 and 3. Play the next part of the story and ask in L1 how Polly feels in picture 4 and why (happy, because she loves drawing). Play the last part of the story and elicit *Well done* and *You're the best*.
- Talk about the different talents we have. Say how important it is to recognise what others are good at.

**6**  **AB p13** Complete the faces (☺ or ☹).  
Colour the pictures.

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

- Ask the children in L1 to look at the pictures and think *How does the girl feel? Is the right thing happening?* Point to the faces and explain in L1 that if they think the picture shows the right thing happening, they draw a smile and if the picture shows the wrong thing happening, they draw a sad face.
- Ask in L1 if all the children in the picture on the left are happy. Ask if we should be happy that

others are recognised for what they are good at. Elicit that the picture on the right is the right thing happening, so they should draw a smile for that picture. Then elicit that the wrong thing is happening in the picture on the left and have them draw a sad face. Circulate and check.

## 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. Give the teacher four medals/reward stickers. Play the story. The children act out the story along with the CD. The 'teacher' hands out the medals/stickers to Mike, Leo, Gina and finally Polly. Give the children pictures of the kite, face, etc. for the last section of the story. Encourage the volunteers to join in with the CD (CD 1, Track 18).

## Ending the lesson

**Aim:** to practise saying *Well done! You're the best*

- Put on the puppet. Make Polly fly around the classroom and do a trick (e.g. fly upside down). Say *Well done, Polly! You're the best!* with enthusiastic intonation. Pat Polly on the back. Make Polly bow and say *Thank you*. Say *Well done! You're the best* for the children to repeat.
- Make pairs. The children take turns congratulating each other, saying *Well done! You're the best*, as enthusiastically as possible. They can pat each other on the back (if appropriate) or mime handing over a medal. Encourage the child who is being congratulated to reply *Thank you!*



# Move your body

6 CD1  
20

Listen and point. Trace and say the words.

1



3



2



4



## Aims

- to integrate other areas of the curriculum through English: Physical education

**New language:** *jump, climb, run, kick*

**Recycled language:** *Well done, You're the best, Thank you, instructions, numbers 1 to 6*

**Materials:** CD 1, classroom objects, materials for the project (six cardboard tubes and sticky tape for each pair of children, a piece of kitchen towel for each child), a bowling game you have prepared (similar to the one on AB page 14), the puppet (Polly)

**Optional:** a picture of a traffic light (or red and green flashcards), a football for each child/pair of children, steps/small benches to climb, a whistle or bell

**Language competences:** The children will be able to name different actions. They will be able to follow instructions.

## Warm-up

**Aim:** to review, *Well done! You're the best*

- Place some classroom objects on your desk. Put on the puppet. Choose a volunteer. Give an instruction to both Polly and the volunteer, e.g. *Pick up the pencil*. Polly tries to pick up the pencil, but let the child do it first. Polly says *Well done! You're the best* to the child. He/She says *Thank you* and sits down. Repeat with different volunteers and actions.
- For the last turn say *Fly!* Say *Well done, Polly! You're the best!* Encourage the children to join in. Make Polly fly around happily, saying *Thank you! I'm the best!*

## Presentation

**6** CD1  
20 **PB p14** Listen and point. Trace and say the words.

**Aim:** to present *jump, climb, run and kick* and to practise pencil control

- Ask the children to look at PB page 14. Play the audio. The children listen and point to each photo.
- Point to the line around the first picture and trace it with your finger and say *Jump*. The

children copy. Do the same for the other photos. Play the audio again. The children listen, trace around the photos and say the words.

Audio script page T95

## Practice

- Say *Jump* and jump in the air on the spot. The children copy. Say *Climb* and mime climbing a ladder/tree. Again the children copy. Do the same for *Run* (run on the spot) and *Kick* (mime kicking a ball). Repeat the actions and words until the children are copying with ease.

**7** **AB p14** Make a bowling game.

**Aim:** to take part in a craft activity and practise counting

- Show the pictures on AB page 14 and explain in L1 that the children are going to make their own game like this. Show the game you have already made. Hold up the decorated cardboard tubes and count them aloud with the children. Show the ball and ask *What is it?* The children say *A ball*. Demonstrate playing skittles with the game.
- Hand out a piece of kitchen roll to each child. Demonstrate how to scrunch it up to make a ball shape, then cover it with sticky tape to make the ball larger. Hand out sticky tape to each pair and help the children make a ball each.

- Hand out six cardboard tubes to each pair of children. The children use the tape to cover the tubes or colour them with crayons.
- Help the pairs to set up their skittles game (counting aloud from 1 to 6), then take turns to try and knock them down with their homemade ball. Encourage them to count the number of skittles they knock over each time.

## Extension activity

**Aim:** to practise *jump, climb, run, kick, instructions and colours*

- Put balls in one corner and (if possible) small benches or steps for children to climb.
- Show a picture of a traffic light (or the red and green flashcards). Point to the red light or show the red flashcard. Say *Red is stop!* The children repeat. Point to the green light or show the green flashcard. Say *Green is go!* The children repeat several times.
- Give an instruction, e.g. *Jump*, while showing the green flashcard. The children all jump continuously. Blow a whistle/ring a bell and show the red flashcard. The children stop. Repeat with different instructions, with the children starting to move when you show the green card and stopping when you show the red card.

**Note:** For *climb* the children climb the benches/steps, for *kick* they kick the footballs to each other.

## Ending the lesson

**Aim:** to practise following instructions

- Put on the puppet. Play *Follow the leader* (see Introduction, page xvii) with *jump, climb, run, kick* and other known instructions.

## Aims

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

**New language:** *Throw/Catch a ball*

**Recycled language:** *kick, jump, run, climb*, classroom objects, numbers

**Materials:** CD 1, flashcards (classroom objects), the puppet (Polly), a soft ball for each pair of children

**Optional:** a desk, two balls, two pencil cases, two crayons, two pieces of paper, a computer

**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 *jump, climb, run* and *kick* and present *Throw/Catch a ball*

- Give instructions from the previous lesson. The children do the actions as appropriate.
- Use a ball to present *Throw/Catch a ball*. The children mime throwing and catching and repeat the phrases.
- Put on the puppet. Play *Polly says ...* (see Introduction, page xvii) with *jump, climb, run, kick* and instructions from earlier in the unit (e.g. *Open your book, Pick up a crayon, Draw a picture*).

## Revision

- 7** **Think!** **PB p15** Look and match. Say the actions.

### Thinking skills: Sorting

- Point to the first picture on PB page 15. Say/Elicit *Throw*. Say *Look and match*. Trace the example line from this picture to the woman throwing a ball in the pictures on the right. The children trace the line with their pencils. Elicit *Run* for the second picture. The children find the matching picture (check they are all pointing to the correct picture), then draw a line to match. Repeat for picture 3. Circulate and help as necessary. Point

to different pictures and get individual children to say the correct word/phrase.

- Say a number from 1 to 3. The children point at the correct picture and say the action.

- 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 objects and instructions

- If possible, move the children's desks to the edges of the room to make a space in the centre or move your class to an empty classroom.
- At the front of the room, near the board, put a desk with two balls, two pencil cases, two crayons, two pieces of paper and (if possible) a computer on it. Point to each of the items and ask the class *What is it?* The children say, e.g. *A pencil case*.
- Make two teams. The teams stand in two lines towards the back of the class, facing the front. Give an instruction from the unit to the two children at the front of the teams, e.g. *Kick the ball*. The two children who are first in the teams run to the front of the class, take a ball and kick it. Whoever does this first wins a point for their team. Keep score on the board. Repeat until all the children have had a turn. Instructions to practise include *Throw/catch the ball, Pick up the paper, Open the pencil case, Touch the computer/board/desk, Pick up a crayon, Draw a picture*.

## Ending the lesson

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

- Play the children's favourite game from the unit or sing the unit song (CD 1, Track 15).

## Phonics

- See page T80 for Unit 1 Phonics.

## Review

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

7 Think! Look and match. Say the actions.



# 2

# My body

1 CD1  
23

Listen and point. Say the words.



## Aims

- to present and practise parts of the body

**New language:** *arms, hands, feet, legs, body, head, Look at my ..., I've got a red head, I've got two blue arms*

**Recycled language:** colours, numbers 1 to 6, instructions (including *Shake hands*), classroom objects

**Materials:** CD 1, flashcards (parts of the body, colours), the puppet (Polly), coloured pencils or crayons, a balloon for each pair of children (and some spares in case of accidents)

**Optional:** a board pen (or board pens in different colours) for each team of six children

**Language competences:** The children will be able to name parts of the body.

## Warm-up

**Aim:** to review instructions (including *Shake hands*) and classroom objects

- Ask the children to stand up. Give instructions from the *Hello!* unit and Unit 1 (e.g. *Say 'hello', Climb, Jump, Kick, Run, Pick up a pencil, Draw a picture*). The children do the actions/mime on the spot. Join in to start with, then let them do the actions without your help. Make sure you include *Shake hands*. Finish with *Sit down. Open your book* and help the children find PB page 16.

## Presentation



**PB p16** Listen and point. Say the words.

**Aim:** to present parts of the body

- Help the children find PB page 16. Point to your body and say *This is my body. My body*. Say it again. The children repeat.
- Point to Leo and ask *Who's this?* The children say *Leo*. Repeat for Gina. Say *Listen*. Play the audio. The children just listen.
- Gesture towards the numbered body parts and say *Listen and point*. Play the audio. The children point. Play the audio again. The children point and say.

Audio script page T95

## Practice

- Say *Stand up*. Put your hands on your head and say *Head*. The children copy and repeat the word. Do the same for the other parts of the body. Repeat several times.
- Put on the puppet. Make Polly say the body part words. The children point to or put their hands on the correct place. Polly says *Well done!*



**AB p16** Listen and colour. Say the words.

**Aim:** to practise parts of the body, *I've got .... colours and listening*

- Review colours with the flashcards.
- Help the children find AB page 16. Say *Look! A monster!*
- Make sure all the children have pencils or crayons. Have crayons ready yourself. Say *Listen and colour*. Play the first line of the audio. Point to your crayons and ask *What colour? Pick up your crayon*. The children hold up the red crayon. Play the first line again. Ask *Red what? Arms? Feet?* and point to the picture of the monster. The children say *(Red) head and (red) body*. Point to the monster's head and body to confirm. Show the children how to colour them. Repeat for the next line. Then play the rest of the description, pausing after each line to check that the children have the correct colour and body part.
- Monitor and check the children's work.

Audio script page T95

## Extension activity

**Aim:** to practise *I've got ...* and parts of the body

- Make teams of six. The teams stand in lines, with the first child facing the board. Give this child a board pen. Using a 'monster' voice say *I've got a head*. The children at the front draw a head on the board (leaving space for the rest of the monster). These children hand the board pen to the next child, then go to the back of their teams. Say *I've got a body*. The next child draws a body below their team's monster's head. Then they pass the pen on. The activity continues in this way. The class can vote on the best monster.

**Note:** If you have enough board pens, say, e.g. *I've got a green head*. The children choose the correct pen.

## Ending the lesson

**Aim:** to practise parts of the body

- Move your class into an empty classroom or make space in the room. Hold up a balloon. Say *My hands!* Keep moving the balloon in the air using your hands only. Repeat with *My head* and *My feet!*
- Make pairs, facing each other with plenty of space around them. Give each pair a balloon. Explain that they must pass the balloon using only a single body part. Say *Hands!* The children gently hit the balloon to each other with their hands. After a while, say *Arms!* Continue in this way.

## Aims

- to present *I can* (clap my hands) and practise parts of the body; to say a chant

**New language:** *What can you do? I can ...*, *clap my hands*, *stamp my feet*, *kick my legs*, *wave my arms*

**Recycled language:** parts of the body, *Wash your ...* (from *Super Safari 1*), actions and instructions

**Materials:** CD 1, flashcards (parts of the body), the puppet (Polly)

**Language competences:** The children will be able to talk about ability with *I can ...* They will be able to join in with a chant.

## Warm-up

**Aim:** to review parts of the body

- Show the parts of the body flashcards and say the words. The children repeat.
- Say *Wash your hands!* Mime washing your hands under the tap. The children copy. Repeat for different parts of the body, *Wash your feet/legs*, etc. Put on the puppet. Make Polly give instructions for the children to follow. Include *Shake hands* and *Kick*.

## Presentation

 **CD1 25**  **PB p17** Listen and trace. Chant.

**Aim:** to present *What can you do? I can ...*, practise pencil control and say a chant

- Say *Look! I can clap my hands*. Clap your hands. The children copy and repeat the sentence. Do the same for *I can stamp my feet*, *I can kick my legs* and *I can wave my arms*.
- Say *Listen and trace*. Play the first chorus and verse of the chant and show how to trace the outline of the girl. The children trace with a pencil. Play the next chorus and verse. The children trace the outline of the boy.
- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat. Play the chant again. They join in and do the actions.

Audio script page T95

## Practice

- Ask the children to stand in a circle. Join the circle yourself. Make a sentence with *I can ...* and do the action, e.g. *I can clap my hands*. The child on your right does the same action and repeats the sentence. Continue around the circle, with each child doing the action and saying the sentence. When it is your turn again, change the action, e.g. *I can wave my arms*. The child on your right repeats the action and the sentence, and so on around the circle. Continue in this way, practising the actions from the chant, then add different actions from Unit 1, e.g. *I can jump/run*. Once the children are familiar with the activity, a volunteer can be the leader.

 **CD1 26**  **AB p17** Listen, trace and match. Say the sentences.

**Aim:** to practise *I can ...*, listening and pencil control

- Say *Listen, trace and match*. Point to the incomplete picture of the girl (top left) of AB page 17. Play the audio. Elicit the sentences. Show the children how to trace around the outline of the girl and then find the matching picture and complete the match line. Repeat for the picture of the boy.
- Play the audio again. The children point at the pictures and repeat the sentences.

Audio script page T96

## Extension activity

**Aim:** to practise *What can you do? I can ...* and careful listening

- If possible, move your class out into the playground, school gym or an empty classroom.
- Stand at one of the space with the children in the centre. Face the class. Explain in L1 to the children that they must ask you *What can you do?* then copy your actions. But they have to listen carefully, because when you say *I can catch you*, you are going to run after them and try to catch somebody. Help the children to say *What can you do?* Reply, e.g. *I can stamp my feet* and stamp your feet. The children all stamp their feet. Say *Stop!* The children ask again *What can you do?* Reply with a different action, e.g. *I can jump* and jump around. The children copy. Continue in this way. When the children are familiar with the game, say *I can catch you!* Run after the children and 'catch' someone. This child then stands with you and becomes the leader of the next round. Repeat, mixing up the instructions, until only one child is left.

## Ending the lesson

**Aim:** to practise the chant

- Make two groups, boys and girls. Play the chant again (CD 1, Track 25). The children stand up. They all join in with the chorus. The girls say the first verse and do the actions. The boys say the second verse and do the actions.

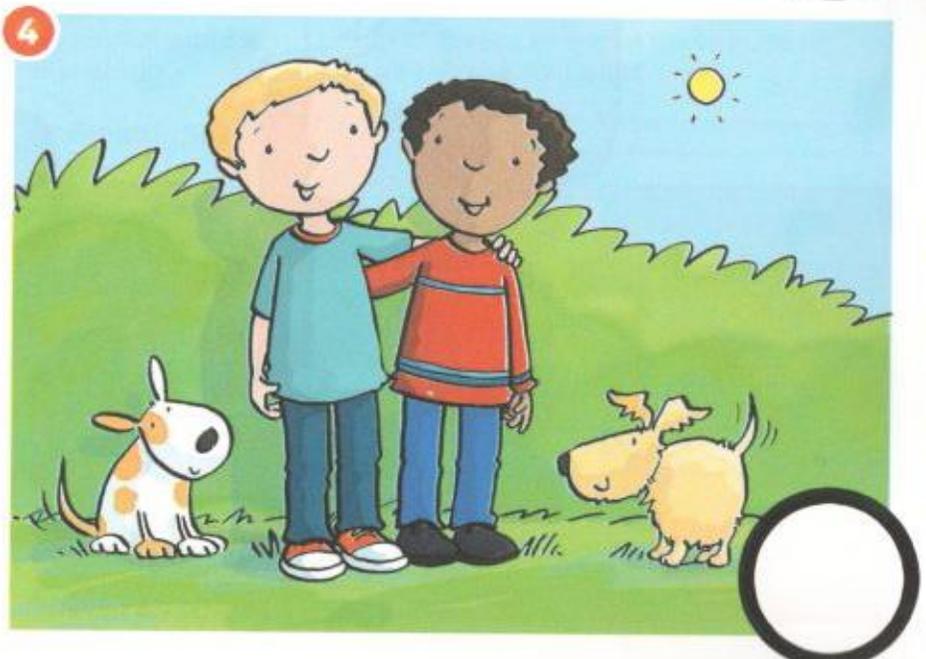
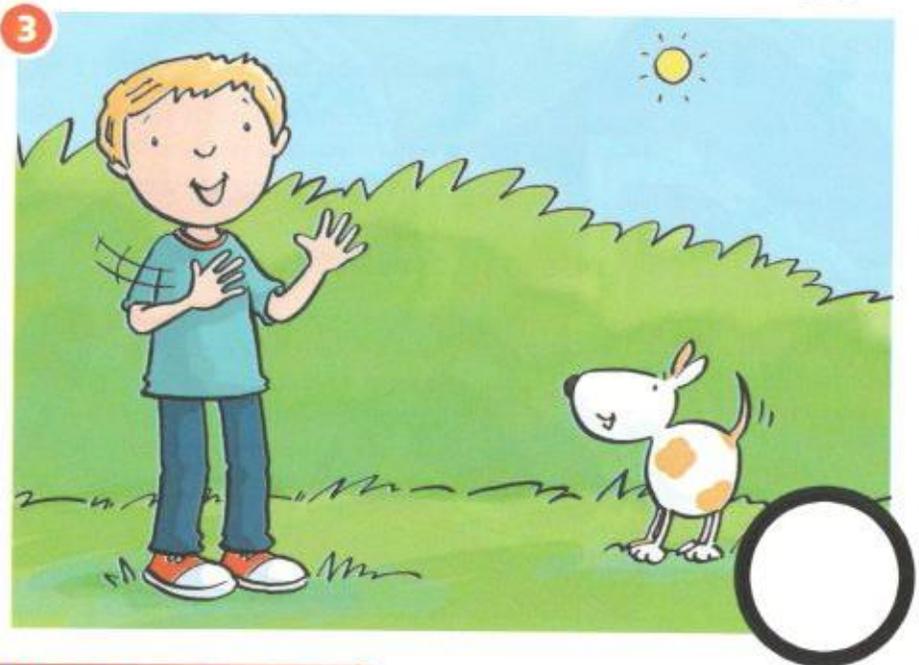
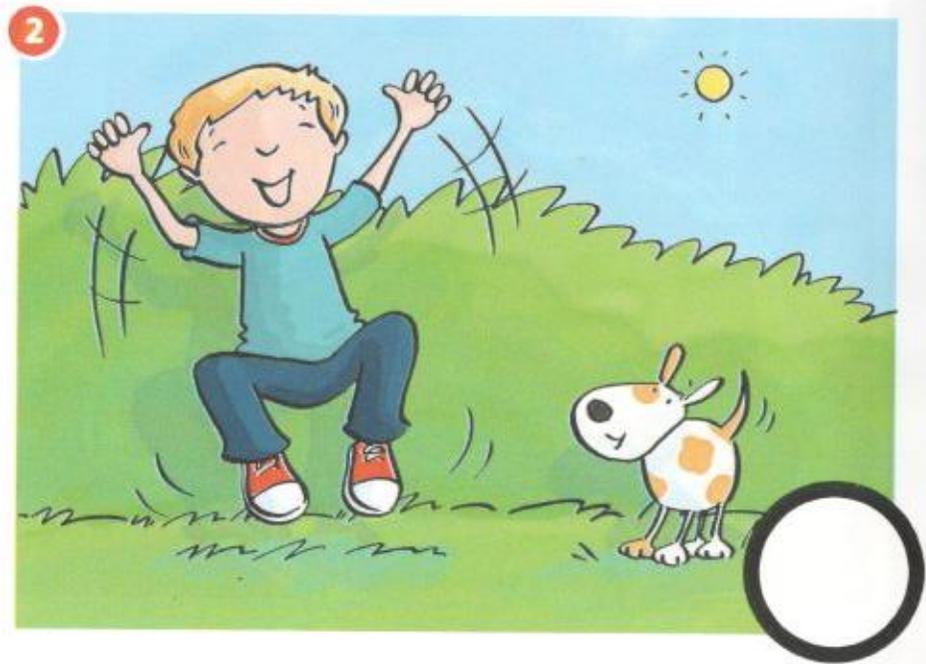
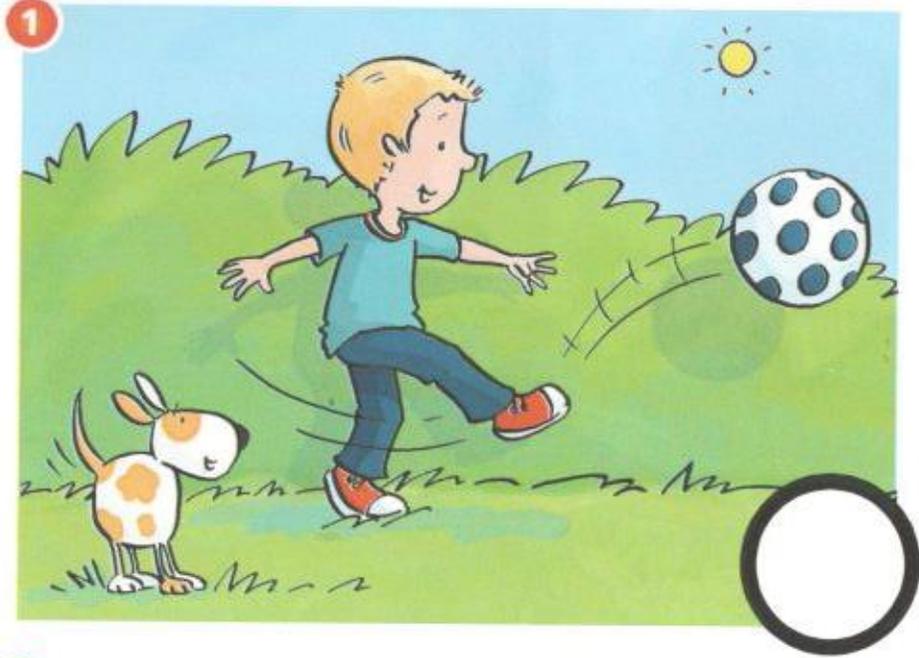
2 CD1  
25

Listen and trace. Chant.

Family  
fun!

I can (clap my hands).

Listen and act. Listen and colour.



### Aims

- to present and practise *Kick a ball, It's a goal, Hug your friend*; to practise following instructions

**New language:** *Kick a ball, It's a goal, Hug your friend*

**Recycled language:** *red, blue, green, yellow, Clap your hands, Throw/Catch a ball, Shake hands, High five, Open your book, Pick up a crayon, Draw a picture, It's broken*

**Materials:** CD 1, the puppet (Polly), a soft ball, coloured crayons or pencils

**Optional:** a CD with the music for *Heads, shoulders, knees and toes* (without words)

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

### Warm-up

**Aim:** to review *What can you do? I can ...*, parts of the body and actions

- Put on the puppet. Ask *What can you do, Polly?* Make Polly say *I can say 'hello'* and then make her say *Hello* to the children. Repeat the question, encouraging the children to join in. Polly says *I can throw a ball*. Give her a soft ball to throw in the air.
- Ask *What can you do, Polly?* Make Polly say *I can fly* and then make her fly around the classroom. She lands on someone's shoulder and asks *What can you do?* The child replies with *I can ...*, then stands up and shows the action. Make Polly fly to different children and ask *What can you do?* The children make sentences, according to ability, and do the actions.

### Presentation

3 CD1 27 PB p18 Listen and act.

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

- Play the first line of the audio and mime the action (*Kick a ball*). Encourage the children to copy. Play the next line (*It's a goal*) and mime

celebrating scoring a goal (be over the top and make the children laugh). The children copy. Do the same for *Clap your hands* and *Hug your friend* (do both as if still celebrating a goal).

- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are following with ease. Then play the audio for the children to do the actions without your help.
- Give the children the instructions in a different order. They follow without your help.
- Give the instructions again, this time adding in known actions, e.g. *Shake hands, Open your book, Throw and catch a ball, Jump, High five, Open your pencil case, Pick up a pencil, Draw a picture*. The children follow.

Audio script page T96

### Practice

3 CD1 28 PB p18 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 dots below the pictures the correct colour. Play the first line of the audio and point to the dot under picture 3. Then play the rest of the audio, pausing for children to colour the dot each time. Point to each picture and elicit the colour and the sentence.

Audio script page T96

3 CD1 29 AB p18 Listen and circle.

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

- Help the children find AB page 18. Point to the first picture and say/ elicit *Hug your friend*. Point to the second picture. Say/ Elicit *It's a goal!*
- Say *Listen and circle. Hug your friend or It's a goal?* Play the audio. The children point at the correct answer. They draw a circle around the second picture. Circulate and elicit *It's a goal* from individual children.
- Repeat this process for the second row of pictures (*Clap your hands* and *Kick a ball*).

Audio script page T96

### Extension activity

**Aim:** to practise parts of the body and sing a song

- Teach your children the song *Heads, shoulders, knees and toes*, but with the parts of the body they have learned so far:  
*Head, arms, legs and feet.*  
*Legs and feet.*  
*Head, arms, legs and feet.*  
*Legs and feet.*  
*Shake your body and clap your hands!*  
*Heads, arms, legs and feet.*  
*Legs and feet!*
- Sing the song and do the actions with the class (touching heads, waving arms, touching legs and bending to touch feet).

### Ending the lesson

**Aim:** to practise the chant

- Play the chant from the previous lesson (CD 1, Track 25). The children join in and do the actions.

## Aims

- to present and practise *Shake your ...*: to revise parts of the body; to sing a song

**New language:** *Shake your ...*

**Recycled language:** parts of the body, *This is ...*, *These are ...*

**Materials:** CD 1, flashcards (parts of the body), the puppet (Polly)

**Optional:** a soft doll

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

## Warm-up

**Aim:** to review parts of the body

- Review parts of the body with the flashcards.
- Put on the puppet. Play *No, Polly!* (see Introduction, page xvii) with parts of the body. Polly points at the flashcards and makes a correct or incorrect sentence, e.g. *This is a body/These are feet.*

## Presentation

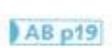
 **CD1**  
30-31  **PB p19** Listen and sing.

**Aim:** to present *Shake your ...* and sing a song

- Say *Shake your head*. Shake your head. The children copy. Repeat for different parts of the body (*Shake your hands*, *Shake your legs*, etc.). Then give instructions with *Shake your ...* without doing the actions yourself. The children shake the correct part of their body.
- Play the song. The children listen and point to the correct body parts in the picture.
- Play the song again, pausing to teach each line. You can also use the karaoke version. Play the whole song for the children to join in and do the actions.

Audio script page T96

## Practice

 **CD1**  
32  **AB p19** Listen again and trace.

**Aim:** to practise the song and pencil control

- Point to the picture of AB page 19. Say *Listen and trace*. Hold up a pencil and point to the boy's arms, hands, legs and feet. Play the first section of the song (the chorus and the first line the boy sings on his own). Show the children how to trace around the boy's body. Play the next line of the song. The children listen and then trace around the girl's body.

Audio script page T96

## Extension activity

**Aim:** to practise responding to instructions

- If possible, move your class into the school gym or an empty classroom.
- Show the children a soft doll (or a picture of one) and say *I've got a ...* The children say *Doll*. Choose a name. Make the doll wave and say *Hello. I'm* (your chosen name). Explain in L1 that the children are going to pretend to be a doll like this who comes alive at night.
- Give the following instructions, doing actions as if you were a soft doll (with loose limbs, bendy body, etc.). The children only watch the first time: *Go to sleep* (lie down on the floor, eyes closed), *Wake up* (sit up slowly, stretch, open your eyes), *Stand up* (stand up slowly, first bending from the waist, with your arms and head hanging down, then slowly lift up your head, still keeping your arms loose at your sides), *Shake your arms*, *Shake your legs*, *Wave your hands*, *Smile*, *Say 'hello'*, *Walk around*.
- Repeat the instructions and actions. The children join in. Once they are following with ease, they do the actions without your help. Add extra instructions, encouraging the children to do actions as if they were a doll, e.g. *Throw a ball*, *Jump*, *Run*, *Stamp your feet*, *Clap your hands*, *Climb*.

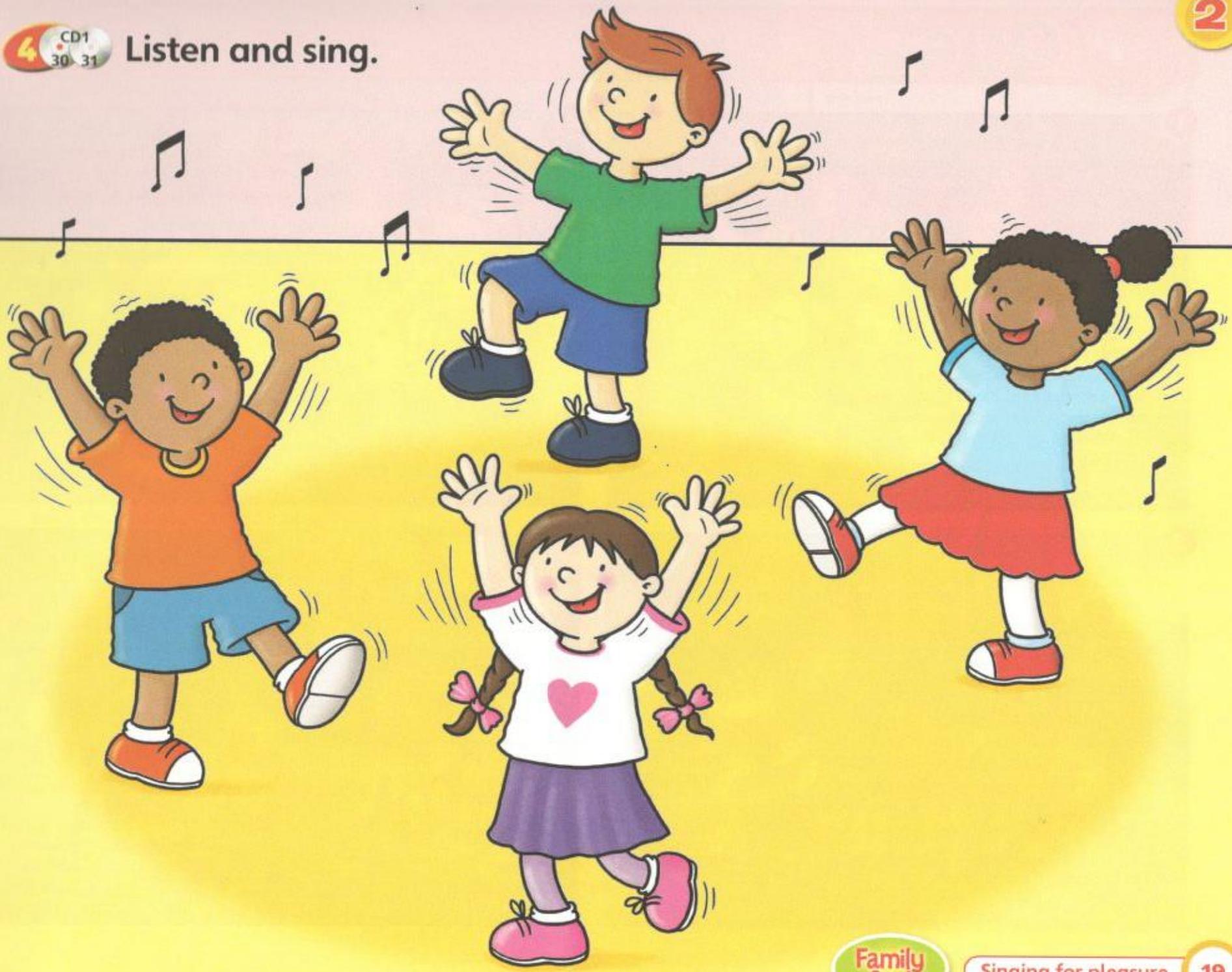
## Ending the lesson

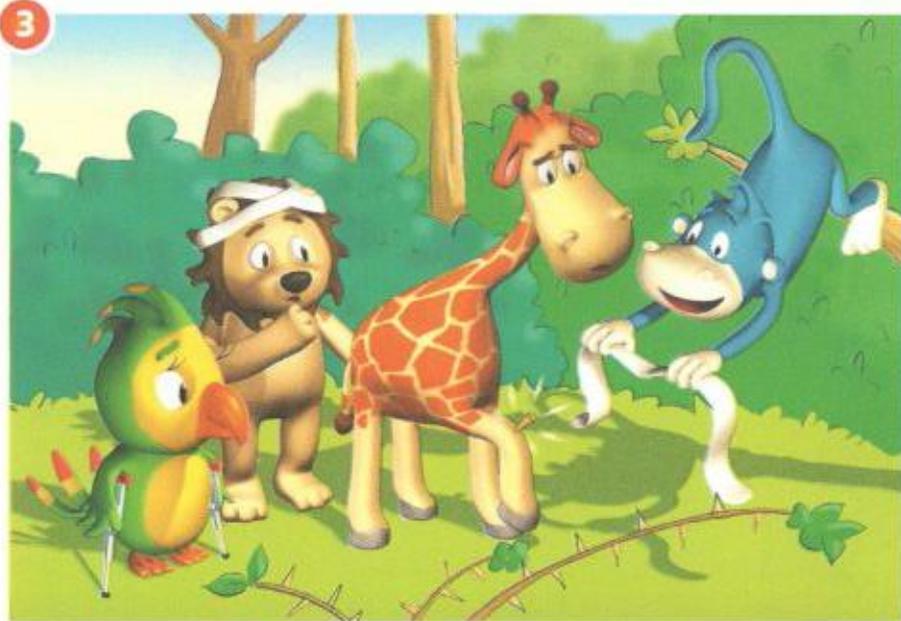
**Aim:** to practise the song

- Divide the class into two groups: boys and girls. Play the song (CD 1, Track 30). The groups join in with the boy's or girl's lines, as appropriate, doing the correct actions. They all sing the chorus.



Listen and sing.





**Aims**

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

**New language:** *Ouch, Don't worry, I/We can help, Help*

**Recycled language:** character names, parts of the body, *Pick up ..., Oh no*

**Materials:** CD1, flashcards (characters, parts of the body), Yes/No cards

**Optional:** CD of lively music

**Language competences:** The children will be able to listen and follow a picture story. They will be able to use the expression *Ouch!*

**Warm-up**

**Aim:** to review parts of the body and character names

- Give each child their Yes/No cards. Say *Pick up 'Yes'*. The children pick up the correct card. Do the same for No. Repeat until they are doing this with ease. Say Yes or No in different orders. The children pick up the correct card.
- Show one of the parts of the body flashcards and say a false sentence, e.g. show a picture of feet and say *These are hands*. The children say No and hold up the No card. Encourage them to say the correct word (*feet*). Repeat with the rest of the flashcards, mixing up true and false sentences.
- Then show the character flashcards and make true/false sentences in the same way, e.g. show Gina and say *This is Polly*. The children hold up their Yes/No cards.

**Presentation**

5 <sup>CD1</sup> 33 **PB pp20-21** Story: *Ouch!*

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

- Pretend to hurt your arm and shout *Ouch! My arm!* The children repeat the sound *Ouch!*
- Point to Leo in the first picture, rub your head and say *Ouch, my ...* The children say *Head*.

Repeat for pictures 2 and 3 (*feet* and *leg*). Point to picture 4 and say *Look at Mike! Oh no!*

- Play the audio. 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 (Leo, Polly and Gina hurt themselves and Mike helps, then he falls out of a tree and hurts himself, too). Point to picture 4 and say *Help!* Elicit a translation. Point to picture 5 and say *Don't worry, Mike*. Elicit a translation.

Audio script page T96

**Practice**

5 <sup>CD1</sup> 34 **AB p20** Listen and colour the correct circles.

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

- Point to each of the pictures on AB page 20 and ask *Who's this?* The children say the name. Say *Listen and colour the circle*. Remind the children that they have to colour one of the circles, depending on who speaks. Play the audio for number 1. Confirm the answer (Leo).
- Play the audio again. Check the children's work as they colour in the circle.
- Point at the second row of pictures and say *Listen and colour the circle*. Play the audio. The children colour the circle next to Gina.
- Play the audio again. The children repeat the lines.

Audio script page T96

**Extension activity**

**Aim:** to review parts of the body and play a game

- Play the CD of lively music and say *Dance!* The children dance around. Stop the music. Tell the children to find a partner. Say *Stand head to head*. The pairs have to stand with their heads (and no other parts of their bodies) touching. Circulate and check, saying *Well done!* Start the music and say *Jump!* The children jump around. Stop the music. The children find a different partner. Say *Sit feet to feet*. The pairs have to sit down with only their feet touching. Check and help as before. The game continues in this way. Include the instructions *Stand body to body, Shake hands, Hug your friend, Sit leg to leg* (the children sit next to each other with one leg touching), *Say 'hello'*.

**Note:** If you would prefer your children not to have close physical contact, give two dolls to each pair of children. They can position the dolls to follow the instructions.

**Ending the lesson**

**Aim:** to practise *Ouch* and parts of the body

- Ask the children to stand up. Say *Ouch! My leg* and rub your leg as if it hurts. The children copy your words and the action. Repeat for different parts of the body. Then say the words only. The children repeat and rub the correct part of the body.

## Aims

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

**Recycled language:** parts of the body, *This is ...*, *These are ...*, language from the story

**Materials:** CD 1, a blindfold, Unit 2 stickers (feet and head), character masks, the puppet (Polly)

**Optional:** character masks, two long pieces of cloth to use as bandages (or real cloth bandages), a stick/tennis racket to act as a crutch

**Language competences:** The children will be able to appreciate the values shown in the story. They will practise saying *Don't worry* and *I can help!*

## Warm-up

**Aim:** to review parts of the body, *This is ...* and *These are ...*

- Choose a volunteer. He/She stands at the front. Explain that this child has to wear a blindfold and identify someone from the class by feeling hands/feet/head, etc. Blindfold the child.
- Call a different volunteer to the front. Tell him/her not to speak. Put the blindfolded child's hand on this child's feet and say *Who's this? These are his feet.* The child feels only the classmate's feet and tries to guess who it is. If he/she guesses correctly, remove the blindfold and confirm *Yes! It's (name).* If not, say *These are his arms.* The child feels the other child's arms, and so on. Allow the child to feel the hands and then finally the head. If he/she still doesn't guess the name, he/she asks *What's your name?* The other child says *I'm ...*
- Play again with two different volunteers.

## Practice



**PB pp20-21** Story: Ouch!

**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 what's happening.
- Help children find the stickers for Unit 2 at the back of the PB. Say *Head.* The children point to the correct sticker on the sheet. Repeat for *Feet.*
- Point to the picture on PB page 20. Say *Head.* The children point to the sticker outline. Mime peeling the sticker of Leo's head 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: looking after someone

- Play the story again. The children listen and point. Pause after picture 1, put on the Leo character mask and say *Ouch! My head!* Ask in L1 *Who helps Leo?* The children say *Mike.* Ask what Mike says (*Don't worry. I can help.*). Play the next section, pausing after picture 2. Put on the Polly mask and say *Ouch! My feet!* Ask in L1 *Who helps Polly?* The children say *Mike.* Elicit *Don't worry. I can help.* Repeat for picture 3, with the Gina mask. Play the next part and ask what Mike hurts (his body). Ask in L1 *Who helps Mike?* (the other animals).
- Talk about how important it is to look after other people when they need our help.

- 6** **AB p21** Complete the faces (☺ or ☹).  
Colour the pictures.

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

- Tell the children in L1 *Look at the pictures and think. Is the right thing happening?* Point to the faces and explain in L1 that if they think the picture shows the right thing happening, they draw a smile and if the picture shows the wrong thing happening, they draw a sad face. Elicit from the class that stopping to help someone is the right thing to do. The children draw a happy face for the second picture and a sad face for the first 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 put on the character masks. Give the child playing Mike two bandages and a racket or stick to act as a crutch. Play the story. The children act out the story along with the CD. Mike helps the children playing Leo, Polly and Gina, using the bandages and the crutch. Then the other animals help Mike. Encourage the volunteers to join in with the CD (CD 1, Track 33).

## Ending the lesson

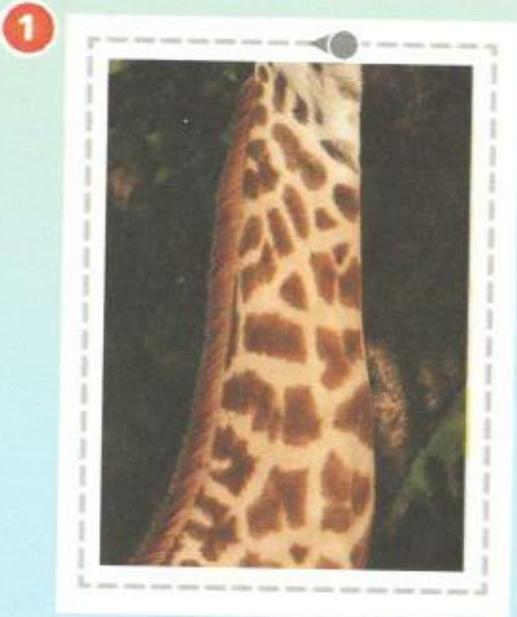
**Aim:** to practise *Don't worry. I can help*

- Put on the puppet. Make Polly fly around and hit her head. She says *Ouch! My head!* Say *Don't worry, Polly. I can help* and stroke her head. Make Polly say *Thank you.* Have volunteers stroke Polly and say *Don't worry. I can help.* Repeat with other parts.



# Animal bodies

6  Listen and point. Trace and say the words.



## Aims

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

**New language:** *neck, wing, beak*

**Recycled language:** parts of the body, *I've got (arms)*, instructions, colours, *This is my (head)*, *These are my (feet)*

**Materials:** CD 1, the puppet (Polly), materials for the project (a piece of colourful paper big enough to draw a child's body on, coloured tissue paper, glue, scissors and pencils)

**Optional:** photographs of different birds and animals, one for each pair of children

**Language competences:** The children will be able to name parts of birds and animals.

## Warm-up

**Aim:** to present *wing and beak* and review parts of the body

- Put on the puppet. Point to your head and say *Look, Polly. This is my head.* Polly says *I've got a head* and moves her head around. Say *Look, Polly. These are my legs.* Shake your legs. Polly says *I've got legs* and moves her legs. Then wave your arm and say *I've got arms.* Polly looks at her wings and says *Ah! I've got wings. I can fly! Wings!* Say *Wing.* The children repeat. Make Polly flap her wings and say *Wings!* The children copy, pretending to fly.
- Point to Polly's beak and say *What is it?* Make Polly say *My beak! Beak!* The children repeat. Make Polly peck with her beak and say *Beak!* The children copy.

## Presentation

**6** CP1 PB p22 Listen and point.  
Trace and say the words.

**Aim:** to present *neck*, identify parts of animals' bodies and practise pencil control

- Ask the children to look at PB page 22.
- Play the first section of the audio. The children listen and point to the photos.

- Point to the line around the first picture and trace it with your finger. At the same time, say *Neck.* The children copy. Do the same for the other three photos. Play the first section of the audio again. The children listen and trace around the photos with a pencil.
- Play the rest of the audio. The children point to the correct photo and repeat the words.

Audio script page T96

## Practice

- Give instructions and the children follow. Include *Wave your hands, Stamp your feet, Shake your head, Point to your neck, Move your wings* (the children pretend to be birds) and *Move your beak* (the children pretend to peck).

**7** AB p22 Make a self-portrait.

**Aim:** to take part in a craft activity; to practise parts of the body and *I've got ...*

- Show the pictures on AB page 22. Explain in L1 that they are going to make pictures of themselves. Ask a child to lie on a large piece of paper and draw around his/her body. The child then helps you cut pieces of tissue paper and stick them on the picture to make clothes. He/She draws the face.
- Hand out the materials. The children work in pairs to make the portraits. Circulate and encourage individuals to tell you about their picture, e.g. *This is my head. I've got blue legs.*

- Display the finished pictures around the classroom. Confident volunteers tell the class about their picture, e.g. *I'm (name). This is my body. These are my hands.*

## Extension activity

**Aim:** to practise parts of the body and say a chant

- Put on the puppet. Have Polly teach the children the following chant (with actions):  
*What can you do?*  
*I can fly.*  
*These are my wings.*  
  
*What can you do?*  
*I can jump.*  
*These are my feet.*  
  
*What can you do?*  
*I can eat!*  
*This is my beak.*
- The children join in with the chant and pretend to be birds, flying, jumping and pecking at food.

## Ending the lesson

**Aim:** to talk about animals and review parts of the body

- Hand out the pictures of animals and birds (one to each pair of children). The children look carefully at the picture and think about all the things they can say in English. Circulate and help. They can talk about colours (*It's red and brown*), parts of the body (*head, wings, legs, feet*) and what the animals can do (*fly, jump, walk*).
- Volunteer pairs show their picture to the class and say what they can.

## Aims

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

**Recycled language:** parts of the body, colours, *What can you do? I can ..., Shake my (head), Stamp my feet, Clap my hands, Wave my arms, Kick my legs, I've got ..., beak, neck, wing*

**Materials:** CD 1, flashcards (parts of the body), CD of lively music, coloured pencils or crayons

**Optional:** flashcards (colours), a picture of a bird for colouring (one 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 *What can you do? I can ...*, actions and parts of the body

- Show the parts of the body flashcards. The children say the words. Ask *What can you do?* Show one of the flashcards, e.g. *Head*. Help the children say *I can shake my head*. They do the action. Repeat for the other flashcards (*Stamp my feet, Clap my hands, Shake my body, Wave my arms, Kick my legs*).
- The children sit in a circle. Hand out the flashcards. Ask each child with a flashcard *What can you do?* He/She shows the card, says, e.g. (*I can*) *stamp my feet*, stands up and does the action.
- Play the CD of lively music. The children pass the flashcards to their left. When the music stops, ask the children with flashcards *What can you do?* They reply and do the actions. Repeat until everyone has had at least one turn.

## Revision

- 7** **Think!** **PB p23** Look and match. Say the words.

**Thinking skills:** Noticing details

- Point to the first picture on page 23. Say/Elicit *Beak*. Say *Look and match*. Trace the example line from this picture to the picture of the parrot on the right. The children trace the line with their pencils. Elicit *Neck* for the second picture. The children find the matching picture of the giraffe (check they are all pointing to the correct picture), then draw a line to match. Repeat for pictures 3 and 4. Circulate and help as necessary. Point to different pictures and individual children say the correct word.
- Say a number from 1 to 4. The children point at the correct picture and say the name of the animal and the body part.

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

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

- Point to the pictures on AB page 23. 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 colours, *I've got ..., head, neck, wing, legs, feet and beak*

- Show the colour flashcards. The children say the words.
- Hold up the picture of the bird. Point to the body parts and ask *What is it?* Review *head, beak, wing, legs, feet* and (if visible) *neck*.
- Give out the bird pictures. Say e.g. *Point to the wing*. The children point. Repeat for the rest of the parts of the body.
- Make sure the children have coloured pencils/crayons on their tables. Say *Listen and colour*. Using a 'bird' voice, say *Hello! I'm a bird. I've got a green head*. Pause for the children to find the correct colour and show it to you. Tell the children to mark the right part of the picture with a dot in the correct colour but not to colour in yet.
- Continue, describing the rest of the bird's body with *I've got ...* (e.g. *I've got an orange beak, I've got purple wings, etc.*). The children mark the body parts with dots. Make sure you check their work, then tell them to colour the picture using the dots as a guide.
- Circulate and ask individuals about the different parts of the picture (*What is it?, What colour?, How many legs?, etc.*).

## Ending the lesson

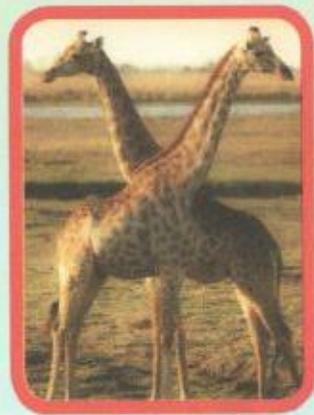
**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song (CD 1, Track 30).

## Phonics

- See page T81 for Unit 2 Phonics.

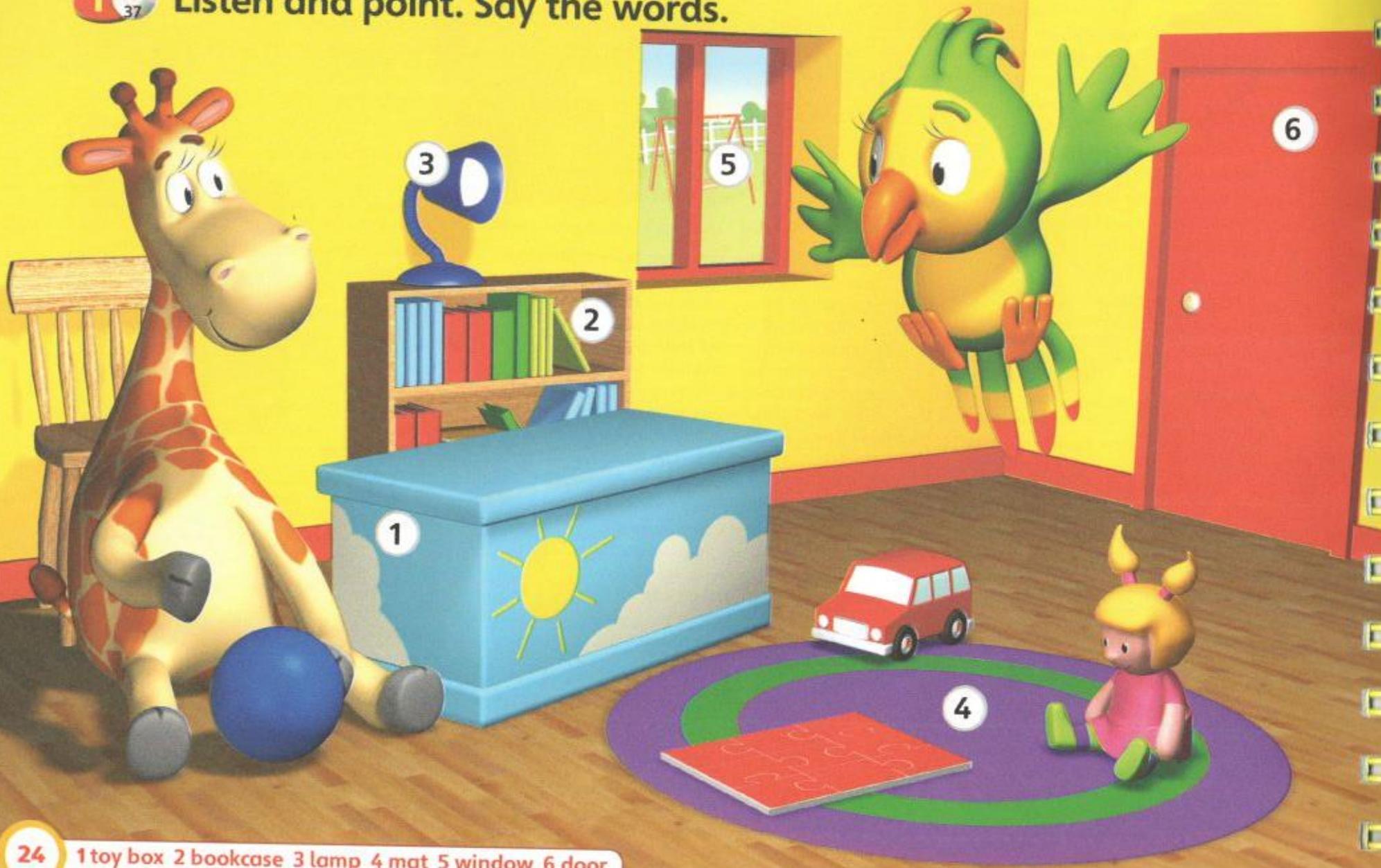
7 Think! Look and match. Say the words.



# 3

# My room

1 <sup>CD1</sup><sub>37</sub> Listen and point. Say the words.



24 1 toy box 2 bookcase 3 lamp 4 mat 5 window 6 door

## Aims

- to present and practise features of a room and furniture; to practise responding to *What is it?*

**New language:** *room, toy box, bookcase, lamp, mat, window, door*

**Recycled language:** *toys, book, I've got ..., This is my ..., colours, numbers 1 to 6, chair, computer, board, desk, I like (your room), big, park*

**Materials:** CD 1, a box (if possible a toy box) with a doll, a toy car, a ball, a puzzle and a storybook inside, flashcards (room, computer, board, desk), sticky tack, coloured pencils

**Optional:** a room with the four features from the lesson in it (e.g. a window, a mat, a bookcase and a lamp), *Super Safari 1* flashcard (chair)

**Language competences:** The children will be able to name features of a room and furniture.

## Warm-up

**Aim:** to review *I've got ..., toys, colours and book* and present *toy box*

- Show the box. Say *This is my toy box*. Lift the lid and peer inside. Say *I've got ...* Elicit ideas. When someone guesses one of the items, take it out and say, e.g. *Yes! I've got a ball. This is my ball*. The children repeat the word. Give the ball to the child who guessed. Ask *What colour is the ball?* Repeat for all the items.
- Show the empty box and say *Oh no! My toys! Where's my ball?* The children say the child's name. Say, e.g. *My ball, please (name)*. The child comes to the front. Point to the box and say *In the toy box, please*. Repeat for all the toys.

## Presentation



**CD 1 PB p24** Listen and point. Say the words.

**Aim:** to present *room, features in a room and furniture and practise responding to What is it?*

- Point to the picture on PB page 24 and say *My room*. Gesture at the room the children are in

and say *Our room. Room*. The children repeat.

- Point to known items in the picture and ask *What is it?* The children say, e.g. *(A) chair*. Say *Listen*. Play the audio. The children just listen.
- Point out the numbered items and say *Listen and point*. Play the audio. The children point. Play the audio again. The children point and say.

Audio script page T96

## Practice

- Show the room flashcards and the flashcards *computer, desk and board* from Unit 1. (Note: If you have *Super Safari 1* flashcards, include *chair*). Say each word. The children repeat. Show the flashcards in different orders. The children say the correct word.
- Put sticky tack on the back of each flashcard if you have that item in your classroom. Call a volunteer to the front. Give him/her a flashcard and say *What is it?* The child replies, e.g. *Bookcase*. Gesture around the room and ask *Where's the bookcase?* Help the child to find the bookcase and stick the flashcard on it. Repeat with different volunteers and flashcards.
- Choose a different volunteer. Say, e.g. *The bookcase, please*. The child finds the bookcase flashcard, takes it off and hands it back. Repeat until you have collected all the flashcards.

1

**AB p24** Look, trace and colour. Say the words.

**Aim:** to practise features in a room, furniture and pencil control

- Review the new words by saying, e.g. *Point to the window*. The children find the item in the picture and point. They say the word. Say *Look and trace*. They trace each thing. Circulate and check they are using the correct pencil grip. Ask individuals *What is it?*
- The children then colour the picture.

## Extension activity

**Aim:** to practise room words and play an action game

- If possible, move your class into a room with four items from the lesson in it (e.g. a bookcase, a window, a lamp and the door) and plenty of space. Alternatively move the children's desks and chairs to the back of your classroom so that they can move freely.
- Divide the class into four teams. Name them Leo, Mike, etc. They stand in the centre.
- Say, e.g. *Leo! Run to the window*. The children in the Leo team run to the window. Repeat for the other teams with different items. The children work together and help each other get to the correct place/object. Play until they are all following with ease.

## Ending the lesson

**Aim:** to review room words and *What is it?*

- Point to different items in the classroom (e.g. *window, chair, door*) and ask *What is it?* Volunteers reply.
- Call volunteers to find items from the lesson. Say, e.g. *Yoris, touch the door*. The child stands up and touches the door.

## Aims

- to present *Where's ...? It's in/on/under the ...*; to say a chant

**New language:** *Where's ...? It's in/on/under the ...*

**Recycled language:** features in a room, furniture, numbers 1 to 6, *look, room, colours, book, ball, T-shirt, What is it?*

**Materials:** CD 1, flashcards (room, numbers), a toy box, sticky tack, Yes/No cards, the puppet (Polly), coloured pencils or crayons

**Optional:** a soft toy (e.g. a teddy bear)

**Language competences:** The children will be able to respond to *Where's ...?* They will be able to join in with a chant.

## Warm-up

**Aim:** to review room words and *What is it?*

- Put sticky tack on the back of each number flashcard. Show 1. The children say the number. Go to the window and say *What is it?* The children say *Window*. Stick the flashcard. Say *Look! Window is 1*. Repeat for the other numbers. If you don't have all these items, stick the flashcards for the missing ones on the board, each with a number next to it.
- Say, e.g. *One. What is it?* The children say *Window*. Make groups and number them 1 to 6. They go to the item with the same number. They take turns to point at the item and ask and answer *What is it?* Clap your hands and say *Change!* They move to the next item and repeat the exchange. Continue in this way.

## Presentation

  **Listen and circle. Chant.**

**Aim:** to present *Where's the/my ...? It's in/on/under the ...* and say a chant

- Point to the picture on the left on PB page 25. Ask *Where's the toy box?* The children point. Repeat for *bookcase, rabbit, doll and ball*. Ask

*Where's the green book?* Help them say *Under the bookcase*. Repeat for *mat (Under the toy box)*.

- Point to the picture on the right and ask *Where's the green book?* (*On the bookcase*) and *Where's the mat?* (*On the toy box*).
- Say *Listen and circle*. Explain in L1 that the children need to listen and circle the correct picture. Play the chant. The children listen. Ask them to point to the correct picture (the one on the left). Check before they circle.
- 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.

Audio script page T96

  **Listen and colour. Say the sentences.**

**Aim:** to practise *Where's my ...? It's in/on/under the ...* and furniture/features of rooms

- Point to the book, the ball and the T-shirt on AB page 25 and ask *What is it?* The children say the words. Ask *Where's my book?* to elicit *In the bookcase*. Repeat for *ball and T-shirt (On the toy box, Under the mat)*.
- Say *Listen and colour*. Make sure the children understand that they have to listen and colour the things. Play item 1 on the audio. The

children show you the correct crayon, then colour the book. Repeat for items 2 and 3.

Audio script page T96

## Extension activity

**Aim:** to practise numbers and *Where's ...?*

- Show the children the soft toy and say *This is my toy. It's (name)*. Make the toy wave and say *Hello*. The children say *Hello, (name)*. Explain in L1 that the toy wants to play hide and seek with them.
- Ask the children to close their eyes and help them count aloud to six. Make sure no one is looking. Hide the toy in a position the children can describe. Ask *Where's (name)?* The children look for the toy. If you have a large class, choose three or four volunteers to look. Encourage the seekers to say *Where's (name)?* and suggest places to look.
- The child who finds the toy hides it in the next game.

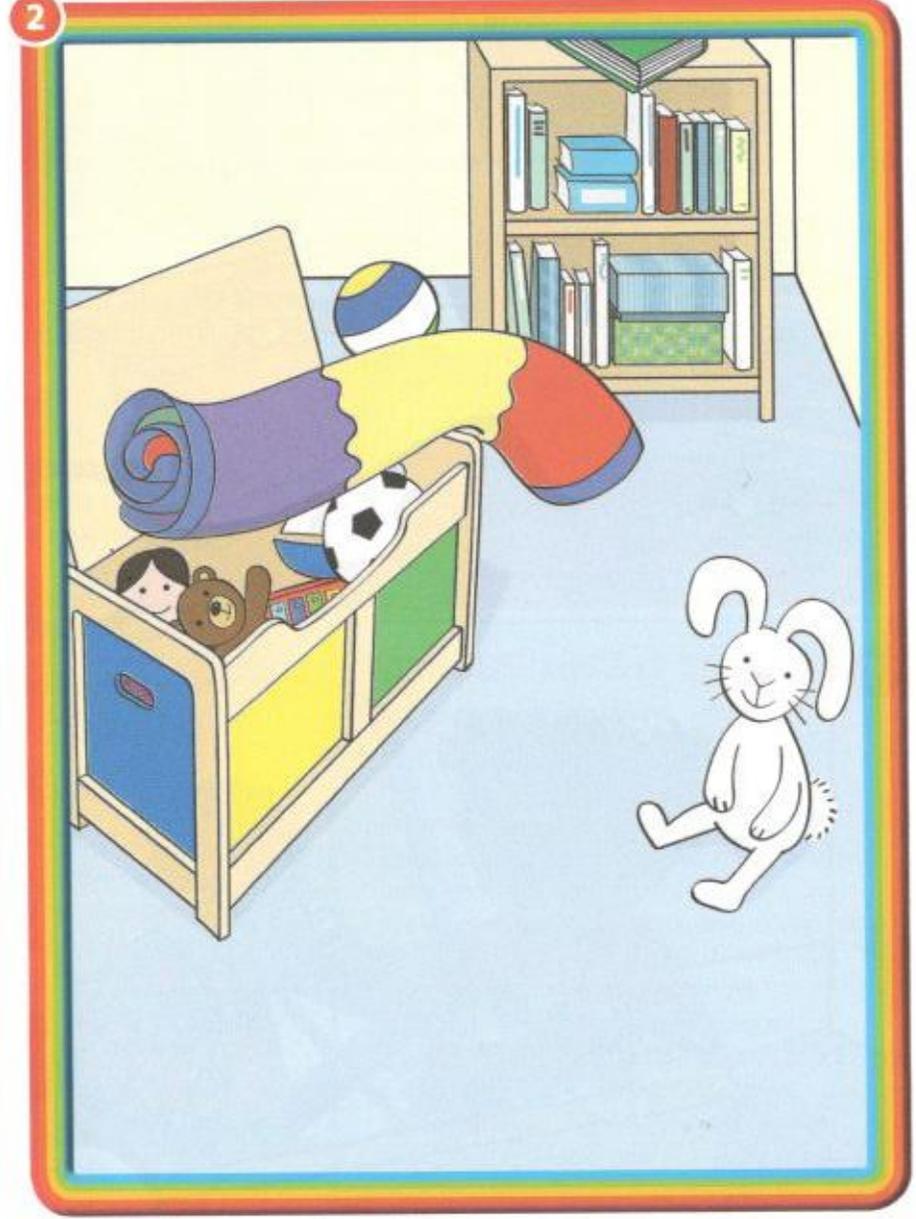
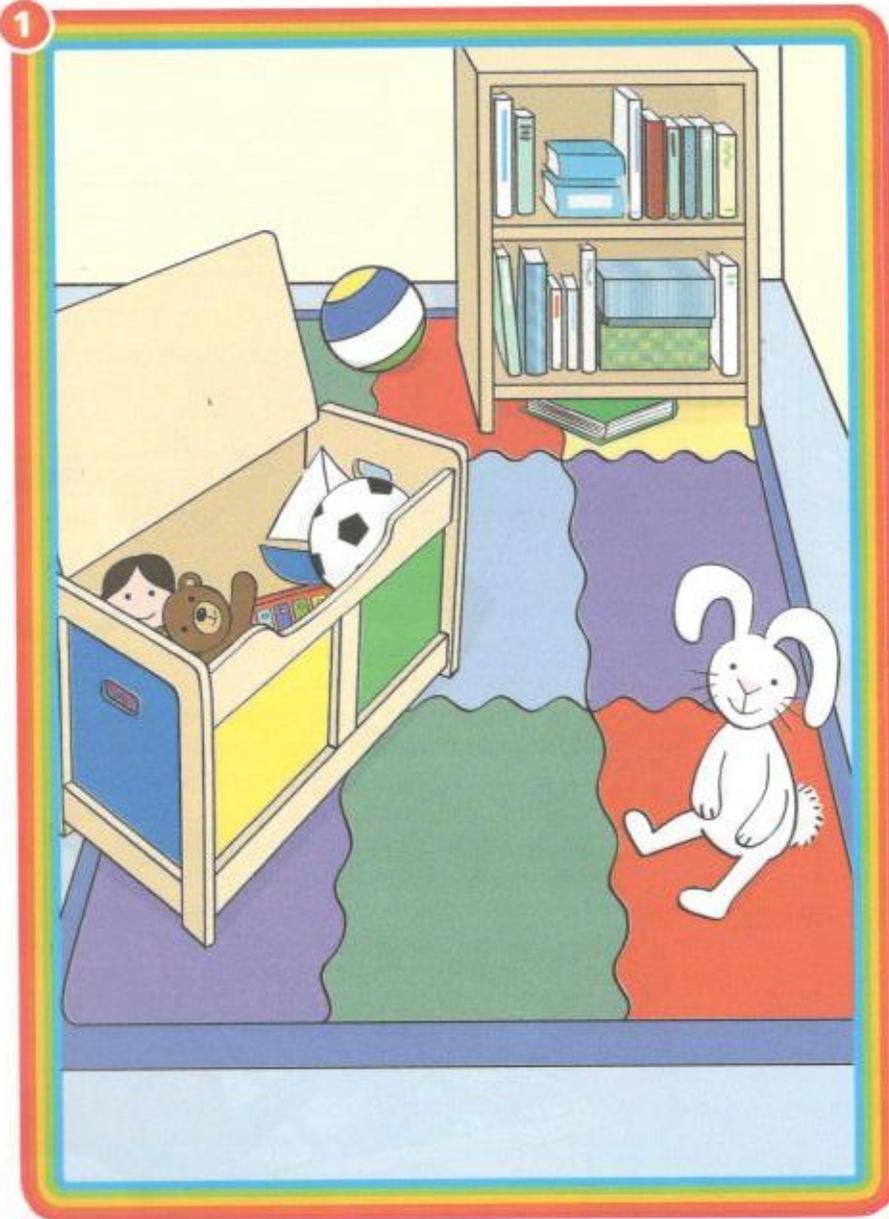
## Ending the lesson

**Aim:** to practise *Where's ...?*

- Give out the Yes/No cards. Say *Show me 'No'*. The children hold up the correct card. Repeat for Yes. Put on the puppet. Make her fly somewhere, e.g. under your desk. Make a false sentence, e.g. *Polly's on my desk*. The children hold up their No card. Ask a volunteer to correct (e.g. *Under*). Make a complete sentence, e.g. *Polly's under my desk*. Repeat, flying Polly to different places. Mix correct and incorrect sentences.
- Make Polly say *Goodbye* to end the class. The children wave and say *Goodbye, Polly*.

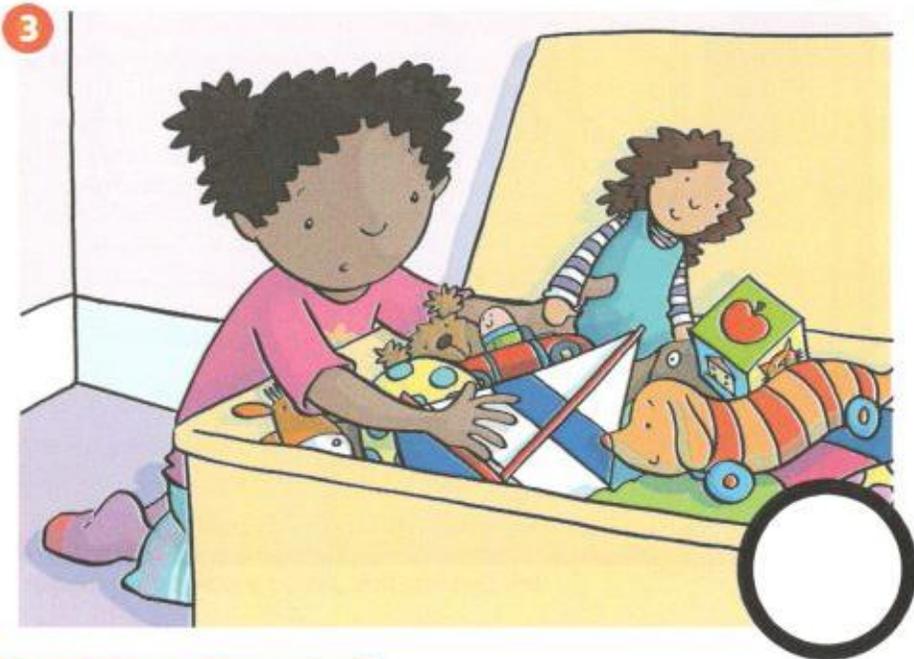
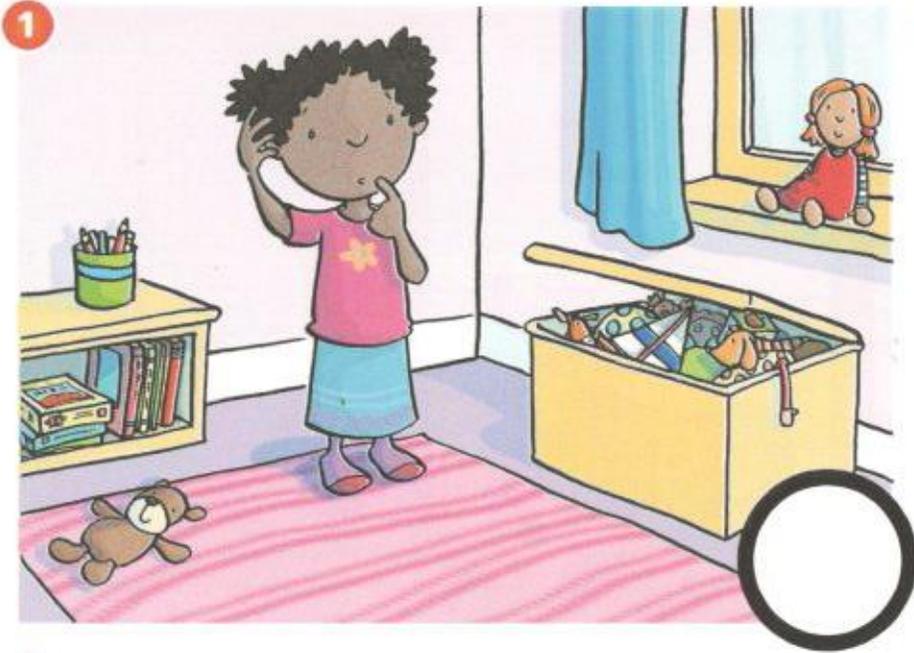
2 CD1  
38

Listen and circle. Chant.

Family  
fun!

Where's my (book)? It's in / on / under the (bookcase).

Listen and act. Listen and colour.



**Aims**

- to present and practise *Where's my rabbit?*, *Look in/on/under ...*, *Ah, here it is*; to practise following instructions

**New language:** *rabbit, Look in/on/under the ..., Ah, here it is*

**Recycled language:** *Where's my (rabbit)?, features of rooms, furniture, instructions (Smile, Shake hands, High five, Open your book, Kick a ball, It's a goal, etc.)*

**Materials:** CD 1

**Optional:** four of your possessions (which the children can name)

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

**Warm-up**

**Aim:** to review *Where's my ...?*

- Ask a volunteer if you can borrow his/her pencil case. Tell the class that you are going to play hide and seek. The volunteer waits outside the room.
- Hide the volunteer's pencil case somewhere – ask the children to help you decide but give them known options, e.g. *In the box? Under the window? On the board?* When you have hidden the pencil case, tell the class that they mustn't say where the item is or look at the hiding place. The volunteer comes back and looks. Encourage him/her to ask *Where's my pencil case?* If the child is having difficulty, the class helps by singing. They sing quietly if he/she is not near the pencil case but get louder as he/she gets closer.

**Presentation**

**3** CD1 40 **PB p26** Listen and act.

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

- Point to the rabbit in picture 4 on PB page 26 and ask *What is it?* Practise *rabbit* with the class.
- Play the first line on the audio *Where's my rabbit?* and scratch your head. Encourage the children to copy. Repeat for *Look under the mat.*

Play the next two lines of the audio and repeat the mimes. Play the next line *Look in the toy box* and mime rummaging in a box. For *Ah, here it is* mime hugging a soft toy and look happy (as in picture 4). The children copy. Play the next part of the audio. Repeat the mimes.

- Play the audio without pausing, doing the mimes with the children. Repeat several times. Then play the audio for the children to mime without your help.
- Say the sentences with variations, adding in known instructions. The children follow.

Audio script page T96

**Practice**

**3** CD1 41 **PB p26** 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 dots below the pictures. Play the first line of the audio and point to the dot next to picture 2. Then play the rest of the audio, pausing for children to colour the dots. Point to each picture and elicit the colour and the sentence.

Audio script page T96

**3** CD1 42 **AB p26** Listen and circle.

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

- Point to the first picture on AB page 26 and elicit

*Ah, here it is!* Point to the second picture. Elicit *Look under the mat.*

- Say *Listen and circle. Ah, here it is* or *Look under the mat?* Play the audio. The children draw a circle around the second picture. Elicit *Look under the mat* from individual children.
- Repeat for the second row of pictures.

Audio script page T96

**Extension activity**

**Aim:** to practise *Where's my ...?*

- Put four possessions on your desk. Choose four volunteers to hide the items. Tell them to come and fetch you when the items are hidden. Go out of the room.
- Come back and start seeking. Ask, e.g. *Where's my pen?* The children can sing a song (as in the Warm-up) to let you know if you are close to the item or not. When you find an item, say *Ah, here it is!*

**Ending the lesson**

**Aim:** to practise the chant

- Play the chant from the previous lesson (CD 1, Track 38). Do the following mimes: *Where's my...?* = Scratch your head. *Look, look, look!* = Hold your hand above both eyes and move your head. *It's under the bookcase/toy box.* = Left hand held out in front of you, point under this hand with your right index finger. *It's on the mat.* = Left hand in same position, point to the top with your index finger. *It's in my room.* = Open your arms wide, indicating the room you are in.
- Play the chant again. The children join in and practise the mimes.

## Aims

- to revise features of a room, furniture and positions; to sing a song

**New language:** *messy, My (doll) is in/on/under the (bookcase), on the floor/bed, clothes*

**Recycled language:** *I like my room, bookcase, door, doll, toy box, T-shirt, computer, book, shoes, crayons, table, blue, orange, red*

**Materials:** CD 1, flashcards (room)

**Optional:** nine objects, such as soft toys, dolls, toy cars, books, a box, a mat, a bag

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

## Warm-up

**Aim:** to present *messy*, review parts of a room, furniture and objects and encourage the children to listen to the initial sounds of words

- Focus on the picture on PB page 27. Say *Wow! Look at this room!* Ask in L1 if the room is tidy or messy. Say *It's messy. A messy room.*
- Review items in the picture by pointing and asking *What is it?* or by saying, e.g. *Where's the computer?* (the children point or say, e.g. *In the toy box*). Include *bookcase, door, doll, T-shirt, book, shoes, crayons* and *table*.
- Play *I-spy*. Choose an item in the picture, without saying what it is. Say *I spy with my little eye, something beginning with...* Make the initial sound, e.g. if the word is *doll*, say /d/ (not the letter name). Repeat the sound. The children guess. If they can't guess, give clues, e.g. *It's on the bookcase.*

## Presentation

 **CD1** 43-44  **PB p27** Listen and sing.

**Aim:** to review room words, present on the floor/bed and sing a song

- Use the picture on PB page 27 to present on the bed and on the floor. Say *This is a messy room. It's messy.* Elicit a translation in L1.

- Play the song. The children only listen the first time.
- Play the song again. Point to the different items as they are mentioned. The children copy.
- Play the song again, pausing to teach each line. You can also use the karaoke version. The children sing and point to the items in the picture.

Audio script page T96

## Practice

 **CD1** 45  **AB p27** Listen again. Draw your room.

**Aim:** to practise the song and review language from the unit

- Show the room flashcards and elicit the words. Stick them on the board. Tell the children in L1 that they are going to draw their bedroom. Ask them *Is your room messy? What's on the floor?* Point to the flashcards and tell the children they can draw some or all of these things.
- Play the song while the children draw. Circulate and ask individuals, e.g. *Is this the door? What colour?* Encourage them to tell you about their picture, e.g. *This is my bed. This is my window.*

Audio script page T96

## Extension activity

**Aim:** to practise *My ... is in/on/under the ...* and careful listening

- If possible, move your class into an empty classroom with a bookcase, a toy box, a bag and a mat at one end. Alternatively, move the furniture in your classroom so that the children can move freely.
- Divide the class into three teams. Number them 1, 2 and 3. Ask the teams to stand in lines at the other end of the room.
- Show the objects (soft toys, dolls, etc.). Elicit the words. Put three objects in front of each team. Say *Oh no! My dolls, my books ... Very messy!* Tell the children they are going to play a game to help you tidy up.
- Give an instruction to the first team, e.g. *One. My rabbit is on the bookcase.* The first child in the line, consulting teammates if necessary, picks up the rabbit, runs and puts it in the right place. If it is in the correct place, award a point to the team. Give an instruction to team 2, then team 3, using a variety of prepositions (e.g. *under the mat, in the toy box, on the toy box, in the bag, on the mat, in the bookcase*). Take turns in this way. The team with the most points at the end wins.

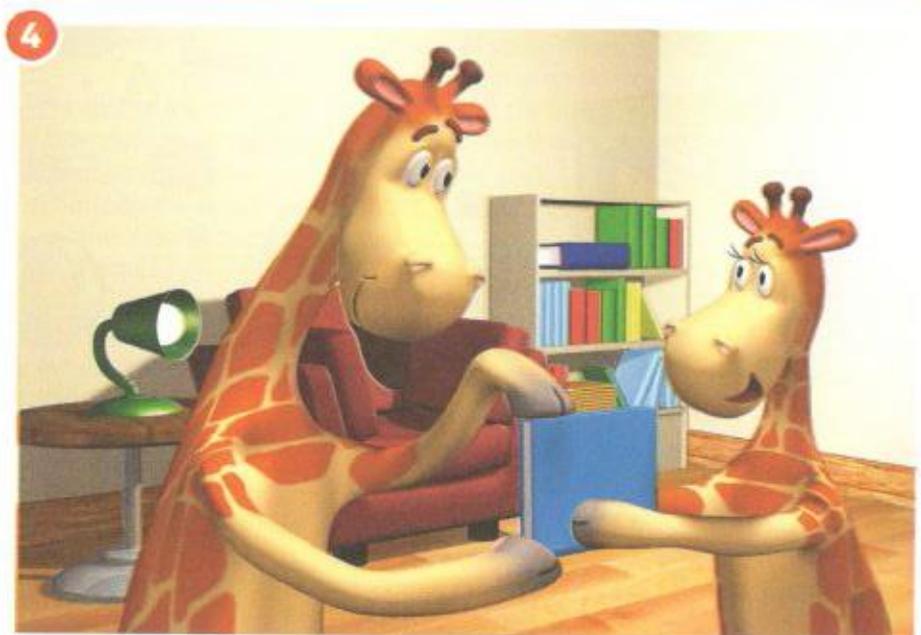
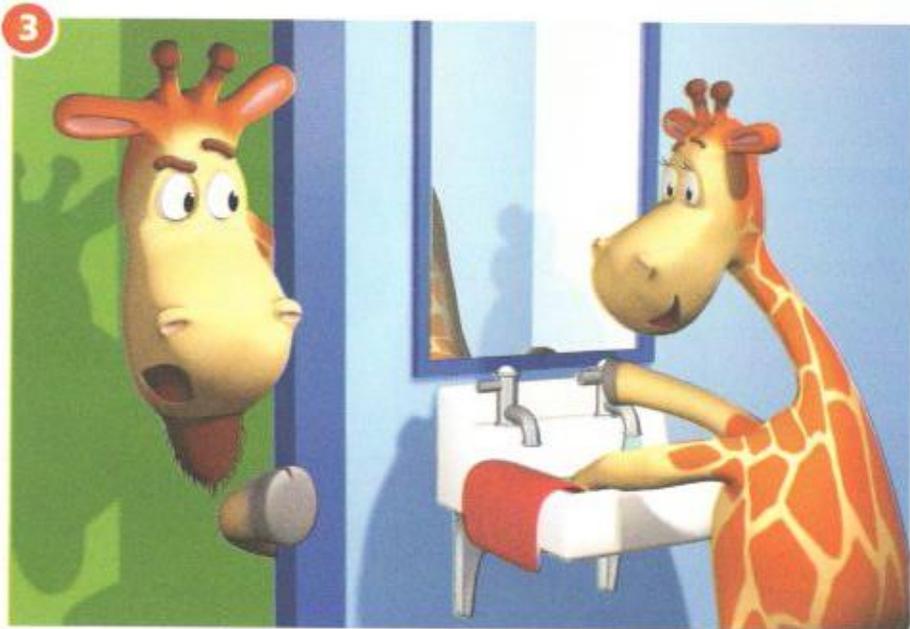
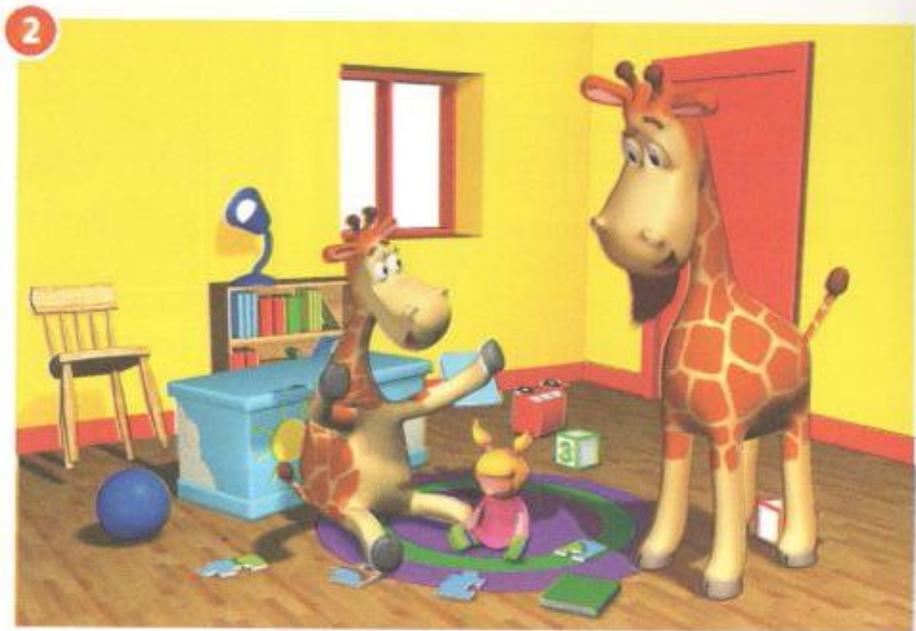
## Ending the lesson

**Aim:** to practise the song

- Play the song again (CD 1, Track 43). The children join in and point to the items on PB page 27.
- Say *This classroom is messy! Let's tidy up.* The children help you tidy up.

Listen and sing.





**Aims**

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

**New language:** *story, Dad, Be patient, Eat your food, Tidy up, Wash your face/hands, Goodnight*

**Recycled language:** language in the song, *please, Go to sleep, Wake up*

**Materials:** CD 1, a doll, a T-shirt, a laptop computer, a pair of shoes, some clothes, several books, three crayons (blue, orange and red), coloured pencils or crayons, the puppet (Polly)

**Optional:** CD of relaxing music

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

**Warm-up**

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

- Ask the children what the bedroom in the unit song was like (messy).
- Show objects from the song – a doll, a T-shirt, a computer, etc. (see Materials, above). Elicit the words. Play the song (CD1, Track 43). The children join in. Pick up the objects when they are mentioned.

**Presentation**

**5** CD1 46 **PB pp28–29** Story: Goodnight Dad

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

- Point to the characters in the first picture on PB page 28 and ask *Who's this?* The children say (*It's*) *Gina*. Ask who they think the other giraffe is. Explain that it is Gina's dad. Present or review *Dad*. Tell the children the title of this story is *Goodnight Dad*. Explain the meaning of *Goodnight*. Practise saying the word with the class. Ask the children what they do before they go to bed and which stories they like.
- Give the children time to look at the rest of the pictures and elicit ideas about what's happening. Ask what Gina is doing in the final picture. Present and practise *story*.
- Play the audio. 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 (Gina wants her dad to read her a story, but first she has to finish eating, tidy her room and wash her face and hands. Then her dad falls asleep before he can read a story!). Elicit translations for *A story please, Dad* and *Be patient*. If your children used *Super Safari 1*, review *Eat your food, Wash your face/hands* and *Tidy up*.

Audio script page T96

**Practice**

**5** CD1 47 **AB p28** Listen and colour the correct circles.

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

- Point to each picture on AB page 28 and say *Listen and colour the circle*. Remind the children that they have to colour one of the circles, depending on which picture matches the lines they hear. Play the audio for number 1. Confirm the answer (the first picture).
- Play the audio again. Check as the children colour in the circle.
- Point at the second row of pictures and play the audio. The children colour the circle next to the second picture.
- Play the audio again. The children repeat the lines.

Audio script page T96

**Extension activity**

**Aim:** to practise *Goodnight, Go to sleep, Wake up* and parts of the body

- If possible, move your class into the school gym or an empty classroom.
- If the children haven't used *Super Safari 1*, teach *Go to sleep* and *wake up* by miming the actions.
- Play the traditional party game *Sleeping lions* with the children. Put on the CD of relaxing music and say *Goodnight! 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)! If he/she moved, e.g. a hand, say *Your hand!* 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 *Goodnight, Go to sleep and Wake up*

- Teach/Revise *Go to sleep* and *Wake up* by miming the actions. Say *Goodnight! Go to sleep!* Encourage the children to put their heads down on their desks as if asleep. Tell them to keep as still as they can. Then say *Wake up!* Teach the children to sit up and open their eyes.
- Put on the puppet. Explain that Polly is tired. Encourage the children to help you say *Goodnight, Polly! Go to sleep!* Make Polly go to sleep and snore comically. The children shout with you *Wake up, Polly!* Make Polly wake up with a start.

## Aims

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

**Recycled language:** features of a room and furniture, language from the story, numbers 1 to 6

**Materials:** CD 1, flashcards (room), Unit 3 stickers (lamp and bookcase), the puppet (Polly), a home-made spinner (with dots for numbers 1–6) and a toy for each pair of children

**Optional:** Gina character mask, a storybook, two plastic or paper plates, a box with toys in, a hand towel

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

## Warm-up

**Aim:** to review features of a room and furniture

- Review features of a room and furniture with the flashcards.
- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) with the room flashcards.

## Practice

**5** CD1 46 **PB pp28–29** Story: Goodnight Dad

**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 what Gina and her dad are saying.
- Help children find the stickers for Unit 3 at the back of the PB. Say *Bookcase*. The children point to the correct sticker on the sheet. Repeat for *Lamp*.
- Point to the picture on PB page 29. Say *Where's the lamp?* 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 pp28–29

**Aim:** to think about the meaning of the story: being patient

- Tell the children to count how many times Gina says *A story, please*. Play the story again, up to picture 5. Count with the children (four). Play the rest of the story and ask how Gina feels at the end (sad) and what her dad is doing (sleeping). Talk about how Gina is patient in the story. Ask the children for examples of times when they have to be patient at home and at school (e.g. when taking turns, when their parents/carers are speaking on the telephone, when they are waiting for a birthday or holiday to arrive).

**6** AB p29 Complete the faces (☺ or ☹).  
Colour the pictures.

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

- Tell the children in L1 *Look at the pictures and think*. Point to the faces and explain in L1 that if they think the picture shows the right thing happening, they draw a smile and if a picture shows the wrong thing happening, they should draw a sad face. Point out that the boy in the first picture has not been patient and has knocked the ice cream out of the girl's hand. The children draw an unhappy face for the

first picture. Elicit that the boy is being patient and waiting for his turn in the second picture. The children draw a happy face for the second picture. Circulate and check.

## Extension activity

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

- Invite two volunteers to the front. Assign them the roles of Gina and her dad. The child playing Gina puts on the character mask. Play the story. The children act out the story along with the CD, using props of plates (for picture 1), the box and toys (to tidy up for picture 2), a towel (for Gina to pretend to wash) and a storybook (for the ending of the story). Encourage the children to join in with the CD (CD 1, Track 46).
- Invite another pair of children to come to the front and act or repeat with the class working in pairs at the same time, with Gina miming eating, tidying up, washing, etc.

## Ending the lesson

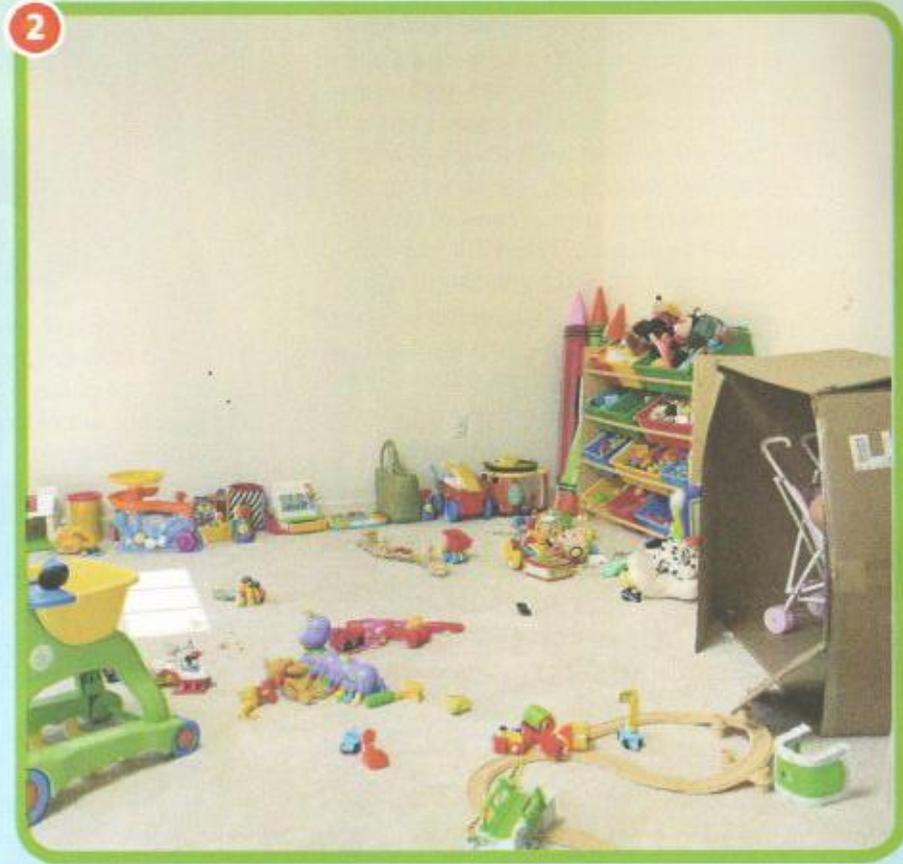
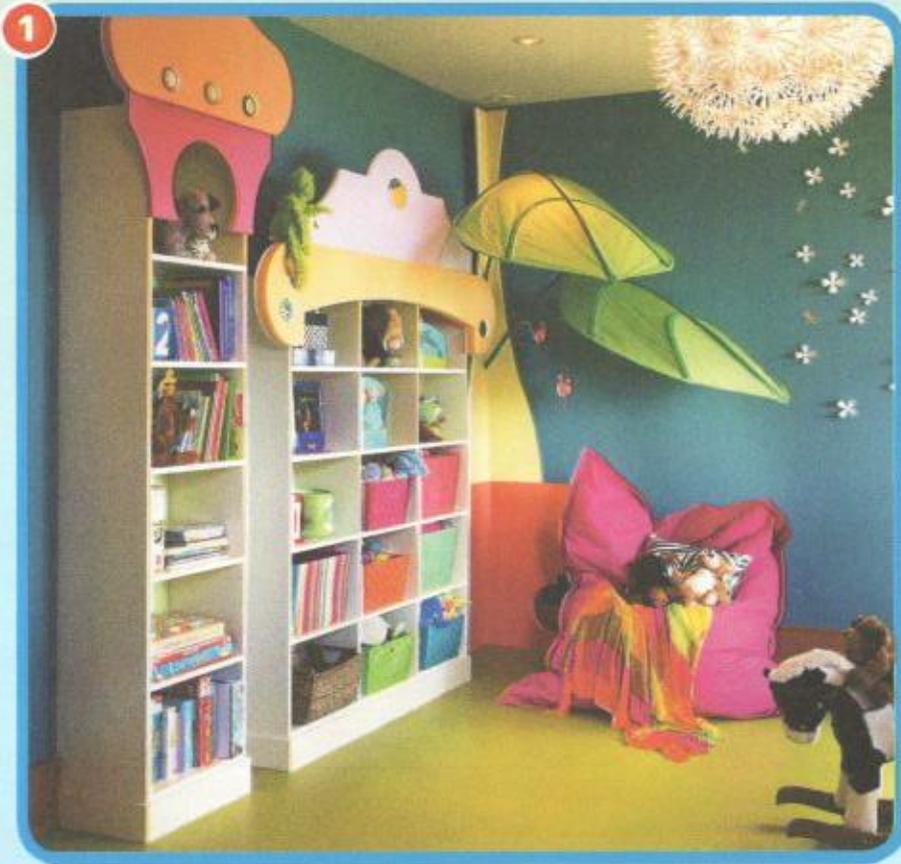
**Aim:** to practise turn-taking, being patient and numbers 1 to 6

- Give a spinner to each pair of children. Let them practise spinning it and counting the dots in English. Circulate and help.
- Give a toy to one child in each pair. Tell the other child it's his/her turn to play with the toy when he/she spins a six. The first child plays while the other child spins the spinner, saying the numbers in English. When he/she gets a six, they swap over. Circulate and help with the numbers. Say *Be patient* to any children who are waiting for a long time to get a six.



# Being tidy

6 <sup>CD1</sup><sub>48</sub> Listen and point. Draw and say the words.



**Aims**

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

**New language:** *tidy* (adj)

**Recycled language:** *messy*, language from the song

**Materials:** CD 1, flashcards (room), the puppet (Polly), materials for the project (large pieces of pale coloured paper with a room outline and window pre-drawn in the middle – one per child, coloured pencils or crayons), *Super Safari 1 CD1*

**Optional:** Music for the song *Wind the bobbin up* (without words)

**Language competences:** The children will be able to talk about the furniture and features of their room.

**Warm-up**

**Aim:** to review *messy* and practise the song

- Point at the room on PB page 27 and say *Oh no! It's ...* The children say *Messy*. Ask about the position of different objects in the picture (e.g. *Where's the T-shirt? Where are the crayons?*).
- Play the unit song (CD 1, Track 43). The children join in and point to the items in the picture as they are mentioned.

**Presentation**

6 <sup>CD1</sup><sub>48</sub>

**PB p30** Listen and point. Draw and say the words.

**Aim:** to present *tidy* and review *messy*

- Ask the children to look at PB page 30. Say *Look! Rooms! Listen and point*. The children listen and point to each photo in turn. Elicit the meaning of *tidy*. The children practise saying the word.
- Point to the faces at the bottom of the page. Tell the children to draw a sad or happy mouth on each one. Circulate and check their work.
- Talk in L1 about the importance of keeping the classroom/their rooms tidy.

Audio script page T96

**Practice**

7

**AB p30** Make a poster of your room.

**Aim:** to make a room poster and review language from the unit

- Point to the pictures on AB page 30. Explain in L1 that they are all going to make a picture of their rooms. Ask questions about their rooms, e.g. *Where's the computer? What colour's the door? Call on volunteers to say which is their favourite thing in his/her room.*
- Hand out the coloured pencils/crayons and the coloured paper. Have the children draw and colour their room. Circulate and ask questions (e.g. *What is it? What colour? Where's the window?*) The children answer according to their ability.
- Have the children present their finished posters and ask about the position and colour of furniture and objects.

**Extension activity**

**Aim:** to review language from the unit and sing a traditional song

- Teach the children the song *Wind the bobbin up*, with the following lyrics:  
*Wind the bobbin up, wind the bobbin up.  
Stamp your feet. Wave your hands.  
Wind it back again. Wind it back again.  
Stamp your feet. Wave your hands.  
Point to the bookcase.  
Point to the floor.  
Point to the window.  
Point to the door.  
Clap your hands together – 1, 2, 3!  
Put your hands down on your knees.*
- Teach actions for each line.

**Note:** For *Wind the bobbin up*, mime winding a ball of wool with your hands, for *Wind it back again* mime winding the wool in the other direction.

**Ending the lesson**

**Aim:** to review *tidy up*

- Ask the children to help you tidy up the things you used for the project activity and their own possessions. Say, e.g. *Tidy up the room. Tidy up (the crayons)! If your children used Super Safari 1, play the Tidy up! song (CD 1, Track 13).*

## Aims

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

**Recycled language:** features of a room, furniture, colours, *It's in /on/under the ...*

**Materials:** CD 1

**Optional:** flashcards (room), pictures/flashcards from *Super Safari 1* (chair and desk), materials to make junk models of furniture/objects from the unit (e.g. pieces of thick cardboard, bits of material, cardboard boxes, packets and tubes, sticky tape/glue, paints and brushes) or building blocks, a model you have already made (e.g. of a lamp)

**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 language from the unit and encourage the children to listen to the initial sounds of words.

- Play *I-Spy* with known items in the classroom (see page T27, Warm-up).

## Revision

**7 Think!** PB p31 **Spot the difference.**  
Circle the objects and say.

**Thinking skills:** Comparing

- Point to the table in the first picture on PB page 31. Ask *What is it?* The children say *Table*. Explain in L1 that the children need to find the difference between this picture and picture 2. Say *Look at 1. Where's my ball?* Elicit *Under the table*. Repeat for picture 2 (*On the table*). Show the children how to circle the ball in picture 2.
- Point to the second row of pictures and ask *What's different? Circle*. Let the children find the difference and circle it in the fourth picture. Circulate and help.
- Elicit sentences for the pictures by asking *Where's my book? (It's on the table/It's under the table)*.

If time, the children can practise talking about the pictures in pairs. Child A points to a picture and asks, e.g. *Where's my ball?* Child B answers, e.g. *(It's) under the table*. Then they swap.

**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 junk models of furniture

- Show the junk model you have made and ask *What is it?* The children say, e.g. *(A) lamp*. Explain in L1 that they are going to make a model of one of the things from the unit. Show the flashcards (mat, lamp, bookcase, toy box) and pictures/flashcards from *Super Safari 1* (chair, desk).
- Hand out the materials – children can work individually or in pairs. Circulate and help with cutting and sticking as necessary. Ask individuals *What is it?* to practise words and ask the children to find the item in the classroom, e.g. *Where's the ...?*
- The children can show their classmates the finished models and say, e.g. *This is my bookcase. It's green*. Encourage the children to compliment their classmates (e.g. *I like your bookcase/Well done!*)

**Note:** You can start some models yourself and provide the missing pieces for the children to paint and stick on. If you do not have enough materials for the children to make models, you could use building blocks.

## Ending the lesson

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

- Play the children's favourite game from the unit or sing the unit song (CD 1, Track 43).

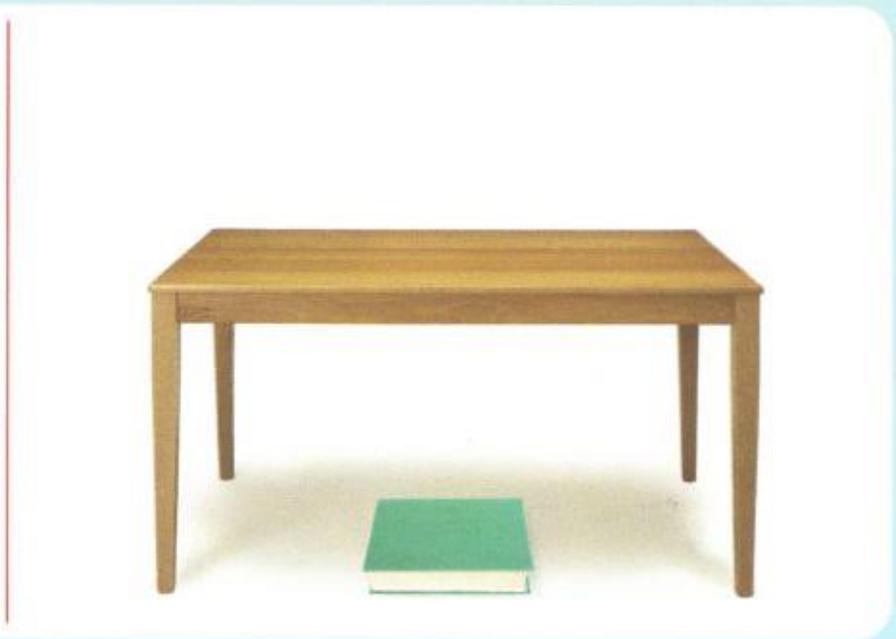
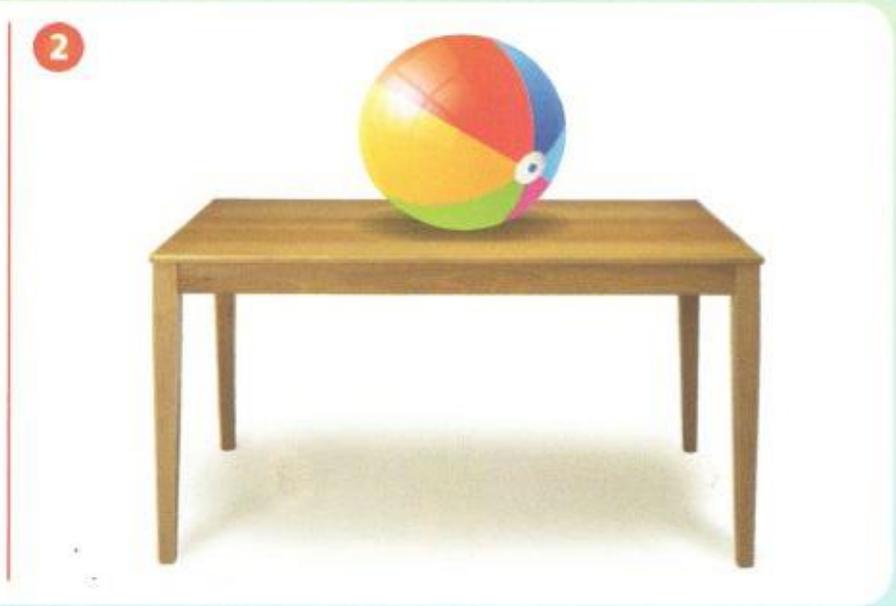
## Phonics

- See page T82 for Unit 3 Phonics.

## Review

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

7 Think! Spot the difference. Circle the objects and say.

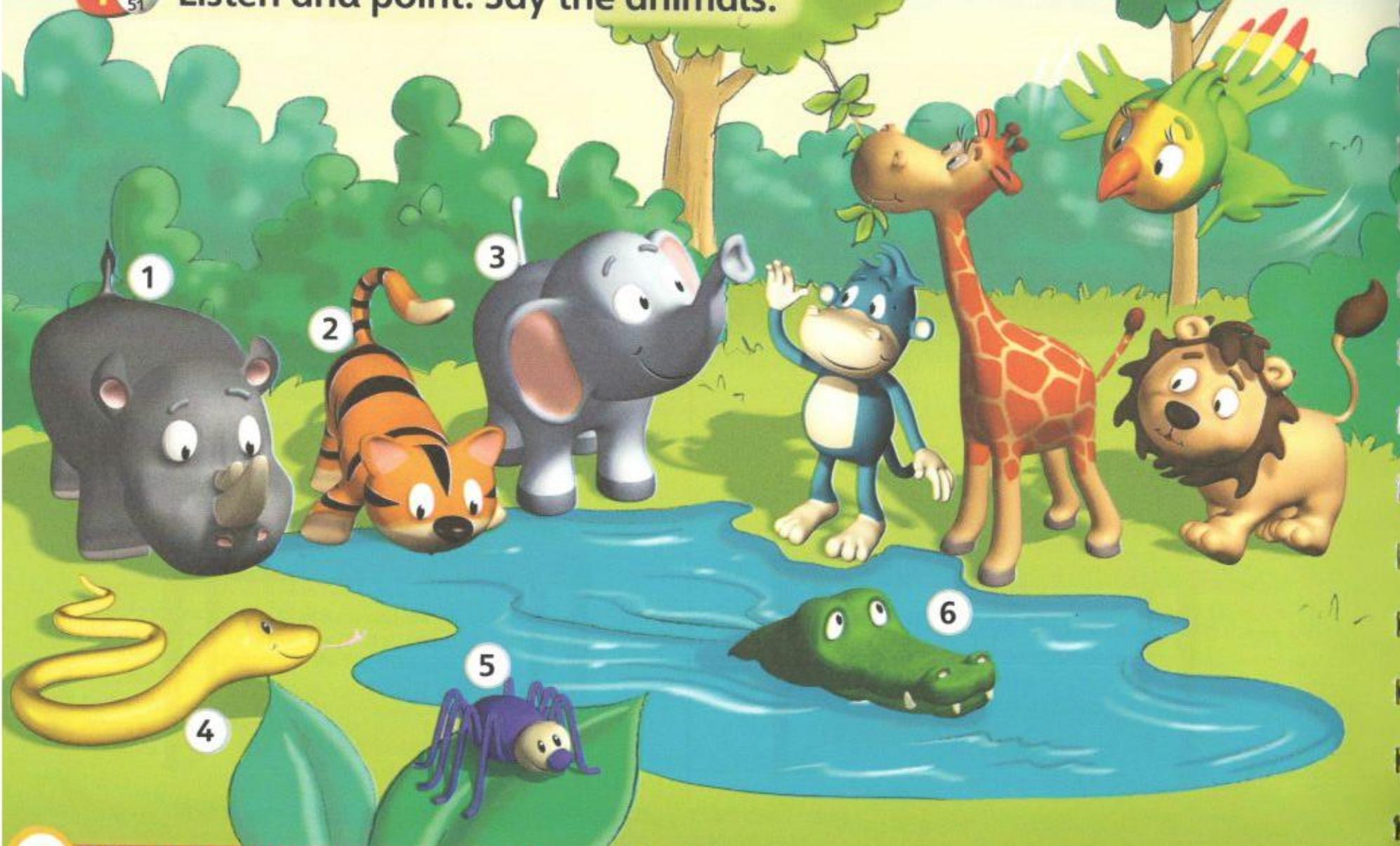


# 4

# In the jungle

1 CD1  
51

Listen and point. Say the animals.



**Aims**

- to present and practise jungle animals

**New language:** *jungle, rhino, tiger, elephant, snake, spider, crocodile*

**Recycled language:** animals from *Super Safari 1* (*bird, rabbit, fish, cat*), numbers 1 to 6, *It's a/an ...*

**Materials:** CD 1, pictures/flashcards from *Super Safari 1* (*bird, rabbit, fish, cat*), flashcards (*jungle animals*), the puppet (*Polly*), a piece of card or thick paper (*to cover the flashcards*)

**Optional:** CD of lively music

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

**Warm-up**

**Aim:** to review animals

- Show the pictures/flashcards of bird, rabbit, fish, cat. Present/Elicit the words. Show each picture in turn and practise saying the words quietly, loudly, excitedly, angrily, etc.
- Mime one of the animals. The children say the word. Tell the children they will be learning more words for animals.

**Presentation**

**1**  **CD1 51** **PB p32** Listen and point. Say the animals.

**Aim:** to present jungle animals and *jungle*

- Point to each of the characters on PB page 32 and ask *Who's this?* Point to the setting and the wild animals and say *Look! The jungle!* Mime walking around in the jungle (looking at the trees, parting vegetation). The children practise saying *jungle* and do the mime.
- Say *Listen*. Play the audio. The children just listen.
- Point to the numbered animals and say *Listen and point*. Play the audio. The children point. Play the audio again. The children point and say.

Audio script page T97

**Practice**

- Mime being an elephant, make an elephant noise and say *Elephant*. The children copy and repeat the word. Do the same for the other animals (e.g. for *rhino*, stamp your feet and make snorting noises; for *spider* join your hands together at the thumbs and wiggle the eight remaining fingers). Repeat several times.
- Put on the puppet. Make Polly say the animal words. The children do the correct mime and make the noise without your help. Every time the children do the mime for *Crocodile*, look scared and say *Ah! A crocodile! Run! Fly away, Polly!*

**1**  **CD1 52** **AB p32** Listen and circle. Say the animals.

**Aim:** to practise jungle animals, listening and pencil control

- Point to the first picture in the top row on AB page 32. The children say *Snake*. Repeat for the remaining pictures. Say *Listen and circle*.
- Play the first sentence. The children listen and complete the circle around the tiger.
- Point to the pictures in the bottom row. The children say the words. Say *Listen and circle*. Play the second sentence. The children circle the elephant. Play the audio again. The children point at the correct picture and repeat the sentence.

Audio script page T97

**Extension activity**

**Aim:** to practise animals

- If possible, move your class into the school gym or an empty classroom.
- Say *Dance!* Play the CD of lively music. The children dance around the space. Stop the music. Show one of the flashcards (e.g. the *elephant*). Say *Dance like an elephant!* Show the children how to dance like an elephant (stamping your feet, swinging your arm as if it were an elephant's trunk, etc.). The children dance around being elephants. Stop the music again and repeat with a different flashcard. When the children get the idea, call volunteers to choose the flashcard and say the next animal when you stop the music. Include cat, bird, rabbit and fish. If you wish, when you show the crocodile flashcard, encourage the children to say *Ah! It's a crocodile* and to run around, instead of dancing.
- Ask individual children who are doing good/ original animal dances to show them to the class.

**Ending the lesson**

**Aim:** to practise jungle animals

- Show the jungle animal 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 is it?* The children say the animal when they recognise it. Repeat for the rest of the cards, then mix in pictures of animals from *Super Safari 1* and play the game again.

## Aims

- to present *Is it a ...? Yes it is/No, it isn't*; to respond to *What's that?*; to practise animals; to say a chant

**New language:** *Is it a ...? Yes it is/No, it isn't*

**Recycled language:** animals, colours, *It's ..., big/small*

**Materials:** CD 1, flashcards (jungle animals), Yes/No cards, the puppet (Polly), pictures/flashcards from *Super Safari 1* (rabbit, cat, bird, fish)

**Optional:** character flashcards, character masks

**Language competences:** The children will be able to ask *Is it a ...?* and use short answers. They will be able to join in with a chant.

## Warm-up

**Aim:** to review jungle animals

- Give out the Yes/No cards. Say *Show me 'Yes'*. The children hold up the correct card. Repeat for No.
- Stick the jungle animals flashcards on the board. Point to each card and say the word. The children repeat.
- Put on the puppet. Make her point at one of the cards and say a false sentence, e.g. *It's a rhino* (pointing at the elephant). The children hold up their No card. Ask a volunteer to correct the sentence. Repeat with the rest of the flashcards.
- Show the picture of a rabbit to the class and to Polly. Polly asks *What's that?* The children say *Rabbit/It's a rabbit*.

## Presentation

**2**  **CP1 53**  **PB p33** Listen and trace. Chant.

**Aim:** to present *Is it a ...? Yes, it is/No, it isn't*, practise pencil control and say a chant

- Point to the picture on PB page 33. Say *Listen and trace*. Play the chant and show how to trace the outline of the rabbit. The children trace with a pencil. Circulate 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. Encourage them to say *Sssh* and pretend to listen for *What's that?*, putting their fingers to their lips as if asking someone to be quiet.

Audio script page T97

## Practice

- Show the jungle animal flashcards. Elicit the words. Show pictures of cat, bird, fish and rabbit. Elicit the words. Mix all the cards together and put them face down on your desk.
- Take the first flashcard from the pile. Don't show the class. Give them a clue about the animal, by making the noise, doing an action or saying a sentence, e.g. *It's big*. Encourage the children to ask *Is it a ...?* while guessing. Answer *Yes, it is* or *No, it isn't*. Repeat with different flashcards.

**2**  **CP1 54**  **AB p33** Listen and join the dots. Say the sentences.

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

- Point to the picture of the crocodile on AB page 33. Play the first question and answer on the audio. Ask the children *Is it a rhino?* Elicit *No, it isn't*. Play the next question and answer. Ask the children *Is it a crocodile?* Elicit *Yes, it is*. Say *Join the dots* and have them finish the picture.

Audio script page T97

## Extension activity

**Aim:** to practise animals, *Is it a ...?* and responding to *What's that?*

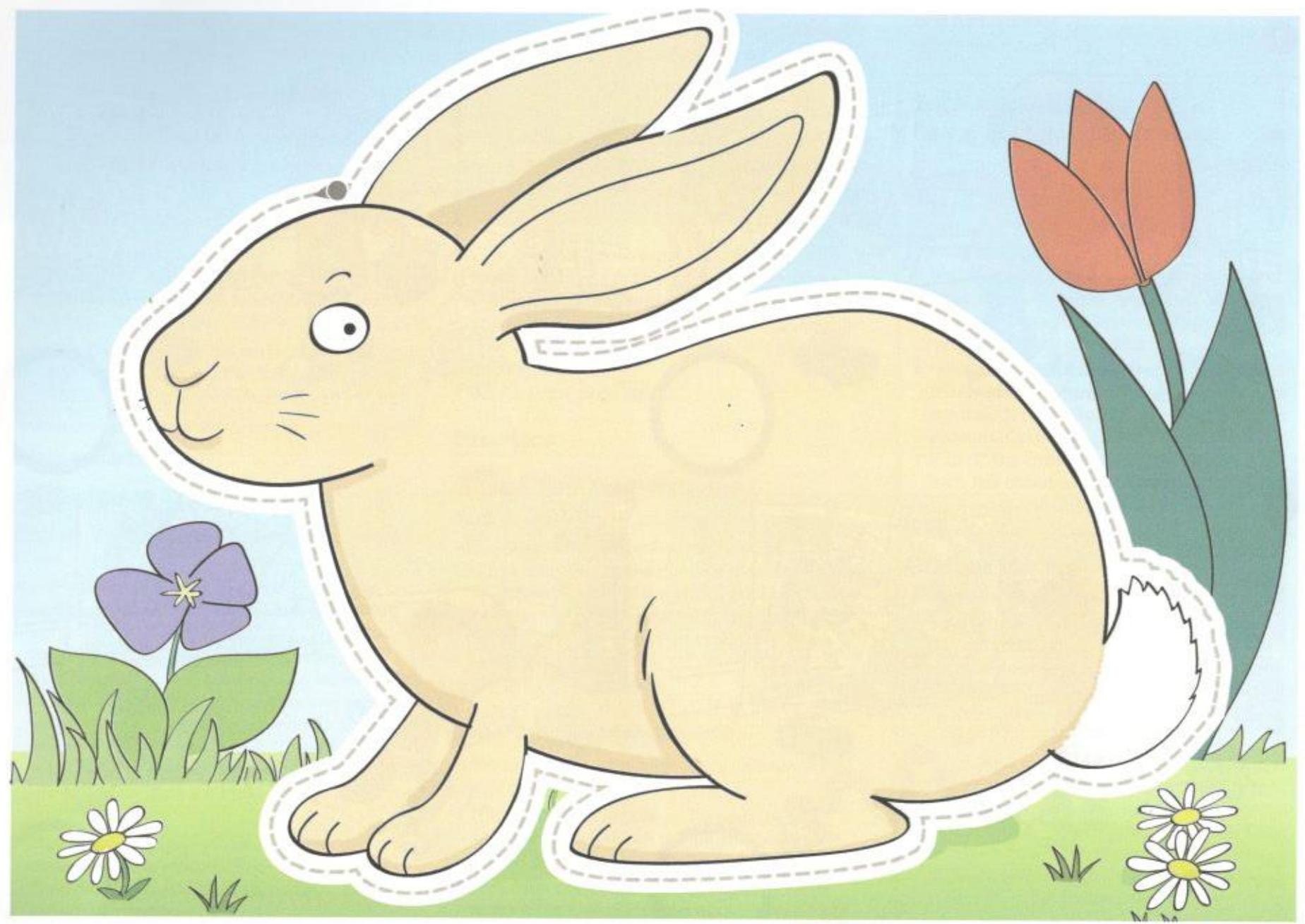
- The children stand in the centre of the space. Have animal flashcards/pictures ready (the six jungle animals and rabbit, cat, bird, fish). Mix them up and hand them to ten of the children. Tell these children to look at the cards but keep them hidden.
- Choose a child with a flashcard. Ask *What's that? Is it a crocodile?* If the picture isn't a crocodile, he/she says *No, it isn't*. Then he/she shows the flashcard and says, e.g. *It's a tiger*. Ask the other children with flashcards in turn. *What's that? Is it a crocodile?* (getting more and more nervous, as you don't want to find the crocodile card). When you find the child with the crocodile flashcard (the crocodile), he/she says *Yes, it is!* Shout *Everybody, run!* Tell the crocodile that he/she has to try to catch someone. Everyone runs away.
- When the crocodile catches someone, he/she becomes the leader of the game. Collect the flashcards, mix them up and hand them out again. The new leader asks *What's that? Is it a crocodile?*

## Ending the lesson

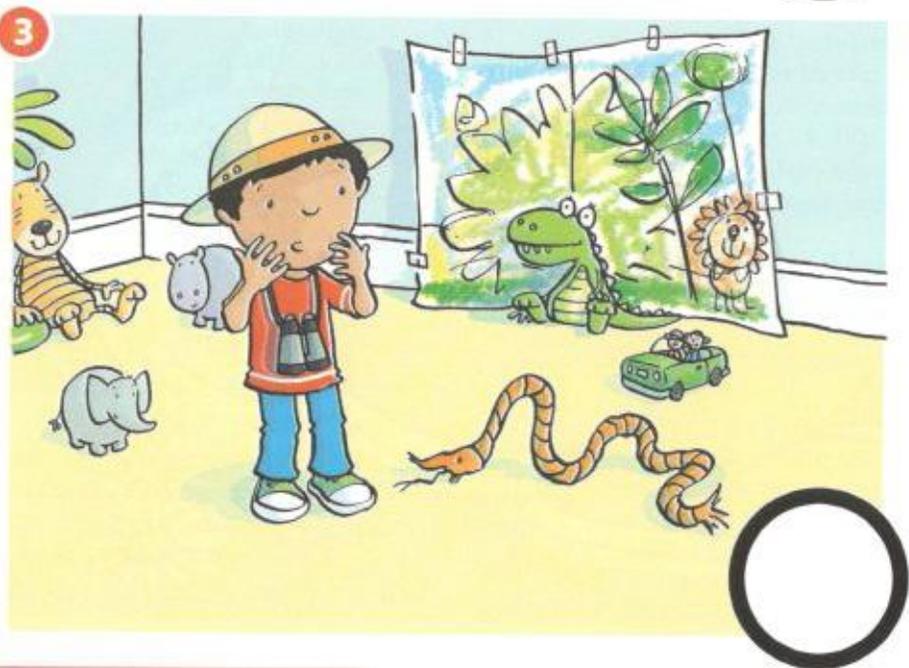
**Aim:** to practise the chant

- Play the chant again (CD 1, Track 53), doing an action for each line (for *Sssh! What's that?* put one finger to your lips, for the questions with *Is it a ...?* mime the animal, for *No it isn't*, shake your head and for the last line of the chant, jump around like a rabbit).
- Repeat, with the children.

Listen and trace. Chant.



# Listen and act. Listen and colour.



### Aims

- to present and practise *Walk through the jungle, Turn around, It's a big snake, Run away*; to practise following instructions

**New language:** *Walk through the jungle, Turn around, It's a big snake, Run away*

**Recycled language:** animals, *Is it a ...?*, instructions (*Shake hands, Open your book, Kick a ball, It's a goal, Hug your friend, Look in/on/under the ...*), *Where's my...?*, red, yellow, green, blue

**Materials:** CD 1, coloured pencils or crayons

**Optional:** materials to make paper plate animals (paper plates, coloured, pre-cut cardboard shapes for ears, eyes, noses, etc., pipe cleaners, pieces of coloured felt), examples of finished animals, flashcards (jungle animals)

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

### Warm-up

**Aim:** to review animals and *What's that? It is it a ...? Yes, it is/No, it isn't*

- Play the chant from the previous lesson, (CD1, Track 53) doing the actions (see page T33, Ending the lesson). The children join in.

### Presentation

**3**  **CD1 55** **PB p34** Listen and act.

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

- Play the first line of the recording and mime walking through the jungle (walking carefully, parting trees with your hands). Encourage the children to copy. Play the next line and turn around as if you have heard a noise. The children copy. Play *It's a big snake* and mime seeing a snake and raising your hands to your mouth in fear (as in picture 3). The children copy. Play the last line and run on the spot as if running away from the snake. The children copy you.
- Play the audio again without pausing, doing the actions with the children. Repeat several times. Then play the audio for the children to do the actions without your help.

- Give the instructions again, this time adding in known actions, e.g. *Shake hands, Kick a ball, It's a goal, Hug your friend, Where's my book?* (the children mime searching for something), *Look in your bag, Look under your desk, Here it is.* The children follow.

Audio script page T97

### Practice

**3**  **CD1 56** **PB p34** Listen and colour.

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

- Say *Listen and colour.* Play the first line of the audio and point to the dot next to picture 2. Then play the rest of the audio, pausing for children to colour the dot each time. Point to each picture and elicit the colour and the sentence.

Audio script page T97

**3**  **CD1 57** **AB p34** Listen and circle.

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

- Point to the first picture on AB page 34 and say/ elicit *Walk through the jungle.* Point to the second picture. Say/Elicit *It's a big snake.*
- Say *Listen and circle. Walk through the jungle, or It's a big snake?* Play the audio. The children point at the correct answer. They draw a circle

around the second picture. Circulate and elicit *It's a big snake* from individual children.

- Repeat for the second row of pictures (*Run away and turn around*).

Audio script page T97

### Extension activity

**Aim:** to practise jungle animals and *Is it a ...? Yes, it is/No, it isn't*

- Show the children paper plate animals – e.g. the head of a tiger: triangle ears stuck to the top, whiskers made of strips of paper, paper nose and eyes stuck to the plate and orange and black stripes coloured in at the top and sides; a spider: a plate coloured black, with four pipe cleaners attached to each side and eyes stuck on it at one end.
- Hand out the materials. The children copy the animals you have made/make their own animals. Stick the flashcards on the board as prompts. Circulate and ask *What's that? Is it a ...?* The children answer *Yes, it is/No, it isn't.* Ask about colour, size, etc.

### Ending the lesson

**Aim:** to practise language from the lesson

- Say *Walk through the jungle.* The children mime (around the classroom or on the spot). Repeat with different verbs, e.g. *Jump through the jungle, Kick through the jungle, Fly through the jungle, Dance through the jungle.*
- Say *What's that? Turn around ...* The children turn around, looking scared. Then say *It's a cat.* Look relieved. Continue the instructions with *... through the jungle.* Mix in *What's that? Turn around. It's a ...* and different animals. When you say *It's a big snake! Run,* the children run.

## Aims

- to present and practise *Walking through the jungle, What can you see? I can see a ... looking at me* and animal noises; to sing a song

**New language:** *Walking through the jungle, What can you see? I can see a ... looking at me, snap, roar, hiss, stomp*

**Recycled language:** jungle animals, *Is it a ...?*, known objects

**Materials:** CD 1, flashcards (jungle animals), the puppet (Polly), a piece of green card (the same size as a flashcard) with holes cut in it, to make it look like vegetation in the jungle

**Optional:** a strong light source, e.g. an adjustable lamp or projector, seven or eight known objects or toys which cast clear shadows (e.g. a toy car, a ball, a doll, a crayon, a toy elephant, a toy snake, a toy rabbit)

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

## Warm-up

**Aim:** to review jungle animals, *Is it a ...?* and short answers

- Review jungle animals with the flashcards.
- Put on the puppet. Polly points at the flashcards and asks, e.g. *What's that? Is it a tiger?* The children answer *Yes, it is* or *No, it isn't*.

## Presentation

 **CD1** 56-59  **PB p35** Listen and sing.

**Aim:** to present *Walking through the jungle, What can you see? I can see a ... looking at me, snap, roar, hiss and stomp* and sing a song

- Hold up one of the jungle animal flashcards with the green card with holes in front of it (as if hidden in the jungle). Ask *What can you see?* The children guess the animal. Show the flashcard when someone guesses correctly and say, e.g. *Yes! I can see a spider*.
- Point to the animals on PB page 35. For each one, say the name and the animal noise from the song, e.g. *Look! I can see a crocodile. Snap! Snap, snap, snap!* Encourage the children to repeat the noise after you.

- Play the song. The children listen and point to the pictures.
- Play the song again, pausing to teach each line. You can also use the karaoke version. Play the whole song for the children to join in and mime being the different animals, making the appropriate noises.

Audio script page T97

## Practice

 **CD1** 60  **AB p35** Listen again. Follow and trace.

**Aim:** to practise the song and drawing from left to right

- Say *Follow and trace*. Hold up a pencil and point to the dotted lines on the jungle path and around the animals. Show the children that they need to start on the left side of the path. Play the song and show how to trace along the path for *Walking through the jungle...* and then around each animal as it is mentioned. The children watch you first. Play the song again. They listen and trace the lines. Monitor and make sure they are tracing in the correct direction, from left to right.

Audio script page T97

## Extension activity

**Aim:** to practise *What can you see? I can see a ...*

- Place one of the items you have brought to class near the light source to make a shadow on the wall. Ask *What can you see?* Encourage the children to guess with *I can see a ...* Repeat for the other items.
- Invite volunteers to practise making shadow animals (rabbits, birds, spiders) with their hands.

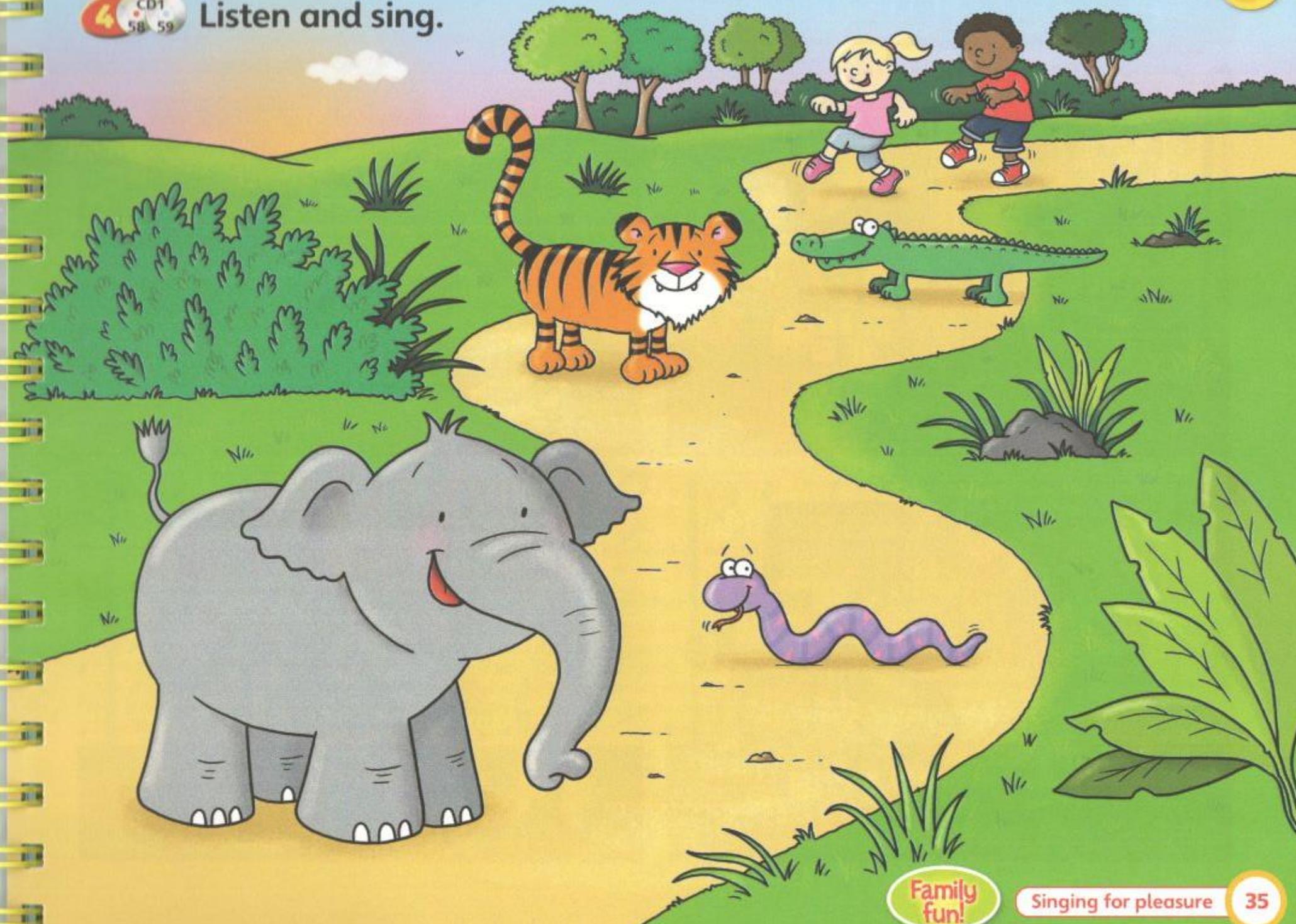
## Ending the lesson

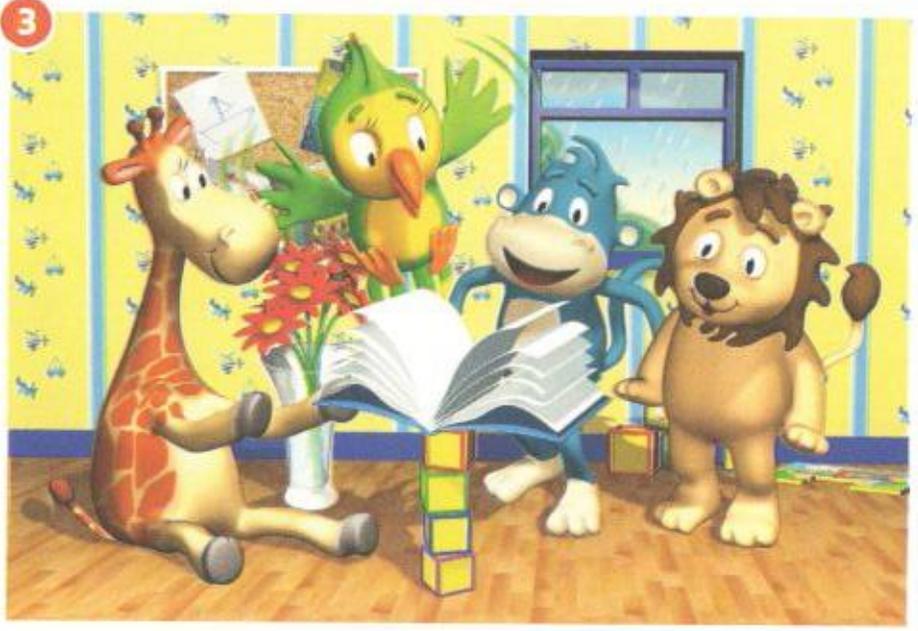
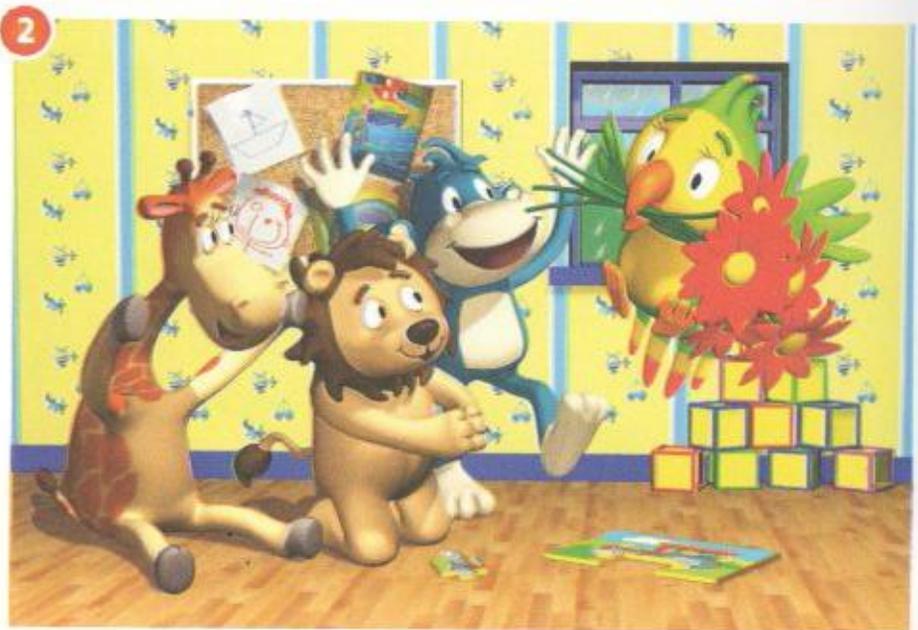
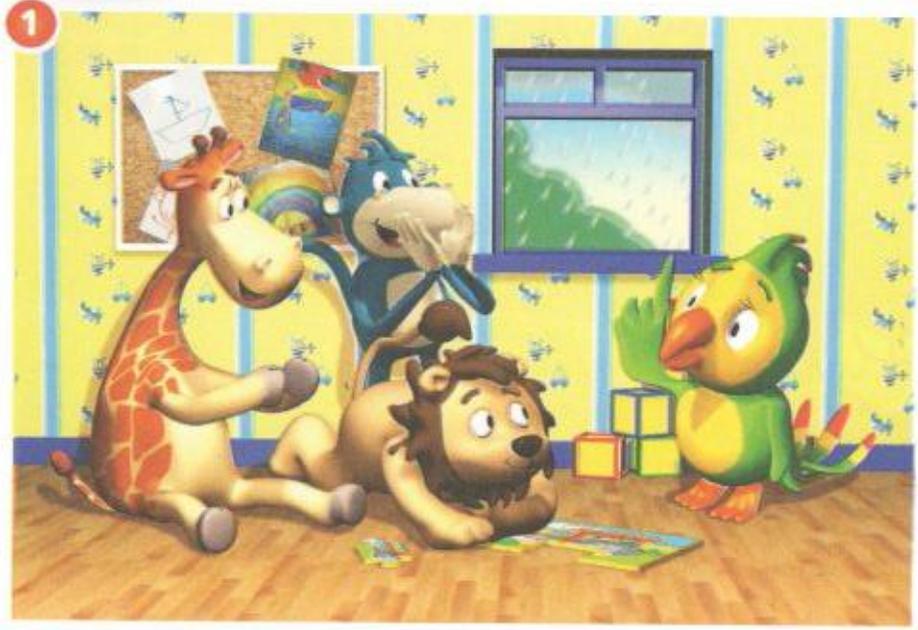
**Aim:** to practise the song

- Teach actions for the song:  
*Walking through the jungle* = Walking carefully, parting vegetation with your hands.  
*What can you see?* = Looking through imaginary binoculars.  
*I can see a ... looking at me!* = Pointing ahead of you, looking excited/surprised.  
*A (crocodile)! A (crocodile)!* = Miming being the animal.  
*Snap, snap, snap!* = Holding arms out in front of you and moving them together like a crocodile's jaws.  
*Roar, roar, roar!* = Roaring like a tiger.  
*Hiss, hiss, hiss!* = Hissing like a snake.  
*Stomp, stomp, stomp!* = Stamping your feet heavily.
- Play the song (CD 1, Track 58). The children join in and do the actions.



Listen and sing.





## Aims

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

**New language:** *What can we do?, Let's make a (jungle), Good idea, flowers, tree, river*

**Recycled language:** numbers, character names, jungle animals, *I've got ..., red, yellow, book, I like ..., Look at your room, tidy/messy*

**Materials:** CD 1, flashcards (jungle animals)

**Optional:** small objects for each pair of children (e.g. beads/buttons/building blocks)

**Language competences:** The children will be able to listen and follow a picture story. They will be able to recognise suggestions with *Let's make a ...*

## Warm-up

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

- Ask *Remember the song? Walking through the ...* The children say *Jungle*.
- Stick the jungle animal flashcards on the board in the order they appear in the song (crocodile, tiger, snake, elephant). Point to the crocodile, elicit the noise from the song (*Snap, snap, snap*) and the action. Repeat for the other animals.
- Play the song (CD 1, Track 58). The children join in and do the actions (see page T35, Ending the lesson).

## Presentation

**5** <sup>CD1</sup><sub>61</sub> **PB pp36-37** Story: The jungle

**Aim:** to present *flowers, tree and river* and listen and follow a picture story

- Point to the characters in the first picture in turn and ask *Who's this?* The children say the name/*It's (name)*. Point to picture 1 and say *Look at the window*. Ask in L1 why the animals are inside (because it's raining). Talk briefly in L1 about the kind of games the children play indoors on rainy days. Ask if they ever make things/imagine they are in different places.
- Point to the flowers in picture 2 and say *Look! Flowers!* The children repeat the word. Point

to the book on the building blocks in picture 3 and say *A tree!* The children repeat. Point to the buckets in picture 4 and explain that they are making a river. Say *River*. The children repeat.

- Play the audio. 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 (the animals make a pretend jungle). Point to picture 5 and ask how Mike's mum feels (angry). Ask *Is the room tidy?* The children say *No, messy*. Elicit the last line of the story *It's a jungle*.

Audio script page T97

## Practice

**5** <sup>CD1</sup><sub>62</sub> **AB p36** Listen and colour the correct circles.

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

- Point to each picture on AB page 36 and ask *Who's this?* The children say the name. Say *Listen and colour the circle*. Remind the children that they have to colour one of the circles, depending on who speaks. Play the audio for number 1. Confirm the answer (Polly).
- Point at the second row of pictures and say *Listen and colour the circle*. Play the audio. The children colour the circle next to Gina.
- Play the audio again. The children repeat the lines.

Audio script page T97

## Extension activity

**Aim:** to practise *Let's make a ...*

- Make pairs. Give each pair enough small objects to make an animal shape (e.g. buttons/beads/building blocks). Say *Let's make an elephant*. Encourage the children to say *Good idea!* Make an elephant shape from small items at the front of the class (with a head, trunk body and four legs). The children copy the shape with their small objects. Monitor and help.
- Repeat with different animals (e.g. *Let's make a snake/fish/rabbit*).

## Ending the lesson

**Aim:** to practise *Let's make a ...*

- Say *Stand up! Let's make a snake!* Make a snake with your hand as the head and arm as the body, moving it in front of you. The children copy. Repeat for *Let's make an elephant* (put your arm in front of your nose and make it sway like an elephant's trunk), *Let's make a spider* (put your hands together, thumbs entwined, so there are eight spider's legs), *Let's make a rabbit* (two hands on top of your head) and *Let's make a fish* (waving your hand like a fish swimming).
- Make pairs. The children practise making shapes of animals or other known items in the same way. Encourage them to say *Let's make a ...* as they decide which animal/object to show. Monitor and say *Good idea* to pairs who have an original idea.
- Volunteer pairs show their shapes to the class. The rest of the class copy.

## Aims

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

**Recycled language:** numbers 1 to 6, jungle animals, language from the story, instructions

**Materials:** CD 1, the puppet (Polly), Unit 4 stickers (tiger and spider), character masks

**Optional:** character masks, artificial flowers, a book, building blocks, a blue scarf/blanket

**Language competences:** The children will be able to appreciate the values shown in the story. They will practise making suggestions with *Let's make a ...*

## Warm-up

**Aim:** to review numbers and *Let's make ...*

- Say *Let's make four!* Hold up four fingers. The children copy. Repeat with different numbers, showing the correct number of fingers each time (up to six). Then give instructions for the children to show the correct number of fingers without your help.
- The children do the activity in pairs (they take turns to say *Let's make ...*).

## Practice

**5** <sup>CD 1</sup> <sub>61</sub> **PB pp36-37** Story: The jungle

**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 what's happening.
- Help children find the stickers for Unit 4 at the back of the PB. Say *Tiger*. The children point to the correct sticker on the sheet. Repeat for *Spider*.
- Point to the picture on PB page 37. Say *Where's the tiger?* 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 T97

## Story values **PB pp36-37**

**Aim:** to think about the meaning of the story: being creative

- Play the story again. The children listen and point. Pause after picture 1 and ask in L1 how the animals feel (bored) and what Polly says (*Let's make a jungle*). Play the next section, pausing after picture 2. Point to the flowers and ask *What are these?* Polly says *I've got...* The children say *Flowers*. Repeat for pictures 3 and 4, asking about the tree made of blocks and a book and the river made of buckets of water. Play the last part of the story. Point to picture 5 and say *Wow! The room is a jungle*.
- Talk about how important it is to be creative and use our imagination.

**6** **AB p37** Complete the faces (☺ or ☹).  
Colour the pictures.

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

- Focus on AB page 37 and tell the children in L1 *Look at the pictures and think. Is he being creative?* Point to the faces and explain in L1 that if they think the picture shows the boy being creative, they draw a smile and if the picture shows him not being creative, they draw a sad face. The children draw a happy face for the first picture and a sad face for the second one. Circulate and check.

## 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 Mike's mum. The children put on the character masks. Give the child playing Polly some artificial flowers, the child playing Gina a book and large building blocks and the child playing Leo a long blue scarf/blanket (to be the river, instead of buckets). Play the story. The children act out the story along with the audio. They use the props to actually make a jungle, like the animals in the story. Help as necessary. Encourage the volunteers to join in with the CD (CD 1, Track 61).
- Invite another group of five children to come to the front and act.

## Ending the lesson

**Aim:** to practise *Let's ...* and *Good idea*

- Put on the puppet. Make Polly give instructions to the class with *Let's ...*, e.g. *Let's jump, Let's fly, Let's kick a ball, Let's shake hands, Let's shake our heads, Let's high five, Let's fly*. After each suggestion, encourage the class to say *Good idea, Polly!* Then they mime/do the correct action.



# Where animals live

6 <sup>CD1</sup> <sub>63</sub> Listen and point. Trace and say the animals.

1



2



3



4



**Aims**

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

**New language:** *home*

**Recycled language:** *animals, jungle, It's a ..., What can you see? I can see a ..., colours*

**Materials:** CD 1, flashcards (jungle animals), pictures of pet animals (cat, goldfish, rabbit), sticky tack, materials for the project (a large piece of blue display paper – big enough to make a class poster, coloured tissue paper, glue, crayons, pencils), the puppet (Polly)

**Optional:** a photograph of a house (on a piece of paper/card), a photograph of the jungle (on a piece of paper/card)

**Language competences:** The children will be able to categorise animals.

**Warm-up**

**Aim:** to review animals and present *home*

- Stick pictures of pets on the board (a cat, a goldfish and a rabbit). Point to each picture. The children say the word.
- Draw a picture of a house around the outside of the pictures. Say *These animals are pets. They live at home. Home.* Encourage the children to repeat *Home.* Elicit a translation. Ask who has a pet at home.

**Presentation**

**6** CD1  
69 **PB p38** Listen and point. Trace and say the animals.

**Aim:** to practise animals and pencil control and distinguish between pets and wild animals

- Ask the children to look at PB page 38. Play the audio for 1 and 2. The children listen and point to the photos. Say *The cat and the fish live at home. Home.*
- Play the audio for 3 and 4. The children listen and point to the photos. Say *The tiger and the crocodile live in the jungle. Jungle.*
- Point to the line around the first picture and trace it with your finger. At the same time, say *Cat.* The children copy. Do the same for the

other three photos. Play the audio again. The children listen and trace around the photos with a pencil.

Audio script page T97

**Practice**

- Draw a vertical line down the centre of the board. On one side, draw a house. On the other side, draw the jungle (e.g. some trees and a river).
- Put sticky tack on the flashcards and pictures of pets. Call a volunteer to the front. He/She chooses a card, shows it to the class, says the animal (e.g. *It's a rabbit*) and sticks it on the correct side of the line on the board, according to where it lives. Encourage him/her to say *Home* or *Jungle*. Repeat with different volunteers, until all the pictures are on the board.

**7** **AB p38** Make a jungle collage.

**Aim:** to take part in a craft activity and practise language from the unit

- Show the pictures on AB page 38. Explain in L1 that the children are going to make a big picture of the jungle.
- Hand out the materials. Assign roles carefully – some children make a river, some the trees, some flowers and some add pictures of animals. Ask individuals *What's that? What colour?* as they work.

- Display the finished poster. Ask volunteers *What can you see?* They say, e.g. *I can see a tiger./I can see flowers.*

**Extension activity**

**Aim:** to review and practise categorising animals

- If possible, move your class into the school gym or an empty classroom.
- Stick the picture of a house on one wall and the picture of the jungle on the opposite wall. The children stand in the centre of the space. Say an animal, e.g. *Tiger.* The children move like the animal (e.g. stalking and roaring like a tiger) to the correct wall, according to where the animal lives.

**Ending the lesson**

**Aim:** to practise categorising animals

- Put on the puppet. Play *No, Polly!* (see Introduction, page xvii) with the jungle flashcards and pictures of pets. Polly talks about the names of the animals, colours and where they live, e.g. *I can see a rabbit. It's in the jungle.*

## Aims

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

**Recycled language:** pets, jungle animals, *Run, Walk, Swim, Snap, Hiss, Roar, Stomp, Walk through the jungle, home, Turn around, It's a big/small ...*

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

**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 jungle animals, noises and actions

- Give instructions to revise verbs and animal noises (*Run, Walk, Jump, Swim, Snap, Hiss, Roar, Stomp*). The children do the actions/ make the noises in their places.
- Ask the children to sit in a circle. Name each child with a jungle animal, around the circle, e.g. *tiger, rhino, elephant, snake, spider, crocodile*. Then say, e.g. *Elephants! Stomp!* All the children who are elephants go into the centre of the circle and stomp around. Then say *Elephants! Sit down!* Repeat for the other animals and actions/ noises (e.g. *Spiders! Walk!; Tigers! Run!; Crocodiles! Swim!*). Then repeat the game, but naming the groups in different orders. Sometimes repeat animals so that a group of children have to go into the centre twice in succession.

## Revision

- 7 Think!** PB p39 **Look and circle.**  
**What's wrong?**

**Thinking skills:** Noticing details

- Point to the picture on PB page 39. Say *Look at the jungle. What can you see?* Elicit the jungle animals (*elephant, spider, etc.*), *trees, flowers and river*. Ask *Can you see pets? Where? Look and circle*. Point to one of the hidden pets if necessary (e.g. the goldfish in the bowl). Make sure the children realise they are looking for animals which don't usually live in the jungle. Circulate and help as necessary. Check answers with the whole class.

- 8** AB p39 **Say the animals. 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 animals and instructions from the unit

- If possible, move your class into the school gym or an empty classroom.
- Say *Walk through the jungle*. The children walk around the space as if in the jungle (placing feet carefully, parting vegetation, etc.). Say *Walk at home*. Show the children how to walk around normally, as if in a house. They copy. Repeat these two instructions so the children get used to swapping between the styles of walking.
- Add in instructions from the unit, e.g. *Walk through the jungle. What's that? Turn around ...* The children turn around, looking scared. Say *It's a big tiger! Run!* The children run. After *Walk at home*, say, e.g. *What's that? Turn around ... It's a small cat! Say 'Hello, cat!'* Continue in this way, swapping between jungle animals and domestic animals.

## Ending the lesson

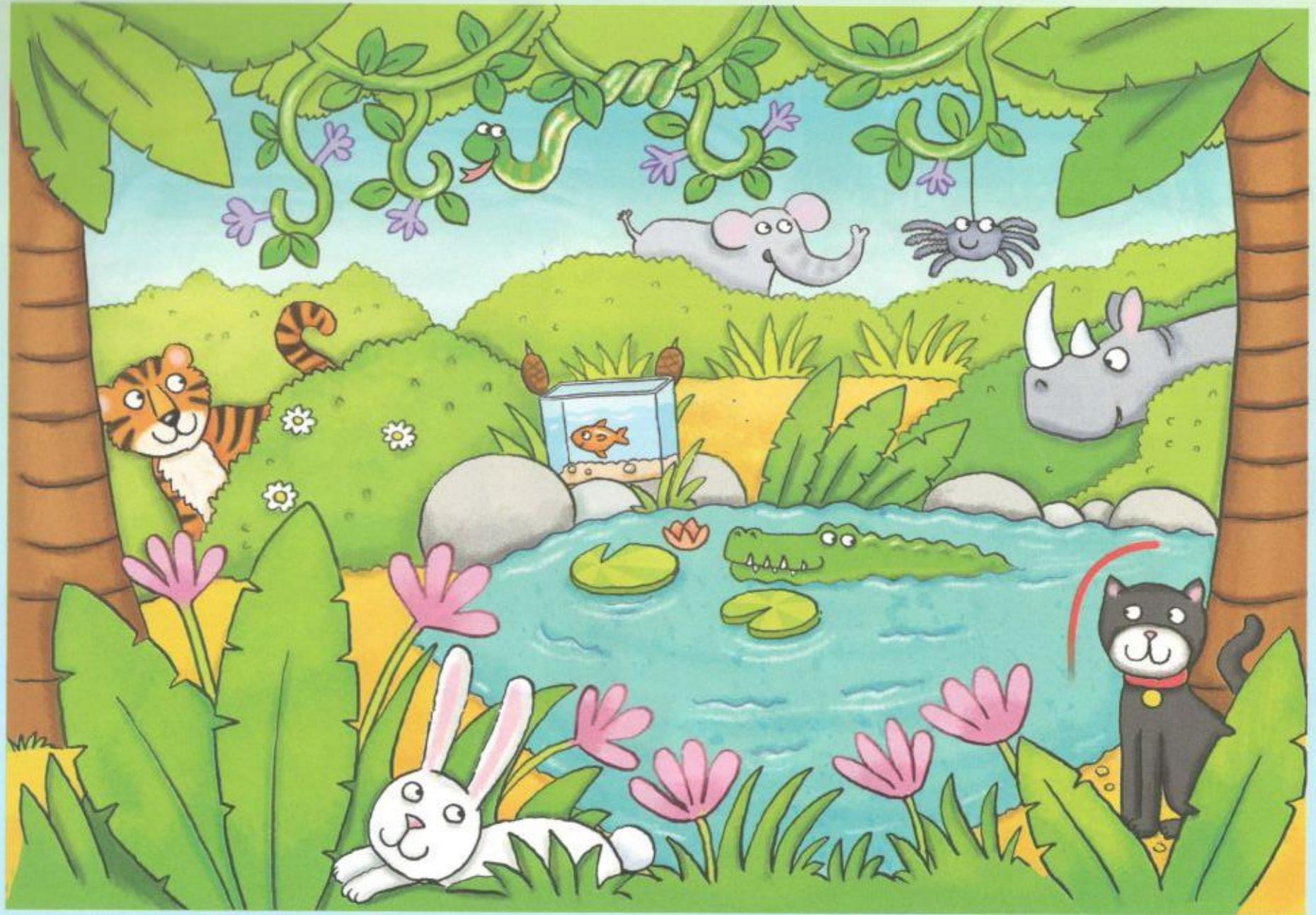
**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song (CD 1, Track 58).

## Phonics

- See page T83 for Unit 4 Phonics.

7 Think! Look and circle. What's wrong?

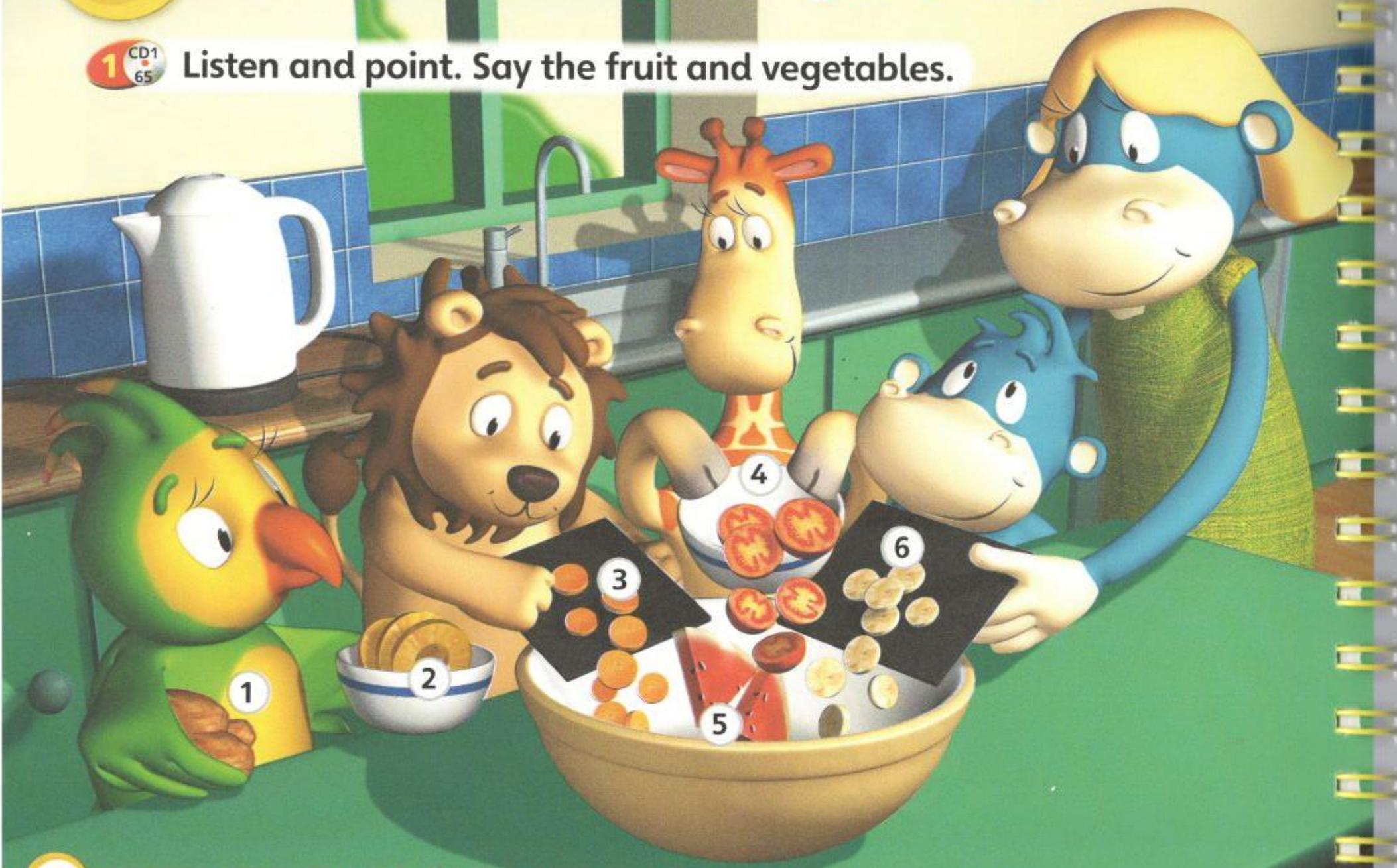


# 5

# Fruit and vegetables

1 CD1  
65

Listen and point. Say the fruit and vegetables.



40 1 potatoes 2 pineapple 3 carrots 4 tomatoes 5 watermelon 6 bananas

**Aims**

- to present and practise fruit and vegetables

**New language:** *potatoes, pineapple, carrots, tomatoes, watermelon, bananas, fruit, vegetables, We like ...*

**Recycled language:** colours, numbers 1 to 6, *Look, I like ..., I've got (two) (tomatoes)*

**Materials:** CD 1, flashcards (fruit and vegetables and numbers), real fruit and vegetables (potatoes, a pineapple, carrots, tomatoes, a watermelon, bananas), six containers, the puppet (Polly), Yes/No cards

**Optional:** six bags (to act as shopping bags), pictures of or real fruit and vegetables (carrots, tomatoes, potatoes, bananas, watermelons, pineapples – twenty-one items in total)

**Language competences:** The children will be able to name fruit and vegetables.

**Warm-up**

**Aim:** to present fruit and vegetables

- Display the real fruit and vegetables at the front of the classroom, each in a container. Put the fruit containers on one side (pineapple, watermelon, bananas) and the vegetables (potatoes, carrots, tomatoes) on the other. (If you have only got flashcards, stick them on the board in two groups.)

**Note:** Tomatoes are classified as fruit, but in cooking they are used as vegetables.

- Call groups of children to the front to look at and touch the fruit and vegetables. Ask the children to sit down.
- Gesture to the fruit and say *Look! Fruit! Yum! I like fruit.* Practise saying *fruit* with the class. Do the same for *vegetables*. Point to PB page 40. Say *Look! Fruit and vegetables.*

**Presentation**

**CD 1 65** PB p40 Listen and point. Say the fruit and vegetables.

**Aim:** to present fruit and vegetables

- Point to each of the characters on PB page 40 and ask *Who's this?* Point to Mike's mum and elicit *Mum*. Say *Yes. It's Mike's mum.*

- Say *Listen*. Play the audio. The children just listen.
- Point to the numbered fruit and vegetables in the picture and say *Listen and point*. Play the audio. The children point. Play the audio again. The children point and say.

Audio script page T97

**Practice**

- Hold up the number flashcards in turn and elicit the words. Stick the flashcards on the containers at the front (1 to 6, from left to right – these do not have to be in the same order as in the Pupil's Book). Show a fruit or vegetable from each container and say, e.g. *One is watermelon. Watermelon*. The children practise the words.
- Put on the puppet. Make Polly say a number. The children say the correct fruit/vegetable. Polly flies to the correct container and pretends to eat one of the fruit/vegetables. Make her say, e.g. *I like tomatoes*.



**CD 1 66** AB p40 Listen and match. Count and say the food.

**Aim:** to practise listening, numbers and fruit and vegetables

- Point to the numbers at the bottom of AB page 40 and read them aloud. Encourage the children to point at each number and join in. Say *Listen and match*. Play the first item on the audio. Point

out the line from 1 to the watermelon and say *One watermelon*.

- Point to the number 2 and say *Two? Listen*. Play item 2. Elicit *Two pineapples*. Mime tracing from the figure 2 to the picture of the pineapples. Play the rest of the audio, pausing after each item for the children to draw lines.

Audio script page T97

**Extension activity**

**Aim:** to practise fruit and vegetables and counting

- Show number cards and elicit the numbers. Mix the cards and put them face down.
- Call six volunteers to the front. Give each child a shopping bag. The first child chooses a number flashcard from the pile, shows the number and says it. If the number is *four*, help the child pick up four of the real fruit and vegetables (or four pictures of fruit and vegetables). The rest of the volunteers take number cards and choose their food without your help.
- When all six volunteers have chosen their foods, ask them to take the foods out of their bag and count them. Check the number matches the flashcard and elicit the name of each thing the child chose.

**Ending the lesson**

**Aim:** to practise fruit and vegetables

- Hold up each fruit/vegetable or show the flashcard. The children say the words.
- Give out the Yes/No cards. Choose one fruit/vegetable and make a true sentence, e.g. *I've got carrots* (holding carrots or the flashcard). The children show their Yes card. Repeat with the rest of the fruit/vegetables, mixing correct and incorrect sentences.

## Aims

- to present *Do you like (vegetables)? Yes, I do/No, I don't*; to practise fruit and vegetables; to say a chant

**New language:** *Do you like (vegetables)? Yes, I do/No, I don't*

**Recycled language:** fruit and vegetables, *I've got ..., I like ..., fruit, vegetables*

**Materials:** CD 1, flashcards (fruit and vegetables), real fruit and vegetables, CD of lively music

**Optional:** flashcards (colours and animals)

**Language competences:** The children will be able to use *Do you like ...?* and short answers. They will be able to join in with a chant.

## Warm-up

**Aim:** to review fruit and vegetables

- Ask the children to sit in a circle. Place real fruit/vegetables (or flashcards) in the centre. Choose a confident child and say, e.g. *Enlai, carrots!* The child picks up the correct food/flashcard and sits back down. Ask *What is it?* He/She holds up the food/flashcard and says, e.g. *Carrots/I've got carrots.*
- Repeat with different children for the other items. Replace them when all six are taken and call on different children. Once the children are confident, call two children to take different things, e.g. *Kadira, potatoes! Yaz, bananas!* The two children see who can choose their item the quickest.

## Presentation

 **CD1**  **PB p41** Listen, trace and colour. Chant.

**Aim:** to present *Do you like (vegetables)?*, practise pencil control and say a chant

- Point to the pictures on PB page 41. Say *Point to the fruit.* Ask *What's this?* for each fruit on the plate. Repeat for the vegetables.
- Say *Listen and trace.* Play the chant. The children listen and trace the fruit/vegetables as they are mentioned.

- Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in. If time, they colour the pictures with the correct colours. Circulate and ask *What colour?*

Audio script page T97

## Practice

- Show a real fruit/vegetable or a flashcard. Ask *What is it?* Have the class ask you *Do you like (bananas)?* Answer *Yes, I do* or *No, I don't.*
- The children sit in a circle. Hand out real fruit/vegetables (or flashcards). Ask each child with a fruit/vegetable, e.g. *Do you like carrots?* He/She says *Yes, I do* or *No, I don't.* Play the CD of lively music. The children pass the food/flashcards to their left. When the music stops, ask the children holding the food/flashcards *Do you like ...?* They reply with short answers.

 **AB p41** Draw lines to the food you  and .

**Aim:** to practise *Do you like (vegetables)?*

- Point to the basket with the heart on AB page 41. Say *I like ...* Point to the other basket and say/elicite *I don't like ...* Point to the bananas. Look thoughtful and say *I like bananas.* Mime drawing a line from the bananas to the *I like* basket. Point to the pineapple and say *I don't like pineapple.* Mime drawing a line to the

other basket. Say *What about you? Do you like bananas?* Show the children that they need to draw lines to show their likes/dislikes.

- Circulate and help. Ask *Do you like ...?* They reply with short answers.

## Extension activity

**Aim:** to practise colours, animals, fruit and vegetables and *Do you like ...?*

- Divide the class into two teams. The teams stand at one end of the space, with one child at the front. This child is the runner.
- Put the colour, animal and fruit and vegetable flashcards on the floor at the other end of the space. Choose a volunteer. Explain in L1 that he/she needs to look at the flashcards and ask you *Do you like ...?* question about one of them, e.g. *Do you like red?* Answer *No, I don't.*
- Repeat with several children. When the class have got the idea, answer *Yes, I do* to a question. As soon as they hear *Yes, I do*, the runners have to run and pick up the correct flashcard. Whoever finds the card first wins a point. The runners then go to the back of their teams and the two children at the front become the runners.
- Continue in this way, choosing volunteers to ask you *Do you like ...?*

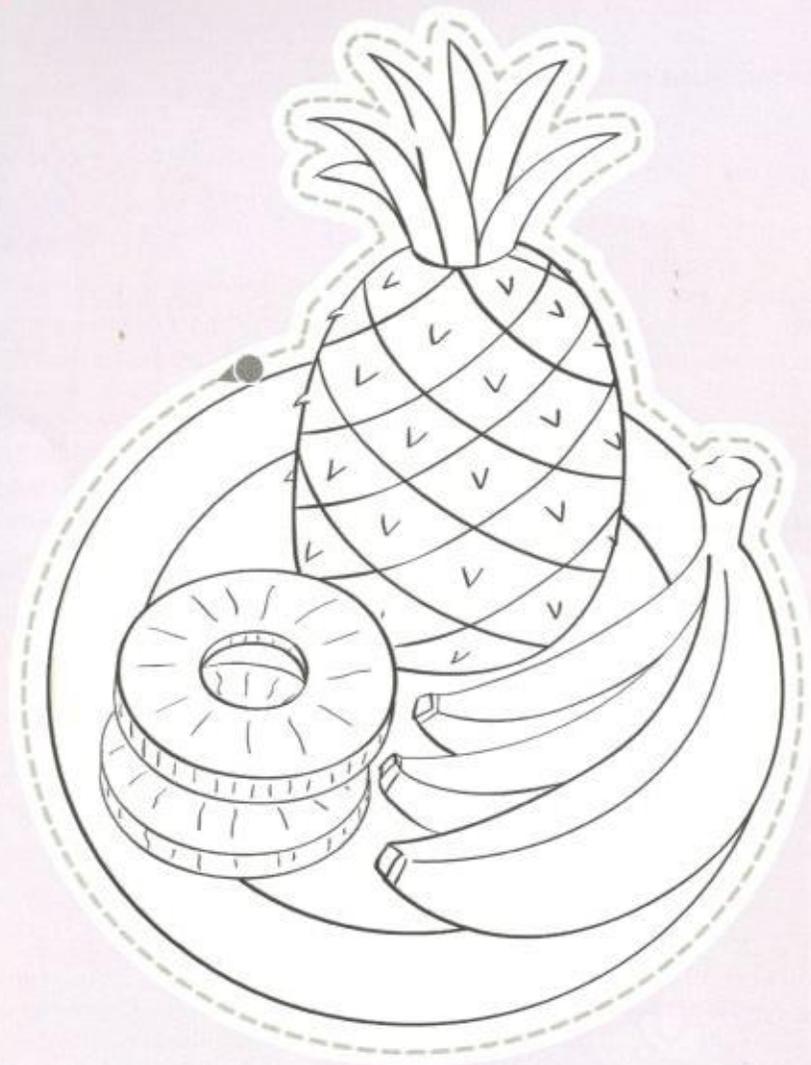
## Ending the lesson

**Aim:** to practise the chant

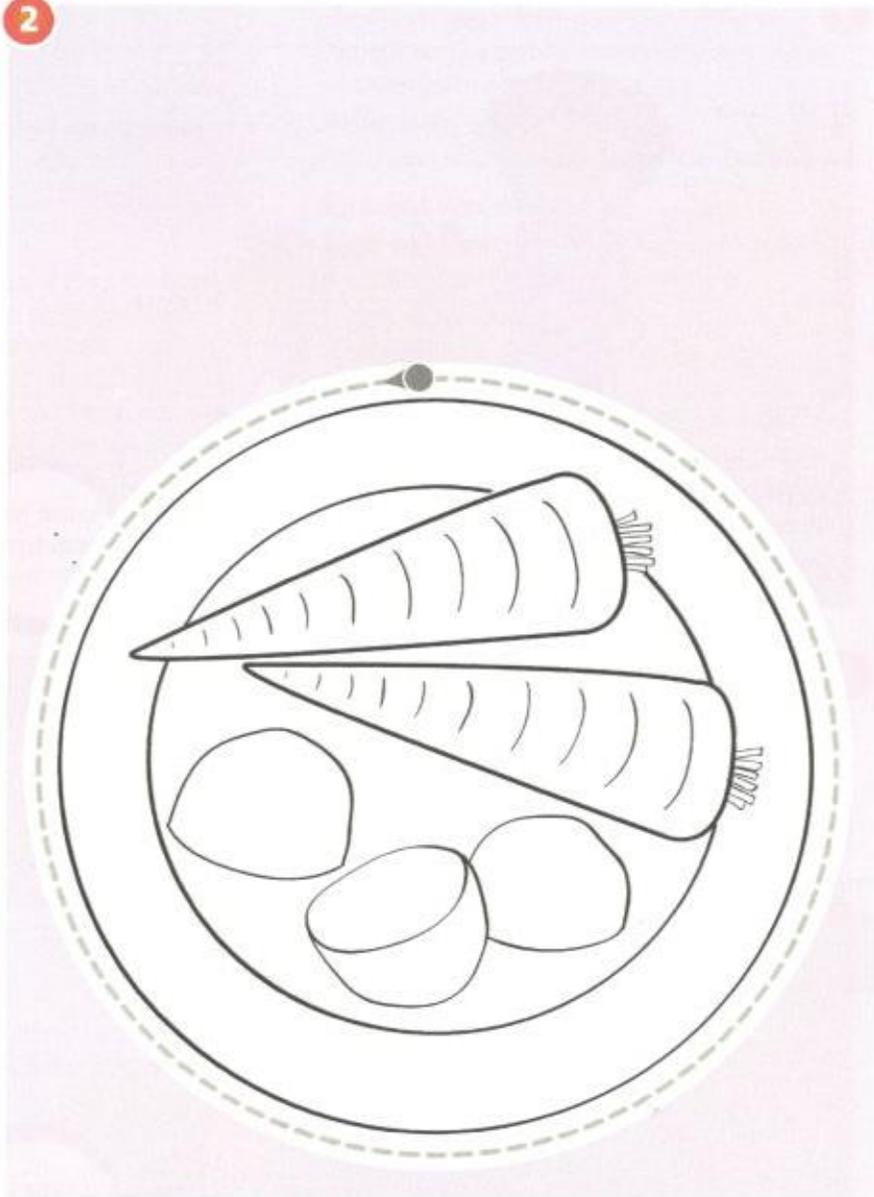
- Stick the flashcards for bananas, pineapple, potatoes and carrots on the board. Play the chant (CD 1, Track 67). The children join in. Point to the flashcards as prompts.

2  CD1  
67 Listen, trace and colour. Chant.

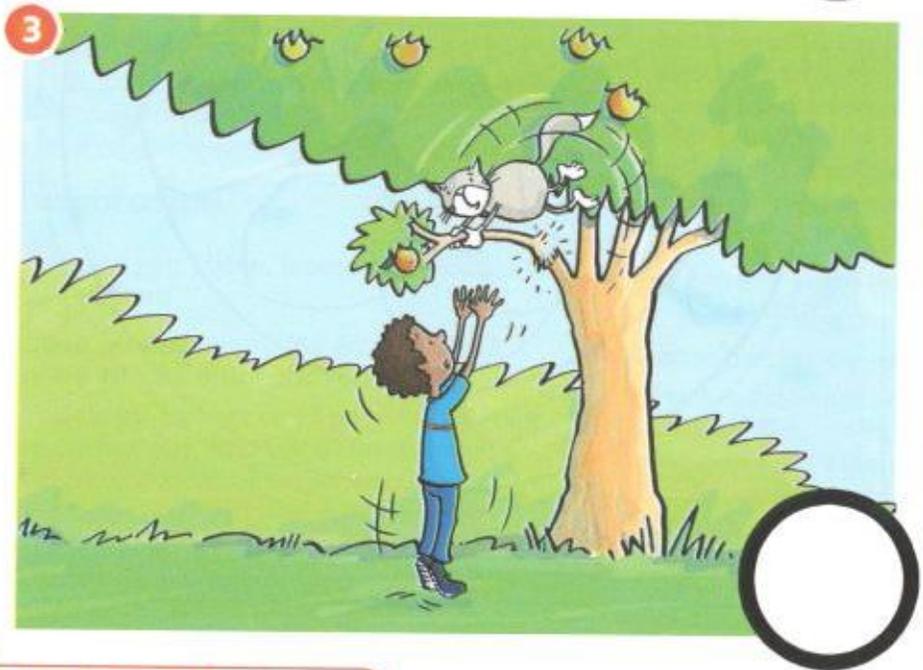
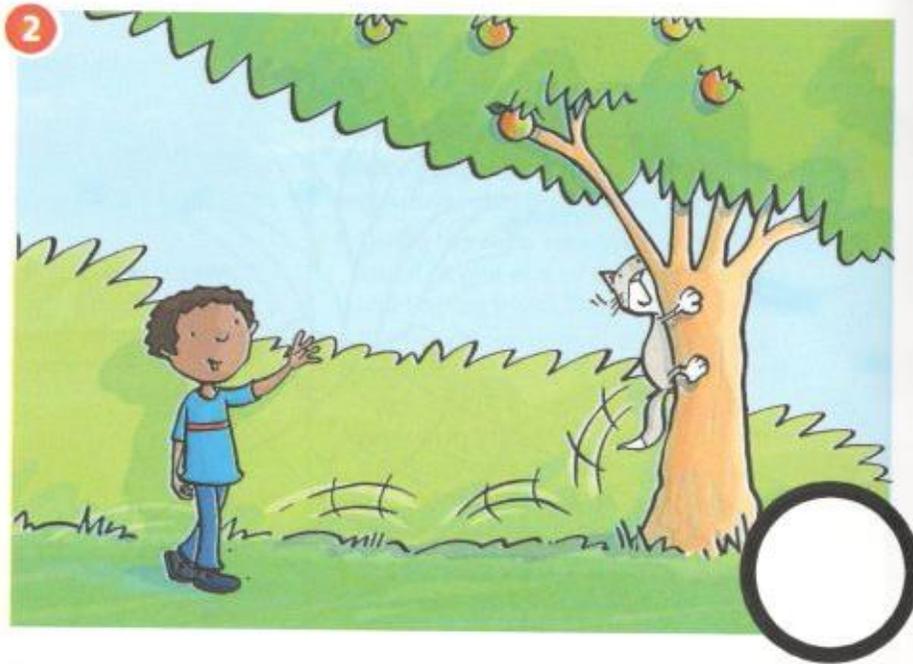
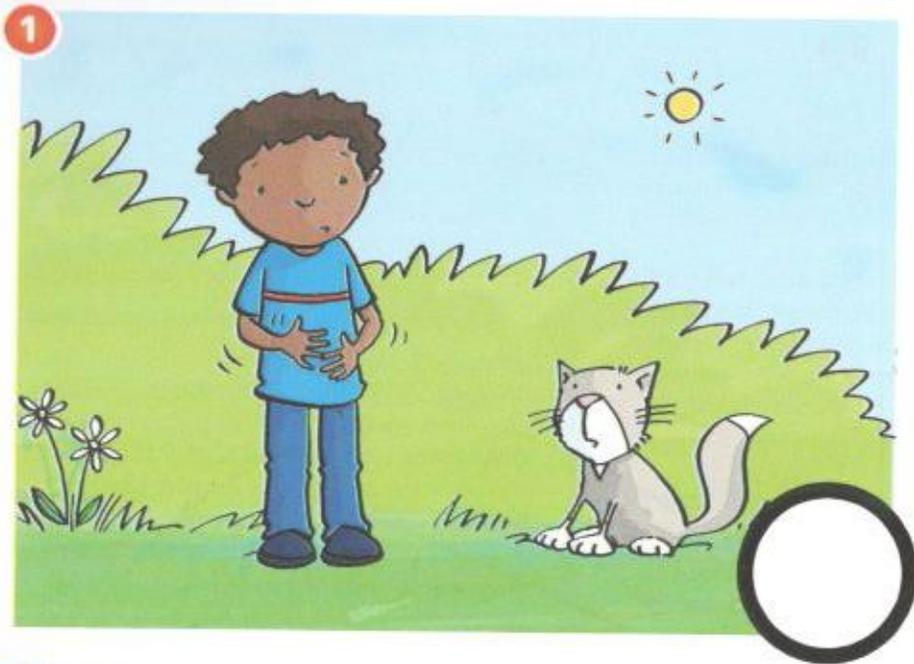
1



2



Listen and act. Listen and colour.



### Aims

- to present and practise *I'm hungry*. Look, there's an apple, I can't reach; to practise following instructions

**New language:** *I'm hungry*, *Look, there's an apple*, *I can't reach*

**Recycled language:** fruit and vegetables, colours, instructions, *Look*, *Ouch*, *Do you like...?*

**Materials:** CD 2, flashcards (fruit and vegetables, colours, animals), the puppet (Polly), coloured pencils or crayons

**Optional:** real or toy fruit/vegetables (or pictures), plastic plates (one for each pair of children)

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

### Warm-up

**Aim:** to review *Do you like ...?* and food

- Draw a vertical line down the centre of the board. Draw a heart on one side and a heart with a cross through it on the other.
- Put on the puppet. Show Polly the bananas flashcard and ask *Do you like bananas, Polly?* Make Polly say *Yes, I do* and stick the flashcard on the side of the board with the heart. Repeat for potatoes, but make Polly look disgusted and say *No, I don't*. Stick the flashcard on the other side of the line. Choose volunteers to come to the front, choose a flashcard (from fruit vegetables, colours and animals) and ask Polly *Do you like ...?* The volunteer sticks the flashcard on the correct side of the board based on Polly's answer.

### Presentation

**3** CD2 02 **PB p42** Listen and act.

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

- Point to the pictures on PB page 42 and elicit known items (*cat, flowers, tree*). Present *apple*.
- Play the first line of the recording and mime being hungry (e.g. rub your stomach).

Encourage the children to copy. Play the next line and point as if you have seen an apple on the tree. The children copy. Play the third line and mime reaching up for the apple. The children copy. Play the last line, jump and then rub your head as if the apple as hit you. The children copy.

- Play the audio again without pausing, doing the actions with the children. Repeat several times.

Audio script page T97

### Practice

**3** CD2 03 **PB p42** Listen and colour.

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

- Say *Listen and colour*. Play the first line of the audio and point to the dot next to picture 4. Then play the rest of the audio, pausing for children to colour the dot each time. Point to each picture and elicit the colour and the sentence.

Audio script page T97

**3** CD2 04 **AB p42** Listen and circle.

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

- Point to the first picture and say/elicit *Look, there's an apple*. Point to the second picture. Say/Elicit *I can't reach*.

- Say *Listen and circle*. Look, there's an apple or I can't reach? Play the audio. The children point at the correct answer. They draw a circle around the first picture. Circulate and elicit *Look, there's an apple* from individual children.
- Repeat for the second row of pictures (*Jump ... ouch and I'm hungry*).

Audio script page T97

### Extension activity

**Aim:** to practise *I'm hungry*, *Look, there's a ...*, *Do you like ...?* and *Thank you*

- Arrange some real fruit/vegetables or toy food/pictures at the front of the class.
- Call a volunteer to the front. Encourage him/her to say *I'm hungry*. Offer him/her an item of food, e.g. *Look, there's a banana*. *Do you like bananas?* The child replies *Yes, I do* or *No, I don't*. If he/she says *Yes*, put the food on a plate and hand it to him/her. Encourage the child to say *Thank you*. The volunteer takes the plate to his/her seat and pretends to eat. If he/she says *No*, offer a different fruit/vegetable. Repeat with different volunteers.
- When the children have got the idea, hand a plate and some fruit/vegetables to each pair of children. They take turns saying *I'm hungry* and offering food.

### Ending the lesson

**Aim:** to practise language from the lesson

- Give instructions with language from the lesson and from Unit 4, to make a journey through the jungle. The children mime along with you, e.g. *Walk through the jungle*. *What's that? Turn around. It's a spider*. *Walk. I'm hungry. Look, there's a banana*. *I can't reach! Jump ... ouch!*

## Aims

- to practise talking about likes and dislikes; to sing a song

**New language:** *peas, strawberries, too, I've got a vegetable pie for you, Put them in a pie, Give it to me, How about you?*

**Recycled language:** fruit and vegetables, *Do you like ...? Yes, I do/No, I don't, I like ...*

**Materials:** CD 2, flashcards (fruit and vegetables), picture of peas, picture of strawberries, the puppet (Polly)

**Optional:** flashcards (jungle animals, fruit and vegetables and colours)

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

## Warm-up

**Aim:** to review *I'm hungry, Do you like ...?* and present *strawberries and peas*

- Show each flashcard, elicit the word and ask a volunteer *Do you like (potatoes)?* He/She answers *Yes, I do* or *No, I don't*.
- Show a picture of strawberries and say *Strawberries*. Practise pronunciation. Ask different children *Do you like strawberries?* Repeat for *peas*. Hand out the flashcards and pictures.
- Put on the puppet. Make Polly say, *I'm hungry!* Encourage one of the children with a flashcard/picture to ask Polly about that food, e.g. *Do you like pineapple?* Polly answers *Yes, I do* (for the fruit) but *No, I don't* for the vegetables. When Polly says *Yes, I do*, make her fly to the child and take the flashcard. When all the volunteers have had a turn, show the things Polly likes and say *Look. Polly likes ...* Elicit *Fruit*. Say *Polly likes fruit, not vegetables*.

## Presentation



**PB p43** Listen and sing.

**Aim:** to present new language and sing a song

- Point to the pie in the picture on PB page 43 and say *Look! A pie! Yum. Pie!* Explain in L1 that a

pie has vegetables or fruit inside and pastry on top. Point to the pie in the picture and say *This is a vegetable pie*. The children practise saying *Vegetable pie*.

- Elicit known items in the picture (*mum, dad, carrots, pineapple, banana, etc.*).
- Play the song. The children listen and point to the different people as they sing.
- Play the song again, pausing to teach each line. You can also use the karaoke version. Play the whole song for the children to join in.

Audio script page T97

## Practice



**AB p43** Listen again. Match and say the words.

**Aim:** to practise the song and listening for detail

- Say *Listen and match*. Play the first verse of the song again (up to *I like vegetables. How about you?*). Point at the vegetables as they are mentioned. The children copy. Pause for them to draw lines from the girl and her dad to the vegetables. Play the next section of the song. The children point to the items as they are mentioned and then draw lines from the boy and his mum to the fruit and the carrots and peas.

Audio script page T98

## Extension activity

**Aim:** to practise *Yes, I do/No, I don't, I like/don't like ...* and *How about you?*

- Ask the children to sit in a circle. Hand out the flashcards (food, animals and colours), making sure all the children have a card. Include pictures of strawberries and peas. Sit in the circle yourself, holding a flashcard/picture, e.g. *Peas*. Say *I like peas*. Turn to the child on your right and ask *How about you?* The child says *Yes, I do* or *No, I don't*. This child then makes a sentence about his/her card using *I like* or *I don't like* and then turns to his/her neighbour to ask *How about you?*
- Repeat several times, with children speaking in turn, until the class have got the idea. Then the children can speak simultaneously. After a few minutes, say *Pass it on*. The children pass their cards to the right, so they each have a different card. The game continues until the children have asked their neighbour about three or four things.

## Ending the lesson

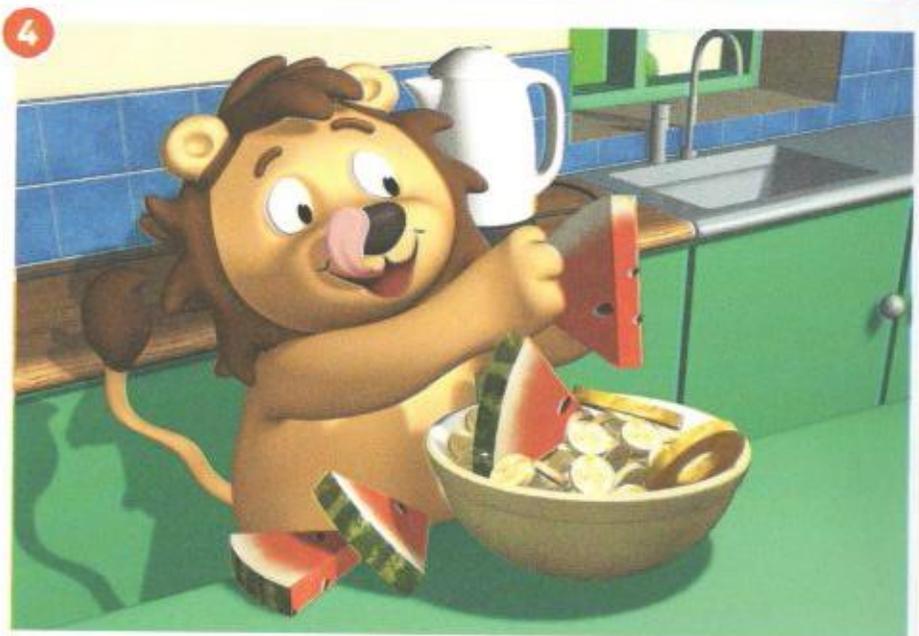
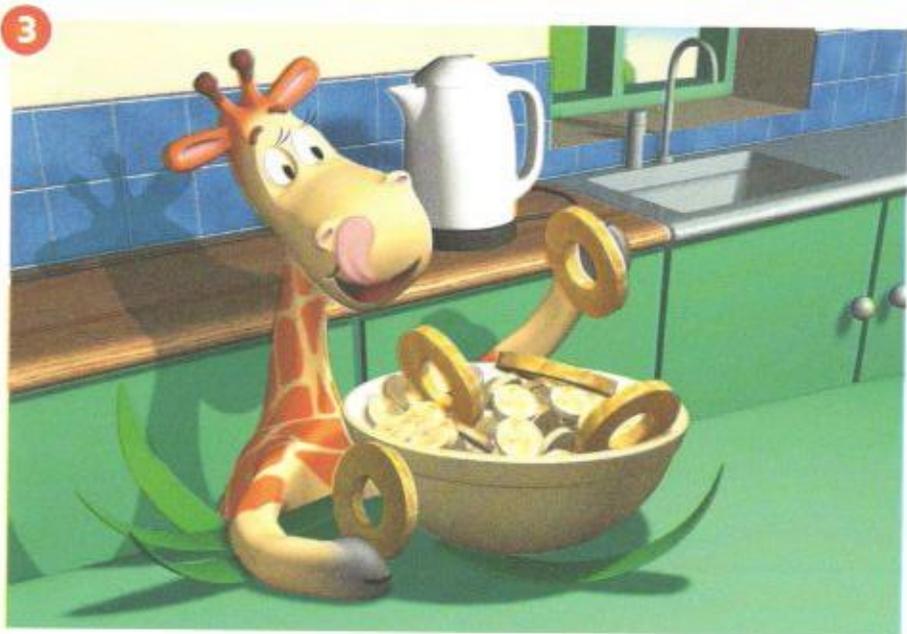
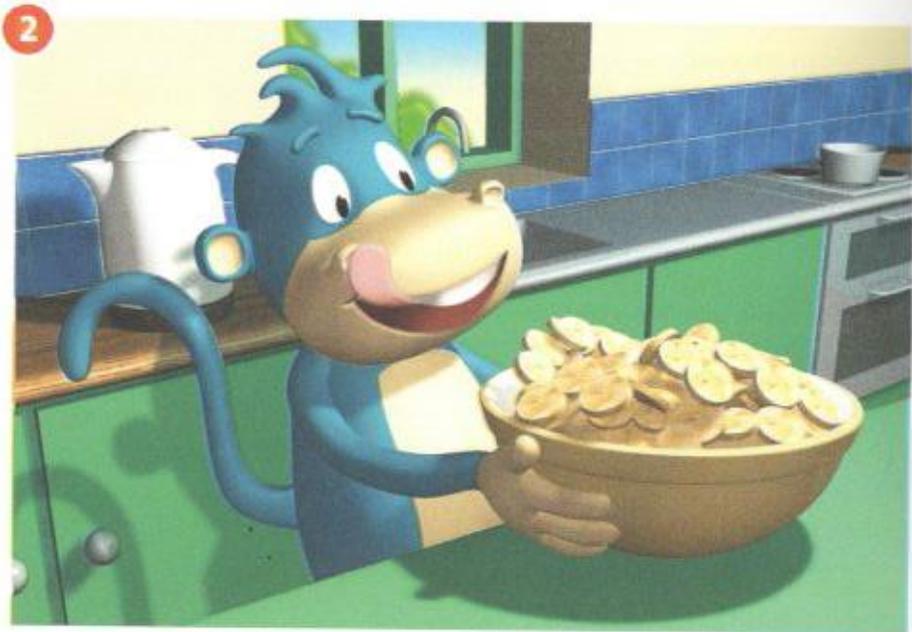
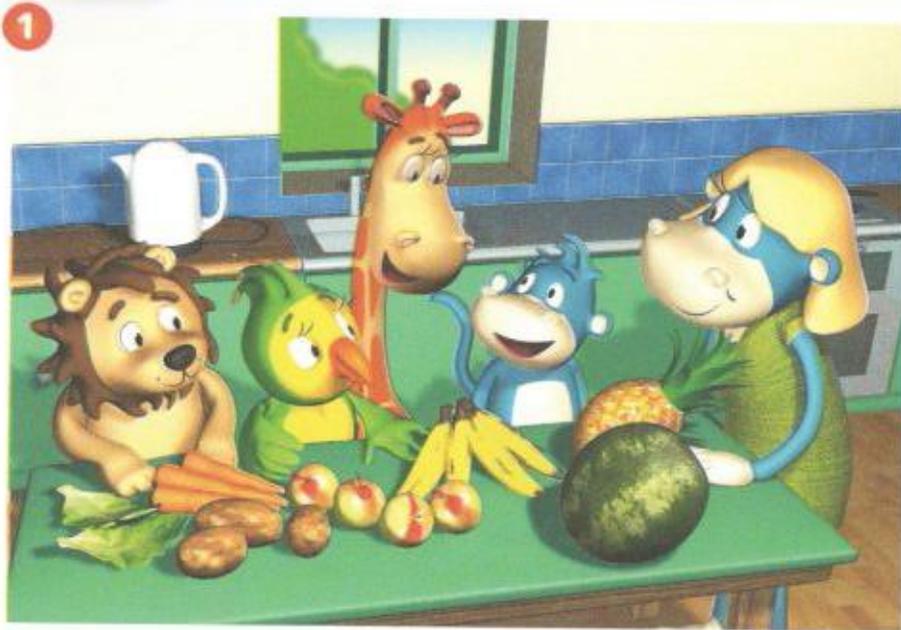
**Aim:** to practise the song

- Have the flashcards for potatoes, carrots, bananas and watermelon ready, together with pictures for strawberries and peas. Stick them on the board and elicit the words.
- Play the song for the children to join in (CD2, Track 05). Point to the flashcards and pictures as they are mentioned in the song.

Listen and sing.



# The fruit salad



**Aims**

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

**New language:** *fruit salad*

**Recycled language:** language from the song, character names, fruit and vegetables, *I'm hungry, Let's make a ..., Good idea, I like ..., What is it?*

**Materials:** CD 2, the puppet (Polly)

**Optional:** a photocopied outline drawing of a bowl and a pie (one for each pair of children), small pictures of fruit and vegetables (potatoes, pineapple, carrots, tomatoes, watermelon, bananas, peas, strawberries) – one set for each pair of children, glue

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

**Warm-up**

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

- Play the song (CD 2, Track 05). The children join in and mime eating the different foods as they are mentioned.

**Presentation**

PB pp44–45

**Story: The fruit salad**

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

- Point to the main characters in the first picture in turn and ask *Who's this?* The children say the name/*It's (name)*. Remind them that the other character is Mike's mum. Point out that they are in the kitchen as they were at the beginning of the unit.
- Point to picture 1 and say, e.g. *Point to the pineapple. Ask How many (bananas)?* Point to pictures 2, 3 and 4 and ask the children what they think the animals are making. Present *fruit salad*.
- Play the audio. 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. Point to picture 1 and ask what Gina says (*I'm hungry*). Point to pictures 2 to 5 in turn and elicit

what each animal adds to the fruit salad. Ask why the animals are surprised at the end of the story (because Polly adds a vegetable).

Audio script page T98

**Practice**

AB p44

**Listen and colour the correct circles.**

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

- Point to the speaker in each picture on AB page 44 and ask *Who's this?* The children say the name. Say *Listen and colour the circle*. Remind the children that they have to colour one of the circles, depending on who speaks. Play the audio for number 1. Confirm the answer (Gina).
- Play the audio again. Check the children's work as they colour in the circle.
- Point at the second row of pictures and say *Listen and colour the circle*. Play the audio. The children colour the circle next to Mike.
- Play the audio again. The children repeat the lines.

Audio script page T98

**Extension activity**

**Aim:** to practise *Let's make a ..., Do you like ...?, How about you?* and fruit and vegetables

- Say *I'm hungry! Let's make a fruit salad*. Show the picture of the bowl. Hold up one of the small pictures of a fruit and say, e.g. *I like bananas. Let's put bananas in the fruit salad*. Show the children how to stick the picture inside the bowl. Repeat with another fruit.
- Say *Let's make a pie or a fruit salad*. Make pairs. Give each pair a picture of a bowl or a pie (ask which they would like). Hand out the small pictures and glue. The pairs work together to decide what to put in their pie/fruit salad. They take turns to stick. Circulate and encourage them to ask *Do you like...?* or say, e.g. *I like tomatoes. How about you?* Point to the pictures and ask *What's this? Do you like ...?* or say, e.g. *I like strawberries, too*.
- Volunteer pairs show their finished picture and say what is in the pie/fruit salad.

**Ending the lesson**

**Aim:** to practise listening skills and revise fruit and vegetables

- Play *Singing Polly* (see Introduction, page xvii). Make Polly sing the wrong words to the unit song, e.g. *Potatoes, watermelon and peas, Put them in a pencil case for me, Do you like fruit? No, I don't ...*
- Play the unit song again, with Polly singing correctly (CD 2, Track 05). Encourage everyone to join in, clapping and dancing.
- Confident volunteers can come to the front and sing along with Polly.

## Aims

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

**Recycled language:** fruit and vegetables, language from the story

**Materials:** CD 2, a soft ball, Unit 5 stickers (bananas and carrots), flashcards (fruit and vegetables), pictures of other types of fruit and vegetables, pictures of unhealthy food (e.g. chips, burgers, biscuits, cake, ice cream, sweets), Yes/No cards

**Optional:** character masks, a large bowl, real fruit (as featured in the story) and a potato or flashcards of fruit and potatoes

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

## Warm-up

**Aim:** to review fruit and vegetables and *I like ... How about you?*

- Ask the children to stand in a circle. Stand in the centre holding a soft ball. Say *I like strawberries. How about you* (name)? Throw the ball to the child you name. The child catches the ball and says *I like strawberries* or *I don't like strawberries*, then throws the ball back to you. Make a sentence about a different fruit/vegetable and throw the ball to a different child as you ask *How about you*, (name)? Continue in this way until everyone has had a turn.

## Practice



PB pp44-45 Story: The fruit salad

**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 what's happening.
- Help children find the stickers for Unit 5 at the back of the PB. Say *Bananas*. The children point to the correct sticker on the sheet. Repeat for *Carrots*.

- Point to the picture on PB page 45. Say *Where are the bananas?* 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 T98

## Story values | PB pp44-45

**Aim:** to think about the meaning of the story: healthy eating

- Play the story again. The children listen and point. Pause after picture 1 and ask what the animals are making (fruit salad). Say *Fruit salad. Good idea!* Play the next section, pausing after picture 2. Elicit what Mike adds. Repeat for pictures 3 and 4, eliciting the names of the fruit. Play the last part of the story. Elicit what Polly adds (a potato). Say *Fruit and vegetables. Good idea!*
- Talk about how important it is to eat lots of different fruit and vegetables. Ask what the children's favourites are in L1.

- 6 | AB p45 Complete the faces (☺ or ☹).  
Colour the pictures.

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

- Tell the children in L1 *Look at the pictures and think. Good idea?* Point to the faces on

AB page 45 and explain in L1 that if they think the picture shows healthy food, they draw a smile and if it's unhealthy, they draw a sad face. The children draw a happy face for the first picture and a sad face for the second one. Circulate and check.

## 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 put on the character masks. Give each child a real fruit/vegetable or the matching flashcard. Give the child playing Mike some bananas, the child playing Gina a pineapple, the child playing Leo a watermelon and the child playing Polly a potato. Place a large bowl in front of the children. Play the story. The children act out the story along with the CD. They use the props to act making the fruit salad, like the animals in the story. Help as necessary. Encourage the volunteers to join in with the CD (CD 2, Track 08).
- Invite another group of four children to come to the front and act.

## Ending the lesson

**Aim:** to categorise healthy and unhealthy food

- Give out the Yes/No cards. Show a picture of a fruit or vegetable and ask *Good idea?* Ask in L1 *Is it good to eat a lot of this food?* The children show their Yes card. Show a picture of an unhealthy food and ask the same questions. The children show their No card. Repeat with all the pictures and flashcards.

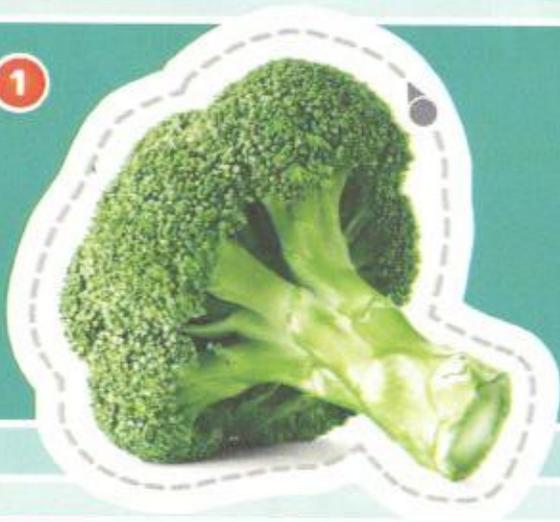


# Food types

6 CD2  
10

Listen and point. Trace and say the fruit and vegetables.

1



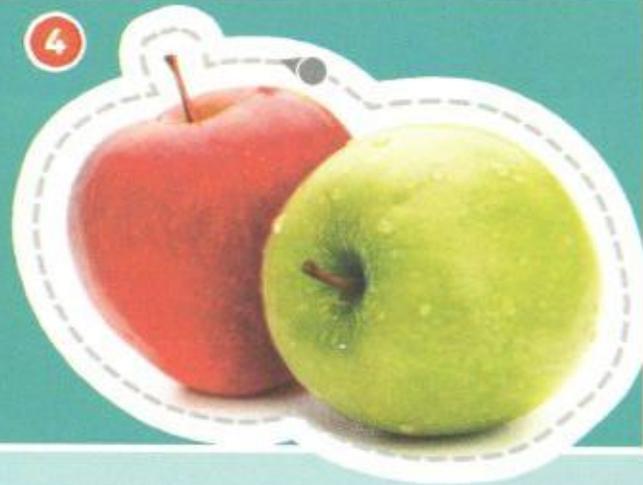
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3



4



## Aims

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

**New language:** *broccoli, (Broccoli) and (peas) are (vegetables).*

**Recycled language:** fruit and vegetables, language from the unit

**Materials:** CD 2, one set of Yes/No cards, flashcards and photos (fruit and vegetables), materials for the project (a large piece of paper for each child, poster paint in shallow dishes, fruit and vegetables, halved to make stamps for printing, e.g. potatoes and carrots cut lengthways, apples cut so they retain their shape, broccoli cut lengthways)

**Optional:** real fruit/vegetables or flashcards, a tray and piece of cloth

**Language competences:** The children will be able to categorise fruit and vegetables.

## Warm-up

**Aim:** to review *Do you like ...?*

- Stick the Yes card on one wall and the No card on the opposite wall. Ask the children to stand in the centre.
- Show a fruit/vegetable flashcard, e.g. *tomatoes*, and ask *Do you like tomatoes?* The children run to the Yes wall or the No wall. Point to individual children in each place and elicit *Yes, I do* or *No, I don't*. The children return to the centre. Repeat with different flashcards. If you don't have space to move, the children point at the appropriate wall.

## Presentation



**PB p46** Listen and point. Trace and say the fruit and vegetables.

**Aim:** to practise categorising fruit and vegetables and pencil control

- Ask the children to look at PB page 46. Play the audio for 1 and 2. The children listen and point to the photos in the top row. Say *Broccoli and peas are vegetables*.
- Play the audio for 3 and 4. The children listen and point to the photos in the bottom row. Say/ Elicit *Strawberries and apples are fruit*.

- Point to the line around the first picture and trace it with your finger. At the same time, say *Broccoli*. The children copy. Do the same for the other three photos. Play the audio again. The children listen and trace photos with a pencil.

Audio script page T98

## Practice

- Draw a vertical line down the centre of the board. Draw a banana on one side of the line and a carrot on the other side.
- Put the fruit and vegetable flashcards together with pictures of peas and strawberries. Put sticky tack on the flashcards and pictures. Call a volunteer to the front. He/She chooses a card, shows it to the class and says the word. He/She then sticks it on the correct side of the line. Encourage him/her to say *Fruit* or *Vegetable*. Repeat until all the pictures are on the board.



**AB p46** Make a fruit and vegetable print poster.

**Aim:** to take part in a craft activity and practise language from the unit

- Show the pictures on AB page 46. Explain in L1 that the children are going to do some printing with fruits and vegetables. Show them the stamps you have made and show how they work by dipping them carefully in the paint and stamping the shapes onto paper.

- Hand out the materials. Pairs or groups share the paint. Circulate and help. Encourage the children to use each stamp for just one colour paint and to experiment with patterns on their poster. Ask individuals *What is it? What colour? Do you like (apples)? Is it a fruit or a vegetable?*
- Display the finished posters. Volunteers can talk about their posters.

## Extension activity

**Aim:** to practise fruit and vegetables

- Put the real fruit and vegetables (or flashcards) onto a tray. Pick up each thing and ask *What is it? How many ...? What colour is it?* Place all the items back on the tray and say *Look! Remember!* Explain in L1 that the children need to remember all the fruit and vegetables. Give the children one minute to look, then cover the tray with a large cloth. Secretly remove one type of fruit/vegetable (you can ask the children to close their eyes). Show the tray again and ask *What's missing?* Repeat the question in L1. Elicit guesses from different volunteers. You can also ask *What colour is it? How many?* Then hold up the missing fruit/vegetable(s) and elicit the name and colour. Put it back on the tray.
- Repeat the game several times. When the children are playing with ease, call a volunteer to the front to lead the game.

## Ending the lesson

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

- Say *I'm hungry. Let's make a fruit salad*. Draw a large bowl on the board. Ask *What fruit for the fruit salad?* Volunteers suggest different fruit. For each one, say *Good idea! Let's put it in the fruit salad*. Draw it in the bowl (or stick the flashcard on the board).

## Aims

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

**Recycled language:** fruit and vegetables, *I like/don't like ...*, numbers 1 to 6, *Do you like ...? Yes, I do/No, I don't*

**Materials:** CD 2, flashcards (fruit and vegetables), the puppet (Polly), coloured pencils or crayons

**Optional:** pictures of the fruit and vegetables in the unit, cut in half (one half picture for each child). If you have more than 12 children in your class, include a picture of a strawberry, broccoli, a pea pod and other known foods (e.g. cake, burger).

**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 fruit and vegetables

- Review fruit and vegetables with the flashcards.
- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) with the flashcards. Make Polly say *I like ...* or *I don't like ...* for each flashcard at the beginning. During the game, the children have to say which flashcard is missing and repeat Polly's sentence correctly.

## Revision

**7 Think!** PB p47 Look and circle the fruit.

**Thinking skills:** Comparing, contrasting

- Point to the pictures on PB page 47. Say a number. The children say the name. Ask individuals *Do you like ...?* Encourage them to reply with a short answer.

- Point to picture 1 and ask *Fruit or vegetable?* Elicit *Vegetable*. Point to picture 2 and ask *Fruit or vegetable?* The children say *Fruit*. Point to the example circle around the apple and have them finish it. Say *Look and circle the fruit*. Confirm in L1 that the children need to circle only the fruit (not the vegetables). Circulate and help as necessary. Check answers with the whole class.

**8** AB p47 Say the words. Colour the circles.

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

- Point to the pictures on AB page 47. 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 fruit and vegetables, *Do you like ...?* and short answers

- If possible, move your class into the school gym or an empty classroom.
- Hand out half a picture to each child (at random). If you have an odd number of children in the class, join in the game yourself. Explain in L1 that the children need to find the person who has the other half of their picture. They do this by walking around saying the name of the fruit/vegetable (not showing the picture). When they find their partner, they stand together. Circulate and help/check pairs.
- Pairs stand together and ask each other about the fruit/vegetable they have, e.g. *Do you like pineapple?* They use short answers: *Yes, I do./No, I don't*. Call on volunteers to ask and answer their question for the class. Collect in the pictures, redistribute them and play again.

## Ending the lesson

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

- Play the children's favourite game from the unit or sing the unit song (CD 2, Track 05).

## Phonics

- See page T84 for Unit 5 Phonics.

## Review

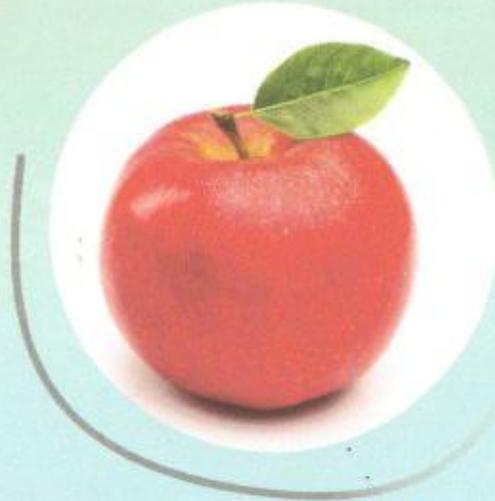
- See page T92 for Unit 4 & Unit 5 Review.

7 Think! Look and circle the fruit.

1



2



3



4



5



6



6

# My town

1  
CD2  
13

Listen and point. Say the places.



1

2



3



4



6



5



## Aims

- to present and practise places in town

**New language:** *town, bus stop, park, school, toy shop, supermarket, zoo, wow*

**Recycled language:** numbers 1 to 6, *Look, I like ..., window, door*

**Materials:** CD 2, map of your town, flashcards (town), the puppet (Polly)

**Optional:** materials for a town model: small cardboard boxes or paper bags filled with newspaper, construction paper/cardboard, white squares (for windows), coloured rectangles (for doors), straws with rectangles of paper (for bus stops), green card (for the park), brown card (for the zoo), sticky tack, glue, a large piece of grey display paper to act as the ground, toy cars and buses, toy animals (for the zoo)

**Language competences:** The children will be able to name places in town.

## Warm-up

**Aim:** to introduce the topic and present town and school

- Show the map of the children's hometown and say *This is my town. My town is ...* Encourage the children to say the name of their town. Practise saying the word *town* with the whole class.
- Find your school on the map and say *Look! This is our school!* Gesture to building around you and say *School*. The children practise the word. Read the unit title on PB page 48 aloud.

**Note:** If you have children from different towns or villages, elicit encourage them to say the names (*My town is ...*).

## Presentation

 **CD 2** **PB p48** Listen and point. Say the places.

**Aim:** to present places in town

- Point to Gina and Leo on PB page 48 and ask *Who's this?* Point to the map in the picture and show your map again. Say *Look! A map of a town.*

- Say *Listen*. Play the audio. The children just listen.
- Point to the numbered places on the map and say *Listen and point*. Play the audio. The children point. Play the audio again. The children point and say.

Audio script page T98

## Practice

- Show the flashcards, confirm the places in L1 and say the words. The children repeat.
- Put on the puppet. Play *No, Polly!* (see Introduction, page xvii) with the places. Polly points at the flashcards and makes a correct/incorrect sentence, e.g. *This is a supermarket./ Look! A bus stop!/I like this toy shop.*

 **AB p48** Look and match. Say the places.

**Aim:** to practise places in town

- Say, e.g. *Point to the supermarket*. The children point to the correct picture. Point out the example match line between the toy shop and the doll. Say *Look! The doll is in the toy shop*. The children trace over the line with a pencil. Then point to the tiger and say *The tiger is in the ...* The children find the picture of the zoo and draw a line. Circulate and check. Repeat for the slide.
- Say the sentences again (e.g. *The doll is in the toy shop*). The children trace the lines they have drawn with their fingers and repeat.

## Extension activity

**Aim:** to practise places in town and encourage personalisation

- Create a town model. Start with a large grey piece of display paper as the ground. Draw some roads before class (large enough to fit toy cars/buses).
- Divide the class into six groups. One group makes a park (cutting out a piece of green card and decorating it with flowers, trees, etc.), one makes a zoo (cutting out brown card with green areas for the animal pens), one makes five bus stops (with straws and pieces of paper, each stop with sticky tack at the base), one makes a school, etc.
- Hand out the materials and supervise carefully. Then arrange the town – first stick large areas like the park and zoo onto the ground, then add the supermarket (with an area for parking), school and toy shop. Place bus stops next to each place. Add actual names of places in your town (e.g. on the park, supermarket and school). Ask, e.g. *Where's the supermarket? Do you like the park?*
- If you do not wish to create a model, make a map, similar to the one on PB page 48.

## Ending the lesson

**Aim:** to practise places in town

- Stick the town flashcards around the room. The children stand in the centre. Say, e.g. *Run to the supermarket!* They run to the flashcard. Repeat, using different verbs (e.g. *Walk to the bus stop, Jump to the park*).
- If you have less space, play a mime game, e.g. mime waiting (for bus stop), climbing a slide (for park), feeding animals (for zoo).

## Aims

- to present *Let's go to the ...*; to practise places in town; to say a chant

**New language:** *Let's go to the ..., swing, seesaw, slide, roundabout*

**Recycled language:** places in town

**Materials:** CD 2, flashcards (town and play equipment from *Super Safari 1*), an object for each place (a bus ticket, a cycling helmet, a pencil case, a doll, food packets, flashcard of tiger), the puppet (Polly)

**Optional:** model from the previous lesson, toy cars/buses, materials for making houses/flats to add to the model (boxes, cardboard, glue, etc.) or a bell/buzzer

**Language competences:** The children will be able to make suggestions with *Let's go to ...*. They will be able to join in with a chant.

## Warm-up

**Aim:** to review places in town

- Review town words with the flashcards and/or the model.
- Put on the puppet. Show Polly an object, e.g. the cycling helmet. Polly asks *Where can I see this?* The children say the place, e.g. *Park* or *At the park*. Repeat with an object for each place. Pretend Polly is confused. She picks up an item, e.g. the bus ticket, and says e.g. *I can see this at the supermarket*. The children shout *No* and say the correct place.

## Presentation

  **Listen and trace. Chant.**

**Aim:** to present *Let's go to the ...*, present/review play equipment, practise pencil control and say a chant

- Point to the picture on PB page 49. Ask *What's this? The zoo? The supermarket?* The children say *Park*. Ask *What's in the park?* Review or present *swing, seesaw, slide, roundabout* using the pictures in the PB and/or the flashcards from *Super Safari 1*. Say *Let's go to the park!*
- Say *Listen and trace*. Play the chant. The

children listen and trace each piece of play equipment as it is mentioned.

- Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in.

Audio script page T98

## Practice

- Play the chant. Teach actions as follows:  
*Let's go to the park* = Walking on the spot.  
*A swing, a swing* = Miming sitting, holding the chains and moving back and forth.  
*A seesaw, a seesaw* = Squatting down and up again (bending knees).  
*A slide, a slide* = Walking up steps, sitting at the top of the slide and pushing off.  
*A roundabout, a roundabout* = Turning around on the spot.
- Play the chant again. The children join in and do the actions.

 **Look and follow the paths.**  
Trace and say the sentences.

**Aim:** to practise *Let's go to the ...* and pencil control

- Point to the picture of the girl on AB page 49. Say *Let's go to the ...* Show the children how to follow the line from the girl to one of the places

on the right. They copy. Elicit *Park*. Say the whole sentence for the children to repeat. Do the same for the picture of the boy (*Let's go to the zoo*). The children then draw over the lines (in two different colours) and practise saying the sentences in pairs. Circulate and check/help.

## Extension activity

**Aim:** to practise places in town and *Let's go to the ...*

- If you made a model in the previous lesson, divide the class into groups of four or five. Give each child in the group a toy car/bus. They play with the model, pushing their toy car/bus to different places, saying, e.g. *Let's go to the (park)*.
- Children who are waiting to play can begin making their own house/flat to add to the town.
- If you did not make a town model, move your class to a larger space and say *Let's go on the bus!* The children stand in a line behind you as if they are on bus. Pretend you are steering. Encourage the children to move up and down as if the bus is in motion. Make engine noises. Ring a bell or sound a buzzer and say *Bus stop! Let's go to the zoo!* They all file past you as if getting off the bus. They mime walking around the zoo (looking at and feeding animals). Join in. Then ring the bell/buzzer and say *Let's go on the bus!* The children get into a line behind you and you begin driving to the next location.

## Ending the lesson

**Aim:** to practise the chant

- Play the chant (CD 2, Track 14). The children join in and do the actions.

2 CD2  
14

Listen and trace. Chant.

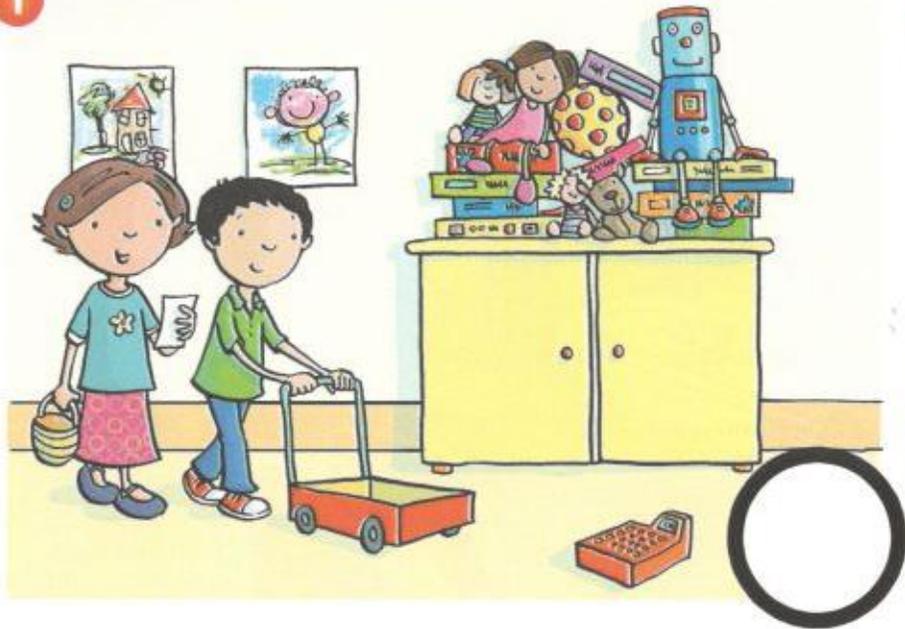


Family fun!

Let's go to (the park).

# Listen and act. Listen and colour.

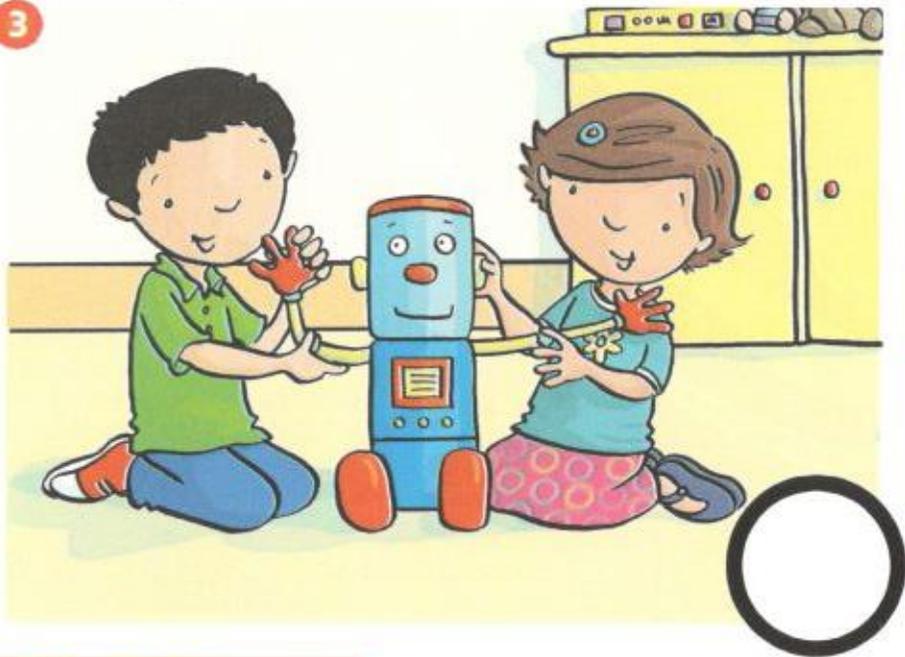
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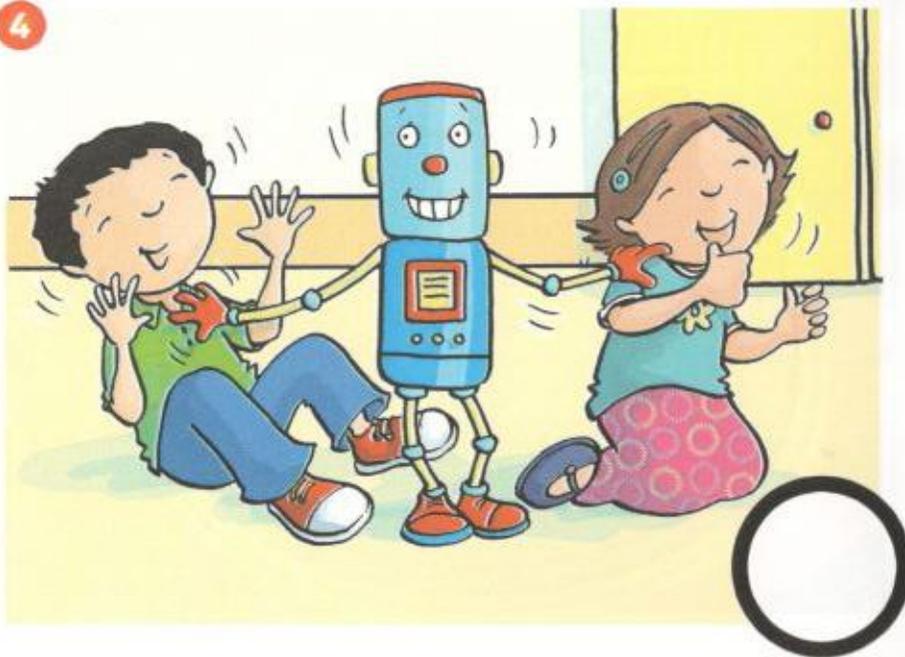
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3



4



## Aims

- to present and practise *It's a toy shop, wow, robot, What's this?*; to practise following instructions

**New language:** *It's a toy shop, wow, robot, What's this?*

**Recycled language:** places in town, *Look, Oh no*, instructions

**Materials:** CD 2, a picture of a robot, coloured pencils or crayons, toys, books, clothes, shoes, packets of food

**Optional:** materials for playing shops, e.g. bags (one for each pair of children), calculator, play money (some for each pair), name stickers (one for each child), toys (for children to buy)

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

## Warm-up

**Aim:** to review *Let's go to the ...* and places in town

- Play the chant (CD 2, Track 14). The children join in and do the actions.

## Presentation

**3** CD2 15 **PB p50** Listen and act.

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

- Use the picture of the robot to present *robot*.
- Point to the first picture on PB page 50. Play the first line of the audio and mime entering a shop, holding a shopping bag and looking at a list. Encourage the children to copy. Play the next line and reach up as if pointing to a toy on a shelf. The children copy. Play the third line and mime picking up a robot and switching it on. The children copy. Play the last line, and move around as if someone is tickling you. The children copy.
- Play the audio again without pausing, doing the actions with the children. Repeat several times. Then play the audio for the children to do the actions without your help.
- Give the instructions again, this time adding in known actions.

Audio script page T98

## Practice

**3** CD2 16 **PB p50** Listen and colour.

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

- Say *Listen and colour*. Play the first line of the audio and point to the dot next to picture 3. Then play the rest of the audio, pausing for children to colour the dot each time. Point to each picture and elicit the colour and the sentence.

Audio script page T98

**3** CD2 17 **AB p50** Listen and circle.

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

- Point to the first picture and say/ elicit *It's a toy shop. Wow!* Point to the second picture. Say/ Elicit *Look! A robot!*
- Say *Listen and circle. It's a toy shop. Wow or Look! A robot?* Play the audio. The children point at the correct answer. They draw a circle around the first picture. Circulate and elicit *It's a toy shop. Wow* from individual children.
- Repeat for the second row of pictures (*Oh no* and *What's this?*).

Audio script page T98

## Extension activity

**Aim:** to practise *toy shop, What's this? It's a ..., I like ..., Thank you*

- Arrange toys at the front. Say *Look! A toy shop!* Ask a volunteer to be a shopkeeper. Give him/her a name sticker and a calculator.
- Mime browsing, then pick up a toy and say, e.g. *What's this? A puzzle. I like puzzles.* Repeat with other items.
- Pass the shopkeeper other toys. Encourage the child to say, e.g. *A puzzle, thank you* and pretend to use the calculator. Use play money to pay. The shopkeeper puts the toys in a bag. Say *Goodbye!*
- Make pairs. If possible, hand out a shopping bag, name labels and play money to each pair. One child shops for toys and the other pretends to be a shopkeeper.

## Ending the lesson

**Aim:** to practise language from the lesson

- Place some things in five piles, to represent different shops, e.g. some toys (for toy shop), some clothes (clothes shop), some books in a row (book shop), some pairs of shoes (shoe shop) and some packets of food (supermarket). If your children didn't use *Super Safari 1*, present *clothes, books* and *shoes* using the props. Say *I like books. Let's go to the book shop!*
- Make two teams. They stand in lines, with one child at the front. Say, e.g. *Look! A book shop! Let's go to the book shop!* The children at the front both run to the correct shop. Whoever gets there first wins a point.

## Aims

- to review places in town and *Let's go to the ...*; to sing a song

**New language:** *Come and see me, My town is so much fun, yeah, There's lots for us to do, There's a swing at the park, There are toys at the toy shop*

**Recycled language:** places in town, play equipment, *Let's go to the ...*, toys, tigers

**Materials:** CD 2, flashcards (town, jungle animals, fruit and vegetables), pictures or flashcards from *Super Safari 1* (toys and play equipment)

**Optional:** a worksheet with tick boxes next to pictures of a school, toy shop, bus stop, zoo, park, supermarket and one or two landmarks in your town or a video of places in your town

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

## Warm-up

**Aim:** to review places in town and introduce the song topic

- Stick the tiger and zoo flashcards on the board. Say *There are tigers at the zoo*. The children repeat. Replace tiger with, e.g. *Elephant*. Say *There are elephants at the zoo*. Repeat with the rest of the animal flashcards.
- Stick the swing and park flashcards on the board. Say *There's a swing at the park*. The children repeat. Replace swing with other play equipment cards and say/elicite new sentences. Do the same for the toy flashcards and toy shop flashcard (saying, e.g. *There are dolls at the toy shop*) and/or the fruit and vegetable flashcards and the supermarket card (e.g. *There are bananas at the supermarket*).

## Presentation



4 CD2  
18-19

AB p51 Listen and sing.

**Aim:** to present new language and sing a song

- Point to the map of the town in the picture on PB page 51 and say *It's a town*. Say *Point to the zoo*. The children point. Repeat for *toy shop* and *park*. Elicit other known items in the picture.

- Play the song. The children listen and point to the places as they are mentioned. Explain the meaning of *My town is so much fun* and *There's lots for us to do*.
- Play the song again, pausing to teach each line. You can also use the karaoke version. Play the whole song for the children to join in.

Audio script page T98

## Practice



4 CD2  
20

AB p51 Listen again. Draw your town.

**Aim:** to practise the song and pencil control

- Show the town flashcards and elicit the words. Stick them on the board. Tell the children in L1 that they are going to draw their town. Point to the flashcards and tell the children they can draw some or all of these things.
- Play the song while the children draw. Circulate and ask individuals *What's this?*, *Where's the school?* Encourage them to tell you about their picture, e.g. *This is the supermarket, This is my house*.

Audio script page T98

## Extension activity

**Aim:** to practise *There is/are ...* and places in town and encourage personalisation

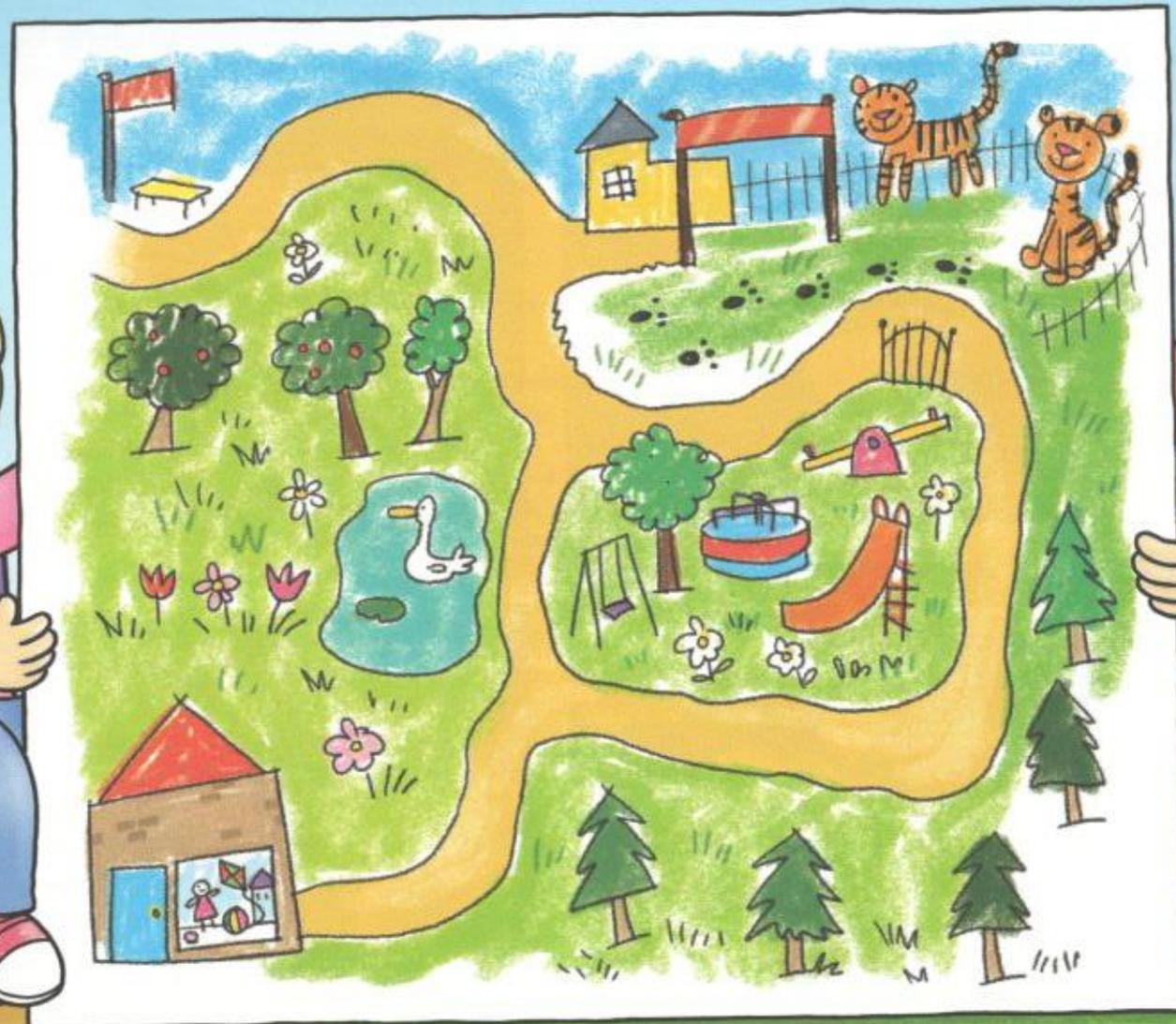
- Take your children out for a walk around your town. Ask parents to help you accompany the children. Give each child a worksheet and ask him/her to tick the things they pass.
- Back in the classroom, go through the worksheet and encourage the children to make sentences about what they saw, e.g. *There's a park in my town, I like the zoo*.
- If you can't take the children for a walk, video places in your town. The children watch and name the places they spot.

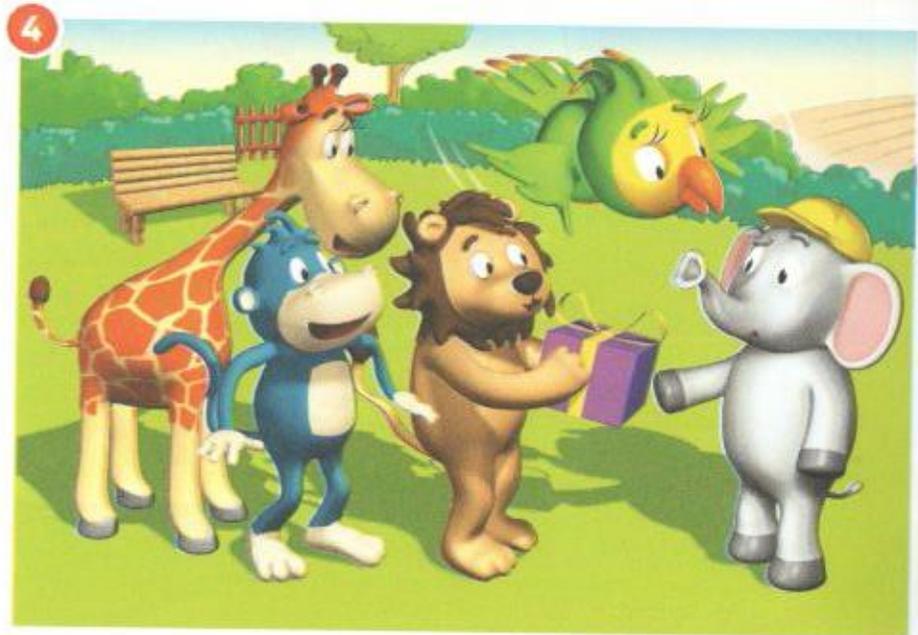
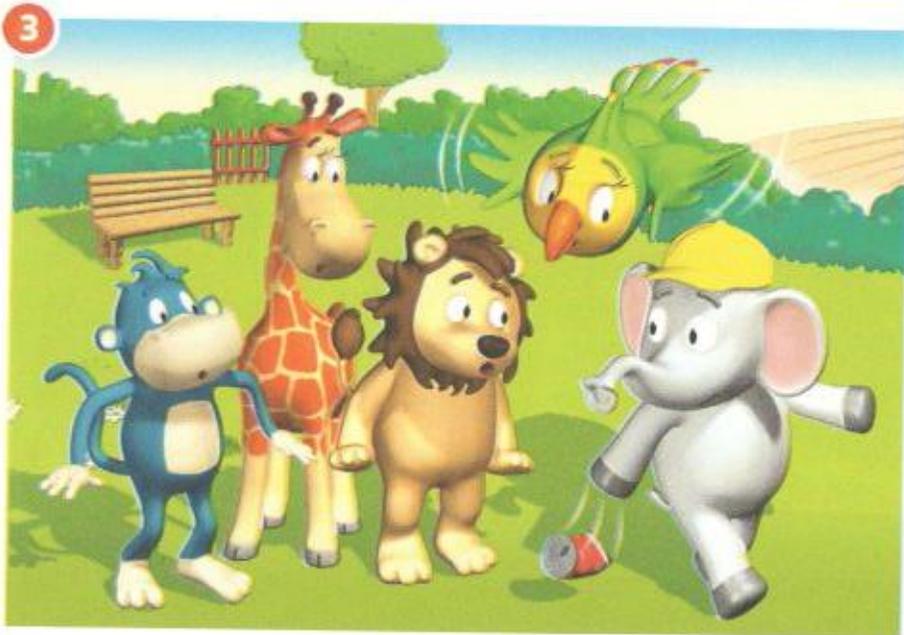
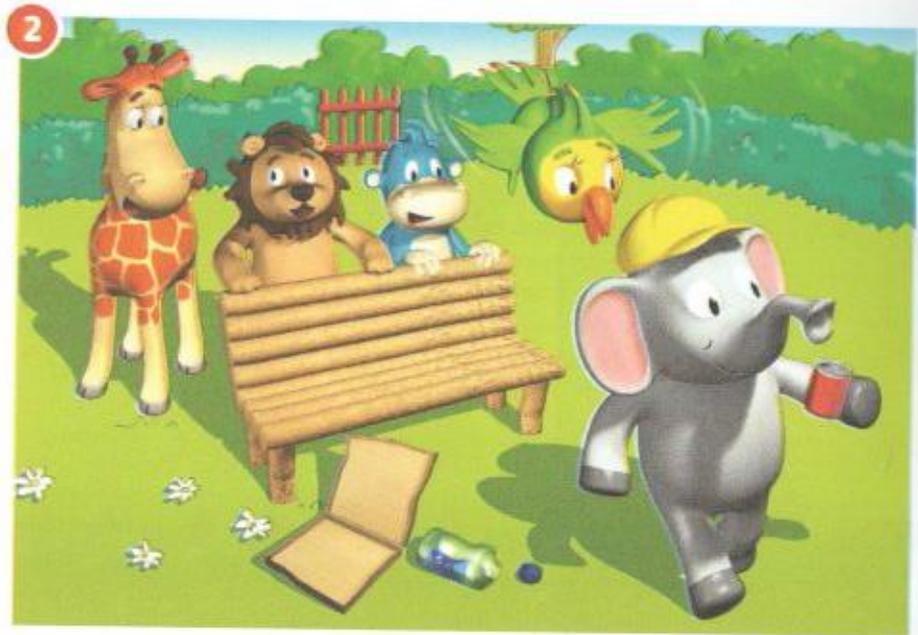
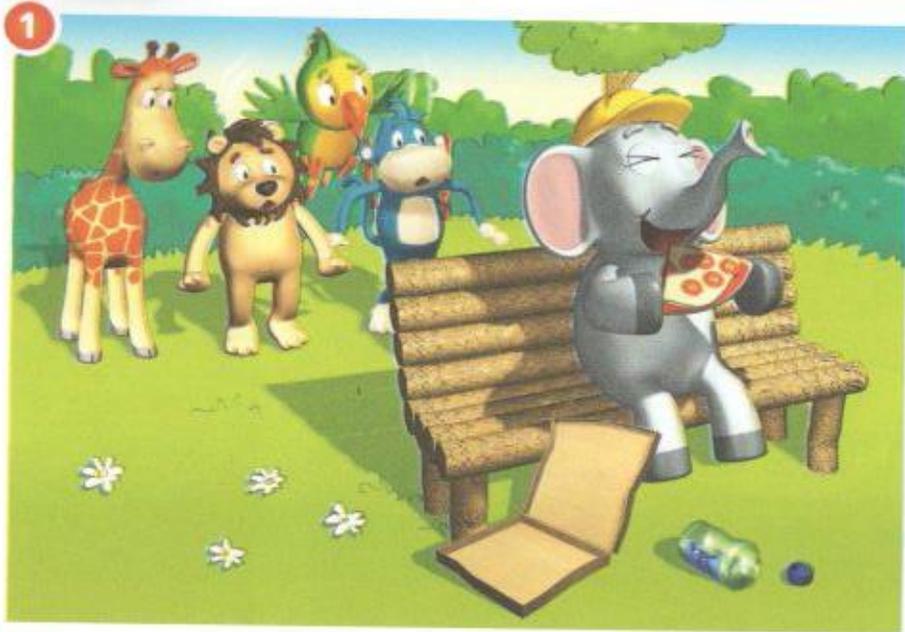
## Ending the lesson

**Aim:** to practise the song

- Teach the following actions for the song (CD 2, Track 18):
  - Let's go to the park* = Walking on the spot.
  - There's lots for us to do* = Jumping excitedly.
  - Let's go to the toy shop* = Rummaging around in a shop.
  - The bus stop* = Standing still watching for a bus.
  - and the zoo* = Taking a photograph.
  - There's a swing at the park* = Swinging forwards and backwards.
  - A slide* = Climbing steps.
  - and a seesaw too* = Squatting down and up again (bending knees).
  - There are toys at the toy shop* = Moving like a robot.
  - And tigers at the zoo* = Prowling like a tiger.
- Play the song and do the actions. The children copy you.

Listen and sing.





## Aims

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

**New language:** *Let's pick up the rubbish, Let's follow the elephant, I'm sorry, present*

**Recycled language:** language from the song, character names, places in town, *elephant, Look at ..., Here you are, Thank you, There's/There are ...*

**Materials:** CD 2, the puppet (Polly), a small bag for Polly to carry

**Optional:** flashcards (town), six hula hoops or boxes, a larger box with a variety of known objects inside: real fruit and vegetables (e.g. pineapple, carrots, bananas), toy animals (e.g. rabbit, cat, elephant), toys (e.g. doll, bus, puzzle), books, classroom objects

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

## Warm-up

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

- Play the song (CD 2, Track 18). The children join in and do the actions (see page T51, Ending the lesson).

## Presentation

**5** <sup>CD2</sup><sub>21</sub> **PB pp52-53** **Story: The present**

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

- Point to the main characters in the first picture in turn and ask *Who's this?* The children say the name/*It's (name)*. Point to the new character and elicit *Elephant*. Ask *Where are the animals?* The children say *(At the) park*. Use picture 4 to teach *present*.
- Play the audio. 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. Point to picture 1 and ask how the animals feel in L1 (angry/shocked). Point to picture 2 and ask/ explain what the animals decide to do (follow the elephant and pick up the rubbish). Ask *What's in the present?* (all the rubbish that the elephant dropped).

Audio script page T98

## Practice

**5** <sup>CD2</sup><sub>22</sub> **AB p52** Listen and colour the correct circles.

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

- Point to each picture on AB page 52 and ask *Who's this?* The children say the name. Say *Listen and colour the circle*. Remind the children that they have to colour one of the circles, depending on who speaks. Play the audio for number 1. Confirm the answer (Gina).
- Play the audio again. Check the children's work as they colour in the circle.
- Point at the second row of pictures and say *Listen and colour the circle*. Play the audio. The children colour the circle next to Leo.
- Play the audio again. The children repeat the lines.

Audio script page T98

## Extension activity

**Aim:** to review *There's/There are ...*

- If possible, move your class into the school gym or an empty classroom.
- Stick the town flashcards on one wall. Below each flashcard place a hula hoop or box. In the centre of the space, place the large box with objects inside (see Materials, above). The children all stand at the other end of the room from the flashcards.
- Divide the class into four teams and name them (e.g. colours or numbers). Each team stands in a line, with a child at the front. Name a team and make a sentence about one of the objects in the box and a place, e.g. *Red team! There are carrots at the supermarket*. The child at the front of that team runs to the box, finds the carrots and puts them in the hula hoop below the supermarket flashcard. If he/she does this correctly, he/she wins a point for the team.
- Continue in this way, giving instructions to each team in turn.

## Ending the lesson

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

- Put on the puppet. Make Polly fly around carrying a small bag. She drops the bag next to a child. Say to the child *Let's pick up the bag*. Help the child pick up the bag. Give it back to Polly, saying *Here you are, Polly*. Encourage the child to join in. Make Polly say *Thank you*. Repeat this several times (with different children).
- Make pairs. Child A drops a classroom object. Child B says *Let's pick up the ...*, hands it to Child A and says *Here you are*. Child B says *Thank you*. Then they swap.

## Aims

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

**Recycled language:** places in town, language from the story and unit

**Materials:** CD 2, Unit 6 stickers (bus stop and toy shop), flashcards (town), Yes/No cards  
*Super Safari 1* CD 1

**Optional:** character masks, a cap, some empty packaging to act as rubbish (e.g. can/drinks bottle, fast food container, the wrapper from a snack), wrapping paper or a gift bag

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

## Warm-up

**Aim:** to review places in town and *There's/There are ...*

- Review places in town with the flashcards. Stick the flashcards on the board.
- Give out the Yes/No cards. Say a false sentence, e.g. *There's a rhino at school.* The children show their No card. Say a true sentence, e.g. *There are swings at the park.* The children show their Yes card. Continue in this way, talking about all the places.

## Practice

5 CD 2  
21

**PB pp52-53** Story: The present

**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 what's happening.
- Help children find the stickers for Unit 6 at the back of the PB. Say *Toy shop*. The children point to the correct sticker. Repeat for *Bus stop*.
- Point to the picture on PB page 53. Say *Where's the toy shop?* 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 T98

## Story values **PB pp52-53**

**Aim:** to think about the meaning of the story: *keeping your town clean*

- Play the story again. The children listen and point. Pause after picture 1, point to the rubbish the elephant has dropped and ask *Good idea?* The children say *No*. Do the same for pictures 2 and 3. Ask why the animals make a present of the rubbish for the elephant (to show him that it is a bad idea to drop rubbish). Play the last part of the story. Ask how the elephant feels (*sad/embarrassed/ashamed*).
- Talk about how important it is to keep our town tidy by throwing away rubbish in the bin.

6 **AB p53** Complete the faces (☺ or ☹).  
Colour the pictures.

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

- Tell the children in L1 *Look at the pictures and think. Good idea?* Point to the faces and explain in L1 that if they think the picture shows people doing the right thing, they draw a smile and if the picture shows people doing the wrong thing, they draw a sad face. Point to each picture and ask *Tidy or messy?* Elicit that the first picture shows children being tidy. The children draw a happy face for the first picture and a sad face for the second picture. Circulate and check.

## 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 elephant. The children playing the main characters put on the character masks. The child playing the elephant puts on the cap. Give this child the empty packets to throw away on the floor and the other children some wrapping paper or a gift bag. Play the story. The children act out the story along with the audio (the main characters wrap up the rubbish and give it to the child playing the elephant). Help as necessary. Encourage the volunteers to join in with the CD (CD 2, Track 21).
- Invite another group of five children to come to the front and act.

## Ending the lesson

**Aim:** to encourage personalisation and apply the values of the story

- Say *Let's tidy up the classroom. Let's pick up our books and toys.* The children help to pack up their things and pick up any rubbish in the classroom. Encourage them to use English (e.g. *Let's pick up/ tidy up the ... Here you are, Thank you*). If your children used *Super Safari 1*, sing the *Tidy up!* song at the same time (CD 1, Track 13).



# The environment

6 CD2  
23

Listen and point. Draw and say.

1



2



### Aims

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

**Recycled language:** *tidy, messy, rubbish*, language from the unit

**Materials:** CD2, flashcards (town), the puppet (Polly), materials for the project: a large piece of green display paper with the outline of a bin (big enough to stick actual rubbish inside it), PVA glue, recyclable and non-recyclable rubbish (e.g. crisp packets, water bottles, drinks cans, an egg box, old newspapers, etc.)

**Optional:** materials for making litter and recycling bins to add to the model town (e.g. empty yoghurt pots/small boxes), sticky tack, toy cars/buses

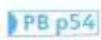
**Language competences:** The children will be able to use the words *tidy and messy*.

### Warm-up

**Aim:** to review instructions

- Put on the puppet. Play *Follow the leader* (see Introduction, page xvii). Include the phrases *Let's pick up the rubbish* (the children mime picking up rubbish from the floor) and *Let's follow the leader*.

### Presentation

  **Listen and point. Draw and say.**

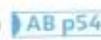
**Aim:** to present and practise *It's tidy and It's messy*

- Ask the children to look at PB page 54. Play the audio. The children listen and point to the correct photograph.
- Point to the first photograph and ask *Good idea? Draw and say*. Point to the face below the photograph. The children say *It's tidy* and draw a happy face to show that recycling/throwing rubbish away properly is a good idea. Repeat for the second photograph (the children say *It's messy* and draw a sad face). In L1, explain that all the rubbish could be recycled and not thrown away together.

Audio script page T98

### Practice

- Talk briefly in L1 about recycling. Ask the children if their family recycles things at home (e.g. glass, paper, plastic bottles, cans) and where they put these things (do they have special boxes/bins?).
- Show the empty containers, packets and old newspapers you have brought to class. Hold up each thing and ask if we can recycle it or not.

  **Make a recycling poster.**

**Aim:** to take part in a craft activity and explore the topic of recycling

- Show the pictures on AB page 54. Explain in L1 that the children are going to make a poster about recycling. Tell the children that we usually have to squash things before putting them in the bin/recycling bin, so that they don't take up too much space.
- Make the poster as a whole class or (if you have a large class) divide the children into groups of four or five. Hand out the materials. The children choose which items can be recycled, squash them and stick them within the bin outline on the poster. Circulate and help. Encourage the children to say *Let's put this in the bin*. Ask *What about this? In the bin? Yes or no?*

### Extension activity

**Aim:** to extend the topic of the lesson and review places in town

- Hand out materials for the children to make bins for the model town (each pair can make a bin). They draw a litter/recycling symbol on the pot/box, add some sticky tack and decide where to put it in the model town.
- Let the children play with the town in small groups, driving the toy cars/buses around. Encourage them to say, e.g. *Let's go to the park!*
- If you have not made a model town, take the children for a walk around the school, looking for the litter bins/recycling stations.

### Ending the lesson

**Aim:** to practise places in town and *Let's go to the ...*

- Review places in town with the flashcards.
- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) with the flashcards. Make Polly say *Let's go to the ...* for each flashcard at the beginning. During the game, the children have to say which flashcard is missing and repeat Polly's sentence correctly.

## Aims

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

**Recycled language:** places in town and language from the unit

**Materials:** CD 2, four large cardboard circles with the words *BUS STOP* written on each, a bell or buzzer, coloured pencils or crayons

**Optional:** flashcards (town), CD of lively music

**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 language from the unit

- Clear a space in the centre of the classroom, or move to an empty room.
- Place the four cardboard circles on the floor (these are the bus stops). Play the *Let's go on the bus* game from page T49 (the second option in the Extension activity section). This time make sure the class is on/near a bus stop circle when you ring the bell/sound the buzzer and say *Bus stop!* Visit the toy shop, zoo, supermarket and park, then return to school at the end (the children sit down ready to start the class).

## Revision

- 7 Think!** **PB p55** What's wrong? Look and circle.

**Thinking skills:** Creating associations

- Point to the picture on PB page 55. Say *Oh no! Look at the park! Tidy or messy?* The children say *Messy*. Say *Look and circle*. Show the children the partial example circle around the can and how to finish it. They complete the activity individually. Circulate and help as necessary. Check answers with the whole class.

- 8 AB p55** Say the places. 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.

## Extension activity

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

- If possible, move your class into the school gym or an empty classroom.
- Say *Let's go in the car*. Mime getting into a car, putting on the seatbelt, etc. The children copy you. Switch on the CD of lively music and pretend to drive along. The children do the same, moving around the classroom. Stop the music. Say *Wow! What's this? It's a ...* Hold up a flashcard of a place. The children say the name of the place. They mime being at the place (e.g. playing at the park, shopping at the supermarket). Say *Let's go in the car* and repeat the game, this time visiting a different place. Add in different instructions, e.g. when the children are in the park, say *Let's pick up the rubbish*. *Let's put it in the bin* and at the toy shop say *Let's play with the dolls*. You can also keep the children listening carefully by occasionally saying *Go to sleep!* (they all lie down and keep as quiet as possible – the last child to go to sleep can be out of the game), then *Wake up!*

## Ending the lesson

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

- Play the children's favourite game from the unit or sing the unit song (CD 2, Track 18).

## Phonics

- See page T85 for Unit 6 Phonics.

7 Think! What's wrong? Look and circle.

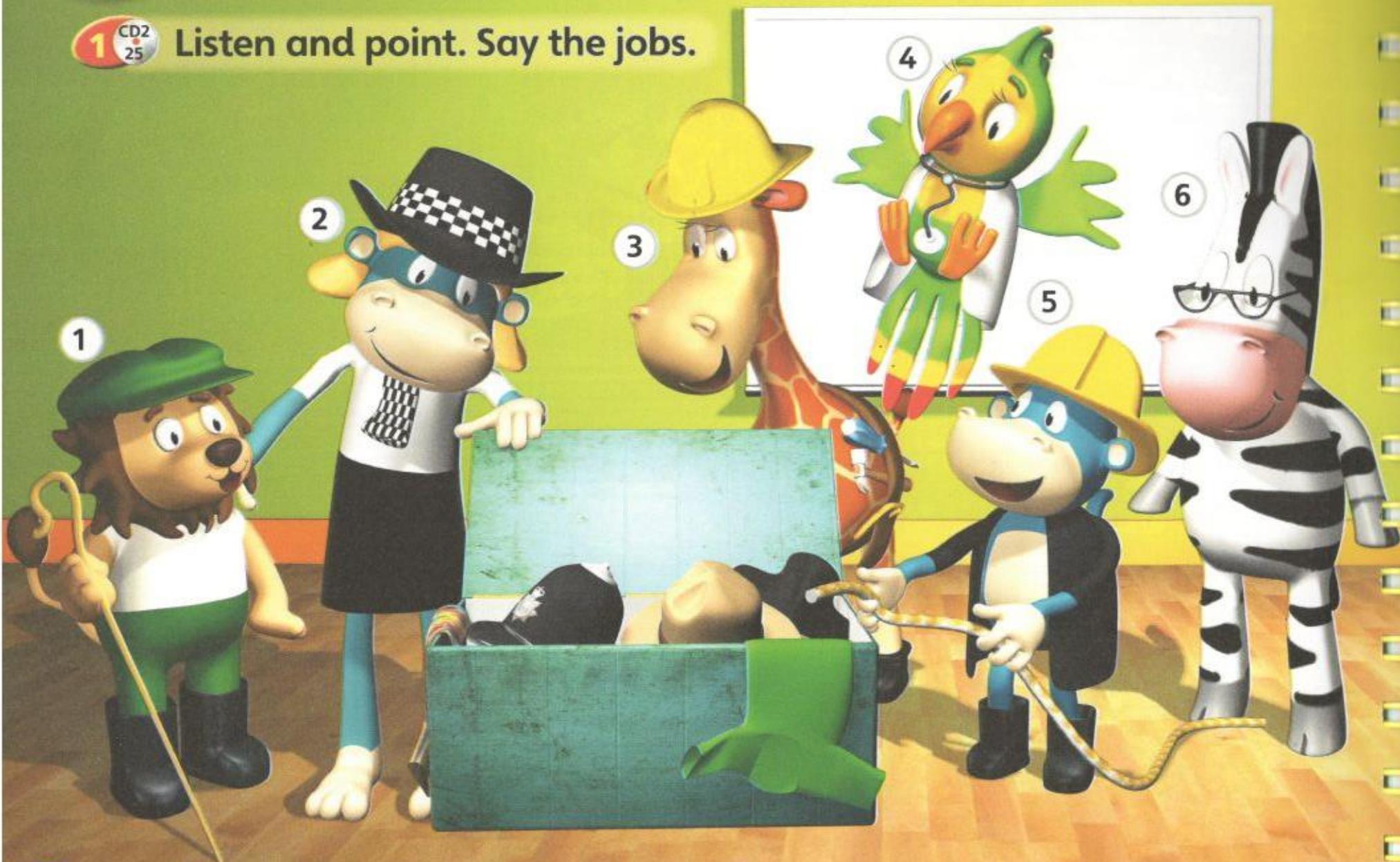


# 7

# Jobs

1 CD2  
25

Listen and point. Say the jobs.



**Aims**

- to review clothes; to present and practise jobs

**New language:** *farmer, police officer, builder, doctor, firefighter, teacher, I'm a (firefighter)*

**Recycled language:** numbers 1 to 6, *clothes, T-shirt, trousers, hat, shoes, Tidy up, please*

**Materials:** CD 2, flashcards from *Super Safari 1* or pictures (T-shirt, trousers and shoes), a hat, the puppet (Polly), flashcards (jobs), Yes/No cards

**Optional:** dressing up clothes for some/all of the jobs presented in the lesson or pictures of hats (police helmet, builder's hard hat, firefighter's helmet, farmer's work hat), a picture of a stethoscope/doctor's bag or play stethoscope/bag, board pens, a CD of lively music

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

**Warm-up**

**Aim:** to review clothes

- Put on a hat and ask different children *Do you like my hat?* Let volunteers try the hat on. Say *Put on the hat, (name)!* Say *Hat*. The children repeat.
- Review *T-shirt, trousers* and *shoes* using the flashcards from *Super Safari 1* or pictures.
- Put on the puppet. Make Polly fly to one of the children and say, e.g. *I like your shoes. They're lovely.* Repeat with different children. Ask the children to talk about one of the things their neighbour is wearing in the same way.

**Presentation**

**1** **AB p56** Listen and point. Say the jobs.

**Aim:** to present jobs

- Point to each of the characters on PB page 56 and ask *Who's this?* Remind the children that the grown-up monkey is Mike's mum and the zebra is the teacher. Say, e.g. *Look at Leo. He's got a hat.* Ask what the characters are doing in L1 (dressing up) and elicit the jobs. Ask the children if they like dressing up.

- Say *Listen*. Play the audio. The children just listen.
- Point to the numbers and say *Listen and point*. Play the audio. The children point. Play the audio again. The children point and say.

Audio script page T98

**Practice**

- Hold up the job flashcards in turn, confirm the jobs in L1 and say the words. The children repeat.
- Give out the Yes/No cards. Show a job flashcard and say, e.g. *She's a police officer* (holding the police officer flashcard). The children show their Yes card. Repeat with the rest of the jobs, mixing correct and incorrect sentences.



**AB p56** Look and circle the odd one out. Say the jobs.

**Aim:** to practise jobs

- Point to the first picture in row 1 on page 56 and elicit the job. Repeat for the rest of the row. Say each job in turn (the children join in): *firefighter firefighter, firefighter, doctor*. Point to the example circle around the doctor and say *This picture is different*. Confirm in L1 that this is the odd one out. The children complete the circle.
- The children complete the activity individually. Choose a volunteer to say the jobs in each row and then name the odd one out. Practise saying the jobs in each row aloud with the class.

**Extension activity**

**Aim:** to practise jobs and encourage personalisation

- If you have dressing up clothes for the jobs, hand them out and let the children choose what to wear. They take turns if you don't have an outfit for every child. Circulate and ask about the jobs and items of clothing (*What's this? What colour?*). Help individuals to say, e.g. *I'm a police officer*. The children talk about what they are wearing in pairs or small groups.
- If you don't have dressing up clothes, show a picture of a hat or an item of clothing worn by one of the professions (e.g. *a hard hat*) and say, e.g. *I'm a builder*. The children repeat. Do the same for the other pictures. The children sit in a circle. Hand out the pictures. Elicit a sentence from each child with a picture, e.g. *I'm a doctor*. Play the CD of lively music. The children pass the pictures to their left. When the music stops, elicit sentences from the children holding the pictures. Repeat until everyone has had a turn.

**Ending the lesson**

**Aim:** to practise jobs

- Make a sound effect for one of the jobs, e.g. cows mooing for the farmer. The children say *Farmer*. Say *Yes, I'm a farmer*. Repeat for the rest of the jobs (e.g. someone talking into a radio for police officer, a hammering sound for builder, the bleeping of a hospital monitor for doctor, the siren of a fire engine for firefighter, saying *Tidy up, please* for teacher).
- Say a sentence, e.g. *I'm a builder*. The children do the sound effect.

## Aims

- to review family words; to present *My (mum)'s a (doctor)*; to say a chant

**New language:** *My (mum)'s a (doctor)*

**Recycled language:** *mum, dad, brother, sister, Who's this? It's ... , jobs*

**Materials:** CD 2, flashcards (jobs), flashcards from *Super Safari 1* (mum, dad, brother, sister) or photos of your mum, dad, brother and sister (or people who could be your brother and sister)

**Optional:** create a worksheet for each child – on the left put four head and shoulder pictures (with no features or hair) and on the right put pictures representing four of the jobs

**Language competences:** The children will be able to name family members and jobs. They will be able to join in with a chant.

## Warm-up

**Aim:** to review jobs

- Review jobs with the flashcards.
- Mime a job (e.g. putting out a fire). Say *I'm a ...* The children say the word. Repeat two or three more times (e.g. mime building a wall, mime feeding animals). The children stand up. Say a job. They all mime.
- Call a volunteer to the front. He/She chooses a flashcard and mimes the job (without saying it). The rest of the class guess.

## Presentation

 **2**  **PB p57** Listen and match. Chant.

**Aim:** to present *My (mum)'s a (doctor)*, review family members and *Who's this? It's ...* and say a chant

- Review family members with the flashcards from *Super Safari 1*. If the words are new, use photographs to present the words. Show the pictures and say, e.g. *This is my mum*.
- Point to the pictures on the right and elicit the jobs.
- Play the first four lines of the chant. The children repeat *It's my mum*. Play the next four lines. Elicit *It's my dad*.

- Say *Listen and match* and play the next two lines of the chant: *My mum's a doctor* (x2). Point to the example matching line. The children listen and trace, connecting the girl and the doctor.
- Play the next two lines of the chant: *My dad's a teacher* (x2). The children connect the boy and the teacher. Continue with the rest of the audio. The children listen and connect the boy to the farmer and the girl to the builder. Elicit *My sister's a farmer* and *My brother's a builder*.
- Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in.

Audio script page T98

## Practice

 **2**  **AB p57** Listen, trace and match. Say the sentences.

**Aim:** to practise *My (mum)'s a (doctor)* and pencil control

- Point to the pictures on the left of AB page 57. Say *Point to mum*. Repeat for *dad*. Point to the pictures of the uniforms and elicit the jobs.
- Say *Listen and trace*. The children listen and trace the pictures of the people, then draw a line to match each person to the correct uniform. Play the audio again. The children repeat.

Audio script page T99

## Extension activity

**Aim:** to practise *My (mum)'s a (doctor)*

- If you have created a worksheet, show it to the class. Draw some hair and features on the first outline to make it look like your mother. Say *This is my mum*. Repeat for *dad, brother* and *sister*. Draw a line from your mum picture to one of the professions and say, e.g. *My mum's a police officer*. Confirm in L1 that the children need to draw features on the people, then match each to a job (they have to imagine members of their family do these jobs). Circulate and ask, e.g. *Who's this? Is he a farmer?*
- The children compare worksheets and say, e.g. *This is my brother. He's a doctor*.
- If you do not have worksheets, play a team game. Divide the class into two teams. One child from each team comes to the front. They stand either side of the board. Stick the jobs flashcards on the board at a height the children can reach. Say *Listen and point*. Say, e.g. *My dad's a farmer*. The first child to point to the *farmer* flashcard gets a point.

## Ending the lesson

**Aim:** to practise the chant

- Teach the following actions for the chant (CD 2, Track 26):  
*Who's this?* = Arms apart (asking a question).  
*It's my ...* = Pointing to self.  
*My mum's a doctor.* = One hand to ear, one hand forward, as if using a stethoscope.  
*My dad's a teacher.* = Writing on a board.  
*My sister's a farmer.* = Feeding animals.  
*My brother's a builder.* = Digging.
- Play the chant. The children join in and do the actions.

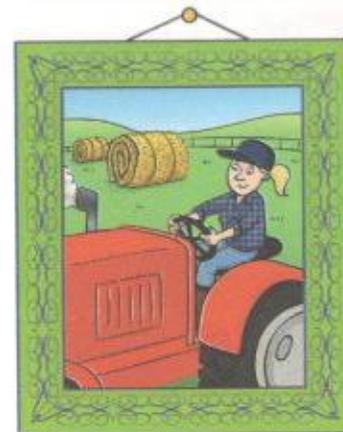
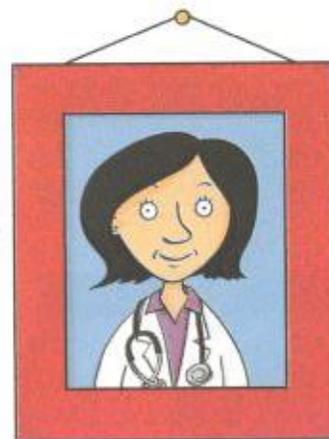
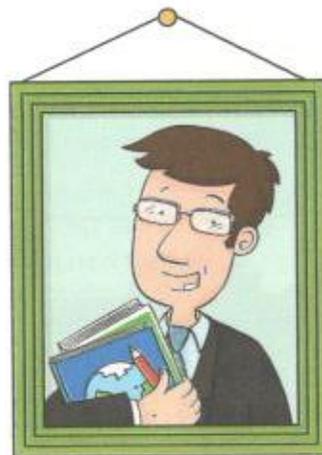
2 CD2  
26

Listen and match. Chant.

1



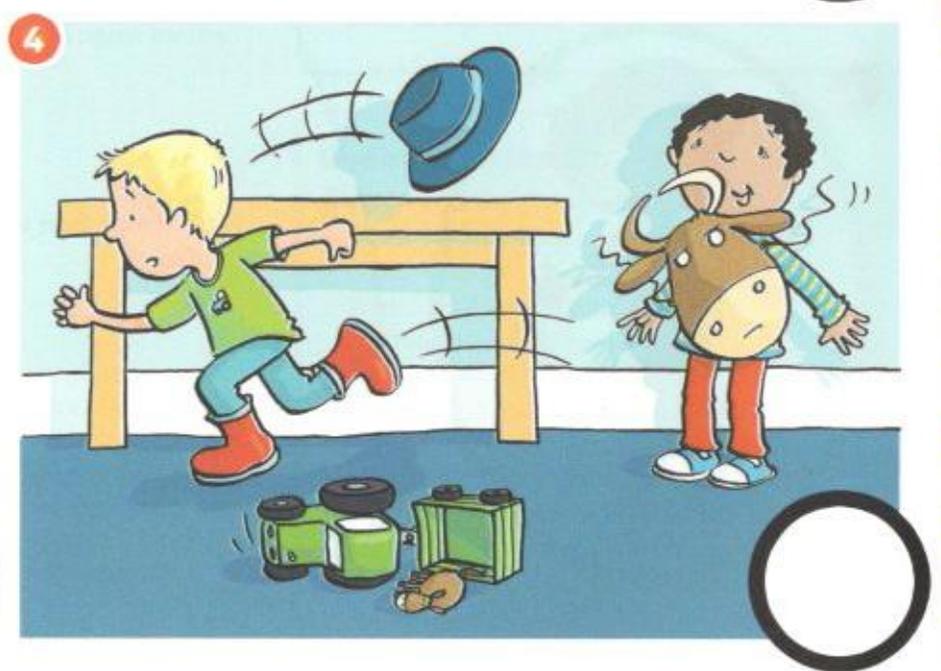
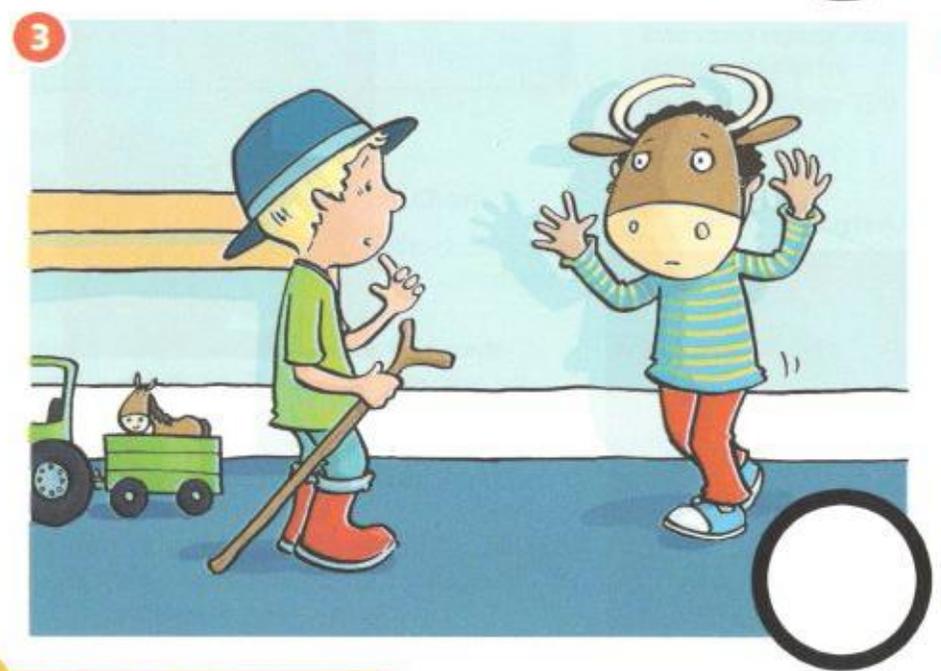
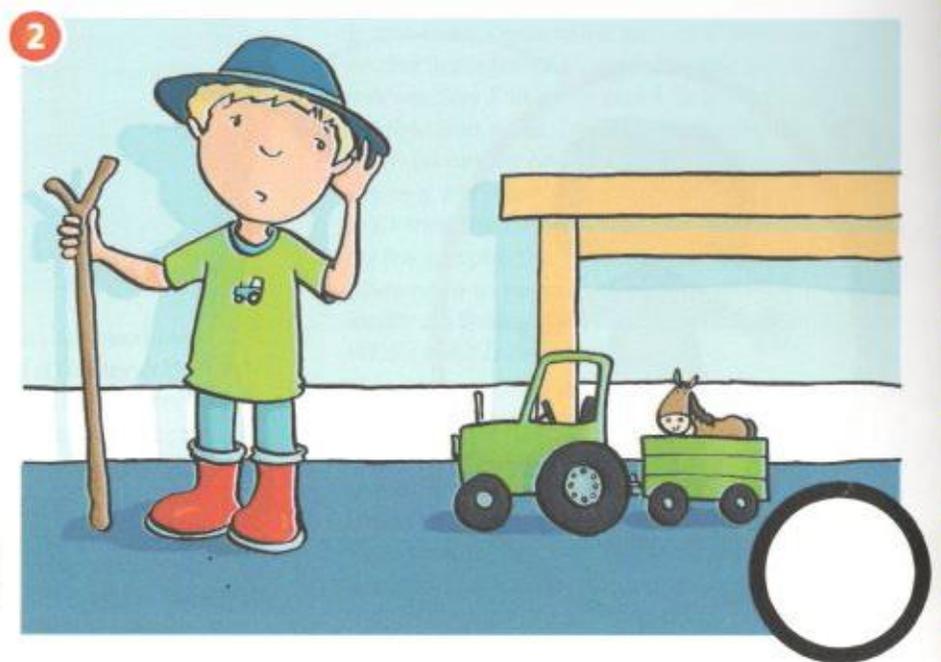
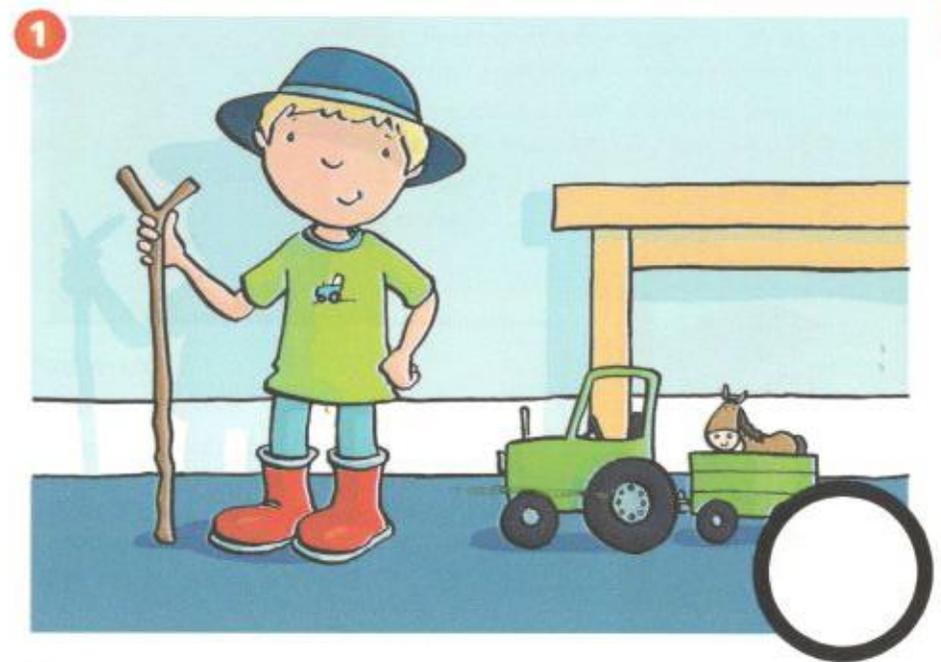
2

Family  
fun!

My (mum)'s a (doctor).

57

# Listen and act. Listen and colour.



## Aims

- to present and practise *I'm a farmer, Listen ... what's that? It's a bull, Run*; to practise following instructions

**New language:** *bull*

**Recycled language:** *jobs, I'm a farmer, Listen ... what's that?, It's a ..., Run, instructions* (e.g. *Turn around, Run, Jump, Shake hands, High five, Let's go to the park*)

**Materials:** CD 2, a picture of a bull, the puppet (Polly)

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

## Warm-up

**Aim:** to present *bull*

- Show the picture of a bull. Say *Look! A bull!* The children repeat *bull*. Say *Bull!* Mime being a charging bull and make snorting noises. The children copy.

## Presentation

**3** CD2 28 PB p58 Listen and act.

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

- Point to the first picture on PB page 58. Play the first line of the audio and mime standing like a farmer, holding a staff/shepherd's crook. Say *Listen and act*. Encourage the children to copy. Play the next line and mime listening. The children copy. Play the third line and mime seeing a bull in the distance. The children copy. Play the last line, and run on the spot, looking scared. The children copy.
- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are following with ease. Then play the audio for the children to do the actions without your help.
- Play *Polly says ...* (see Introduction, page xvii) with the language from this lesson and other known instructions.

Audio script page T99

## Practice

**3** CD2 29 PB p58 Listen and colour.

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

- Say *Listen and colour*. Play the first line of the audio and point to the dot next to picture 2. Then play the rest of the audio, pausing for children to colour the dot each time. Point to each picture and elicit the colour and the sentence.

Audio script page T99

**3** CD2 30 AB p58 Listen and circle.

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

- Point to the first picture on page 58 and say/ elicit *Listen ... what's that?* Point to the second picture. Say/Elicit *It's a bull!*
- Say *Listen and circle*. *Listen ... what's that or It's a bull?* Play the audio. The children point at the correct answer. They draw a circle around the first picture. Circulate and elicit *Listen ... what's that?* from individual children.
- Repeat for the second row of pictures (*I'm a farmer and Run*).

Audio script page T99

## Extension activity

**Aim:** to practise *Listen ... what's that?, It's a ..., Run* and animals

- If possible, move your class into the school gym or an empty classroom.
- The children line up at one end of the space. Stand facing them. Explain the rules of the game. You say *Listen* and make an animal noise. They all have to ask you *What's that?* then listen to your answer. If you say any animal except *bull*, they take a step towards you. If you say *It's a bull! Run*, you become a charging bull and try to catch them. They have to run!
- Do a few trial runs until the children are confident. Then play for real. When you catch one of the children, he/she stands with you and helps run after the other children. Example noises: miaowing (cat), trumpeting (elephant), hissing (snake), snuffling (rabbit), tweeting (bird), blowing bubbles (fish), snapping (crocodile). Don't forget to make snorting noises and stamp your feet when you say *It's a bull!*
- If you can't move your class, the children copy the noises you make when you say *It's a bird/rabbit/cat*, etc. but have to freeze when you say *It's a bull!* Any child who moves is out and has to sit down.

## Ending the lesson

**Aim:** to practise *I'm a (farmer)*

- Mime a job, e.g. driving a fast car, and say *I'm a police officer*. The children repeat the mime and the sentence. Repeat for the rest of the jobs.
- Make pairs. The children take turns to mime a job and say *I'm a ...*

## Aims

- to present and practise *Let's play (firefighters)*; to sing a song

**New language:** *Let's play (firefighters), My trousers are black, My hat is yellow too, a lot of*

**Recycled language:** *firefighter, teacher, I'm a (firefighter), How about you?, I've got ..., pencils, paper*

**Materials:** CD2, a bag, seven or eight objects/items of clothing (to include one black item), a pair of trousers, a hat and some pencils, flashcards (jobs)

**Optional:** a piece of paper for each child, ink pads or shallow dishes with poster paint, magnifying glasses (one for each pair/small group of children)

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

## Warm-up

**Aim:** to review *I've got ...* and language in the song and present *black*

- Show your bag and say *Look! I've got a bag*. Pick up the items you have brought to class, show them to the children and put them in your bag one by one, saying, e.g. *I've got my trousers*. Then say *What's in my bag?* Point inside your bag and translate the question into L1 if necessary. Volunteers guess by putting up their hands. They say, e.g. *Trousers*. When a child guesses correctly, say *Yes!* Remove the item from your bag and say, e.g. *I've got my trousers*. Ask about the colours of the object. Use the black item to present *black*.

## Presentation

 **CD2**  
 **PB p59** Listen and sing.

**Aim:** to present new language and sing a song

- Point to the girl in the picture on PB page 59 and say *She's a ...*. The children say *Firefighter*. Repeat for the boy and *Teacher*. Ask what the children are doing and elicit that they are dressing up/playing at being a firefighter and a teacher. Elicit other known items in the picture (particularly *pencils and paper*).

- Play the song. The children listen and point to the girl and the boy as they sing.
- Play the song again, pausing to teach each line. You can also use the karaoke version. Play the whole song for the children to join in.

Audio script page T99

## Practice

 **CD2**  
 **AB p59** Listen again. Trace and colour.

**Aim:** to practise listening and pencil control

- Say *Point to the firefighter. Point to her trousers*. Repeat for *hat, teacher, pencils and paper*.
- Say *Listen and trace*. Play the first part of the song (up to *And my hat is yellow too*). Point to the trace line around the girl. The children trace over the line. Ask *What colour are the trousers? What colour is the hat?* The children make dots on the girl's trousers (black) and hat (yellow).
- Say *Listen and trace*. Play the next part of the song. Pause for the children to trace around the boy. Say *Now colour the firefighter and the teacher*. Play the song while the children colour. Circulate and make sure they are using the correct colours for the trousers and hat. Ask, e.g. *Who's this? What colour?* The children can choose their own colours for the teacher.

Audio script page T99

## Extension activity

**Aim:** to practise *Let's play (police officers)*, review numbers and focus on fingerprints

- Say *Let's play police officers*. Mime being a police officer. Choose a volunteer. Hold up one of his/her hands and count the fingers aloud. Draw around the child's hand on a piece of paper and take his/her fingerprints using paint. Print from each finger onto the equivalent finger of the hand shape on the paper. Examine the prints with a magnifying glass. Talk briefly in L1 about how and why the police use fingerprints.
- Divide the class into pairs or small groups. Hand out the materials. The children take turns to fingerprint.
- Alternatively, move the children to an empty classroom and play a game. Say, e.g. *Let's play farmers*. The children act being farmers around the space. Clap your hands and make a different sentence. The children act the new job. Continue in this way.

## Ending the lesson

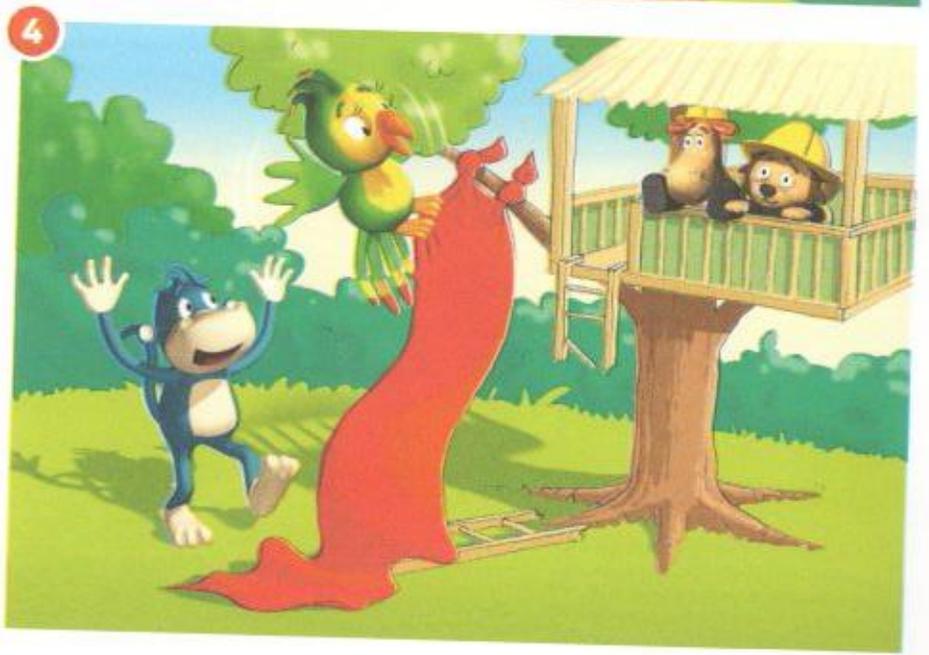
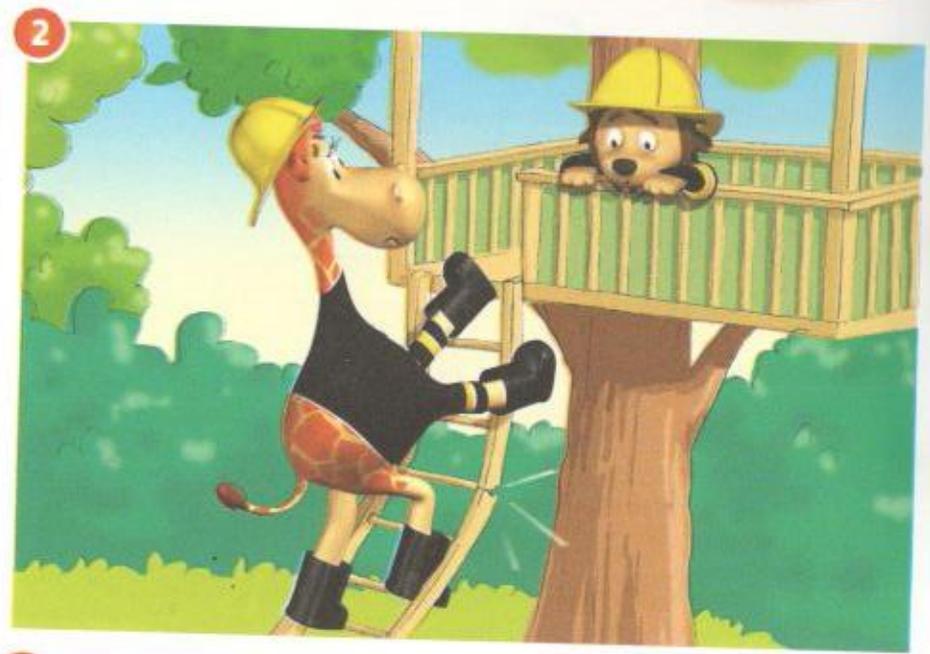
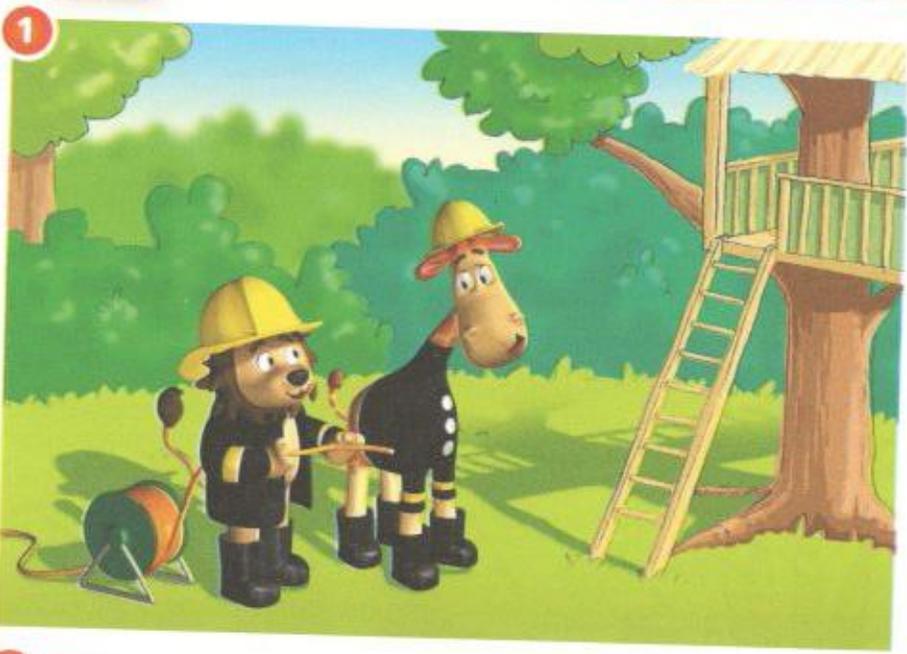
**Aim:** to practise the song

- Teach actions for the song (CD 2, Track 31):  
*Let's play firefighters*. = Fighting a fire (holding a fire hose).  
*I'm a firefighter/teacher*. = Pointing to self.  
*How about you?* = Pointing to front of class.  
*My trousers are black*. = Pointing to trousers.  
*And my hat is yellow too*. = Patting own head.  
*Let's play teachers*. = Writing on the board.  
*I've got a lot of pencils*. = Picking up real pencils.  
*I've got paper too*. = Waving some paper.
- Play the song and do the actions. The children copy you.

4 CD2  
31 32

Listen and sing.





**Aims**

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

**New language:** *You're a (firefighter), Let's go, a fire*

**Recycled language:** language from the song, character names, *I'm a (firefighter), Oh no, Help, I can help, Well done, Thank you*

**Materials:** CD2, the puppet (Polly)

**Optional:** home-made spinners from Unit 3 and a costume or hat (e.g. police officer, firefighter, builder) for each group of four children or a piece of paper with an outline of a person (no features, wearing trousers and jacket) for each child, coloured pencils or crayons

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

**Warm-up**

**Aim:** to practise listening skills and revise language from the song

- Play *Singing Polly* (see Introduction, page xvii). Make Polly sing the wrong words to the unit song, e.g. *Let's play police officers, I'm a police officer, Who are you?*
- Play the song again, with Polly singing correctly (CD 2, Track 31). Encourage everyone to join in, clapping and dancing.
- Confident volunteers can come to the front and sing along with Polly.

**Presentation**

**5** <sup>CD2</sup><sub>34</sub> **PB pp60-61** Story: Firefighters

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

- Point to the two characters in the first picture in turn and ask *Who's this?* The children say the name/*It's* (name). Point to Leo's costume and say *Look at Leo's hat. Look at his trousers. Look at his boots. What are Leo and Gina? They're ...* Elicit *Firefighters*.
- Play the audio. 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.

Point to picture 2 and ask/explain what happens to the ladder (it breaks). After the section for picture 3, ask what the animals are saying (*Help*) and then for picture 4 ask what Polly is doing (rescuing them). Elicit what Leo and Gina say at the end of the story (*Well done, Thank you*).

Audio script page T99

**Practice**

**5** <sup>CD2</sup><sub>35</sub> **AB p60** Listen and colour the correct circles.

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

- Point to the first pair of pictures on AB page 60. Say *Listen and colour the circle*. Remind the children that they have to colour one of the circles, depending on which picture matches the audio. 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 circle.
- Point at the second row of pictures and say *Listen and colour the circle*. Play the audio. The children colour the circle next to the second picture.
- Play the whole audio again. The children repeat the lines.

Audio script page T99

**Extension activity**

**Aim:** to review numbers 1 to 6, jobs and clothes

- Divide the class into groups of three or four. Make sure the groups have enough space to play. Give each group a costume/hat and a spinner. The children in each group take turns to spin the spinner (saying the numbers they get in English). Whoever gets a six first puts on the costume and play acts the matching job. Help the child put on the clothes and ask him/her about them (name, colour). Encourage the child to say *I'm a ...* He/She play acts in the costume. The rest of the group continue spinning the spinner. When the next person gets a six, the child who is play acting takes the costume off and sits down. Monitor and help resolve any disagreements.
- If you don't have dressing up clothes, hand out the outlines of people. The children draw faces and hats/uniforms and colour the picture (they choose one of the jobs in the unit). Circulate and ask *Who's this? What colour?*

**Ending the lesson**

**Aim:** to practise jobs

- The children stand in a circle. Choose a volunteer. Say, e.g. *You're a farmer*. He/She goes into the centre of the circle and mimes being a farmer. Clap your hands and say *Change jobs!* The child in the centre chooses someone else. He/She says, e.g. *Elias, You're a builder*. Help/Prompt if necessary. These two children swap places and the child who is now in the centre mimes the new job. Continue in this way until most/all of the children have had a turn in the centre.



# Jobs and vehicles

6 CD2  
36

Listen and point. Trace and say the words.

1



2



3



4



**Aims**

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

**New language:** ambulance, tractor, fire engine, police car

**Recycled language:** language from the unit

**Materials:** CD 2, flashcards (jobs), pictures or toys (ambulance, tractor, fire engine, police car), the puppet (Polly), materials for the project: a cardboard box (one per pair/group), red paint, paintbrushes, black cardboard circles with grey circles in the middle for wheels (four per pair/group), yellow cardboard circles for headlights (two per pair/group), a black cardboard steering wheel (one per pair/group), elastic straps (two per pair/group), glue, stapler, sticky tape

**Optional:** the model town from Unit 6, toy people, toy animals, toy vehicles (ambulances, tractors, fire engines, police cars), green card/cloth

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

**Warm-up**

**Aim:** to review language from the story and present fire engine

- Say *Let's play firefighters! Shout A fire! A fire!* Encourage the children to join in. Say *Put on your trousers and boots* and mime getting dressed. The children copy. Do the same for *Put on your hat*. Say *Let's get into the fire engine*. Mime getting into the fire engine, putting on the seatbelt, etc. The children copy. Say *Let's go!* The children repeat. Make a noise like a fire engine, pretending to drive. Say *Stop! Here we are. We can help! Let's put out a fire*. Mime fighting a fire. The children copy.

**Presentation**

**6** CD2 36 **PB p62** Listen and point. Trace and say the words.

**Aim:** to present and practise vehicles and pencil control

- Ask the children to look at PB page 62. Play the first section of the audio. The children listen and point to the photographs.
- Say the words again in the right order. The

children repeat. Play the rest of the audio. The children point to the photographs.

- Have the children trace around the pictures and say the words.

Audio script page T99

**Practice**

- Show the pictures of vehicles or the toys. The children say the words. Pass them around the class for the children to look at briefly. Collect them by asking, e.g. *The police car, please*.
- Put on the puppet. Play *No, Polly!* (see Introduction, page xvii) with the pictures/toys. Polly points at a picture/picks up a toy and makes a correct/incorrect sentence, e.g. *I've got an ambulance*. If you don't have pictures/toys, Polly points to the photographs on PB page 62.

**7** **AB p62** Make a fire engine costume.

**Aim:** to take part in a craft activity and practise language from the unit

- Show the pictures on AB page 62. Say *Let's make a fire engine*. Hand out the boxes to each pair/group of children, with the circles for wheels, steering wheel and headlights. Say *Look! A circle!* Then count the wheels aloud with the children and demonstrate how to stick them on. Have the children paint the box and wait for it to dry.

- Hand out the elastic straps and help the children attach them to the front and rear of the fire engine, as in picture 2. Use a stapler and then cover the sharp side of the staples with sticky tape. Show the children how to stick on the headlights and steering wheel.
- Let the children play with their fire engines. Encourage them to take turns and say *Let's play firefighters, Let's go, I can help*, etc.

**Extension activity**

**Aim:** to review vehicles, places in town and language from the unit

- Let the children play with the model town in small groups, using the toy vehicles. They can be firefighters (they can say *Help! A fire, Let's go to the toy shop*); ambulance drivers (*I can help, This is the ambulance, Let's go to the hospital*); farmers playing with the toy animals and tractor on the green card/cloth (*I'm a farmer, This is my tractor*) or police officers helping people around town (*Help, Police, I can help*).
- If you have not made a model, let them play with their fire engine costumes in the school gym/an empty classroom. Give instructions as in the Warm-up (this time, the children actually get into the fire engine). The children who are waiting for their turn can pretend to be inside a building shouting. The other children 'rescue' them.

**Ending the lesson**

**Aim:** to practise vehicles and listening

- Describe one of the vehicles on PB page 62, without saying the name, e.g. *It's big. It's blue. It's for a farmer*. The children guess (tractor). Repeat for the other vehicles.

## Aims

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

**Recycled language:** jobs, vehicles, family members, other language from the unit

**Materials:** CD2, flashcards (jobs), flashcards from *Super Safari 1* (mum, dad, brother, sister) or photos of your mum, dad, brother and sister (or people who could be your brother and sister), coloured pencils or crayons

**Optional:** a piece of paper for each child with the body of a tractor drawn on it (a large rectangle for the main body and a square on the back to make the cab), circular objects of different sizes to draw around to make tractor wheels (e.g. lids of jars/small plates)

**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 language from the unit

- Stick the family flashcards or pictures of your family on the board in a row. Point to each one and elicit the family words, e.g. *This is my ...* Stick a job flashcard below each family picture and elicit a sentence, e.g. *My mum's a teacher.* Point to the family flashcards again. The children say all four sentences with you. Remove one of the job flashcards. Point at the pictures in turn. The children say all four sentences, remembering the missing job. Remove another job flashcard. The children say the sentences as before, this time remembering the two missing jobs.
- Repeat until you have removed all the job flashcards and the children are saying them from memory. If you wish, continue, removing the family flashcards one by one, until the children are saying all four sentences without the picture prompts.

## Revision

- 7** **Think!** **PB p63** Look and match. Say the words.

### Thinking skills: Sorting

- Point to the vehicles on PB page 63. Say, e.g. *Point to the tractor.* The children point to the correct photograph. Do the same for the photographs of the jobs on the right. Say *Look and match.* Show the children the example match line. They complete the activity individually. Circulate and help as necessary. Check answers with the whole class, by saying, e.g. *The tractor is for the ...*

- 8** **AB p63** Say the jobs. 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 language from the unit

- Hand out the partially drawn tractor pictures and circular objects. Show the children how to draw round a larger item to make the big tractor wheel at the back (below the cab) and a smaller item to make the little wheel at the front. Circulate and help. The children colour in their pictures and add details (the farmer, the door, steering wheel, exhaust, etc.). Ask individual children *What colour is it? Is it big?* (pointing to a big wheel) *Where's the farmer? Where's his hat?*

## Ending the lesson

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

- Play the children's favourite game from the unit or sing the unit song (CD 2, Track 31).

## Phonics

- See page T86 for Unit 7 Phonics.

## Review

- See page T93 for Unit 6 & Unit 7 Review.

7 Think! Look and match. Say the words.

1



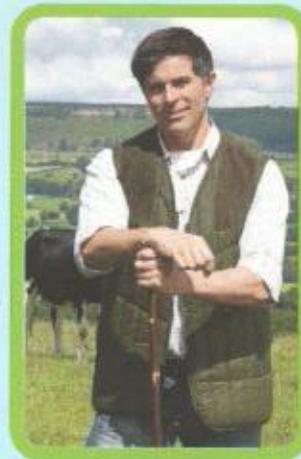
2



3



4



# 8

# The weather

1 CD2  
39

Listen and point. Say the words.



1

2

3

4

5

## Aims

- to present and practise adjectives to describe the weather

**New language:** *rainy, windy, cold, snowy, hot, sunny*

**Recycled language:** numbers 1 to 6, *Wow, Look, It's ..., and*

**Materials:** CD2, flashcards (weather), CD of lively music, six large cardboard weather symbols: a sun (*sunny*), a cloud with rain (*rainy*), a snowflake (*snowy*), a cloud with swirls of wind (*windy*), a blue circle (*cold*), a red circle (*hot*)

**Optional:** plastic cups or bowls, two jugs, hot water (e.g. 40 degrees) and cold water (iced if possible), thermometers (for measuring the temperature of liquids) – one for each pair/small group

**Language competences:** The children will be able to talk about the weather.

## Warm-up

**Aim:** to introduce the topic

- Look out of the window and say, e.g. *Look out of the window! It's sunny. It's hot.* Draw a symbol on the board (e.g. the sun/ an umbrella and raindrops) and use mime to show the meaning of the words. Tell the children in L1 that they are going to learn to talk about the weather in English.

## Presentation

-  **CD2 39**  **PB p64** Listen and point. Say the words.

**Aim:** to present weather adjectives

- Point to the characters on PB page 64 and say *Look! They're flying in a balloon!* Point to the different areas on the island and explain in L1 that there are different kinds of weather on the island, and the animals are talking about them. Play the first section of the audio.
- Point to the numbered places on the island and say *Listen and point.* Play the rest of the audio. The children point. Confirm the meaning of each word in L1.
- Say *Say the words.* Play the audio again. The children point and say.

Audio script page T99

## Practice

- Hold up the weather flashcards in turn, confirm the meaning in L1 and say the words. The children repeat.
- Say *It's cold* and mime trying to keep yourself warm (stamp feet and blow on hands). The children repeat the sentence and the mime. Do the same for *It's hot and sunny* (put on sunglasses and fan yourself with one hand), *It's snowy* (put on boots, a hat and gloves), *It's rainy* (put up an umbrella) and *It's windy* (hold onto an imaginary hat and sway from side to side). Practise the mimes. Then say a sentence. The children do the correct mime.

-  **AB p64** Look and match. Say the weather.

**Aim:** to practise weather adjectives and pencil control

- Point at the weather symbols at the bottom of AB page 64. Say, e.g. *It's windy.* The children point to the correct symbol. Repeat for each of the symbols.
- Point to the picture of the sunny day and the example match line. Say *It's ...* The children say *Sunny.* They trace over the line. Say *Look and match.* The children complete the activity individually. Circulate and help. Check by eliciting sentences about each picture.

- Point at the pictures and say the sentences again (*It's snowy, It's windy, It's cold* for the picture on the left and *It's rainy, It's sunny, It's hot* for the picture on the right). The children point and repeat.

## Extension activity

**Aim:** to practise *hot* and *cold* and do a science experiment

- Divide the class into pairs/small groups. Give each pair/group two plastic cups or bowls and a thermometer. Talk briefly in L1 about how to use a thermometer and what it measures. Point to the top of the thermometer scale and say *It's ...* The children say *Hot.* Point to the bottom of the thermometer and elicit *Cold.* Pour cold water into one of the cups for each pair. They put their thermometer in the cup and wait for a minute. Ask each pair to make a sentence (*It's cold*). Pour hot water into the other cups and repeat. The children say *It's hot.*

## Ending the lesson

**Aim:** to practise weather adjectives

- Show the large weather symbols (or the weather flashcards). The children say a sentence for each (e.g. *It's hot* for the red circle). Put the symbols on the floor, spread out around the space. Play the music. The children dance around. Pause the music and say a sentence, e.g. *It's rainy.* The children run to the correct symbol. Start the music again. Continue in this way, practising all the weather adjectives. You can make the game competitive: the last child to reach the symbol each time is out. Children who are out help you judge the game.

## Aims

- to present *Is it (sunny)?*; to practise weather adjectives; to say a chant

**New language:** *today, Is it (sunny)?*

**Recycled language:** *rainy, windy, cold, snowy, hot, sunny, It's ... and ..., Yes, it is/No, it isn't*

**Materials:** CD 2, flashcards (weather), the puppet (Polly), coloured pencils or crayons

**Optional:** materials to make a raindrop picture for half of the class (blue paper/card with raindrop shapes on it, scissors, liquid glue, blue or silver glitter) and materials to make a kite picture for half of the class (coloured paper/card with diamond shapes on it, scissors, coloured ribbons/strips of paper, glue), white and blue display paper

**Language competences:** The children will be able to ask about the weather with *Is it ...?* They will be able to join in with a chant.

## Warm-up

**Aim:** to review describing the weather

- Review the weather adjectives with the flashcards.
- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) with the weather words.

## Presentation

  **Listen and match. Chant.**

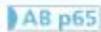
**Aim:** to present *Is it (sunny)?* and *today*, review weather words and say a chant

- Point to the pictures at the bottom of PB page 65 from left to right. The children say *It's sunny, It's cold, It's snowy, It's hot*.
- Say *Listen and match*. Point to the example matching line. Play the chant. The children listen and match the weather symbols and hats to the correct picture by drawing lines. Check answers. Confirm the meaning of *today*. Point to the window and ask, e.g. *Is it rainy today?*
- Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in.

Audio script page T99

## Practice

- Play the chant. Stamp your feet and look cold during the first half and mime patting snow on a snowman (like the children in the first picture). Wipe your brow and look hot during the second half and mime building a sandcastle (like the children in the second picture). The children copy.

  **Look and trace. Say the sentences.**

**Aim:** to practise *Is it sunny?* and pencil control

- Point to the picture of the sun on AB page 65. Ask *Is it rainy?* The children say *No* or *No, it isn't*. Ask the same question with *windy* and *snowy*. Then say *No, it isn't. It's ...* Elicit *Sunny*. Say *Look and trace*. The children trace around the outside of the sun. They practise asking and answering *Is it sunny?* Yes, *it is* in pairs. Circulate and check/help.

## Extension activity

**Aim:** to practise weather adjectives and make pictures

- Over the next two lessons, help the children to make a weather picture for each adjective. Together these will make a display you can use to review the weather at the beginning of each lesson.
- Make two groups. The first group makes a rainy picture – they cut out a raindrop shape each and put a line of glue around the edge. They shake silver or blue glitter over the glue and wait for it to dry. The children help you arrange the raindrops on a piece of white display paper. Draw a cloud at the top and add the title *It's rainy*.
- The second group makes a windy picture – they cut out the kite shapes and draw lines between the four tips of their kite. They stick ribbons or coloured strips of paper to the bottom of their kite. The children help you arrange the kites on a piece of blue display paper. Draw some swirly lines to show the wind blowing and add the title *It's windy*.

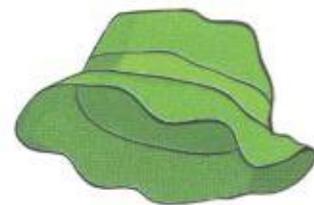
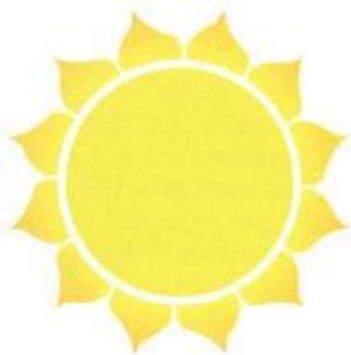
## Ending the lesson

**Aim:** to practise the chant

- Divide the class into two groups. Play the chant (CD 2, Track 40). One group joins in with the questions, the other with the answers. Then they swap over.

2 CD2  
40

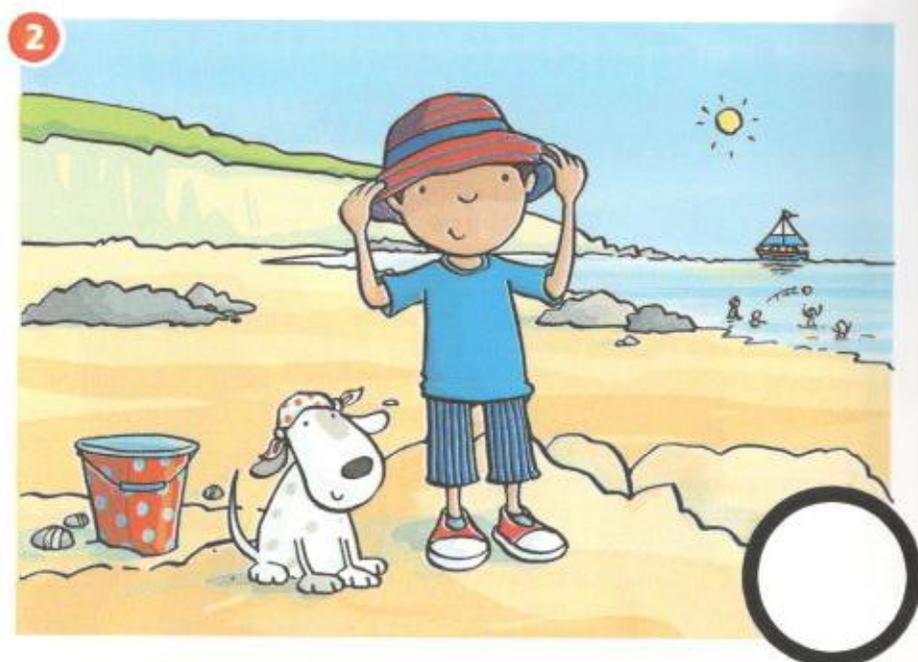
Listen and match. Chant.



Family fun!

Is it (hot / cold / sunny / snowy)?

Listen and act. Listen and colour.



## Aims

- to present and practise *It's a hot and sunny day, Phew, Put your hat on, Eat an ice cream, The sea*; to practise following instructions

**New language:** *It's a hot and sunny day, Phew, Put your hat on, Eat an ice cream, The sea*

**Recycled language:** weather adjectives, *Yum, Oh no*, instructions

**Materials:** CD 2, flashcards (weather), Yes/No cards, coloured pencils or crayons, a raincoat and/or an umbrella, a sun hat and/or sunglasses, a woolly hat and/or scarf, a kite

**Optional:** materials to make a snowflake picture for half of the class (white paper circles, scissors, glue, silver glitter) and materials to make a sun picture for half of the class (yellow paper circles, strips of yellow paper for rays, pencils, scissors, glue, gold glitter), grey and blue display paper

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

## Warm-up

**Aim:** to review *Is it (sunny) today?*

- Review the weather adjectives using the flashcards.
- Give out the Yes/No cards. Ask a question about today's weather (to elicit *No*), e.g. *Is it rainy today?* The children show their No card. Ask using all the weather words. Leave the Yes question(s) until last. Make a sentence about the weather today for the children to repeat (e.g. *It's windy and cold*).

## Presentation

3 CD2  
41

PB p66 Listen and act.

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

- Point to the first picture on PB page 66. The children say *It's hot and sunny*. Say Yes. *It's a hot and sunny day*. Use the picture to teach sea. Play the audio and teach the following mimes. For the first line, mime wiping your brow. For the second, mime putting on a sun hat. For the third, mime eating an ice cream. For the last line, mime running away from the sea.

- Play the audio again without pausing, doing the actions with the children. Repeat several times.

Audio script page T99

## Practice

3 CD2  
42

PB p66 Listen and colour.

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

- Say *Listen and colour*. Play the first line of the audio and point to the dot next to picture 3. Then play the rest of the audio, pausing for children to colour the dot each time. Point to each picture and elicit the colour and the sentence.

Audio script page T99

3 CD2  
43

AB p66 Listen and circle.

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

- Point to the first picture on page 66 and say/ elicit *It's a hot and sunny day. Phew!* Point to the second picture. Say/Elicit *Put your hat on*.
- Say *Listen and circle. It's a hot and sunny day or Put your hat on?* Play the audio. The children point at the correct answer. They draw a circle

around the second picture. Circulate and elicit *Put your hat on* from individual children.

- Repeat for the second row of pictures.

Audio script page T100

## Extension activity

**Aim:** to practise weather adjectives and make pictures

- The children make weather pictures for *snowy* and *sunny*. Together with the pictures from the previous lesson, these make a display for reviewing the weather.
- Make two groups. Each child in the first group folds their white paper circle, cuts out a snowflake and decorates it with silver glitter. The children help you arrange the snowflakes on grey display paper. Draw a cloud at the top and add the title *It's snowy*.
- The second group draws a smiley face on their yellow paper circles, glues on rays and decorates them with gold glitter. The children help you arrange the suns on blue display paper. Add the title *It's sunny*.

## Ending the lesson

**Aim:** to practise language from the lesson

- The children stand in a circle. In the middle, place items for different weather (e.g. a raincoat and/or an umbrella, a sun hat and/or sunglasses, a woolly hat and/or scarf and a kite). Choose a volunteer. Say, e.g. *Franklin, it's rainy*. The child picks up/puts on the correct item of clothing and mimes (e.g. jumping in puddles). Then the volunteer takes off the clothes and chooses someone else. He/She says, e.g. *Alvaro, it's hot and sunny*. The child now in the centre picks up/ puts on the correct item and mimes.

## Aims

- to review the weather; to present *What's the weather like (today)?*; to sing a song

**New language:** *What's the weather like (today)?, Let's go and play*

**Recycled language:** weather adjectives, *It's (hot) and (sunny) today, Put on your (boots), Is it (snowy)? Yes, it is/No, it isn't*

**Materials:** CD 2, flashcards (weather), the puppet (Polly), the weather poster (see pages T65 and T66, Extension activities), a large red paper circle, a large blue paper circle.

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

## Warm-up

**Aim:** to respond to *What's the weather like today?* and review the weather

- If you made the weather pictures (see pages T65 and T66, Extension activities), put these together to make one poster. Below the poster stick a large red circle and a large blue circle. On the red circle write *It's hot* and on the blue circle write *It's cold*. Point to each part of the poster and ask *What's the weather like?* The children say, e.g. *It's rainy*.
- Point to the window and ask *What's the weather like today?* Point to each section and ask, e.g. *Is it sunny?* Encourage the children to reply *Yes, it is* or *No, it isn't*.
- If you don't have a weather poster, stick the flashcards on the board and ask questions.

## Presentation

 **CD2** **44-45** **PB p67** Listen and sing.

**Aim:** to practise asking about the weather and sing a song

- Point to the first picture on PB page 67 and ask *What's the weather like?* The children say *It's hot and sunny*. Elicit known items (e.g. *park, roundabout, trees, flowers, rabbit, shoes and T-shirt*). Do the same for the second picture (elicit *It's cold and snowy, hat and boots*).

- Play the song. The children listen and point to the pictures.
- Play the song again, pausing to teach each line. You can also use the karaoke version. Play the whole song for the children to join in.

Audio script page T100

## Practice

 **CD2** **46** **AB p67** Listen again. Trace and match.

**Aim:** to practise listening and pencil control

- Point to the items at the bottom of the page. The children say the words. Say *Trace*. The children trace around the items. Circulate and ask individuals *What's this?/What are these?* Say *Listen and match*. Point to the example line from the T-shirt. Play the song. The children draw lines to match the T-shirt and sun to the sunny picture and the boots and the tree to the snowy picture.
- Circulate and check. Ask the children *What's the weather like?* for each picture. They can also practise asking and answering this question in pairs, according to ability.

Audio script page T100

## Extension activity

**Aim:** to practise *What's the weather like?*

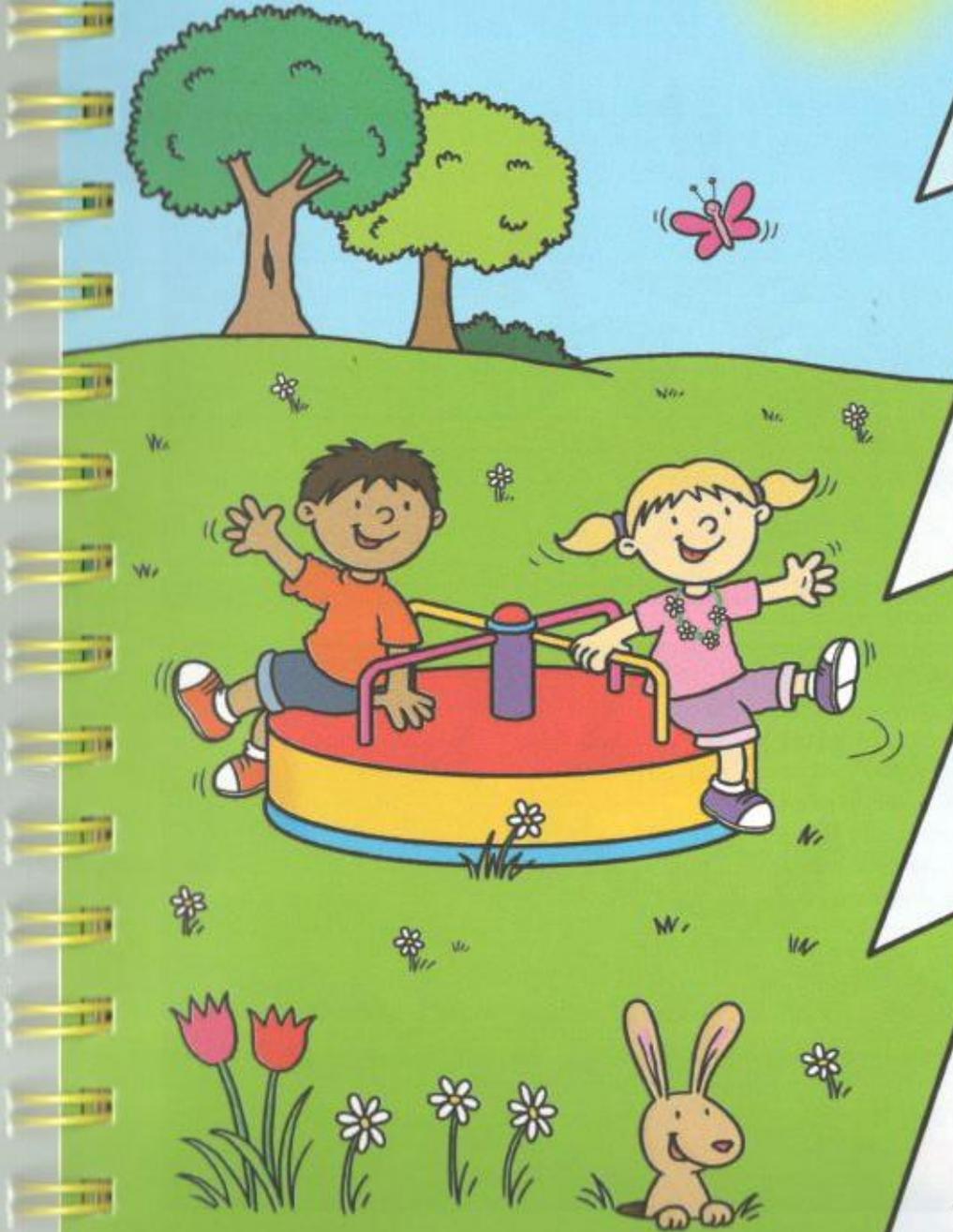
- If possible, clear a space in your classroom or move to an empty classroom.
- Show the weather flashcards in turn, asking *What's the weather like?* The children say a sentence for each one, e.g. *It's windy*.
- Practise the mime for each type of weather (see page T64, Practice): *It's cold* = stamp feet and blow on hands; *It's sunny* = put on sunglasses; *It's hot* = fan yourself; *It's snowy* = put on boots, a hat and gloves; *It's rainy* = put up an umbrella and *It's windy* = hold onto an imaginary hat and sway from side to side. Say a sentence. The children do the correct mime/action.
- Put on the puppet. Ask Polly *What's the weather like today?* She says, e.g. *It's rainy*. The children do the correct mime. Tell the children that when they hear *Let's go and play*, they need to run/jump around. Continue in this way, encouraging the children to join in when you ask *What's the weather like today?* Whenever Polly answers *It's sunny*, add *Let's go and play!* The children run around.

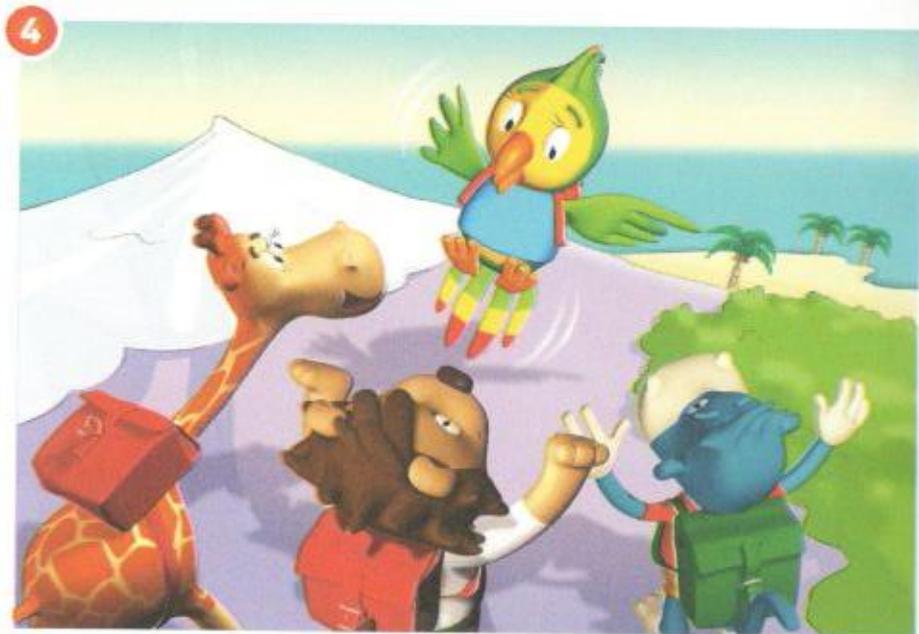
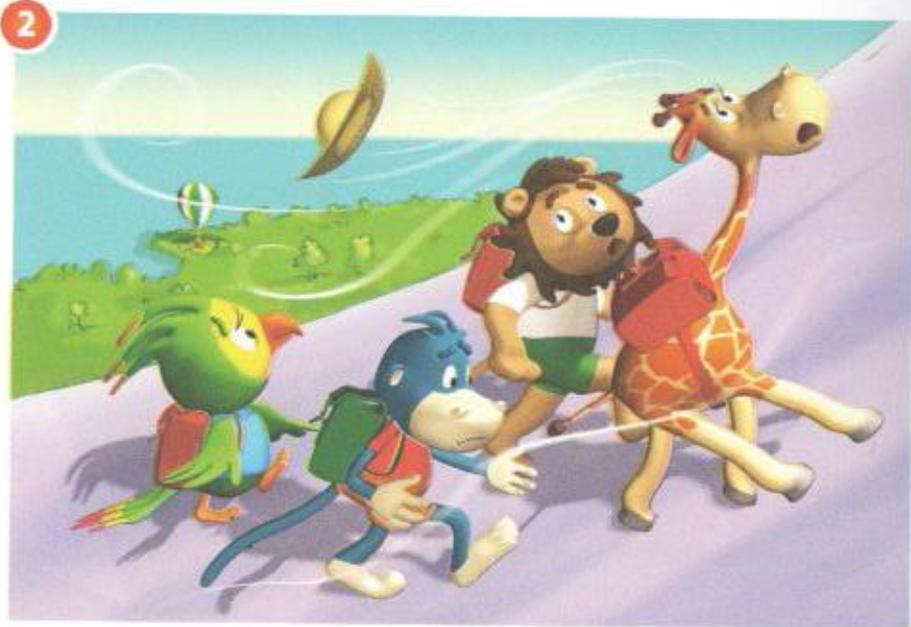
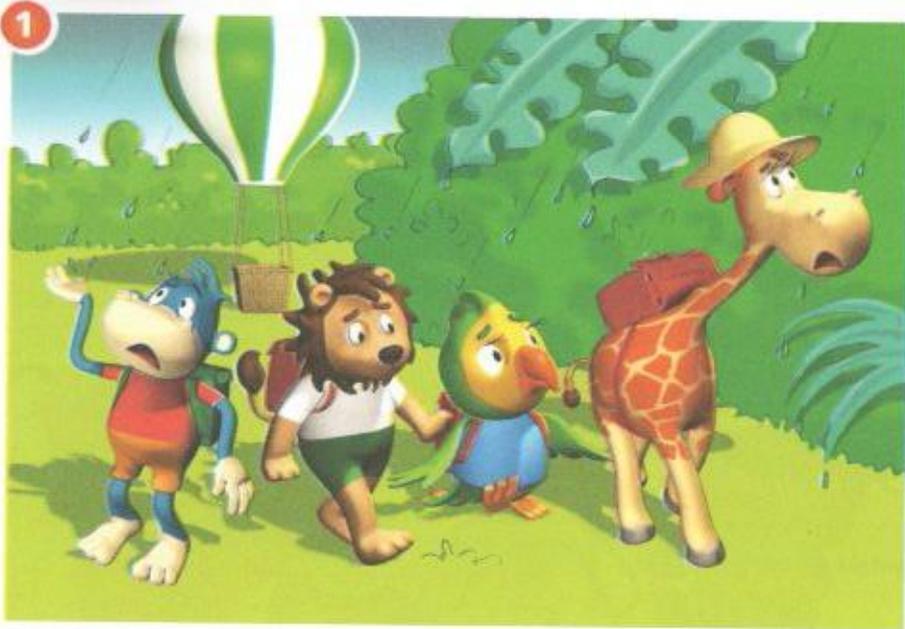
## Ending the lesson

**Aim:** to practise the song

- Divide the class into two groups – boys and girls. Play the song (CD 2, Track 44). The girls join in with the girl's lines and the boys join in with the boy's lines. They also mime putting on T-shirts for the first section and boots for the second section.

Listen and sing.





## Aims

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

**New language:** *island, my clothes*

**Recycled language:** language from the song and earlier units, weather adjectives, *Oh no, It's (rainy), My hat, Wow, Look, Is it sunny? Yes, it is*

**Materials:** CD 2, a picture of an island, flashcards (weather) or weather poster

**Optional:** flashcards (weather, colours, jungle animals and fruits and vegetables)

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

## Warm-up

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

- Use the weather poster or the flashcards to ask about the weather today (see page T67, Warm-up).
- Play the unit song (CD 2, Track 45). The children join in and mime putting on T-shirts for the first section and boots for the second section.

## Presentation

5 CD2  
47

▶ PB pp68–69 **Story: The island**

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

- Point to the hot air balloon in the first picture on PB page 68 and remind the children that the animals were flying over an island at the beginning of the unit. Use the picture on PB page 64 or a picture of an island to teach *island*. Explain in L1 that they have now landed and they are exploring the different areas.
- Point to each picture of the story and ask *What's the weather like?* The children say, e.g. *It's rainy*.
- Play the audio. 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. Point to picture 1 and ask what Mike says and why 'My clothes', *because he's wet*. Point to

picture 2 and ask what Gina says and why ('My hat', *because it's windy*). Ask how they feel at the end (*happy*) and why (*it's hot and sunny*).

Audio script page T100

## Practice

5 CD2  
48

▶ AB p68 **Listen and colour the correct circles.**

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

- Point to each picture on AB page 68 and ask *Who's this?* The children say the name. Say *Listen and colour the correct circles*. Remind the children that they have to colour one of the circles, depending on who speaks. Play the audio for number 1. Confirm the answer (Gina).
- Play the audio again. Check the children's work as they colour in the circle.
- Point at the second row of pictures and say *Listen and colour the correct circles*. Play the audio. The children colour the circle next to Leo.
- Play the whole audio again. The children repeat the lines.

Audio script page T100

## Extension activity

**Aim:** to practise colours, animals, fruit/vegetables, *Do you like ...?* and short answers

- If possible, move your class into the school gym or an empty classroom.
- Divide the class into two teams. The teams stand at one end of the space, with one child at the front. This child is the runner. Put the flashcards on the floor at the other end of the space.
- Choose a volunteer. Explain that he/she needs to look at the flashcards and ask you a *Do you like ...?* question about one, e.g. *Do you like red?* Answer *No, I don't*. For the weather, help the children to ask, e.g. *Do you like rainy days?*
- Repeat with several children. Then answer *Yes, I do* to a question. As soon as they hear *Yes, I do*, the runners from the teams have to run and pick up the correct flashcard. Whoever finds the flashcard first wins a point. The runners then go to the back and the two children at the front become the runners for the next round.
- Continue in this way, choosing volunteers to ask you *Do you like ...?* about the weather, colours, animals and foods. The team with the most points wins.

## Ending the lesson

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

- Say a line from the story, e.g. *Oh no! It's rainy!* Pretend you have got wet, touch your clothes and say/elicite *My clothes!* The children repeat the lines and the mimes. Do the same for *It's windy/My hat* and *It's snowy/And it's cold*. Practise several times – you say the first half and the children respond.

## Aims

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

**Recycled language:** weather adjectives, clothes, language from the story

**Materials:** CD 2, Unit 8 stickers (T-shirt and sun), flashcards (weather), the weather poster, the puppet (Polly), a large T-shirt, a pair of trousers, a sun hat, a woolly hat and scarf, a kite

**Optional:** character masks, a hat, four pairs of sunglasses

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

## Warm-up

**Aim:** to review weather adjectives, clothes and *What's the weather like?*

- Use the weather poster or the flashcards to ask about the weather today (see page T67, Warm-up) and review all the weather adjectives.
- Put on the puppet. Play *No, Polly!* (see Introduction, page xvii). Polly points at one kind of weather on the poster/flashcards and makes an incorrect sentence, e.g. (pointing at *rainy*) *It's sunny*. The children say *No, Polly* and correct her. Polly can also make mistakes about clothes, e.g. *It's hot and sunny. Let's put on our boots!*

## Practice



**PB pp68–69** Story: The island

**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 what's happening.
- Help children find the stickers for Unit 8 at the back of the PB. Say *T-shirt*. The children point to the correct sticker on the sheet. Repeat for *Sun*.
- Point to the picture on PB page 69. Say *Where's Polly's T-shirt?* 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 T100

## Story values **PB pp68–69**

**Aim:** to think about the meaning of the story: *be prepared*

- Play the story again. The children listen and point. Pause after picture 1 and ask why the animals have got wet (they don't have an umbrella). Pause after picture 2 and ask who is wearing the wrong thing and why (Gina – her hat isn't the right thing to wear on a windy day). Pause after picture 3 and ask why the animals are cold (they aren't wearing the right clothes for snowy weather). Ask what the animals need on the beach at the end of the story (sunglasses, hats, sun cream, water, etc.).
- Talk about how important it is to be prepared and take the right clothes/equipment for different places/weather. Ask the children what they wear to come to school on a rainy day/sunny day/cold day.



**AB p69** Complete the faces (☺ or ☹).

Colour the pictures.

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

- Tell the children in L1 *Look at the pictures and think. Good idea?* Point to the faces and explain in L1 that if they think the picture shows people

who are prepared for the weather, they draw a happy face and if the picture shows people who aren't prepared, they draw a sad face. The children draw a sad face for the first picture and a happy face for the second 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 put on the character masks. The child playing Gina puts on a hat. Give a pair of sunglasses to each child, if possible. Play the story. The children act out the story along with the audio (they react to the different weather and then all sit/lie down at the end and put their sunglasses on). Help as necessary. Encourage the volunteers to join in with the CD (CD 2, Track 49).
- Invite another group of four children to come to the front and act.

## Ending the lesson

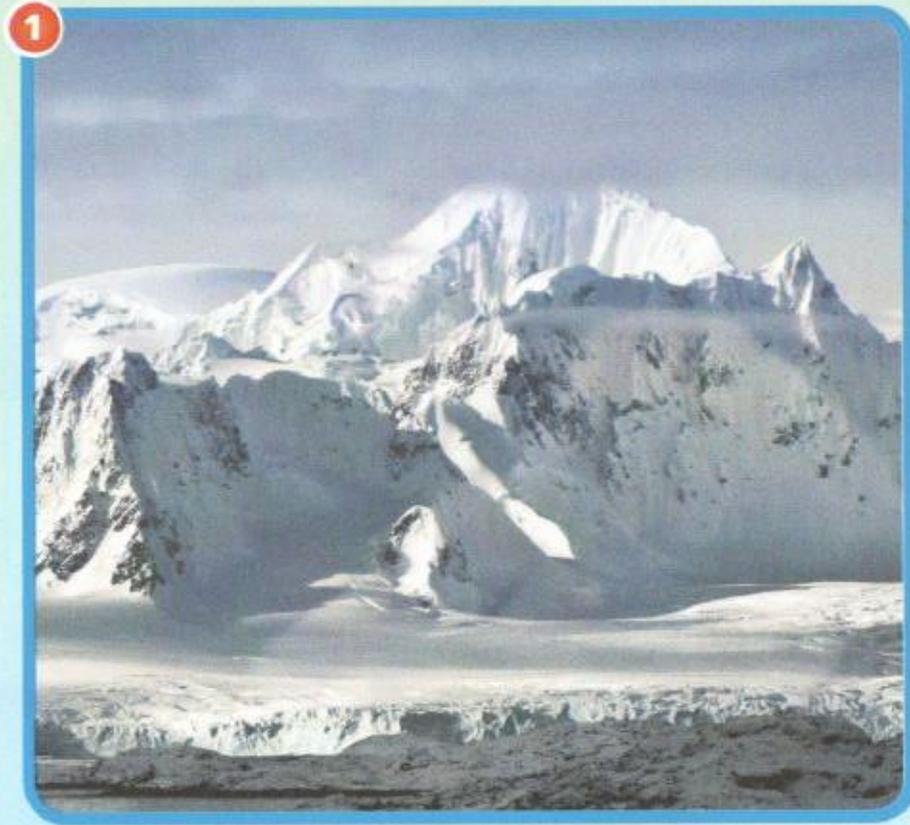
**Aim:** to apply the values of the story

- Put the clothes and the kite at the front. Put on/pick up one of the items (e.g. the sun hat) and say *I'm ready! What's the weather like?* The children say *It's sunny/hot*. Repeat for the other items. Call volunteers to the front of the class to choose items and ask *What's the weather like?*



# Weather and geography

6 <sup>CD2</sup><sub>49</sub> Listen and point. Circle and say the words.



## Aims

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

**New language:** *the North Pole, Australia, rainbow*

**Recycled language:** language from the unit, colours

**Materials:** CD 2, flashcards (weather), the weather poster, a globe or world map, a prepared example of a weather dial (like on AB page 70), materials for the project: glue, scissors, a paper fastener, a blue paper circle glued onto cardboard, a pre-cut black arrow, two grey paper strips (to separate the circle into four parts), a yellow paper sun, a grey paper cloud with raindrops, a white paper snowflake, a piece of paper shaped like an inside-out umbrella

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

**Language competences:** The children will be able to talk about the weather in different places in the world.

## Warm-up

**Aim:** to introduce the topic of different climates and present *the North Pole and Australia*

- Show the globe or world map. Point to the North Pole and explain what this part of the world is called (in L1 and English). Ask the children what they think the weather is like there. Point to Australia, say the name of the country and ask if anyone has heard of it before. Ask if children think the weather is the same in Australia and the North Pole.

## Presentation

 **CD 2**  **PB p70** Listen and point. Circle and say the words.

**Aim:** to present the idea of different climates, review weather and practise pencil control

- Ask the children to look at PB page 70. Play the audio. The children listen and point to the photographs.
- Point to the first photograph and then each of the two pictures below it. Ask *Good idea? Is he/she ready?* Show the children how to circle

the picture of the girl wearing winter clothes. Circulate and elicit *It's cold and snowy, boots and hats* from individuals. Do the same for the second photograph or let the children choose and circle the correct picture individually, depending on ability.

Audio script page T100

## Practice

- Explain briefly in L1 that the photographs show the two places at the same time (there is different weather in different parts of the world). Ask if the children know the names of any more countries in L1. Ask what kind of weather you have in your country in the different seasons of the year.

 **AB p70** Make a weather dial.

**Aim:** to take part in a craft activity and practise talking about the weather

- Show the pictures on AB page 70. Explain in L1 that the children are going to make a dial which they can use to show different kinds of weather. Show the weather dial you have already made.
- Hand out the materials and make the weather dial step by step with the class. First the children glue on the grey strips, then they attach

the arrow to the centre of the circle using the paper fastener. They stick the weather symbols on each quarter of the circle.

- The children have their weather dials ready. Say *Listen and show me the weather*. Say, e.g. *It's rainy*. The children move their dial to the correct picture. They all hold up their dials so you can check. Repeat with different sentences.

## Extension activity

**Aim:** to review colours and talk about rainbows

- If possible, move your class into the playground, school gym or an empty classroom.
- Draw a rainbow on the board or show a picture of a rainbow. Elicit/Present the word *rainbow*. Ask the children *What's the weather like for a rainbow?* The children say *It's sunny and it's rainy*.
- Work together to create a giant rainbow using the scarves/strips of paper. Make sure the colours are in the correct order (red, orange, yellow, green, blue) and chant the colours with the children. Take a photograph of the finished rainbow.

## Ending the lesson

**Aim:** to practise *What's the weather like (today)?*

- Make pairs. The children practise asking and answering *What's the weather like?* with their weather dials. Child A asks the questions. Child B moves the arrow to a weather type (e.g. the picture of the inside-out umbrella) and says, e.g. *It's windy*.

## Aims

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

**Recycled language:** instructions, weather adjectives, *What's the weather like (today)? It's ..., Is it ...? Yes, it is/No, it isn't*

**Materials:** CD 2, flashcards (weather), weather poster and dials, a picture of someone dressed for polar exploration (boots, hat, trousers), a picture of someone dressed for hot weather (shorts, T-shirt, sun hat), coloured pencils or crayons

**Optional:** CD of lively music

**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 language from the unit

- Show the weather poster or the flashcards and ask *What's the weather like today? Is it sunny? Is it rainy?* Alternatively, ask the children to show you the weather with the dials they made in the previous lesson.
- Show a picture of someone dressed for polar exploration and ask *The North Pole or Australia?* Elicit known items the person is wearing (ask *What's this?*), e.g. *boots, hat, trousers*. Repeat with a picture of someone dressed for hot weather.

## Revision

- 7 Think!** PB p71 **What's next? Match and say the words.**

### Thinking skills: Sequencing

- Point to the first row of symbols on PB page 71. Say each weather adjective from left to right. The children watch and listen. Repeat with the children copying you. Then point to the three symbols on the right. Ask in L1 *Which comes next?* Trace the example line with your finger. Read out the adjectives 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 matching line (or let the children complete the activity individually, depending on ability).
- The children can then practise saying the weather words 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, shape or number.

- 8** AB p71 **Say the weather. 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 language from the unit, listening and responding physically

- If possible, move your class into the school gym or an empty classroom.
- Play the traditional party game *Musical statues*. Say *Dance!* Put on the CD of lively music. The children dance. When you stop the music, they freeze like statues. Describe a type of weather, e.g. *It's cold and snowy* as you start the music again. The children mime walking or playing in snow, stamping their feet to keep warm, until you pause the music. They stand like statues. The game continues in this way. As the children gain confidence, add other known instructions, e.g. *Shake hands* (the children shake hands with a partner), *Wave your arms*, *Stamp your feet*, *Walk through the jungle*, *It's a bull – run* and *Eat an ice cream*.
- You can make the game competitive by telling the children who move in the 'statue' phase that they are 'out' (they stand to one side and help you judge the game).

## Ending the lesson

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

- Play the children's favourite game from the unit or sing the unit song (CD 2, Track 44).

## Phonics

- See page T87 for Unit 8 Phonics.

**7** **Think!** What's next? Match and say the words.

1



2



3



1 CD2  
51

Listen and point. Say the words.

1

2

3

4

5

6

**Aims**

- to present and practise words for things in the countryside

**New language:** tree, leaves, frog, grass, flower, bee

**Recycled language:** numbers 1 to 6, colours, Look, and, I like ..., It's on the ..., Oh no

**Materials:** CD 2, photographs of the countryside in your country (e.g. forests, lakes, mountains), flashcards (countryside), a piece of paper for each child with a horizon line drawn across it and some lines on the bottom to represent tufts of grass, coloured pencils or crayons

**Optional:** different coloured T-shirts/vests: green for three fifths of the class, a bright colour (e.g. orange) for a fifth of the class, yellow for a fifth of the class

**Language competences:** The children will be able to name things in the countryside.

**Warm-up**

**Aim:** to introduce the topic

- Show photographs of the countryside (if possible, in your country/near your town). Say, e.g. *Look! It's (name of place), I like (name of place), Do you like it?* Ask in L1 if they have visited these places.
- If you don't have photographs, stick the countryside flashcards on the board (without teaching the words). Ask in L1 *Where do we find these things?* Elicit *Outside/In the countryside.*

**Presentation**

**1** CD 2 51 PB p72 Listen and point. Say the words.

**Aim:** to present countryside words

- Point to the characters on PB page 72 and say *Look! They're walking!* Ask how the animals are feeling (happy). Explain that they are going to find some nice things in the country.
- Say *Listen.* Play the audio. The children just listen.
- Point to the numbered pictures and say *Listen and point.* Play the audio. The children point. Play the audio again. The children point and say.

Audio script page T100

**Practice**

- Hold up the countryside flashcards in turn and say the words. The children repeat.
- The children stand up. Say *Show me a tree* and stand as tall as you can, reaching your arms up and out. The children copy you. Say *Show me your leaves!* Keep stretching up and wiggle your fingers as if they were the leaves: Say *Show me a frog!* Crouch down and then jump like a frog. The children copy your mime. Do the same for *grass* (while crouched, spread your hands out as if stroking grass), *flower* (cup both hands together with the fingers outstretched to make a flower) and *bee* (flap your hands close together and make a buzzing noise). Say a word. The children do the correct mime.

**1** AB p72 What's next? Match and say the words.

**Aim:** to practise countryside words and sequencing

- Point to the first row of pictures on AB page 72. The children say each word with you from left to right. Point to the three pictures on the right. Ask *What's next?* Trace the beginning of the example line with your finger. The children carry the line on to the picture of the flowers. Read out the words again, including the answer.

- Repeat the process for rows 2 and 3, helping the children find the answer each time.

**Extension activity**

**Aim:** to practise countryside words

- Divide the class into five groups. Give green T-shirts/vests to three groups, brightly coloured T-shirts/vests to one group and yellow T-shirts/vests to the last group. Name each group – one group wearing green are trees, one group are grass, the rest of those wearing green are frogs, the children wearing bright colours are flowers and the children wearing yellow are bees. Tell the grass group *Go to sleep!* They lie on the floor to make the grass. The trees stand behind them and stretch their hands up. The frogs jump around making frog noises. The flowers stand and wave their arms like petals. The bees buzz around.
- Give instructions, e.g. *It's windy. Grass! Move your arms and legs; Trees! Wave your leaves; Flowers! Wave your hands; Frogs! Let's jump; Bees! Fly to the flowers.*

**Ending the lesson**

**Aim:** to practise countryside words, listening and counting

- Give each child a piece of paper with a horizon line and grass on it. Say *Look! It's the countryside. Let's draw and colour. Listen.* Say, e.g. *Colour the grass green.* Point to the correct part of the picture. Then say, e.g. *Draw two frogs on the grass, Draw three trees, Draw leaves on the trees, Draw five purple flowers, Draw four bees on the flowers.* Pause after each instruction for the children to draw. Circulate and help.

## Aims

- to present *The (bee) is/isn't (big). It's (small)*; to practise countryside words; to say a chant

**New language:** *The swing's fun, In our park*

**Recycled language:** countryside words, *Look, It's a ...*

**Materials:** CD 2, flashcards (countryside), the puppet (Polly), coloured pencils or crayons

**Optional:** photographs of known big animals/things (elephant, rhino, tree, crocodile, bookcase, door, fire engine, ambulance) and small animals/things (spider, frog, bee, flower, crayon, pencil, tomatoes, strawberries), display paper, glue or flashcards of elephant and spider

**Language competences:** The children will be able to make sentences with *is/isn't*. They will be able to join in with a chant.

## Warm-up

**Aim:** to review countryside words and *big/small*

- Review the countryside words with the flashcards. Show the tree flashcard and ask *Is it small?* Elicit *No. It's big*. Repeat with the flower flashcard and *Is it big?*
- Put on the puppet (Polly). Repeat the mime game from the previous lesson (see page T72, Practice). This time Polly gives the instructions. Include *big* and *small* (e.g. *Show me a big tree, Show me a small bee*). Make Polly fly around and land on the tree branches, saying, e.g. *I like this big tree!*

## Presentation

  **Listen and circle. Chant.**

**Aim:** to present *The (bee) is/isn't (big). It's (small)*, practise pencil control and say a chant

- Say, *Point to the big bee*. The children point to the correct picture. Repeat for the small bee, the big tree and the small tree.
- Point to the two bee pictures and say *Listen and circle*. Play the first four lines of the chant. The children listen and circle the correct picture. Check answers (the children circle the small bee). Say *The bee isn't big. It's ...* The children say

*Small*. Play the rest of the chant. The children circle the big tree. Say *The tree isn't small. It's ...* The children say *Big*.

- Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in.

Audio script page T100

## Practice

- Play the chant. Teach actions as follows:  
*Buzz! It's a bee* = Flap your hands quickly at shoulder height, like a bee.  
*The bee isn't big* = Shake your head.  
*... it's small* = Hold up your thumb and index finger to show small.  
*Look! It's a tree* = Stand up tall and hold your arms up like branches.  
*The tree isn't small* = Wave your index finger or shake your head.  
*... it's big* = Hold your arms as far apart as possible to show big.

  **Listen and trace. Say the sentences.**

**Aim:** to practise *The (bee) is/isn't (big). It's (small)* and pencil control

- Point to the pictures. The children say the words. Point to the bee and ask *Is it small?* The children say *No (it isn't small). It's big*. Point to the flower

and ask *Is it big?* in the same way. Say *Listen and trace*. Play the first sentence. The children trace the bee. Play the second sentence. The children trace the flower. Play the audio again. The children listen, point and repeat.

Audio script page T100

## Extension activity

**Aim:** to practise *The (bee) is/isn't (big). It's (small)*

- Make a big/small poster with the class. Draw a line down the centre of the display paper. On one side, stick a picture of a small animal/thing and say *Small*. On the other side, stick a photo of a big animal/thing and elicit *Big*. The children choose a photograph and decide which side of the poster to stick it. Encourage them to make a sentence using *big/small*, e.g. *The rhino isn't small. It's big*. They take turns to stick their pictures on the poster. If you have a larger class, divide the children into two or more groups. Each group makes a poster.
- If you don't have photographs to make a poster, stick the elephant flashcard on one wall and the spider flashcard on the opposite wall. The children stand in the centre of the room. Name a known item which is big or small and ask *Is it big or small?* The children run to the correct wall. Elicit a sentence about the thing/animal from one of the children, e.g. *The bookcase/ It's big*.

## Ending the lesson

**Aim:** to practise the chant

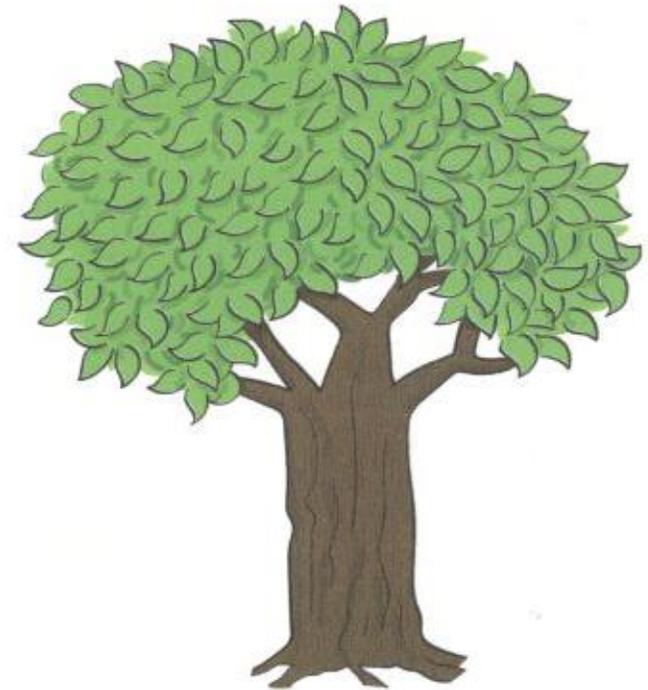
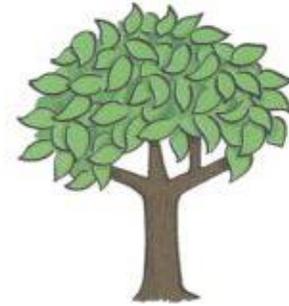
- Play the chant (CD 2, Track 52). The children join in and do the actions (see Practice).

2 <sup>CD2</sup> 52 Listen and circle. Chant.

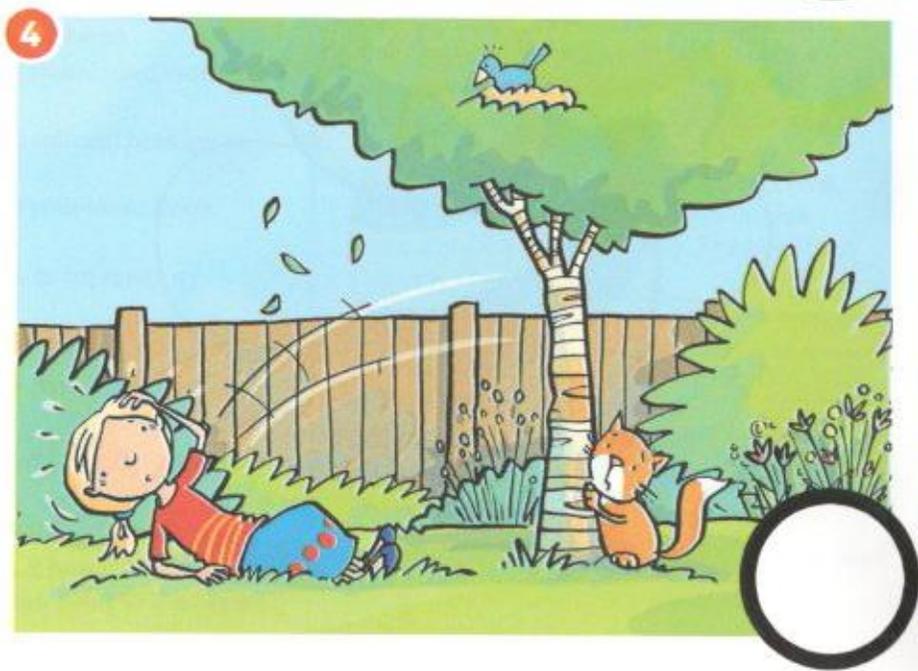
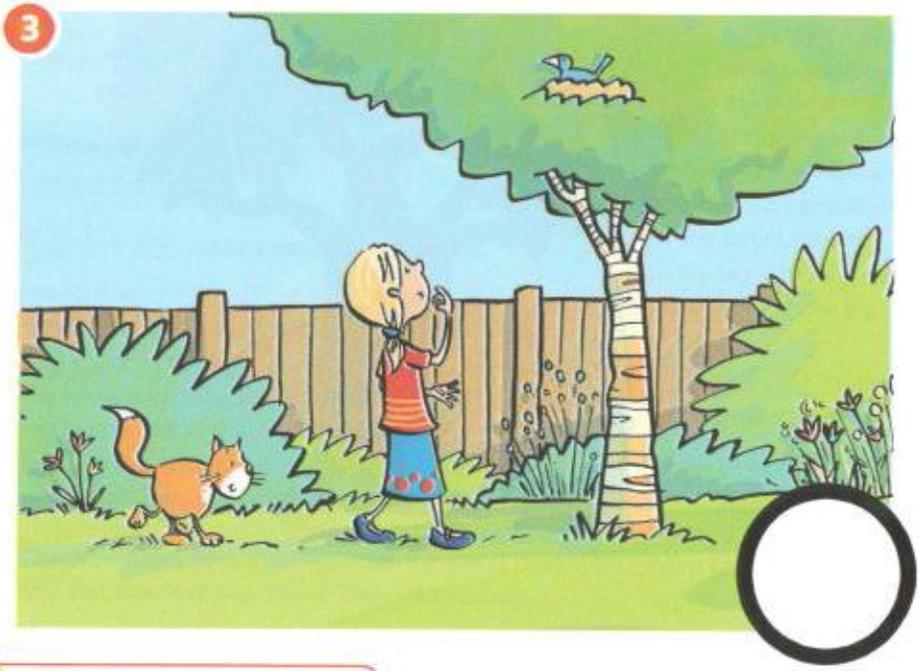
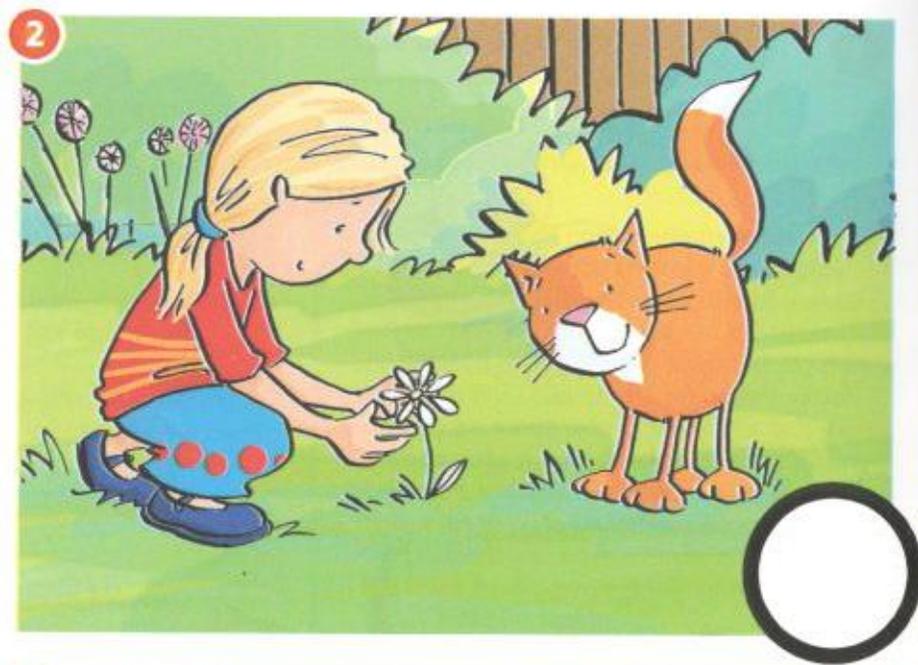
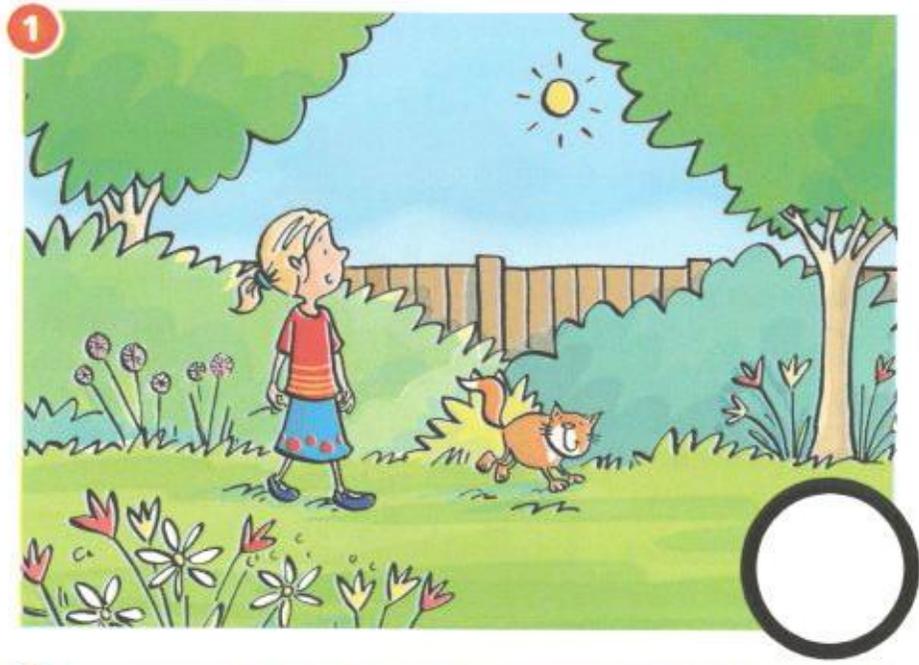
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# Listen and act. Listen and colour.



## Aims

- to present and practise *I'm walking in the garden*; to practise following instructions

**New language:** *I'm walking in the garden*

**Recycled language:** countryside words, *The (bee) is/isn't (big). It's (small), What's the weather like? It's hot and sunny, Look! It's a ..., Ouch, instructions*

**Materials:** CD 2, flashcards (countryside), flashcards (crayon, pencil case, desk, bookcase, elephant, rhino, tiger, spider), Yes/No cards, coloured pencils or crayons

**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 *The (bee) is/isn't (big). It's (small)*

- Stick the following flashcards on the board (in random order): *elephant, rhino, tiger, tree, desk, bookcase, spider, frog, bee, flower, crayon, pencil case*. Point to each picture. The children say the words.
- Give out the Yes/No cards. Point to one of the flashcards and say a false sentence, e.g. point to the tree and say *It's small*. The children show their No card. Elicit a sentence from a volunteer, e.g. *It isn't small. It's big*. Repeat with the rest of the flashcards, mixing true and false sentences.

## Presentation

**3** CD2 54 PB p74 Listen and act.

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

- Point to the first picture on PB page 74 and ask *What's the weather like?* The children say (*It's hot and sunny*). Elicit known items in pictures 1 and 2 (*cat, trees, flowers*).
- Say *Listen and act*. Play the first lines of the audio and mime walking around in a garden (like the girl in the picture). The children copy. Play the next lines and mime bending down

to look at a flower. The children copy. Play the next lines and mime looking up at a bird. The children copy. Play the last lines, and mime walking into a tree by accident (make this as funny as possible). The children copy.

- Play the audio again without pausing, doing the actions with the children. Repeat several times. Then play the audio for the children to do the actions without your help.

Audio script page T100

## Practice

**3** CD2 55 PB p74 Listen and colour.

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

- Say *Listen and colour*. Play the first line of the audio and point to the dot next to picture 4. Then play the rest of the audio, pausing for children to colour the dot each time. Point to each picture and elicit the colour and the sentence.

Audio script page T100

**3** CD2 56 AB p74 Listen and circle.

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

- Point to the first picture on AB page 74 and say/ elicit *I'm walking in the garden*. Point to the second picture. Say/Elicit *Look! It's a bird*.

- Say *Listen and circle. I'm walking in the garden or Look! It's a bird?* Play the audio. The children point at the correct answer. They draw a circle around the second picture. Circulate and elicit *Look! It's a bird* from individual children. Repeat for the second row of pictures.

Audio script page T100

## Extension activity

**Aim:** to practise following instructions and play a traditional party game

- If possible, move your class into the school gym or an empty classroom. Arrange chairs in the centre of the space in two rows back to back. Use enough chairs for all the children. Say *Look! These are the trees*. Point to the children and say *You are the birds!*
- 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 *Fly, birds!* The children walk around the outside of the chairs, flapping their arms like wings. Stop the music and say *Sit down birds. Sit down in a tree!* The children all sit down. Say *Stand up, birds!* The children stand up and move away from the chairs. Take away one chair. 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 and dances/helps with the music. Repeat, removing a chair each time, until only one remains. The child who sits down on the last chair wins.

## Ending the lesson

**Aim:** to practise language from the lesson

- Put on the puppet. Play *Follow the leader* (see Introduction, page xvii). Include *Show me a frog, Jump, Buzz like a bee, etc.*

## Aims

- to review numbers 1 to 6 and countryside words; to sing a song

**New language:** *Here comes a bee, Now there are (three)*

**Recycled language:** countryside words, numbers 1 to 6, *frog, on, tree, Oh no*

**Materials:** CD 2, a piece of paper for each child, flashcards (countryside), coloured pencils or crayons

**Optional:** paper bags or plates (one per child), green coloured pens, strips of green card (four per child) – two long, two short (for frog's legs), long pink strip of card (one per child), a pair of 'googly' eyes (one per child)

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

## Warm-up

**Aim:** to review numbers 1 to 6 and count forwards and in reverse

- Draw six flowers on the board. Point to each flower in turn from left to right and count aloud with the class. Repeat several times. Call volunteers to point and count.
- Point to flowers from right to left and count in reverse from six to one. Practise with the class and with volunteers, as above.
- Say *There are six flowers*. Erase one flower and say *Now there are ...* The children count and say *Five*. Continue in this way, until there is just one flower left.

## Presentation

 **CD 2**  **PB p75** Listen and sing.

**Aim:** to present *Here comes a bee*, practise counting and sing a song

- Make a buzzing noise as if there is a bee flying around. Look around as if searching for the bee. Say *Listen. What's that?* The children say *A bee*. Say *Yes! Here comes a bee!* Translate into L1. Make the noise louder as if it is getting closer. Pretend to watch it buzzing around and then landing on your arm. Say *Ouch!* Ask in L1 if any of the children have been stung by a bee.

- Point to the frogs on PB page 75. Ask *What are these?* Count the frogs aloud with the class. Say *There are four frogs*. Point to the bee and say *Look! Here comes a ...* The children say *Bee!*
- Play the song. The children listen and point to the pictures.
- Play the song again, pausing to teach each line. Explain that one frog is falling into the pond each time. You can also use the karaoke version. Play the whole song for the children to join in.

Audio script page T100

## Practice

 **CD 2**  **AB p75** Listen again. Trace and colour.

**Aim:** to practise listening and pencil control

- Point to the picture on AB page 75. Say *Count the frogs*. The children point and count the frogs aloud together, from left to right. Say *Point to the bee*. The children point. Say *Listen and trace*. Play the song. The children trace the frogs.
- Play the song again pausing after each verse. Stop and ask in L1 *How many frogs?* The children hold up the correct number of fingers. Repeat for each verse.
- Play the song again while the children colour the picture. Circulate and say *Count the frogs*. Point to their pictures and ask *What colour?*

Audio script page T100

## Extension activity

**Aim:** to practise counting and language from the song and talk about frogs

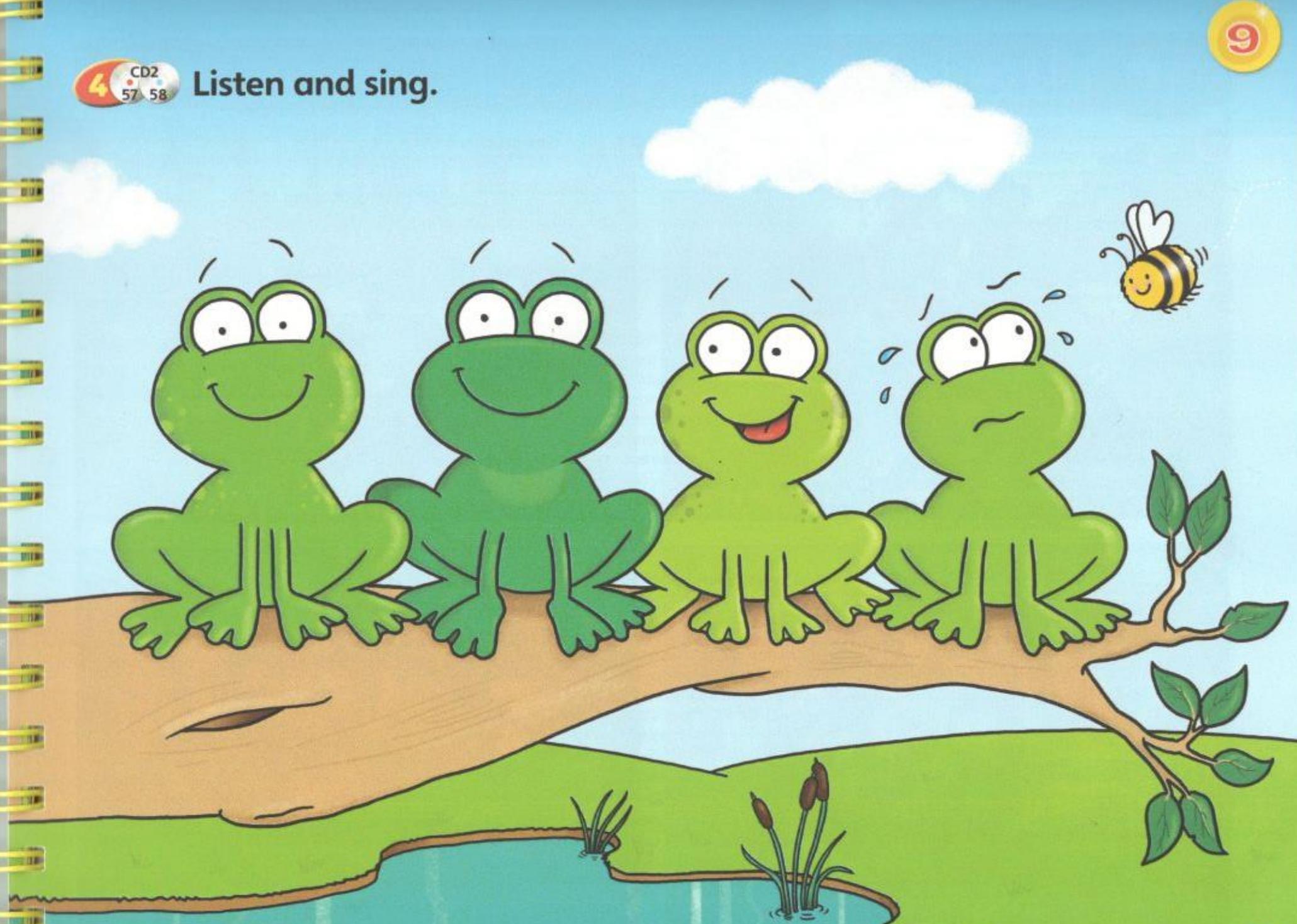
- Show the children a finished frog (a paper bag/plate coloured green with legs stuck on at the front and back, googly eyes and a long, pink curly tongue). Ask *What's this?* The children say *It's a frog*.
- Hand out the paper bags/plates. The children colour them, stick on the legs and eyes, curl the paper strip for the tongue (by winding the paper around a pencil) and stick it on. In L1, talk briefly about what frogs look like and why (long legs for jumping and long tongues for catching insects).
- Make groups of four. The children put their frogs on their desks in a row. Count the frogs aloud as a class. Play the song (CD 2, Track 57). The children join in and make the frogs fall down one by one.
- If you don't wish to make the frogs, play *Musical statues*. The children move around like frogs when the music plays, and carry out your instructions when it stops.

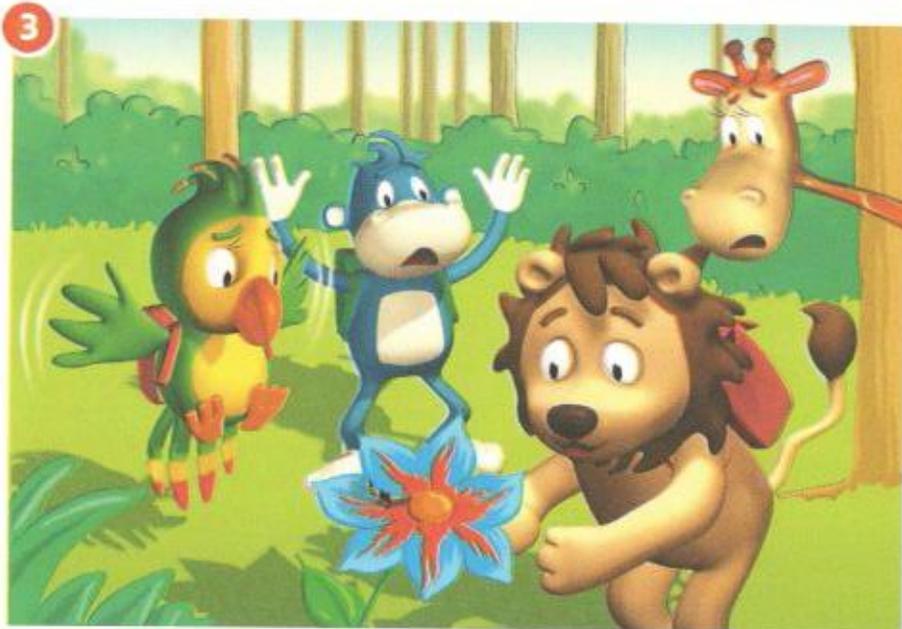
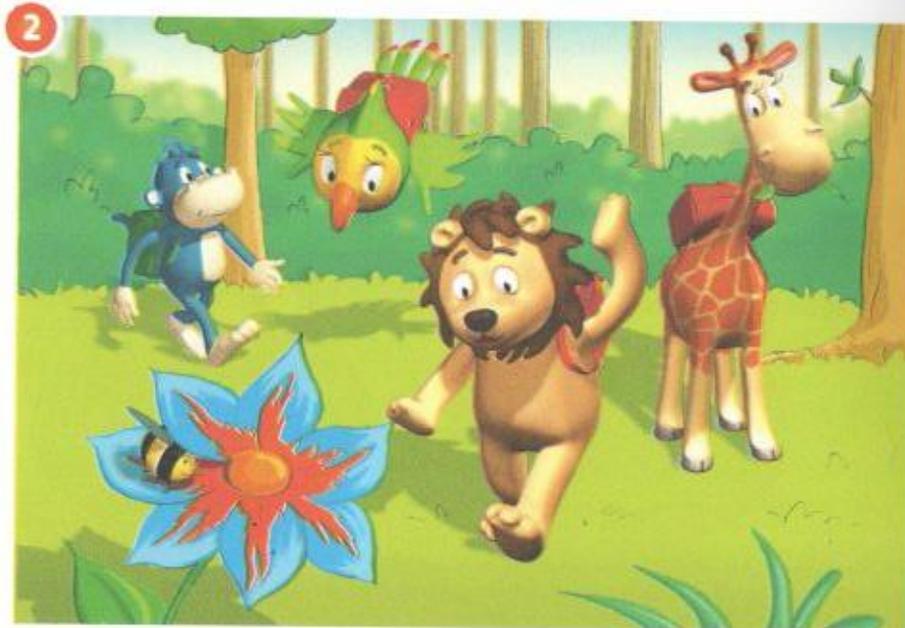
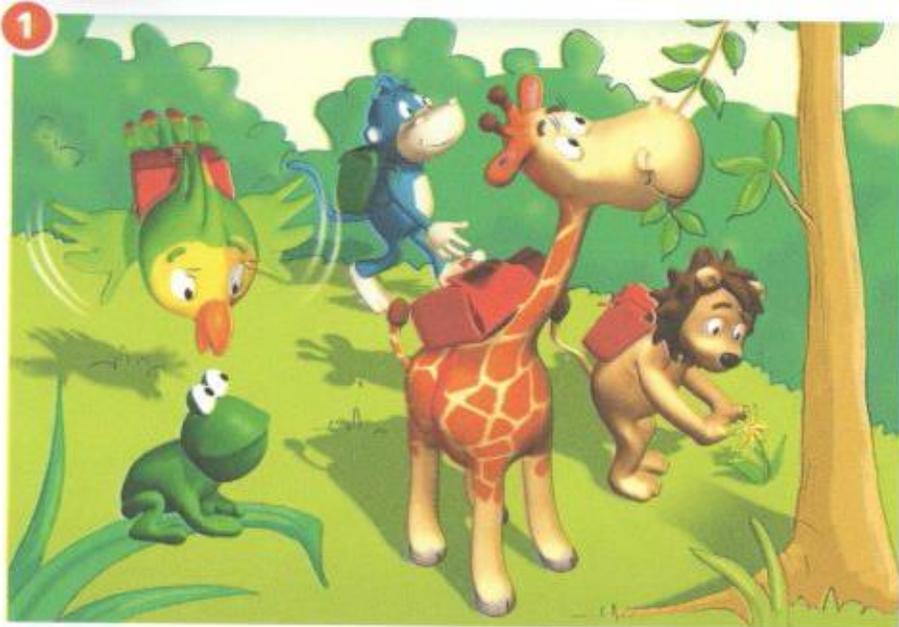
## Ending the lesson

**Aim:** to practise the song

- Call five volunteers to the front. Four of the children are frogs and one is the bee. Play the song for the volunteers to act out (CD 2, Track 57). The frogs jump up and down in time, while the bee waits to one side. When the bee hears the line *Here comes a bee*, he/she buzzes up to one of the frogs and takes him/her to one side. The bee continues in this way until there is just one frog left at the end.

Listen and sing.





**Aims**

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

**New language:** *Respect nature*

**Recycled language:** language from the song, countryside words, colours, *Look, I like/don't like ..., big, Wow, Ouch, I'm sorry, How about you?*

**Materials:** CD 2, flashcards (countryside), the puppet (Polly), flashcards (spider, snake, crocodile, tiger)

**Optional:** a bee costume for one child in the class (e.g. a stripy top/yellow T-shirt and a headband with pipe cleaner antennae), brightly coloured pieces of card (one for each of the rest of the children), photographs of a hive, a honeycomb and a jar of honey

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

**Warm-up**

**Aim:** to practise listening skills and revise language from the song

- Play *Singing Polly* (see Introduction, page xvii). Make Polly sing the wrong words to the unit song, e.g. *Two cats on the grass ..., Here comes a spider ...*
- Play the song again (CD 2, Track 57), with Polly singing correctly. Encourage everyone to join in. Confident volunteers can come to the front and sing along with Polly.

**Presentation**

**5** CD2 60 **PB pp76-77** Story: The bee

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

- Point to the first picture on PB page 76 and remind the children that the animals are walking in the countryside. Elicit words in the pictures (*frog, trees, leaves, flowers, grass, bee*).
- Play the audio. 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. Point to picture 1 and ask what Polly and Gina say (*I like frogs, I like leaves*). Ask individuals *Do you like frogs?* Point to picture

2 and ask what Leo says about the flower (*It's red and blue*). Ask what Leo does in picture 3 and why (he goes to touch the flower because he likes flowers). Ask how the other animals feel about this (*sad/worried*). Ask what happens to Leo in picture 4 (he gets stung by a bee which was in the flower) and what he says at the end of the story (*I'm sorry*).

Audio script page T100

**Practice**

**5** CD2 61 **AB p76** Listen and colour the correct circles.

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

- Point to each picture on AB page 76 and ask what the animals are saying. Say *Listen and colour the correct circles*. Remind the children that they have to colour one of the circles, depending on which picture matches the line they hear. 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.
- Point at the second row of pictures and say *Listen and colour the correct circles*. Play the audio. The children colour the circle next to the first picture.

Audio script page T100

**Extension activity**

**Aim:** to explore the topic of bees and their relationship with flowers

- If possible, move your class into the school gym or an empty classroom.
- Choose a volunteer to be the bee. He/She puts on the bee costume. Tell the other children that they are flowers. They stand up and hold their brightly coloured card, waving it like petals. Encourage them to say *I like bees!* The bee buzzes around the space. Encourage him/her to say *I like flowers!* Tell the flowers that when the bee touches them, they have to sit down.
- Explain briefly in L1 that the game shows the way flowers and bees work together. Flowers have petals to make bees come and drink their nectar. The bees get pollen stuck to their legs and wings and they take this to other flowers. This helps plants to make smaller plants. Show photographs of a hive, honeycomb and honey.

**Ending the lesson**

**Aim:** to practise *I like/I don't like ...*

- Stick the flashcards of spider, snake, crocodile, tiger, frog and bee on the board. Point to each picture and ask *What's this?* Make a sentence about one of the animals with *I like* and a sentence with *I don't like*. Ask a volunteer *How about you?* He/She makes a similar pair of sentences. Repeat with other volunteers.
- Make pairs. The children take turns to make sentences about the animals and ask their partner *How about you?*

## Aims

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

**Recycled language:** countryside words, language from the story

**Materials:** CD 2, Unit 9 stickers (bee and flower), flashcards (countryside), coloured pencils or crayons, a piece of paper for each child with the outline of a flower to colour in

**Optional:** character masks, four bags/backpacks, an artificial/paper flower, some leaves, a paper frog (see page T75, Extension activity)

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

## Warm-up

**Aim:** to review the story

- Give the children a minute to look at the story on pages 76 and 77. Ask *Who's this?* Say a line from the story. The children say the character's name, e.g. *A green frog! I like frogs* (Polly), *Yum! I like leaves* (Gina), *I like flowers* (Leo), *Ouch! I don't like bees* (Leo).

## Practice

**5** CD2 60 PB pp76-77 **Story: The bee**

**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 what's happening.
- Help children find the stickers for Unit 9 at the back of the PB. Say *Bee*. The children point to the correct sticker on the sheet. Repeat for *Flower*.
- Point to the picture on PB page 77. Say *Where's the bee?* 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 T100

## Story values PB pp76-77

**Aim:** to think about the meaning of the story: respecting nature

- Play the story again. The children listen and point. Pause after picture 3 and ask why the animals watching Leo are sad/worried (they don't think he should touch the flower). Pause after picture 4 and ask if it was a good idea for Leo to touch the flower (no, there was a bee inside and it stings him). At the end of the story, ask what has happened to the flower (it has been flattened/it has wilted) and explain the meaning of *Respect nature*.
- In L1, talk about how important it is to not to pick flowers or disturb wildlife when out in the countryside. Ask the children if they have visited any areas of countryside near their hometown.

**6** AB p77 **Complete the faces (☺ or ☹). Colour the pictures.**

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

- Tell the children in L1 *Look at the pictures and think. Good idea?* Point to the faces and explain in L1 that if they think the picture shows people who are respecting the countryside, they draw a smile and if the picture shows people who aren't respecting it, they draw a sad face. The children draw a happy face for the second picture and a sad face for the first. Circulate and check.

## 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 put on the character masks and the bags/backpacks. Give the child playing Polly a paper frog, the child playing Gina some leaves and place the artificial flower near the child playing Leo. Play the story. The children act out the story along with the CD (they look at the different props as in the story and the child playing Leo touches the flower). Help as necessary. Encourage the volunteers to join in with the CD (CD 2, Track 60).
- Invite another group of four children to come to the front and act.

## Ending the lesson

**Aim:** to review the value in the story

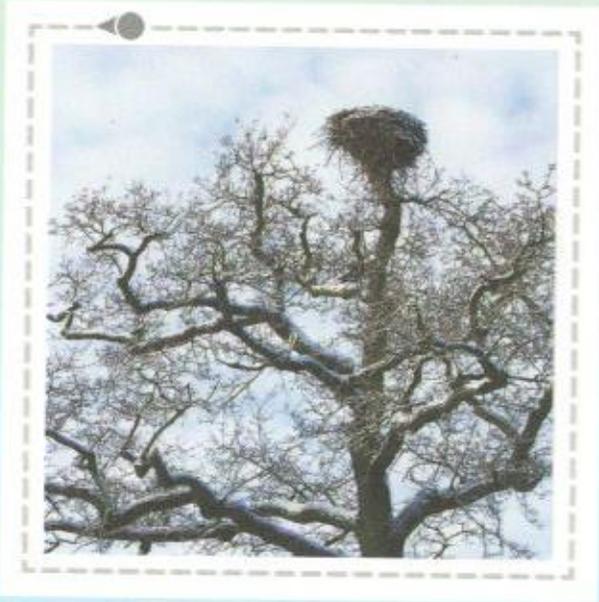
- Give out the flower outlines for the children to colour in as they wish. Circulate and ask *What colour(s)? Do you like orange?* etc.
- Choose a volunteer and ask him/her to hold up the flower picture. Pretend to pick the coloured-in flower, saying, e.g. *Oh! A yellow and red flower! I like flowers!* Encourage the child to say *No! Respect nature!* Stop yourself picking the flower and say *I'm sorry!*
- Make pairs. The children repeat this dialogue, using their flower pictures. Circulate and help as necessary.



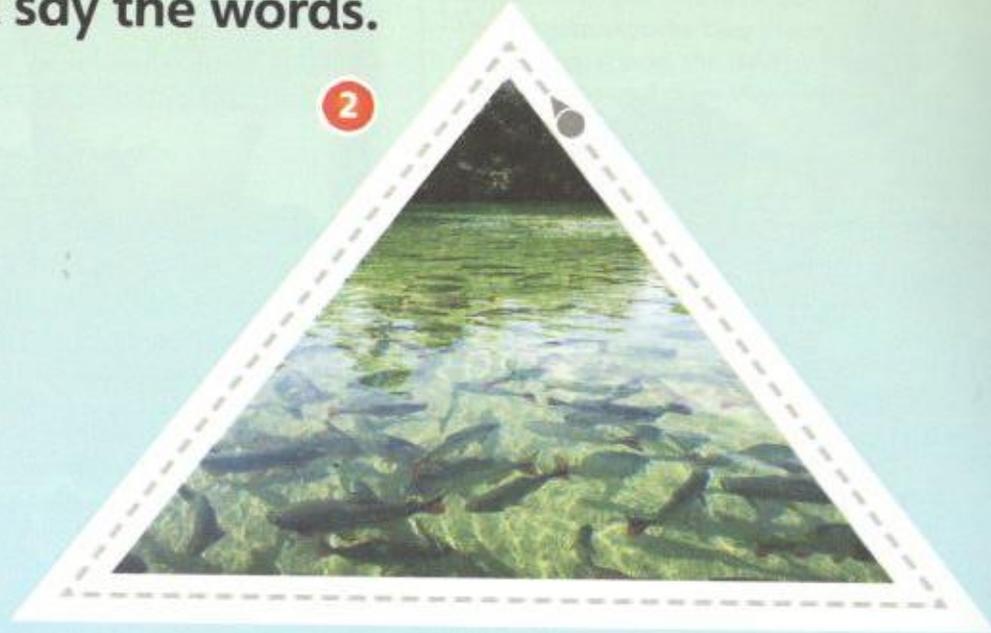
# Animal habitats

6 <sup>CD2</sup> Listen and point. Trace and say the words.

1



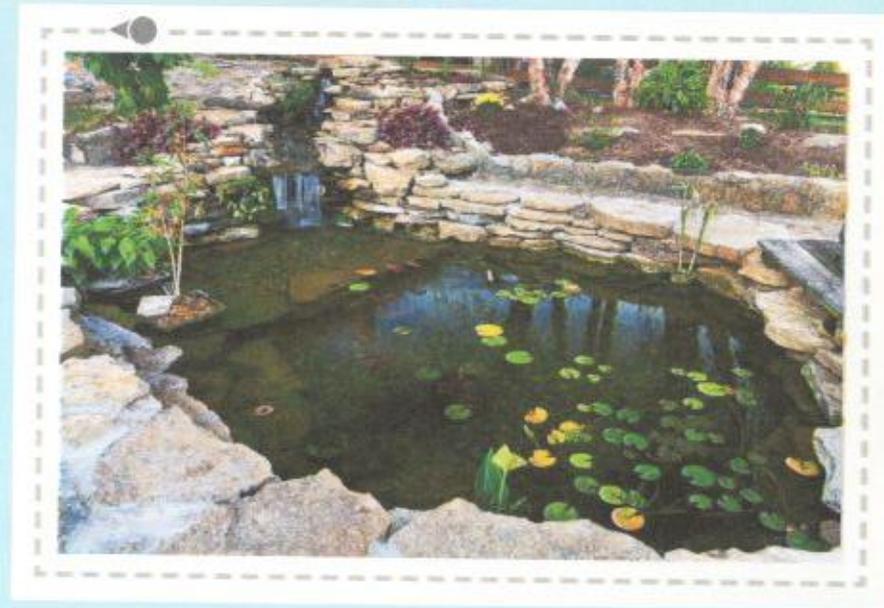
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4



## Aims

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

**New language:** *river, rabbit hole, pond*

**Recycled language:** language from the unit, *fish, jungle, tiger*

**Materials:** CD 2, flashcards (countryside), photograph of the jungle, flashcards (tiger, snake, crocodile and fish from *Super Safari 1*) the puppet (Polly), materials for the project (a large piece of card in the shape of a pond, blue poster paint, real twigs, stones and leaves, pictures of fish and frogs, PVA glue, scissors), a picture of a pond

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

## Warm-up

**Aim:** to introduce the topic of animal habitats

- Stick the flashcards of jungle animals (tiger, snake, crocodile) on the board. Elicit the words. Ask the children where these animals live (*In the jungle*). Show a photograph of the jungle, if possible. Put on the puppet. Polly looks at the picture of the jungle/the other jungle animals and gets very excited. Ask her *Do you like the jungle?* Make her say *Yes! It's my home!*
- Explain that birds like Polly live in the jungle, too. Tell the children they are going to think about where other wild animals live in this lesson.

## Presentation

 **CD 2**  **PB p78** Listen and point. Trace and say the words.

**Aim:** to present different animal habitats and practise pencil control

- Ask the children to look at PB page 78. Play the first section of the audio (the words in the correct order). The children listen and point to the photographs.
- Say the words again in the right order. The children repeat several times. They trace the

lines around the pictures. Play the rest of the audio. The children point to the correct photographs and say the places.

**Audio script** page T100

## Practice

- Explain briefly in L1 that each different place in the countryside is a home for different animals, and that they all depend on each other (in the same way as bees and flowers).

 **AB p78** Make a pond collage.

**Aim:** to take part in a craft activity and practise countryside words

- Show the pictures on AB page 78. Explain in L1 that the children are going to make a picture of a pond using real things from the countryside.
- Hand out the materials and help the children make the collage as a class or in groups of four or five. The children cut out the pictures of frogs and fish. They stick them on the pond outline, together with the twigs, leaves, etc. Circulate and ask *What's this? What colour? Do you like frogs?* etc.

## Extension activity

**Aim:** to practise responding to instructions and review language from the unit

- If possible, move your class into the school gym or an empty classroom.
- Say *Let's go to the countryside. Let's go camping!* Ask the children in L1 if they have ever been camping. Say *Let's go in the car.* Mime getting in the car and driving. The children copy you. Say *Stop! Wow! Look at the trees and the flowers! Look at the birds!* The children copy you. Encourage them to say, e.g. *I like birds.* Then mime hammering in tent pegs. Say *Help me with the tent!* The children join in. Say *Let's make food.* Mime stirring a pot on the fire. The children copy. Say *Let's sit in a circle.* Sing some songs with the children, as if sitting around a campfire. Then say *Let's go to sleep!* Mime getting into a sleeping bag and zipping it up. The children join in. Then make a noise like a frog. Say *Wake up! What's that? Is it a ...?* Continue in this way, pretending to go to sleep and waking to different noises (e.g. rain, an elephant).

## Ending the lesson

**Aim:** to practise animals and habitats

- Draw a line down the centre of the board. On one side stick/draw a picture of a pond and on the other side stick/draw a picture of the jungle.
- Have the jungle animal flashcards from the Warm-up ready, together with the flashcards for frog, bee and fish (from *Super Safari 1*). Show one of the flashcards and ask *Pond or jungle?* Stick the flashcard on the correct side of the board. Call volunteers to choose a card, ask *Pond or jungle?* and stick it in the correct habitat.

## Aims

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

**Recycled language:** countryside words, language from the unit, *river, rabbit hole, pond*

**Materials:** CD 2, coloured pencils or crayons

**Optional:** CD of lively music, flashcards (jungle animals and countryside)

**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 animal habitats

- Draw a landscape on the board, with a horizon, grass, a river and a pond. Point to the pond and the river and say/ elicit the words. Ask *What animals do I draw?* The children suggest animals to add to the picture, e.g. frog, fish, spider. Ask *Where? In the river? In the pond? On the grass?* Draw the animals as directed by the children. Point to the background of the picture and ask *What do I draw here?* The children say, e.g. *trees, flowers, rabbits.* Ask *How many? What colour?* and add the details.

## Revision

- 7 Think!** PB p79 **Look and match.**  
Say the words.

## Thinking skills: Sorting

- Point to the animals on PB page 79. Say, e.g. *Point to the rabbit.* The children point to the correct photograph. Ask individuals *Do you like (rabbits)?* Do the same for the photographs of the habitats on the right. Say *Look and match.* Show the children the example match line. They complete the activity individually. Circulate and help as necessary. Check answers with the whole class, by saying, e.g. *The rabbit lives in the ...*

- In L1, talk briefly about the different habitats, e.g. ask why frogs live in ponds (because they lay their eggs in the water, which turn into tadpoles before they grow into frogs) and why rabbits live in holes (because they can hide from other larger animals who might want to eat them).

- 8** AB p79 **Say the words. Colour the circles.**

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

- Point to the pictures 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 animals and countryside words

- If possible, move your class into the school gym or an empty classroom.
- Say *Dance!* Play the CD of lively music. The children dance around the space. Stop the music. Show one of the flashcards (e.g. *frog*). Say *Dance like a frog!* Show the children how to dance like a frog (squatting down on all fours, then jumping up as high as you can). The children dance around being frogs. Stop the music again and repeat with a different flashcard. When the children get the idea, call volunteers to choose the flashcard and/or say the next animal/plant when you stop the music. Include tree, leaves, bee, bird, rabbit and fish.
- Ask individual children who are doing good/ original animal dances to show them 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 (CD 2, Track 57).

## Phonics

- See page T88 for Unit 9 Phonics.

## Review

- See page T94 for Unit 8 & Unit 9 Review.

7 Think! Look and match. Say the words.

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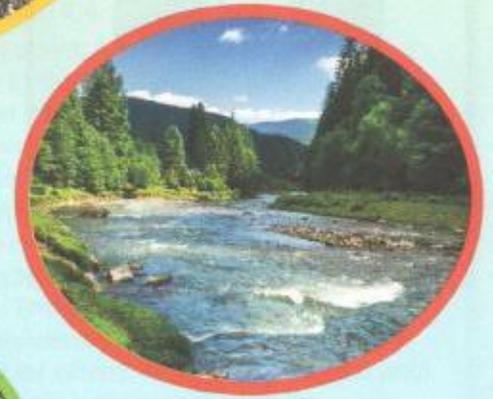
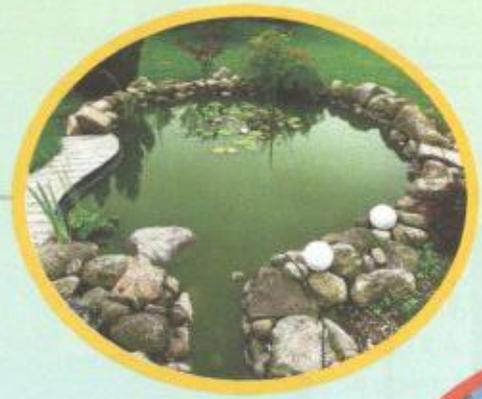
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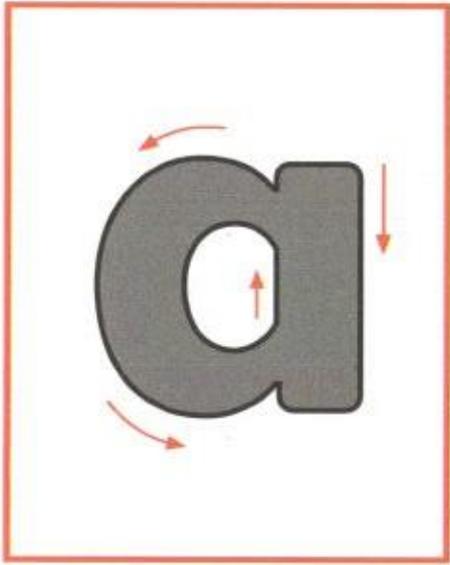
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4



1 Look and find.



cat



dad

2 <sup>CD1</sup> Listen and join in.  
21

## Aims

- to practise the sound /æ/; to practise recognising and forming the grapheme 'a'

**New language:** *slowly, quickly, happily, angrily, bag, cat, dad, stand, words with the sound /æ/ and different vowel sounds*

**Recycled language:** *clap, hands*

**Materials:** CD 1, a bag, a picture of a cat and a man (or flashcards *cat* and *dad* from *Super Safari 1*), phonics cards *dad* and *cat* (AB pages 81 and 82)

**Language competences:** The children will be able to make and recognise the sound /æ/. They will practise forming the grapheme 'a'.

## Warm-up

**Aim:** to focus on the sound /æ/

- Hold up your bag. Ask *What's this?* The children say *Bag*. Say *Yes. This is my bag. Say Listen and say, a – a – a – bag!* (Note: Say the sound not the letter name.) The children copy.
- Say the sound /æ/ in isolation. Exaggerate the wide open mouth shape required to make the sound. The children copy. They practise making the sound in pairs. Monitor and check.

## Presentation

**1** PB p80 Look and find.

**Aim:** to present and practise forming the grapheme 'a'

- Show the picture of a cat and ask *What's this?* The children say *Cat*.
- Point to the first picture on PB page 80. Say *a – a – a – cat*. The children copy. Point to the second picture and say *a – a – a – dad*. The children copy.
- Repeat the sound, and this time draw the letter 'a' in the air, following the strokes as shown on page 80. Say *Draw /æ/*. Draw the letter again. The children copy. Practise forming the letter in the air repeatedly. Make the sound /æ/ every time.

- Point to the words below the pictures and say *Look and find*. The children point at the red letter 'a'.
- Say *Trace the letter*. The children trace the shape with their finger. Circulate and check they are following the arrows.

## Chant



PB p80 Listen and join in.

**Aim:** to practise the sound /æ/ in a chant

- Hand out the phonics cards *dad* and *cat* or ask the children to cut them out.
- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the *cat* card, then the *dad* card. Confirm the meaning of *quickly, slowly, happily* and *angrily* in L1. Repeat. The children copy, holding up the phonics cards in turn. Play the chant again for the children to join in.

Audio script page T95

## Sound discrimination

**Aim:** to recognise the sound /æ/

- Say *Look and listen. And, /æ/?* Look thoughtful and then say *Yes, /æ/. /æ/ as in 'cat'*. Hold up the *cat* phonics card or mime being a *cat*. Say *Sit. /æ/? No!* Signal that you are not going to show the card/mime. Explain in L1 that the children need to listen carefully to each word and hold up the *cat* card or mime if they hear /æ/. If they don't hear it, they do nothing.

- Say a series of one-syllable words, some with the sound /æ/, e.g. *pink, dog, catch, hands, me, bat, bed, clap, paint, sand, stand, big*. The children show the *cat* card/mime for the /æ/ words. Repeat with the words in a different order.

## Extension activity

**Aim:** to practise the sound /æ/

- 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*. 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 /æ/ when they stand up. Repeat until everyone is joining in successfully.

## Ending the lesson

**Aim:** to review the sound /æ/

- Do a simple clapping chant. Clap three times and each time you clap make the sound /æ/. Then say *Clap your hands!* Repeat the clapping chant. The children join in. Repeat until everyone is successfully pronouncing /æ/.

## Aims

- to practise the sound /ɪ/; to practise recognising and forming the grapheme 'i'

**New language:** *pin, swing, big, fish*, words with the sound /ɪ/ and different vowel sounds

**Recycled language:** *sit, is, this, swim, it*

**Materials:** CD 1, a drawing pin, the puppet (Polly), phonics cards sit and pin (AB pages 81 and 82)

**Language competences:** The children will be able to make and recognise the sound /ɪ/. They will practise forming the grapheme 'i'.

## Warm-up

**Aim:** to focus on the sound /ɪ/

- Once the children are all sitting down, put a pin on your desk. Put on the puppet. Make Polly wave at the class and say *Hello*. Have Polly fly around and then sit down on your desk on the pin (without noticing). Make Polly say *Ouch*, then jump up and find the pin. Polly says *A pin! Say Sorry, Polly! This is my pin*. Look thoughtful and say *Listen and say, i - i - i - pin!* (Note: Say the sound, not the letter name.) The children copy.
- Say the sound /ɪ/ in isolation. Exaggerate the lip position (wide smile) required to make the sound. The children copy. They practise making the sound in pairs. Monitor and check.

## Presentation

**1** PB p81 Look and find.

**Aim:** to present and practise forming the grapheme 'i'

- Sit down on your chair and encourage the children to say *Sit*.
- Point to the first picture on PB page 81. Say *i - i - sit*. The children copy. Point to the second picture and say *i - i - i - pin*. The children copy.
- Repeat the sound, and this time form the letter 'i' in the air, in two stages, as shown on page

81. Say *Draw /ɪ/*. Draw the letter again. The children copy. Practise forming the letter in the air repeatedly. Make the sound /ɪ/ every time.

- Point to the words below the pictures and say *Look and find*. The children point at the red letter 'i' in 'sit' and 'pin'.
- Say *Trace the letter*. The children trace the shape with their finger. Circulate and check they are doing the dot second.

## Chant

**2** CD1 36 PB p81 Listen and join in.

**Aim:** to practise the sound /ɪ/ in a chant

- Hand out the phonics cards sit and pin or ask the children to cut them out.
- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the sit card, then the pin card. Remind children of the meaning of *quickly, slowly, happily* and *angrily*. Repeat. The children copy, holding up the phonics cards in turn. Play the chant again for the children to join in.

Audio script page T96

## Sound discrimination

**Aim:** to recognise the sound /ɪ/

- Say *Look and listen*. *Big /ɪ/?* Look thoughtful and then say *Yes, /ɪ/ /ɪ/ as in 'sit'*. Hold up the sit phonics card or sit down. Say *Jump. /ɪ/? No!* Signal that you are not going show the card/ sit down. Explain in L1 that the children need

to listen carefully to each word and hold up the sit card or sit down if they hear /ɪ/. If they don't hear it, they do nothing.

- Say a series of one-syllable words, some with the sound /ɪ/, e.g. *swim, it, me, up, this, fish, look, cat, it, swing, legs, give*. The children show the sit card/sit down for the /ɪ/ words. Repeat with the words in a different order.

## Extension activity

**Aim:** to practise recognising the sound /ɪ/

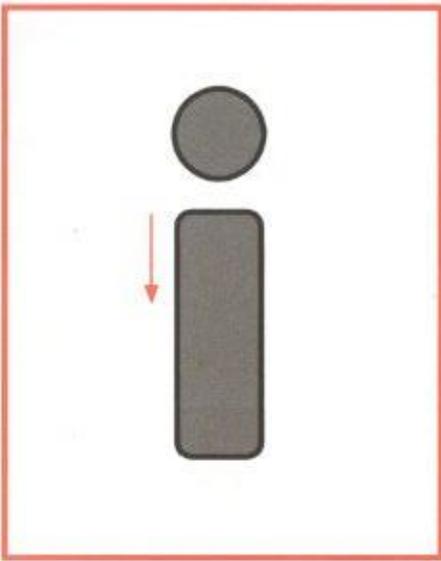
- If possible, move your class out into the playground, school gym or an empty classroom.
- Ask all the children to stand at one end of the space. Explain in L1 that they have to pretend to swim to the other end, but only when they hear the sound /ɪ/. As they mime swimming, they must say *Swim, swim, swim!* Make a series of sounds, e.g. *le/, læ/, lɔ/, lʌ/, /ə/, /aɪ/*. When the children hear /ɪ/, they all swim to the other end. Encourage them to say *Swim, swim, swim* at the same time.
- The children move back to the starting position. Repeat with different sounds.

## Ending the lesson

**Aim:** to review the sound /ɪ/

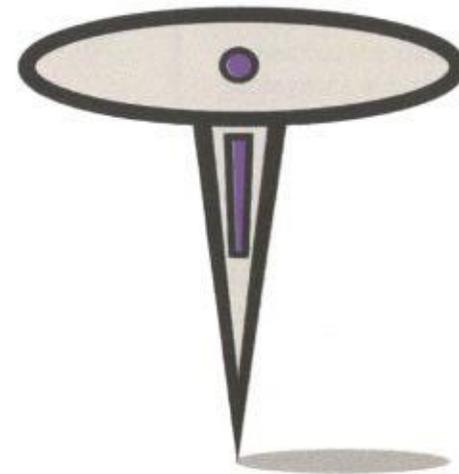
- Put on the puppet. Point to the pin from the Warm-up. Say *Listen! Don't sit on a big pin!* Polly nods her head. Repeat the line, exaggerating the /ɪ/ sounds. Practise it with the children joining in, pointing at Polly.

1 Look and find.



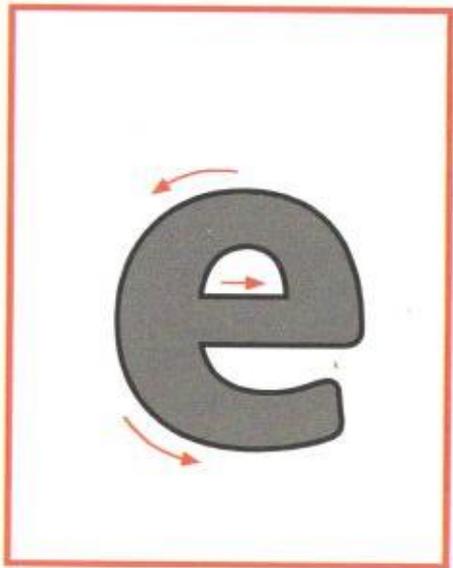
sit

pin



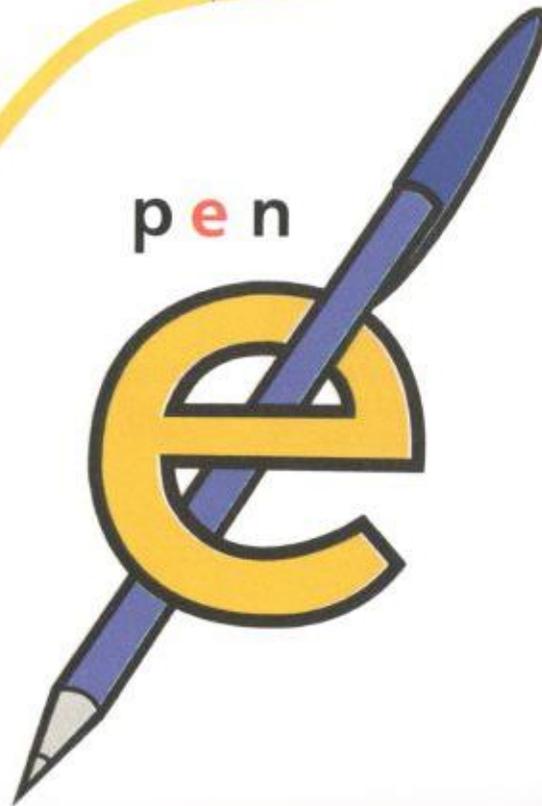
2  Listen and join in.

1 Look and find.



bed

pen



2 CD1  
49 Listen and join in.

**Aims**

- to practise the sound /e/; to practise recognising and forming the grapheme 'e'

**New language:** *pet, dress, egg, bed, words with the sound /e/ and different vowel sounds*

**Recycled language:** *pen, desk, legs, head*

**Materials:** CD 1, the puppet (Polly), a picture of a bed, a piece of cloth (a blanket for Polly), phonics cards *bed* and *pen* (AB pages 83 and 84), a red pen for each child

**Optional:** flashcards (red, green)

**Language competences:** The children will be able to make and recognise the sound /e/. They will practise forming the grapheme 'e'.

**Warm-up**

**Aim:** to focus on the sound /e/

- Put on the puppet. Make Polly fly around the class saying *Hello*. Make her fly slowly and look tired and then land on your desk. Ask *Are you OK, Polly? Ah!* Show the picture of a bed or draw a bed on the board. Ask *Polly Bed? Polly says Yes, bed!* Put Polly 'to bed' under the piece of cloth. Look thoughtful and say *Listen and say. e – e – e – bed!* (Note: Say the sound, not the letter name). The children copy.
- Say the sound /e/ in isolation. Exaggerate the mouth shape required to make the sound. The children copy. They practise making the sound in pairs.

**Presentation**

1 PB p82 **Look and find.**

**Aim:** to present and practise forming the grapheme 'e'

- Point to the first picture on PB page 82. Say *e – e – e – bed*. The children copy. Point to the second picture and say *e – e – e – pen*. The children copy.
- Repeat the sound, and this time form the letter 'e' in the air, following the direction shown on page 82. Say *Draw /e/*. Draw the letter

again. The children copy. Practise forming the letter in the air repeatedly. Make the sound /e/ every time.

- Point to the words below the pictures and say *Look and find*. The children point at the red letter 'e' in each word.
- Say *Trace the letter*. The children trace the shape with their finger. Circulate and check they are forming it correctly.

**Chant**

2 CD1 49 PB p82 **Listen and join in.**

**Aim:** to practise the sound /e/ in a chant

- Hand out the phonics cards *bed* and *pen* or ask the children to cut them out.
- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the *bed* card, then the *pen* card. Repeat. The children copy, holding up the phonics cards in turn. Play the chant again for the children to join in.

Audio script page T96

**Sound discrimination**

**Aim:** to recognise the sound /e/

- Say *Look and listen. Red. /e/?* Look thoughtful and then say *Yes, /e/. /e/ as in 'pen'*. Hold up the *pen* phonics card or a real pen. Say *Pin. /e/? No!* Signal that you are not going to show the card/pen. Explain in L1 that the children need to listen

carefully to each word and hold up the pen card or a real pen if they hear /e/. If they don't hear it, they do nothing.

- Say a series of one-syllable words, some with the sound /e/, e.g. *pet, friend, desk, bag, legs, mum, dad, head, egg, fish, sit, let's*. The children show the pen card (or a real pen) for the /e/ words. Repeat with the words in a different order.

**Extension activity**

**Aim:** to practise differentiating between the sounds /e/ and /i:/

- Practise the sounds /e/ and /i:/ one after the other with the children, prompting with the flashcards *red* and *green*.
- Stick the red flashcard on one wall and the green flashcard on the opposite wall. The children stand in the centre of the space. Explain in L1 that they need to run to the 'red' wall when they hear a word with the sound /e/ in it and to the 'green' wall for /i:/ words. Say a series of words, some with the 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. *see, me, egg, dress, three, pet, tree, bee, help, bed, read*.

**Ending the lesson**

**Aim:** to review the sound /e/

- Make sure the children all have a red pen.
- Say *Head* and put your hands on your head. The children copy. Say *Legs* and put your hands on your legs. The children copy. Say *Red pen* and show a red pen. The children copy. Repeat these three instructions, getting faster and faster.

## Aims

- to practise the sound /ɒ/; to practise recognising and forming the grapheme 'o'

**New language:** *dot, pot, words with the sound /ɒ/ and different vowel sounds*

**Recycled language:** *messy, desk, stop, doll, on*

**Materials:** CD 1, the puppet (Polly), a pencil pot, a selection of pencils, phonics cards dot and pot (AB pages 83 and 84)

**Optional:** a red circle of card with the word *Stop* on it, a green circle of card with the word *Go* on it

**Language competences:** The children will be able to make and recognise the sound /ɒ/. They will practise forming the grapheme 'o'.

## Warm-up

**Aim:** to focus on the sound /ɒ/

- Before the class, put some pencils on your desk (untidily), together with a pencil pot.
- Put on the puppet. Have Polly notice the messy desk. She says *Look at your messy desk!* She points to the pencil pot and says *Look! A pot!* Say the word for the children to repeat. Polly picks up the pencils and puts them in the pot. She says *Pencils in the pot!* at the same time. Say *Thank you, Polly.* Then look thoughtful and say *Listen and say, o – o – o – pot!* (Note: Say the sound, not the letter name). The children copy.
- Say the sound /ɒ/ in isolation. Exaggerate the mouth shape required to make the sound. The children copy. They practise making the sound in pairs. Monitor and check.

## Presentation

- 1  **Look and find. Colour the letter.**

**Aim:** to present and practise forming the grapheme 'o'

- Point to the first picture on PB page 83. Say *Dot.* The children repeat. Elicit the translation in L1 to confirm. Say *o – o – o – dot.* The children copy.

Point to the second picture and say *o – o – o – pot.* The children copy.

- Repeat the sound, and this time form the letter 'o' in the air. Say *Draw /ɒ/.* Draw the letter again. The children copy. Practise forming the letter in the air repeatedly. Make the sound /ɒ/ every time.
- Point to the words below the pictures and say *Look and find.* The children point at the red letter 'o' in each word.
- Say *Colour the letter.* The children colour the shape. Circulate and check they are forming it correctly.

## Chant

2   **Listen and join in.**

**Aim:** to practise the sound /ɒ/ in a chant

- Hand out the phonics cards dot and pot or ask the children to cut them out.
- Say *Listen and join in.* Play the chant. Join in with the sounds and words and hold up the dot card, then the pot card. Repeat. The children copy, holding up the phonics cards in turn. Play the chant again for the children to join in.

Audio script page T97

## Sound discrimination

**Aim:** to recognise the sound /ɒ/

- Say *Look and listen. Doll. /ɒ/?* Look thoughtful and then say *Yes, /ɒ/. /ɒ/ as in 'dot'.* Hold up the dot phonics card or mime making a dot with your index finger in the air. Say *Zoo. /ɒ/? No!* Signal that you are not going show the card/do the action. Explain in L1 that the children need to listen carefully to each word and hold up the dot card or make a dot in the air if they hear /ɒ/. If they don't hear it, they do nothing.
- Say a series of one-syllable words, some with the sound /ɒ/, e.g. *dog, stop, cat, but, and, on, frog, fish, hot, dad, door, lots.* The children show the dot card or mime making a dot in the air for the /ɒ/ words.

## Extension activity

**Aim:** to practise differentiating between the sounds /ɒ/ and /əʊ/

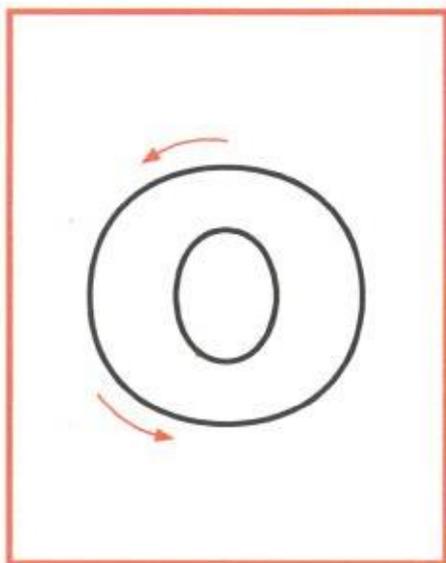
- Practise the sounds /ɒ/ and /əʊ/, prompting with the circles saying *Stop* and *Go*.
- Stick the *Stop* sign on one wall and the *Go* sign on the opposite wall. The children stand in the centre of the space. Explain in L1 that they need to run to the 'stop' wall when they hear a word with the sound /ɒ/ in it and to the 'go' wall for /əʊ/ words. Say a series of words, some with /ɒ/, some with /əʊ/. The children move as appropriate. Mix the words up so that sometimes the children have to stay in the same place, e.g. *throw, doll, no, frog, blow, hot, on, dog, bow, pot.*

## Ending the lesson

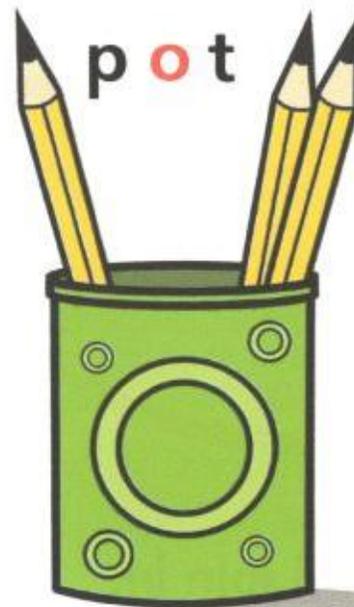
**Aim:** to review the sound /ɒ/

- Draw a pencil pot on the board with dots on it. Say *Dots on a pot!* Practise it with the children joining in.

1 Look and find. Colour the letter.

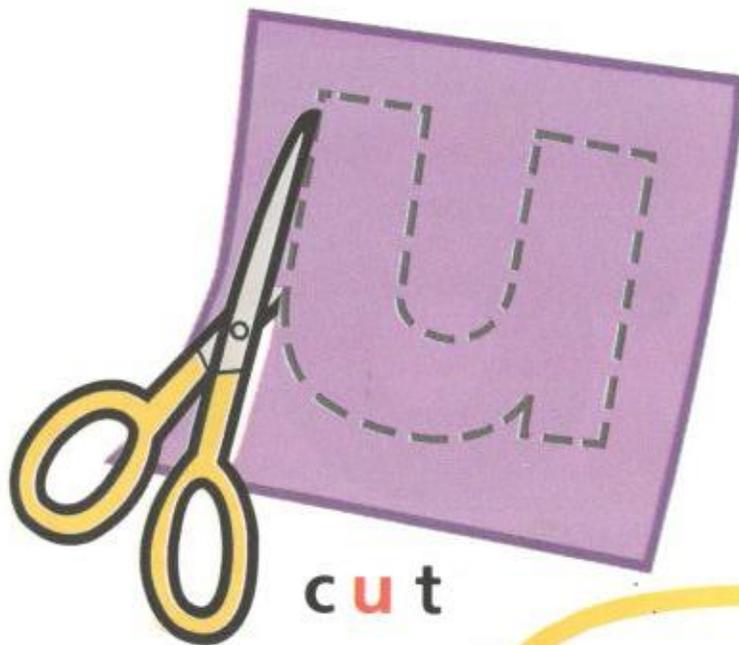
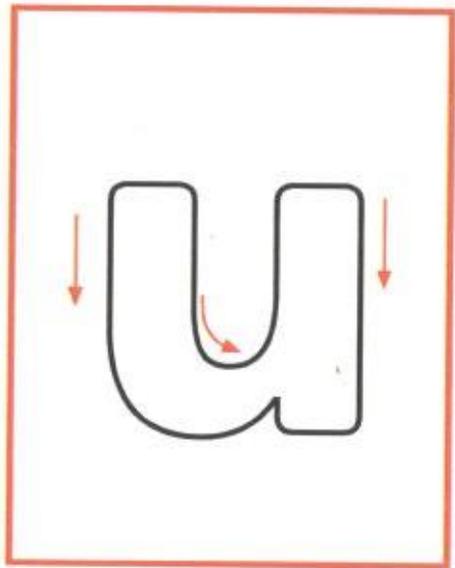


dot

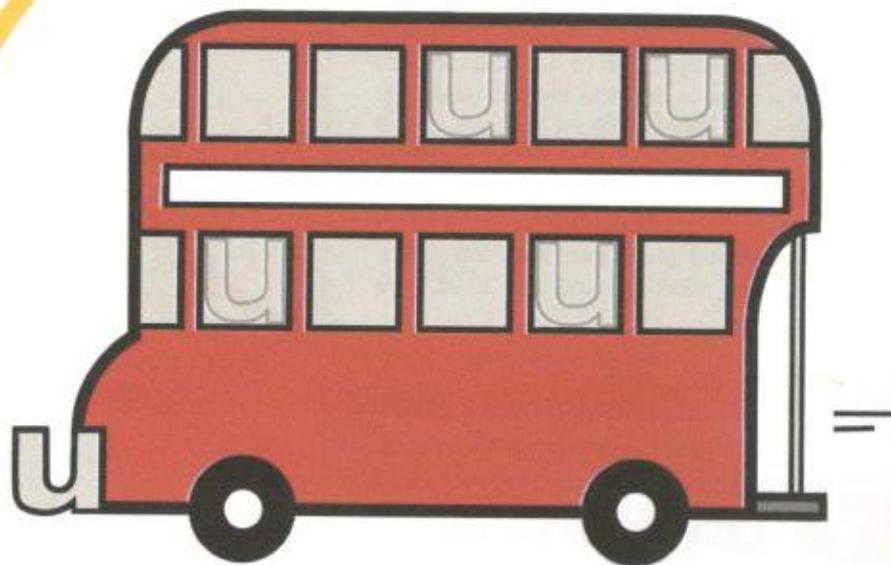


2  Listen and join in.

1 Look and find. Colour the letter.



bus



2 <sup>CD2</sup><sub>11</sub> Listen and join in.

**Aims**

- to practise the sound /ʌ/; to practise recognising and forming the grapheme 'u'

**New language:** *cut, bus, lunch, munch*, words with the sound /ʌ/ and different vowel sounds

**Recycled language:** *run, mum, up, jump, fun, hug*

**Materials:** CD 2, phonics cards cut and bus (AB pages 85 and 86)

**Language competences:** The children will be able to make and recognise the sound /ʌ/. They will practise forming the grapheme 'u'.

**Warm-up**

**Aim:** to focus on the sound /ʌ/

- Jump up and down saying *Jump!* The children join in.
- Ask the children to sit down. Say *u - u - u - jump!* Look thoughtful. Say the sound /ʌ/ in isolation. Exaggerate the mouth shape required to make the sound. The children copy. They practise making the sound in pairs. Monitor and check.

**Presentation**

**1** PB p84 **Look and find. Colour the letter.**

**Aim:** to present and practise forming the grapheme 'u'

- Point to the first picture on PB page 84. Mime using a pair of scissors. Say *Cut*. The children repeat the word and the mime. Elicit the translation in L1 to confirm. Say *u - u - u - cut*. The children copy. Point to the second picture and say *Bus*. Mime driving. The children repeat the word and the mime. Say *u - u - u - bus*. The children copy.
- Repeat the sound, and this time form the letter 'u' in the air. Say *Draw /ʌ/*. Draw the letter again. The children copy. Practise forming the letter in the air repeatedly. Make the sound /ʌ/ every time.

- Point to the words below the pictures and say *Look and find*. The children point at the red letter 'u' in each word.
- Say *Colour the letter*. The children colour the shape. Circulate and check they are forming it correctly.

**Chant**

**2** CD2 PB p84 **Listen and join in.**

**Aim:** to practise the sound /ʌ/ in a chant

- Hand out the phonics cards cut and bus or ask the children to cut them out.
- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the cut card, then the bus card. Repeat. The children copy, holding up the phonics cards in turn. Play the chant again for the children to join in.

Audio script page T98

**Sound discrimination**

**Aim:** to recognise the sound /ʌ/

- Say *Look and listen. Mum. /ʌ/?* Look thoughtful and then say *Yes, /ʌ/. /ʌ/ as in 'cut'*. Hold up the cut phonics card or mime cutting with scissors. Say *Cat. /ʌ/? No!* Signal that you are not going to show the card/do the action. Explain in L1 that the children need to listen carefully to each word and hold up the cut card or mime cutting if they hear /ʌ/. If they don't hear it, they do nothing.

Say a series of one-syllable words, some with the sound /ʌ/, e.g. *lunch, fun, run, frog, can, hug, munch, put, but, up, mum, dad, is*. The children show the cut card or mime cutting for the /ʌ/ words.

**Extension activity**

**Aim:** to practise the sound /ʌ/

- Repeat *The wave* activity with the sound /ʌ/ (see page T80, Extension activity).

**Ending the lesson**

**Aim:** to review the sound /ʌ/

- Make the sound /ʌ/ and jump around, pretending to be a monkey. Say *Jumping monkeys!* The children copy the phrase and the actions.

## Aims

- to practise the sound /m/: to practise recognising and forming the grapheme 'm'

**New language:** words with the sound /m/ and different initial consonant sounds

**Recycled language:** *munch, mum, mat, Mike, monkey*

**Materials:** CD 2, character flashcards, Mike character masks, phonics cards mum and mat (AB pages 85 and 86), a lunch box

**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 /m/. They will practise forming the grapheme 'm'.

## Warm-up

**Aim:** to focus on the sound /m/

- Show the character flashcards. The children say the names. Stick the flashcards on the board and practise the names. Point to Mike and look thoughtful. Say *m – m – m – Mike*. The children repeat. Say the sound /m/ in isolation. Exaggerate the mouth shape required to make the sound. The children copy. Explain in L1 that you can feel the vibrations of your voice when you make the sound. Demonstrate by saying the sound with your hand on your throat. The children copy, wearing their character masks, if they wish. They practise saying the sound in pairs. Monitor and check.

## Presentation

- 1  **Look and find. Colour the letter.**

**Aim:** to present and practise forming the grapheme 'm'

- Point to the first picture on PB page 85. Say *m – m – m – mum*. The children copy. Point to the second picture and say *m – m – m – mat*. The children copy.

- Repeat the sound, and this time form the letter 'm' in the air. Say *Draw /m/*. Draw the letter again. The children copy. Practise forming the letter in the air repeatedly. Make the sound /m/ every time.
- Point to the words below the pictures and say *Look and find*. The children point at the red letter 'm'(s) in each word.
- Say *Colour the letter*. The children colour the shape. Circulate and check they are forming it correctly.

## Chant

- 2   **Listen and join in.**

**Aim:** to practise the sound /m/ in a chant

- Hand out the phonics cards mum and mat or ask the children to cut them out.
- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the mum card, then the mat card. Repeat. The children copy, holding up the phonics cards in turn. Play the chant again for the children to join in.

Audio script page T98

## Sound discrimination

**Aim:** to recognise the sound /m/

- Say *Look and listen*. *Munch, /m/?* Look thoughtful and then say *Yes, /m/. /m/ as in 'mum'*. Hold up the mum phonics card or mime rocking a baby. Say *Lunch, /m/?* *No!* Signal that you are not going to show the card/do the action. Explain in L1 that the children need to listen carefully to each word and hold up the mum card or mime being a mum (rocking a baby) if they hear /m/. If they don't hear it, they do nothing.
- Say a series of one-syllable words with initial consonants, some with the sound /m/, e.g. *more, nose, Mark, me, dance, sit, munch, my, milk, snake, shop, monkey, park*. The children show the mum card or mime being a mum (rocking a baby) for the /m/ words.

## Extension activity

**Aim:** to practise the letter shape 'm'

- Make the letter 'm' from play dough. Show it to the children and make the sound /m/. Give out the play dough and help the children make the 'm' shape. Encourage them to say /m/ words as they work.

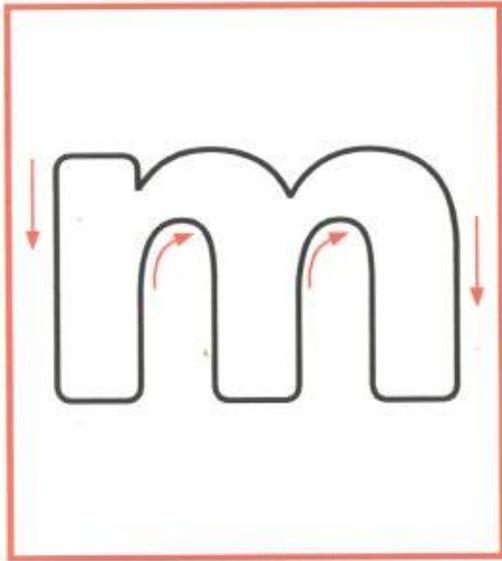
**Note:** If you don't have play dough, the children can make the shape with small items.

## Ending the lesson

**Aim:** to review the sound /m/

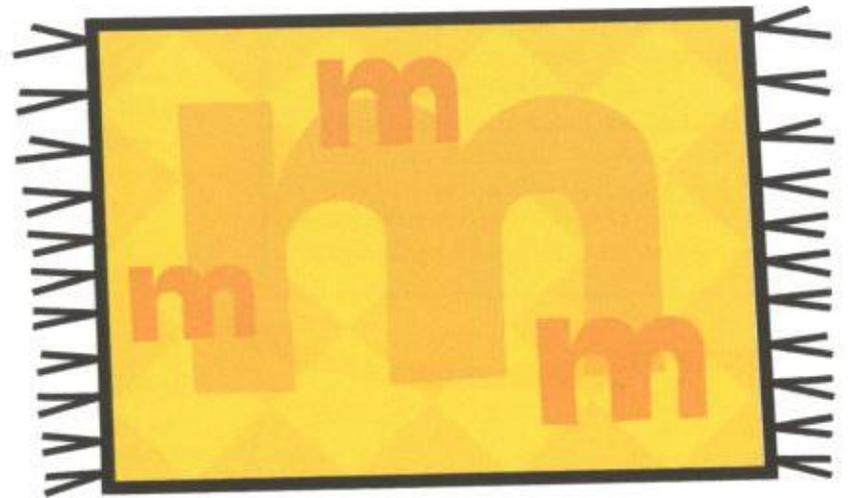
- Draw a plate with food on it on the board or show a lunch box. Rub your stomach and say *Mmmm! Munch my lunch! Yum!* Repeat the line, exaggerating the /m/ sounds. Practise it with the children joining in.

1 Look and find. Colour the letter.



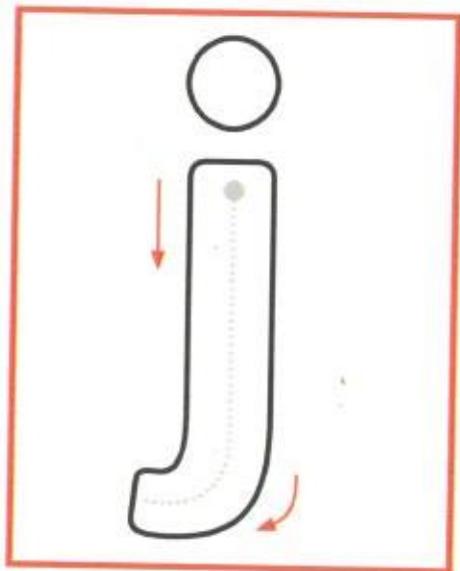
m u m

m a t



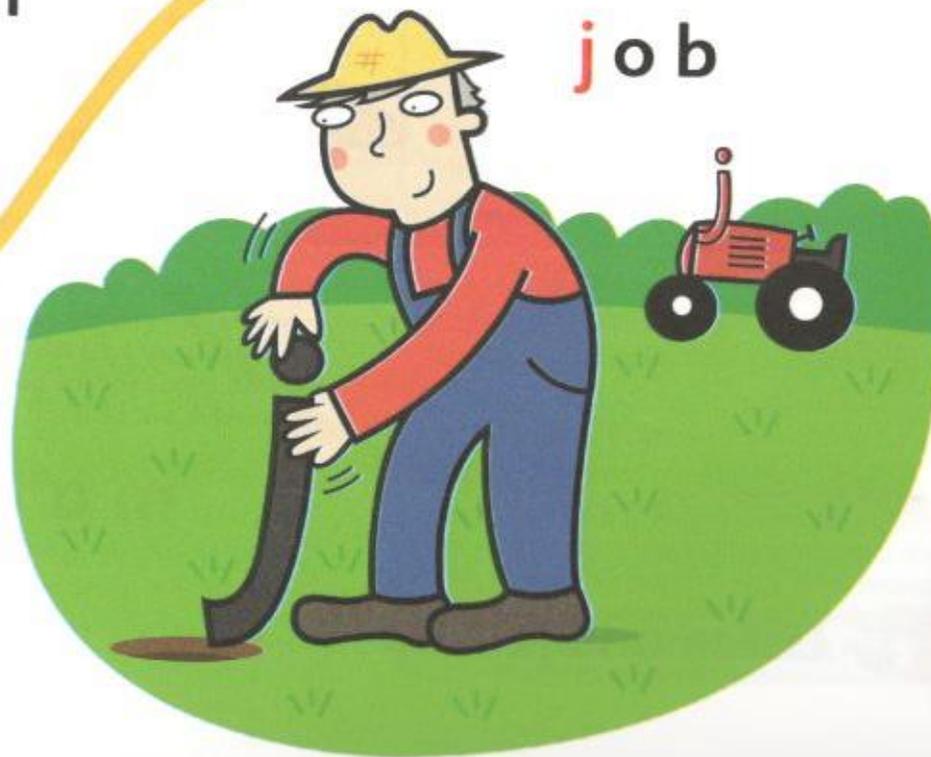
2  CD2  
24 Listen and join in.

1 Look and find. Trace the letter.



jam

job



2 CD2  
37

Listen and join in.

**Aims**

- to practise the sound /dʒ/: to practise recognising and tracing the grapheme 'j'

**New language:** *jam*, words with the sound /dʒ/ and different initial consonant sounds

**Recycled language:** *job, jump*

**Materials:** CD 2, character flashcards, Gina character masks, phonics cards *jam* and *job* (AB pages 87 and 88), a soft ball

**Language competences:** The children will be able to make and recognise the sound /dʒ/. They will practise forming the grapheme 'j'.

**Warm-up**

**Aim:** to focus on the sound /dʒ/

- Show the character flashcards. The children say the names. Stick the flashcards on the board and practise the names. Point to Gina and look thoughtful. Say *dʒ - dʒ - dʒ - Gina*. The children repeat. Say the sound /dʒ/ in isolation. Exaggerate the position of the tongue required to make the sound (on the ridge behind the teeth). The children copy. They practise saying the sound in pairs, wearing their Gina character masks, if they wish. Monitor and check.

**Presentation**

**1** PB p86 Look and find. Trace the letter.

**Aim:** to present and practise forming the grapheme 'j'

- Point to the first picture on PB page 86. Say *Look! Yummy jam! I like jam*. Translate the word into L1. Say it again for the children to repeat.
- Say *dʒ - dʒ - dʒ - jam*. The children copy. Point to the second picture and say *Job. Farmer is a job. Teacher is a job*. The children repeat. Confirm the meaning of the word in L1. Say *dʒ - dʒ - dʒ - job*. The children copy.
- Repeat the sound, and this time form the letter 'j' in the air. Say *Draw /dʒ/*. Draw the letter again. The children copy. Practise forming the letter

in the air repeatedly. Make the sound /dʒ/ every time.

- Point to the words below the pictures and say *Look and find*. The children point at the red letter 'j' in each word.
- Say *Trace the letter*. The children trace the letter shape in pencil. Circulate and check they are using the correct grip and forming the letter in two stages, the dot second.

**Chant**

CD2 37 PB p86 Listen and join in.

**Aim:** to practise the sound /dʒ/ in a chant

- Hand out the phonics cards *jam* and *job* or ask the children to cut them out.
- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the jam card, then the job card. Repeat. The children copy, holding up the phonics cards in turn. Play the chant again for the children to join in.

Audio script page T99

**Sound discrimination**

**Aim:** to recognise the sound /dʒ/

- Say *Look and listen. jump. /dʒ/?* Look thoughtful and then say *Yes, /dʒ/. /dʒ/ as in 'jam'*. Hold up the jam phonics card or mime spreading jam on bread. Say *Two. /dʒ/? No!* Signal that you are not going to show the card/do the mime. Explain in L1 that the children need to listen carefully to each

word and hold up the jam card or mime spreading jam if they hear /dʒ/. If they don't hear it, they do nothing.

- Say a series of one-syllable words with initial consonants, some with the sound /dʒ/, e.g. *just, dog, doll, jet, go, jog, sun, jaw, door, zoo, dark, join*. The children show the jam card or mime spreading jam for the /dʒ/ words.

**Extension activity**

**Aim:** to practise recognising the sound /dʒ/

- Ask all the children to stand at one end of the class. Explain in L1 that they have to jump to the other end, but only when they hear the sound /dʒ/. As they jump, they must say *Jump, jump, jump!* Make a series of sounds, e.g. /t/, /d/, /tʃ/, /f/, /s/, /ʃ/. When the children hear /dʒ/, they all jump to the other end.

**Ending the lesson**

**Aim:** to review the sound /dʒ/

- If possible, move your class out into the playground or an empty classroom or clear a space in your classroom.
- Ask the children to stand in a circle. Say *Hello, (name). Join in!* The class repeat. Throw the soft ball to that child. The child says *Hello, (name). Join in!* Then he/she throws the ball to that child, and so on.

## Aims

- to practise the sound /l/; to practise recognising and tracing the grapheme 'l'

**New language:** *log, lunch, lorry, words with the sound /l/ and words with different initial consonant sounds*

**Recycled language:** *Leo, lamp, look, like, legs*

**Materials:** CD 2, character flashcards, Leo character masks, phonics cards *log* and *lamp* (AB pages 87 and 88), picture of a lorry, flashcards (red, yellow)

**Optional:** pictures of a log and a dog, flashcards (*door, lamp*)

**Language competences:** The children will be able to make and recognise the sound /l/. They will practise forming the grapheme 'l'.

## Warm-up

**Aim:** to focus on the sound /l/

- Show the character flashcards. The children say the names. Stick the flashcards on the board and practise the names. Point to Leo and look thoughtful. Say *l - l - l - Leo*. The children repeat. Say the sound /l/ in isolation. Exaggerate the position of the tongue required to make the sound (just behind the teeth). The children copy. They practise saying the sound in pairs, wearing their Leo character masks, if they wish.

## Presentation

**1** PB p87 **Look and find. Trace the letter.**

**Aim:** to present and practise forming the grapheme 'l'

- Point to the first picture on PB page 87. Say *Look! A log*. Translate the word into L1. Say it again for the children to repeat.
- Say *l - l - l - log*. The children copy. Point to the second picture and say *Lamp*. The children repeat. Say *l - l - l - lamp*. The children copy.
- Repeat the sound, and this time form the letter 'l' in the air. Say *Draw /l/*. Draw the letter again. The children copy. Practise forming the letter in the air repeatedly. Make the sound /l/ every time.

- Point to the words below the pictures and say *Look and find*. The children point at the red letter 'l' in each word.
- Say *Trace the letter*. The children trace the letter shape in pencil. Circulate and check they are using the correct grip and forming the letter from top to bottom.

## Chant

**2** CD 2  
50 PB p87 **Listen and join in.**

**Aim:** to practise the sound /l/ in a chant

- Hand out the phonics cards *log* and *lamp* or ask the children to cut them out.
- Say *Listen and join in*. Play the chant. Join in with the sounds and words and hold up the *log* card, then the *lamp* card. Repeat. The children copy, holding up the phonics cards in turn. Play the chant again for the children to join in.

Audio script page T100

## Sound discrimination

**Aim:** to recognise the sound /l/

- Say *Look and listen. Like. /l/?* Look thoughtful and then say *Yes, /l/. /l/ as in 'lamp'*. Hold up the *lamp* phonics card or mime pulling a cord to switch on a lamp. Say *Kite. /l/? No!* Signal that you are not going to show the card/do the mime. Explain in L1 that the children need to listen carefully to each word and hold up the *lamp*

card or mime switching on a lamp if they hear /l/. If they don't hear it, they do nothing.

- Say a series of one-syllable words with initial consonants, some with the sound /l/, e.g. *lunch, Luke, sing, dog, look, like, lime, tree, legs, door, bag, jam, life*. The children show the *lamp* card or mime for the /l/ words.

## Extension activity

**Aim:** to practise differentiating between the sounds /l/ and /d/

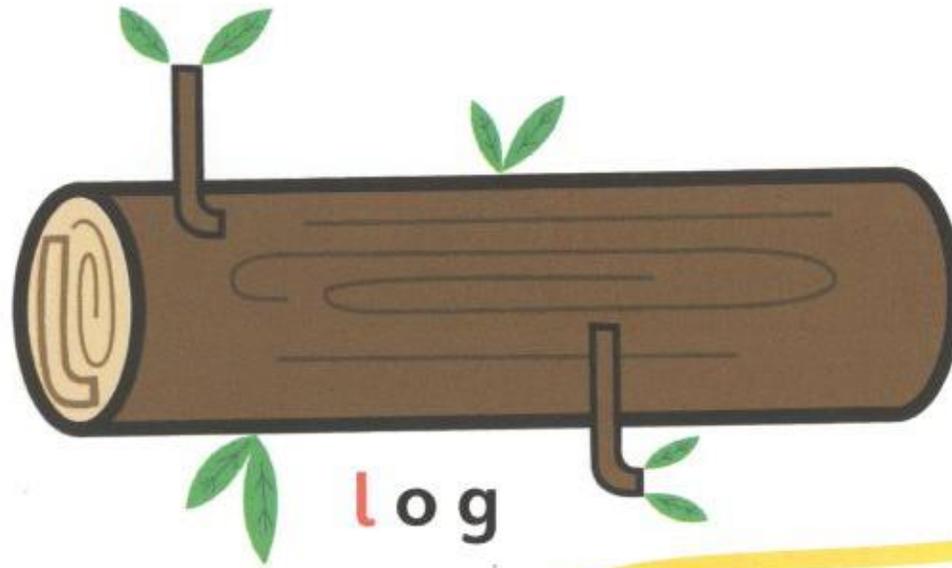
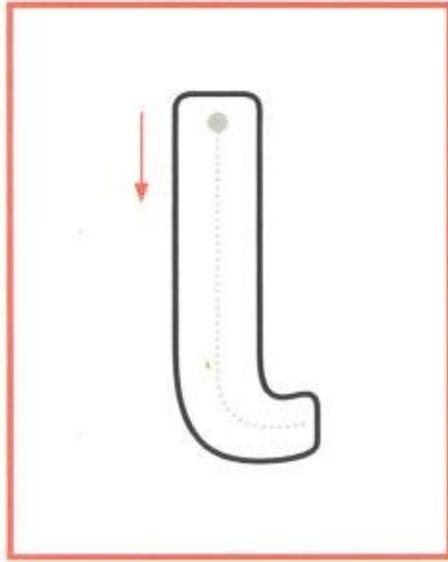
- Draw a *log* and a *dog* on the board (or show pictures). Practise the sounds /l/ and /d/ one after the other with the children, pointing at the two pictures as prompts.
- Stick the *lamp* flashcard on one wall and the *door* flashcard on the opposite wall. The children stand in the centre of the space. Explain in L1 that they need to run to the 'lamp' wall when they hear a word with the sound /l/ at the beginning and to the 'door' wall for /d/ words. Say a series of words, some beginning with /l/, 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. *doll, log, leaves, dots, lots, deer, light, like, drive, look*.

## Ending the lesson

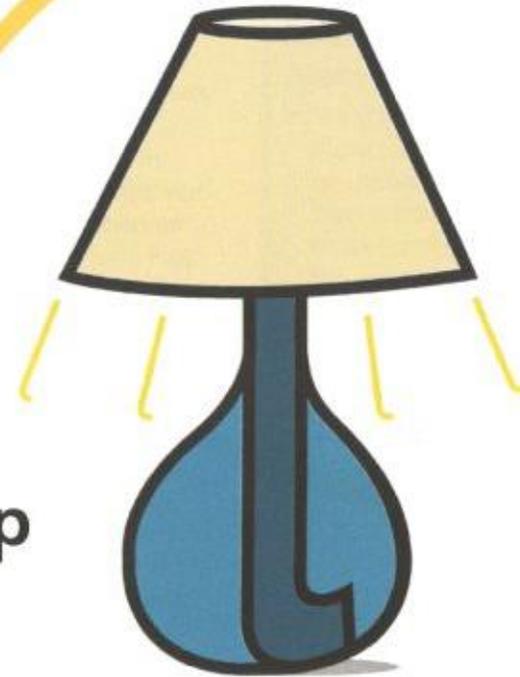
**Aim:** to review the sound /l/

- Show the children a picture of a lorry or draw a lorry on the board. Say *Lorry*. The children repeat. Say *Red lorry, yellow lorry*. Stick the red and yellow flashcards on the board as prompts. The children repeat, then practise saying the phrase over and over again, as fast as they can. Choose volunteers to say the tongue twister in front of the class.

1 Look and find. Trace the letter.



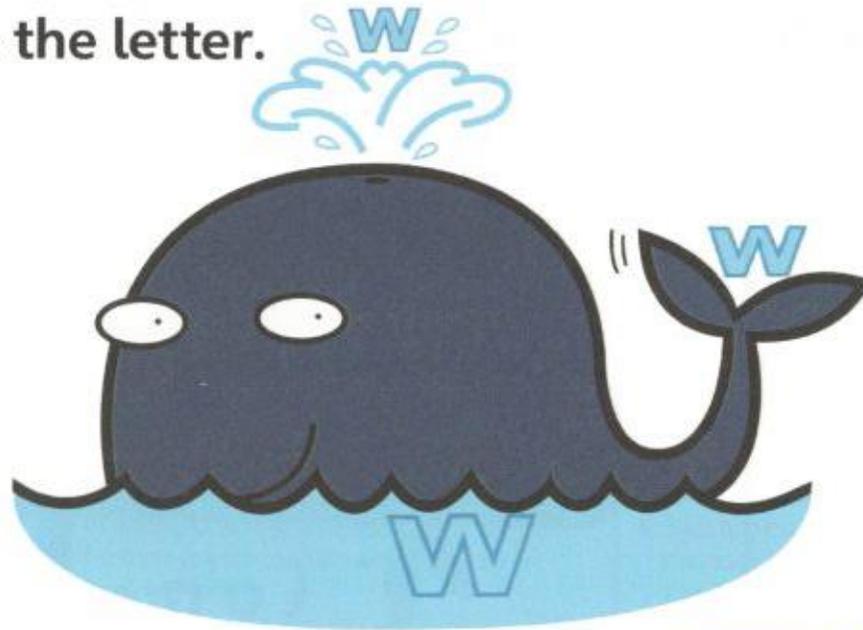
log



lamp

2 CD2 50 Listen and join in.

1 Look and find. Trace the letter.



wet



wow

2 CD2 63 Listen and join in.

Aims

- to practise the sound /w/; to practise recognising and tracing the grapheme 'w'

New language: wet, water, words with different initial consonant sounds

Recycled language: wow, where, walk, window, windy

Materials: CD 2, phonics cards wet and wow (AB pages 89 and 90)

Language competences: The children will be able to make and recognise the sound /w/. They will practise forming the grapheme 'w'.

Warm-up

Aim: to focus on the sound /w/

- Say *It's rainy!* Pretend you are walking in the rain with no umbrella. Point to your clothes and say *Oh no! Wet clothes. I'm wet.* Translate wet into L1. The children practise saying the word. Do the mime again. The children copy and say *Oh no! I'm wet!*
- Say w – w – w – wet. Look thoughtful. Say the sound /w/ in isolation (say the sound, not the letter name). Exaggerate the pursed mouth shape required to make the sound. The children copy. They practise making the sound in pairs. Monitor and check.

Presentation

1 PB p88 Look and find. Trace the letter.

Aim: to present and practise forming the grapheme 'w'

- Point to the first picture on PB page 88. Say *Look! It's wet.* Confirm the meaning in L1. The children repeat *Wet.*
- Say w – w – w – wet. The children copy. Point to the second picture and say *Look at the frog. Wow!* Encourage the children to say *Wow!* Say w – w – w – wow. The children copy.
- Repeat the sound, and this time form the letter 'w' in the air. Say *Draw /w/.* Draw the letter again. The children copy. Practise forming the

letter in the air repeatedly. Make the sound /w/ every time.

- Point to the words below the pictures and say *Look and find.* The children point at the red letter 'w'(s) in each word.
- Say *Trace the letter.* The children trace the letter shape in pencil. Circulate and check they are using the correct grip and forming the letter correctly.

Chant

2 CD 2 PB p88 Listen and join in.

Aim: to practise the sound /w/ in a chant

- Hand out the phonics cards wet and wow or ask the children to cut them out.
- Say *Listen and join in.* Play the chant. Join in with the sounds and words and hold up the wet card, then the wow card. Repeat. The children copy, holding up the phonics cards in turn. Play the chant again for the children to join in.

Audio script page T100

Sound discrimination

Aim: to recognise the sound /w/

- Say *Look and listen. Walk. /w/?* Look thoughtful and then say *Yes, /w/. /w/ as in 'wet'.* Hold up the wet phonics card or mime wringing out something wet. Say *Talk. /w/? No!* Signal that you are not going show the card/do the mime. Explain in L1 that the children need to listen carefully to each word and hold up the wet card

or mime if they hear /w/. If they don't hear it, they do nothing.

- Say a series of words with initial consonants, some with the sound /w/, e.g. *where, why, van, two, white, window, mum, water, doll, sit, watch, windy.* The children show the wet card or mime for the /w/ words.

Extension activity

Aim: to practise recognising the sound /w/

- Ask all the children to stand at one end of the class. Explain in L1 that they have to walk to the other end, but only when they hear the sound /w/. As they walk, they must say *Walk, walk, walk!* Make a series of sounds, e.g. /dʒ/, /t/, /d/, /f/, /f/, /s/, /ʃ/, /l/. When the children hear /w/, they all walk to the other end.

Ending the lesson

Aim: to review the sound /w/

- Say *It's very wet and windy.* Mime being blown about by the wind and trying to hold an umbrella. The children repeat the phrase, then practise saying it over and over again, as fast as they can. Choose volunteers to say the tongue twister in front of the class.

## Aims

- to review the sounds practised in Units 1 to 9; to practise recognising letter shapes

**New language:** *bingo*

**Recycled language:** *cat, dad, sit, pin, bed, pen, dot, pot, cut, bus, mum, mat, jam, job, log, lamp, wet, wow*

**Materials:** CD 2, phonics cards for Units 1 to 9 (AB pages 81 to 90)

**Optional:** the puppet (Polly)

**Language competences:** The children will practise recognising sounds from Units 1 to 9. They will practise forming graphemes from Units 1 to 9.

## Warm-up

**Aim:** to review sounds from Units 1 to 9

- Show some of the phonics cards from Units 1 to 9. Elicit the words.
- Give out the phonics cards from Units 1 to 9 to each pair. They lay out the cards picture side up. They take it in turns to point to a picture and say a word. Circulate and monitor/help.

## Revision

1 CD2  
85

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 /m/*. 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 /m/. Mat*. 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 board 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 /n/ square with the bus in it. 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 board. Repeat the game, but this time tell the children in L1 to choose one row of the board by putting a mark next 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 T100

## Sound discrimination

**Aim:** to recognise a key sound

- Repeat one of the Sound discrimination activities from the Phonics lessons (choose a sound the children find difficult).

## Extension activity

**Aim:** to practise the sounds from Units 1 to 9

- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) with eight to ten of the phonics cards. Make Polly say the initial sounds or key vowels, as well as the words. The children do the same when they guess.

## Ending the lesson

**Aim:** to review sounds from Units 1 to 9

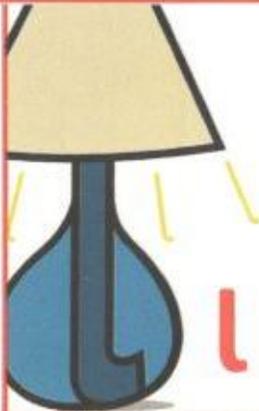
- Stick a selection of 10 phonics cards on the board (8 of them should represent different sounds), at a height your children can reach. Point and elicit the words and initial sounds or vowels.
- Call two volunteers to the front. Explain in L1 that you are going to say a sound and they both need to try to find it on the board as quickly as possible and give it to you. Say a sound, e.g. /dʒ/. The children look for the jam or job card. The first child to give the card to you is the winner. These two children sit down. Put the card back. Repeat with different volunteers.

1 CD2  
65

Listen and play bingo.

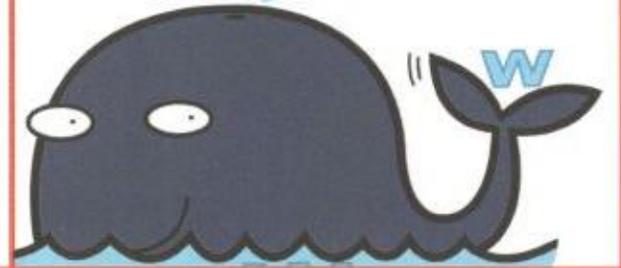
Phonics  
Review

j a m



l a m p

w e t

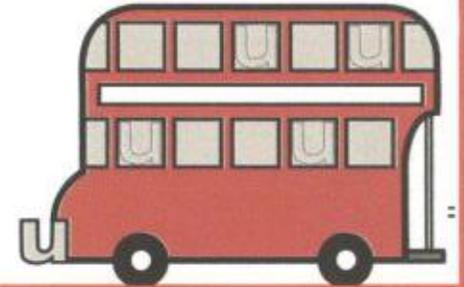


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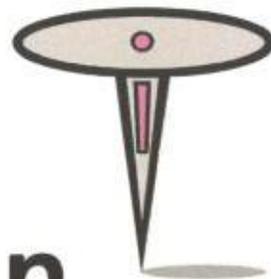
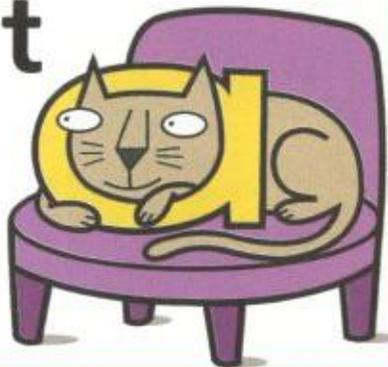


m a t

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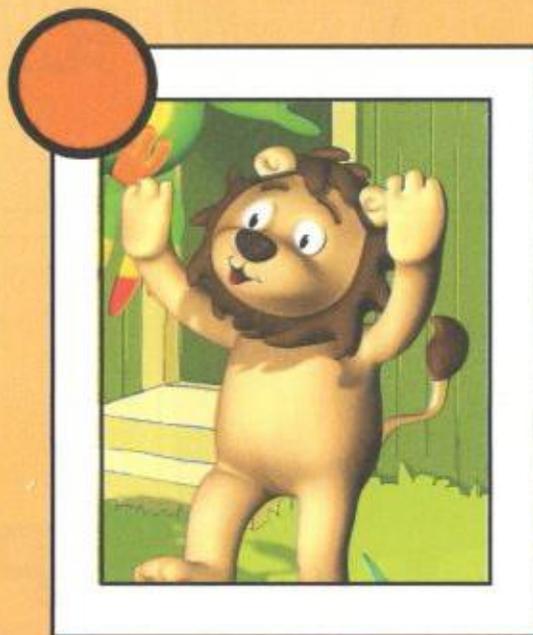
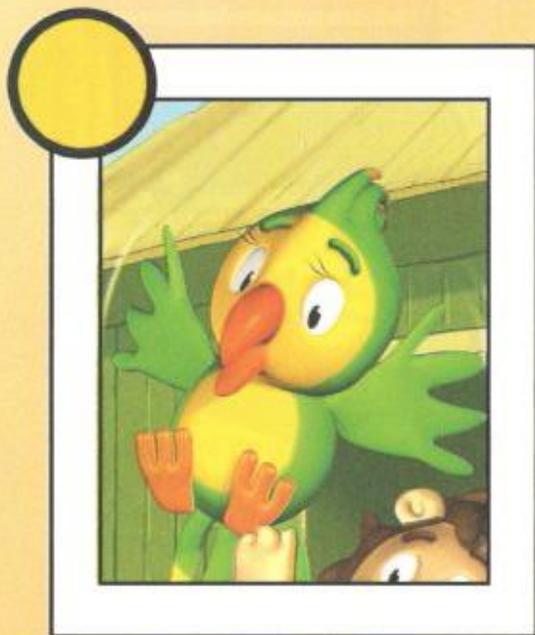
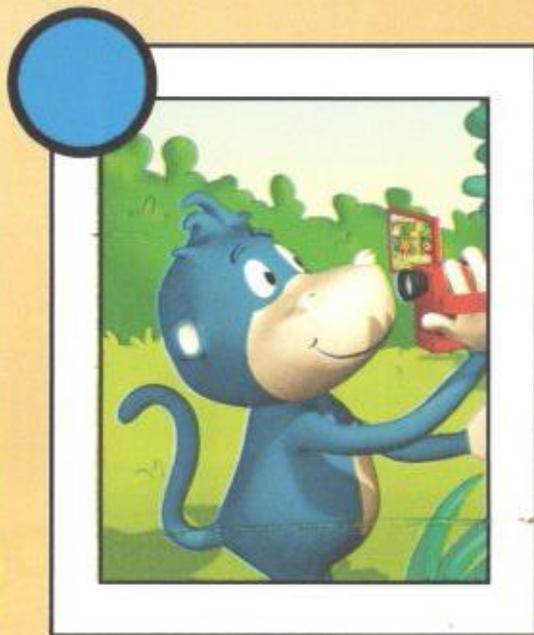
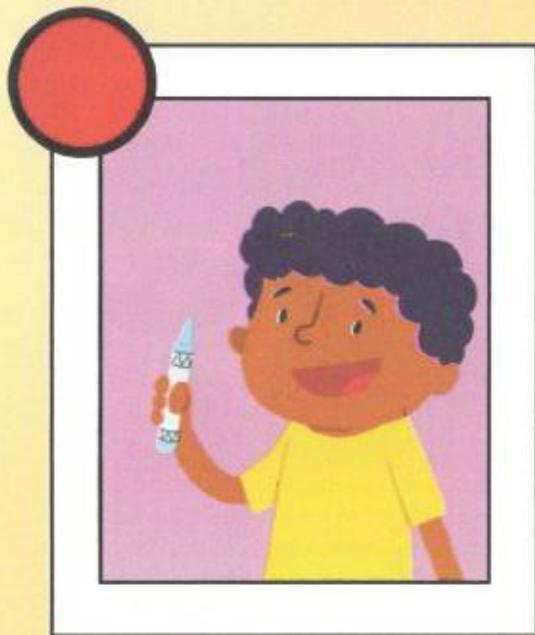


p i n

p e n



Listen to the sentences. Colour the frames.



**Aims:** to review language from the *Hello!* unit and Unit 1

**Recycled language:** character names, classroom objects, colours, numbers 1 to 6, *Hello, What's your name? I'm (name), Well done, Say 'hello', Smile, Shake hands, High five, Open your book, Pick up a ..., Draw a picture, This is my ..., I've got a ... on my desk, It's (colour)*

**Materials:** CD 1, a soft ball or toy, the puppet (Polly), flashcards (colours, numbers), a pencil case, some coloured books, coloured pencils or crayons

**Optional:** flashcards (characters, classroom objects)

**Language competences:** The children will be able to use language from the *Hello!* unit and Unit 1.

### Warm-up

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

- Teach the children a chant with actions:  
*Sit on my chair.*  
*Open my book.*  
*Pick up my pencil.*  
*Listen and look!*

### Revision

**Aim:** to review numbers and colours

- Stick the number flashcards on the board in the wrong order, at a height your children can reach. Put on the puppet. Polly reads the numbers. The children say *No, Polly!* Call a volunteer to find number 1 and stick it on the left, saying *One*. Make Polly repeat *Ah! One!* Do the same for the other numbers.
- Stick a colour flashcard below each number. Say, e.g. *One is ...?* The children say the colour.

### Listening



**CD 1**  
**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. Ask *What colour?* Help the children point to the purple circle. Check that they know 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 T95

### Practice

**Aim:** to practise following instructions

Put on the puppet. Make Polly give instructions from the *Hello!* unit and Unit 1, e.g. *Say 'hello', Smile, Shake hands, High five, Open your book, Pick up a red crayon, Draw a picture*. Include classroom objects, e.g. *Point to the board*. The children follow.

### Game

**Aim:** to practise *I've got a ..., colours and classroom objects*

- Arrange some books, pencils and crayons (all known colours), and a pencil case on your desk. Make a sentence about one thing, e.g. *I've got a red crayon on my desk. Say How about you?* The children look on their desks/in their pencil cases and hold up a red crayon if they have it. Point to individuals who are holding up a crayon and encourage them to say *A red crayon. I've got a red crayon (on my desk)*. Repeat for different colours, objects and numbers.

### Extension activity

**Aim:** to practise language from the *Hello!* unit and Unit 1

- Show a classroom object flashcard. Say *I've got a ...*. The children say the word. Repeat for the rest of the words.
- Show the character flashcards in turn. Say *This is ...*. The children say the name.
- Choose ten volunteers. Ask them to stand at the front. Mix up the classroom object and character flashcards. Hand each volunteer a flashcard. They show their flashcards and say, e.g. *I've got Leo*, then turn the flashcard so the rest of the class can't see it.
- Call on a volunteer from the class. He/She chooses one of the children at the front, points and says, e.g. *Raul, computer*. If the guess is correct, the child shows the flashcard and says, e.g. *Yes. I've got a computer*. Then he/she sticks the flashcard on the board and sits down. The children guess until all the volunteers are sitting.

### Ending the lesson

**Aim:** to practise greetings

- The children stand in a circle. Say *Hello! What's your name?* Throw the soft ball (or pass a toy) to that child. The child catches the ball and says *I'm (name)*. Say *Hello, (name)!* The child with the ball then chooses someone else, points and says *Hello! What's your name?* He/she throws the ball to that child, and so on.
- To end the class, the children throw the ball saying *Goodbye, (name)* to the person they are aiming at. The child catches the ball and says *Goodbye, (name)*.

**Aims:** to review language from Unit 2 and Unit 3

**Recycled language:** numbers 1 to 6, parts of the body, features of a room, furniture, *Look at my ..., I've got a (red head), What can you do? I can (clap my hands/stamp my feet/kick my legs/wave my arms), Kick a ball, It's a goal, Hug your friend, Shake your ..., Where's my ...? It's in/on/under the .... Look in/on/under the ..., Here it is*

**Materials:** CD 1, flashcards (numbers, parts of the body, room, colours), the puppet (Polly), coloured pencils or crayons, a soft ball, a CD of lively music

**Optional:** four of your possessions which the children can name (e.g. a book, a soft toy, a pencil case, a crayon)

**Language competences:** The children will be able to use language from Unit 2 and Unit 3.

### Warm-up

**Aim:** to review parts of the body

- Stick the number flashcards on the board in the correct order. Point to the numbers from left to right. The children say them. Point to individual numbers (out of order). The children say the number.
- Stick a part of the body flashcard below each number. Say e.g. *One is ...?* The children say the part of the body. Say the numbers in different orders. The children say the words.
- Play the Unit 2 song (CD 1, Track 30). The children sing along and do the actions.

### Revision

**Aim:** to review features of a room, furniture and *Where's my ...? It's in/on/under the ...*

- Show the room flashcards. The children say the words.
- Ask the children to point to items around the room, e.g. *Point to the bookcase, Point to the door, Where's the window?*
- Draw a large rectangle on the board and say *This is my room.* Draw a window and say *This is my window.* Invite a volunteer to suggest the next thing to draw, e.g. *Door.* Ask *Where's my door?* The child comes to the front and shows

you where to draw it. Make sure you draw a mat, a lamp, a bookcase, a desk, a chair and an open toy box. Suggest an item to add, e.g. a book. Ask *Where's my book?* Encourage the children to say, e.g. *It's in the toy box./It's on the floor.* Repeat with a pencil case, a rabbit, etc.

### Listening



CD 1  
50

**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.
- Play the second item. Elicit the colour (*Red*). Elicit which picture the children need to find (bottom right). Give the children time to colour the circle. Repeat for the other 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

**Aim:** to practise following instructions

- Put on the puppet. Make Polly give instructions from the course so far, e.g. *Stand up, Shake your arms, Stamp your feet, Clap your hands, High five, Kick a ball, It's a goal, Hug your friend.* The children follow.

### Extension activity

**Aim:** to practise *Where's my...?*

- Repeat the hide and seek game with four of your possessions from Unit 3 (see page T26, Extension activity).

### Ending the lesson

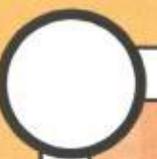
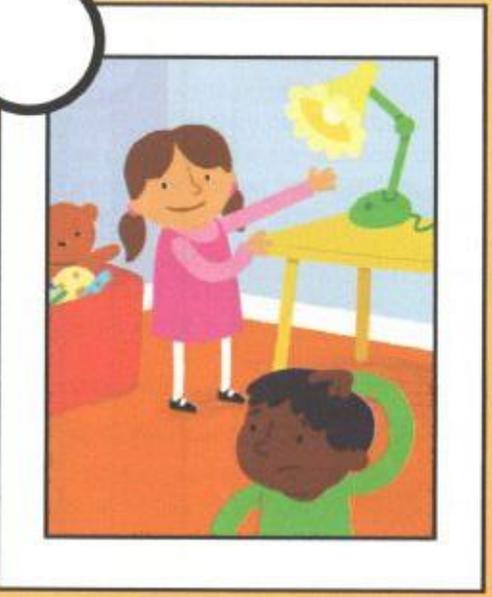
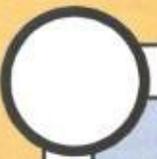
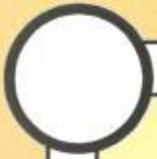
**Aim:** to practise *What can you do? I can ...*

- Show one of the body flashcards, e.g. *Head.* The children say the word. Ask *What can you do?* Elicit *I can shake my head.* Everyone does the action. Repeat for the other flashcards (*Stamp my feet, Clap my hands, Shake my body, Wave my arms, Kick my legs*). Then show a ball and say *What can you do?* Elicit a sentence from a volunteer, e.g. *I can kick a ball./I can throw a ball.* Hand the child the ball to do the action.
- The children sit in a circle. Hand out the body flashcards to six children (not next to each other) and the soft ball to a seventh child. Ask each child with a flashcard or the ball *What can you do?* He/She shows the card, says, e.g. *(I can) stamp my feet,* stands up and does the action.
- Play the CD of lively music. The children pass the flashcards to their left. When the music stops, ask the children with flashcards or the ball *What can you do?* They reply and do the actions.

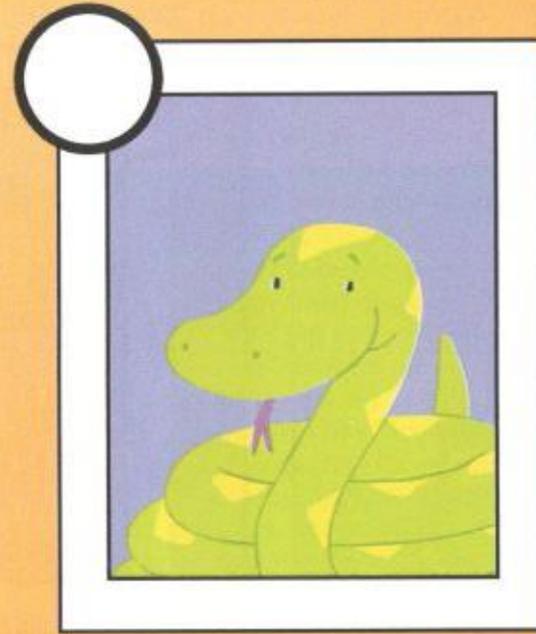
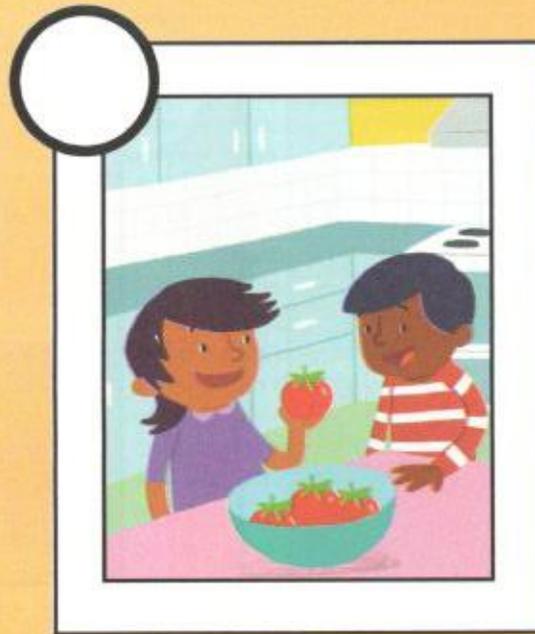
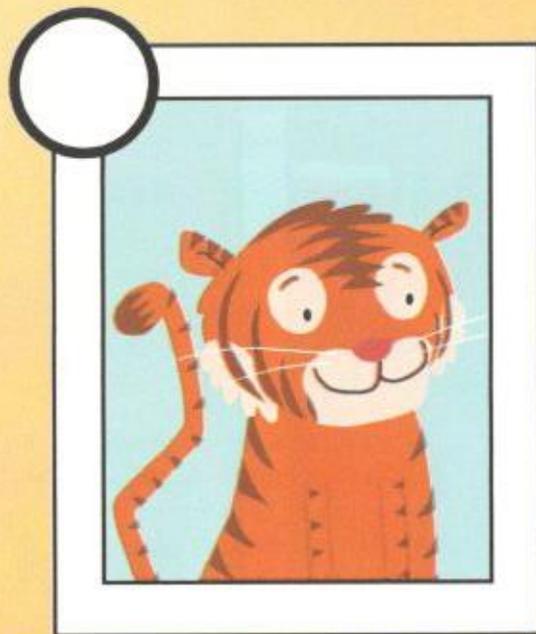
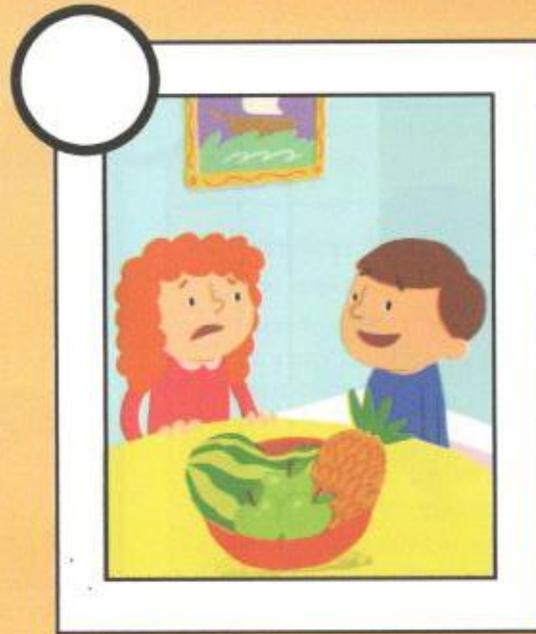
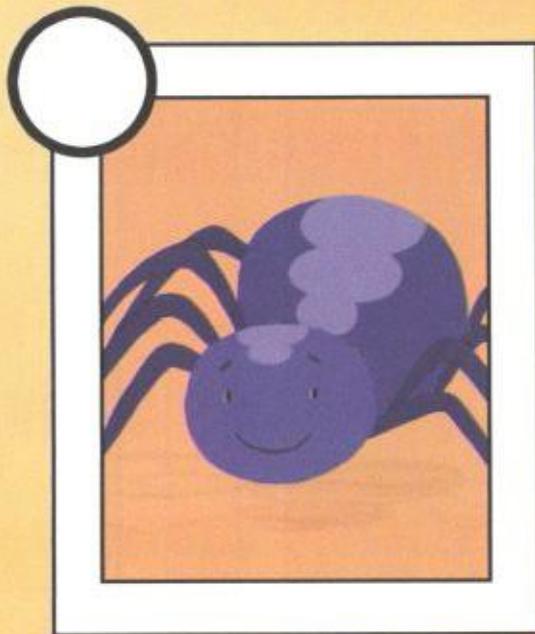
1 CD1  
50

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:** jungle animals, fruit and vegetables, *Is it a ...? Yes, it is/No, it isn't. Do you like ...? Yes, I do/No, I don't*, instructions (*Walk through the jungle, Turn around, It's a big snake, Run, I'm hungry, Look, There's an apple, I can't reach, Jump, Ouch, What's that?*)

**Materials:** CDs 1 and 2, flashcards (jungle animals, fruit and vegetables), pictures of peas and strawberries, the puppet (Polly), coloured pencils or crayons

**Optional:** a piece of paper with a two-column table for each child (pictures of jungle animals in the left column, right column blank) or flashcards (colours, jungle animals, fruit and vegetables)

**Language competences:** The children will be able to use language from Unit 4 and Unit 5.

### Warm-up

**Aim:** to review jungle animals, *Is it a ...? Do you like ...?* and short answers

- Show the jungle animal flashcards. The children say the words. Mix the flashcards and put them in a pile.
- Put on the puppet. Call a volunteer to take a flashcard. Cover Polly's eyes. The volunteer holds the flashcard so the class can see it, but Polly can't. Polly guesses, e.g. *Is it a tiger?* The children say *Yes, it is* or *No, it isn't*. When Polly guesses correctly, she asks the volunteer, e.g. *Do you like elephants?* Encourage the child to reply *Yes, I do* or *No, I don't*. Repeat with other volunteers.

### Revision

**Aim:** to review fruit and vegetables and *Do you like ...?*

- Stick the fruit and vegetable flashcards on the board, together with the pictures of peas and strawberries. Point to a picture. The children say the word. Ask *Fruit or vegetable?*
- Ask a volunteer *Do you like... ?* about the different fruit and vegetables. The child replies *Yes, I do* or *No, I don't* for each one.
- Make pairs. The children ask each other about the items on the board in the same way.

### Listening



**PB p92** Listen and colour the circles. Colour the frames.

**Aim:** to review language from Unit 4 and Unit 5

- Point to the pictures on PB page 92 and say *Listen and colour the circles*. Play the first item on the audio and encourage the children to point to the correct picture (the first picture). Elicit the colour (*Yellow*). Give the children time to colour the circle.
- Play the rest of the audio, pausing to check that the children have the correct picture before they colour the circle each time. 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.  
**Audio script page T98**

### Practice

**Aim:** to practise following instructions

- If possible, move your class into the school gym or an empty classroom or clear a space in the centre of the room.

### Review

- Put on the puppet. Make Polly give instructions from the course so far, e.g. *Stand up, Stamp your feet, Shake your head, Point to the bookcase, Walk through the jungle, Turn around, It's a big snake, Run, I'm hungry*, etc. The children follow.

### Extension activity

**Aim:** to practise jungle animals, *Do you like ...?* and short answers

- Demonstrate how to complete the table on the handout. Choose a confident volunteer. Point to the first picture in the left column of the table and ask the volunteer, e.g. *Do you like spiders?* If he/she says *Yes, I do*, put a tick in the right column. If he/she says *No, I don't*, put a cross in the right column. Repeat with one or two more animals until you have an example of a positive and negative response.
- Make pairs. Hand a piece of paper with the table on it to each child. They take turns to ask and answer about the animals. Circulate and help as necessary. Make sure the children are using ticks and crosses correctly.
- If you haven't prepared a handout, repeat the flashcard game from Unit 5 (see page T41 Extension activity).

### Ending the lesson

**Aim:** to review instructions

- Play the Unit 4 song (CD 1, Track 58). The children join in and do the actions (see page T35, Ending the lesson).

**Aims:** to review language from Unit 6 and Unit 7

**Recycled language:** places in town, jobs, play equipment, clothes, *Let's go to the (park), I'm a (firefighter), My (mum)'s a (doctor), It's a toy shop, Wow, What's this? It's a robot, Oh no, I'm a farmer, Listen, What's that? It's a bull, Run*

**Materials:** CD 2, flashcards (town, jobs), the puppet (Polly), coloured pencils or crayons

**Optional:** a bell or buzzer

**Language competences:** The children will be able to use language from Unit 6 and Unit 7.

## Warm-up

**Aim:** to review places in town and jobs

- Play *No, Polly!* (see Introduction, page xvii) with the town and job flashcards. Polly makes correct and incorrect sentences using *Let's go to the (toy shop), It's a (bus stop) or He/She's a (teacher).*

## Listening



**CD 2** **1** **PB p93** Listen and colour the circles.  
Colour the frames.

**Aim:** to review language from Unit 6 and Unit 7

- Point to the pictures on PB page 93 and say *Listen and colour the circles.* Play the first item on the audio. The children point to the correct picture (bottom left). Elicit the colour (yellow). Give the children time to colour the circle.
- Play the rest of the audio, pausing to check that the children have the correct picture before they colour the circle each time. 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?/Who's this?/Let's go to the ...*  
**Audio script page T99**

## Practice

**Aim:** to practise following instructions

Put on the puppet. Make Polly give instructions from the course so far, e.g. *Let's go to the park, There's a swing, There's a seesaw, Look! It's a toy shop, What's this? It's a robot,* etc. The children follow.

## Game

**Aim:** to practise places in a town and jobs

- Review places in town and jobs using the flashcards.
- Divide the class into two teams. Stick the flashcards on the board at a height your children can reach. Make sure they are well mixed. Call one child from each team to the front. They stand at either side of the board. Say *Listen and pick up the cards.* Make two sentences, e.g. *My dad's a firefighter. He's at the school.* The child who takes the correct pair of flashcards off the board first wins a point for their team. If the children take a card each, award a point to both teams. Stick the flashcards back on the board. The children sit down and the next two children come to the front. Repeat, varying the sentences to practise as many places and jobs as possible.

## Extension activity

**Aim:** to practise language from Unit 6 and Unit 7

- If possible, move your class into the school gym or an empty classroom.
- Say *Let's go on the bus.* Mime getting onto a bus, showing your ticket and standing on the bus. The children copy and stand in a line behind you. Make engine noises. You all move up and down as if the bus is in motion. Ring a bell or sound a buzzer and say *Bus stop! Let's go to the zoo!* The children all move forward and then back as if on a stopping bus. You all mime getting off the bus, then walking around the zoo (looking at and feeding animals). Ring the bell/buzzer and say *Let's go on the bus!* The children get back into a line behind you and you start moving again as if back on the bus.
- Continue in this way, visiting the toy shop, a supermarket, a farm and the park.
- Add in different instructions, e.g. at the park say *Let's pick up the rubbish. Let's put it in the bin;* at the toy shop say *Let's play with the dolls* and at the supermarket say *Let's buy some apples.*
- You can also play firefighters, (for instructions, see page T62, Warm-up).

## Ending the lesson

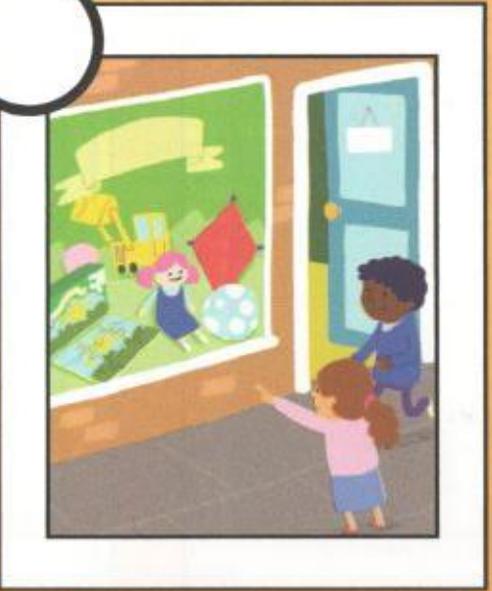
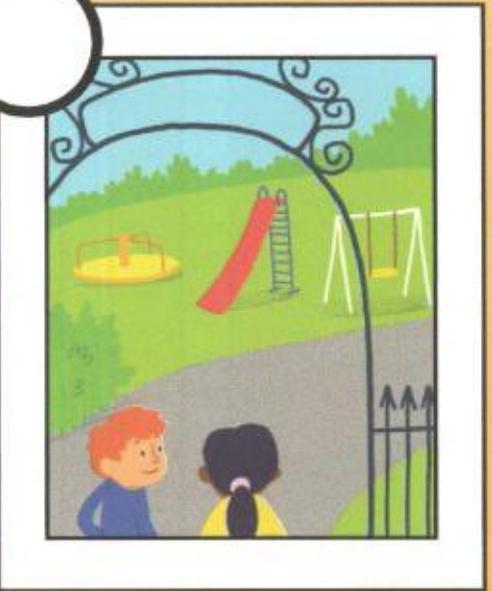
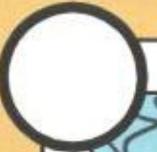
**Aim:** to practise clothes, *Let's play (teachers) and I'm a (firefighter)*

- Play the Unit 7 song (CD 2, Track 31). The children join in and do the actions (see page T59, Ending the lesson).

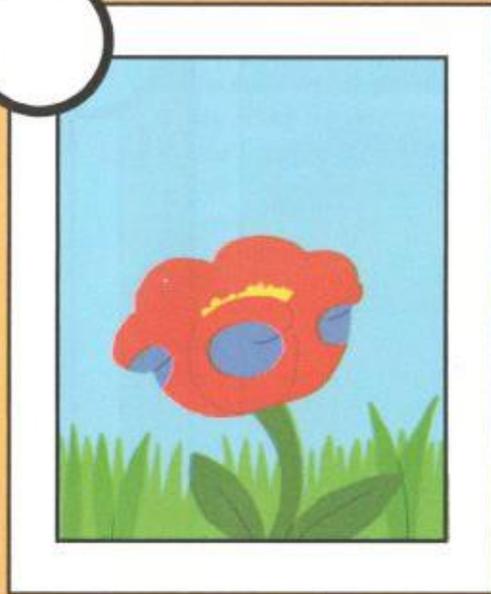
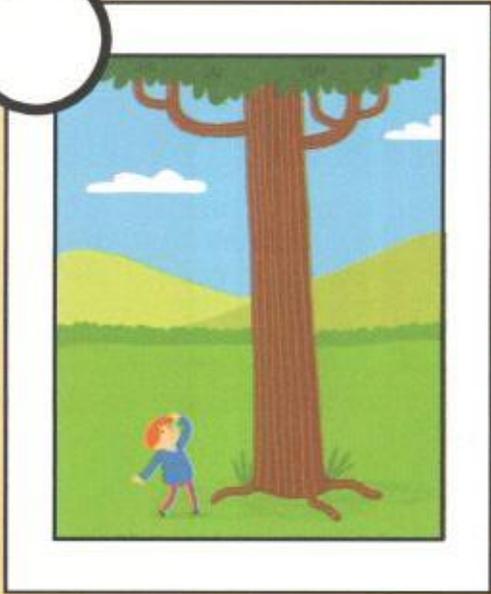
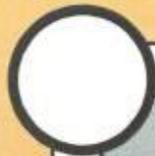
1 CD2  
38

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:** weather adjectives, countryside words, *Is it (sunny) today? Yes, it is/No it isn't. What's the weather like (today)? It's..., It's a hot and sunny day. The (bee) is/isn't (big). It's (small), instructions (Phew, Put your hat on, Eat an ice cream, Yum, Oh no, The sea, I'm walking in the garden, Look! It's a bird, Ouch! It's a tree)*

**Materials:** CD 2, flashcards (weather, countryside), Yes/No cards, the puppet (Polly), coloured pencils or crayons, CD of lively music

**Optional:** for each team of six or seven children: a sun hat, a woolly hat, wellington boots (large enough to fit the children), a toy kite or kite made from coloured card

**Language competences:** The children will be able to use language from Unit 8 and Unit 9.

### Warm-up

**Aim:** to review weather adjectives and countryside words

- Hand out the Yes/No cards. Say *Show me 'Yes'!* The children hold up the correct card. Repeat for *No*.
- Hold up the weather and countryside flashcards. Make correct and incorrect sentences, e.g. *What's the weather like? It's hot./I like this frog./It's a bee./Look at this flower.* The children hold up their Yes/No card as appropriate. Include practice of *big* and *small*, e.g. hold up the *bee* and say *The bee isn't small. It's big.*

### Listening

 **CD2** **64**  **PB p94** Listen and colour the circles. Colour the frames.

**Aim:** to review language from Unit 8 and Unit 9

- Point to the pictures on PB page 94 and say *Listen and colour the circles.* Play the first item on the audio. The children to point to the correct picture (the third picture). Elicit the colour. Give the children time to colour the circle.
- Play the rest of the audio, pausing to check that the children have the correct picture before

they colour the circle each time. 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?/What's the weather like?/Is it big or small?*

Audio script page T100

### Practice

**Aim:** to practise following instructions

Put on the puppet. Make Polly give instructions from the course so far, e.g. *Stand up, High five, Wave your arms, Stamp your feet, Walk through the jungle, Look! It's a bird, Ouch! It's a tree, It's a hot day, Put your hat on, Eat an ice cream,* etc. The children follow.

### Game

**Aim:** to practise countryside words, animals and following instructions

- Repeat the *Musical statues* game from Unit 8 (see page T71 Extension activity). Review countryside words and animals, too, by using the instruction *Dance like a (frog/tree/crocodile/elephant)* in the dancing phase of the game.

### Extension activity

**Aim:** to practise weather, clothes and language from Unit 8 and Unit 9

- If possible, move your class into an empty classroom or the school gym.
- Divide the class into teams of six or seven. Number the teams or name them (e.g. colours). Ask the teams to stand in lines at the other end of the room.
- Put the items of clothing in piles at the other end of the room from the teams – one pile opposite each team (i.e. each team has a sun hat, a woolly hat, a pair of boots, etc.).
- Make a sentence about the weather and give an instruction, e.g. *It's cold today. Put on your hat.* The first child in the line, consulting teammates if necessary, runs to the pile of items and puts on/uses the correct item. Whichever team does this first gets a point. Repeat with different types of weather and instructions, e.g. *It's sunny. Put on your hat/It's rainy today. Put on your boots.* You can also tell all the children *Jump like a frog!/Stand like a tree./Buzz like a bee.* Whichever team does the action first gets a point. The team with the most points at the end wins.

### Ending the lesson

**Aim:** to review the Unit 9 song and award the certificate

- Play the song from Unit 9 (CD 2, Track 57). The children join in and mime as appropriate.
- Award the certificate from PB page 95 to each child by writing their name on the dotted line if this is your last lesson of the year.

## Audio Scripts

### CD1, 02

**MIKE:** Hello ... I'm Mike!

**GINA, POLLY & LEO:** Hello, Mike!

**GINA:** Hello ... I'm Gina.

**POLLY:** Hello ... I'm Polly.

**LEO:** Hello ... I'm Leo.

**MIKE:** Hello, Gina, Polly ... and Leo!

**GINA, LEO & POLLY:** Hello, Mike!

1. Mike
2. Gina
3. Polly
4. Leo

### CD1, 03

What's your name?

I'm Alex, I'm Alex.

What's your name?

I'm Alex ... Hello!

What's your name?

I'm Sally, I'm Sally.

What's your name?

I'm Sally ... Hello!

### CD1, 04

Say 'hello'!  
Smile!

Say 'hello'!  
Smile!

Shake hands.  
High five!

Shake hands.  
High five!

Say 'hello'!  
Smile!

Shake hands.  
High five!

### CD1, 05

red  
Shake hands.

blue  
Smile!

green  
High five!

yellow  
Say hello!

### CD1, 06

1. Shake hands.
2. High five!

### CD1, 07/08

Hello! Hello!

What's your name? What's  
your name?

Hello ... What's your name?

Hello! Hello!

I'm Ann, I'm Ann.

Hello! Hello!

I'm Ann, I'm Ann.

I've got ...

... one green bag

... two blue shoes

... three yellow chairs

... four purple crayons

... five red books

... and six ... orange ... fish!

Hello! Hello!

What's your name? What's  
your name?

Hello ... What's your name?

Hello! Hello!

I'm Jack, I'm Jack.

Hello! Hello!

I'm Jack, I'm Jack.

I've got ...

... one yellow pencil case

... two blue pencils

... three green computers

... four purple T-shirts

... five brown rabbits

... and six ... orange ... cars!

### CD1, 09

**GINA:** Look! A board!

**MIKE:** And look! Paper!

**LEO:** I like this computer!

**POLLY:** Look! A desk! A crayon ...  
A pencil case!

- |             |                |
|-------------|----------------|
| 1. board    | 4. desk        |
| 2. paper    | 5. crayon      |
| 3. computer | 6. pencil case |

### CD1, 10

This is my crayon.

This is my crayon.

This is my crayon!

This is my pencil case.

This is my pencil case.

This is my pencil case!

This is my desk.

This is my desk.

This is my desk!

This is my chair.

This is my chair.

This is my chair!

### CD1, 11

1. This is my crayon.
2. This is my computer.

### CD1, 12

Open your book.  
Pick up your crayon.

Open your book.  
Pick up your crayon.

Draw a picture.  
Oh no! It's broken!

Draw a picture.  
Oh no! It's broken!

Open your book.  
Pick up your crayon.

Draw a picture.  
Oh no! It's broken!

### CD1, 13

red  
Pick up your crayon.

blue  
Open your book.

green  
Oh no! It's broken!

yellow  
Draw a picture.

### CD1, 14

1. Pick up your crayon.
2. Draw a picture.

### CD1, 15/16

I've got a pencil case on my desk.  
It's red, orange and purple.

I've got a pencil case on my desk.  
It's red, orange and purple.

This is my pencil.

This is my book.

This is my computer -

Look, look, look!

I've got a pencil case on my desk ...

This is my T-shirt.

This is my shoe.

These are my crayons ...

Green ... orange ... blue!

I've got a pencil case on my  
desk ...

### CD1, 17

See CD1, Track 15.

### CD1, 18

1. **MIKE:** I'm the best.  
**LEO & GINA:** Well done, Mike!
2. **LEO:** I'm the best.  
**MIKE & GINA:** Well done, Leo!  
**TEACHER:** Yes, well done!
3. **GINA:** I'm the best.  
**MIKE & LEO:** Well done, Gina!  
**TEACHER:** Yes, well done!
4. **POLLY:** I love drawing!  
**LEO, GINA & MIKE:** Ooh!
5. **TEACHER:** Well done, Polly!  
**POLLY:** Thank you.  
**LEO, MIKE & GINA:**  
Polly, you're the best!

### CD1, 19

1. **MIKE:** I'm the best.  
**LEO & GINA:** Well done, Mike!
2. **POLLY:** I love drawing!

### CD1, 20

jump	kick	climb
climb	run	jump
run	jump	kick
kick	climb	run

### CD1, 21

/a/ /a/ /a/ cat

/a/ /a/ /a/ cat

Slowly, /a/ /a/ /a/ cat

/a/ /a/ /a/ cat

Quickly, /a/ /a/ /a/ cat

/a/ /a/ /a/ cat

Happily! /a/ /a/ /a/ cat

/a/ /a/ /a/ cat

Angrily! /a/ /a/ /a/ cat

/a/ /a/ /a/ cat.

/a/ /a/ /a/ dad

/a/ /a/ /a/ dad

Slowly, /a/ /a/ /a/ dad

/a/ /a/ /a/ dad

Quickly, /a/ /a/ /a/ dad

/a/ /a/ /a/ dad

Happily! /a/ /a/ /a/ dad

/a/ /a/ /a/ dad

Angrily! /a/ /a/ /a/ dad

/a/ /a/ /a/ dad

### CD1, 22

purple  
This is my computer.

blue

**MIKE:** Hello, I'm Mike.

orange

**LEO:** Hello, I'm Leo.

yellow

**POLLY:** Hello, I'm Polly.

red

This is my crayon.

green

This is my pencil case.

### CD1, 23

**LEO:** Look at my arms! Look at my  
hands and my feet!

**GINA:** Look at my legs! Look at my  
body ... and my head!

- |          |         |         |
|----------|---------|---------|
| 1. arms  | 3. feet | 5. body |
| 2. hands | 4. legs | 6. head |

### CD1, 24

I've got a red head and  
a red body.

I've got two blue arms.

I've got three orange legs.

I've got three yellow feet ...

... and I've got four green hands.

### CD1, 25

What can you do? (x3)

I can clap my hands.

I can clap my hands.

I can stamp my feet.

I can stamp my feet.  
What can you do? (x3)  
I can kick my legs.  
I can kick my legs.  
I can wave my arms.  
I can wave my arms.  
What can you do? (x3)

### CD1, 26

1. I can clap my hands.  
I can stamp my feet.
2. I can kick my legs.  
I can wave my arms.

### CD1, 27

Kick a ball.  
It's a goal!  
Kick a ball.  
It's a goal!  
Clap your hands.  
Hug your friend.  
Clap your hands.  
Hug your friend.  
Kick a ball.  
It's a goal!  
Clap your hands.  
Hug your friend.

### CD1, 28

red  
Clap your hands.  
blue  
Hug your friend.  
green  
Kick a ball.  
yellow  
It's a goal!

### CD1, 29

1. It's a goal! Yay!
2. Clap your hands.

### CD1, 30/31

Shake your arms and shake your feet  
Arms, legs, feet and hands  
Shake your arms and shake your feet

Arms, legs, feet and hands  
Shake your arms and shake your hands  
Shake your hands and shake your feet  
Shake your feet and shake your legs  
Shake your legs and shake your head!  
Shake your head ... and shake your body!  
Shake your arms and shake your feet ...  
Shake your arms and shake your hands ...

### CD1, 32

See CD1, Track 30.

### CD1, 33

1. **LEO:** Ouch! My head!  
**MIKE:** Don't worry. I can help.
2. **POLLY:** Ouch! My feet!  
**MIKE:** Don't worry. I can help.
3. **GINA:** Oh ... My leg!  
**MIKE:** Don't worry. I can help.
4. **MIKE:** Heeeeeeelp!  
**LEO, GINA & POLLY:** Oh no!
5. **MIKE:** Ouuuuch! Oh! My body!  
**LEO, GINA & POLLY:** Don't worry ... We can help!

### CD1, 34

1. **LEO:** Ouch! My head!
2. **GINA:** Oh ... My leg!

### CD1, 35

neck	head	wing
head	beak	neck
wing	neck	head
beak	wing	beak

### CD1, 36

/i/ /i/ /i/ sit  
/i/ /i/ /i/ sit  
Slowly, /i/ /i/ /i/ sit  
/i/ /i/ /i/ sit  
Quickly, /i/ /i/ /i/ sit  
/i/ /i/ /i/ sit

Happily! /i/ /i/ /i/ sit  
/i/ /i/ /i/ sit  
Angrily! /i/ /i/ /i/ sit  
/i/ /i/ /i/ sit  
/i/ /i/ /i/ pin  
/i/ /i/ /i/ pin  
Slowly, /i/ /i/ /i/ pin  
/i/ /i/ /i/ pin  
Quickly, /i/ /i/ /i/ pin  
/i/ /i/ /i/ pin  
Happily! /i/ /i/ /i/ pin  
/i/ /i/ /i/ pin  
Angrily! /i/ /i/ /i/ pin  
/i/ /i/ /i/ pin

### CD1, 37

**GINA:** Look! This is my room.  
**POLLY:** Wow!  
**POLLY:** Ooh ... What is it?  
**GINA:** This is my toy box.  
**POLLY:** Ooh! A toy box ... Look! A blue ball, a doll ... a puzzle ... a red car!  
**GINA:** This is my big bookcase.  
**POLLY:** Wow ... Books!  
**GINA:** This is my blue lamp!  
**POLLY:** Ooh! I like blue!  
**GINA:** And this is my mat.  
**POLLY:** Ooh!

**GINA:** This is my window.  
**POLLY:** Ooh ... Look! A park!  
**GINA:** And this ... is my door.  
**POLLY:** I like your room, Gina!

- |             |           |
|-------------|-----------|
| 1. toy box  | 4. mat    |
| 2. bookcase | 5. window |
| 3. lamp     | 6. door   |

### CD1, 38

Where's my book?  
Where's my book?  
Look, look, look!  
It's under the bookcase.  
Where's my bookcase?  
Where's my bookcase?  
Look, look, look!  
It's on the mat.

Where's my mat?  
Where's my mat?  
Look, look, look!  
It's under the toy box.  
Where's my toy box?  
Where's my toy box?  
Look, look, look!  
It's in my room.

### CD1, 39

1. Where's my book?  
It's in the bookcase. It's red.
2. Where's my ball?  
It's on the toy box. It's blue.
3. Where's my T-shirt?  
It's under the mat. It's yellow.

### CD1, 40

Where's my rabbit?  
Look under the mat. (x2)  
Look in the toy box.  
Ah, here it is! (x2)  
Where's my rabbit?  
Look under the mat.  
Look in the toy box.  
Ah, here it is!

### CD1, 41

red  
Look under the mat.  
blue  
Where's my rabbit?  
green  
Ah, here it is!  
yellow  
Look in the toy box.

### CD1, 42

1. Look under the mat.
2. Look in the toy box.

### CD1, 43/44

I like my room  
My messy, messy room  
I like my messy room! (x2)  
My doll is on the bookcase  
My T-shirt's on the door  
My computer's in the toy box  
My books ... are on the floor!

I like my room ...  
My shoes are in the bookcase  
My clothes are on the bed  
My crayons are on the table  
They're blue, orange and red.  
I like my room ...

### CD1, 45

See CD1, Track 43.

### CD1, 46

1. **GINA:** A story, please, Dad!  
**DAD:** Be patient, Gina!  
Eat your food, please.
2. **GINA:** A story, please, Dad!  
**DAD:** Be patient, Gina!  
Tidy up, please!
3. **GINA:** A story, please, Dad!  
**DAD:** Be patient, Gina!  
Wash your face AND your hands, please!
4. **GINA:** A story, please, Dad!  
**DAD:** [sigh] Yes, a story.
5. **GINA:** Dad ... Dad?! [sigh]  
Goodnight, Dad!

### CD1, 47

1. **GINA:** Goodnight, Dad!
2. **GINA:** A story, please, Dad!  
**DAD:** Be patient, Gina!  
Wash your face AND your hands, please!

### CD1, 48

1. tidy
2. messy

### CD1, 49

/e/ /e/ /e/ bed  
/e/ /e/ /e/ bed  
Slowly, /e/ /e/ /e/ bed  
/e/ /e/ /e/ bed  
Quickly, /e/ /e/ /e/ bed  
/e/ /e/ /e/ bed  
Happily! /e/ /e/ /e/ bed  
/e/ /e/ /e/ bed  
Angrily! /e/ /e/ /e/ bed  
/e/ /e/ /e/ bed  
/e/ /e/ /e/ pen  
/e/ /e/ /e/ pen

Slowly. /e/ /e/ /e/ pen  
/e/ /e/ /e/ pen

Quickly. /e/ /e/ /e/ pen  
/e/ /e/ /e/ pen

Happily! /e/ /e/ /e/ pen  
/e/ /e/ /e/ pen

Angrily! /e/ /e/ /e/ pen  
/e/ /e/ /e/ pen

### CD1, 50

green  
I can shake my legs.

red  
**BOY:** Where's my ball?  
**GIRL:** It's in the toy box.

purple  
I can stamp my feet.

yellow  
**GIRL:** Where's my doll?  
**BOY:** It's under the mat.

blue  
I can clap my hands.

orange  
**BOY:** Where's my lamp?  
**GIRL:** It's on the desk.

### CD1, 51

**GINA, LEO, MIKE & POLLY:**

Look ... Wow!

**GINA:** A rhino!

**POLLY:** Ooh ... a tiger!

**LEO:** An elephant!

**MIKE:** [gasp] A snake!

**GINA:** Eek! A spider!

**LEO:** Oh no ... A cr-cr-crocodile!

**GINA, POLLY, LEO & MIKE:** Run!

- |             |              |
|-------------|--------------|
| 1. rhino    | 4. snake     |
| 2. tiger    | 5. spider    |
| 3. elephant | 6. crocodile |

### CD1, 52

1. It's a tiger.
2. It's an elephant.

### CD1, 53

Shh ... What's that?  
Shh ... What's that?

Is it a spider?  
No, it isn't.

Is it a crocodile?  
No, it isn't.

Is it a rhino?  
No, it isn't.

Is it a tiger?  
No, it isn't.

Listen. Shhhhh ... What's that?  
Is it a rabbit?  
Yes, it is!

### CD1, 54

Is it a rhino?  
No, it isn't.  
Is it a crocodile?  
Yes, it is.

### CD1, 55

Walk through the jungle.  
Turn around.

Walk through the jungle.  
Turn around.

[gasp] It's a big snake!  
Run away!

[gasp] It's a big snake!  
Run away!

Walk through the jungle.  
Turn around.  
[gasp] It's a big snake!  
Run away!

### CD1, 56

red  
Turn around.  
blue  
Walk through the jungle.  
green  
Run away!

yellow  
[gasp] It's a big snake.

### CD1, 57

1. It's a big snake.
2. Run away!

### CD1, 58/59

Walking through the jungle.  
What can you see?  
I can see a crocodile looking at me!

A crocodile? A crocodile?!  
Snap ... snap ... snap!

Walking through the jungle.  
What can you see?  
I can see a tiger looking at me!

A tiger? A tiger?!  
Roar ... roar ... roarrrrr!

Walking through the jungle.  
What can you see?  
I can see a snake looking at me!

A snake? A snake?!  
Hiss ... hiss ... hissssss!

Walking through the jungle.  
What can you see?  
I can see an elephant looking at me!

An elephant? An elephant?!  
Stomp ... stomp ...  
stooooommmmp!

Walking through the jungle!

### CD1, 60

See CD1, Track 58.

### CD1, 61

1. **GINA:** [sigh] What can we do?  
**POLLY:** Let's make a jungle.  
**GINA, LEO & MIKE:** Good idea!
2. **POLLY:** Look! I've got flowers.  
Red and yellow flowers.  
**GINA, LEO & MIKE:** Wow!
3. **GINA:** This book is a tree.  
**MIKE:** I like trees!
4. **LEO:** Let's make a river,  
**GINA, LEO & MIKE:** Ooh!  
Good idea!
5. **MIKE'S MUM:** [gasp] Look at  
your room, Mike!  
**GINA, LEO, POLLY & MIKE:**  
It's a jungle!

### CD1, 62

1. **POLLY:** Look! I've got flowers.
2. **GINA:** This book is a tree.

### CD1, 63

- |         |              |
|---------|--------------|
| 1. cat  | 3. tiger     |
| 2. fish | 4. crocodile |

### CD1, 64

/o/ /o/ /o/ dot  
/o/ /o/ /o/ dot

Slowly. /o/ /o/ /o/ dot  
/o/ /o/ /o/ dot

Quickly. /o/ /o/ /o/ dot  
/o/ /o/ /o/ dot

Happily! /o/ /o/ /o/ dot  
/o/ /o/ /o/ dot

Angrily! /o/ /o/ /o/ dot  
/o/ /o/ /o/ dot

/o/ /o/ /o/ pot  
/o/ /o/ /o/ pot

Slowly. /o/ /o/ /o/ pot  
/o/ /o/ /o/ pot

Quickly. /o/ /o/ /o/ pot  
/o/ /o/ /o/ pot

Happily! /o/ /o/ /o/ pot  
/o/ /o/ /o/ pot

Angrily! /o/ /o/ /o/ pot  
/o/ /o/ /o/ pot

### CD1, 65

**POLLY:** Look! Potatoes ... and  
pineapple!

**LEO:** Hmm ... carrots!

**GINA:** Tomatoes!

**MIKE:** Look! Watermelon and ...  
bananas!

**ALL:** Hmmm ... We like fruit and  
vegetables!

- |              |               |
|--------------|---------------|
| 1. potatoes  | 4. tomatoes   |
| 2. pineapple | 5. watermelon |
| 3. carrots   | 6. bananas    |

### CD1, 66

One ... watermelon  
Two ... pineapples  
Three ... bananas  
Four ... carrots  
Five ... tomatoes  
Six ... potatoes

### CD1, 67

Do you like vegetables?  
No, I don't.  
No, I don't.  
Do you like fruit?  
Yes, I do!  
I like bananas and pineapples!  
Do you like fruit?  
No, I don't.  
No, I don't.  
No, I don't.

Do you like vegetables?  
Yes, I do!  
I like potatoes and carrots!

### CD2, 02

Hmm ... I'm hungry!  
Look, there's an apple!

Hmm ... I'm hungry!  
Look, there's an apple!

I can't reach!  
Jump ... Oouuch!

I can't reach!  
Jump ... Oouuch!

Hmm ... I'm hungry!  
Look, there's an apple!

I can't reach!  
Jump ... Oouuch!

### CD2, 03

red  
Jump ... Ouch!  
blue  
Look, there's an apple!

green  
I can't reach!  
yellow  
Hmm ... I'm hungry!

### CD2, 04

1. Look, there's an apple!
2. Jump ... Ouch!

### CD2, 05/06

Do you like vegetables?  
Yes, I do.  
I've got a vegetable pie for you.

Potatoes, carrots ... and peas  
Put them in a pie, and give it to  
me, please.

I like vegetables.

Yes, I do.

I like vegetables ...

How about you?

Do you like fruit?

Yes, I do.

I like vegetables - and fruit too!

Bananas, strawberries and  
watermelon, please

But with carrots ... and peas!

I like vegetables and fruit too!

I like vegetables ...

How about you?

### CD2, 07

See CD2, Track 05.

### CD2, 08

1. **GINA:** I'm hungry!

**MIKE:** Let's make a fruit salad.

**GINA, LEO & POLLY:** Good  
idea!

2. **MIKE:** Mmmm. I like bananas.

3. **GINA:** Mmmm. I like pineapple.

4. **LEO:** Mmmm. I like watermelon.

5. **GINA:** What is it?

**LEO:** A potato!

**MIKE, LEO & GINA:** Polly!

**POLLY:** I like potatoes ...  
potatoes and fruit!

### CD2, 09

1. **GINA:** Mmmm. I like pineapple.

2. **MIKE:** Mmmm. I like bananas.

### CD2, 10

1. broccoli

2. peas

Broccoli and peas are vegetables.

3. strawberries

4. apples

Strawberries and apples are fruit.

### CD2, 11

/u/ /u/ /u/ cut

/u/ /u/ /u/ cut

Slowly. /u/ /u/ /u/ cut

/u/ /u/ /u/ cut

Quickly. /u/ /u/ /u/ cut

/u/ /u/ /u/ cut

Happily! /u/ /u/ /u/ cut

/u/ /u/ /u/ cut

Angrily! /u/ /u/ /u/ cut

/u/ /u/ /u/ cut

/u/ /u/ /u/ bus

/u/ /u/ /u/ bus

Slowly. /u/ /u/ /u/ bus

/u/ /u/ /u/ bus

Quickly. /u/ /u/ /u/ bus

/u/ /u/ /u/ bus

Happily! /u/ /u/ /u/ bus

/u/ /u/ /u/ bus

Angrily! /u/ /u/ /u/ bus

/u/ /u/ /u/ bus

### CD2, 12

yellow

**GIRL:** Do you like vegetables?

**BOY:** Yes, I do.

red

**BOY:** Is it a crocodile?

**GIRL:** No, it isn't. It's a snake.

purple

**GIRL:** Is it a spider?

**BOY:** Yes, it is.

blue

**BOY:** Do you like fruit?

**GIRL:** No, I don't.

green

**BOY:** Do you like tomatoes?

**GIRL:** Yes, I do.

orange

**BOY:** Is it a tiger?

**GIRL:** Yes, it is.

### CD2, 13

**GINA:** Aah ... the bus stop!

**LEO:** Look! My town ... Wow!

**LEO:** A park ...

**GINA:** A school ...

**LEO:** Ooh! A toyshop!

**GINA:** A supermarket ... and a zoo!

**LEO:** Wow! I like my town!

1. bus stop

2. park

3. school

4. toyshop

5. supermarket

6. zoo

### CD2, 14

Let's go to the park.

Let's go! (x2)

A swing, a swing

A seesaw, a seesaw

A slide, a slide

A roundabout, a roundabout

Let's go to the park.

Let's go! (x2)

### CD2, 15

It's a toyshop ... wow!

What's this?

It's a toyshop ... wow!

What's this?

Look ... a robot!

Oh no!

Look ... a robot!

Oh no!

It's a toyshop ... wow!

What's this?

Look ... a robot!

Oh no!

### CD2, 16

red

Look ... a robot!

blue

What's this?

green

Oh no!

yellow

It's a toyshop ... wow!

### CD2, 17

1. It's a toyshop ... wow!

2. Oh no!

### CD2, 18/19

Come and see me in my town,

My town is so much fun, yeah.

Come and see me in my town,

My town is so much fun, yeah.

Let's go to the park.

There's lots for us to do.

Let's go to the toyshop.

The bus stop and the zoo.

Come and see me in my town, ...

There's a swing at the park.

A slide and a seesaw too.

There are toys at the toyshop

And tigers at the zoo!

Come and see me in my town, ...

### CD2, 20

See CD2, Track 18.

### CD2, 21

1. **LEO:** [gasp] Look at the  
elephant!

2. **GINA:** [sigh] Let's pick up the  
rubbish.

**POLLY, LEO & MIKE:** Good  
idea!

**LEO:** Let's follow the elephant!

3. **LEO:** Look!

**ALL:** Oh!

4. **ALL:** Here you are!

**BABY ELEPHANT:** Oh ...

Thank you.

5. **BABY ELEPHANT:** Oh no!

I'm sorry.

**ALL:** It's OK!

### CD2, 22

1. **GINA:** Let's pick up the rubbish.

2. **LEO:** Look at the elephant!

### CD2, 23

1. It's tidy.

2. It's messy.

### CD2, 24

/m/ /m/ /m/ mum

/m/ /m/ /m/ mum

Slowly. /m/ /m/ /m/ mum

/m/ /m/ /m/ mum

Quickly. /m/ /m/ /m/ mum

/m/ /m/ /m/ mum

Happily! /m/ /m/ /m/ mum

/m/ /m/ /m/ mum

Angrily! /m/ /m/ /m/ mum

/m/ /m/ /m/ mum

/m/ /m/ /m/ mat

/m/ /m/ /m/ mat

Slowly. /m/ /m/ /m/ mat

/m/ /m/ /m/ mat

Quickly. /m/ /m/ /m/ mat

/m/ /m/ /m/ mat

Happily! /m/ /m/ /m/ mat

/m/ /m/ /m/ mat

Angrily! /m/ /m/ /m/ mat

/m/ /m/ /m/ mat

### CD2, 25

**LEO:** Look, my clothes! A T-shirt ...  
trousers ... a hat ... I'm a farmer!

**MIKE'S MUM:** And I'm a police  
officer!

**POLLY:** Put on a yellow hat, Gina.  
And some shoes!

**GINA:** OK! Da-daa! I'm a builder!

**POLLY:** And I'm a doctor. I help  
children!

**MIKE:** Yay! I'm a firefighter.  
I fight fires! Look! Whoosh!

**TEACHER:** And I'm a teacher. Tidy  
up, please!

**MIKE, POLLY, GINA & LEO:** OK!

- |                   |                |
|-------------------|----------------|
| 1. farmer         | 4. doctor      |
| 2. police officer | 5. firefighter |
| 3. builder        | 6. teacher     |

### CD2, 26

Who's this?

Who's this?

It's my mum.

It's my mum.

Who's this?

Who's this?

It's my dad.

It's my dad.

My mum's a doctor.

My mum's a doctor.

My dad's a teacher.

My dad's a teacher.

Who's this?

Who's this?

It's my sister.  
It's my sister.  
Who's this?  
Who's this?

It's my brother.  
It's my brother.

My sister's a farmer.  
My sister's a farmer.

My brother's a builder.  
My brother's a builder.

### CD2, 27

1. My mum's a firefighter.
2. My dad's a police officer.

### CD2, 28

I'm a farmer.  
Listen ... what's that?

I'm a farmer.  
Listen ... what's that?

It's a bull!  
Run!

It's a bull!  
Run!

I'm a farmer.  
Listen ... what's that?  
It's a bull!  
Run!

### CD2, 29

red  
Listen ... what's that?

blue  
Run!

green  
I'm a farmer.

yellow  
It's a bull!

### CD2, 30

1. Listen ... what's that?
2. Run!

### CD2, 31/32

Let's play firefighters.  
Let's play firefighters.  
I'm a firefighter -

How about you?  
My trousers are black.  
And my hat is yellow too.

I'm a firefighter -  
How about you?

Let's play teachers.  
Let's play teachers.

I'm a teacher -  
How about you?

I've got a lot of pencils.  
I've got paper too.

I'm a teacher  
How about you?

Let's play firefighters ...

### CD2, 33

See CD2, Track 31.

### CD2, 34

1. **LEO:** Let's play firefighters!  
**GINA:** OK. You're a firefighter. I'm a firefighter.  
**LEO:** Look, a fire! Let's go!
2. **GINA:** Oh no! Help!
3. **LEO & GINA:** Help!  
**MIKE & POLLY:** Oh no!
4. **POLLY:** I can help!  
**MIKE:** Yay!
5. **MIKE:** Well done, Polly!  
**LEO & GINA:** Thank you, Polly!

### CD2, 35

1. **LEO & GINA:** Help!  
**MIKE & POLLY:** Oh no!
2. **MIKE:** Well done, Polly!  
**LEO & GINA:** Thank you, Polly!

### CD2, 36

ambulance	fire engine	ambulance
tractor	ambulance	police car
fire engine	tractor	fire engine
police car	police car	tractor

### CD2, 37

/j/ /j/ /j/ jam  
/j/ /j/ /j/ jam  
Slowly, /j/ /j/ /j/ jam  
/j/ /j/ /j/ jam

Quickly, /j/ /j/ /j/ jam  
/j/ /j/ /j/ jam

Happily! /j/ /j/ /j/ jam  
/j/ /j/ /j/ jam

Angrily! /j/ /j/ /j/ jam  
/j/ /j/ /j/ jam

/j/ /j/ /j/ job  
/j/ /j/ /j/ job

Slowly, /j/ /j/ /j/ job  
/j/ /j/ /j/ job

Quickly, /j/ /j/ /j/ job  
/j/ /j/ /j/ job

Happily! /j/ /j/ /j/ job  
/j/ /j/ /j/ job

Angrily! /j/ /j/ /j/ job  
/j/ /j/ /j/ job

### CD2, 38

yellow  
My sister's a farmer.  
red  
Let's go to the supermarket.  
purple  
Let's go to the toyshop.  
blue  
My mum's a doctor.  
green  
My dad's a firefighter.  
orange  
Let's go to the park.

### CD2, 39

**MIKE, POLLY, LEO & GINA:** Wow!  
**MIKE:** Look! Oh, it's rainy!  
**ALL:** [sigh]  
**POLLY:** Look! It's windy!  
**ALL:** Wooooaahhhh!  
**LEO:** Look! It's cold and snowy!  
**ALL:** Brrr!  
**GINA:** Look! It's hot and sunny!  
**ALL:** Aaahhh!  
**ALL:** Yay!

- |          |          |          |
|----------|----------|----------|
| 1. rainy | 3. cold  | 5. hot   |
| 2. windy | 4. snowy | 6. sunny |

### CD2, 40

Is it hot?  
No!  
Is it sunny?  
No!  
It's cold and snowy today. Brrr!  
Is it hot?  
No!  
Is it sunny?  
No!  
It's cold and snowy today.  
Is it cold?  
No!  
Is it cold?  
No!  
It's hot and sunny today! Phew!  
Is it cold?  
No!  
Is it cold?  
No!  
It's hot and sunny today!

### CD2, 41

It's a hot sunny day ... phew!  
Put your hat on.  
It's a hot sunny day ... phew!  
Put your hat on.  
Eat an ice cream ... yum! yum! yum!  
Oh no, the sea! Run!  
Eat an ice cream ... yum! yum! yum!  
Oh no, the sea! Run!  
It's a hot sunny day ... phew!  
Put your hat on.  
Eat an ice cream ... yum! yum! yum!  
Oh no, the sea! Run!

### CD2, 42

red  
Eat an ice cream ... yum! yum! yum!  
blue  
It's a hot sunny day ... phew!  
green  
Oh no, the sea! Run!  
yellow  
Put your hat on.

### CD2, 43

- Put your hat on.
- Eat an ice cream ... yum! yum! yum!

### CD2, 44/45

What's the weather like  
What's the weather like  
What's the weather like today?  
(x2)

Is it snowy?  
No, it isn't.  
Is it sunny?  
Yes, it is.

Is it cold?  
No, it isn't.  
Is it hot?  
Yes, it is!

It's hot and sunny, it's sunny today.  
Put on your T-shirt, let's go and play.

What's the weather like ...

Is it hot?  
No, it isn't.  
Is it cold?  
Yes, it is.

Is it rainy?  
No, it isn't.  
Is it snowy?  
Yes, it is!

It's cold and snowy, it's snowy today.  
Put on your boots, let's go and play.

### CD2, 46

See CD2, Track 44.

### CD2, 47

- GINA:** Oh no! It's rainy!  
**MIKE:** My clothes!
- LEO:** Eek! It's windy!  
**GINA:** Oh no, my hat!
- POLLY:** Oh no, it's s-s-s-snowy!  
**LEO:** And it's c-cold! Brrrr!

### 4. POLLY: Wow! Look!

**GINA:** Is it sunny?

- POLLY:** Yes, it is, it's sunny.  
**GINA, MIKE & LEO:** Yay! It's sunny AND it's hot!

### CD2, 48

- GINA:** Oh no! It's rainy!
- LEO:** And it's cold! Brrrr!

### CD2, 49

- It's the North Pole. It's cold and snowy.
- It's Australia. It's hot and sunny.

### CD2, 50

// // // log

// // // log

Slowly. // // // log

// // // log

Quickly. // // // log

// // // log

Happily! // // // log

// // // log

Angrily! // // // log

// // // log

// // // lamp

// // // lamp

Slowly. // // // lamp

// // // lamp

Quickly. // // // lamp

// // // lamp

Happily! // // // lamp

// // // lamp

Angrily! // // // lamp

// // // lamp

### CD2, 51

**GINA:** Look ... a tree! I like trees ... and leaves!

**GINA:** A frog! It's on the grass!

**LEO:** Ooh! A flower!

**POLLY:** Look, Leo! A bee! It's on the flower!

**All:** Oh no!

- |           |           |
|-----------|-----------|
| 1. tree   | 4. grass  |
| 2. leaves | 5. flower |
| 3. frog   | 6. bee    |

### CD2, 52

Bzzz! It's a bee.

Bzzz! It's a bee.

The bee isn't big, it's small.  
The bee isn't big, it's small.

Look! It's a tree.

Look! It's a tree.

The tree isn't small, it's big.  
The tree isn't small, it's big.

### CD2, 53

- The bee isn't small, it's big.
- The flower isn't big, it's small.

### CD2, 54

I'm walking in the garden.  
Look, it's a flower!

I'm walking in the garden.  
Look, it's a flower!

Look, it's a bird!  
Ouch! It's a tree!

Look, it's a bird!  
Ouch! It's a tree!

I'm walking in the garden.  
Look, it's a flower!  
Look, it's a bird!  
Ouch! It's a tree!

### CD2, 55

red

Ouch! It's a tree!

blue

Look, it's a flower!

green

I'm walking in the garden.

yellow

Look, it's a bird!

### CD2, 56

- Look, it's a bird!
- Ouch! It's a tree!

### CD2, 57/58

Four frogs on a tree  
Four frogs on a tree  
Here comes a bee ...  
Now there are three  
Three frogs on a tree

Three frogs on a tree  
Three frogs on a tree  
Here comes a bee ...  
Now there are two  
Two frogs on a tree  
Two frogs on a tree  
Two frogs on a tree  
Here comes a bee ...  
Now there is one  
One frog on a tree  
One frog on a tree  
One frog on a tree  
Here comes a bee ...  
Oh no!

### CD2, 59

See CD2, Track 57.

### CD2, 60

- POLLY:** Look ... a green frog.  
I like frogs!  
**GINA:** Oh look ... a big tree!  
Yum! I like leaves!
- LEO:** Wow! A flower! It's red and blue.
- LEO:** Ooh ... I like flowers!  
**GINA, POLLY & MIKE:** No, Leo!
- LEO:** Ouuuch! A bee! I don't like bees!
- GINA, MIKE & POLLY:** Leo!  
Respect nature!  
**LEO:** I'm sorry!

### CD2, 61

- LEO:** Wow! A flower!
- LEO:** Ouuuch! A bee! I don't like bees!

### CD2, 62

a tree	a river	a pond
a river	a pond	a tree
a rabbit	a rabbit	a river
hole	hole	a rabbit
a pond	a tree	hole

### CD2, 63

/w/ /w/ /w/ wet

/w/ /w/ /w/ wet

Slowly. /w/ /w/ /w/ wet

/w/ /w/ /w/ wet

Quickly. /w/ /w/ /w/ wet  
/w/ /w/ /w/ wet

Happily! /w/ /w/ /w/ wet  
/w/ /w/ /w/ wet

Angrily! /w/ /w/ /w/ wet  
/w/ /w/ /w/ wet

/w/ /w/ /w/ wow

/w/ /w/ /w/ wow

Slowly. /w/ /w/ /w/ wow

/w/ /w/ /w/ wow

Quickly. /w/ /w/ /w/ wow

/w/ /w/ /w/ wow

Happily! /w/ /w/ /w/ wow

/w/ /w/ /w/ wow

Angrily! /w/ /w/ /w/ wow

/w/ /w/ /w/ wow

### CD2, 64

purple

**BOY:** Is it rainy?

**GIRL:** Yes, it is.

blue

The tree isn't small, it's big.

red

The flower is red and blue.

orange

The bee isn't big, it's small.

yellow

**GIRL:** Is it sunny?

**BOY:** No, it isn't. It's snowy.

green

**GIRL:** Is it windy?

**BOY:** Yes, it is.

### CD2, 65

/u/ /u/ bus

/e/ /e/ pen

// // lamp

/w/ /w/ wet

/o/ /o/ pot

/i/ /i/ pin

/a/ /a/ cat