

Aims: to present and practice classroom objects, to say a chant with the class

New language: *pencil, chair, bag, eraser, book, desk, Oh, no! What's the matter? my, all, in, on*

Recycled language: colors

Materials: CD 1, flashcards (colors 1), colored pencils or crayons, Unit 1 classroom object mini cards: WB page 100 and scissors (optional)

Language competences: Your students will be able to name classroom objects.

Your students will be able to join in with a chant.

Warm-up

Aim: to review colors

- Show the flashcards to review colors.
- Say *Show me something (red)*. Clap three times. Students hold up an object of the correct color.

Presentation

1 CD 07 SB p8 Listen and point. Say the words.

Aim: to present classroom objects

- Play the first part of the audio. Students say what's happening in L1 (Leo is looking for his pencil).
- Play the rest of the audio. Hold up your book and show students how to point to the numbered items.
- Play the CD again. Students point and repeat.

Audio script page T100

1 CD 08 SB p80 Listen and chant.

Aim: to practice classroom objects and say a chant

- Play the chant. Hold up your book and encourage students to point to the pictures.
- Play the chant again for students to join in.
- **Note:** The prepositions *in* and *on* are not core language until Unit 5.

Audio script page T100

Practice

1 WB p8 Find and circle.

Aim: to encourage students to pay attention to details in a picture

- Use L1 to ask students to name the key vocabulary items in the picture. Hold up your book and make a circling motion around it. Ask students to circle each of the key items (pencil, chair, bag, eraser, book, desk).

Key: As well as the desk and the chair in the picture, Polly has a book, Gina has a pencil on her head, there's a bag on the door behind Mike, and Leo has an eraser in his paw.

Extension activity

Aim: to review classroom objects and colors

- Students cut out the Unit 1 classroom object mini cards.
- In pairs, students play "Pairs." They shuffle together two sets of mini cards and spread them out face down on the desk.
- The object of the game is to collect pairs of cards.
- Student 1 turns over two cards and says, e.g., *Pencil ... bag*. If they are not a pair, Student 1 turns them back over and it is Student 2's turn.
- If a student finds a pair of cards (e.g., two pencils) he/she says *Pencil ... pencil!* and picks up the cards. He/she then has another turn.
- The winner is the student with the most pairs of cards at the end of the game.

Ending the lesson

Aim: to review classroom objects and colors

- Say a classroom object. Students hold up the correct object of their own and say *My (pencil)*.
- Where the color is known, ask individual students *What color is it?* Repeat for other items.

Aims: to present and practice the numbers 7, 8, 9, and 10, to review and practice the numbers 1–6

New language: *seven, eight, nine, ten*

Recycled language: numbers 1–6, *bag, book, pencil, table, red, blue, green, yellow, orange*

Thinking skills: counting and paying attention to visual details

Materials: CD 1, flashcards (numbers 1–10), the puppet (Polly)

Language competences: Your students will be able to recognize and say the numbers 7–10. Your students will be able to count from 1–10 and answer the question *How many?*

Warm-up

Aim: to review the numbers 1–6

- Write the numbers 1–6 on the board, and point to them in order for the students to say the numbers. Then repeat the activity with the numbers out of order.
- Erase one of the numbers and replace it with a line or circle and ask the students to tell you which number is missing. Then ask them to count from 1–6 in order. Keep repeating the process so that all the numbers have been erased.
- Give out the number flashcards to six students and ask them to stand in the correct order.

Presentation



SB p9 Listen and say the numbers. Trace.

Aim: to present the numbers 7–10, to develop pencil control

- Ask the children to look at the bags and ask what colors they are.
- Play the CD and use Polly to demonstrate how to listen and point to the numbers. Ask the students to listen and point.

- Say the numbers in a different order and ask students to point to them again.
- Count the bags together, demonstrating how to cross out each one as you count.
- Show the children how to trace around number 7 and invite them to trace all the numbers.

Audio script page T100

Practice



WB p9 Look and count. Circle the numbers.

Thinking skills: counting and paying attention to visual details

Aim: to practice numbers 1–10

- Point to each classroom object icon in the grid at the top of the page, and ask students what each icon is.
- Then ask the students what color each of the items are.
- Now tell the students to look at the big image and tell them that they are going to count each object and circle the correct number in the grid. Do the first one together by holding up your book and marking all the orange books with your pencil and then circle the number 9 in the grid.
- Students count the other objects and circle the correct numbers.
- To check answers, ask *How many (books)? (Nine).*

Key: 9 books, 10 pencils, 7 bags, 8 tables

Extension activity

Aim: to practice numbers 1–10

- Teach students a counting rhyme (or song if you know the tune of *Ten green bottles*):
*Ten green teddy bears, sitting on a wall.
Ten green teddy bears, sitting on a wall.
If one green teddy bear should
accidentally fall,
There are nine green teddy bears, sitting on
the wall.*
- *Nine green teddy bears*, etc.
- Draw a picture of ten teddy bears on the board, erasing them as you sing. Students can join in with lines 1, 2, and 4 of each verse.

Ending the lesson

Aim: to practice numbers and counting

- Count with the class from 1 to 10 and 10 to 1.
- Invite volunteers to count from 1 to 10 and 10 to 1.
- Write numbers 1–10 randomly on the board (or use the flashcards). Students close their eyes. Erase a number (or remove a flashcard). Students tell you which one is missing. Repeat.

Aims: to present and practice classroom instructions, to review classroom objects

New language: *Stand up, Sit down, Open/Close (your book), Pick up your (pencil), Put your bag on your (desk)*

Recycled language: classroom objects, colors

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

Language competences: Your students will be able to follow (and give) classroom instructions.

Warm-up

Aim: to review classroom objects

- Use the flashcards to review the classroom objects.
- Play the chant from SB page 10 (CD 1, Track 10). Students hold up the correct classroom objects when they are mentioned or mime putting them in the appropriate places.



SB p10 Listen and act.

Aim: to present classroom instructions

- With books closed, play the audio and show the class a clear mime for each action. You can use Polly to mime the instructions. Play the audio again and encourage the students to join in when they can.
- As the students begin to show better understanding of the instructions, you can say them in a different order and see if they can mime them.

Audio script page T100



SB p10 Listen and match.

Aim: to practice listening to details

- Ask the students to turn to SB page 10 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of audio and demonstrate drawing a line from the big number 1 to the picture showing standing up. Run your finger around the frame and say *Number 1 is blue*.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check the answers by saying a number and asking *What color?* or by asking students to mime the action.

Key: 1 blue, 2 red, 3 orange, 4 green, 5 yellow, 6 purple

- Invite a volunteer to come to the front and give instructions to the class. Repeat with other volunteers.

Audio script page T100



WB p10 Listen and circle.

Aim: to practice listening carefully to instructions

- Students listen and circle the correct pictures.

Key: 2 pencil, 3 sit down, 4 stand up, 5 book, 6 bag

Audio script page T100

Extension activity

Aims: to review and extend classroom instructions

- Give variations on the classroom instructions, e.g., *Pick up your bag. Put your eraser on your chair. Put your book in your bag*. Repeat each instruction slowly to give everyone a chance to figure it out.
- Once students have the idea, you can speed up the activity.

Ending the lesson

Aim: to practice listening and following instructions

- Explain in L1 that students should only do an action if you say *Simon says* first.
- Say instructions from the lesson, sometimes saying *Simon says* first, sometimes not.
- Students who follow the instructions when you haven't said *Simon says* are "out" (or they can lose one of three "lives," if you prefer).

Aims: to review classroom instructions, to present and practice colors with nouns, to sing a song with the class

New language: (red) (eraser), classroom, Here's ... , pencil case, today

Recycled language: eraser, pencil, colors, in, the, my

Materials: CD 1, flashcards (classroom objects), colored pencils or crayons

Language competences: Your students will be able to join in with a song.

Your students will begin to combine colors with nouns.

Warm-up

Aim: to review colors and classroom objects

- Stick a classroom object flashcard on the board and say *This is my (book). What color is it? (Blue).*
- Repeat with the other items. Give students time to look at the flashcards and then turn them face down on the board.
- Point to the back of one of the flashcards and ask a student to tell you the object and color, e.g., *Book. Blue. Say Yes! It's my (book). It's (blue).* Repeat with the other flashcards.

Presentation



SB p11 Listen and sing.

Aim: to review classroom objects and sing a song

- Ask students what they can see in the pictures (*eraser, pencil*) and what color they are (*red, blue*).
- Play the song. Students point to the pictures.

- Say *Pencil case?* and gesture that students should find the object. Ask a volunteer to show the class a pencil case. Practice pronunciation. Use gesture to reinforce the meaning of *classroom* and practice pronunciation.
- Play the song again. Students hold up their eraser and their pencil at the appropriate points in the song and mime putting them in their pencil case and zipping it up.
- Play the song again, pausing to teach each line.
- Use the karaoke version (see Extension activity).

Audio script page T100

Practice



WB p11 Listen again. Draw and color.

Aim: to practice listening for details

- Play the song. Students draw and color the items according to the song lyrics.
- Play the song again for students to join in, using the pictures that they have completed as prompts.

Key: a red eraser in the hand,
a red eraser going into the pencil case,
a blue pencil in the hand,
a blue pencil going into the pencil case,
a red eraser and a blue pencil in the pencil case

Audio script page T100

Extension activity

Aim: to practice language from the lesson

- Hold up two books of different colors and say for each one *Here's my book. My (color) book.*
- Put the books in your bag, saying or singing adapted lyrics of the song (CD 1, Track 14) *In the classroom, etc. Here's my book. My (color) book. In my bag.*
- Say or sing the song about your books again. Encourage students to join in.

Ending the lesson

Aim: to practice talking about the color of objects

- Tell students to take out their colored pencils or crayons and put them on their desks.
- Give instructions, e.g., *Pick up a red pencil. Put your pencil on your desk. Put your pencil in your pencil case.*

Aims: to present a picture story, to review language from the unit

Skills: listening and following a picture story

New language: *please, books, Draw a (bag), Where's ... ? there, Don't worry, Wow! very much*

Recycled language: classroom objects, numbers 1–6, *sit down, open, my, look, your, Oh, no! here's, thank you, yes*

Thinking skills: counting and paying attention to visual details

Materials: CD 1, flashcards (characters), props for acting out the story (optional): character masks (Leo, Polly, Mike), homemade zebra hat/mask or an old pair of glasses

Language competences: Your students will be able to listen and follow a picture story.

- Check the answers by asking *How many (pencils)?*
- Students can then trace over each number.

Key: 6 pencils, 2 erasers, 3 books, 5 desks, 1 bag, 4 chairs

Warm-up

Aim: to review story characters and story context

- Show each of the character flashcards and ask *Who's this?* Students say *(Leo) the (lion)*.
- Show the first picture on SB page 12 and help the students find it. Ask *Who's in the classroom?* *(Leo, Polly)*. Explain in L1 that Leo's looking for his ... and elicit the key word in English *(pencil)*.
- Explain in L1 that students are going to listen to a story about what happened to Leo later in the same class and help them turn to pages 12–13.

Presentation

5  **CD1**  **SB p12–13** **Story: The pencil**



Aim: to listen and follow a picture story

- Point to the characters in the first picture on SB page 12 and ask *Who's this?* Ask in L1 where Leo and Polly are (students may remember the phrase *in the classroom* from the song).
- Point to the new character and ask *Who's this?* Students tell you in L1 that it's Leo and Polly's teacher, a zebra. Ask *Where's the pencil? On the ... (chair)*. Ask students to name other items in the picture *(chair, desk, eraser)*.

- Play the CD. Students follow in their books.
- Play the story again, stopping after each picture. Students explain in L1 what's happening.

Audio script page T100

Practice

5  **Think!**  **WB p12** **Look at the story. Count, match, and trace the numbers.**

Thinking skills: counting and paying attention to visual details

- Count aloud from 1 to 6 with the class. Draw the numbers on the board for individual students to say.
- Look at the six objects on the WB page and elicit what each one is.
- Point to the first picture and explain in L1 that the students have to look back at the story and count how many times they see a pencil (the same one or a different one). Count all the pencils in the pictures together, and then ask them to trace the example match line with their pencils. **Note:** two students can share a Student's Book between them if there isn't enough space to have both Student Books and Workbooks open at the same time.
- Tell the students to repeat the counting activity for the other five objects.

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Students act out the story along with the audio and with your help, using the character masks and other available props (see "Materials").
- Encourage students to use key language from the story. Encourage the student who is playing the teacher to act like a teacher.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practice new language from the story

- Choose a student and say *A pencil, please*. Encourage the student to say *Here's a pencil* and then say *Thank you (very much)*.
- Practice this exchange with four or five different students.

Aims: to talk about the meaning of a story, to review language from the unit

Recycled language: language from the story, numbers 1–6

Thinking skills: interpreting the values in a story

Materials: CD 1, Unit 1 stickers, scissors, colored pencils or crayons

Language competences: Your students will be able to interpret the deeper meaning of a story.

Your students will be able to offer things and say *Thank you*.

Warm-up

Aim: to review classroom objects

- Play a memory game with the classroom object flashcards by sticking them on the board and eliciting the names of the objects. Tell your students to look at the cards and try to remember them. Then turn over the flashcards so the students can't see them. Invite individual students to try to recall the objects in the correct order of the flashcards.

Practice



SB p12–13 Story: The pencil

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 12 and 13.
- Play the story again (CD 1, Track 16), pausing to talk about each picture, e.g.:
 - 1 *Leo, Polly, and the teacher are in the ... (classroom).*
 - 2 *The teacher says "Open your ... (books)."*
 - 3 *The teacher say "Draw a ... (bag)."*
 - 4 *Leo says "Where's my ... (pencil)?"*
 - 5 *Polly says "The pencil is on the ... (chair)."*
 - 6 *Leo says ... "(Oh, no!)."*
 - 7 *Mike says "Here's a ... (pencil)."*
 - 8 *Leo and the teacher say ... "(Thank you, Mike!)."*

Aim: to think about the meaning of the story: lending

- Play the story again (CD 1, Track 16), pausing to ask in L1 how Leo feels (e.g., after pictures 3, 6, and 7). Ask why Leo is happy, and why Leo and the teacher say *Thank you*.
- Discuss with the class in L1 that Mike is being kind by lending Leo his pencil.
- Ask students for examples of when they have lent something to someone.
- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 1 story sticker at the back of the book and ask them to peel off the sticker. Tell them to turn back to page 13 and then say *Stick*.
- Elicit from the students, in L1, what the sticker shows (Leo and the teacher saying thank you to Mike for lending his pencil to Leo).

Audio script page T100



WB p13 Complete the faces with 😊 or ☹️.

Thinking skills: interpreting the values in a story

- Tell the children to find page 13 in the Workbook. Say *Look at the pictures and think. Which is right?* Point to the faces and explain in L1 that if they think the boy in the first picture is unhappy, they draw a sad face. Elicit that the boy in the second picture is lending the other boy a car. The children draw a happy face for the second picture. Circulate and check.

Extension activity

Aim: to review objects and numbers

- Hold up between 1 and 6 classroom objects. Ask *How many (pencils)? (Five)*. Repeat with other objects.
- Students repeat the activity in pairs, but without asking the question, e.g., Student 1 shows two erasers. Student 2 says *Two*.

Ending the lesson

Aim: to role play sharing and practice new language from the story

- Mime looking for a book. Say *Oh, no! Where's my book?* Gesture that you would like to borrow a book from one of the students. When the student hands you the book, say *Wow! Thank you very much!*
- Students carry out the role play in pairs:
Student 1: *Oh, no! Where's my ... ?*
Student 2: *Don't worry. Here's a*
Student 1: *Wow! Thank you (very much)!*
- Students swap roles to practice all the phrases.
- Students then change partners and repeat the activity. Circulate and encourage their use of English.

Note: For the next lesson, students need to have a photograph or drawing of themselves and things that are important to them (e.g., a pet, a favorite toy, their family). Check that parents/carers are happy for the photographs to be made into a collage.

Aims: to integrate other areas of the curriculum through English: School

New language: *singing, drawing, reading, writing, counting*

Recycled language: classroom instructions, numbers 1–6

Materials: CD 1, colored pencils or crayons

Language competences: Your students will learn specific language to be able to talk about school in English.

Warm-up

Aim: to review classroom instructions

- Review classroom instructions by asking students to do or mime actions (*Open your book. Stand up. Draw ...*, etc.).
- Give instructions quietly so that students have to listen carefully. Then mouth the instructions without speaking, so that students have to watch carefully.

Presentation



SB p14 Listen and say the words.

Act it out.

Aim: to present and practice the words for five classroom actions

- Ask the children to look at SB page 14. Say *Look! Actions! Listen and Point.*
- Play the CD. Students listen and point to the pictures.
- Students listen again and repeat the words.
- Say the words in a different order. Students point to the pictures.

Audio script page T100

Aim: to practice words for classroom actions

- Mime an action from the pictures for students to guess, e.g., *Reading.*
- Repeat with one or two more actions.
- Students play the game in pairs or small groups.



WB p14 Make a collage.

Aim: to work together to produce a collage

- Point to the pictures on WB page 14 and explain that they are going to make a collage of themselves and what they like doing.
- Students stick the photographs or pictures that they have brought onto a piece of paper.
- Mount their pieces of paper onto a large sheet of thin cardboard or display board.
- Ask students about the photographs/drawings of other students, using *Who's this?* Ask about known colors in the other pictures. Practice numbers by counting similar items (if relevant, e.g., pets) in English up to 6.
- Students explain in L1 why they chose their items.

Extension activity

Aim: to review and extend words for actions

- Encourage students to apply *-ing* to other verbs that they know by miming different actions. Ask *What am I doing?* after each mime (students say, e.g., *Sitting, Standing, Opening, Closing, Putting, Picking up*).

Ending the lesson

Aim: to practice for classroom actions

- Draw simple pictures on the board of things needed for writing, drawing, etc. Draw slowly, line by line, and tell students in L1 to guess which action the item is used for. Try not to draw the most obvious part of each item first, so each picture is a genuine observation puzzle. Possible items to draw: a microphone (singing – draw the electrical lead first), a crayon (drawing), a computer keyboard (writing), a newspaper/magazine (reading), a hand with four fingers held up (counting).
- To make the activity competitive, the class can have three “lives” to guess each picture. If they guess incorrectly three times, you win.

Aims: to review the language from the unit, to encourage children to reflect on their learning

Recycled language: classroom actions

Thinking skills: categorizing objects with actions

Materials: colored pencils or crayons

Language competences: Your students will be able to talk about school in English.

Warm-up

Aim: to review words for classroom actions

- Say one of the actions from the previous lesson, e.g., *Reading*. Students do the action. Repeat with other actions, speaking more and more quickly until students are interpreting the words and changing between mimes as fast as they can.
- Do the actions yourself. Students say the word.

Practice

7 Think! **SB p15** Think and color.

Thinking skills: categorizing objects with actions

- Point to the photographs at the top of the page and ask in L1 what students can see (*desk, book, chair, elephant*).
- Point to the first photograph and ask *What's he doing? Counting? Singing? (Reading)*. Run your finger around the frame and ask *What color is it? (Blue)*. Say *That's right. Reading. Blue*.
- Do the same with the second photograph, e.g., *What's she doing? Counting? ... etc. (Drawing)*. Say *That's right. Drawing*.
- Point to photograph 1 and ask *Reading or drawing?* Point to the frame and ask *What color? Blue or red?*
- Students color the frames of the rest of the photographs, blue for reading or red for drawing.

Key: 1 blue, 2 red, 3 red, 4 blue, 5 red, 6 blue

8 **WB p15** Say the words. Color the circles.

Aim: to create a record of learning

- Point to the pictures on WB page 15. The students say the words together.
- The children color 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 words for classroom actions and instructions

- Explain in L1 that if you do the right action, students should clap once. If you do the wrong action, they stay silent. (You could introduce *Yes* or *No* instead if you prefer.)
- Do a mime for one of the classroom instructions or actions from the unit, e.g., sitting on a chair, but say a different action, e.g., *Stand up*. Students stay silent or say *No*.
- Do the mime again and say the correct word. This time students clap or say *Yes*.
- Repeat with more actions, sometimes saying the correct word or instruction and sometimes making deliberate mistakes. You could use mimes for these words and sentences: *Singing, Reading, Writing, Counting, Drawing, Stand up, Sit down, Pick up your (pencil), Open/Close your book, Put your (eraser) in your (pencil case), Put your (pencil) on your (desk)*.

Ending the lesson

Aim: to review words for classroom actions

- Line the students up ready to leave the class (or if they are staying in class for the next lesson, ask them to stand up).
- Ask each student to do an action in order to leave the class (or in order to sit down), e.g., say *Reading*. The student mimes reading. Say *Yes, reading!*
You can go / Sit down.

Phonics

- See page T86 for Unit 1 Phonics.

Review

- See page T95 for Review *Hello!* Unit and Review Unit 1.