

Aims

- to present and practise classroom objects

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

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

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

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

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

Warm-up

Aim: to review greetings and character names

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

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

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

Presentation



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

Aim: to present classroom objects

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

Audio script page T95

Practice

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

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AB p8 Look and match. Say the words.

Aim: to practise classroom objects and recognising shapes

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

Extension activity

Aim: to raise awareness of how shadows are created

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

Ending the lesson

Aim: to review classroom objects

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

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Aims

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

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

Recycled language: classroom objects

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

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

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

Warm-up

Aim: to review classroom objects

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

Presentation



AB p9 Listen and trace. Chant.

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

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

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

Audio script page T95

Practice

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



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

Aim: to practise listening, pencil control and classroom objects

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

Audio script page T95

Extension activity

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

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

Ending the lesson

Aim: to practise the chant

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

Aims

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

New language: *Hands up, Hands down*

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

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

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

Warm-up

Aim: to review referring to possessions

- Review the classroom objects with the flashcards or real items.
- Do one of the mimes below. The children say the correct object, e.g. *Bag*. Say *Yes! It's my (bag)*.
Bag = Picking up a rucksack and putting it on your back.
Pencil = Sharpening a pencil and then writing with it.
Chair = Lifting a chair, putting it down and then sitting on it.
Book = Taking a book off a shelf, opening it and looking through the pages.
- Invite volunteers to do one of the mimes for the class. When their classmates guess, encourage them to say *Yes! It's my ...*
- Show items of your own and say, e.g. *Look! It's my pencil*. The children do it in pairs.

Presentation



PB p10 Listen and act.

Aim: to review classroom instructions and present *Hands up, Hands down*

to practise listening and responding physically

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

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

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

Audio script page T95

Practice



AB p10 Listen and circle.

Aim: to practise new instructions, listening and pencil control

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

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

Audio script page T95

Extension activity

Aim: to practise classroom instructions

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

Ending the lesson

Aim: to practise following instructions

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

Aims

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

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

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

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

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

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

Warm-up

Aim: to review classroom instructions

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

Presentation



PB p11 Listen and sing.

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

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

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

Audio script page T95

Practice

4 **AB p11** Follow the path.

Aim: to practise *Tidy up and pencil control*

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

Extension activity

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

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

Ending the lesson

Aim: to practise the song

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

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

Aims

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

New language: *please, stop it, sorry*

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

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

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

Warm-up

Aim: to review characters and classroom instructions

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

Presentation



PB pp12–13 Story: The chair

Aim: to listen and follow a picture story

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

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

Audio script page T95

Practice



AB p12 Listen and colour the correct circle.

Aim: to listen and identify the correct picture

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

Audio script page T95

Extension activity

Aim: to practise careful listening and classroom instructions

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

Ending the lesson

Aim: to practise *please*

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

Aims

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

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

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

Optional: character masks, three chairs

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

Warm-up

Aim: to review classroom instructions and *please*

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

Practice



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

Aim: to review the story

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

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

Audio script page T95

Story values PB pp12-13

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

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



AB p13 Complete the face. Colour the picture.

Aim: to apply values from the story to new situations

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

Extension activity

Aim: to reinforce understanding of the story

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

Ending the lesson

Aim: to practise saying *sorry*

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

Aims

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

New language: *Listen, Join in*

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

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

Optional: a soft ball

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

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

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

Warm-up

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

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

Presentation

6  **CD1 17** **PB p14** Listen and point. Say the words.

Aim: to present social skills

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

Audio script page T95

Practice

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

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

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

Extension activity

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

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

Ending the lesson

Aim: to review social skills from the lesson

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

Aims

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

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

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

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

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

Warm-up

Aim: to review social skills

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

Revision

7

Think!

PB p15

Look and complete the faces.

Thinking skills: classifying behaviour

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

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

8

AB p15

Say the words. Colour the circles.

Aim: to create a record of learning

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

Extension activity

Aim: to review classroom object vocabulary

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

Ending the lesson

Aim: to review language from the unit

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

Phonics

- See page T80 for Unit 1 Phonics.

Review

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