

Aims

- to present and practise pets

New language: *bird, rabbit, fish, cat, pet*

Recycled language: *Look! It's my ..., numbers*

Materials: CD 2, a photograph of a cat, flashcards (pets), pencils, a piece of thick card or paper (to cover the flashcards)

Optional: Yes/No cards

Language competences: The children will be able to name pets.

Warm-up

Aim: to introduce the topic of pets and present cat

- Show a photo of a cat and say *Look! It's my cat. I've got a cat.* Make a cat noise. Say *Cat*. The children repeat. Pretend to stroke the cat and say *It's my cat*. The children copy you, while saying *It's my cat*. Ask the children in L1 if they have any pets at home, what animals they are and what they are called.

Presentation



PB p48 Listen and point. Say the pets.

Aim: to present pets

- Point to the characters in turn and ask *Who's this?* The children say the names.
- Show the pet flashcards. Say each word. The children repeat.
- Point to the fish, rabbit, bird and cat and say *Look! Pets!* Explain in L1 that Leo, Gina, Mike and Polly all have pets. Say *Gina?* Show the fish. Elicit *Fish* from the children. Do the same with the other animals.
- Say *Listen*. Play the audio. The children listen.
- Say *Listen and point*. Play the audio. The children listen and point to the pets.
- Play the audio again. The children point and say.

Audio script page T99

Practice

- Show the pet flashcards. Say each word. The children repeat.
- Show the flashcards in different orders. The children say the correct word.
- Teach a mime for each animal:
Bird = Flapping your arms like wings.
Rabbit = Hands on your head like a rabbit's ears, jumping.
Fish = Waving your hand as if swimming and making noises like a fish blowing bubbles.
Cat = 'Washing' your ears with one hand like a cat with its paw and miaowing.
- Say the pet and do the action along with the children. When they are doing the actions confidently, say the pet and the children mime without your help.



AB p48 Look and circle the different pictures. Say the pets.

Aim: to practise pets

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

Extension activity

Aim: to practise pets and revise numbers 1 to 4

- Give each child their Yes/No cards. Say Yes and No in different orders. The children pick up the correct card.
- Show the rabbit flashcard and say *It's a cat*. The children say *No!* and hold up the No card. Repeat with the other flashcards, mixing up true and false sentences.
- Write numbers 1 to 4 on the board. Point at the numbers and say them along with the children. Point to the numbers. The children say them without you. Stick a pet flashcard next to each number. Repeat the Yes/No activity, this time making sentences with the numbers, e.g. *Two is cat*.

Ending the lesson

Aim: to review pets

- Show the pet flashcards. The children say the words.
- Hold up one of the flashcards covered with a piece of card or thick paper. Slowly reveal the picture, looking at it and asking *What's this?* The children say the pet when they recognise it. Repeat for the rest of the cards.

Aims

- to present *What is it?* and practise *It's my ... and pets*; to say a chant

New language: *What is it?*, *brown*

Recycled language: *bird, rabbit, fish, cat, It's (colour), colours*

Materials: CD 2, flashcards (pets, colours), coloured pencils or crayons, brown card

Optional: flashcards (pets, toys, colours, classroom objects, numbers)

Language competences: The children will be able to answer the question *What is it?* and describe the colour of an animal. The children will be able to join in with a chant.

Warm-up

Aim: to review pets

- Show the pet flashcards in turn. Say the names. The children repeat.
- Choose one of the flashcards, but keep it secret. Do the mime for the pet on the card from the previous lesson (see T48 Practice). The children say the pet. Repeat with another flashcard. Then call on volunteers to come to the front, choose a flashcard and mime for the rest of the class to guess.

Presentation



PB p49 Listen and colour. Chant.

Aim: to present *What is it?*, review pets and colours and say a chant

- Show the colour flashcards. The children say the colours. Practise by asking individuals to point to items in the classroom, e.g. *Clara, show me something green.*
- Point to each pet in turn on PB page 49. The children say the word (e.g. *Bird*). Rephrase, adding the article each time, e.g. *Yes. A bird.* Show the children a brown card and say *Brown*. Ask children to repeat the word.
- Say *Listen and colour*. Make sure the pupils have coloured pencils or crayons in red, blue, brown and green. Play the first verse of the chant. Encourage the children to point to the

correct animal (the rabbit). Ask *What colour?* Elicit *Brown*. Give them time to colour the rabbit. Repeat for the rest of the chant.

- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in. They point at the pets as they chant.

Audio script page T99

Practice

- Choose a confident volunteer. Point to one of the pets on PB page 49 and ask *What is it?* The child replies, e.g. *A bird*. Remind the child to use the article 'a' if he/she doesn't use it. Say slowly *Yes, a bird*. Repeat with the other pictures.
- Children do the same activity in pairs. Child A points to one of the animals and asks *What is it?* Child B replies *A rabbit./It's a rabbit*. Circulate and encourage the children to always use the article 'a'.



AB p49 Listen and join the dots. Say the sentence.

Aim: to practise pets and pencil control

- Ask in L1 if they have done a dot-to-dot picture like this before. Explain that they need to complete the picture by drawing a line from one small picture of an animal to the other. Play the audio. The first time they listen and trace with their fingers. Play the audio again. The children listen and join the dots.

- Play the sentence at the end again. The children point at their finished picture and repeat.

Audio script page T99

Extension activity

Aim: to practise asking and responding to *What is it?*

- If possible, move your class out into the playground, school gym or an empty classroom.
- Have ready enough flashcards so that each child in your class can have one. Make sure that the flashcards make up groups of three or four.
- Give a flashcard to each child. Tell the children to keep their card hidden. Demonstrate the activity – hold a flashcard yourself and move around the classroom asking individuals about their card *What is it?* Encourage the children to reply, e.g. *It's a pencil*. When you find a child with a card which is from the same group as the card you are holding, tell the class in L1 that it is the same group. Explain that the children need to find all the other people in the class who have cards from the same group.

Ending the lesson

Aim: to practise the chant

- Play the chant again. The children join in and do actions when they say the names of the pets.

Aims

- to present and practise responding to *jump, walk, fly, swim*

New language: *jump, walk, fly, swim*

Recycled language: *pets, What is it? It's a (rabbit), instructions (Hands up, Hands down, Throw, Catch, Show me three, etc.)*

Materials: CD 2, flashcards (pets), the puppet (Polly)

Optional: CD of lively music

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

Warm-up

Aim: to review *What is it?* and *It's a*

- Review pets using the flashcards.
- Divide the class into two teams. Stick the pet flashcards on the board at a height your children can reach. Call one child from each team to the front. They stand at either side of the board. Explain in L1 that they need to listen and touch the right card on the board, as quickly as they can. Say, e.g. *It's a cat*. The child who touches the correct flashcard first wins a point for their team. If it's a draw, award a point to both teams. The children sit down and the next two children come to the front. Repeat until one of the teams reaches ten points. As the children become familiar with the game, encourage the class to ask *What is it?* before you say *It's a ...* each time.

Presentation



PB p50 Listen and act.

Aim: to present *pets, jump, walk, fly, swim* and practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Sit in the centre. Play the first line of the audio, mime being a rabbit and do the action (jump). Encourage the children to copy you. Say *Jump*. Do the action again, along with the children.

Play the next line, mime and do the action. The children copy. Repeat for the rest of the recording.

- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are confident. Play the audio for the children to do the actions without your help.

Audio script page T99

Practice



PB p50 Listen and colour.

Aim: to practise new instructions and listening

- Say *Listen and colour*. Remind the children by doing the action, that they have to colour the circles below the pictures the correct colour. Play the first line of the audio, point to the example and show them the colour they need to use for the circle under the picture. Then play the rest of the audio, pausing for children to colour the circles each time.
- Point to picture 1 and elicit the colour. Repeat for pictures 2 and 4.

Audio script page T99



AB p50 Listen and circle.

Aim: to practise new instructions, listening and pencil control

- Point to the pictures on AB page 50 and elicit *A rabbit! Jump!* and *A cat! Walk!*

- Say *Listen and circle*. The children practise the circle shape in the air.
- Say *Listen! A rabbit! Jump! or A cat! Walk!* Play the audio. The children point at the correct picture. They draw the circle around the second picture. Circulate and elicit *A cat! Walk!* from individuals.

Audio script page T99

Extension activity

Aim: to practise responding to *jump, walk, fly, swim*

- If possible, move your class out into the playground, school gym or an empty classroom.
- Play the traditional party game *Musical statues* with the children. Say one of the action words, e.g. *Fly, birds!* Put on the CD of lively music. The children move around like birds. When you stop the music, the children freeze like statues. Say another action, e.g. *Jump, rabbits!* as you start the music again. The game continues in this way. As the children gain confidence you could add other known instructions.

Ending the lesson

Aim: to practise *jump, walk, fly, swim* and following instructions

- Put on the puppet. Play *Polly says* (see Introduction, page xvii) with the new verbs and instructions from earlier units (e.g. *Polly says 'Stand up!', Polly says 'Clap your hands!', Polly says 'Hands up!', Polly says 'Sit down!', Polly says 'Go to sleep!'*). Revise numbers 1 to 4 by saying, e.g. *Polly says 'Show me three!'* The children hold up three fingers.
- End the lesson by asking the children to say *Goodbye!* to Polly.

Aims

- to sing a song with the class; to revise pets and *jump, walk, fly, swim*

New language: *What is this? It's a ...*

Recycled language: *It's my ..., pets, jump, walk, fly, swim, colours*

Materials: CD 2, flashcards (pets, toys, classroom objects), red, blue and green coloured pencils or crayons for each child, the puppet (Polly)

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

Warm-up

Aim: to review *jump, walk, fly, swim*

- Do one of the actions from the previous lesson, e.g. fly like a bird. The children say the pet name and the action (e.g. *Bird! Fly!*). Repeat with the other pets.
- Ask the children to sit in a circle. Name each child with a pet word, around the circle, e.g. *Rabbit, cat, bird, fish*. Then say, e.g. *Rabbits! Jump!* All the children who are rabbits go into the centre of the circle and jump around. Then say *Rabbits! Sit down, please*. Repeat for the other pets and actions (*Cats! Walk!; Birds! Fly!; Fish! Swim!*). Then repeat the game, but naming the groups in different orders. Sometimes repeat pets so that a group of children have to go into the centre twice in succession.

Presentation



CD2 22, 23 **PB p51** Listen and sing.

Aim: to review *pets, It's my ..., jump, walk, fly, swim* and sing a song

- Point to the girl on PB page 51 and ask *Who's this?* Elicit/Say *Rosemary*. Point to the pets in the picture and elicit the words. Say, e.g. *Point to the bird*. The children point. Repeat for *cat* and *fish*. Point to the swing and explain in L1 that the swing is singing to Rosemary. It wants to know what all the animals in the picture are.

- Play the song. The children listen and point to the appropriate animal in the picture for the verses.
- Play the song again, pausing to teach each line. The children mime being the animals mentioned in the verses while they sing.

Audio script page T99

Practice



AB p51 Look and colour.

Aim: to practise *What is this? It's a ... and colours*

- Review colours (yellow, red, green or blue), classroom objects (pencils, chairs, bags, books). Point and ask *What is this?* Encourage the children to reply with a complete phrase, e.g. *A blue chair/A green book*.
- Point to the puzzle on AB page 51 and elicit the colours. Make sure all the children have red, blue and green crayons/pencils. Explain in L1 that they need to colour all the sections with dots in the colour shown. Demonstrate with the first few sections.
- Circulate and help as necessary. Point at the animals revealed as the children colour and ask *What is this? What colour?*

Extension activity

Aim: to practise the song

- Divide the class into two groups. One group is the swing, the other group is Rosemary. Play the song. The groups join in with the chorus or the verses, as appropriate. They all do the animal mimes. Swap roles and repeat.

Ending the lesson

Aim: to practise *What is this? pets, toys, classroom objects and It's*

- Hand out to eight volunteers one flashcard each of pets and toys. Point at each flashcard and ask the child *What is this?* He/She says *It's a*
- Put on the puppet. Make Polly fly to one of the children with a flashcard and to land on their head or shoulder. Polly asks *What is this?* The child replies *It's a (cat)*. Polly then flies to children who don't have flashcards, landing on their bags/chairs/books, etc. and asks *What is this?* Encourage the children to reply *It's my (bag)*.
- End the lesson by asking the children to say *Goodbye!* to Polly.

Aims

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

New language: *Let's go, Yippee, tree*

Recycled language: *pets, fly, walk, swim, jump, Look, Thank you*

Materials: CD 2, flashcards (pets)

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

Warm-up

Aim: to practise the song

- Play the song (CD 2, Track 22). Stick the bird, cat and fish flashcards on the board as prompts. The children join in. Encourage them to mime being the animals (flying, walking and swimming) as they sing.
- With the karaoke version (CD 2, Track 23), tell the children that together you can sing about the rabbit.

Presentation



PB pp52–53 Story: The cat

Aim: to listen and follow a picture story

- Point to each of the characters in the first picture on PB page 52 and ask *Who's this?* The children say, e.g. *(It's) Gina*. Point at the cat and ask *What is this?* The children reply *(It's a) cat*. Ask how Gina, Mike and Leo feel in L1 (worried/surprised) and why (because the cat is stuck in a tall tree).
- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. The children explain what's happening in L1. Ask how the cat feels at the end of the story (happy). Point to the rabbit and the bird on page 53 and elicit the words.

Audio script page T99

Practice



AB p52 Listen and colour the correct circle.

Aim: to listen and identify the correct picture

- Point to the first picture on AB page 52 and ask in L1 who is speaking (Leo). Do the same for the second picture (Polly). Say *Listen. Leo or Polly?* Play the audio. Elicit the answer *Leo*.
- Remind the children that they have to colour the correct circle. Play the audio again. Check their work as they colour.
- Play the recording again. The children repeat Leo's line.

Audio script page T99

Extension activity

Aim: to practise responding to instructions

- If possible, move your class out into the playground, school gym or an empty classroom.
- Play a game to review instructions and extend the Ending the lesson activity. Divide the class into four groups: Rabbits, Cats, Birds, Fish. Give instructions to everyone at first, e.g. *Stand up! Hands up! Trees!* (encourage the children to stretch up like trees) *Clap your hands! Jump!* When the children are following with ease, mix in instructions addressed to the groups, e.g. *Cats – walk, Rabbits – jump, Fish – swim, Birds – fly*. Only the children in the named group do the action.
- You can make the game competitive – any child who joins in with the action of the wrong group is out. Then the group with the most people left at the end wins.

Ending the lesson

Aim: to practise listening and responding physically

- Ask in L1 where was the cat in the story (in a tree). Present *tree*. Draw a tree on the board. Tell the children that they are going to pretend to be trees.
- Do the following actions for the children to copy, giving instructions in English: *Stand up!* (stand up straight and tall with hands by your side), *Hands up!* (reach high up above your head, on tiptoes, arms outstretched as if they are branches), *Let's go!* (moving arms gently from side to side, as if they are branches moving in the wind), *Wheeee!* (moving arms more quickly), *Go to sleep, hands!* (stop moving your arms).

Aims

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

Recycled language: pets, language from the story

Materials: CD 2, simple jigsaw made from a large picture of a pet (cut into five pieces with sticky tack on each piece), Unit 6 stickers, coloured pencils or crayons, pencils, a toy parachute (with handles for the children to hold) and a soft ball

Optional: character masks, cat flashcard (or a photo of a kitten)

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

Warm-up

Aim: to review pets and introduce the topic of working as a team

- Choose five volunteers. They stand at the front. Give each one a piece of the jigsaw you have made of a pet. Don't give them instructions, apart from pointing at the board. Leave the volunteers to work together to stick the pieces in the right order.
- Ask the rest of the class to give the volunteers a round of applause. Ask in L1 how they managed to complete the puzzle (by working together/as a team).

Practice



PB pp52–53 Story: The cat
Listen to the story. Stick.

Aim: to review the story

- Ask the children to tell you what they remember about the story on PB pages 52 and 53 in L1.
- Play the story again, pausing to ask what's happening and what the characters are saying.
- Hand out the stickers for Unit 6. Say *Bird*. The children point to the correct sticker on the sheet. Repeat for *rabbit*.
- Point to the picture on PB page 53. Say *Where's the bird?* The children point to the sticker outline. They peel off the sticker and hold it up. Check

that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the other sticker.

Audio script page T99

Story values **PB pp52–53**

Aim: to think about the meaning of the story: working as a team

- Play the first part of the story. Pause after picture 1 and ask in L1 *Who notices the cat in the tree?* (Leo.) Play the next section, and after picture 2 ask *Who comforts the cat?* (Polly, because she can fly up into the tree.) Play the next part of the story. Pause after picture 3 and ask *Who can rescue the cat?* (Gina, because she is tall.) *What is Mike doing?* (He's showing the way down.) Play the next part of the story and after picture 4 ask *How does the cat get down?* (It slides down Gina's neck, in Mike's arms.) Play the rest of the story. Talk about how when we work as a team we can do things we couldn't do alone (all the animals play a part in helping the cat).



AB p53 Complete the face. Colour the picture.

Aim: to apply values from the story to new situations

- Tell the children in L1 *Let's look at a family now*. Point to the dad in the picture on AB page 53 and ask *Who's this?* The children say *Dad*. Repeat with *brother* and *sister*. Point to the face

and remind the children in L1 that if they think the picture shows people doing the right thing, they draw a happy smile. Circulate and check as they draw. Then the children can colour the picture.

Extension activity

Aim: to reinforce understanding of the story

- Draw a tree on the board, with branches at a height your children can reach. Stick the cat flashcard or picture on one of the branches.
- Invite four volunteers to the front. Assign them the roles of Gina, Polly, Leo and Mike. They put on the masks and act out the story along with the CD. Repeat with a different group.

Ending the lesson

Aim: to practise working as a team

- If possible, move your class out into the playground, school gym or an empty classroom.
- Show the parachute and ask about its colours, if known. Show the children the soft ball and ask *What is this?* The children say, e.g. *It's a red ball*. Tell the children in L1 that they have to make the ball jump in the air and catch it again. But the ball mustn't fall on the floor. They stand in a circle and hold the handles of the parachute. Throw the ball into the middle of the parachute. Say *Throw the ball! Catch the ball!* Point out in L1 that it is important to work as a team, even in games.

Note: If you don't have a parachute, play *Tag* together (see Introduction, page xvii).

Aims

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

New language: *hand*

Recycled language: *rabbit, cat, bird, fish, colours, What is this? It's a ..., This is my ..., walk, jump, fly*

Materials: CD 2, flashcards (pets), the puppet (Polly), materials for the project (a paper plate, pots of paint, paintbrush, one stick-on eye, a piece of A4 paper for each child), a 'handprint bird' you have prepared (similar to the one on AB page 54)

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

Language competences: The children will be able to identify related animals.

Warm-up

Aim: to review pets and introduce the topic of species

- Put on the puppet. Play *Disappearing flashcards* using the pet flashcards (see Introduction, page xvii).
- Ask the children in L1 what kind of animal Polly is (a bird). Point out that there are different types of birds and that they look different from one another, but they are all birds.

Presentation



PB p54 Listen and point. Draw lines and say.

Aim: to identify animals of different species

- Ask the children to look at PB page 54. Say *Listen and point*. Play the first section of the recording. The children listen and point to each photo in turn. Join in yourself. Play the second section for the children to point without your help.
- Say *Draw lines*. Point to the line between the photos of the birds. At the same time say *Bird, bird, bird*. Explain in L1 that these animals are all part of the same group or species. Elicit things

that all three birds have (e.g. wings, two legs, beaks).

- The children draw lines between the other groups of photos. Circulate and help, pointing at some of the photos and asking individual children *What's this?*

Audio script page T99

Practice



AB p54 Make a handprint bird.

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

- Show the pictures on AB page 54. Explain in L1 that you are all going to make a handprint bird. Show your hand and say/elicit *Hand*. The children repeat. Hold up the bird you have made and say *Look! This is my hand! This is my bird*. Explain how you made the bird in L1, using the pictures on AB page 54.
- Hand out the materials. Circulate and help the children make a print of their hand to form the head, body and tail of the bird, then paint the beak and legs and stick on the eye. Ask individual children *What is this?* Elicit *Bird*. Point at the body, legs and beak and ask *What colour?*

Extension activity

Aim: to review vocabulary and practise fine motor skills

- Make a play dough model of a bird. Show the class and ask *What is this?* Tell the children they are going to make a model of one of the animals from the unit. Show the flashcards and elicit the words. Stick them on the board.
- Hand out play dough to each child. The children make the animal of their choice (rabbit, bird, fish or cat). Circulate and help as necessary. Ask *What is this?* Show some of the best models to the class. Confident children can show and say, e.g. *This is my cat*.

Ending the lesson

Aim: to encourage the children to think about birds

- Ask the children to hold up or point to the handprint birds they have made. Encourage them to say *This is my bird*. Ask in L1 what they added to the handprint to make the birds (legs, beaks, eyes). Ask in L1 whether we have each of these things. The children say that we have legs and eyes, but we don't have beaks. Birds have beaks. Ask who has wings – people or birds?
- When the handprint birds are dry, the children hold them up and follow your instructions. Say *Birds, walk! Birds, jump! Birds, fly!*

Aims

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

Recycled language: *pets, jump, walk, fly, swim, What's this? It's a*

Materials: flashcards (pets, classroom objects, family, toys), a piece of card with a hole cut in the middle (in order to reveal part of a flashcard picture), coloured pencils or crayons

Optional: magnifying glasses (one for each pair or small group of children), items/material from the natural world for the children to look at in detail (e.g. feathers, tree bark, leaves, shells, acorns), if possible one per pair or small group

Language competences: The children will be able to make deductions based on visual evidence. The children will be able to use language from the unit.

Warm-up

Aim: to review vocabulary and introduce the idea of making deductions

- Show one of the flashcards from the course so far, covered by a piece of card with a hole in it (the hole should be about five centimetres in diameter). Ask *What is this?* The children guess. Don't confirm answers. Move the card around so a different part of the flashcard is visible and ask again. If the children are having problems guessing, ask, e.g. *Is it a chair? Is it a doll?*
- Reveal the flashcard and elicit the answer. Point out that the children were using things they knew about the object (colour, size, shape) to help them work out what it was (and what it wasn't).

Practice

7

Think!

PB p55

Look and say the words.

Thinking skills: making deductions

- Point to the photographs on PB page 55. Say *Look and say the words*. The children work in pairs. They point to each picture and say what they think it is (in English).
- Point at the first photograph and ask *What is this?* The children say *It's a rabbit*. Talk about how they worked this out (the big foot, the tail). Repeat for the cat, bird and fish.
- The children work in pairs. Child A points at one of the photographs and asks *What is this?* Child B replies *It's a (fish)*.

8

AB p55

Say the words. Colour the circles.

Aim: to create a record of learning

- Point to the pictures on AB page 55. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to look at details of objects in the natural world

- Say *Let's look!* Show a magnifying glass and ask the children in L1 what it does (makes things bigger). Make pairs or small groups and give each one a magnifying glass and an object to look at. The children take it in turns to look at both sides of the object in detail. Circulate and ask the children what they notice (shape, colours, texture).

Note: If you don't have magnifying glasses, the children can make pictures by placing leaves or feathers below thin paper and rubbing a crayon on top. This reveals details of the shape and texture of the leaves in a similar way.

Ending the lesson

Aim: to review language from the unit

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

Phonics

- See page T85 for Unit 6 Phonics.