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**Pandy the panda**

**INTRODUCTION**

**What is it?**
Pandy the Panda® is a three level English course written especially for young pre-school learners (3 – 6 year-olds).

Each level has a Pupil's Book, Activity Book and Teacher's book plus relevant CDs, and the entire course rotates around topics normally dealt with at pre-school level in L1.

The series uses classroom strategies and material proven effective with children in their early years of learning. Young learners will be captivated by the adventures of Pandy, his friends and their playhouse. It also motivates children through entertaining chants, songs, pen to paper activities, games, puzzles, stickers and stories.

**Methodology**
The methodology of the course is based on active learning and whole learning, with a child-centred perspective on education, and fully meets the needs of very young learners.

Pandy the Panda® is based on a spiral syllabus with continual opportunities to revisit language and structures. One of the keys to teaching very young learners is to go over material in a variety of different ways and allow for continual review and recycling.

**Objectives**

General Objectives of the series:
- Stimulate the physical, intellectual, affective and social development of children.
- Foster learning in a friendly, non-threatening environment in which English becomes a stimulating and enjoyable experience for very young learners.
- Provide a global and significant learning experience in which the acquisition of the new language becomes an integral part of the whole process.
- Use a variety of methods and other innovative resources to encourage learning (provide activities for all learning styles/teaching styles)
- Stimulate the development of the children's social skills. This will contribute to their individual development and help them integrate into the group.
- Stimulate the use of non-linguistic resources to show understanding.
- Provide teachers and pupils with sufficient resources to introduce material, review items which are learned, and understand progress.
- Conduct ongoing assessment (teacher assessing pupils and pupils assessing their own progress and participation)
- Address the needs of non-native speaking English teachers, and the day to day problems which arise with this age group of children.

**Non-Linguistic Objectives**

A variety of non-linguistic objectives are included in the course. These non-linguistic objectives can be divided into **values**, and **learning skills and strategies**.

**Values**: sharing, self esteem, civic sense, ability to work in a group, ability to work alone, taking on responsibilities, good manners, respecting nature, helping at home, cleanliness, hygiene etc.

**Learning Skills and Strategies**: general study and learning skills, logic (ability to solve logic puzzles etc.), gross and fine motor skills, social skills, interpersonal skills.

**Who is it for?**

It is designed primarily for high-level schools with 3 - 5 hours of English a week at pre-school level. The course is extremely flexible and can also be adapted to fit in to programmes with more or fewer contact hours. This is done by providing **core course material** alongside a series of **extras** which can be elaborated on by teachers with more contact hours, or with higher language level pupils.
How is the course structured?
Pandy the Panda Pupil's book consists of one Starter unit, eight core units, each based on a centre of interest that corresponds to the children's age, and three consolidation storycard units.

Flatplan of units

The eight units follow the same pattern and each page is a lesson. The complexity of the illustrations and tasks is age/level appropriate and shows clear progression from level to level.

Page 1 (Lesson 1): Language Presentation
A colourful page for the presentation of the new language in context, through Pandy and his friends (Gina, Ben and Sue). This language will also be presented on the CD through a chant.

The aim of the first page is mainly presentation and developing oral comprehension skills.

In level 2 and 3 (for four and five year olds) this page also serves to develop observation skills, by asking the children to look for hidden objects in the artwork. Whenever possible, this page will also include Moral and Civic Education.

Page 2 (Lesson 2): Language Practice and Pen to Paper activity
A full-page pen to paper activity to practise the lexis of the previous page and recycle the vocabulary of past units. This page focuses on the development of observation and fine motor skills. It also provides an opportunity for the pupils to work independently.

Page 3 (Lesson 3): Song
A full-page TPR song to consolidate, broaden and strengthen the unit vocabulary in an enjoyable way. Pandy and his friends will lead the songs. The songs include action vocabulary and common expressions (as receptive language). They give children the opportunity to develop gross motor skills and coordination, while practising the rhythm and intonation of English.

Page 4 (Lesson 4): Sticker page
A full activity page to practise vocabulary and structures using stickers. At this stage, the children will be required to classify items according to the instructions. This lesson will develop both observation and fine motor skills. When possible, this page also includes Moral and Civic Education.

In levels 2 and 3 the activities are more complex than those in level 1.

Page 5 (Lesson 5): My world page
Scene close to the child's world, represented by photos. The aim of this lesson is to develop oral comprehension skills, through listening to the new language in context, through dialogues spoken by native children. Moral and Civic Education is included here when possible.

Page 6 (Lesson 6): Reading, writing and Pen to Paper activity
A full-page pen to paper activity to practise the lexis of the unit and recycle the vocabulary of past units. This page focuses on the development of reading and writing skills and fine motor skill, starting with pre-reading and pre-writing activities. It also provides an opportunity for the pupils to work independently.

Page 7 (Lesson 7): Listening task
The aim of this lesson is to assess the unit vocabulary through a listening task. Children can focus on demonstrating their understanding of vocabulary using their listening skills. This page will include activities such as: listen and circle, listen and point, listen and join the dots, listen and match, listen and say...

Page 8 (Lesson 8): My page
This lesson will allow children to relate the new vocabulary to their own familiar world and experience. This is also an opportunity for the children to express their preferences.
Child Development and How the Series Responds

Three to Five Year Olds:

<table>
<thead>
<tr>
<th>Physical (P)</th>
<th>How the course responds</th>
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<tbody>
<tr>
<td>- Needs activities to develop motor skills</td>
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<td>- Needs physical movement and coordination activities.</td>
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<tr>
<td>Social (S)</td>
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<td>- Needs to develop non-linguistic skills (behaviour, socialisation)</td>
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<td>- Needs praise and recognition</td>
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<td>- Needs rules and routines</td>
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<td>- Depends heavily on the teacher's directions.</td>
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<tr>
<td>Emotional (E)</td>
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<tr>
<td>- Moody</td>
<td></td>
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<tr>
<td>- Feelings of insecurity and omnipotence</td>
<td></td>
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<tr>
<td>- Easily frustrated</td>
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</tbody>
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- Reward systems (EXS)
- I can... certificates (E)
- Topics which reflect material in their mother tongue (I)(E)
- Chants and Fingerplays (I)(P)
- Stories (I)
- Movement games (P)(S)
- Moral and civic education (sharing, cooperation etc) (S)
- Suggestions in TB for rules and routines (S)
- Clear and simple instructions. Teachers demonstrate the activities before pupils do them. (SX)
- Surprise activities for variety in class (IXEXP)

What are the components of the course?

Pupil's book
The pupil's book consists of one Starter unit for introducing the course characters, and in level 2 and 3 for reviewing key vocabulary of the previous course; eight core units with a central theme which corresponds to the children's age; stickers, gommets and sticker awards at the end of the book, together with a Playhouse and a Pundy puppet cut out.

Stickers. There is a sticker section in the Pupil's book. In Lesson 4 of each unit, the children are asked to use the stickers as part of a picture recognition task, to promote pre-reading skills. This lesson will develop the children's comprehension, observation and fine motor skills. In addition, there are some reward stickers to be used throughout the course and whenever the teacher feels that the children should be praised. This will help the learners to experience a sense of achievement and satisfaction.

Gommets. They are small round stickers of different colours, used to identify and classify key vocabulary in different scenes. They are used to practise and learn colours too. There are instructions of when and how to use them in the development of the lessons in the Teacher's notes.

Sticker awards. These are stickers of achievement, children need to be rewarded. Praise and encouragement are an integral part of teaching very young learners. They can be given during any lesson, or during the last lesson of the school year.
Playhouse cut out. Children cut out this playhouse with the help of the teacher or their parents. Then they can use it in class in some games, for example playing hide and seek with small toys or flashcards.

Pandy cut out. Children cut out this Pandy with the help of the teacher or their parents. It can be used as the children's puppet, they can interact with it, sing songs, say chants or dialogues.

Activity book
The Activity Book reinforces and consolidates the target language of the unit. Most of them are ‘Pen to paper activities’ where the children develop fine motor skills, observation skills pre-reading and pre-writing skills and review songs and chants.
There are four pages per Unit and one Take home page every two units. At the end of the Activity Book there is a Picture dictionary to colour.

Take home English pages. They are pull-out pages, so each one has two pages (front and back). There are four Take home pages in each level.
Children may bring these pages home for a home-school connection. The aim of these pages is to reinforce content of previous units, and do something different. Normally children will play with these pages, enjoy the learning experience and develop their visual-spatial skills. It is important that children use these pages in the class with their teachers first of all, and then take them home. It is necessary that the children’s parents or guardians receive information about these pages, so as to help children with them.
Children at this age cannot use scissors well yet. But teachers can help them, or they can cut the page out at home and do the page with their family.

Teacher’s book
Full colour, teacher’s book gives step-by-step teaching instructions for each lesson of the core units and the starter unit in the Pupil’s book, instructions for the Activity book, and Take home pages. It also features the following elements:

Reinforcement and extension activities at the end of the lessons. Children learn at their own pace and these activities allow teachers to meet the needs of different types of learners.

Panda Pointers. The Teacher’s Book includes ‘ pointers’ and tips for teachers who are insecure or have little experience in the pre-school classroom. The pointers will be clearly presented and will help teachers with classroom management.

Lyrics for the chants and songs as well as the audioscripts for the dialogues and listening activities.

Pre-story and post-story pages. These pages prepare the children for the story and review the story and the key vocabulary in the follow-up activities.

Establish routines. Young children benefit from establishing routines. It gives them a sense of security when they know what to expect. For example lessons always begin with the Hello routine and end with the Goodbye routine. There are some routine chants and transitions especially in levels 2 and 3. They help to structure the lesson.

Audio material
The audio CD includes all the chants, songs, dialogues, listening tasks and the storycards. There are two types of CD. One for the teacher with all the audio (Class CD) and a Child’s CD with the chants, songs and stories.

Flashcards
The 24 full colour flashcards represent the key vocabulary of the whole course. In the Teacher’s book, there are clear guidelines for using them in the presentation, practice and consolidation stages, as well as their use in many games too.

The Pandy puppet
Children love puppets, and Pandy puppet can be used in a variety of ways. Pandy puppet plays an important role in the lessons. It helps the teacher present and practise the language, it will be a powerful means of communication tool. Pandy can interact with the children and the teacher in their real and fantasy worlds.
**Storycards**
Stories are part of the real children's world; they will respond positively to the story, and develop a positive attitude towards the target language. The main reasons for using stories with young learners is to develop comprehension and concentration skills. They encourage active participation while teaching values and social skills. Stories help transmit authentic rhythm and intonation: they train the ear and help the children to recognise and imitate the music of the language.

There are *three stories* at each level, the main characters are Pandy and his friends, they are presented in a vivid and clear context, the illustrations help to convey meaning. Both the context and the situation anchor the vocabulary.

The audioscripts are printed on the back of each storycard.

**Interactive posters**
The interactive posters provide important visual support for practising key vocabulary, there are instructions of when and how to use them in the Teacher's notes.

**Coloured Shapes Poster**
Level 1: It can be used to identify colours and shapes, to match colour flashcards to coloured shapes, to put Pandy puppet on a particular colour or shape (*Put Pandy on the red square...*)

Level 2: It can be used to identify colours and shape, to match vocabulary flashcards to coloured shapes, to put vocabulary flashcards face down on a shape and play a memory game (*Where is the pencil? On the red square...*)

Level 3: It can be used to identify colours and shapes, to match vocabulary flashcards to coloured shapes, to put vocabulary flashcards face down on a shape and play a memory game, to play a TPR game (*Run and touch the red square, jump to the blue shape...*)

**Playhouse poster**
There is photocopiable door for the Playhouse for the teachers on page 95. Photocopy it, cut it out and colour it, then stick it onto the poster with glue or tape. The door will open and close.

Teachers can place a flashcard behind the door with blue tack and encourage the children to guess what's hidden. This can be done:

- At the start of the Unit: Guess what's behind door, then explain that this is what they are going to be working on.
- For games: knock, knock, knock, 1, 2, 3. What's behind the door? Let's look and see.
- To review key vocabulary: Put a flashcard behind the door and ask the children to find and name it.
- At the beginning and end of the lesson: Open the door to show the lesson is starting and close the door when it's time to go.

**Alphabet Poster**
The teacher can use the Alphabet Poster like a picture dictionary as the children are learning the words.

**Evaluation**
Evaluation is an integral part of the learning process. At this level assessment should be global, continuous and formative. The main technique in the evaluation process is the direct and systematic observation of pupils during the course.

The whole process should be evaluated in order to obtain significant, valid and reliable data. So, apart from the content of the course, we need to evaluate:

The children: their participation in activities, their interest in carrying out the activities, their attitude towards their classmates, their work, such as drawings, take home pages...

The teacher: Their pedagogical practices, classroom techniques, materials used in the classroom, their attitude towards the children.
Starter Unit

Hello Pandy!

Lesson 1

Warm up

- Greet the children by saying Hello. Encourage them to wave and say Hello to you.
- Get the children to sit in a circle, by saying: Follow me. Let’s make a circle.
When the children are seated, slowly and mysteriously open up the playhouse poster and show it to the class. Say: Look! It’s a playhouse. Point to the playhouse and ask: What’s this? to different children. Encourage them to try to repeat the word: Playhouse.

Lesson

- Background to the story and setting: Ben and Gina, two friends, dream of having their own playhouse. One night, right before a storm hits, their parents set up a lovely playhouse in the garden for the children as a surprise. There’s a terrible storm. The children wake up in the middle of the night, and when they look out at the garden, they realise that their dream has come true! In the morning, they run out to the garden to investigate the ‘magic’ playhouse and meet Pandy.
- Transition. Say: Table time, table time - 1, 2, 3. Tap three children on the head lightly and tell them to take their seats at their table. Continue until all of the children are seated.
- Open the Class Book at page 2. Point to the picture of the playhouse, look surprised and say: Look! Wow! A playhouse. Distribute the class books to the children. Say: Open the book. Help them find the page 2. Say: Point to the playhouse.
- (CD Track 02) Play the initial sound effects of the storm. Pretend to be scared (without scaring the children, of course). Pretend to look up at the sky. Continue playing the rest of the CD track. Look surprised when the magic bells chime. Listen to the chant and do the actions (see Audioscript below). Listen again and encourage the children to do the actions.

Track 02

Speaker: Listen and say the chant.
Wow! A playhouse! (look happy, excited)
A playhouse! (point to the playhouse)
Wow! A playhouse! (look happy, excited)
A playhouse for you and me! (point to the children, then to yourself)

- Play the chant again (CD Track 02). This time encourage the children to do the actions. After they have looked at the picture of the playhouse and done the chant say: Close your books.
- Collect the Class Books and distribute the Activity Books and crayons.
- Show the children the page with the playhouse (page 2) and encourage them to colour it.

Panda Pointer

Keep in mind that the first days of school are crucial with pre-schoolers. Make sure the children feel comfortable and safe.
Closing
- Place the playhouse poster on the wall. Encourage different children to come up in small groups and touch the poster.
- Congratulate the children on their good work.
- Collect the Activity Books.
- Say Bye to the children as you leave (or as they leave).

Lesson 2

Warm up
- Play the chant from the opening page of the Starter Unit (CD Track 02).
  - Encourage the children to do the actions as they listen to the chant.
- Show the playhouse poster. Say: Look! Wow! A playhouse.

Lesson
- Place the playhouse poster on the wall.
- Secretly place one of the character flashcards behind the door of the playhouse.
  - Encourage the children to knock on the door (by knocking on their desks).
  - Look intrigued and open the door. Say: Look! It’s (Ben!). Repeat with Pandy and Gina.
- Show the flashcards for Pandy, Ben and Gina. Say their names and repeat the names with the children.
  - Hold up a card and say: Who’s this? Elicit the name of the character from the children.
- Distribute the Class Books. Say: Open your books. (Page 3) and help them find the correct page.
  - Point to the playhouse and elicit the word Playhouse from different children or groups of children.
- Explain to the children (in L1 if necessary) that Ben and Gina have met a new friend in the playhouse.
  - Explain that this is Pandy the panda and that this is his playhouse.
  - Point to Pandy and say: Look! This is Pandy. Point to Ben and say: This is Ben. Repeat with Gina.
- (CD Track 03) Listen to the song and show the children the actions.

Language
- Characters’ names: Pandy, Ben, Gina
  - I’m (Ben)

Objectives
- Recognise key vocabulary
- Introduce the characters of the course
- Take part in a song
- Develop fine motor skills
- Show enthusiasm towards English

Materials
- Playhouse poster
- Character flashcards
- Class Book and Activity Book (page 3)
- CD Audio

Track 03

Speaker: Listen and sing.
- Welcome to our playhouse! (open arms welcoming)
  - Hello, hello, hello! (wave)
  - Hello! I’m Pandy. I’m Pandy. (point to Pandy)
  - Hello, Hello! (wave)

- Welcome to our playhouse!
  - Hello, hello, hello!
  - Hello! I’m Ben. I’m Ben. (point to Ben)
  - Hello, Hello!

- Welcome to our playhouse!
  - Hello, hello, hello!
  - Hello! I’m Gina. I’m Gina. (point to Gina)
  - Hello, Hello!

- When they have finished singing, point to different characters and ask: Who’s this? Collect the books, distribute the Activity Books and show the children page 3. Point to the characters, then tell the children to listen and point while you say their names.
- Draw the children’s attention to the silhouettes on the right hand side of the page. Point to the silhouettes one by one asking: Who’s this? Pandy or Gina?
- Distribute the crayons and help the children join the character to the correct silhouette.
- Play a game: Who are you? Give the character flashcards to 3 different children. Ask: Who are you? They show their card and say, for example: I’m Ben.

Closing
- Collect the Activity Books.
Unit 1
Me and My Family

Lesson 1

Warm Up
- Play the Hello song (CD Track 04) and greet the children using Pandy.

Track 04
Speaker: Let’s sing the hello song!
Hello children, hello!
Hello children, hello!
Hello children, hello!!
Clap-clap-clap

Panda Pointer
The children will listen to the Hello song throughout the course. There’s no need for them to learn it by heart right now.

Lesson
- Show the panda puppet to the class and have a conversation with the panda. Ask: What’s your name? The puppet answers: I’m Pandy. The puppet can then ask the children their names.
- Use the flashcards for Pandy, Ben, mummy, daddy. Show the cards and say the words to the class. Hide different cards behind the door of the playhouse. Knock on the table and say: Who’s in the playhouse? Mummy? Pandy? Open the door and check. Repeat with the other characters.
- (CD Track 05) Play the chant Hello Mummy and do the actions.

Track 05
Speaker: Listen and say the chant.
Ben: Mummy! Mummy! This is my mummy!
(show mummy flashcard)
Pandy: Hello mummy, hello! (wave to mummy)
Ben: Daddy! Daddy! This is my daddy!
(show daddy flashcard)
Pandy: Hello daddy, hello! (wave to daddy)
Ben: Daddy, mummy this is Pandy
(show panda puppet or flashcard)
Mummy and daddy: Hello, Pandy, hello, hello! (wave to Pandy)

Closing
- After joining the pairs, ask the children to colour them, then collect the Activity Books.
Lesson 2

Warm Up
- Play the Hello song (CD Track 04) and greet the children using Pandy.

Lesson
- Revise the vocabulary of the unit using the flashcards and the playhouse poster. Then place the cards on different sides of the classroom. Say mummy or daddy and encourage the children to point to the corresponding card.
- Distribute the Class Books. Show the children page 5. Look at the picture and name the characters (mummy, daddy, Ben, Pandy). Point out that Pandy is helping daddy who has forgotten his briefcase.
- (CD Track 06) Explain that when someone leaves or when we leave we say ‘bye bye’ in English. Listen to the Bye Bye song using the puppet.

Track 06
Speaker: Let’s sing the Bye bye song!
Pandy: Bye bye children, bye bye!
       Bye bye children, bye bye!
       Bye bye children, bye bye!
       Time to go!

- Hand out the crayons. Get the children to join the dots from the house to daddy and the car.
- Pretend to come into the room through an imaginary door and say: Hello. Get the children to repeat Hello. Then pretend to leave the room and say: Bye bye, and have the children repeat Bye bye. Place Pandy behind the playhouse poster, pop his head up over the top and elicit Hello from the children. Repeat several times. Then make Pandy wave and turn his head and body away from the children as if leaving and elicit Bye Bye. Repeat several times. Then elicit Hello and Bye Bye with Pandy arriving and leaving the playhouse first slowly and then gradually faster and faster.

Closing
- Collect the Class Books.
- Sing the Bye bye song (CD Track 06) using Pandy at the end of the lesson.

Language
- Bye bye, mummy, daddy, Pandy, Ben

Objectives
- Take part in a song
- Learn how to say goodbye to others
- Recognise characters and key vocabulary
- Develop fine motor skills

Material
- Puppet
- Crayons
- CD Audio
- Flashcards (mummy, daddy)
- Playhouse poster

Lesson 2

Look and trace.
Lesson 3

Warm Up
- Play the Hello song (CD Track 04) and greet the children using Pandy.
- Review mummy, daddy, Ben, Gina and Pandy using the flashcards and the playhouse poster. Using blue tack, stick the cards on different parts of the house. Invite the children or groups of children to touch the cards.

Lesson
- Draw a circle on the board and add two eyes and a nose. Then draw a smiling mouth and say: Look this is a HAPPY face. Mime happy and encourage the children to do the same.
- Distribute the Class Books and show the children page 6.
- Look at the picture and elicit Pandy, mummy and daddy.
- (CD Track 07) Listen to the song.
- Point to the characters in your book while they are being named. Be sure that everybody understands the word family.

Track 07
Speaker: Listen and sing.
Pandy: Look! My mummy!
Look! My daddy!
Mummy, daddy and ME!

Chorus: Happy family!
Happy family!
We’re a happy family! (repeat twice)

Language
- Pandy, mummy, daddy, family, happy

Objectives
- Take part in a song
- Recognise family members
- Develop gross motor skills through actions

Material
- Puppet
- Playhouse poster
- CD Audio
- Flashcards (characters of the book, mummy, daddy)
- Activity Book (page 5)
- Photocopy cutouts of characters (optional)

Listen again encouraging the children to point to the pictures.
Repeat the song and ask the children to smile when they hear the word happy.
Collect the Class Books, distribute the Activity Books and show the children page 5. Explain the task: as the children trace along the dotted line and join Ben and Pandy to their parents encourage them to say, for example, Ben - daddy, Ben - mummy.

Closing
- Collect the Activity Books.
- Sing the Bye bye song (CD Track 06) using Pandy at the end of the lesson.

Extension
- Play the Hunt the Family game. Photocopy and cut out the characters in the picture on page 6 of the Class Book. Ask for three volunteers, and invite them to stand in the corner of the room with their backs to the class. Together with the rest of the children, hide Pandy, mummy and daddy in different places in the classroom for the three volunteers to find. Explain the task to the three volunteers, and one at a time, invite them to search the classroom for the characters. Tell the rest of the class to say Yes or No if they are getting nearer or further away from the hidden character. Once the three characters have been found ask: Who’s that? and elicit Pandy, mummy and daddy from the three volunteers and say: They’re a happy family! Repeat this activity with three more volunteers.
Warm Up
- Play the Hello song (CD Track 04) and greet the children using Pandy.
- Use Pandy to ask different children What's your name?
- Use the flashcards to review key unit vocabulary (mummy, daddy, Ben, Pandy)

Lesson
- Distribute the Class Books. Show the children page 7.
- Point to mummy (dog) and say Look, this is mummy. Then point to daddy (dog) and do the same, then point to the grey circle and elicit what is missing (the puppy). Follow the same procedure with the birds.
- Explain the task, and help the children find the sticker page at the back of their Class Books and show them where the puppy and the baby bird are. Tell them to peel the puppy off first, and place it in the basket with its mother on page 7. Monitor and help any children who have difficulty peeling off the stickers and sticking them in the correct place. Repeat with the baby bird.
- Point to the dogs and explain that they are a family (mummy, daddy, baby). Do the same with the birds. In L1 ask the children about their family.

Extension - Science
- Show the children pictures of adult animals and baby animals. Encourage them to match the pictures.
- Use the pictures to make mother and baby animal posters. Divide the class up into four or five small groups and give each group a large sheet of poster paper and several of the pictures to stick onto each sheet. Tell the children to match the adult animals to the babies and glue them onto the poster paper. Then stick the posters on the wall for the whole class to see.
- Play the Memory game. Stick some magazine cut outs of adult and baby animals at random on the blackboard, for the whole class to see. Invite the children to match the pairs once more, and then memorise their position on the board. When the children are ready, slowly turn all the cut outs over and then explain that they have to try and remember where they are, and match them into pairs again. Demonstrate by choosing one of the cut outs, turning it over and then trying to remember where its matching pair is on the board. Invite a volunteer up to the board to turn one of the cut outs over and find its match. Elicit Mummy or Daddy and baby once a match has been found. Make sure all the children have a go.
- Ask the children to bring in a photograph of themselves with their family for the next lesson.

Closing
- Collect the Class Books.
- Sing the Bye bye song (CD Track 06) using Pandy at the end of the lesson.

Language
- mummy, daddy, baby, family

Objectives
- Identify members of a family
- Develop visual discrimination
- Learn how to use / place stickers
- Talk about families

Material
- Puppet
- CD Audio
- Unit 1 stickers
- Flashcards
- Pictures of adult and baby animalstaken from magazines (optional)
- Family photos, poster paper, glue, blue tack (optional)
Unit 1 Me and My Family

Lesson 5

Warm Up
- Play the Hello (CD Track 04) song and greet the children using Pandy.
- Use the flashcards and the Playhouse poster to review key unit vocabulary (mummy, daddy, family)

Lesson
- Distribute the Class Books. Show the children page 8. Look at the photo of the family. Point to mummy and ask: Who’s this? Mummy or daddy? Do the same with daddy. Explain that they are a family (mummy, daddy, children). In L1 discuss the situation with the children. Ask them if they like reading stories with their parents and when they read them.
- Listen to the recording and (CD Track 08) Point to the different people in the photo.
- Repeat the listening and tell the children to circle the different people when they are named in their books.
- Use pictures from magazines of different families to reinforce the vocabulary of the unit.
- Collect the Class Books and distribute pictures of families, Activity Books and crayons. Help the children by explaining the task on page 6: the children have to help the baby reach its parents by tracing along the dotted line.

Closing
- Collect the Activity Books.
- Sing the Bye bye song (CD Track 06) using Pandy at the end of the lesson.

Extension
- Make a Happy Families collage. Ask the children if they remembered to bring in their photos and explain that you are going to make a Happy Families collage to put up on the wall in the classroom. Divide the children up into two or three groups depending on the size of the class, and give each group a large colourful sheet of poster paper for them to stick their photos on, and a tube of glue. Make sure the photos overlap so that they form a collage. Stick the posters up on the wall for the whole class to see. Point to the family members in each photograph and ask Who’s that? and invite the children to reply It’s me, It’s daddy! It’s mummy!

Language
- mummy, daddy, me, brother, family

Objectives
- Identify members of a family
- Develop visual discrimination
- Develop listening comprehension
- Talk about families

Material
- Puppet
- CD Audio
- Flashcards
- Playhouse poster
- Pictures of different families taken from magazines (optional)
- Activity Book (page 6)
- Family photos, poster paper, glue, blue tack (optional)

Track 08

Speaker: Listen and circle.
Girl: This is my mummy.
    This is my daddy
    And this is me and my brother.
    I love reading.
    (repeat twice)
Lesson 6

Warm Up
• Play the Hello song (CD Track 04) and greet the children using Pandy.
• Play the song of the unit and encourage the children to sing along Happy family (CD Track 07).

Lesson
• Distribute the Class Books. Play the Open and close game. Tell the children to open and close their books according to your instructions. Give instructions very slowly at first and gradually get faster and faster.
• Show the children page 9 and ask them to identify the characters (Ben and Gina).
• Explain the two actions in L1 if necessary. Gina is making a fist (closed fingers) and Ben is stretching his fingers (open fingers).
• Say Close! or Open! and invite the children to point to the appropriate picture.
• Have the children stand in a circle and do the actions following your instructions. Open! (The children stretch their fingers) Close (The children make a fist).

Closing
• Collect the Class Books.
• Sing the Bye bye song (CD Track 06) using Pandy at the end of the lesson.

Extension
• Explain to the children that they are going to play another Open and Close game, but this time with their eyes and mouths! Demonstrate by saying Open! and open your eyes and mouth at the same time. Then say Close! and close your eyes and mouth at the same time.

Tell the children to listen and watch very carefully and play the game. Then tell the children that you are going to make the game a little harder by only saying the action, and that you want the children to listen and do the action you say. Start slowly at first and gradually get faster and faster.

Language
• Open, Close, Ben, Gina

Objectives
• Identify characters
• Develop fine motor skills (hand strength)
• Learn how to use / place stickers
• Talk about families

Material
• Puppet
• CD Audio
Lesson 7

Warm Up
- Play the Hello song (CD Track 04) and greet the children using Pandy.
- Play a game with the flashcards of the unit and the playhouse poster.

Lesson
- Distribute the Class Books, show the children where page 10 is and explain the scene in L1 if necessary. Have the children identify the characters and Pandy’s daddy and mummy.
- Explain the task and play the recording (CD Track 09). Pause after each part so the children can circle the corresponding picture. Then elicit the characters’ names (Pandy, mummy and daddy).

Track 09

Speaker: Listen and circle.

Narrator: What’s your name?
Pandy: I’m Pandy!
Narrator: Circle Pandy.

Narrator: Who’s this?
Pandy: This is my mummy!
Narrator: Circle mummy.

Narrator: Who’s this?
Pandy: This is my daddy!
Narrator: Circle daddy.

Language
- mummy, daddy, Pandy, family, Gina

Objectives
- Identify members of a family
- Develop visual discrimination
- Develop listening comprehension
- Talk about families

Material
- Puppet
- Flashcards
- Playhouse poster
- Activity Book (page 7)
- CD Audio
- Crayons
- Blue tack

- Collect the Class Books and distribute the Activity Books and the crayons.
- Focus the children’s attention on the characters on page 7, and elicit their names (Mummy, daddy, Ben, Gina). Explain the task to the children and demonstrate by saying: Circle mummy, while picking up a crayon and circling the picture of Pandy’s mummy.
- Say Circle daddy, circle Gina. Pause after each character to check the children are circling the correct one in each row.
- When the children have finished circling, elicit the characters’ names once again.

Closing
- Collect the Activity Books.
- Sing the Bye bye song (CD Track 06) using Pandy at the end of the lesson.

Extension
- Play Guess Who? Stick the flashcards of mummy, daddy, Pandy, Gina and Ben face down on the whiteboard with some blue tack. Invite a volunteer up to the board. Point to one of the flashcards and ask the volunteer to guess who it is. Once they have made their guess turn the card over to show the whole class which character it is. Leave the card on the board face up and invite other volunteers to the board to guess who the remaining characters are. Repeat the game until every one in the class has had a chance to play.