



Aims

- to present and practise family words

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

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

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

Optional: Leo character mask, Yes/No cards

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

Warm-up

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

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

Presentation



PB p24 Listen and point. Say the words.

Aim: to present family words

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

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

Practice

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

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

Aim: to practise family words

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

Extension activity

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

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

Ending the lesson

Aim: to review family words

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

Aims

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

New language: *Who's this?*

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

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

Optional: a soft scarf to use as a blindfold

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

Warm-up

Aim: to review family words

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

Presentation



PB p25 Listen and trace. Chant.

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

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

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

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

Audio script page T96

Practice

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



AB p25 Draw a family member. Say the sentence.

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

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

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

Extension activity

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

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

Ending the lesson

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

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

Aims

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

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

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

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

Optional: CD of relaxing music

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

Warm-up

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

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

Presentation



PB p26 Listen and act.

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

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

Audio script page T96

Practice



PB p26 Listen and colour.

Aim: to practise new instructions and listening

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

Audio script page T97



AB p26 Listen and circle.

Aim: to practise new instructions, listening and pencil control

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

Audio script page T97

Extension activity

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

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

Ending the lesson

Aim: to practise following instructions

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

Aims

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

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

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

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

Optional: character masks, bags, books

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

Warm-up

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

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

Presentation



PB p27 Listen and sing.

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

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

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

Audio script page T97

Practice



AB p27 Listen and match.

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

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

Audio script page T97

Extension activity

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

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

Ending the lesson

Aim: to practise the song

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

Aims

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

New language: *Wow, This is my friend*

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

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

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

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

Warm-up

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

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

Presentation



PB pp28–29 Story: Family and friends

Aim: to listen and follow a picture story

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

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

Audio script page T97

Practice



AB p28 Listen and colour the correct circle.

Aim: to listen and identify the correct picture

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

Audio script page T97

Extension activity

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

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

Ending the lesson

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

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

Aims

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

Recycled language: family members, language from the story

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

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

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

Warm-up

Aim: to review family members

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

Practice



PB pp28–29 Story: Family and friends
Listen to the story. Stick.

Aim: to review the story

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

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

Audio script page T97

Story values PB pp28–29

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

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



AB p29 Complete the face. Colour the picture.

Aim: to apply values from the story to new situations

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

Extension activity

Aim: to reinforce understanding of the story

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

Ending the lesson

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

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



Aims

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

New language: *egg, baby, chicken*

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

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

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

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

Warm-up

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

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

Presentation



PB p30 Listen and point. Trace the circles.

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

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

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

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

Audio script page T97

Practice

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

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

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

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

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

Extension activity

Aim: to review vocabulary and practise fine motor skills

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

Ending the lesson

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

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

Aims

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

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

Materials: flashcards (family)

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

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

Warm-up

Aim: to review vocabulary from the previous lesson

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

Practice

7

Think!

PB p31

Follow the path.

Thinking skills: ordering

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

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

8

AB p31

Say the words. Colour the circles.

Aim: to create a record of learning

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

Extension activity

Aim: to make a family picture and think about age

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

Ending the lesson

Aim: to review language from the unit

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

Phonics

- See page T82 for Unit 3 Phonics.

Review

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