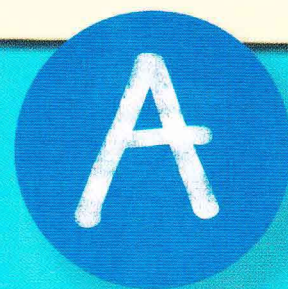




Playtime

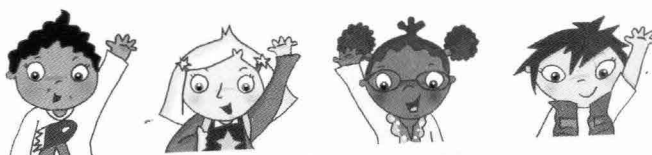


Teacher's Book



Claire Selby

OXFORD



Playtime

Teacher's Book

A

Claire Selby

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About Playtime

Playtime is a three-level course for children at preschool, between the ages of 3 and 5. In developing the course, great attention has been paid to the needs and abilities of children at this age.

The aim of this series is to offer young children an attractive and stimulating introduction to English. This is achieved through a bank of materials encompassing all the different media for language learning that children and their teachers love. The children learn through an attractive combination of activities with Big Story Books, posters, flashcards, Class Books, audio CDs and stickers. Their learning is further enhanced with the special *Playtime* DVD, which is fully integrated with the rest of the course. The key feature of the DVD is the use of animated cartoon versions of the stories in the course. On the *Playtime* A and B DVDs, there are also sections of real-life footage which present cross-curricular themes in a practical and stimulating way.

The course has a unique characteristic which is fundamental to getting the most out of teaching and learning with the series. Each unit has two songs: the story song and the unit vocabulary song. The story song is an integral part of the story itself, allowing the children to concentrate on a key point of the story and to join in with actions and simple music early on in the unit.

Playtime has been conceived as a complete package with a wide variety of resources that can be adapted flexibly to different teaching contexts. The units are carefully structured and include optional reinforcement and extension lessons with further material and practice to consolidate the language. In addition, the cross-curricular lessons extend the unit theme to relate English to other subjects on the curriculum. An optional Workbook has extra lessons to extend the learning for those with more teaching hours per week.

The characters

Playtime revolves around four children and their playschool. The children can easily relate to the context of the course as it reflects their own situation and the adventures and activities are therefore bound to be familiar and relevant to them.

The characters are friends called Rocket, Star, Melody and Twig. They each have different personalities and interests with which the children in the class can identify.

Rocket is a very active and inquisitive child. He loves learning and throws himself into things, always in a well-meaning way. However, things don't always turn out quite how he intended and so his friends end up helping him out when things go wrong. For Rocket, the best way of learning is by doing.

Monkey is Rocket's cuddly toy, who he always carries with him. As well as appearing in the stories, Monkey is

a soft toy that can be used in class. He has velcro on his paws so that the children can put him round their neck or hug him. He is also a puppet as his mouth can be moved to look as if he is speaking.

Star is also adventurous, but she prefers to plan things first. She is good at organising and learns by listening and watching, so she is a good complement for Rocket, who is more impetuous. Star is the one who says what they should do in any given situation, unlike Rocket, who dives into things.

Twig likes finding out how things work and what they are made of, and he shows lots of interest in anything to do with nature. Sometimes, he creates problems for himself with his curiosity. He is quite timid compared with Rocket, but Rocket likes him because he doesn't mind getting dirty and is as inquisitive as he is. Star and Melody like him too because he knows a lot, which he finds out by observing everything.

Melody is very creative and is a bit of a dreamer. She's often distracted, humming a tune or sketching things with the crayons that she always has to hand. Her contributions to the group are the brilliant ideas she has to resolve situations where a creative solution is needed rather than Star's common sense, Rocket's energy or Twig's knowledge.

The stories

It is widely acknowledged that stories play an important role in child development and language acquisition, whether in the children's mother tongue or in a second language. Stories not only help to create an interest in reading, but also offer a coherent context for new language, through which children are exposed to language in a natural way. They also often contain repeated key phrases or vocabulary. Stories offer a wide variety of contexts and facts with which the children are already familiar and can also touch on a whole range of interests, civic values and activities which make them attractive and help the children to learn things that go far beyond just language acquisition.

Playtime is a story-based course, in which the story is the pivotal point of the unit. The stories are presented in Big Story Books and also as cartoons on the DVD. These two media are integrated to vary the story-telling. The stories focus on the *Playtime* characters, Rocket, Star, Melody and Twig, and each story features one or two of them as the protagonist.

Each story has an integrated song and there are animated cartoon versions of these on the DVD.

The songs

Songs are another medium through which children absorb language easily. In general, young children love singing and this is a great way for them to participate in class at the same time as learning new language. There are two songs per unit. One is the story song and the other is a song or chant practising the unit vocabulary. As the story song is an integral part of the story, the children are joining in the story-telling by singing and doing actions with this simple music from the beginning of every unit, which is highly motivating.

There are also routine songs and a song in each of the festival units, which have been included to give the children many different opportunities to be in contact with English. The routine songs will help you to manage the class and to divide up different stages of the lesson so that the children know what to do at different times. The *Hello* and *Bye bye* songs signal the start and end of every lesson.

Children love singing so much that they often sing these songs outside the class. All the songs are on the *Playtime* website, which both parents and teachers can access, so the children can practise the songs at home with their families as often as they like.

Vocabulary

In each unit of Level A there are six new key words and one or two key phrases which are repeated several times in the story so that the children become familiar with them. Generally, these have been included as passive language for the children simply to understand, but as they hear the story several times, they will often end up saying them too.

Playtime places a particular importance on consolidating as much language as possible by recycling it at every opportunity without it becoming unnatural. Core language from the unit is recycled in different ways in the eight lessons. Numbers and colours are frequently revised in later units and some units, for example on animals and food, include other language that has been seen earlier. At the end of each unit, there are two additional lessons: one for reinforcement, which recycles the key vocabulary, and one for extension, which introduces a little more new vocabulary.

The Big Story Books have more text per page than the children will absorb. Most of this is passive language for comprehension only and is always illustrated so that the children will understand it easily.

Cross-curricular focus

Playtime provides the opportunity to develop the language of the unit by transferring it to a real-life context, giving a cross-curricular dimension to the children's learning. Each unit includes a cross-curricular lesson with a related section of real-life footage on the DVD and an associated Class Book activity page. These lessons develop the theme of the unit to include other areas of the curriculum such as the sciences, art and maths, etc. The teaching notes explain how to present

and develop the themes step by step so that the children gain self-confidence and have as much chance as possible to participate in the lesson.

Both the change of context for these stories and the cross-curricular focus of *Playtime* allow for greater variety in English classes, which is important in situations where there are more than the average number of hours a week.

Classroom management

Classroom language

The more the children are exposed to English, the easier they will find it to learn and the more able they will be to produce the language. Most children have no contact with English outside school, so it is important to make the most of the classroom opportunities to speak English. This is not always practical, of course, and sometimes the use of the children's mother tongue is necessary, especially with children at such a young age. However, *Playtime* advises using as much English in the class as possible. If the children get used to hearing the teacher and Monkey speak in English all the time, they will soon find spoken English very natural. Monkey only speaks English, and if you ensure the children understand this, they will be motivated to try to speak it too.

There is a Classroom language section in this Teacher's Book which has a reference list of commonly-used expressions in the classroom.

Routines

It is important that the children get used to certain class routines as they not only make their learning easier but they also contribute to better classroom management and discipline. *Playtime* has many ideas for establishing routines that help create a special atmosphere to signal that the children are now in their English lesson. These include the routines with the Monkey puppet, the Pocket Poster and the Routine Poster.

The Routine Poster is designed to make learning basic concepts easy and fun. It presents the numbers 1–6, four types of weather, the days of the week and a special place to record birthdays in the class, all in the very eye-catching context of a patchwork quilt which will appeal to the children. The main aim of the Routine Poster is to establish a daily routine at the start of every lesson, but it can be used for reference at any point in the lesson when these concepts are relevant, for example in a game or if the weather changes.

Transition rhymes

The lesson notes in *Playtime* suggest the use of rhymes that mark a change of activity and the transition from one part of the lesson to another. The children will soon get used to these rhymes and what they mean. This will motivate them to respond each time they hear them, which will make the class easier to manage. *Playtime* suggests using these rhymes as part of every lesson. For example, the *Tidy up* song is suggested in every lesson when the children have to put books and pencils away

after a Class Book or craft activity. Listening to a song while the children tidy up helps to make it fun and turns it into another enjoyable classroom routine. When it is time for the children to do a quiet activity at their desks, there is a *Crocodile* chant to play to lead them back to their places so that you can give out the Class Book activity pages in an orderly fashion. There is also a *Settling song* in Lesson 8 to calm the children down after the excitement of acting out the story. Using these transition rhymes shows the children what type of activity is coming next, because it is essential that they can let off steam when you are singing songs or doing TPR activities together, but that they should sit quietly for a while when working at their desks and before they leave the class.

Parental participation

Parental support and encouragement is crucial for a child's success. *Playtime* gives parents many ways to take part in their children's learning experience. There is a letter that you can give out to parents on the website. This explains the importance of their involvement and gives examples of how they can help and motivate their children. In every unit, the children make a pop-out based on the story and they can take this home at the end of the unit to use while they tell the story to their parents. The Class Book activity pages are perforated so you can take them out and give them to the children to take home. On the website there is also an optional Picture Dictionary for each unit and a template for a 'Congratulations' certificate that you can use whenever you wish for the children to show their parents. At the end of each unit, parents can be invited to come in and watch the children act out the unit story and songs in the classroom. However, there may be teachers who might prefer to do this at the end of term instead of after every unit.

They can also encourage their children to listen to the *Playtime* songs at home and, if they are able to, they could read simple stories in English to their children. In addition, on the *Playtime* website there are games and simple activities with notes for parents who would like to help their children at home.

Tips for using the Playtime DVD

Before using the animated stories on the DVD

- If the children are to get the most out of the *Playtime* story-telling experience, it is recommended that the animation of each story is used at the specific points in the unit as described in the teaching notes.
- The animation of each story is played for the first time in Lesson 4 of each unit. This follows two previous tellings of the story with the Big Story Book, the first with the audio CD and the second read by the teacher. This means that by the time the children come to watch the story, they have a good understanding of what the story is about.

- They will also be familiar with the key words and phrases used, and will have developed an expectancy of how events will unfold. This will give them confidence while they watch, so they can relax and enjoy the animated story in English.
- Just as story-telling with the Big Story Book should be a special time in the English class, story-telling with the DVD should also be special. If possible, sit the children in the same way for the animated stories as they sit for the stories with the Big Story Book. This will help to signal that it is story time and the conventions of story time apply, i.e. that it is time to pay attention for a set amount of time without interruption.
- Make sure the children are sitting comfortably. If they are uncomfortable, e.g. too close together, they may become restless. They also need to be able to see and hear the DVD well in order to concentrate.
- Before you press *Play*, check that the children know what they are expected to do while watching the story on the DVD. In the teaching notes it is suggested that the children simply enjoy the story the first time they watch, but in subsequent viewings they are given a simple task to do while they watch, e.g. copying actions or holding up pop-outs when they hear a key word.
- If you intend the children to sing along with the story song during the viewing, or if you want them to stand up and act out the story song or parts of the story, tell them in advance. If they are not in the mood for sitting still, they can look forward to the opportunity to move about.

While using the animated stories on the DVD

- The first time the children see the animated story, they are likely to want to watch it all the way through without any interruption. They may well find it frustrating if the teacher pauses the DVD or interrupts the viewing for any reason. However, when the children have seen the animation all the way through, there is scope for the teacher to focus on certain scenes to exploit key language or to review words that the children know. To do this, the teacher can simply pause the DVD and point to images to ask questions or to elicit vocabulary. In addition, you can pause the DVD and encourage the children to remember what happens next or which item in a sequence of colours, actions, animals, etc. comes next.
- With children of this age group, it is important to change activity frequently in order to keep their attention. They may ask to see the animation again and again, but it is advisable to give them a simple task for a second or third viewing, so that they have a purpose for watching and don't become distracted. The teaching notes suggest ways to vary the task.
- Remember that watching the DVD does not need to be a passive activity. Young children often do not sit still while watching children's programmes at home. Instead they often join in with the action, standing up and moving about, as well as talking or singing

with the characters. Providing an opportunity for the children to do this in their English class is likely to make the use of the DVD stories pleasurable and successful.

- No matter how much the children are enjoying the DVD, don't be tempted to let it play on into the story for the next unit. The children will not get the most from the animated version of the story without having heard it first, and a preview will detract from the magic of using the Big Story Book to tell the story in Lesson 1 of the following unit.

After using the animated stories on the DVD

- Use the *Crocodile* transition rhyme to move from one dynamic to the next after showing the animation. This will help the children to settle back into a quiet Class Book activity at their tables after lively singing or TPR activities using the DVD.
- It's important also to make the link between what the children have seen on the DVD and what they are going to do in their Class Book activity, e.g. by going over the key vocabulary that they have seen in the animation which also appears on the Class Book page. This is to help them see the relationship between different stages of their English lesson.

Cross-curricular real-life footage

Before using the real-life footage on the DVD

- It is recommended that the photographic cross-curricular flashcard, provided for each unit of *Playtime*, is used to introduce the theme of the DVD real-life footage. The flashcard is presented in a set routine as described in the teaching notes for each Lesson 5. The aim of the routine is to help the children see the link between the topic and language that they have been focussing on in the unit up to now, and the related real-life footage that they are about to see.

While using the real-life footage on the DVD

- One of the main differences between the voiceover of the real-life footage and the narrated animated stories on the DVD is the purpose of the language. In the animated stories, much of the language will be very familiar to the children and will soon become productive language (if it hasn't done already). The language of the real-life footage voiceover, however, is not intended to become productive language (with the exception, of course, of the key vocabulary recycled in these sections). The aim is simply to provide the children with rich exposure to natural spoken English in a meaningful context.
- Many pre-school teachers describe the children in their classes as being like 'sponges', eager to absorb as much information as they are provided with. For this reason, the real-life footage has been carefully

crafted to ensure that the children have plenty of comprehensible input, i.e. all the language is supported visually and is therefore easy for the children to understand.

- You can help the children to understand the receptive aims of the real-life footage by encouraging them to respond physically to the voiceover and the activities that they see on screen. Suggestions for joining in with the actions are given in the teaching notes.
- A special section at the end of each unit's real-life footage allows you to focus on the core vocabulary. You can use this for re-presentation of the language by pausing and encouraging the children to repeat each word after it is said. Alternatively, you can play the section with the sound off and elicit the words from the children.

After using the real-life footage on the DVD

- Another benefit of the real-life footage is the spotlight on British culture and the insight into life in Britain which it also gives. It is a good idea to explain to the children in your class that the children they saw in the DVD are really British children and that they live in Great Britain and speak English. This may be very motivating for them, as it shows them that speaking English has a real purpose. You could also ask them to comment on anything which looks different or similar about the home, school and outside scenes that they see on the DVD, compared with their own home, school and environment.
- After using the DVD, help the children make the transition from what they have seen in the real-life footage to their own lives. You can do this by following the teaching notes which give guidance for setting up the personalization activity in Lesson 6.

Tips for story-telling with Playtime

Make story time a special time

- Outside the classroom, story-telling is a social activity; it is something which people share during moments of relaxation. Young children are often read to by older family members at bedtime, for example. Story-telling in the classroom, therefore, needs to have its own separate role, setting itself apart from other classroom activities. It should be a time when the children and the teacher feel relaxed, comfortable and companionable.
- The opening of the Big Story Book already signals the change from one classroom dynamic to another. Even the youngest of children bring knowledge of the conventions of story-telling from their home lives to the classroom and they know what to expect when a story book is opened. It is, therefore, extremely important to make the most of this initial opening of the story book, infusing the moment with an element of wonder and fascination. The *Playtime* teaching notes for the story-telling process take this into consideration and include a Big Story Book rhyme for use just before the story is told.

- In order to make story-telling a special time in the English class, the teacher can mark the occasion in lots of different ways. The children can sit in an area used only for story-telling, for example. They may sit on a mat on the floor for story-telling, whereas they sit at their tables for other classroom activities. You can change your usual routines too: you could sit down if you normally stand, you could have a special chair for story-telling or even wear a special story hat.

Bring the story alive and vary the means of story-telling

- Holding young children's attention at story time is a crucial concern for pre-school teachers. One important way of engaging the children is to make sure that we are bringing the story alive for them. We need to awaken their imagination in such a way that they find themselves actually there with the characters in the story world.
- For this reason, all the *Playtime* stories are recorded professionally on audio CD and include sound effects and music to heighten the story-telling experience. It is recommended that the CD is used for the first telling of the story.
- However, varying the means of telling the story on different occasions will also help to keep the children's interest. *Playtime* offers a complete suite of story materials, including animations of all the course stories on the DVD as well as on the CD.
- Hearing the teacher telling the story will also be very enjoyable for the children. There is, of course, a big difference between just reading a story aloud and telling a story, and this shouldn't be underestimated. The audio recording provides a good model of both English pronunciation and story-telling technique, aiming to give teachers confidence in story-telling in English in the classroom.
- It's a good idea to practise telling a story before the lesson so you are able to vary the tone and volume of your voice where appropriate and can make the most of natural rhythms. You can even create different voices for characters if you wish.
- Effective telling of the stories will give the children lots of clues about their meaning, as well as developing an early understanding of what real English sounds like and how it compares to their own first language.

Maximize visual support

- Story-telling is an ideal means of providing rich comprehensible input for children who are at a very receptive age for language learning. For this reason, meaning is paramount and it's important to make sure that the children are given as much visual support as possible during story-telling.
- All the *Playtime* stories have been carefully crafted to ensure that the meaning of every element of the text is depicted in the illustration.
- The teacher can also give the children additional support by using mime and gesture to highlight key points in the story, as well as pointing to core vocabulary in the pictures where appropriate.

Keep eye contact

- Another important factor in keeping young children engaged during story-telling is having as much eye contact with them as possible. If the teacher looks at the class during the telling and makes eye contact with individuals, the children are more involved because it makes the story-telling more personal.
- In addition, maintaining eye contact with the children helps to avoid or pre-empt misbehaviour, which might lead to disruption.

Don't break the spell

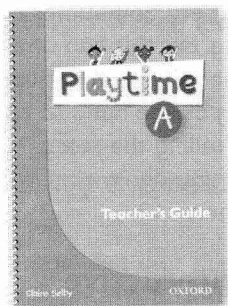
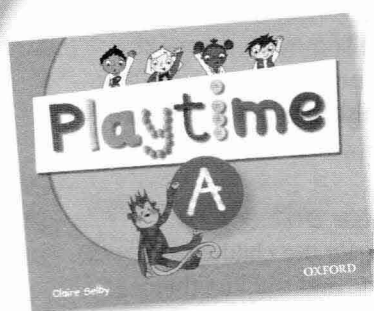
- Once a story has truly captured the children's attention, it's a little like magic and the last thing we want to do is break the spell. For this reason, especially during the first telling, it's a good idea to tell the story all the way through from beginning to end without stopping or pausing for questions.
- In addition, it is important to set a precedent from the very first story-telling, that (short of an emergency, of course) the story will not be broken off for any reason and that nothing should interrupt it. In order to do this, continue telling the story even if somebody comes into the room and avoid breaking off to ask a child to sit down or to stop talking, etc. Sometimes discipline is needed during story-telling, but this can often be dealt with by a 'look'. The teacher can even get up and take a child who is misbehaving by the hand to come and sit beside them, while still telling the story.
- As the children learn that you don't want to break the story spell, they won't either.

Make story-telling interactive

- Just as the means of story-telling can vary, the children's role in story-telling can vary too.
- If the children are restless, trying to keep them sitting quietly to listen to a story may prove impossible for even the most experienced and skilled pre-school teacher! On these occasions, allowing the children to participate in the story is likely to be the best course of action and the extent of their participation can vary too.
- The *Playtime* story-telling process begins by focusing the children on the cover of the Big Story Book. During this initial cover presentation, the children are offered a hook, i.e. a key sound or phrase and accompanying action from the story, often related to the title. This means that the children can, from the outset, join in every time this sound or phrase is heard, either by just doing the action or repeating the sound or phrase as well.
- Similarly, soon after the first telling, suggested phrases and actions are highlighted for children to participate at their own level.
- The story songs are a very special feature of the *Playtime* series and the song is another point during the story-telling at which the children can be encouraged to join in. This can involve them standing up, moving around and singing noisily, giving story time a useful change of dynamic for times when their concentration spans are shorter.



The components of Playtime A



The Class Book contains:

- a Starter Unit
- 6 units with core teaching material
- 3 festival and holiday units
- 7 pages of miniflashcards (smaller versions of the flashcards)
- 6 pop-outs

The Workbook contains:

- 30 optional worksheets to supplement the core teaching materials

The DVD contains:

- animated versions of all the stories
- real-life footage of British children, thematically related with the cross-curricular lesson of the unit

The Teacher's Book contains:

- a Contents list
- an introduction explaining the course methodology, the syllabus and offering tips for how to tell stories with the Big Story Books and the DVD
- clear teaching notes for each unit
- clear teaching notes for each optional Workbook lesson
- extra reinforcement and extension lessons
- a Games bank
- a Wordlist and a list of Classroom language

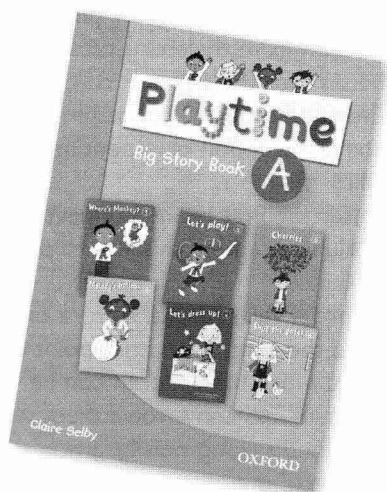
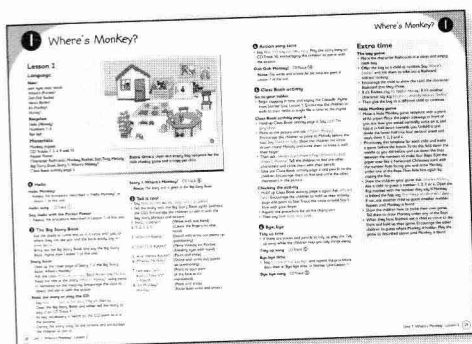
Teacher's Resource Pack:

Monkey

- Monkey is both a puppet and a cuddly toy. He only 'speaks' English; he can hug the children with his velcro paws and pick up flashcards in his mouth.

Big Story Book that contains:

- All 6 stories from Level A in Big Story Book format in full colour



Class audio CD that contains:

- recordings of all the songs and stories
- karaoke versions of all the songs
- core vocabulary lists for each unit

Flashcards

There are 54 flashcards:

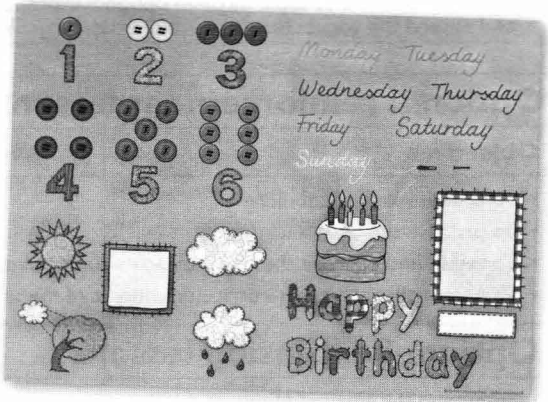
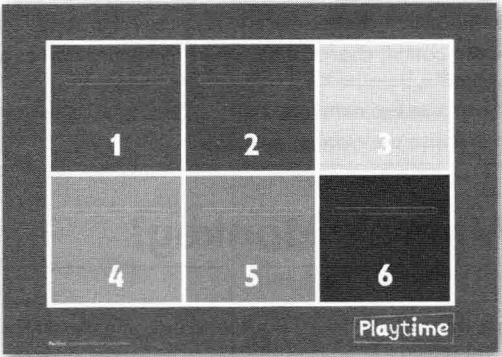
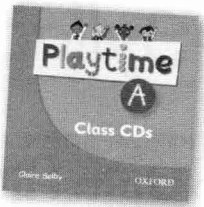
- 4 flashcards of the course characters
- 6 photographic cross-curricular flashcards
- 36 flashcards to present the core vocabulary in each unit
- 6 flashcards to present the numbers 1–6
- 2 Christmas flashcards

Posters

- a Routine Poster for the beginning of each lesson
- a Pocket Poster to present and practise vocabulary with the flashcards

The website contains:

- all the songs to download or listen to online
- simple activities to do at home or in class
- interactive games for the children to practise English at home or in class
- notes for parents on how they can help their children with English at home
- a list of core vocabulary from the course together with a translation
- the syllabus of the course
- a template for a congratulations certificate
- a letter for parents
- downloadable worksheets including extra material for Lesson 3 in each unit
- a Picture Dictionary template for Lesson 8 in each unit
- extra material for the festival and holiday lessons





Syllabus of Playtime A

Starter Unit: Hi! Hello!

Objectives	Vocabulary
<ul style="list-style-type: none">To say hello to the course characters and sing the <i>Hello</i> songTo get to know the course characters through flashcard games and a Class Book activityTo present and practise the numbers 1–6To present and practise the number song	New <i>Hello</i> <i>Monkey, Rocket, Star, Twig and Melody</i> <i>Yes / No</i> <i>Bye bye</i> <i>one, two, three, four, five, six</i>

Unit 1: Where's Monkey?

Objectives	Vocabulary
<ul style="list-style-type: none">To tell the story with the Big Story Book, encouraging the children's participation during the second tellingTo watch and join in with the animated story and the song on the DVDTo present and practise the story songTo consolidate the story through several Class Book activities and a class performanceTo present and practise face vocabularyTo present and practise the vocabulary chantTo transfer the language of the unit to a real life contextTo motivate the children through a link with another area of the curriculum, to develop their knowledge of the world through EnglishTo provide opportunity for personalization through a creative activityTo make the unit pop-out and to practise the unit language with itTo take part in a performance of the story and the songs from the unitTo reinforce the unit topic through optional Workbook activities, which consolidate and extend the vocabulary, topic and cross-curricular content	New <i>ears, eyes, nose, mouth</i> <i>Where's (Rocket)?</i> <i>Ooh Ooh Rocket!</i> <i>Here's Rocket!</i> <i>It's Monkey!</i> <i>Hurray!</i> <i>Where?</i> <i>Monkey says ...</i> <i>Touch your (nose)!</i> <i>cake</i> Recycled <i>Hello (Monkey)</i> <i>Numbers 1–6</i> <i>Bye bye</i>

Optional reinforcement lessons

Objectives	Vocabulary
<ul style="list-style-type: none">To practise face vocabularyTo practise the vocabulary songTo revise and practise the key cross-curricular points through a Workbook activityTo personalize the cross-curricular content of the unit through a Workbook activity	New <i>ears, eyes, nose, mouth, face, hair</i> Recycled <i>Numbers 1–6</i>

Optional extension lessons

<ul style="list-style-type: none">To extend the topic of Monkey's face parts to other parts of a monkey's bodyTo develop the children's knowledge of the world through English and to motivate them through project workTo relate the extended vocabulary items to the storyTo consolidate understanding of the story through a Workbook activityTo practise the extended vocabulary items through whole-class activitiesTo sing a karaoke version of the vocabulary song using the new vocabulary	New <i>arms, legs, tail</i> Recycled <i>eyes, nose, mouth, ears, face</i> <i>Numbers 1–2</i>
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Unit 2: Melody's balloon

Objectives	Vocabulary
<ul style="list-style-type: none">To tell the story with the Big Story Book, encouraging the children's participation during the second tellingTo watch and join in with the animated story and the song on the DVDTo present and practise the story songTo consolidate the story through several Class Book activities and a class performanceTo present and practise colour vocabularyTo present and practise the vocabulary songTo transfer the language of the unit to a real life contextTo motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through EnglishTo provide opportunity for personalization through a creative activityTo make the unit pop-out and to practise the unit language with itTo take part in a performance of the story and the songs from the unit	<p>New <i>red, blue, yellow, green, orange, purple</i> <i>I'm sleepy!</i> <i>It's my balloon!</i> <i>Come on!</i> <i>Up, up, up!</i> <i>Wow!</i> <i>The playhouse is (yellow)</i> <i>Knock, knock, knock</i> <i>Can I come in?</i> <i>Come in!</i> <i>indigo, violet</i> <i>rainbow</i></p> <p>Recycled <i>Hello (Melody)</i> Numbers 1–6 <i>Bye bye</i> <i>Yes, No</i> <i>Yes</i> <i>The rainbow is (red).</i> <i>Hello</i></p>

Optional reinforcement lessons

Objectives	Vocabulary
<ul style="list-style-type: none">To practise colour vocabularyTo practise the vocabulary songTo revise and practise the key cross-curricular points through a Workbook activityTo personalize the cross-curricular content of the unit through a Workbook activity	<p>New <i>red, blue, yellow, green, orange, purple</i></p> <p>Recycled Numbers 1–6</p>

Optional extension lessons

<ul style="list-style-type: none">To extend the topic of colours to colour mixingTo develop the children's knowledge of the world through English and to motivate them through project workTo relate the extended vocabulary items to the storyTo consolidate understanding of the story through a Workbook activityTo practise the extended vocabulary items through whole-class activitiesTo sing a karaoke version of the vocabulary song using the new vocabulary	<p>New <i>pink, white</i></p> <p>Recycled <i>red, blue, yellow, green, orange, purple</i></p>
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Unit 3: Let's play!

Objectives	Vocabulary
<ul style="list-style-type: none">To tell the story with the Big Story Book, encouraging the children's participation during the second tellingTo watch and join in with the animated story and the song on the DVDTo present and practise the story songTo consolidate the story through several Class Book activities and a class performanceTo present and practise actions vocabularyTo present and practise the vocabulary songTo transfer the language of the unit to a real life contextTo motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through EnglishTo provide opportunity for personalization through a creative activityTo make the unit pop-out and to practise the unit language with itTo take part in a performance of the story and the songs from the unit	<p>New <i>play, jump, run, slide, climb, clap</i> <i>Let's (play)!</i> <i>up, down, round and round</i> <i>I can help!</i> <i>I can (jump)!</i></p> <p>Recycled <i>Hurray!</i> <i>Yes / No</i> <i>Bye bye</i> <i>Where's (Star)?</i> <i>Let's (play)!</i> <i>Colours</i> Numbers 1–6 <i>Hello</i></p>

Optional reinforcement lessons	
Objectives	Vocabulary
<ul style="list-style-type: none"> To practise actions vocabulary To practise the vocabulary song To revise and practise the key cross-curricular points through a Workbook activity To personalize the cross-curricular content of the unit through a Workbook activity 	Recycled <i>play, jump, run, slide, climb, clap</i> <i>Colours</i>
Optional extension lessons	
<ul style="list-style-type: none"> To extend the actions topic to actions animals can do To develop the children's knowledge of the world through English and to motivate them through project work To relate the extended vocabulary items to the story To consolidate understanding of the story through a Workbook activity To practise the extended vocabulary items through whole-class activities To sing a karaoke version of the vocabulary song using the new vocabulary 	New <i>fly, swim</i> Recycled <i>run, climb, jump</i>

Unit 4: Let's dress up!

Objectives	Vocabulary
<ul style="list-style-type: none"> To tell the story with the Big Story Book, encouraging the children's participation during the second telling To watch and join in with the animated story and the song on the DVD To present and practise the story song To consolidate the story through several Class Book activities and a class performance To present and practise clothes vocabulary To present and practise the vocabulary song To transfer the language of the unit to a real life context To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English To provide opportunity for personalization through a creative activity To make the unit pop-out and to practise the unit language with it To take part in a performance of the story and the songs from the unit 	New <i>hat, trousers, socks, T-shirt, dress, shoes</i> <i>Look at me!</i> <i>I'm a (pirate).</i> <i>Snap! Snap! Snap!</i> <i>Toot! Toot! Toot!</i> <i>Tap! Tap! Tap!</i> <i>Stop! Stop! Stop!</i> <i>Put on (a hat)!</i> <i>badge, crown</i> <i>cowboy, princess</i> Recycled <i>Hello</i> <i>Let's (dress up)!</i> <i>green, red</i> <i>jump</i> <i>Hurray!</i> <i>Yes / No!</i> <i>Bye bye</i> <i>Numbers 1–6</i> <i>(You) can (choose).</i> <i>Yes!</i> <i>Look!</i> <i>red, green, blue</i>

Optional reinforcement lessons	
Objectives	Vocabulary
<ul style="list-style-type: none"> To practise clothes vocabulary To practise the vocabulary song To revise and practise the key cross-curricular points through a Workbook activity To personalize the cross-curricular content of the unit through a Workbook activity 	New <i>hat, trousers, socks, T-shirt, dress, shoes</i> Recycled <i>Colours</i>
Optional extension lessons	
<ul style="list-style-type: none"> To extend the topic of clothes and costumes to making a pirate's hat To develop the children's knowledge of the world through English and to motivate them through project work To relate the extended vocabulary items to the story To consolidate understanding of the story through a Workbook activity To practise the extended vocabulary items through whole-class activities To sing a karaoke version of the vocabulary song using the new vocabulary 	New <i>pirate</i> Recycled <i>hat, trousers, socks, T-shirt, dress, shoes,</i> <i>Put on (a hat)!</i>

Unit 5: Cherries

Objectives	Vocabulary
<ul style="list-style-type: none">• To tell the story with the Big Story Book, encouraging the children's participation during the second telling• To watch and join in with the animated story and the song on the DVD• To present and practise the story song• To consolidate the story through several Class Book activities and a class performance• To present and practise fruit vocabulary• To present and practise the vocabulary song• To transfer the language of the unit to a real life context• To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English• To provide opportunity for personalization through a creative activity• To make the unit pop-out and to practise the unit language with it• To take part in a performance of the story and the songs from the unit	<p>New</p> <p><i>apple, orange, banana, cherries, plum, pear</i> <i>Can I help you?</i> <i>I'm helping!</i> <i>Yum yum!</i> <i>Oh no!</i> <i>Thank you</i> <i>I've got (an apple).</i> <i>For you</i> <i>fruit salad</i></p> <p>Recycled</p> <p><i>Hello</i> <i>Colours</i> <i>Numbers 1–6</i> <i>Bye, bye</i> <i>For me</i> <i>Yes / No</i></p>

Optional reinforcement lessons

Objectives	Vocabulary
<ul style="list-style-type: none">• To practise fruit vocabulary• To practise the vocabulary song• To revise and practise the key cross-curricular points through a Workbook activity• To personalize the cross-curricular content of the unit through a Workbook activity	<p>Recycled</p> <p><i>apple, orange, banana, cherries, plum, pear</i> <i>Colours</i></p>

Optional extension lessons

<ul style="list-style-type: none">• To extend the topic of the garden to growing a plant• To develop the children's knowledge of the world through English and to motivate them through project work• To relate the extended vocabulary items to the story• To consolidate understanding of the story through a Workbook activity• To practise the extended vocabulary items through whole-class activities• To sing a karaoke version of the vocabulary song using the new vocabulary	<p>New</p> <p><i>light, water</i></p> <p>Recycled</p> <p><i>I'm watering the (flowers).</i> <i>Numbers 1–4</i></p>
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Unit 6: Shut the gate!

Objectives	Vocabulary
<ul style="list-style-type: none">• To tell the story with the Big Story Book, encouraging the children's participation during the second telling• To watch and join in with the animated story and the song on the DVD• To present and practise the story song• To consolidate the story through several Class Book activities and a class performance• To present and practise farm animal vocabulary• To present and practise the vocabulary chant• To transfer the language of the unit to a real life context• To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English• To provide opportunity for personalization through a creative activity• To make the unit pop-out and to practise the unit language with it• To take part in a performance of the story and the songs from the unit	<p>New</p> <p><i>cow, sheep, duck, hen, horse, farmer</i> <i>Yes, please!</i> <i>I like (sheep).</i> <i>Shut the gate, Rocket!</i> <i>Oh Rocket!</i> <i>horse</i> <i>The farmer's got a (cow).</i> <i>Open the gate!</i> <i>Shut the gate!</i> <i>brown</i> <i>farm</i></p> <p>Recycled</p> <p><i>Hello</i> <i>Numbers 1–6</i> <i>Colours</i> <i>Bye bye</i> <i>Yes / No</i></p>

Optional reinforcement lessons	
Objectives	Vocabulary
<ul style="list-style-type: none"> To practise farm animal vocabulary To practise the vocabulary chant To revise and practise the key cross-curricular points through a Workbook activity To personalize the cross-curricular content of the unit through a Workbook activity 	New <i>cow, sheep, duck, hen, horse, farmer</i> Recycled Colours <i>The parts of the face</i>
Optional extension lessons	
<ul style="list-style-type: none"> To extend the farm theme to puppet making To develop the children's knowledge of the world through English and to motivate them through project work To relate the extended vocabulary items to the story To consolidate understanding of the story through a Workbook activity To practise the extended vocabulary items through whole-class activities To sing a karaoke version of the vocabulary song using the new vocabulary 	New <i>cow, sheep, duck, hen, horse</i> Recycled <i>The parts of the face</i> <i>one, two</i>

Festival Units

Happy Christmas	
Objectives	Vocabulary
<ul style="list-style-type: none"> To present and practise Christmas vocabulary To present and practise the Christmas song To celebrate Christmas in English 	New <i>Christmas, present, tree</i> Recycled Colours Numbers 1–4 <i>star</i>
Happy Friendship Day	
Objectives	Vocabulary
<ul style="list-style-type: none"> To celebrate Valentine's Day / Friendship Day in English To present and practise the Friendship Day song 	New <i>Come on!</i> <i>Hold hands</i> <i>Let's sing</i> Recycled Colours
Summer Holidays	
Objectives	Vocabulary
<ul style="list-style-type: none"> To round up the school year by focussing on the summer holidays To present and practise a summer holidays song 	New <i>summer holidays</i> <i>in the summer</i> <i>sea</i> Recycled <i>jump (with me)</i> Colours



Tour of a unit of Playtime

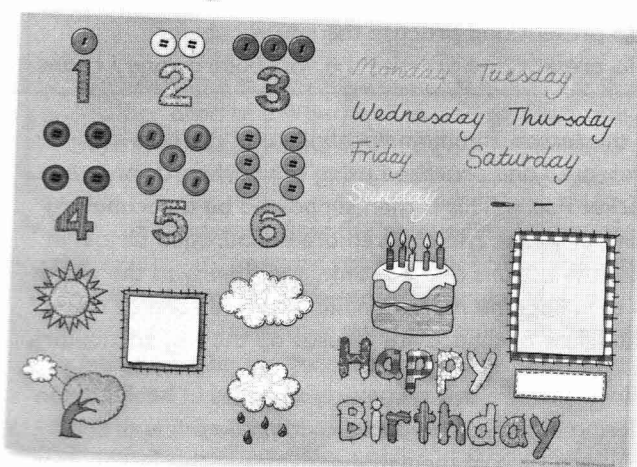
Playtime at a glance

Playtime A consists of six main units, with an additional Starter Unit and three festival and holiday units. Each main unit is divided into eight lessons, together with a Reinforcement lesson and an Extension lesson. Each lesson starts with the beginning the lesson routine which includes singing the *Hello* song, the use of the Routine Poster and the use of the Monkey puppet. Then at the end of each lesson, the children help you

to tidy the classroom while they listen to the *Tidy up* song and you then all listen and sing the *Bye bye* song together. At the end of each lesson in the notes, there are also suggestions for 'Extra time' activities. There are optional Workbook activities after Lessons 5, 6 and the Extension lessons, which reinforce and extend the unit topic.

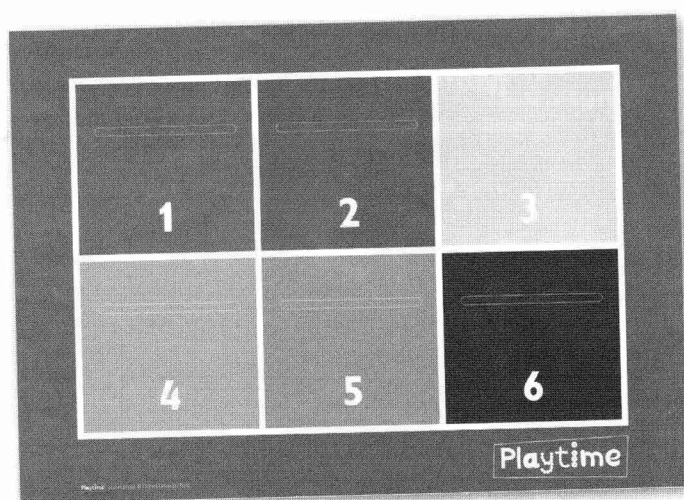
Monkey

The Monkey puppet is used at the beginning of every lesson, in the beginning the lesson routine. There are many different ideas in the teaching notes for how to use Monkey and how to create an English-speaking atmosphere in the class on the premise that Monkey only speaks English.



Routine Poster

The Routine Poster is also used at the beginning of every lesson, in the beginning the lesson routine. This is an important stage of every lesson, as it establishes a routine for the beginning of every English lesson. This, combined with the Monkey routine and singing the *Hello* song, ensures that the children are all absorbed in the world of English.



Pocket Poster

The Pocket Poster is a playschool-shaped poster with six pockets, which are coloured in the six colours taught at this level, as well as being numbered 1–6. This poster can be used for a whole variety of activities to practise colours, numbers and all the vocabulary taught through flashcards throughout the book. It is used in Lessons 3, 6 and 7 of every unit to present and practise vocabulary.

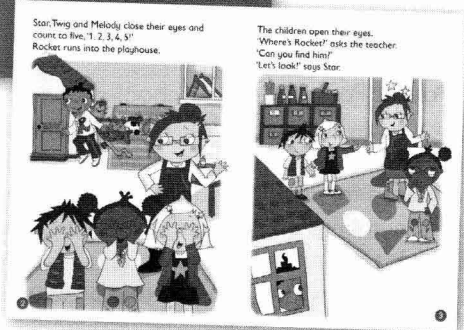
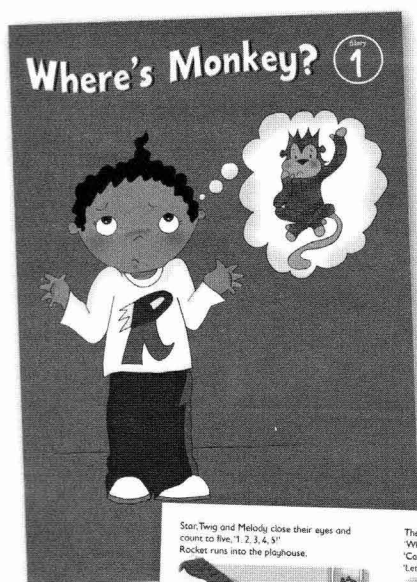
Lesson 1

Objectives:

- To tell the story for the first time with the Big Story Book
- To present and practise the story song
- To consolidate the story with a Class Book activity

- In Lesson 1, the story is presented for the first time with the audio CD and the Big Story Book. When you show the children the Big Story Book and play the Big Story Book rhyme, the children will immediately know that it's story time and it will get them excited about hearing the story.
- Through the story we introduce the children to new language, which is reinforced by the illustrations in the Big Story Book. At the end of the *Playtime* audio CD there is a recording of all the core vocabulary from each unit as a pronunciation guide for teachers.
- Each story has an integrated story song, which is a key part of the story itself. In the stories there are core actions as well as words or simple phrases for the children to join in with. Each time they experience the story in different ways throughout the unit, they will be able to join in with more of the language and more of the song.
- Each lesson has a 'Go to your tables' section, where the children have some quiet time to complete a Class Book activity. In Lesson 1, this is a story consolidation activity.

Optional: There are two extra activities at the end of each Lesson 1. The first reviews the vocabulary from the previous unit and the second consolidates the story from this lesson.



Lesson 2

Objectives:

- To tell the story for the second time with the Big Story Book, encouraging participation
- To review and practise the story song
- To consolidate the story with a Class Book activity

- The main aim of Lesson 2 is to consolidate what the children learnt in Lesson 1.
- The children listen to the story again, this time read from the Big Story Book by the teacher. The children are encouraged to participate as much as they can this time, as the story will feel more familiar to them. The children join in with the actions and key sounds and phrases from the story and the story song.
- They then focus on the story song on its own, accompanied by all the actions, followed by a Class Book activity at the end of the lesson.

Optional: There are two extra activities in each Lesson 2, offering extra games and activities to consolidate the story.



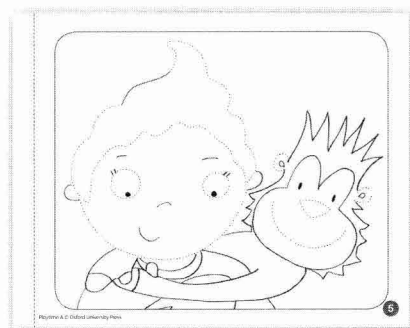
Lesson 3

Objectives:

- To present and practise the key vocabulary
- To present and practise the vocabulary song / chant

- In this lesson, the main vocabulary of the unit is presented and practised using the flashcards and the Pocket Poster. This is then supported by a vocabulary song or chant. The children are encouraged to join in with the actions the first time and then with the words as they become more familiar with the song or chant.
- The Class Book activity focuses on the key vocabulary.

Optional: There are two extra activities in each Lesson 3, offering extra games and activities to review the vocabulary. One of the extra activities in this lesson uses a Photocopy Master.



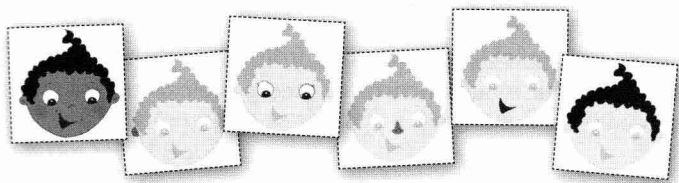
Lesson 4

Objectives:

- To watch and join in with the animated story and the story song on the DVD
- To review and practise the vocabulary song / chant
- To practise the key vocabulary

- The children practise the vocabulary using the miniflashcards from the back of their Class Books. They sing the vocabulary song again, holding up the miniflashcards as they hear the vocabulary.
- The children watch the animated version of the story on the DVD, holding up their miniflashcards when they see each vocabulary item. The DVD version of the story contains the animated story song. The children join in with as many of the actions and phrases as they can during the song and the story.
- They have some quiet table time to do a Class Book activity related to the unit vocabulary.

Optional: There are two extra activities in each Lesson 4, offering extra games and activities to review the vocabulary and the story with the miniflashcards.



Lesson 5

Objectives:

- To transfer the language of the unit to a real-life context
- To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English

- First the children review the unit vocabulary by singing the vocabulary song or saying the vocabulary chant.
- This lesson focuses on a cross-curricular theme related to the lexical set and unit topic. The theme is introduced by the teacher using a photographic flashcard. The teacher then plays the cross-curricular DVD section, which consists of film footage of children taking part in activities related to the unit topic.
- The Class Book activity for this lesson consolidates the cross-curricular content from the lesson.

Optional: There are two extra activities in each Lesson 5, offering extra games and activities to review the vocabulary and the DVD content.



Workbook lesson A

Objectives:

- To revise and practise the key cross-curricular points from Lesson 5

- The children watch the cross-curricular film footage again. They revise the meaning of the vocabulary and actions.
- They carry out a quiet Workbook activity at their tables which revises the key points of Lesson 5, to allow more cross-curricular work.
- There are extra games and activities to review the vocabulary.

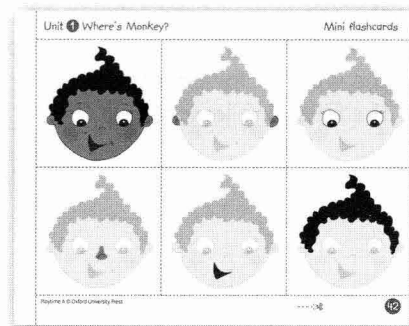
Lesson 6

Objectives:

- To review and practise the main language and the cross-curricular content of the unit
- To provide opportunity for personalization through a creative activity

- This lesson begins with practice of the unit vocabulary using the Pocket Poster, followed by a review of the cross-curricular theme from the previous lesson with the DVD footage.
- The Class Book activity in this lesson aims to personalize the language and content presented in the unit by transferring it to the context of the children's own lives. To consolidate the vocabulary further, the children sing the vocabulary song one more time.

Optional: There are two extra activities in each Lesson 6, offering extra games and activities to review the vocabulary.



Workbook lesson B

Objectives:

- To personalize the cross-curricular content of the unit

- The children carry out an activity to personalize the cross-curricular content of the unit.
- They then carry out a quiet Workbook activity at their tables which consolidates this.
- There are extra games and activities to review the topic.

Lesson 7

Objectives:

- To make the unit pop-out and to use it to practise the language from the unit
- To practise acting out the unit story in preparation for Lesson 8

- In this lesson, the children rehearse for the story and song performance in Lesson 8.
- First they review the vocabulary again with the Pocket Poster and then they make their pop-outs, which are in their Class Books. The children use their pop-out when they act out the story and sing the song during the performance in Lesson 8.
- The story animation on the DVD is then used to review the story before they begin their rehearsal. Then they practise the story and story song, accompanied by the CD, using their pop-out and joining in with as many sounds and phrases as they can.

Optional: One of the extra activities in this lesson uses the pop-out and the other suggestion is to create an invitation, using a template available to download from the website, for parents to come to the performance in the following lesson.

Lesson 8

Objectives:

- To take part in a performance of the unit story and songs

- Parents or other guests are invited to the class to see the story and song performance at the end of each unit. The aim of this is to provide greater home-school links. Alternatively, other classes or teachers from the school can be invited to the performance.
- First the children sing the *Hello* song to welcome their visitors to their performance.
- The children then act out the story and the story song accompanied by the audio CD. They join in with as many actions and phrases as they can, whilst also using their pop-out. They can then take their pop-out home with them. They end their performance by singing the vocabulary song and doing the actions, after which they are given a paper star or other reward.
- The teacher then plays the *Settling* song and the children take part in a quiet activity after all the excitement of the performance.

Optional: In one of the extra activities in this lesson, the children create their own Picture Dictionary using the template available to download from the website. They stick on their miniflashcards to create their dictionary for the unit.

Optional reinforcement lesson

This lesson is for use at any point during the unit, following Lesson 4.

Objectives:

- To practise the key vocabulary
- To practise the vocabulary song or chant

- This lesson offers an opportunity to reinforce the language that the children have learnt so far by reviewing the vocabulary through activities using the Pocket Poster, the miniflashcards and the vocabulary song or chant. The lesson also includes a quiet drawing activity that the children do at their tables to consolidate the key vocabulary.

Optional extension lesson

This lesson is for use at any point during the unit, following Lesson 6.

Objectives:

- To extend the topic of the unit
 - To develop the children's knowledge of the world through English and to motivate them through project work
-
- This lesson offers suggestions for extending the unit topic further by introducing a small amount of new language and doing more ambitious activities such as craft work and project work with the children, as well as practising the unit songs using the karaoke versions.

Workbook lesson C

Objectives:

- To review the story and story song
 - To consolidate understanding of the story with a Workbook activity
-
- The children listen to the story using the CD and the Big Story Book.
 - They then carry out a quiet Workbook activity at their tables which consolidates their understanding of the story.
 - There are extra games and activities to review the vocabulary.

Workbook lesson D

Objectives:

- To review and practise the vocabulary from the extension lesson
 - To consolidate the new vocabulary and unit topic with a Workbook activity
 - To sing a karaoke version of the song using the new vocabulary
-
- The children take part in a class activity to review the vocabulary.
 - They then carry out a quiet Workbook activity at their tables which focuses on a key element of the story.
 - The children sing the story song and join in with the actions.
 - They then adapt the song using the new vocabulary.

Festivals and holidays

Playtime A covers Christmas, Friendship Day (Valentine's Day) and Summer in the Festivals Units. In this section there are songs and craft activities related to these festivals. As well as Class Book and Workbook activities, there are also two worksheets available to download from the website for each of the festivals, as well as lots of ideas in the Teacher's Book





Starter Unit: Hi! Hello!

Lesson 1

Language

New:

Hello

Monkey, Rocket, Star, Twig, Melody

Yes / No

Bye bye

Materials:

Monkey puppet

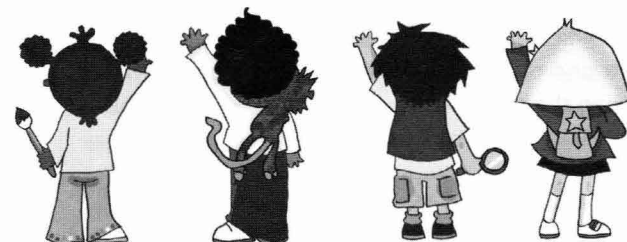
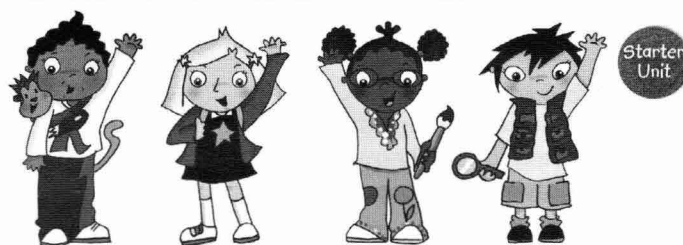
CD: Tracks 1, 2, 5 and 6

Pocket Poster

Character flashcards: Monkey, Rocket, Star, Twig, Melody

Class Book activity page 1

Extra time: Photocopy Master 1, website: enough copies for one each; scissors, glue



Playtime A © Oxford University Press

1

1 Hello

Hello Monkey!

- Before the class, hide Monkey in a clean and empty cloth bag.
- Ask the class to come and sit down on the mat with you. Say *Sit down, please.*
- Look into your bag and say *Ooh look!*
- Let a monkey leg show out of the top. Say *Monkey! It's Monkey!*
- Bring out the monkey puppet and say *Hello! Hello Monkey!*
- Invite the class to join in and say *Hello, Monkey!*
- Take Monkey around the class and let the children say hello and pat or stroke him.
- Then say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in. If you like, help Monkey to join in.

Hello song CD Track ①

Hi! Hello! (Wave hello with one hand)
 Hey! Let's play! (Clap in rhythm)
 Hi! Hello! (Wave hello with one hand)
 It's playschool today! (Wave with both hands)
 (Repeat)

Say Hello with the Pocket Poster

- Make sure the Pocket Poster is hung up where everyone can see it.
- Take out the flashcard of Monkey. Hold it up and say *It's Monkey! Say Hello Monkey!* to the flashcard and wave, encouraging the children to join in.
- Then put the Monkey flashcard in the first pocket on the Pocket Poster.
- Now take out the flashcard of Rocket. Say *This is Rocket. Say Hello Rocket!* to the flashcard and wave, encouraging the children to join in.

- Then ask a child to come and put the picture of Rocket in the next pocket on the Pocket Poster.
- Repeat for the other three character flashcards: Star, Melody and Twig.

2 Flashcard game

- Take all the character flashcards out of the Pocket Poster, shuffle them and then put them back in the pockets of the poster in a different order with the backs facing outwards, so the children can't see the pictures.
- Ask *Where's Monkey?* Ask a child to come and guess which card is Monkey. Encourage them to take a flashcard of their choice out of one of the pockets.
- Hold the card up for everyone to see. Ask *Is it Monkey?* If it is, encourage the children to say *Yes!* and keep the card out of the poster. If it isn't, encourage the children to say *No!* Say the name of the character on the flashcard, e.g. *It's Rocket!* and then put the card back in the same pocket
- Continue the game in the same way, asking the children to find a different character each time until all the characters have been found and taken out of the poster.

3 Class Book activity

Go to your tables

- Ask the children to stand up. Begin clapping in time to the following rhyme, encouraging the children to join in with the clapping.

Note: The rhyme is recorded on CD Track 2 for reference.

Crocodile, crocodile, crocodile
 Single file!



- Continue clapping and saying the rhyme and begin walking on the spot to the same rhythm, encouraging the children to copy you.
- Show the children how to walk to their desks in single file, clapping and walking in time to the rhyme.

Note: If the class is large, ask the pupils to move to the tables in groups of five.

Class Book activity page 1

- Hold up Class Book activity page 1. Point to Rocket, Star, Melody and Twig and name each one.
- Mime looking for Monkey and say *Where's Monkey?* Encourage the children to point to Monkey on Rocket's back. Then point to him yourself. Say *Here's Monkey.*
- Then point to Rocket in the top row. Say *Here's Rocket.* Point to the bottom row showing the views of the characters from behind. Say *Where's Rocket?* Point to the back view of Melody. Ask *Is this Rocket?* (No!) Point to the back view of Rocket and ask *Is this Rocket?* (Yes!) Point to Monkey and say *And here's Monkey!*
- Draw a pencil line from the front view of Rocket in the top row to the back view of Rocket in the bottom row.
- Give out Class Book activity page 1 and pencils to the children. Say *Match.*
- Encourage them to draw a pencil line joining the front view and the back view of each character.

Checking the activity

- Hold up Class Book activity page 1 again. Point to the front and back views of Rocket again and say *Here's Rocket.*
- Then point to the front view of Star. Point to the bottom row of characters and ask *Where's Star?* Encourage the children to point to Star. Draw a pencil line from the front view of Star in the top row to the back view of Star in the bottom row.
- Repeat for Melody and Twig and ask the children to copy you by tracing the lines they have drawn with their fingers.
- Say *Very good! Well done!*

4 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CDTrack ⑤

I like it tidy! I like it tidy! I like it tidy!
 Oh yes I do Oh yes I do Ready to play
 I like it tidy! I like it tidy! Do you like it tidy?
 So do you! And so do you! Put it away!
 (Repeat)

Bye bye time

- Say *It's time to say bye bye!*
- Play the Bye bye song on CDTrack 6.
- Encourage the children to sing and do the actions.

Bye bye song CDTrack ⑥

Bye bye, see you! (Wave to your neighbour on your left)
 Bye bye, see you! (Wave to your neighbour on the right)
 Bye bye, (Wave to your neighbour on the left)
 See you soon! (Wave to your neighbour on the right)
 Bye bye, see you! (Wave to the teacher)
 (Repeat)

Extra time

Bring Monkey

- Put all the character flashcards where the children can see them.
- Ask one child at random to go and get one of the flashcards and bring it to you. Say e.g. *Bring Monkey, please!*
- Repeat for all the characters, asking a different child each time.

Photocopy Master 1: Make the character finger puppets

- Before the lesson, download and print enough copies of Photocopy Master 1 for each child, and one example.
- Make the finger puppets yourself before class and bring them to class to show the children. Put them on one at a time for the children to see and say *Hello (Star)*. Tell them that they are going to make some finger puppets like these.
- Give each child a copy of Photocopy Master 1 or put the children in groups of four for each child to make one finger puppet. If they do it in groups, they will each end up with one finger puppet. If they work individually, they will have a whole set of four puppets.
- Explain that they have to cut down the dashed lines (not the dotted lines) to make four strips, one for each character. Say *Cut*. If the children aren't yet using scissors, put the activity pages into small piles and cut them before the lesson.
- They then fold along the dotted lines so that they have the character's face on one side and the back view on the other. Say *Fold*.
- Finally, they glue down each side of the puppet. Say *Glue* and show them where to put the glue so that they can still put their finger inside.
- Play the *Hello* and *Bye bye* songs for the children to sing using their finger puppets as props. They can get into groups of four and each use the puppet of one of the characters.
- Let the children take their puppets home to show their families.



Starter Unit: Hi! Hello!

Lesson 2

Language

New:

Hello

Monkey, Rocket, Star, Twig, Melody

one, two, three, four, five, six

Yes / No

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 7

Pocket Poster

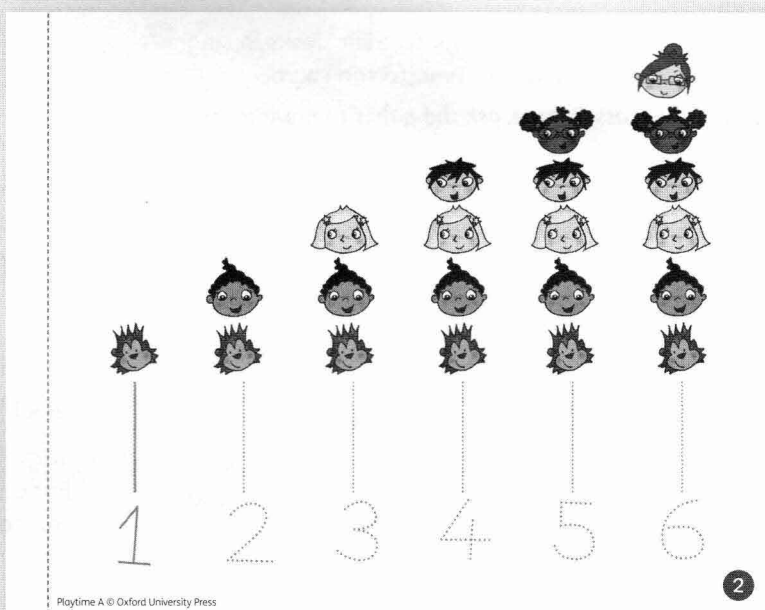
Character flashcards: Monkey, Rocket, Star, Twig, Melody

Number flashcards: one, two, three, four, five, six

Class Book activity page 2

Extra time: Photocopy Master 2, website:

enough copies for one each; scissors, coloured pencils, a paper fastener per child



1 Hello

Hello Monkey!

- Just before the lesson starts, put Monkey out of sight in a clean and empty cloth bag.
- Repeat the procedure described in 'Hello Monkey!' Starter Unit Lesson 1.
- Then say *Stand up, please*. Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in. If you like, help Monkey to join in too.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in 'Say Hello with the Pocket Poster' in Starter Unit Lesson 1.
- Leave the characters in the Pocket Poster at the end of the activity.

2 Vocabulary practice

- Say *How many?* Point to the characters in the Pocket Poster one by one and count them *one, two, three, four, five*.
- Then take the number flashcards and hold them up one at a time, saying each number in turn, *one, two, three, four, five, six*. Repeat.
- Ask six children to come to the front of the class. Ask them to sit down. Give each child a number from 1–6 in order. Explain that when you say their number, they have to stand up and hold their number flashcard up in the air.

- Say each number in turn, encouraging the children to stand up when they hear their number.
- Repeat with different groups of six children.

3 Vocabulary song

- Say *Let's listen to a number song!*
- Put the number flashcards in order where all the children can see them.
- Play the *Number* song on CD Track 7. Encourage the children to listen and march on the spot in time to the music with you. As each number is said, point to the corresponding number flashcard.

Number song CD Track ⑦

- 1, 2, 3, 4, 5, 6, (Point to number flashcards 1–6 in turn)
- 1, 2, 3, (Point to number flashcards 1–3 in turn)
- Count with me (Count on your fingers and then point to your chest)
- 1, 2, 3, 4, 5, 6 (Point to number flashcards 1–6 in turn)
- 1, 2, 3, 4, 5, 6, (Point to number flashcards 1–6 in turn)
- 1, 2, 3, (Point to number flashcards 1–3 in turn)
- Count with me (Count on your fingers and then point to your chest)
- 1, 2, 3, 4, 5, 6 (Point to number flashcards 1–6 in turn)
- Play the *Number* song again, this time encouraging the children to point to the number flashcards with you and join in with the actions.



4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 2

- Hold up Class Book activity page 2. Ask *Who can you see?* Point to the six characters' faces and encourage the children to say the names: *Monkey, Rocket, Star, Twig, Melody and teacher.*
- Point to Monkey in the first column and ask *How many?* Hold up one finger and say *One!* With a pencil, trace the line from Monkey to the number 1 and then trace over the number.
- Then point to Rocket and Monkey. Ask *How many?* Hold up two fingers and say *Two!* Trace the line from Rocket and Monkey to the number 2 and then trace over the number with a pencil.
- Repeat for each column of characters and numbers. Say *Count and trace.*
- Give the children Class Book activity page 2 and pencils.
- Encourage them to count the characters and to trace the lines and numbers.

Checking the activity

- Hold up Class Book activity page 2 again. Point to each character and ask *How many?* Elicit or say the corresponding number and trace the line and the number below with your finger. Encourage the children to point and trace the numbers on their sheet with their fingers as you go along.
- Then say *Well done! Very good!*

4 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' from Lesson 1 of this unit.

Bye bye song CD Track ⑥

Note: The words and actions for the song are given in Starter Unit Lesson 1.

Extra time

Count with me

- Ask six children to come to the front of the class. Give each child a number flashcard from 1–6 in order.
- Point to each number in turn and encourage all the class to count with you.
- Then explain that you are going to play the song on the CD again and when the six children hear their number they should hold it up high above their heads. The rest of the class should point to the numbers on the flashcards in turn.
- Play the *Number* song on CD Track 7, encouraging the six children to hold up their number when they hear it.
- Repeat, bringing a different group of six children to the front of the class.

Photocopy Master 2: Make a number spinner

- Before the lesson, download and print enough copies of Photocopy Master 2 for each child, and one example.
- Make a spinner before the lesson and bring it to class to show the children. Show it to them and revise numbers with the class. Ask a volunteer to say a number. Shut your eyes, spin the spinner and check whether it is the same number that the child said. Do this several times. Then explain that they are going to make a spinner like this.
- Give each child a copy of Photocopy Master 2.
- If you wish, you can ask them to colour the second wheel to decorate the spinner.
- Then tell them to cut out the circles along the dashed lines. Go round and help while they are doing this.
- When they all have their two circles ready, explain that they have to put the circle with the missing triangle on top of the one with the numbers. Give them each a paper fastener for them to attach the two circles to make the spinner.
- Play a game with the class using their spinners. Say *Show me (two)* and the children have to show the number 2 on their spinner. Repeat with different numbers.
- Let the children take the spinner home to show their families.



Starter Unit: Hi! Hello!

Lesson 3

Language

New:

Hello

Monkey, Rocket, Star, Twig, Melody

one, two, three, four, five, six

Yes / No

Bye bye

Materials:

Monkey puppet

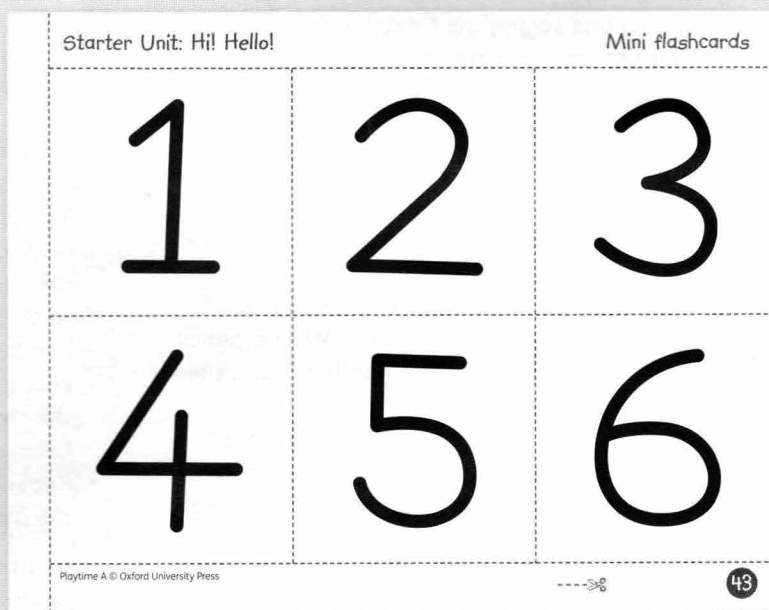
CD: Tracks 1, 5, 6 and 7

Pocket Poster

Character flashcards: Monkey, Rocket, Star, Twig, Melody

Number flashcards: one, two, three, four, five, six

Starter Unit miniflashcards (Class Book page 43)



1 Hello

Hello Monkey!

- Just before the lesson starts, put Monkey out of sight in a clean and empty cloth bag.
- Repeat the procedure described in 'Hello Monkey!' Starter Unit Lesson 1.
- Then say *Stand up, please*. Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in. If you like, help Monkey to join in too.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in 'Say Hello with the Pocket Poster' in Starter Unit Lesson 1.
- Leave the characters in the Pocket Poster at the end of the activity.

2 Vocabulary practice

- Say *How many?* Point to the characters in the Pocket Poster one by one and encourage the children to count them with you: *one, two, three, four, five*.
- Then take the number flashcards and hold them up one by one, saying each number in turn and encouraging the children to repeat.

3 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 43

- Give out the number miniflashcards from Class Book page 43. You will need to cut them out before the lesson if you don't want the children to cut them out.
- Take the six number flashcards. Hold them up one at a time, say the number and encourage the children to repeat, holding up their corresponding miniflashcard.
- Then say *Listen!* Hold a flashcard so that the number is facing you and the children can't see it. Say the corresponding number and encourage the children to listen to the word and hold up the correct miniflashcard.
- When all the children are holding up a miniflashcard, show them the correct flashcard so they can check to see if they were right.
- If they were correct, say *Very good! Well done!*
- Repeat for all the numbers.

4 Vocabulary song

- Say *Now let's listen to the Number song!*
- Tell the children to put the numbers in order from left to right on the desk in front of them.
- Then explain that they should listen to the song and point to the number miniflashcards when they hear the numbers.
- Play CD Track 7. Hold up the corresponding number flashcard when each number is said and encourage the children to point to their miniflashcards.
- When they have finished, say *Well done! Very good!*

Number song CD Track ⑦



5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' from Lesson 1 of this unit.

Bye bye song CD Track ⑥

Note: The words and actions for the song are given in Starter Unit Lesson 1.

Extra time

What's missing?

- For this activity, the children will all need their sets of number miniflashcards and you will need the number flashcards.
- Put all the flashcards on the board or where the children can see them.
- Take one number flashcard away without the children seeing which one you are taking.
- Then point to the numbers on the board. Ask *What's missing?*
- Encourage the children to look and decide which number is missing and then hold up their corresponding miniflashcard.
- Elicit the missing number from the children, or say the number and encourage them to repeat.
- Repeat, this time taking away a new number.

Stand in line

- For this activity, you will need the number flashcards or a set of number miniflashcards for each group of six children in the class.
- Bring a group of six children to the front. Give them each a number flashcard, but not in the correct order. Encourage them to put themselves in order from 1–6. When they have finished, ask them to each say their number out loud and hold it up in the air.
- **Optional:** Play the same game in small groups. Divide the children into groups of six and give each group one set of number miniflashcards.
- Ask the children to put all the miniflashcards face down on the desk and mix them up. Then ask them to each take one.
- The children then have to stand in order from 1–6.
- Check the task by asking each group to say their numbers out loud, one by one.

Workbook users – now go to pages 24 and 25 for Workbook lessons A and B.



Starter Unit: Hi! Hello!

Workbook lesson A

Language

New:

Hello

Monkey, Rocket, Star, Twig, Melody

one, two, three, four, five, six

Yes / No

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 7

Pocket Poster

Character flashcards: Monkey, Rocket, Star, Twig, Melody

Number flashcards: one, two, three, four, five, six

Workbook page 1

1 Hello

Hello Monkey!

- Just before the lesson starts, put Monkey out of sight in a clean and empty cloth bag.
- Repeat the procedure described in 'Hello Monkey!' Starter Unit Lesson 1.
- Then say *Stand up, please*. Play CD Track 1 and sing the Hello song with the actions, encouraging the children to join in. If you like, help Monkey to join in too.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in 'Say Hello with the Pocket Poster' in Starter Unit Lesson 1.
- Leave the characters in the Pocket Poster at the end of the activity.

2 Flashcard game

- Place the number flashcards in the Pocket Poster but in the wrong order as follows: 2, 1, 6, 4, 5, 3. Pick up Monkey and let him whisper in your ear.
- Say *Monkey says, Where's number 1?* Point to number 1 and say *Oh dear! That's not right. Let's put it right!* Ask a child to come and put number 1 in the first pocket. Repeat to correct all six numbers.
- Invite six pupils to stand at the front. Give them number cards to hold up, but in the wrong order. Invite volunteers to help you arrange them in the correct order. Repeat with other groups so that each child has a turn.

3 Vocabulary song

- Say *Let's listen to the Number song!*
- Keep the number flashcards in order where all the children can see them.
- Play CD Track 7. Encourage the children to listen and march on the spot or clap in time to the music with you. As each number is said, point to the corresponding number flashcard.

Number song CD Track ⑦

4 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 1

- Hold up Workbook page 1. Point to the teacher, Rocket, Star, Twig and Melody and name each one in the picture on the left.
- Point to the picture on the right and highlight a difference, such as Rocket standing in a new position in the picture. Mime drawing a circle around the difference with your finger on the right hand side to show the class what to do. Say *Circle five differences!*
- Give out the Workbooks, open at page 1, and pencils to the children.
- Encourage them to complete the page.

Checking the activity

- Hold up Workbook page 1 again. Point to five differences and count them together.
- Say *Very good! Well done!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 5 while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥



Starter Unit: Hi! Hello!

Workbook lesson B

Language

New:

Hello

Monkey, Rocket, Star, Twig, Melody

one, two, three, four, five, six

Yes / No

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5 and 6

Pocket Poster

Character flashcards: Monkey, Rocket, Star, Twig, Melody

Number flashcards: one, two, three, four, five, six

Workbook page 2

1 Hello

Hello Monkey!

- Just before the lesson starts, put Monkey out of sight in a bag.
- Repeat the procedure described in 'Hello Monkey!' Starter Unit Lesson 1.
- Then say *Stand up, please*. Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in. If you like, help Monkey to join in too.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in 'Say Hello with the Pocket Poster' in Starter Unit Lesson 1.
- Leave the characters in the Pocket Poster at the end of the activity.

2 Pocket Poster game

- Leave the character flashcards in the Pocket Poster and cover each one with a number flashcard.
- Ask *Where's Rocket? Is he in pocket number 1?* When he is found, use the language *Look! It's Rocket!* Repeat for the other characters.
- Shuffle the character flashcards around to change the order but leave the number cards as they are. Now invite the class to find the characters again by asking again *Where's Rocket? Is he in pocket number 1?*
- Repeat and praise the class when all the characters have been found.

3 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 2

- Hold up Workbook page 2. Point to the numbers across the top of the page and say them together. Then point to the groups of stars or balls below.
- With a finger, draw the line from number one to the single ball. Say *Count and match*.

Checking the activity

- Hold up the Workbook page again. Point to each group of stars or balls and ask *How many?* Elicit or say the corresponding number and trace the line to the number above with your finger. Encourage the children to point to and trace the numbers on their sheet with their fingers as you go along.
- Then say *Well done! Very good!*

4 Flashcard activity

- Ask the class to stand up. Show a number flashcard and say the number. Invite the class to clap the number and clap with them a matching number of times.
- Show a few more numbers and clap together.
- Now say the number but do not show the card or join in the clapping. See if the class can clap the correct number of times on their own.
- Praise them all. Say *That's great!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥





Where's Monkey?

Lesson 1

Language

New:

ears, eyes, nose, mouth

Where's (Rocket)?

Ooh Ooh Rocket!

Here's Rocket!

It's Monkey!

Hurray!

Recycled:

Hello (Monkey)

Numbers 1-6

Bye bye

Materials:

Monkey puppet

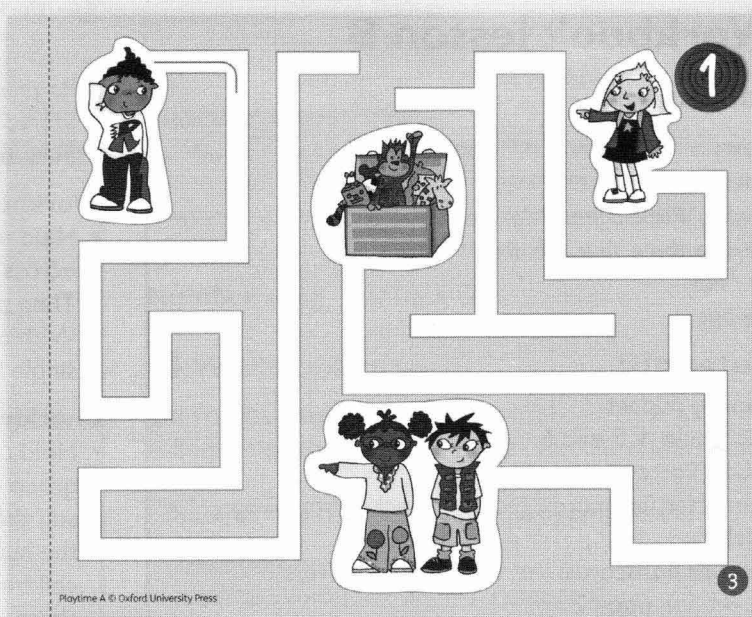
CD: Tracks 1, 2, 3, 5, 6, 9 and 10

Pocket Poster

Character flashcards: Monkey, Rocket, Star, Twig, Melody

Big Story Book, Story 1: Where's Monkey?

Class Book activity page 3



Extra time: Number flashcards: one, two, three, four, five, six; six objects, for example coloured pencils

1 Hello

Hello Monkey!

- Just before the lesson starts, quickly put Monkey on your back with his hands linked around your neck.
- Say *Hello children. Hello!* Elicit *Hello*. Say *Where's Monkey?* and gesture looking around, arms out, palms up as if questioning.
- Pretend not see him and turn around as if looking for him, letting the class see him on your back.
- Then pretend to catch sight of his foot. Grab it, and declare with surprise *It's Monkey! Hello, Monkey!* Encourage the children to greet Monkey too.
- Say *Stand up, please*. Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in. If you like, help Monkey to join in too.

Hello song CD Track ①

Note: The words and actions for the song are given in Starter Unit Lesson 1.

Say Hello with the Pocket Poster

- Let Monkey hold up each of the character flashcards in turn.
- See if the class can remember the names of the characters from the Starter Unit. Say *Who's this? It's ... (Rocket, Star, Twig, Melody.)*
- Invite the class to greet all the characters by waving and saying *Hello Rocket! Hello Star! Hello Twig! Hello Melody!*
- Ask children at random to come and take a flashcard from Monkey and put it in the Pocket Poster.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please*.
- Bring out the Big Story Book and present it like a special treat. Set the story time scene with the following rhyme.

Note: The rhyme is recorded on CD Track 3 for reference.

Big Story Book! (Point to the book)

Let's take a look! (Point to your eye)

Story focus

- Hold up the cover page of Story 1 in the Big Story Book: *Where's Monkey?* which shows the key character of this story, Rocket, with the key item in the story, Monkey.
- Ask the class *Who can you see?* Point to Rocket and try to elicit his name. Say *Yes! Rocket! It's Rocket's story.*
- Then point to Monkey and ask *Who's this?* Try to elicit *Monkey*. Say *Yes! That's right! It's Monkey!*
- Point to Rocket in the picture. Point to his empty back and show that Monkey is not there. Read the title of the story *Where's Monkey?* and demonstrate meaning, e.g. put your arms out to the sides, palms up, questioning. Invite the class to join in with the action.

Listen to the story on the CD

- Say *Now let's listen to the story, Where's Monkey?*
- Open the Big Story Book and play Story 1 on CD Track 9.
- As key vocabulary is heard on the CD, point to it in the pictures.

- During the song, do the actions, encouraging the children to join in as much as possible.

Story 1: Where's Monkey? CD Track ⑨

Note: The story text is given in the Big Story Book.

Listen to the story again

- Now read the story again, this time without the CD.
- As you read, encourage the children to join in with these actions as you say the following lines. You can ask the children to stand up for this activity.

- 1 'Hello children!' (Wave with one hand)
- 2 '1, 2, 3, 4, 5!' (Count the fingers on one hand)
- 3 'Where's Rocket?' (Stand with arms out, palms up, questioning)
- 4 'Ooh Ooh Rocket!' (Mime looking for Rocket, shielding eyes with hand)
- 5 'Aha! Here's Rocket!' (Point and smile)
'Where's Monkey?' (Stand with arms out, palms up, questioning)
- 6 two ears, two eyes, a nose and a mouth (Point to each part of the face as it's mentioned)
- 7 'It's Monkey!' (Point and smile)
- 8 Hurray!' (Raise both arms and cheer)

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 10, encouraging the children to join in with the actions.

Ooh Ooh Monkey! CD Track ⑩

- Ooh Ooh, Monkey! (Cup your hands round your mouth, as if you're calling Monkey)
- Where are you? (Turn your palms up, as if asking where he is)
- Ooh Ooh, Monkey! (Cup your hands round your mouth, as if you're calling him)
- I'm looking for you. (Shield your eyes with your hand, as if you're looking for him)
- Ooh Ooh, Monkey! (Cup your hands round your mouth, as if you're calling him)
- Where are you? (Turn your palms up, as if asking where he is)
- Let's look for Monkey! (Shield your eyes with your hand, as if you're looking for him)
- You can look too! (Beckon others to help look too)
- (Repeat)

4 Class Book activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 3

- Hold up Class Book activity page 3.
- Point to Rocket, Star, Twig and Melody. Mime looking for Monkey and say *Where's Monkey?* Encourage the children to point to Monkey in the toy box.
- Trace the start of the path of Rocket or Star (not Melody and Twig) with a pencil to show the children what to do. Say *Find Monkey!*
- Give out Class Book activity page 3 and pencils to the children. Encourage them to draw a line from each of the characters to try to reach Monkey.

Checking the activity

- Hold up Class Book activity page 3 again. Point to Rocket and say *Can Rocket find Monkey?* Trace Rocket's path, encouraging the children to follow their pencil line with their finger. When you get to the end of the path, say *No. Monkey isn't here.* Repeat the procedure for Star.
- Then repeat for Twig and Melody. When you get to the end, point at the toy box and say *It's Monkey!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Note: The words and actions for the song are given in Starter Unit Lesson 1.

Extra time

Review of Starter Unit

- Ask the children to come and sit in a circle with you. Take one or more of the objects and place them on the floor in front of you where all the children can see them. Count the objects, encouraging the children to join in.
- Ask a child to come and take the corresponding number flashcard and place it beside the group of objects. Repeat for all six numbers.

Where's Rocket?

- Hide the four character flashcards and the Monkey puppet around the classroom. Say *Where's (Rocket)?*
- Organize the children into groups of five. Let one group go and look for one character each.
- When all the flashcards and the puppet have been found count them together to make sure no-one is missing. Say 1, 2, 3, 4, 5. Say *Well done!*



Where's Monkey?

Lesson 2

Language

New:

ears, eyes, nose, mouth
Where's (Rocket)?
Ooh Ooh Rocket!
Here's Rocket!
It's Monkey!
Hurrray!

Recycled:

Hello (Monkey)
Numbers 1–6
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6, 9 and 10
Pocket Poster
Character flashcards: Monkey, Rocket, Star, Twig, Melody
Big Story Book, Story 1: Where's Monkey?
Class Book activity page 4



Extra time: a clean and empty bag; template for the Hide Monkey game and a copy per child

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Big Story Book and say the Big Story Book rhyme from Lesson 1 of this unit.

Story focus

- Hold up the cover page of Story 1 in the Big Story Book: *Where's Monkey?*
- Ask the class *Who can you see?* Elicit *Rocket and Monkey.*
- Read the title of the story, *Where's Monkey?* using mime to demonstrate the meaning. Encourage the class to repeat and join in with the action.

Read the story or play the CD

- Say *Now let's listen to the story, Where's Monkey?*
- Open the Big Story Book and either tell the story or play it on CD Track 9.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the story song, do the actions and encourage the children to join in.

Story 1: Where's Monkey? CD Track ⑨

Note: The story text is given in the Big Story Book.

3 Tell it too!

- Say *Now let's act out the story! Stand up, please.*
- Tell the story with the Big Story Book again (without the CD). Encourage the children to join in with the key story phrases and actions.
 - 'Hello children!' (Wave with one hand)
 - '1, 2, 3, 4, 5!' (Count the fingers on one hand)
 - 'Where's Rocket?' (Stand with arms out, palms up, questioning)
 - 'Ooh Ooh Rocket!' (Mime looking for Rocket, shielding eyes with hand)
 - 'Aha! Here's Rocket!' (Point and smile)
 - Where's Monkey? (Stand with arms out, palms up, questioning)
 - two ears, two eyes, a nose and a mouth (Point to each part of the face as it's mentioned)
 - 'It's Monkey!' (Point and smile)
 - Hurrray! (Raise both arms and cheer)

4 Action song time

- Say *Now let's sing the story song!* Play the story song on CD Track 10, encouraging the children to join in with the actions.

Ooh Ooh Monkey! CD Track 10

Note: The words and actions for the song are given in Lesson 1 of this unit.

5 Class Book activity**Go to your tables**

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 4

- Hold up Class Book activity page 4. Say *Look! The playschool!*
- Point to the picture and ask *Where's Melody?* Encourage the children to point to Melody behind the box. Say *Here's Melody!* Show the children the circle drawn round Melody and invite them to trace it with their finger.
- Then ask *Where's Star? Where's Twig? Where's Rocket? Where's Monkey?* Tell the children to find the other characters and circle them with their pencils.
- Give out Class Book activity page 4 and pencils to the children. Encourage them to find and circle the other characters in the picture.

Checking the activity

- Hold up Class Book activity page 4 again. Ask *Where's Star?* Encourage the children to hold up their activity page and point to Star. Trace the circle around Star's face with your finger.
- Repeat the procedure for all the characters.
- Then say *Well done! Very good!*

6 Bye, bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5**Bye bye time**

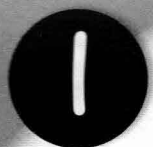
- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6**Extra time****The bag game**

- Place the character flashcards in a clean and empty cloth bag.
- Offer the bag to a child at random. Say *Where's Rocket?* and ask them to take out a flashcard without looking.
- Encourage the child to show the class the character flashcard that they chose.
- If it's Rocket, say *It's Rocket. Hurray!* If it's another character say e.g. *No, it's ... Melody. Where's Rocket?*
- Then give the bag to a different child to continue.

Hide Monkey game

- Make a Hide Monkey game template with a piece of A4 paper. Place the paper sideways in front of you, not how you would normally write on it, and fold it in half down towards you. Unfold it and divide the lower half into four vertical areas and mark them 1, 2, 3 and 4.
- Photocopy this template for each child and make a game before the lesson. To do this, fold down the middle as you did before and cut down the lines between the numbers to make four flaps. Fold the paper over like a horizontal Christmas card with the number flaps facing you and draw Monkey under one of the flaps. Then hide him again by closing the flap.
- Show the children your game. Ask *Where's Monkey?* Ask a child to guess a number: 1, 2, 3 or 4. Open the flap marked with the number they say. If Monkey is behind the flap, say *Yes! Here's Monkey! Well done!* If not, ask another child to guess another number. Repeat until Monkey is found.
- Show the children how to make their own game. Tell them to draw Monkey under any of the flaps.
- When they have finished, ask a child to come to the front and hold up their game. Encourage the other children to guess where Monkey is hidden. Play the game as described above until Monkey is found.



Where's Monkey?

Lesson 3

Language

New:

ears, eyes, nose, mouth, face, hair

Where's (Rocket)?

Monkey says ...

Touch your (nose)!

Recycled:

Hello (Monkey)

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 12

Pocket Poster

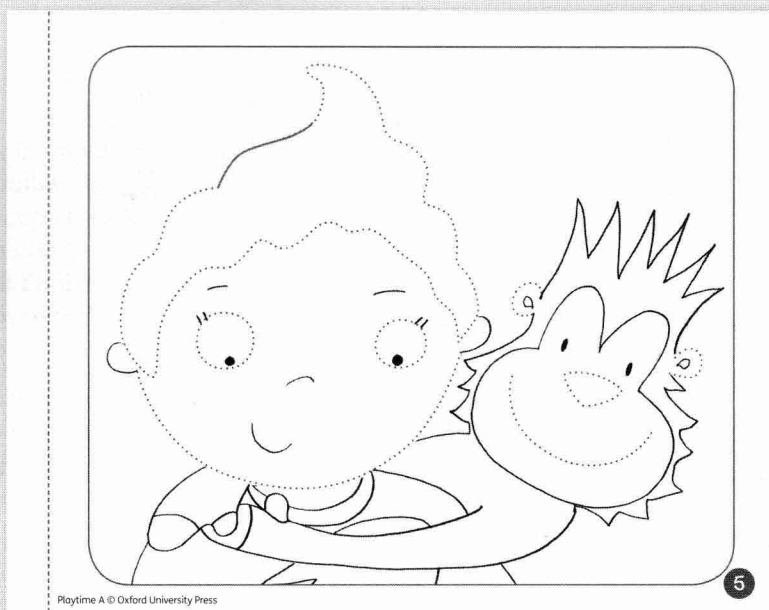
Character flashcards: Monkey,

Rocket, Star, Twig, Melody

Unit 1 face flashcards: eyes, nose, mouth, face,

ears, hair

Class Book activity page 5



Extra time: Photocopy Master 3, website: enough copies for one each

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.
- At the end, take all the character flashcards out again, as the Pocket Poster will be needed to present the lexical set in the next stage.

2 Present the vocabulary with the Pocket Poster

- Ask the children to come and sit in a circle on the mat with you.
- Take the six face flashcards. Hold up one and say the word, e.g. *Nose!* Say the word again and encourage the children to touch their own noses.
- Invite one child to come and take the flashcard and put it in a pocket of the Pocket Poster. Repeat the word and encourage the child to touch his / her nose.
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- Take Monkey and make him whisper to you. Say *Monkey says 'Touch your nose!'* Encourage the children to touch their noses. Touch Monkey's nose at the same time.
- Repeat for all six parts of the face. For hair, touch your own hair.
- **Optional:** Play a feely game with Monkey. Ask each child in turn to close their eyes and touch Monkey's face. Watch the child and prompt them if necessary to say what they can feel: *ears, eyes, nose, mouth* or his *face*. Say *Well done!*

4 Vocabulary chant

- Say *Now let's listen to a chant about Monkey!*
- Put the Monkey puppet on again. Then play CD Track 12. Use Monkey to do the actions and encourage the children to join in too, pointing at the parts of their own face as they listen.

Monkey says CD Track ⑫

Monkey says,	(Move Monkey's mouth as if he's speaking)
'Touch your nose!'	(Touch Monkey's nose)
Touch your hair!	(Touch Monkey's tufts or your own hair)
Touch your face.'	(Touch Monkey's face)
Monkey says,	(Move Monkey's mouth as if he's speaking)
'Touch your nose!'	(Touch Monkey's nose)

Nose! Nose! Nose!	(Touch Monkey's nose three times)
Monkey says,	(Move Monkey's mouth as if he's speaking)
'Touch your eyes!	(Touch Monkey's eyes)
Touch your mouth!	(Touch Monkey's mouth)
Touch your ears.'	(Touch Monkey's ears)
Monkey says,	(Move Monkey's mouth as if he's speaking)
'Touch your nose!	(Touch Monkey's nose)
Nose! Nose! Nose!	(Touch Monkey's nose three times)

5 Class Book activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 5

- Hold up Class Book activity page 5. Say *Look! Who can you see?* Encourage the children to answer *Rocket!* and *Monkey!*
- Show the children what they have to do by tracing over the dots of Rocket's hair, face and eyes with your finger or a pencil. Say *Join the dots to make Rocket and Monkey.*
- Give out Class Book activity page 5 and pencils to the children. Encourage them to trace the dots to complete the characters' faces. If you have time, ask them to colour Rocket and Monkey's faces too.

Checking the activity

- When the children have finished, hold up Class Book activity page 5 again. Say *I can see a face!* and encourage the children to follow the line they drew around Rocket's face on their activity page with their finger.
- Repeat for all the face parts, encouraging the children to listen, point and follow the lines of the face parts they drew.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CDTrack ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CDTrack ⑥

Extra time

Hurray!

- For this game, you will need the face flashcards and the Rocket flashcard.
- Ask the children to come and sit in a circle with you and place the cards face down.
- Invite a volunteer to pick up a card to show the class. If the picture is part of the face, say the word with the class and encourage them to touch that part of their face. If it's Rocket, encourage the children to say *It's Rocket! Hurray!*

Photocopy Master 3: Complete Monkey's face

- Before the lesson, download and print enough copies of Photocopy Master 3 for each child, and one example.
- Hold up Photocopy Master 3 so all the children can see it. Point to Monkey's face and ask *Who's this?* When they say that it's Monkey, explain that they have to draw in the missing parts of this face.
- Point to the parts of Monkey's face on the left of the page one by one and ask *What's this?* Tell them that they can use these pictures as clues to complete Monkey's face.
- Give each child a copy of Photocopy Master 3.
- Go round the class helping the children and praising their work. Say *Well done! That's a great Monkey!*
- To check that they have done the activity correctly, hold up a copy of Photocopy Master 3 and point to each part of the face. Say the word for the children to repeat.
- Let the children take the Photocopy Master home to show their families.



Where's Monkey?

Lesson 4

Language

New:

ears, eyes, nose, mouth, face, hair

Where's (Rocket)?

Ooh Ooh Rocket!

Here's Rocket!

It's Monkey!

Hurray!

Recycled:

Hello (Monkey)

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 9 and 12

Pocket Poster

Character flashcards: Monkey, Rocket, Star, Twig, Melody

Unit 1 face miniflashcards (Class Book page 42)

Unit 1 face flashcards: eyes, nose, mouth, face, ears, hair

DVD Story 1: Where's Monkey?



Playtime A © Oxford University Press

Class Book activity page 6

Extra time: A blank piece of card

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the miniflashcards

- Give out the face miniflashcards on page 42 of the Class Book to each child. If you don't want the children to cut them up in class, you will need to cut them out yourself before the lesson.
- Take the six face flashcards. Hold them up one at a time, say the word and encourage the children to repeat, holding up the corresponding miniflashcard.
- Then say *Listen!* Hold a flashcard so that the picture is facing you and the children can't see it. Say the corresponding word and encourage the children to listen to the word and hold up the correct miniflashcard.
- When all the children are holding up a miniflashcard, show them the correct flashcard so they can check to see if they were right.
- If they were correct, say *Very good! Well done!*
- Repeat for all the face flashcards.

3 Vocabulary chant

- Say *Now let's listen to the chant, Monkey says!*
- Explain to the children that they should listen to the chant and hold up a face miniflashcard whenever they hear the word.
- Play CD Track 12. Hold up the corresponding flashcard when each face word is said and encourage the children to hold up their miniflashcards.

Monkey says CD Track ⑫

4 DVD Story 1: Where's Monkey?

- Seat the class where they can all see the screen.
- Play Story 1 on the DVD all the way through the first time and let the children watch and enjoy the story.
- **Optional:** If you like, ask the children to hold up their miniflashcards when they hear the face words at the end of the story.
- Play Story 1 on the DVD again. This time encourage the children to join in with the phrases and actions from the 'Tell it too!' section of Lesson 2, and the story song.
- **Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 1: Where's Monkey?

Note: The story text is given in the Big Story Book. The words and actions for the song are given in Lesson 1 of this unit.

5 Class Book activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 6

- Hold up Class Book activity page 6. Say *Look! Who can you see?* Encourage the children to answer *Melody!*
- Show the children what they have to do by tracing over the dots of the right side of Melody's face, so that it is the same as the left side. Say *Trace and colour to finish Melody.*
- Give out Class Book activity page 6 and coloured pencils to the children. Encourage them to trace the dots to complete Melody's face and then colour the right side the same as the left side.

Checking the activity

- When the children have finished, say *Where's Melody?* Encourage the children to hold up their pictures.
- Then say *Touch Melody's eyes!* and encourage the children to touch Melody's eyes on their drawing.
- Repeat for all the face parts, encouraging the children to listen and touch the corresponding parts of Melody's face.
- Then say *Well done! Very good!*

6 Bye, bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.
- Collect all the face miniflashcards, so that they can be used in another lesson, unless you want to do the second activity in 'Extra time'.

Tidy up song CDTrack ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CDTrack ⑥

Extra time

What is it? game

- Sit in a circle. Make sure all the children have their face miniflashcards. Say *Use your eyes* and point to your eyes.
- Hold up a blank piece of card (or a reversed flashcard). Hold a face flashcard behind it.
- Slowly let the class see a part of the face flashcard.
- Invite them to hold up the corresponding miniflashcard when they know what it is. Elicit the word or say it and encourage the children to repeat.

Pairs game

- For this activity you will need two sets of face miniflashcards.
- Stick one set of miniflashcards on the left hand side of the board face down and one set of miniflashcards on the right hand side of the board face down.
- Ask a child to come to the front and turn over one card on the left and one card on the right and show them to the class.
- If the cards are the same, e.g. two noses, encourage the child to say the word, e.g. *Nose!* and the rest of the class to repeat and touch their noses.
- If the cards are different, say e.g. *Nose and mouth. They're not the same.* Shake your head and attach them face down on the board in the same places again.
- Repeat the procedure until all the pairs have been found.

Lesson 5

Language

New:

eyes, nose, mouth, ears, hands
cake

Recycled:

Hello (Monkey)
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 12
Pocket Poster
Character flashcards: Monkey, Rocket, Star,
Twig, Melody
Unit 1 cross-curricular flashcard: cake
Unit 1 cross-curricular DVD section:
Let's make a cake!
Class Book activity page 7
Plain paper for each child
Extra time: Plasticine or plain paper and coloured pencils



1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Vocabulary chant

- Say *Let's say the chant, Monkey says!*
- Play CD Track 12. Do the actions from Lesson 3 of this unit and encourage the children to join in with you.

Monkey says CD Track ⑫

3 Unit 1 cross-curricular film footage:

Let's make a cake!

- Take Monkey and make him whisper to you. Then rub his tummy with his hand and say *Oh dear! Monkey's hungry!*
- Let Monkey hold the Unit 1 cross-curricular flashcard without showing the children the picture. Ask *What's Monkey got?* Make Monkey whisper to you again. Then say *It's something to eat!* using mime and gesture to demonstrate what you mean. Encourage the children to guess what it is.
- When the children have had some guesses, or if a child guesses correctly, show the children the picture of the

cake and say *Look! It's a cake! Now we're going to watch a film about making a cake.*

- Seat the class where they can all see the screen.
- Play the Unit 1 cross-curricular DVD section all the way through the first time and let the children watch and enjoy the film.
- Then play the same section again, encouraging the children to join in with the cake-making actions they see.

Unit 1 cross-curricular film footage:

Let's make a cake!

Let's make a cake!
Put in the sugar.
That's it!
Put in the butter.
Now some flour!
Careful!
What's next?
Eggs!
Can you see the eggs?
There they are!
1 ... 2!
The eggs feel cold!
Break the eggs.
Pour them in.
Now stir the cake.
Round and round!
That looks good!
Look at that!
Careful! It's hot!

Listen! Can you hear it?
Mmm! That smells good!
It tastes yummy! Yum!

Eyes, hands, ear, nose, mouth

- When the DVD section has finished, say *We see with our eyes* and point to your eyes. Repeat for *feel*, *hear*, *smell* and *taste*, pointing to the appropriate part of the face or body each time.

4 Class Book activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 7

- Hold up Class Book activity page 7. Say *Look! What can you see?* Point to the nose of the girl in the picture in the middle. Say *I can see a nose!* Encourage the children to repeat and point to their own noses. Repeat for all the parts of the face and body shown in the picture.
- Then point to the picture representing the sense of hearing. Put your hand behind your ear and pretend to hear something. Say *I hear with my ...* Encourage the children to tell you *Ears!* and to point to their own ears. Say *Yes! That's right! I hear with my ears!*
- Demonstrate drawing a line from the picture of the child hearing a noise to the ears on the face in the middle of the page. Repeat the procedure for all the senses.
- Then give out Class Book activity page 7 and pencils to the children. Encourage them to draw matching lines from each picture of the five senses to the corresponding body part.

Checking the activity

- When the children have finished, hold up Class Book activity page 7. Point to each of the sense pictures and elicit the corresponding part of the face by saying *I see with my ... (eyes). I touch with my ... (hands). Mmm! I taste with my ... (mouth). Sniff sniff! I smell with my ... (nose).*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CDTrack ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CDTrack ⑥

Extra time

Senses mime game

- Ask the children to stand up and say *Let's make a cake!*
- Say *Put in the sugar and the butter. Now some flour!* and encourage the children to mime putting ingredients in a bowl with you.
- Say *What's next? Eggs!* Encourage the children to mime walking over to the fridge and opening the fridge door with you.
- Ask *Can you see the eggs?* Encourage them to mime looking in the fridge and then taking out two eggs.
- Say *The eggs feel cold!* Encourage them to mime holding cold eggs.
- Say *Now stir the cake. Round and round!* Encourage them to mime stirring cake mixture in a bowl and then tipping it into a cake tin.
- Say *That looks good! Look at that!* Then encourage them to mime putting the cake into the hot oven. Say *Careful! It's hot!*
- Pretend to be waiting and then hear a buzzer. Say *Listen! Can you hear it?* and encourage the children to mime listening.
- Encourage the children to mime taking the cake out of the oven. Say *The cake's ready! Mmm! That smells good!* Encourage the children to mime smelling the cake.
- Say *It tastes yummy! Yum!* and encourage the children to mime eating the cake with you.

Let's make a cake!

- Make pretend cakes out of plasticine with the children, encouraging them to pretend looking at them and smelling them, and feeling the plasticine.
- Alternatively, give each child a sheet of plain paper and coloured pencils and ask them to draw their favourite cake.
- If you have the facilities, make real fairy cakes with the children during the English class.

Workbook users – now go to page 44 for Workbook lesson A.



Where's Monkey?

Lesson 6

Language

New:

eyes, nose, mouth, ears, hair, face, hands
cake

Recycled:

Hello (Monkey)

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 12

Pocket Poster

Character flashcards: Monkey, Rocket, Star,

Twig, Melody

Unit 1 face flashcards: eyes, nose,

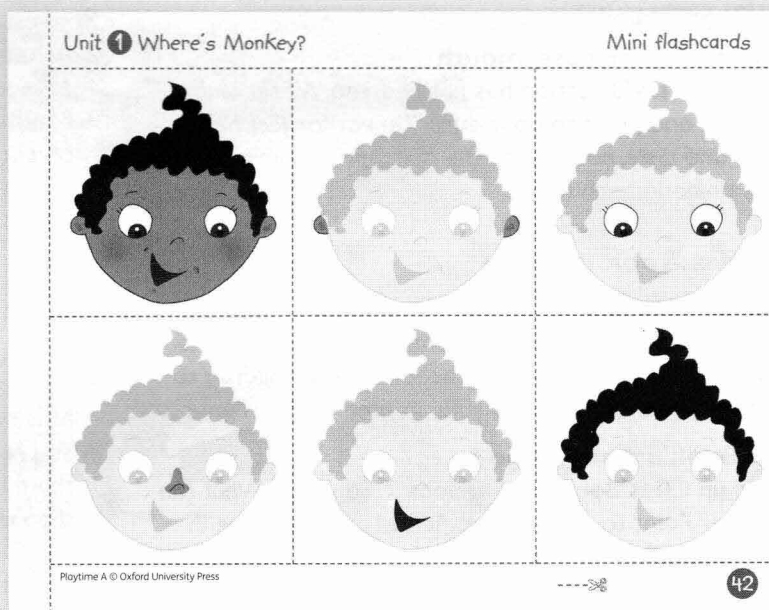
mouth, face, ears, hair

Unit 1 cross-curricular flashcard: cake

Unit 1 cross-curricular DVD section: *Let's make a cake!*

Optional: Unit 1 face miniflashcards

Extra time: Items to smell and touch



1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six face flashcards and spread them out on the floor or the desk.
- Say one of the words and encourage one of the children at random to come and pick up the corresponding flashcard and go and put it in the Pocket Poster.
- Repeat for all the flashcards, asking different children to come out each time.
- **Optional:** Organize the children into two teams. Bring a representative from each team to the front. Ask them to take it in turns to say a face word. The other team member has to take the correct flashcard and put it in the Pocket Poster.

3 Unit 1 cross-curricular film footage: Let's make a cake!

- Take Monkey and the cross-curricular flashcard of the cake, without showing the children the picture. Say *Look! What's Monkey got?*
- Encourage the children to remember the cake from the last class. Say *Yes! That's right! It's a cake!*
- Say *Now let's watch the DVD about the cake again!*
- Seat the class where they can all see the screen.
- Explain that the children should watch and join in with the cake-making actions from the last class.
- **Optional:** If you like, give out the face miniflashcards and ask the children to hold them up when the child uses his eyes, nose, mouth or ears in the film.
- Play the DVD section to the end of the cake-making footage. Pause before the vocabulary section at the end.

Unit 1 cross-curricular film footage: Let's make a cake!

- Now play the vocabulary section at the end of the Unit 1 DVD section.
- Encourage the children to repeat each word after they hear it and touch or point to the corresponding part of their face and body.
- Say *Now let's draw our faces!*

4 Miniflashcard activity

- Ask the children to stay sitting with the miniflashcards.
- Hold up Monkey. Say *I can see two eyes! Where are two eyes?* Invite the class to hold up their eyes miniflashcard.
- Repeat for the nose, mouth, ears, face and hair. Say *It's Monkey! Hurray!* Collect the miniflashcards.
- Congratulate the children. Say *Well done!*

5 Vocabulary chant

- Say *Let's say the chant, Monkey says!*
- Invite the children to join in with the chant, touching the parts of their own faces when they hear them.
- Play CD Track 12. Encourage the children to join in as much as possible.

Monkey says CD Track ⑫

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time**Smell or feel?**

- If possible, bring in some items to smell or touch to elicit *smell* or *feel* from the class.
- Place the items to feel, such as wool, a plastic toy, an orange, a short ruler and an eraser in a bag. Invite the pupils to touch the items to see how they feel and to pick one to take out.
- Place the items to smell in a box with a lid. Invite pupils to close their eyes and smell when you open the box. Include items with strong but safe smells, such as mustard, nose decongestant, lemon juice and a perfumed soap.
- Repeat the action and the words *smell* or *feel*.

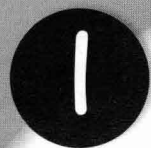
Extension: Extend the activity with more pupils.

Invite volunteers to come and hold up the flashcards for the eyes, nose and mouth. Invite volunteers to pick an item and match it to the mouth, if you can eat it, or to the nose if you can smell it but must not eat it.

Match the senses

- Invite the class to sit in a circle.
- Hand out the flashcards of the eyes, nose, mouth, cake and hands randomly around the circle. Ask the pupils to hold up the cards.
- Ask the pupil with the cake to stand in the middle of the circle. Ask the pupil with the eyes to take the eyes to the cake. Repeat together with the class *I can see the cake. I can see with my eyes.*
- Ask the pupil with the nose to take the nose to the cake. Repeat together with the class *I can smell the cake. I can smell with my nose.* Ask the pupil with the hands to take the hands to the cake. Repeat together with the class *I can feel the cake. I can feel with my hands.* Ask the pupil with the mouth to take the mouth to the cake. Repeat together with the class *I eat the cake. I can eat with my mouth. That tastes good!*

Workbook users – now go to page 45 for Workbook lesson B.



Where's Monkey?

Lesson 7

Language

New:

ears, eyes, nose, mouth, face, hair

Where's (Rocket)?

Ooh Ooh Rocket!

Here's Rocket!

It's Monkey!

Hurray!

Recycled:

Hello (Monkey)

Numbers 1-6

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 9

Pocket Poster

Character flashcards: Monkey, Rocket, Star, Twig, Melody

Unit 1 face flashcards: eyes, nose, mouth, face, ears, hair

Class Book Unit 1 pop-out

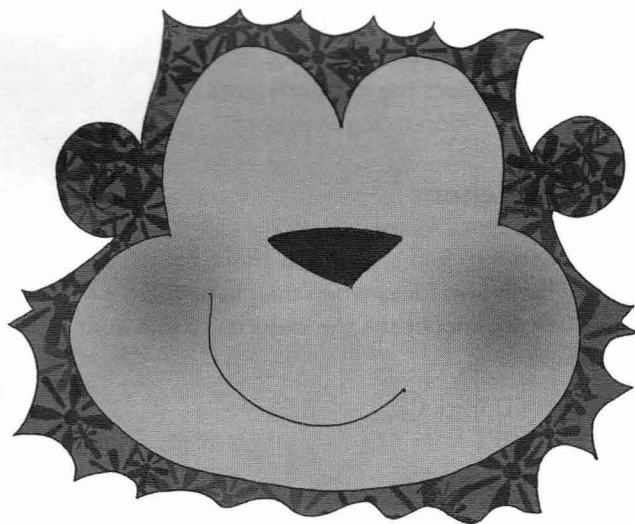
DVD Story 1: *Where's Monkey?*

Optional: Props for acting out the story

Extra time: Photocopy Master 9, website: enough copies for one each

Unit 1 Where's Monkey?

Pop-out



Playtime A © Oxford University Press

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six face flashcards and spread them out on the floor or the desk.
- Say a number and then one of the face words, e.g. *Number 1: Eyes!* Encourage one of the children at random to come and pick up the corresponding flashcard and go and put it in the Pocket Poster in the pocket numbered 1.
- Repeat for all the flashcards, saying different numbers and words and asking different children to come out each time.
- Optional:** To make the activity more challenging, say the numbers out of order.

3 Class Book activity

Pop-out 1: Make the monkey mask

- Hold up the Monkey mask you have made from Pop-out 1. Say *Here's a face!* Point to Monkey's ears, eyes, nose and mouth in turn and elicit the words from the children.
- Say *Now you can make a Monkey mask too!* Either give out the pages for the children to pop out their masks where they are, or use the *Crocodile* rhyme to lead them back to their desks to make them.
- Show the children how to pop out their own Monkey mask.
- If possible, make holes in both sides to add elastic or string to the mask. Alternatively, show the children how to hold their mask up to their face.

Play with the Monkey mask

- Play a game with the children and their masks. Say parts of the face in turn and encourage the children to point to the corresponding face parts on their mask as they hear them. When you say, *Where's Monkey?* encourage the children to hold up their masks to their faces. Say *Here's Monkey!*

4 DVD Story 1: Where's Monkey?

- Let the children keep their masks while they watch Story 1 on the DVD again.
- Explain before they watch that they should put on their masks when Rocket says, 'It's Monkey!' at the end of the story.
- Play Story 1 on the DVD. Encourage the children to put on their monkey masks when Rocket says, 'It's Monkey!'

Story 1: Where's Monkey?

Note: The story text is given in the Big Story Book.

5 Acting out

- Say *Now let's act out the story! Stand up, please.* Make sure the children have their pop-out Monkey masks ready.
 - Play Story 1 on CD Track 9. Encourage the children to join in with the key story actions and phrases as much as they can, as well as the story song. Encourage the children to put on their Monkey masks at the end of the story when Rocket says, 'It's Monkey!'
- | | |
|--|---|
| 1 'Hello children!' | (Wave with one hand) |
| 2 '1, 2, 3, 4, 5!' | (Count the fingers on one hand) |
| 3 'Where's Rocket?' | (Stand with arms out, palms up, questioning) |
| 4 'Ooh Ooh Rocket!' | (Mime looking for Rocket, shielding eyes with hand) |
| 5 'Aha! Here's Rocket!' | (Point and smile) |
| 6 Where's Monkey? | (Stand with arms out, palms up, questioning) |
| 7 two ears, two eyes, a nose and a mouth | (Point to each part of the face as it's mentioned) |
| 8 'It's Monkey!' | (Point and smile) |
| Hurray!' | (Raise both arms and cheer) |
- When the children have finished, congratulate them. Say *Well done!*
 - Remind them that they are going to act out the story for an audience in the next lesson.
 - **Optional:** If you like, bring props to this lesson to act out the story. You could also use these props in the performance in the next lesson.

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥**Extra time****Ooh Ooh Monkey!**

- Divide the class into two groups. One group should be Monkey. They should wear their Monkey masks and mime hiding. The other group should be Rocket looking for Monkey.
- Play the story song *Ooh Ooh Monkey* on CD Track 10 and encourage the group playing Rocket to mime looking for Monkey and the group playing Monkey to mime hiding, and encourage everyone to join in with the song. Then tell the groups to swap roles and repeat the activity.

Photocopy Master 9: Make a Monkey invitation

- Before the lesson, download and print enough copies of Photocopy Master 9 for each child, and one example.
- Use the invitation template on Photocopy Master 9 to invite parents, other teachers at school and other classes to come and see your performance of the story in the next lesson.
- Give each child a copy of Photocopy Master 9.
- The children can decorate the invitation to reflect the story that they are going to act out. In this unit, for example, they could draw Monkey's face and Rocket's face either side of the text.
- **Optional:** If you prefer and you have time, you could cut the outline of a monkey's head into raw potatoes cut in half and let the children print them with paint on the invitations. When the paint has dried, they can draw in the parts of the face.



Where's Monkey?

Lesson 8

Language

New:

ears, eyes, nose, mouth, face, hair

Where's (Rocket)?

Ooh Ooh Rocket!

Here's Rocket!

It's Monkey!

Hurray!

Recycled:

Hello (Monkey)

Numbers 1–6

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 6, 9, 12

Class Book Unit 1 pop-out

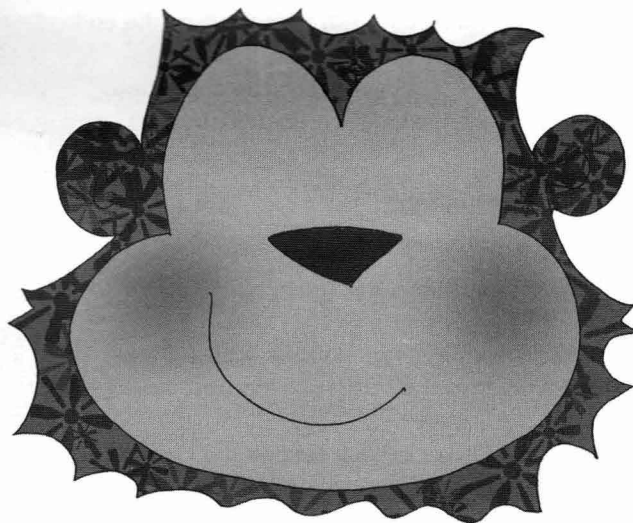
Unit 1 face flashcards: eyes, nose, mouth, face, ears, hair

Optional: Props for acting out the story; paper stars for each child to use as rewards

Extra time: Character flashcards: Monkey, Rocket, Star, Twig, Melody; Starter Unit Number flashcards; Pocket Poster; Photocopy Masters 10 and 11, website: enough copies for one each; Unit 1 face miniflashcards; glue

Unit 1 Where's Monkey?

Pop-out



Playtime A © Oxford University Press

Note: In advance of this lesson, invite a small audience (or just one visitor) to watch the performance. The audience could be the school director or a teacher from another class, other classes of children from the school or parents.

1 Hello

- Greet the visitors and invite them to take their seats in the audience.
- If you like, open the show by asking the children to sing the *Hello* song with the actions.

Hello song CD Track ①

2 Performance

- Ask all the children to stand up. Make sure they have their pop-outs and any optional props ready.
- Either play or tell Story 1, encouraging the children to join in with the actions and key words and phrases they have practised, as well as the story song.
- Signal to the children to lift up or put on their Monkey masks at the end of the story.

Story 1: Where's Monkey? CD Track ⑨

Note: The story text is given in the *Big Story Book*. The words and actions for the song are given in Lesson 1 of this unit.

3 Vocabulary chant

- To add to the performance, play or say the *Monkey says* chant and encourage the children to join in touching the parts of their face and saying the core words.

Monkey says CD Track ⑫

4 Reward time

- Say *Well done!* to each pupil to congratulate them for their performance and their work for the first unit.
- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.
- **Optional:** You could also ask a member of the audience to give each child a paper star or other reward at the end of the performance.

5 Quiet time

- To settle the children after the performance, play the *Settling song*. Encourage the children to sit down on the mat and put their face on their hands as if they are sleeping while they listen.

Settling song CD Track ④

Go to sleep, go to sleep,
Little monkey.
Close your eyes and do not peep!
Go to sleep, go to sleep,
Little monkey,
It's time, it's time to sleep.
(Repeat)

- Then play a quiet review activity to end the unit. Take the face flashcards and explain to the children that you are going to mouth one of the words without saying it out loud. Explain that they have to look at you carefully to guess the word. When they think they know what it is, they have to put up their hand.
- Mouth a word, e.g. *Eyes*. When a child guesses correctly, say *That's right! Well done!* and hold up the corresponding flashcard
- Repeat for all the flashcards.

6 Bye bye

Tidy up time

- If there are items to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Monkey mask game

- Put the five character flashcards in the Pocket Poster with number flashcards 1–5 over the top, so the characters can't be seen.
- Sit the children in a circle with their Monkey masks.
- Ask *Where's Monkey?* Elicit a number from one of the children at random.
- Remove the flashcard of the number the child says. If Monkey is behind it, say *It's Monkey!* and encourage all the children to lift their Monkey masks up to their faces.
- If it's another character, say *No. Monkey isn't here*, replace the number flashcard and encourage another child to guess. Continue until Monkey is found.

Photocopy Masters 10 and 11: Unit 1 Picture Dictionary

- Before the lesson, download and print copies of Photocopy Masters 10 and 11 for each child. Then stick the bottom of Photocopy Master 10 onto Photocopy Master 11 in the space shown. Write the number of the unit in the box at the bottom of the big sheet and the name of each child in the space on the roof, under the title. Give the photocopies out to the class together with a set of miniflashcards from the unit.
- Explain that they are going to make a Picture Dictionary with the miniflashcards from the unit. They have to stick each miniflashcard in the correct space on the photocopy, following your instructions.
- Either say the numbers yourself or ask the children to count up to six. As you or the children do this, write the numbers on the board. Then hold up the unit flashcards one by one and elicit the vocabulary. Put each flashcard beside a number and ask the children to put this miniflashcard in the correct place on the photocopy. Check that they have all done it correctly and say *Well done!*
- Let the children take the Photocopy Master home to show their family what they have learnt in the unit.
- **Optional:** If you prefer, you could keep these completed photocopies until the children have done all the units and, at the end of the year, staple them together and make a cover so that each child has their own Picture Dictionary.

Reinforcement lesson

Language

New:

ears, eyes, nose, mouth, face, hair

Recycled:

Numbers 1–6

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 12

Pocket Poster

Unit 1 face flashcards: ears, eyes, nose, mouth, face, hair

Unit 1 face miniflashcards: ears, eyes, nose, mouth, face, hair

Paper and coloured pencils

Note: This lesson is for use at any point during the unit, following Lesson 4.

1 Hello

- Repeat the 'Hello Monkey!' and 'Say Hello with the Pocket Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

2 Re-present the vocabulary with the Pocket Poster

- Take the six face flashcards. Hold up one and say the word, e.g. *Nose!* Say the word again and encourage the children to repeat the word and to point to their noses.
- Invite one child to come and take the flashcard and put it in a pocket of the Pocket Poster. Say the word again and encourage the child to repeat it and to point to their nose.
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- Give out a set of face miniflashcards to each child.
- Take the large flashcards out of the Pocket Poster and put them to one side. Then take a set of face miniflashcards yourself and put one in each pocket of the Pocket Poster with the picture facing inwards, so the children can't see them. Place them in the pockets in such a way that the number of each pocket is still visible.
- Explain that you are going to say the number of a pocket and the children have to guess what the miniflashcard in that pocket is.
- Say a number, e.g. *Four!*

- Ask the children to hold up the miniflashcard that they think is in that pocket.
- Take the miniflashcard out and show it to the children. Congratulate all the children who guessed correctly. Keep this card to one side.
- Repeat until all the pockets are empty.

4 Vocabulary song

- Say *Now let's listen to the chant, Monkey says!*
- Put on the Monkey puppet and ask the children to stand up.
- Play CD Track 12. Use Monkey to do the actions and encourage the children to join in too, pointing at the parts of their own face as they listen.

Monkey says CD Track ⑫

5 Draw and colour Monkey's face

- Hold up Monkey, point to his face and say *Look at Monkey's face! Let's draw and colour Monkey!*
- Explain to the children that they are going to draw and colour Monkey's face. Give out paper and coloured pencils.
- When they have finished, ask children at random to come to the front of the class and to hold up their picture. Encourage them to point to each part of Monkey's face and, if they can, to name it in English.
- If you like, make a Monkey display on the classroom wall. Ask the children which picture they think looks most like Monkey and congratulate the artist.

6 Bye bye

Tidy up time

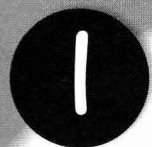
- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥



Where's Monkey?

Extension lesson

Language

New:

arms, legs, tail

Recycled:

eyes, nose, mouth, ears, face

Numbers 1–2

Materials:

Monkey puppet

CD: Tracks 1, 5 and 6

A photo of a monkey

Example of a plasticine monkey for the project work

Plasticine

Note: This lesson is for use at any point during the unit, following Lesson 6.

Preparation

As this is an extension lesson, some preparation is necessary.

Before the lesson, you will need to find a photo of a real monkey. This could be a colour photo in a book or downloaded from the internet. It needs to be a monkey with a long tail, like the puppet.

You will also need to make a very simple monkey model out of plasticine. The monkey should have a head, a body, two arms, two legs and a tail.

For the lesson, each child will need some plasticine to make their own monkey.

1 Hello

- Repeat the 'Hello Monkey!' procedure described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

2 Present the theme

- Keep the Monkey puppet on and ask *What's Monkey got?* Point to each of the face parts the children have learnt and elicit the words.
- Then ask *What else has Monkey got?* Point to Monkey's tail and say *A tail!* Encourage the children to repeat and do a tail action, e.g. wagging their hand behind their back.
- Repeat, pointing to Monkey's arms and legs and saying the words, as well as encouraging the children to repeat and to move their own arms and legs.
- Then say *Let's look at a picture of a real monkey!* Show them the photo.

- Point to the monkey's face parts and then its tail, arms and legs and encourage the children to say the words and to do the corresponding actions.

3 Project work

- Say *Now let's make a monkey!*
- Show the children the plasticine monkey you made before the lesson. Point to the face and the body parts and elicit their names.
- Show the children how to make their own monkey.
- When they have finished, ask them to point to their monkey's face and body parts and to name them.

4 Alternative version of the vocabulary chant

- Put the Monkey puppet on again and make him whisper to you. Then say the following alternative version of the Unit 1 vocabulary chant.
- Encourage the children to listen and to touch the parts of their plasticine monkey as they hear them, joining in with the words to the chant as much as they can.
Monkey says,
'Touch your tail!
Touch your arms!
Touch your legs.'
Monkey says,
'Touch your tail!
Tail! Tail! Tail!'
- **Optional:** Ask the children to stand up and to say the above version of the chant again, this time replacing 'Touch' with 'Move'. Encourage the children to do the actions as they hear them and to join in with the words to the chant as much as they can.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook users – now go to pages 46 and 47 for Workbook lessons C and D.



Where's Monkey?

Workbook lesson A

Language

New:

eyes, nose, mouth, ears, hands
cake

Recycled:

Hello (Monkey)
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5 and 6
Pocket Poster
Character flashcards: Monkey, Rocket, Star, Twig,
Melody
Unit 1 cross-curricular flashcard: cake
Unit 1 cross-curricular DVD section: Let's make a
cake!
Workbook page 3

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Cross-curricular mime

- Say *Let's make a cake!*
- Show the flashcard of the cake and say *Look! What is it?* Elicit the answer and repeat with the class *Cake. It's a cake!*
- Ask the class to stand in a circle. Mime the actions and say the words. Invite the class at first to copy you and mime the actions only. Repeat and invite the class to say the key words too: Mime as follows:
Hold an egg in both hands. Say *Cold!*
Crack it into the bowl and stir. Say *Stir!*
Open the oven and put it in. Say *Look!*
Turn around twice, then say *It's ready!*
Smell the cake and say *Mmmm!*
Cut a slice and bite it. Say *That tastes good!*

3 Unit 1 cross-curricular DVD footage: Let's make a cake!

- Seat the class where they can all see the screen. Ask them to copy and mime the cake-making actions as they see them in the film. Ask them to touch their nose or mime eating when they see these activities. Say *Let's watch the film.*
- Play the Unit 1 cross-curricular DVD section all the way through the first time and let the children watch and enjoy the film.
- When the DVD section has finished, say *We see with our eyes* and point to your eyes. Repeat for *feel, hear, smell* and *taste*, pointing to the appropriate part of the face or body each time.

4 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 3

- Hold up Workbook page 3. Say *Look! What can you see?* Elicit *cake*. Point to the eyes and repeat the question to elicit *eyes*, then *nose*, then *mouth*. Say *I can see a nose, eyes, and a mouth!*
- Demonstrate tracing over the dotted lines of the nose, mouth and eyes.
- Then give out the Workbooks, open on page 3, and pencils to the children. Encourage them to trace over the face shapes on the cake. Say *Trace the face.*

Checking the activity

- When the children have finished, hold up the Workbook page. Point to each of the parts of the face and elicit the corresponding sense by saying *I see with my ... (eyes). I touch with my ... (hands). Mmm! I taste with my ... (mouth). I smell with my ... (nose).*

5 Bye bye

Tidy up time

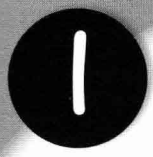
- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥



Where's Monkey?

Workbook lesson B

Language

New:

eyes, nose, mouth, ears, hands
cake

Recycled:

Hello (Monkey)
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5 and 6
Pocket Poster
Character flashcards: Monkey, Rocket, Star, Twig,
Melody
Unit 1 cross-curricular flashcard: cake
Workbook page 4

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 My face action time

- Invite the class to stand in a circle. Say *Let's make a circle!*
- Invite the class to copy you and join in pointing to their own faces and saying the words:

*My nose, my mouth, my face, my ears,
My eyes, my hair, clap, clap, three cheers!
Hurray! Hurray! Hurray!*

- Repeat the actions facing into the circle, then facing outwards and then in pairs facing each other.

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 4

- Hold up Workbook page 4. Say *Look! A mirror!*
- Explain that the children have to draw their face in the mirror. Say *Draw your face, your hair, your eyes, ears, nose and mouth!*
- Give out the Workbooks, open at page 4, and coloured pencils to the children.
- Encourage them to draw and colour their own faces.

Checking the activity

- When the children have finished, say *Touch your nose!* Encourage the children to hold up their picture and point to their nose.
- Repeat for all the parts of the face.
- Congratulate the children on their drawings. Say *Well done!*

4 Who is it? game

- Invite four volunteers to come to the front with their personalized face pictures. Ask them to hold the pictures up one by one to show the class.
- Take the pictures and shuffle them. Show the faces to the class one by one. Ask *Who is it?*
- Invite the rest of the class to guess and let a volunteer return the face picture to the right person. Say and repeat with the class *It's (name)!*
- Invite a second group of four children to come and show their face pictures too.
- Extend the activity by inviting a volunteer to hold up their face picture while you point to a feature of the face. Repeat the words *nose, eyes, ears and mouth* with the class.
- Say *Well done!* to everyone.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥



Where's Monkey?

Workbook lesson C

Language

New:

arms, legs, tail

Recycled:

eyes, nose, mouth, ears, face

Numbers 1–6

Materials:

Monkey puppet

Pocket Poster

CD: Tracks 1, 5, 6 and 9

Big Story Book, Story 1: *Where's Monkey?*

Workbook page 5

Extra: string or ribbons, safety pins

Preparation

As this is an extension lesson, some preparation may be necessary. Before the lesson, prepare three pieces of string or ribbons to be tails for a monkey, and three safety pins.

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Big Story Book

- Keep the Monkey puppet on and ask *What's Monkey got?* Point to each of the face parts the children have learnt and elicit the words.
- Then ask *What else has Monkey got?* Elicit the new words from the first extension lesson: *arms, legs and tail*. Count two arms and two legs, one face and one tail. Praise the class and say *Let's read the story, Where's Monkey?*
- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please*.
- Bring out the Big Story Book. Set the story time scene with the Story Book rhyme.

Note: The rhyme is recorded on CD Track 3 for reference.

Listen to the story on the CD

- Say *Now let's listen to the story, Where's Monkey?*
- Open the Big Story Book and play Story 1 on CD Track 9.

- As key vocabulary is heard on the CD, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 1: *Where's Monkey?* CD Track ⑨

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 5

- Hold up Workbook page 5. Say *Follow the story*. Point to picture one.
- Demonstrate tracing along the path to each picture in turn, to follow the line of the story.
- Then give out the Workbooks, open on page 5, and pencils to the children. Encourage them to complete the sheet. Say *Follow the path*.

Checking the activity

- When the children have finished, hold up Workbook page 5. Point to each of the story pictures and repeat the matching text from that stage in the story. Say *1, 2, 3, 4, 5. Where's Rocket? Aha! Here's Rocket! Where's Monkey? Two ears, two eyes, a nose and a mouth. It's Monkey!* Repeat with the class and end with *Hurray!*

4 Where's Monkey? activity

- Invite three volunteers to be monkeys. Pin a ribbon or piece of string onto their clothes at the back with the safety pins. Invite the class to repeat *tail*.
- Say *Let's count the monkeys!* Count the three monkeys.
- Ask all the children to hold up their arms and count them. Say *One, two arms*. Repeat for legs, eyes and ears.
- Now ask the three monkeys at the front to hold out their arms and count all six arms together. Repeat for six legs, six ears and three tails. Say *Well done!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson D

Language

New:

arms, legs, tail

Recycled:

eyes, nose, mouth, ears, face

Numbers 1–6

Materials:

Monkey puppet

Pocket Poster

CD: Tracks 1, 5, 6, 7, 6 and 10

Workbook page 6

Preparation

As this is an extension lesson, some preparation may be necessary. It is good to read the lesson plan before the lesson, as there are new action activities. You may need to plan how to use the space in your classroom.

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Action time extension

- Ask the children to stand in a circle. Then ask them to clap. Repeat in rhythm *Hands, hands, hands, hands.*
- Then ask them to pat their legs in rhythm and say *Legs, legs, legs, legs.* Repeat the process for arms and then ask them to pat their cheeks and repeat face.
- Repeat the actions with variations. First ask them to clap loudly for hands and pat more and more softly until they are patting their face very gently and whispering *face.*
- Then ask them to do the actions in reverse so they start quietly patting their faces, then their arms, then their legs, finally clapping very loudly!
- Say *Well done!*

3 Vocabulary song

- Invite the class to sing the *Number* song.
- If possible, ask the class to stand in rows and count them up to 6. Call each number one 1, each number two 2, and so on.

- Play the *Number* song, CD Track 7.
- Ask each number to bob up and down on the spot when they hear their number in the song. Ask everyone to join in and sing along too.

The Number song CD Track ⑦

4 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 6

- Hold up Workbook page 6. Say *Look at the pictures.* Count the pictures across the page together. Count the rows down the page together. Say *Well done!*
- Point to the key picture on the left in row one.
- Point to the other pictures in the row one by one and ask *Does it match?* Elicit *Yes* or *No*.
- Demonstrate circling the picture which matches the key. Encourage the children to complete the sheet. Say *Match and circle.*

Checking the activity

- When the children have finished, hold up Workbook page 6. Point to each of the rows of pictures in turn and repeat the elimination process, miming circling the right answer each time. Praise everyone.
- **Extra:** If you have time, you can act out the story here again, using the instructions from Lesson 7.

5 Action song time

- Say *Now let's sing the story song!* Play the story song on CD Track 10, encouraging the children to join in with the actions.

Ooh Ooh Monkey! CD Track ⑩

Note: The words and actions for the song are given in Lesson 1 of this unit.

6 Bye, bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Lesson 1

Language

New:

red, blue, yellow, green, orange, purple

I'm sleepy!

It's my balloon!

Come on!

Up, up, up!

Wow!

Recycled:

Hello (Melody)

Numbers 1–6

Bye bye

Materials:

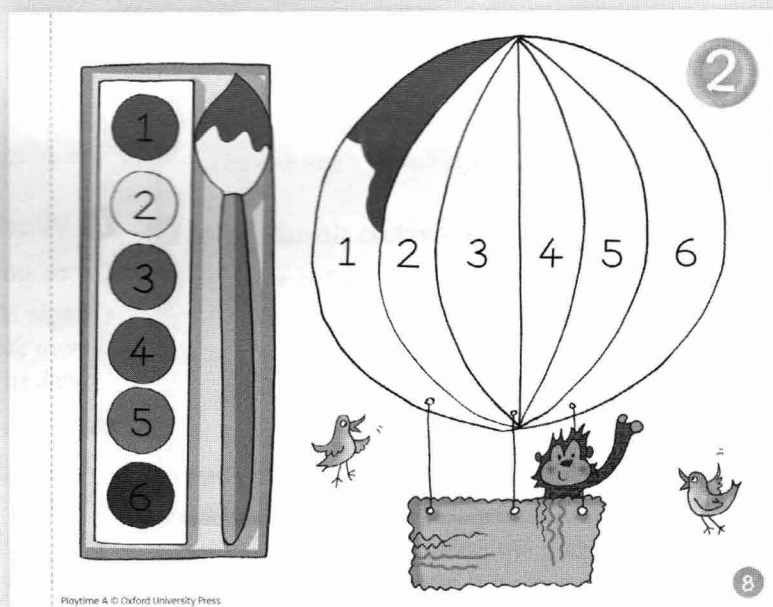
Monkey puppet

CD: Tracks 1, 5, 6, 13 and 14

Routine Poster

Big Story Book, Story 2: *Melody's balloon*

Class Book activity page 8



Extra time: Unit 1 face flashcards: eyes, nose, mouth, face, ears, hair; a card balloon shape for each child; coloured pencils

1 Hello

Hello Monkey!

- Just before the lesson starts, hide Monkey out of sight.
- Say *Hello children. Hello!* Elicit *Hello*. Say *Where's Monkey?* and gesture looking around, arms out, palms up as if questioning.
- Look around, find him and say *It's Monkey! Hello Monkey!* Encourage the children to greet Monkey too.
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in. If you like, help Monkey to join in too.

Hello song CD Track ①

Routine Poster

- Before the lesson, put up the Routine Poster where all the children can see it.
- Point at the weather symbols on the poster and then outside. Ask *What's the weather like today?* Point to the most appropriate symbol and then draw it on the poster in the space provided. Say the weather, e.g. *It's sunny* and encourage the children to repeat.
- Then ask *What day is it today?* Say the seven days of the week and then today's day, e.g. *It's Monday.*
- If it's somebody's birthday in the class, say *And it's (Name)'s birthday!* Draw the face of the child whose birthday it is in the space provided. Encourage the rest of the class to sing *Happy Birthday* to the child in English with you.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover page of Story 2 in the Big Story Book: *Melody's balloon*, which shows the focus character of this story, Melody, and her painting of a balloon.
- Ask the class *Who can you see?* Point to Melody and try to elicit *Melody*. Say *Yes! Melody! It's Melody's story.*
- Then point to the balloon and ask *What's this?* Answer *It's a balloon.*
- Read the title of the story, *Melody's balloon*, and use the cover illustration and mime to illustrate meaning, e.g. point at Melody and make a balloon shape in the air with your finger. Invite the class to join in with the action.

Listen to the story on the CD

- Say *Now let's listen to the story, Melody's balloon!*
- Open the Big Story Book and play Story 2 on CD Track 13.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the song, do the actions and encourage the children to join in as much as possible.

Story 2: *Melody's balloon* CD Track ⑬

Note: The story text is given in the Big Story Book.

Listen to the story again

- Now read the story again, this time without the CD.
- As you read, encourage the children to join in with the following actions as you say the following lines and phrases. You can ask the children to stand up for this.

- | | |
|----------------------|---|
| 1 balloon | (Draw a balloon shape in the air) |
| red and yellow | (Mime painting) |
| 2 'Hello Melody' | (Wave with one hand) |
| orange and green | (Mime painting) |
| 3 'Hello Melody' | (Wave with one hand) |
| purple and blue | (Mime painting) |
| 4 'I'm sleepy!' | (Yawn and make a yawning sound and rest your head on your arm as if settling down to sleep) |
| 5 'It's my balloon!' | (Point to yourself, then look up in the sky and draw a balloon shape in the air) |
| 6 'Come on' | (Gesture with one hand towards you) |
| 7 Up, up, up | (Gradually raise your arms) |
| 'Wow!' | (Open mouth and eyes wide in amazement) |
| 8 'Up, up, up!' | (Mime waking up, look up and point up) |

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 14, encouraging the children to join in with the actions.

Up, up, up CD Track 14

- | | |
|-------------------------|--|
| Up, up, up | (Raise your hands little by little) |
| In the flying balloon! | (Draw a balloon in the air) |
| Fly, fly, fly! | (Slowly move your arms backwards and forwards) |
| See all the colours | (Shield your eyes with your hand and look up) |
| Up, up, high. | (Point to the sky) |
| Red, orange and yellow, | (Point to these colours in the book) |
| Green, purple and blue. | (Point to these colours in the book) |
| See all the colours | (Shield your eyes with your hand and look up) |
| On the flying balloon. | (Draw a balloon in the air) |
| (Repeat) | |

4 Class Book activity**Go to your tables**

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 8

- Hold up Class Book activity page 8. Point to the balloon and say *Look! What's this?* Elicit *A balloon.*
- Point to the numbers on the balloon and count out loud from 1–6. Then point to the colours on the left from top to bottom and say *Look at the colours. What number is red?* Encourage the children to answer *One.* Continue with the other colours.
- Point to the 1 in the paint box and the 1 on the balloon. Then take a red colouring pencil and say *Colour the balloon!*
- Give out Class Book activity page 8 and coloured pencils to the children. Encourage them to colour the balloon using the correct colour for each number.

Checking the activity

- Hold up Class Book activity page 8 again. Point to the balloon and say *Look at the balloon!* Then say *Look at number one! It's red.* Hold up the red colouring pencil. Repeat the procedure for all of the six colours.
- Encourage the children to hold up their coloured pencils or to point at each colour on their balloon as you go through. Then say *Well done! Very good!*

5 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6**Extra time****Review of Unit 1**

- Take the six face flashcards from Unit 1. Hold up each flashcard, say the word and encourage the children to repeat.
- Invite one child to come to the front and choose of a flashcard. He / She points to his / her part of the face that is shown and says the word. If he / she gets it right, he / she can pick the next person to come to the front. If he / she gets it wrong, a child who knows the answer can come to the front.

Balloon game

- For this activity, you will need a balloon shape cut out of card for each child and coloured pencils.
- Divide the class into six groups and give each group a colour: red, orange, yellow, green, blue or purple.
- Give each child a cardboard balloon shape. Ask the children to colour this in their group's colour.
- Tell the children to should stand up when they hear their colour. Say *Red balloons – up, up, up!* Call all the colours until everyone is standing.

Lesson 2

Language

New:

red, blue, yellow, green, orange, purple

I'm sleepy!

It's my balloon!

Come on!

Up, up, up!

Wow!

Recycled:

Hello (Melody)

Yes, No

Bye bye

Materials:

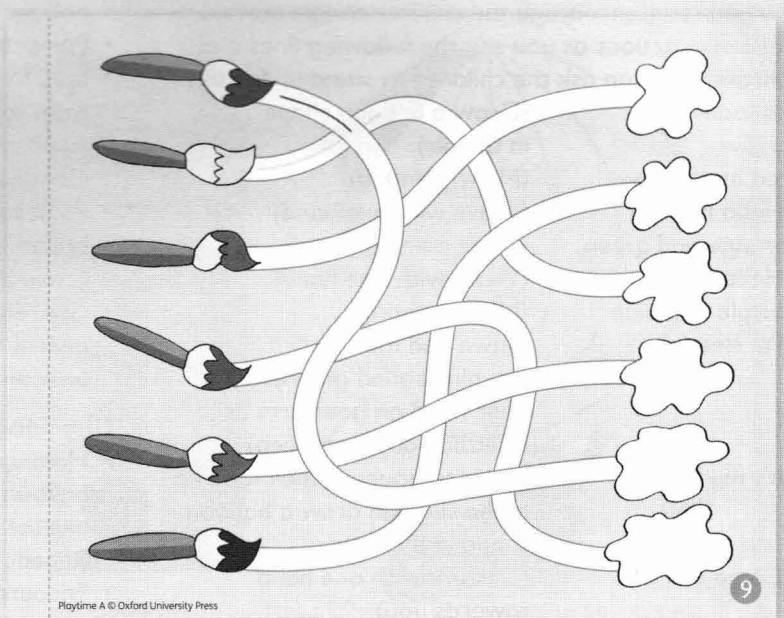
Monkey puppet

CD: Tracks 1, 5, 6, 13 and 14

Routine Poster

Big Story Book, Story 2: *Melody's balloon*

Class Book activity page 9



Extra time: Unit 2 colour flashcards, character flashcards: Monkey, Rocket, Star, Twig, Melody; glue, coloured paper, cardboard tubes, cling film, sticky tape

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover page of Story 2 in the Big Story Book: *Melody's balloon*.
- Ask the class *Who can you see?* Elicit *Melody*.
- Read the title of the story, *Melody's balloon*, using the cover illustration and mime to illustrate meaning. Invite the class to repeat *Balloon* and join in with the action.

Read the story or play the CD

- Say *Now let's listen to the story, Melody's balloon!*
- Open the Big Story Book and either tell the story or play it on CD Track 13.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the story song, do the actions and encourage the children to join in.

Story 2: Melody's balloon CD Track ⑬

Note: The story text is given in the Big Story Book.

3 Tell it too!

- Say *Now let's act out the story! Stand up, please.*
- Tell the story with the Big Story Book again (without the CD). Encourage the children to join in with the key story phrases and actions.

1 balloon	(Draw a balloon shape in the air)
red and yellow	(Mime painting)
2 'Hello Melody'	(Wave with one hand)
orange and green	(Mime painting)
3 'Hello Melody'	(Wave with one hand)
purple and blue	(Mime painting)
4 'I'm sleepy!'	(Yawn and make a yawning sound and rest your head on your arm as if settling down to sleep)
5 'It's my balloon!'	(Point to yourself, then look up in the sky and draw a balloon shape in the air)
6 'Come on'	(Gesture with one hand towards you)
7 Up, up, up	(Gradually raise your arms)
'Wow!'	(Open mouth and eyes wide in amazement)
8 'Up, up, up!'	Mime waking up, look up and point up)

4 Action song time

- Say *Now let's sing the story song!* Play the story song on CD Track 14, encouraging the children to join in with the actions.

Up, up, up CD Track 14

Note: The words and actions for the song are given in Lesson 1 of this unit.

5 Class Book activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 9

- Hold up Class Book activity page 9. Point to the first paintbrush and ask *What colour's this?* Encourage the children to answer *Red!*
- Repeat for each paintbrush, eliciting the different colours.
- Then point to the red paintbrush again. Say *Red!* Pick up a red coloured pencil or crayon. Trace the path from the red paintbrush to the splodge of paint at the end of the path, using the pencil or crayon. When you get to the end, colour the splodge red to show the children what to do.
- Give out Class Book activity page 9 and coloured pencils to the children. Encourage them to trace the paths and colour the paint splodges in the correct colour. Say *Follow the paths and colour.*

Checking the activity

- Hold up Class Book activity page 9 again.
- Point to the yellow paintbrush and ask *What colour's this?* Then trace the yellow path with your finger, encouraging the children to follow their line with their finger at the same time. When you get to the end of the path say *Yellow!* Repeat the procedure with the other colours.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Monkey wants blue!

- Ask the children to sit in a circle with you. Let Monkey give one of the colour flashcards to a volunteer.
- The child must find a classmate wearing that colour and hand the card to him / her, saying the name of the colour.
- When all the colour flashcards have been handed out in this way, ask the children holding the flashcards to stand up and hold them up.
- Explain that the child must bring back the card to Monkey when his / her colour is called. Say *Monkey wants blue!*

Note: If no one is wearing one of the colours, e.g. purple, ask a child to hold a pencil that colour.

Binoculars

- For this activity, prepare a model pair of binoculars from cardboard tubes before the lesson. Glue some coloured paper around two cardboard tubes and stick some cling film over the ends of each tube. Stick the two tubes together with sticky tape.
- Explain that everyone is going to make a pair of binoculars like these and explain how to do it.
- When the children have made the binoculars, draw a hot air balloon on the board and stick a character flashcard in the basket. Invite the children to look through their binoculars and ask *Who can you see?* Elicit the name of the character.
- Repeat, using different character flashcards.
- Play the story song *Up, up, up* (CD Track 14) and do the actions. Replace the action of shielding your eyes and looking up with looking through the binoculars.

Lesson 3

Language

New:

red, blue, yellow, green, orange, purple

The playhouse is (yellow).

Knock, knock, knock

Can I come in?

Come in!

Recycled:

Yes

Numbers 1–6

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 16

Routine Poster

Pocket Poster

Unit 2 colour flashcards: red, blue, yellow, green, orange, purple

Big Story Book, Story 2: *Melody's balloon*

Class Book activity page 10



Extra time: A clean and empty cloth bag; Photocopy Master 4, website: enough copies for one each; scissors, coloured pencils

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.
- Then say *Stand up, please*. Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in. If you like, help Monkey to join in too.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Present the vocabulary with the Pocket Poster

- Ask the children to come and sit in a circle on the mat with you.
- Take the six colour flashcards. Hold up one and say the word, e.g. *Red!* Say the word again and encourage the children to point to something red on their or someone else's clothes.
- Invite one child to come and take the flashcard and put it in a pocket of the Pocket Poster. Repeat the word and encourage the child to point to something red on their or someone else's clothes.
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- Take the Big Story Book and show the children the playhouse on page 1. Say *Look! The playhouse!*
- Point to a part of the playhouse which is yellow. Say *The playhouse is yellow.*
- Encourage a child to go and take the yellow flashcard out of the Pocket Poster and bring it to you. Point to the yellow part of the playhouse in the picture and the yellow flashcard. Say *Yellow* and encourage the children to repeat.
- Repeat for all six colours, pointing to different parts of the playhouse in the picture each time.

4 Vocabulary song

- Say *Now let's listen to a song about the playhouse!*
- Play CD Track 16. Do the actions and encourage the children to join in too, doing the actions at their desk.

The playhouse song CD Track ①⑥

The playhouse

Is yellow

And red and blue.

It's green and it's orange (Point to the green and orange flashcard)

(Make a roof with arms)

(Point to the yellow flashcard)

(Point to the red and blue flashcard)

And purple too. (Point to the purple flashcard)
 The playhouse (Repeat the actions above)
 Is yellow
 And red and blue.
 It's green and it's orange
 And purple too.
 Knock! Knock! Knock! (Knock on the door three times)
 Can I come in? (Cup mouth as if calling)
 Knock! Knock! Knock! (Knock on the door three times)
 Yes! Yes! Come in! (Nod your head)
 Knock! Knock! Knock! (Repeat the actions above)
 Can I come in?
 Knock! Knock! Knock!
 Yes! Yes! Come in!

5 Class Book activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 10

- Hold up Class Book activity page 10. Say *Look! I can see colours!*
- Point to a red paintbrush and say *What colour's this?* and answer *Red*. Point to all the red paintbrushes and encourage the children to count them with you.
- Say *Red* and show the children how to circle one red paintbrush with a red colouring pencil.
- Repeat the procedure for each of the other colours. Say *Find and circle*.
- Give out Class Book activity page 10 and coloured pencils to the children. Encourage them to find and circle all the paintbrushes in the picture.

Checking the activity

- Hold up Class Book activity page 10 again. Point to a red paintbrush and ask *What colour's this?* Elicit *Red!*
- Ask *How many?* and elicit *Six*. Encourage the children to count them with you again. Say *That's right! Six red paintbrushes! Well done!*
- Repeat the procedure for the other colours. (There are 2 orange, 1 purple, 3 blue, 4 yellow and 5 green paintbrushes.)
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CDTrack ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CDTrack ⑥

Extra time

Musical colours

- Play Musical colours. Ask the children to sit in a circle with you. Play *The playhouse song* on CD Track 16.
- Place one colour flashcard secretly in a clean and empty cloth bag.
- Invite the class to hand the bag round until you stop the music.
- The child holding the bag when you stop the music takes out the flashcard, shows the class and tries to say the colour. Take Monkey and whisper the word into his / her ear if he / she struggles. Say *Well done!*
- Place another colour flashcard in the bag and play again.

Photocopy Master 4: Make a colour wheel

- Before the lesson, download and print enough copies of Photocopy Master 4 for each child, and one example.
- Make the cut-out yourself before the lesson and bring it to show the children. Show it to them and revise the colours. Point to each part of the wheel and ask *What colour is this?* Then explain that they are going to make a wheel like this.
- Give each child a copy of Photocopy Master 4.
- Ask the children to colour each part of the wheel in a different colour, using colours from the unit. Go round the class while they are working and help them. Praise their work and talk to them about the colours that they have chosen.
- Tell them that they have to cut out the wheel and put a pencil through the middle to make it turn. If necessary, demonstrate this for them.
- Play a game with the class. Say the colours one by one and ask the children to point to the correct colour on their wheel.
- Show the children how to spin the wheel so that the colours blend in together.
- Let the children take their wheel home to show their families.

Lesson 4

Language

New:

red, blue, yellow, green, orange, purple

I'm sleepy!

It's my balloon!

Come on!

Up, up, up!

Wow!

Recycled:

Hello (Melody)

Yes / No

Bye bye

Materials:

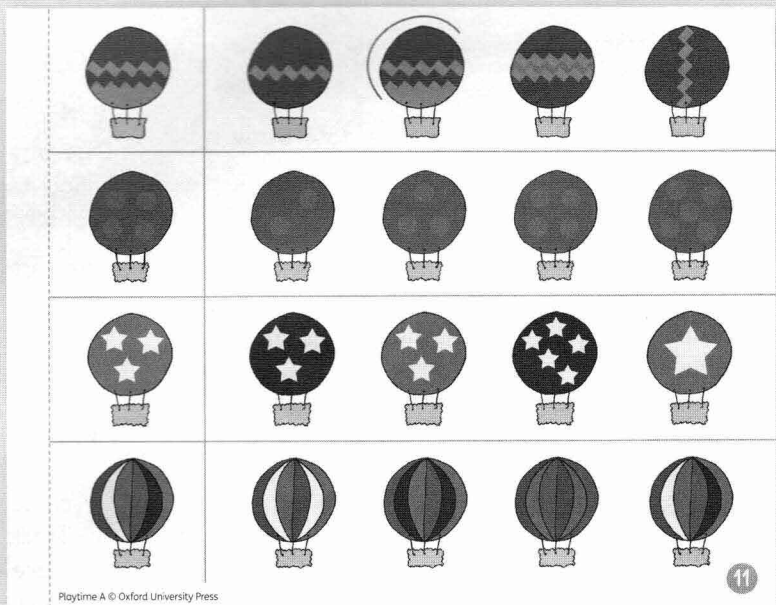
Monkey puppet

CD: Tracks 1, 5, 6 and 16

Routine Poster

Unit 2 colour miniflashcards (Class Book page 41)

Unit 2 colour flashcards: red, blue, yellow, green, orange, purple



DVD Story 2: Melody's balloon

Class Book activity page 11

Extra time: several sets of colour miniflashcards

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the miniflashcards

- Give out the colour miniflashcards on page 41 of the Class Book to each child. If you don't want the children to cut them up in class, you will need to cut them out yourself before the lesson.
- Take the six colour flashcards. Hold them up one at a time, say the word and encourage the children to repeat and to hold up the corresponding miniflashcard.
- Then say *Listen!* Hold a flashcard so that the picture is facing you and the children can't see it. Say the corresponding word and encourage the children to listen to the word and hold up the correct miniflashcard.
- When all the children are holding up a miniflashcard, show them the correct flashcard so they can check to see if they were right.
- If they were correct, say *Very good! Well done!*
- Repeat for all the colour flashcards.

3 Vocabulary song

- Say *Now let's listen to The playhouse song!*
- Explain to the children that they should listen to the song and hold up a colour miniflashcard whenever they hear the word.
- Play CD Track 16. Hold up the corresponding flashcard when each colour word is said and encourage the children to hold up their miniflashcard.

The playhouse song CD Track ①⑥

4 DVD Story 2: Melody's balloon

- Seat the class where they can all see the screen.
- Play Story 2 on the DVD all the way through the first time and let the children watch and enjoy the story.
- Optional:** If you like, ask the children to hold up their colour miniflashcards when they hear the colour words in the story.
- Play Story 2 on the DVD again. This time encourage the children to join in with the phrases and actions from the 'Tell it too!' section of Lesson 2, and the story song.
- Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 2: Melody's balloon

Note: The story text is given in the Big Story Book. The words and actions for the song are given in Lesson 1 of this unit.

5 Class Book activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 11

- Hold up Class Book activity page 11. Say *Look! I can see balloons!*
- Then point to the first balloon at the top and say *I can see red, blue, red, blue* and point at each colour. Point to the next balloon on the right and go through the colours. Repeat with the other three balloons next to it encouraging the children to join in with you saying the colours.
- Explain that they have to find the balloon that matches the one on the left. Then, pointing at the first balloon in the row of four, ask *Is it this balloon?* Answer *No!* and encourage the children to join in with your answer. Repeat with the third and fourth balloons and finally point to the second balloon, again asking *Is it this balloon?* Answer *Yes!* and encourage the children to join in with your answer again.
- Show the children that they have to draw a circle around the correct balloon. Say *Find and circle.*
- Give out Class Book activity page 11 and pencils to the children.

Checking the activity

- When the children have finished, hold up Class Book activity page 11 again. Point to the second balloon in the top row of four and say *I can see red, blue, red, blue* and encourage the children to join in with you saying the colours.
- Then ask *Is it this balloon?* Answer *Yes!* and encourage the children to join in with you. Trace the circle around the correct balloon and encourage the children to do the same.
- Repeat for the other three rows of balloons. If you like, choose some incorrect balloons and elicit the answer *No!*
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.
- Collect all the colour miniflashcards, so that they can be used in another lesson.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

TPR colour activity

- Demonstrate the activity with Monkey and the colour flashcards. Say *Put the red card on the table!* and help Monkey choose the correct card and place it on the table using his mouth. Demonstrate two further instructions: *Put the green card on the chair! Put the yellow card in the bag!*
- Choose a volunteer and ask him / her to come to the front with their colour miniflashcards. Give an instruction. Help the child with the unfamiliar words *chair, table* and *bag* by pointing to them. Once a child has placed his / her card correctly say *Well done!* and let them take back their card to their seat.

Find your partner(s)

- Take several sets of miniflashcards, enough to ensure that every child has one miniflashcard.
- Give out the cards to the class and explain to the children that they must find the other child (or children depending on the size of your class) with the same colour by asking for example *Red?*

Note: Sort the miniflashcards into individual sets again after the game has finished.

Lesson 5

Language

New:

red, blue, yellow, green, orange, purple
indigo, violet, rainbow

Recycled:

The rainbow is (red).

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 16

Routine Poster

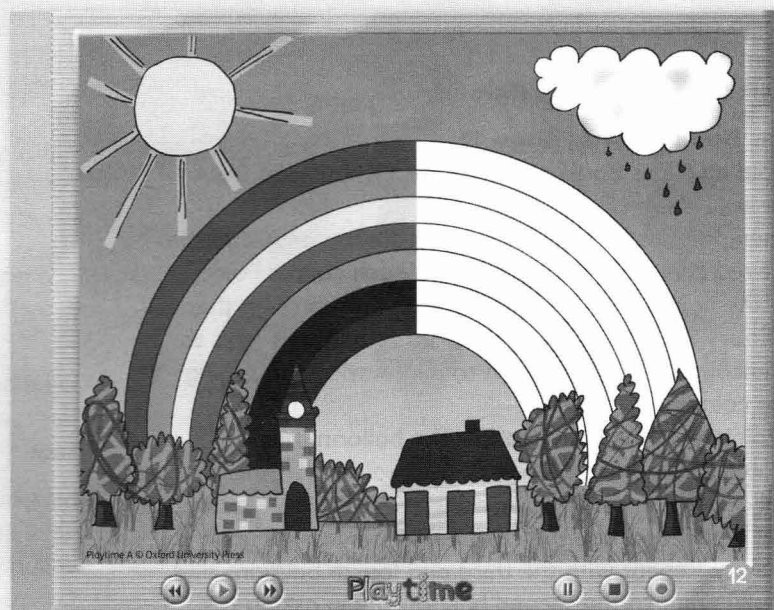
Unit 2 cross-curricular flashcard: rainbow

Unit 2 cross-curricular DVD section:

Let's paint a rainbow!

Class Book activity page 12

Extra time: Six coloured chalks; extra
handmade flashcards: indigo and violet;
thick paper or cardboard; crepe paper of
all colours of the rainbow; scissors, glue



1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Vocabulary song

- Say *Let's sing The playhouse song!*
- Play CD Track 16. Do the actions from Lesson 3 and encourage the children to join in with you.

The playhouse song CD Track ①⑥

3 Unit 2 cross-curricular film footage: Let's paint a rainbow!

- Take Monkey and make him whisper to you. Then say *Monkey likes colours! Monkey likes red, orange, yellow, green, blue and purple.* If you like, attach the colour flashcards to the board and make Monkey point to each one as you say the name.

- Let Monkey hold the Unit 2 cross-curricular flashcard without showing the children the picture. Ask *What's Monkey got?* Make Monkey whisper to you again. Then say *It's something red, orange, yellow, green, blue and purple!* Point out of the window and draw the shape of a rainbow in the air. Encourage the children to guess what it is.
- When the children have had some guesses, or if a child guesses correctly, show the children the picture of the rainbow. Say *Look! It's a rainbow!* Point to the colours of the rainbow and elicit them. Explain to the children that in a rainbow there is a colour like blue called indigo and a colour like purple called violet. Then say *Now we're going to watch a film about a rainbow.*
- Seat the class where they can all see the screen.
- Play the Unit 2 cross-curricular DVD section all the way through the first time and let the children watch and enjoy the film.
- Then play the same section again, encouraging the children to mime painting with the children in the film or any other actions they see.

Unit 2 cross-curricular film footage: Let's paint a rainbow!

Let's paint a rainbow!

Which colour shall we use?

Red ...

Then orange

Yellow ...

That looks good!

Then green ... Blue ... Then indigo ... And violet!

Well done!

We've finished!

Look at all the rainbows!

Red

Orange

Yellow

Green ... Blue ... Indigo ... And violet!

What beautiful rainbows!

Red, orange, yellow, green, blue, indigo, violet

- When the DVD section has finished, say *Now let's draw and colour a rainbow!*

4 Class Book activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 12

- Hold up Class Book activity page 12. Say *Look! What can you see?* Point to the rainbow and say *I can see a rainbow! A rainbow is red, orange, yellow, green, blue, indigo and violet.* Encourage the children to repeat each colour after you.
- Show the children what to do by colouring in the rest of the first arc with a red colouring pencil. Say *Colour.*
- Then give out Class Book activity page 12 and coloured pencils to the children. Encourage them to colour the rainbow.

Checking the activity

- When the children have finished, hold up Class Book page 12 again. Point to each of the arcs and elicit the colours by saying *The rainbow is ...*
- Hold up the correct colouring pencil for each arc.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

The colours of a rainbow

- For this activity, you will need to make two extra colour flashcards: indigo and violet.
- Ask the children to sit in a circle with you. Draw six arcs on the floor with removable chalk. Alternatively, draw arcs on the board and fix the flashcards on the board.
- Place the first colour of the rainbow, red, on the floor in the top arc and say *Let's make a rainbow. Here's red!*
- Ask the class to say another colour and hover that particular flashcard over the arcs asking *Here? Or here?* Encourage the children to say *Yes* or *No* and then place it in the correct arc saying *Here's (green)!* Repeat the procedure until you have placed all the colours of the rainbow in the correct arc.
- Ask the children to cover their eyes or look away whilst you remove one of the flashcards. Ask *What's missing?* and encourage the children to name the colour. Repeat several times.

Let's make a rainbow

- Prepare seven thick paper or cardboard arcs which all fit inside each other like a rainbow.
- Organize the children into six groups and give each group crepe paper in one colour of the rainbow and the correct size of arc.
- Ask the children to cut or rip strips of their coloured crepe paper and glue them onto the arc.
- Put all the arcs together to form one classroom display. Let the children tell you the order of the colours in the rainbow.
- **Optional:** Instead of using crepe paper, let the children paint the insides of their hands and then make handprints to decorate each arc.

Workbook users – now go to page 66 for Workbook lesson A.



Lesson 6

Language

New:

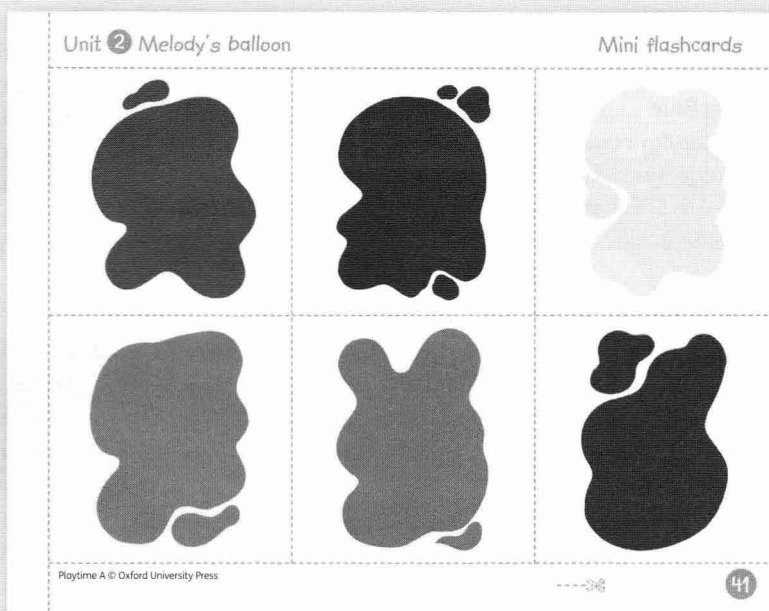
red, blue, yellow, green, orange, purple
indigo, violet
rainbow

Recycled:

Hello
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 16
Routine Poster
Pocket Poster
Unit 2 colour flashcards: red, blue,
yellow, green, orange, purple
Unit 2 cross-curricular flashcard: rainbow
Unit 2 cross-curricular DVD section:
Let's paint a rainbow!
Unit 2 colour miniflashcards: red, blue, yellow,
green, orange, purple



1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six colour flashcards and spread them out on the floor or the desk.
- Say one of the words and encourage one of the children at random to come and pick up the corresponding flashcard and go and put it in the Pocket Poster.
- Repeat for all the flashcards, asking different children to come out each time.
- Optional:** Organize the children into two teams. Bring a representative from each team to the front. Ask them to take it in turns to say a colour word. The other team member has to take the correct flashcard and put it in the Pocket Poster.

3 Unit 2 cross-curricular film footage: Let's paint a rainbow!

- Take Monkey and the cross-curricular flashcard of the rainbow, without showing the children the picture. Say *Look! What's Monkey got?*
- Encourage the children to remember the rainbow from the last class. Say *Yes! That's right! It's a rainbow!*
- Say *Now let's watch the DVD about the rainbow again!*
- Seat the class where they can all see the screen.
- Explain that the children should watch and join in. Hand out the colour miniflashcards and ask the children to hold them up when a child paints the red, orange, yellow, green and blue arcs in the film. You can use the handmade cards from the previous lesson for indigo and violet.
- Play the DVD section to the end of the rainbow-painting footage.

Unit 2 cross-curricular film footage: Let's paint a rainbow!

- Now play the vocabulary section at the end of the Unit 2 DVD section.
- Encourage the children to repeat each word after they hear it and to point to something red, orange, yellow, green, blue, indigo and violet.

4 Rainbow action time

- Invite seven volunteers to come to the front. Hand them the colour cards for the rainbow colours, replacing purple with the two new ones you have made for indigo and violet. Read the colours from the cards in order.
- Explain that the rainbow colours continue on and on and ask the child holding the red card to walk to the end and stand next to violet. Then invite the next card, orange to move and stand next to red. (Orange moves into red's space and so on). Continue until all the colours have moved along and the rainbow begins with red again.
- Now repeat the colours with the class slowly so that the colour carriers have time to move along.

5 Vocabulary song

- Say *Let's sing The playhouse song!*
- Explain that the children should listen and join in with the song, pointing to the matching miniflashcard colour as they hear it in the song.
- Play CD Track 16. Encourage the children to join in as much as possible.

The playhouse song CD Track 16

6 Bye, bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Monkey's guessing game

- Ask the children to sit in a circle with you. Explain that Monkey wants to play a game. He will choose a flashcard but won't show it until each child has tried to guess which colour it is. They must choose one of their miniflashcards and put it in front of them.
- Let Monkey reveal his card, ask *What colour is it?* and elicit the answer. The children then turn over the miniflashcard that they had chosen. Those who guess correctly are the winners.

What's my colour? game

- Ask the children to stand in a circle.
- Give each one a colour name or a colour miniflashcard.
- Explain that you are going to call out some colour names. If the colour name matches the miniflashcard they have, or the colour name you gave them, they should bob down and up.
- Call out the colours in a random order and check that the children are responding correctly.
- **Optional:** Once the children understand how to play, you can make this an elimination game to find the fastest child to respond.
- Praise everyone.

Workbook users – now go to page 67 for Workbook lesson B.

Lesson 7

Language

New:

red, blue, yellow, green, orange, purple
 I'm sleepy!
 It's my balloon!
 Come on!
 Up, up, up!
 Wow!

Recycled:

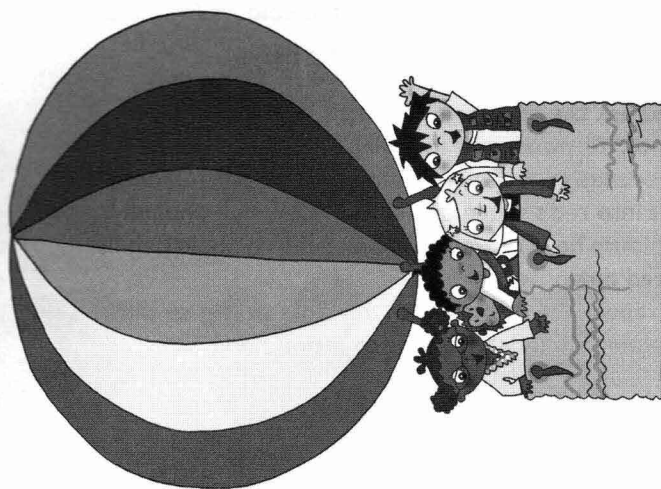
Hello (Melody)
 Numbers 1–6

Materials:

Monkey puppet
 CD: Tracks 1, 5, 6 and 13
 Routine Poster
 Pocket Poster
 Class Book Unit 2 pop-out
 DVD Story 2: Melody's balloon
 Unit 2 colour flashcards: red, blue, yellow,
 green, orange, purple

Unit 2 Melody's balloon

Pop-out



Playtime A © Oxford University Press

Optional: Props for acting out the story

Extra time: Photocopy Master 9, website: enough copies for one each; coloured pencils and optional collage materials, e.g. tissue paper in different colours

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six colour flashcards and spread them out on the floor or the desk.
- Say a number and then one of the colour words, e.g. *Number 1: Red!* Encourage one of the children at random to come and pick up the corresponding flashcard and go and put it in the Pocket Poster in the pocket numbered 1.
- Repeat for all the flashcards, saying different numbers and words and asking different children to come out each time.
- Optional:** To make the activity more challenging, say the numbers out of order.

3 Class Book activity

Pop-out 2: Make the balloon

- Hold up the balloon you have made from Pop-out 2. Say *Here's a balloon!* Point to the colours of the balloon and elicit the words from the children.
- Say *Now you can make a balloon too!* Either give out the pages for the children to pop out their balloons where they are, or use the *Crocodile* rhyme to lead them back to their desks to make them.
- Show the children how to pop out their own balloon and the hole in the top. The hole is for the children to put their finger through, so they can hold the balloon easily and make it 'fly'.

Play with the balloon

- Play a game with the pop-outs. Say the colours in turn and encourage the children to point to the corresponding colours on their balloon as they hear them. Every so often, say *Up, up, up!* instead of a colour and encourage the children to 'fly' their balloon upwards.

4 DVD Story 2: Melody's balloon

- Let the children keep their pop-out balloons while they watch Story 2 on the DVD again.
- Explain before they watch that they should fly their balloon when they hear *Up, up, up!* at the end of the story and during the story song.

- Play Story 2 on the DVD. Encourage the children to fly their balloon when they hear *Up, up, up!* This replaces the actions suggested in previous lessons for this part of the story and the song.

Story 2: Melody's balloon

Note: The story text is given in the *Big Story Book*.

4 Acting out

- Say *Now let's act out the story! Stand up, please.* Make sure the children have their pop-out balloons ready.
- Play Story 2 on CD Track 13. Encourage the children to join in with the key story actions and phrases as much as they can, as well as the story song. Tell the children to fly their balloons at the end of the story when they hear *Up, up, up!* and when the hot air balloon is flying in the story song.

- | | |
|----------------------|---|
| 1 balloon | (Draw a balloon shape in the air) |
| red and yellow | (Mime painting) |
| 2 'Hello Melody' | (Wave with one hand) |
| orange and green | (Mime painting) |
| 3 'Hello Melody' | (Wave with one hand) |
| purple and blue | (Mime painting) |
| 4 'I'm sleepy!' | (Yawn and make a yawning sound and rest your head on your arm as if settling down to sleep) |
| 5 'It's my balloon!' | (Point to yourself, then look up in the sky and draw a balloon shape in the air) |
| 6 'Come on' | (Gesture with one hand towards you) |
| 7 Up, up, up | (Pretend to fly the balloon) |
| 'Wow!' | (Open mouth and eyes wide in amazement) |
| 8 'Up, up, up!' | (Mime waking up, look up and point up) |

- When the children have finished, congratulate them. Say *Well done!*
- Remind them that they are going to act out the story for an audience in the next lesson.
- **Optional:** If you like, bring props to this lesson to act out the story. You can also use the props in the performance in the next lesson.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

TPR game with the pop-out

- Ask the children to put their pop-out balloons on their finger. Give them instructions for where their balloon should fly, e.g. *Fly up! Fly down! Fly around in a circle! Fly to the side!*
- Demonstrate the actions with the children first, then give the instructions without joining in, so that the children have to listen carefully and do the actions independently.

Photocopy Master 9: Make a colourful balloon invitation

- Before the lesson, download and print enough copies of Photocopy Master 9 for each child, and one example.
- Use the invitation template on Photocopy Master 9 to invite parents, other teachers at school and other classes to come and see your performance of the story in the next lesson.
- Give each child a copy of Photocopy Master 9.
- The children can decorate the invitation to reflect the story that they are going to act out. In this unit, for example, they could draw a rainbow around the text on the invitation and add different coloured balloons.
- **Optional:** They could also make a colour collage. Give out glue and different colour tissue paper cut into different sizes.

Lesson 8

Language

New:

red, blue, yellow, green, orange, purple
 I'm sleepy!
 It's my balloon!
 Come on!
 Up, up, up!
 Wow!

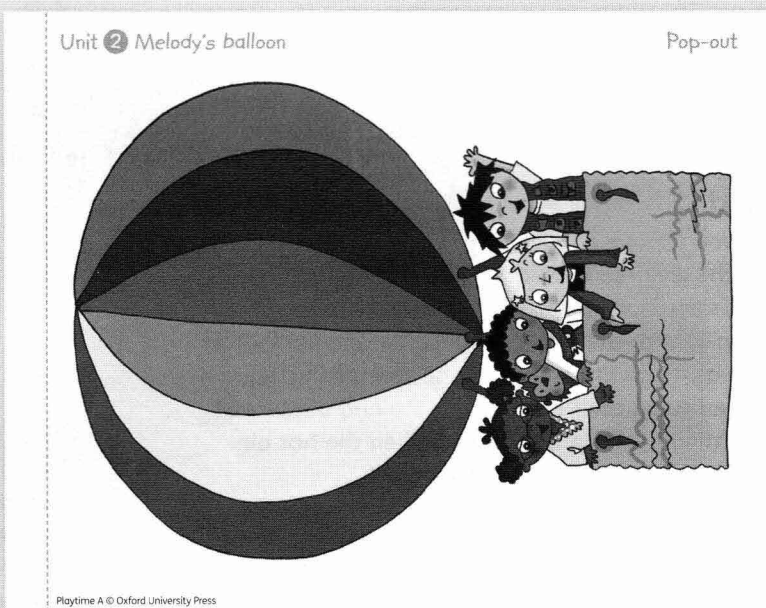
Recycled:

Hello (Melody)

Materials:

Monkey puppet
 CD: Tracks 1, 4, 5, 6, 13 and 16
 Class Book Unit 2 pop-out
 Unit 2 colour flashcards: red, blue, yellow,
 green, orange, purple

Optional: Props for acting out the story;
 paper stars for each child to use as rewards



Extra time: Photocopy Masters 10 and 11,
 website: enough copies for one each; Unit 2 colour
 miniflashcards: red, blue, yellow, green, orange, purple; glue

Note: In advance of this lesson, invite a small audience (or just one visitor) to watch the performance. The audience could be the school director or a teacher from another class, other classes of children from the school or parents.

1 Hello

- Greet the visitors and invite them to take their seats in the audience.
- If you like, open the show by asking the children to sing the Hello song with the actions.

Hello song CD Track ①

2 Performance

- Ask all the children to stand up. Make sure they have their pop-outs and any optional props ready.
- Either play or tell Story 2, encouraging the children to join in with the actions and key words and phrases they have practised, as well as the story song.
- Signal to the children to hold up and fly their pop-out balloons during the story song and at the end of the story.

Story 2: Melody's balloon CD Track ⑬

Note: The story text is given in the Big Story Book. The words and actions for the song are given in Lesson 1 of this unit.

3 Vocabulary song

- To add to the performance, play or sing *The playhouse song* and encourage the children to join in, doing the actions.

The playhouse song CD Track ⑯

4 Reward time

- Say *Well done!* to each pupil to congratulate them for their performance and their work in this unit.
- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.
- **Optional:** You could also ask a member of the audience to give each child a paper star or other reward at the end of the performance.

5 Quiet time

- To settle the children after the performance, play the *Settling* song. Encourage the children to sit down on the mat and put their face on their hands as if they are sleeping while they listen.

Settling song CD Track ④

- Then play a quiet review activity to end the unit. Show the children the colour flashcards and explain that you are going to point to an object in the room without saying what colour it is out loud. Explain that they have to look where you're pointing to guess the colour. When they think they know what it is, they have to put up their hand.

- When a child guesses correctly, say *That's right! Well done!* and hold up the corresponding flashcard.
- Repeat for all the colours.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Traffic lights

- For this activity, you will need the following four colour flashcards: red, yellow, green and blue.
- Hold up green and say *Green! Go!* and walk on the spot.
- Hold up yellow, say *Yellow, slow.* Slow down and quickly hold up the red flashcard.
- Keep the red flashcard up and say *Red! Stop!* and stop walking.
- Repeat the sequence several times: red, yellow, green, yellow, red.
- Explain that if they see the blue flashcard, they should sit down and pretend to sleep.
- At random, show the blue flashcard and say *Blue!*
- **Optional:** Play the game with a new rule: the last to sit down is out.

Photocopy Masters 10 and 11: Unit 2 Picture Dictionary

- Before the lesson, download and print copies of Photocopy Masters 10 and 11 for each child. Then stick the bottom of Photocopy Master 10 onto Photocopy Master 11 in the space shown. Write the number of the unit in the box at the bottom of the big sheet and the name of each child in the space on the roof, under the title. Give the photocopies out to the class together with a set of miniflashcards from the unit.
- Explain that they are going to make a Picture Dictionary with the miniflashcards from the unit. They have to stick each miniflashcard in the correct space on the photocopy, following your instructions.
- Either say the numbers yourself or ask the children to count up to six. As you or the children do this, write the numbers on the board. Then hold up the unit flashcards one by one and elicit the vocabulary. Put each flashcard beside a number and ask the children to put this miniflashcard in the correct place on the photocopy. Check that they have all done it correctly and say *Well done!*
- Let the children take the Photocopy Master home to show their family what they have learnt in the unit.
- **Optional:** If you prefer, you could keep these completed photocopies until the children have done all the units and, at the end of the year, staple them together and make a cover so that each child has their own Picture Dictionary.

Reinforcement lesson

Language

New:

red, blue, yellow, green, orange, purple

Recycled:

Numbers 1–6

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 16

Pocket Poster

Unit 2 colour flashcards: red, blue, yellow, green, orange, purple

Unit 2 colour miniflashcards: red, blue, yellow, green, orange, purple

Colour dictation activity sheet (see ⑤) and coloured pencils

Note: This lesson is for use at any point during the unit, following Lesson 4.

① Hello

- Repeat the 'Hello Monkey!' and 'Routine Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

② Re-present the vocabulary with the Pocket Poster

- Take the six colour flashcards. Hold up one and say the colour, e.g. *Purple!* Say the word again and encourage the children to repeat.
- Invite one child to come and take the flashcard and put it in a pocket of the Pocket Poster. Say the word again and encourage the child to repeat it.
- Repeat for all the flashcards, asking different children to come to the front each time.

③ Vocabulary practice

- Give out a set of colour miniflashcards to each child.
- Take the large flashcards out of the Pocket Poster and put them to one side. Then take a set of colour miniflashcards yourself and put one in each pocket of the Pocket Poster with the picture facing inwards, so the children can't see them. Place them in the pockets in such a way that the number of each pocket is still visible.
- Explain that you are going to say the number of a pocket and the children have to guess what the miniflashcard in that pocket is. Say a number, e.g. *Six!*

- Ask the children to hold up the miniflashcard that they think is in that pocket.
- Take the miniflashcard out and show it to the children. Congratulate all the children who guessed correctly. Keep this card to one side.
- Repeat until all the pockets are empty.

④ Vocabulary song

- Say *Now let's sing The playhouse song!*
- Ask the children to stand up.
- Play CD Track 16. Do the actions and encourage the children to join in with you.

The playhouse song CD Track ⑩

⑤ Colour dictation

- Before the lesson, prepare a colour dictation activity sheet for each child. Draw six small circles on a piece of paper and number them 1–6, writing the numbers next to the circles, not inside them. Make a photocopy of the template for each child in the class.
- Hold up a sheet and explain to the children that you are going to say a number and a colour and they are going to colour the circle next to that number in the colour that you say.
- Give out the sheets and coloured pencils.
- Say e.g. *Number 1: Orange.* Encourage the children to colour the first circle orange. If you like, hold up the orange flashcard to help them.
- Repeat for all the colours, saying a different number each time.
- Say *Well done! Very good!*

⑥ Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extension lesson

Language

New:

pink, white

Recycled:

red, yellow, blue, green, purple, orange

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 17

Routine Poster

Unit 2 colour flashcards: red, yellow, blue, green, purple, orange

Something pink and something white

Red, yellow, blue and white paint

Painting clothes for the children

White paper

Picture of a balloon with the following coloured stripes: pink, orange, yellow, white, purple, blue

Note: This lesson is for use at any point during the unit, following Lesson 6.

Preparation

As this is an extension lesson, some preparation is necessary.

Before the lesson, you will need to find either an object which is pink and another which is white or prepare two extra flashcards for the colours pink and white.

For the lesson, each child will have some red, yellow, blue and white paint, a paintbrush and painting clothes.

You will also need to draw and colour a hot air balloon like Melody's, but replacing the red stripe with pink and the green stripe with white.

1 Hello

- Repeat the 'Hello Monkey!' and 'Routine Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD 1 (17) (20) 1

2 Present the theme

- Take the colour flashcards. Hold up each one and elicit the colour.
- Then hold up the pink object or flashcard you prepared before the lesson. Ask *What colour's this?* Answer *Pink!* and encourage the children to repeat.
- Repeat the procedure for white.
- Now take a sheet of paper and the red and yellow paint. Put a blob of each colour on the paper. Ask *What colours are these?* and elicit the colours.
- Say *Now I'm going to mix the colours. Watch!* Mix the red and yellow paint together with your brush.

- When you have finished mixing, ask *What colour's this?* Elicit *Orange!*
- Repeat, mixing together blue and yellow paint.
- Repeat with blue and red and then with red and white, each time eliciting the colours and encouraging the children to guess which colours will be made.

3 Project work

- Say *Now it's your turn to mix colours!*
- Give each child a piece of paper and a paintbrush and sit them where they have access to red, yellow, blue and white paint. Also give out the painting clothes.
- Hold up the orange flashcard and say *Let's make orange! What colours do we need?* The children should remember that they need yellow and red. Hold up the yellow and red flashcards.
- Then tell the children to mix the colours to make orange. Repeat for green, purple and pink.

4 Karaoke song

- Show the class your hot air balloon. Ask *What's this?* and elicit *A balloon!*
- Say *It isn't Melody's balloon. It's different.* Point to each of the colours of the balloon and elicit the names.
- Then say or sing the words of the second verse of the song *Up, up, up!*, pointing at the colours of your balloon and replacing red with pink and green with white as shown:
Pink, orange and yellow,
White, purple and blue,
See all the colours
On the flying balloon.
- Play the karaoke version of the song *Up, up, up!* on CD Track 17 and encourage the children to sing along to a new version with you, pointing at the paint colours and the colours they have mixed.

Up, up, up! (Karaoke version) CD Track (17)

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track (5)

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track (6)

Workbook users – now go to pages 68 and 69 for Workbook lessons C and D.

Workbook lesson A

Language

New:

red, blue, yellow, green, orange, purple
indigo, violet

Recycled:

rainbow

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 16
Routine Poster
Unit 2 cross-curricular DVD section: *Let's paint a rainbow!*
Workbook page 7

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Vocabulary song

- Say *Let's sing The playhouse song!*
- Play CD Track 16. Do the actions from Lesson 3 and encourage the children to join in with you.

The playhouse song CD Track ⑫

3 Unit 2 Cross-curricular film footage: Let's paint a rainbow!

- Take Monkey and make him whisper to you. Then say *Monkey likes colours! Let's help Monkey find the colours.* Invite a volunteer to pick a colour flashcard from a bag, name the colour, and place the colour card in the Pocket Poster. Repeat the colour word with the class and revise the phrase from Lesson 5 *Monkey likes red... Monkey likes orange*, and so on as the colours are chosen.
- Then say *Now we're going to watch a film about a rainbow.*
- Seat the class where they can all see the screen and hand out all the colour miniflashcards except purple. Ask them if they can remember the names of the colours for which they do not have cards (indigo and violet).
- Play the Unit 2 cross-curricular DVD section all the way through and encourage the children to hold up the matching colour miniflashcard as they hear it.

Unit 2 cross-curricular film footage: Let's paint a rainbow!

- When the DVD section has finished, ask which colours were extra and elicit or supply *indigo* and *violet*. Explain how these are similar to purple but that indigo is bluer and violet is darker and contains more red.

4 Rain and sun action time

- Invite nine volunteers to come to the front. Hand them the colour cards for the rainbow colours, replacing purple with the two new ones you have made for indigo and violet. Read the colours from the cards in order.
- Ask them to sit in a line. Then ask the two remaining volunteers to hold up the rain and the sun flashcards and repeat the words *rain* and *sun* with the class. Ask the pupil with the rain card to stand in front of the pupil with the sun card. Repeat the phrase with the class *Let's paint a rainbow!* Point to rain and say together *Rain!* Invite the sun to appear and all say *Sun!* Ask all the colours to stand up and say their names. Repeat together *Look! A rainbow!*

5 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 7

- Hold up Workbook page 7. Say *Look! What can you see?* Point to the rain and say *rain*. Repeat for sun.
- Show the children what to do by tracing over the dotted outline with your finger. Say *Trace and colour.*
- Then give out the Workbooks, open on page 7, and coloured pencils to the children. Encourage them to trace and colour.

Checking the activity

- When the children have finished, hold up the Workbook page and revise the words together.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson B

Language

New:

red, blue, yellow, green, orange, purple
indigo, violet, rainbow

Recycled:

Hello
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 16
Routine Poster
Pocket Poster
Unit 2 colour flashcards: red, blue, yellow, green, orange, purple
Unit 2 cross-curricular flashcard: rainbow
Six (or more) real balloons in red, blue, yellow, green, orange, purple; a box or bag
Workbook page 8
Unit 2 colour miniflashcards: red, blue, yellow, green, orange, purple

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the rainbow colours

- Invite seven pupils to stand at the front. Give each a colour flashcard of the seven colours of the rainbow in the wrong order.
- Ask the class to help you move the colours into the right order to make a rainbow.
- Show the class the rainbow flashcard and check the order together.

3 My favourite balloon

- For this activity, bring in six real coloured balloons, in the six colours that the children know. (You can use the balloon shapes from Unit 2, lesson 1, if you made them.)
- Ask the children to sit in a circle with you. Put one of the balloons (still deflated) in a box or a clean and empty cloth bag, without the children seeing which colour balloon you've chosen.

- Play some music (the story or vocabulary song) and ask the children to pass the box / bag round the circle. When the music stops, the child has to guess which colour balloon is in the box, then take it out to check.
- Blow up the balloon and hang it up in the classroom. Repeat for all the colours.

4 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 8

- Hold up Workbook page 8. Say *Look! A balloon!*
- Then say *My favourite colour is ...* (your favourite colour) and hold up the corresponding flashcard. Ask the children *What's your favourite colour?* Encourage them to tell you their favourite colour, pointing at the flashcard or holding up their miniflashcard.
- Say *Now let's colour with our favourite colour. We're going to colour a balloon.*
- Explain that the children have to colour the balloon with their favourite colour. Say *Colour your balloon!*
- Give out the Workbooks, open on page 8, and coloured pencils to the children. Encourage them to colour their balloon using their favourite colour.

Checking the activity

- When the children have finished, say *Show me your balloon!* Encourage the children to hold up their picture. Say *Well done! Very good!*
- Invite the children to tell you the colours of their balloons. Congratulate the children again on their pictures. Say *Well done!*

5 Vocabulary song

- Say *Let's sing The playhouse song!*
- Explain that the children should listen and hold up their balloon when they hear their favourite colour. Play CD Track 16. Encourage the children to join in.

The playhouse song CD Track ⑩

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson C

Language

New:

pink, white

Recycled:

red, yellow, blue, green, purple, orange

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 13

Routine Poster

Big Story Book, Story 2: *Melody's balloon*

Unit 2 colour flashcards: red, yellow, blue, green, purple, orange

Unit 2 balloon pop-outs

Workbook page 9

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Big Story Book

- Keep the Monkey puppet on and let him pick up the colour flashcards in his mouth. Ask *What's Monkey got?* Invite volunteers to come and take a colour card, say its name and place it in the Pocket Poster.
- Then show Monkey holding a pop-out of the balloon. Ask *What else has Monkey got?* Elicit the word *balloon*.
- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please*.
- Hand out the balloon pop-outs. Bring out the Big Story Book. Set the story time scene with the Big Story Book rhyme.

Note: The rhyme is recorded on CD Track 3 for reference.

Listen to the story on the CD

- Say *Now let's listen to the story, Melody's balloon!*
- Open the Big Story Book and play Story 2 on CD Track 13.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the song, encourage the children to join in and to hold up their balloon pop-outs.

Story 2: Melody's balloon CD Track ⑬

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 9

- Hold up Workbook page 9. Say *Follow the story*. Point to picture one.
- Demonstrate tracing along the path to each picture in turn, to follow the line of the story.
- Then give out the Workbooks, open at page 9, and pencils to the children. Encourage them to complete the sheet. Say *Follow the path*.

Checking the activity

- When the children have finished, hold up Workbook page 9. Point to each of the story pictures and repeat the matching text from that stage in the story.
- Say *Balloon! Hello, Melody. I'm sleepy. It's my balloon! Up, up, up! Wow! Repeat the text with the class and end with Up, up, up!*

4 What can you see?

- Revise the vocabulary using Workbook page 9, picture 5.
- Ask *What can you see?* Elicit *rain, sun, rainbow and balloon*.
- Ask *Who is in the balloon?* Elicit the character names.
- Ask *What colours can you see?* Elicit the colours on the balloon.
- Say *Well done!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson D

Language

New:

pink, white

Recycled:

red, yellow, blue, green, purple, orange

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 17

Routine Poster

Unit 2 colour flashcards: *red, yellow, blue, green, purple, orange*

Workbook page 10

Class Book activity page 8

Pieces of pink and white card or paper

Unit 2 colour miniflashcards

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Revise the new colours as flowers

- Draw the stalks of flowers tied in a bunch on the board. Make sure the tops of the lines are well-spaced so that the flashcards can be stuck on them.
- Ask the class to help you put together a bunch of flowers by sticking on the colour flashcards with temporary adhesive as the flower heads.
- Elicit the colours, including pink and white, and invite each volunteer to come and find the colour flashcard and hand it to you correctly.
- Once all the colours, including white and pink are in place, repeat the colour words with the class.

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 10

- Hold up Workbook page 10. Say *Find and circle the differences*. Point to picture one.
- Demonstrate circling a difference with your finger to show the class what to do.

- Then give out the Workbooks, open on page 10, and pencils to the children. Encourage them to complete the sheet. Say *Circle six differences*.

Checking the activity

- When the children have finished, hold up Workbook page 10 again. Point to each of the pictures and highlight the differences together: Melody's hand is raised; her top is yellow; the butterfly on the right becomes a bird; the sun becomes a cloud; blue becomes pink and orange becomes white.

4 Karaoke song

- Hold up Class Book activity page 8. Ask *What's this?* and elicit *A balloon!*
- Say *Let's look at the colours*. Point to each of the colours of the balloon and elicit the names.
- Then say or sing the words of the second verse of the song *Up, up, up!*, pointing at the colours of your balloon and replacing red with pink and green with white as shown:
Pink, orange and yellow,
White, purple and blue,
See all the colours
On the flying balloon.
- Play the karaoke version of the song *Up, up, up!* on CD Track 17 and encourage the children to sing along to a new version with you, pointing to the new colours on the balloon.

Up, up, up! (karaoke version) CD Track ⑰

5 Colours and numbers game

- Ask the class to stand up. Hand out colour miniflashcards of the six colours to half the class and number miniflashcards of the first six numbers to the other half of the class at random.
- Call out a colour or a number and invite the pupils with the matching colour or number to bob down and up on the spot and hold up their miniflashcard.
- Once they are comfortable with the activity, you can speed up and make it an elimination game.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song

Lesson 1

Language

New:

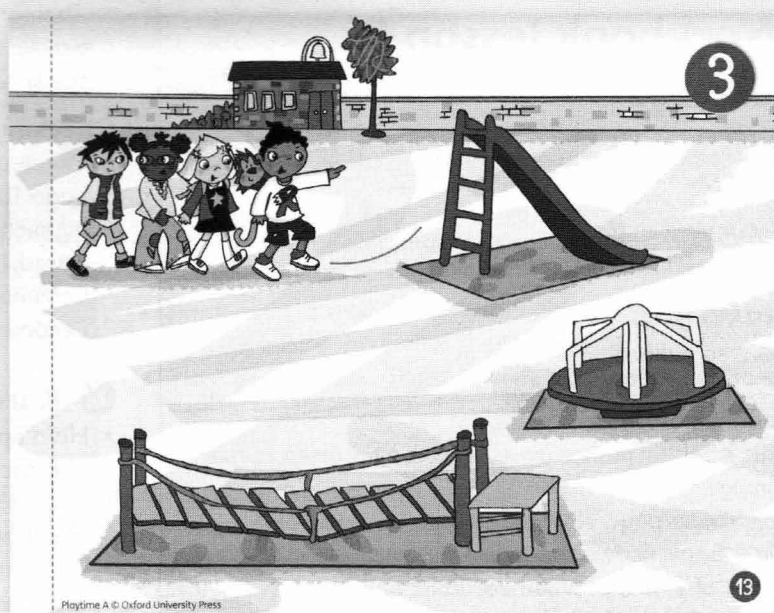
play, jump, run, slide, climb
 Let's (play)!
 up, down, round and round
 I can help!
 That's better!

Recycled:

Hurray!
 Yes / No
 Bye bye

Materials:

Monkey puppet
 CD: Tracks 1, 5, 6, 18 and 19
 Routine Poster
 Big Story Book, Story 3: Let's play!
 Class Book activity page 13



Extra time: Unit 2 colour flascards

1 Hello

Hello Monkey!

- Put the Monkey puppet on and help Monkey to choose children to come to the front to sing the *Hello* song.
- Play CD Track 1 and sing the *Hello* song with the actions, encouraging all the children to join in.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2, Lesson 1. In addition, practise numbers and colours using the coloured numbers on the poster. For activity ideas, see the Games Bank.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please*.
- Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover page of Story 3 in the Big Story Book: *Let's play!* which shows the focus character of this story, Rocket (with Monkey on his back) and the playground.
- Ask the class *Who can you see?* Point to Rocket and try to elicit *Rocket*. Say *Yes! Rocket! It's Rocket's story*.
- Read the title of the story, *Let's play!* using the cover illustration and mime to demonstrate meaning, e.g. point to the playground on the cover and then beckon to the children excitedly.

Listen to the story on the CD

- Say *Now let's listen to the story, Let's play!*
- Open the Big Story Book and play Story 3 on CD Track 18.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 3: Let's play! CD Track ⑱

Note: The story text is given in the Big Story Book.

Listen to the story again

- Now read the story again, this time without the CD.
- As you read, encourage the children to join in with the following actions as you say the following lines and phrases. If you like, you can ask the children to stand up for this activity.

- | | |
|---|---|
| 1 'Let's play!' | (Raise both arms and wave in excitement) |
| 2 'Let's climb up!'
'Oof! Oof! Oof!' | (Mime climbing up the steps of a slide) |
| 3 Let's slide down!'
'Wheeeee!' | (Gesture sliding down the slide) |
| 4 'Let's go round and round!'
'OhOOOoooooh!' | (Turn around once) |
| 5 'Let's run!'
'Whooooaaa!' | (Run on the spot)
(Wobble as if losing your balance) |

- 6 'Let's jump down!' (Jump on the spot)
'No, Rocket, no!' (Shake your head from side to side and gesture with your index finger to mean No)
- 7 'Ow! Ow! Ow!' (Bend down and hold your knee with both hands)
'I can help!' (Point to yourself)
- 8 'That's better!' (Smile and point to your knee)
'Hurray! Let's play!' (Raise both arms and wave in excitement)

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 19, encouraging the children to join in with the actions.

Come on! CD Track 19

Come on, let's climb up! (Beckon)
Oof! Oof! Oof! (Mime climbing up the steps to a slide)

Let's slide down!
Wheeeee! (Mime going down a slide)
Come on, let's go round! (Beckon)
OhOOOoooooh! (Turn round)
Let's play! Woooah! (Mime being dizzy)
Let's play again today! (Stand up and clap)
(Repeat)

4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 13

- Hold up Class Book activity page 13. Point to the playground and say *Look! The playground!*
- Point to each of the children at the top of the page and say *Look! Who's this?* Elicit *Twig, Melody, Star and Rocket.*
- Say *Let's play!* Then trace the path from Rocket to the slide with your finger. Say *Let's climb up! Oof! Oof! Oof!* and then say *Let's slide down! Wheeeee!* Encourage the children to join in with the sounds.
- Ask *Where next?* Trace with your finger from the slide to the roundabout. Say *Let's go round and round! OhOOOoooooh!*
- Ask *Where next?* Trace from the roundabout to the bridge and then cross the bridge quickly with your finger. Say *Let's run! Whooooaa!*
- Finally make your finger jump down from the end of the bridge and say *Let's jump down! Oh! Oh! Aaaaah!*
- Finish on the ground and say *Oh dear! Ow! Ow! Ow!*
- Then say *Now you draw the path.*
- Give out Class Book activity page 13 and pencils to the children. Encourage them to draw a pencil line path through the playground in the order of the story.

Checking the activity

- Hold up the completed Class Book activity page 13 again. Trace the path through the playground once more, encouraging the children to follow their pencil line with their finger. Whilst you go through, repeat the phrases and sounds as described above. Encourage the children to join in with the sounds associated with each piece of playground equipment.
- Finish by saying *Hurray! Well done!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Review of Unit 2

- For this activity, you will need the six colour flashcards from the previous unit. Hold up each flashcard, say the word and encourage the children to repeat.
- Put each colour flashcard in a pocket of the Pocket Poster, ask the children to close their eyes, then take one away and see if they can say which is missing. Repeat several times.

TPR actions activity

- Divide the children into groups of four or five. Give each group a colour. The group(s) whose colour is mentioned follow(s) a given instruction, for example, *Red. Let's climp up! Blue. Let's slide down! Green. Let's go round and round!*
- Encourage the children to do the actions from the story and song.

Lesson 2

Language

New:

play, jump, run, slide, climb

Let's (play)!

up, down, round and round

I can help!

That's better!

Recycled:

Hurray!

Yes / No

Where's (Star)?

Bye bye

Materials:

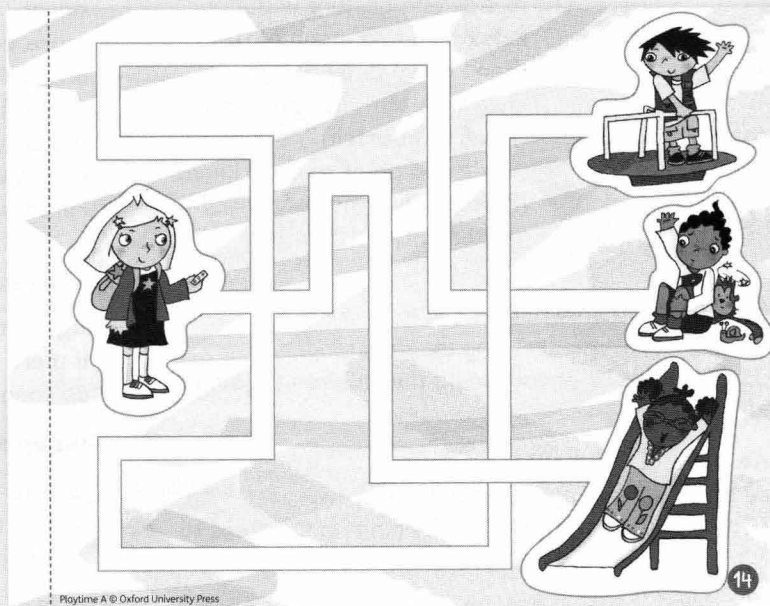
Monkey puppet

CD: Tracks 1, 5, 6, 18 and 19

Routine Poster

Big Story Book, Story 3: Let's play!

Class Book activity page 14



1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover page of Story 3 in the Big Story Book: *Let's play!*
- Ask the class *Who can you see?* Elicit *Rocket.*
- Read the title of the story, *Let's play!* using the cover illustration and gesture to demonstrate the meaning. Encourage the class to repeat *Let's play!* and join in with the action.

Read the story or play the CD

- Say *Now let's listen to the story, Let's play!*
- Open the Big Story Book and either tell the story or play it on CD Track 18.
- As key vocabulary is heard on the CD, point to it in the pictures.

- During the story song, do the actions and encourage the children to join in.

Story 3: Let's play! CD Track ⑱

Note: The story text is given in the Big Story Book.

3 Tell it too!

- Say *Now let's act out the story! Stand up, please.*
- Tell the story with the Big Story Book again (without the CD). Encourage the children to join in with the key story phrases and actions.

- 'Let's play!' (Raise both arms and wave in excitement)
- 'Let's climb up!' (Mime climbing up the steps of a slide)
- 'Oof! Oof! Oof!' (Gesture sliding down the slide)
- 'Let's slide down!' (Turn around once)
- 'Wheeeee!' (Run on the spot)
- 'Let's go round and round!' (Wobble as if losing your balance)
- 'OhOOOoooooh!' (Jump on the spot)
- 'Let's run!' (Shake your head from side to side and gesture with your index finger to mean No)
- 'Whooooaaa!' (Bend down and hold your knee with both hands)
- 'Let's jump down!' (Point to yourself)
- 'No, Rocket, no!' (Smile and point to your knee)
- 'Ow! Ow! Ow!' (Point to yourself)
- 'I can help!' (Smile and point to your knee)
- 'That's better!' (Smile and point to your knee)

Hurray! Let's play! (Raise both arms and wave in excitement)

4 Action song time

- Say *Now let's sing the story song!* Play the story song on CD Track 19, encouraging the children to join in with the actions.

Come on! CD Track 19

Note: The words and actions for the song are given in Lesson 1 of this unit.

5 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 14

- Hold up Class Book activity page 14. Say *Look! The playground!*
- Say *Look at Rocket!* and point to him. Say *Rocket says 'Ow! Ow! Ow!'* Then ask *Where's Star?* and encourage the children to point to Star holding the plaster. Then point to her yourself and say *Star says 'I can help!'*
- Trace the path to Melody or Twig (not Rocket) with a pencil to show the children what to do and say *No, Rocket isn't here. Say Find Rocket!*
- Give out Class Book activity page 14 and pencils to the children. Encourage them to draw a pencil line from Star to the characters and follow the paths to find Rocket.

Checking the activity

- Hold up Class Book activity page 14 again. Point to Star and say *Can Star find Rocket?* Trace the path to Melody, encouraging the children to follow their pencil line with their finger. When you get to the end of the path, say *No, Rocket isn't here. It's Melody.* Repeat the procedure for Twig.
- Then repeat for Rocket. When you get to the end, point to Rocket and say *Here's Rocket!* Ask the class to join in and say *Hurray!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Chant

- Stand in a circle holding hands. Walk clockwise and say the chant:
*Round and round the playground,
What can you see?
I can see the slide,
1, 2, 3! Wheeeeeee!*
- Turn back the other way and repeat the chant, replacing the last two lines as follows:
*I can see the roundabout
1, 2, 3! OOOOoooh!
I can see the bridge
1, 2, 3! Whooaaah!*
- Encourage the children to join in with the counting and the sounds.

Guess the action circle game

- Ask the class to stand in a circle, facing outwards with their eyes closed.
- Stand in the centre of the circle. Do one of the actions with sound from the story and ask the children to guess what you are doing without looking.
- Then ask the children to turn around and mime the action they think you did. If they are correct, say *Yes! Well done!* If not, show them the correct mime.
- Repeat with different actions and sounds.

Lesson 3

Language

New:

play, jump, run, slide, climb, clap
I can (jump)!

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 21

Routine Poster

Pocket Poster

Unit 3 action flashcards: play,
jump, clap, run, slide, climb

Class Book activity page 15

Extra time: Photocopy Master 5,
website: enough copies for one each



1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Present the vocabulary with the Pocket Poster

- Take the six action flashcards. Hold them up one at a time and say the word, e.g. *Clap!* Say the word again and encourage the children to do the action. Use mime for *climb*, *slide* and *play* and jump and run on the spot for *jump* and *run*.
- Invite one child to come and take the flashcard and put it in a pocket of the Pocket Poster. Repeat the word and encourage the child to do the action again.
- Repeat for all the flashcards, asking different children to come to the front each time.
- Let Monkey watch the children put the flashcards in and help him to demonstrate each of the actions to make them more memorable.

3 Vocabulary practice

- Put the Monkey puppet on and hold it up. Say *Monkey can jump!* Make Monkey jump, move Monkey's mouth and make him say *I can jump!*
- Repeat for all the actions, moving Monkey's legs for *run*, his hands for *clap* and his arms for *climb*, etc. Move his mouth each time and make him say e.g. *I can run!*

4 Vocabulary song

- Say *Now let's listen to a song about Monkey!*
- Keep the Monkey puppet on. Play CD Track 21. Use Monkey to do the actions and encourage the children to join in too, doing the actions on the spot as they listen.

The Monkey action song CD Track ②①

I can jump, jump up!	(Jump and stretch up)
I can slide, slide down.	(Crouch down)
I can run, run, run.	(Run on the spot)
I can go, go round.	(Turn round on the spot)
I can clap, clap, clap.	(Clap three times)
I can climb, climb, climb.	(Mime climbing)
I can play, play, play,	(Roll hands over each other)
All the time, time, time!	(Wave both hands back and forth)

(Repeat)

5 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 15

- Hold up Class Book activity page 15. Say *Look! Who can you see?* Encourage the children to tell you *Monkey!*
- Point to the first Monkey and say *Clap*, and pretend to clap twice.
- Repeat for all the Monkeys at the top, each time doing the action. Encourage the children to join in with you saying the key words.

- Show the children what they have to do by drawing a matching line between Monkey clapping and the matching silhouette with your finger or a pencil. Say *Match!*
- Give out Class Book activity page 15 and pencils to the children.
- Encourage them to match the pairs of corresponding pictures of Monkey.

Checking the activity

- When the children have finished, hold up Class Book activity page 15 again. Say *Look at Monkey!* Point to the second one in the top row, say *Run* and trace the matching line between the two corresponding pictures of Monkey running.
- Repeat for all the actions, encouraging the children to listen, point and follow the matching lines.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Actions flashcard game

- Place the action flashcards face down on the floor.
- Invite a volunteer to turn a card over and show the class.
- If the child finds *Clap*, the whole class should clap and the child is allowed to turn over another card.
- If they find another card, encourage the child to do the action and say the action word. Let the class or Monkey help the child if he / she struggles.

Photocopy Master 5: Match

- Before the lesson, download and print enough copies of Photocopy Master 5 for each child, and one example.
- Hold up Photocopy Master 5 so everyone can see it. Point to the pictures at the top of the page one by one and say *Let's clap / slide / jump / play / climb / run!*
- Point to the line connecting the clapping child to the CD player and help the children to understand that the pictures below show what is necessary for the children in the top pictures to do their actions.
- Give each child a copy of Photocopy Master 5. Ask them to match the actions with the things you need to do them.
- Go round the class helping the children and praising their work. Say *Well done!*
- When the children have finished, show your completed Photocopy Master to go over the activity. Point to each of the top pictures and say *Let's (play, run, climb, slide, jump, clap)!* as you trace the matching lines.

Lesson 4

Language

New:

play, jump, run, slide, climb, clap

I can (jump).

Let's (play)!

up, down, round and round

I can help!

That's better

Recycled:

Hurray!

Yes / No

Bye bye

Numbers 1–6

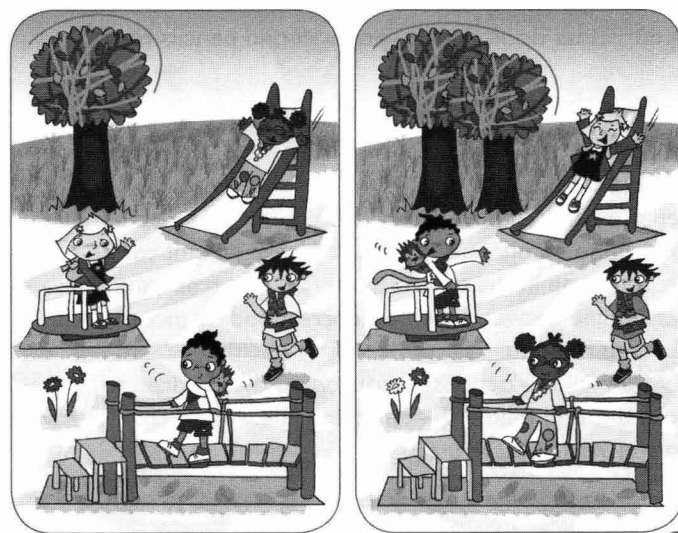
Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 21

Routine Poster

Unit 3 action miniflashcards (Class Book page 40)



Playtime A © Oxford University Press

16

Unit 3 action flashcards: play, jump, clap, run, slide, climb

DVD Story 3: Let's play!

Class Book activity page 16

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the miniflashcards

- Give out the action miniflashcards on page 40 of the Class Book to each child. If you don't want the children to cut them up in class, you will need to cut them out yourself before the lesson.
- Take the six action flashcards. Hold them up one at a time, say the word and encourage the children to repeat, holding up the corresponding miniflashcard.
- Then say *Listen!* Hold a flashcard so that the picture is facing you and the children can't see it. Say the corresponding word and encourage the children to listen to the word and hold up the correct miniflashcard.
- When all the children are holding up a miniflashcard, show them the correct flashcard so they can check to see if they were right.
- If they were correct, say *Very good! Well done!*
- Repeat for all the action flashcards and words.

3 Vocabulary song

- Say *Now let's listen to The Monkey action song!*
- Explain to the children that they should listen to the song and hold up an action miniflashcard whenever they hear the word.
- Play CD Track 21. Hold up the corresponding flashcard when each action word is said and encourage the children to hold up their miniflashcard.

The Monkey action song CD Track ②①

4 DVD Story 3: Let's play!

- Seat the class where they can all see the screen.
- Play Story 3 on the DVD all the way through the first time and let the children watch and enjoy the story.
- Optional:** If you like, ask the children to hold up their action miniflashcards when they hear the action words in the story.
- Play Story 3 on the DVD again. This time encourage the children to join in with the phrases and actions from the 'Tell it too!' section of Lesson 2, and the story song.
- Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 3: Let's play!

Note: The story text is given in the Big Story Book. The words and actions for the song are given in Lesson 1 of this unit.

5 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 16

- Hold up Class Book activity page 16. Say *Look! The playground!*
- Point to the picture on the left and ask *Who can you see?* Encourage the children to tell you *Twig, Melody, Star, Rocket* and *Monkey*.
- Point to the slide on the left and Melody. Say *Look! Who's on the slide?* Elicit *Melody*. Point to the slide on the right and Star and say *Is this Melody?* Elicit *No! It's Star*. Point to the two slides. Say *They're different*. Circle Melody and Star with a pencil.
- Explain that the picture on the right is different from the picture on the left and that they have to find five more differences and circle them.
- Ask one child to point out just one more of the differences and show the children what they have to do by circling it. Say *Circle six differences*.

Checking the activity

- When the children have finished, hold up Class Book activity page 16 again. Ask the children to point out the six differences to you and trace the six circles with your finger or a pencil. Count the differences out loud from 1–6. Encourage the children to follow the circles they drew on their activity page and join in with counting the numbers.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CDTrack ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CDTrack ⑥

Extra time

Pelmanism

- Ask the children to come and sit in a circle with you. Place two sets of the actions miniflashcards in the centre.
- Invite one child to turn over two cards and name them.
- If the two cards match, the child can keep the pair and have another turn. If they don't match, the child replaces them face down. The next child then turns over two cards.
- **Optional:** If you prefer, the children can play this game in pairs or small groups.

Snap!

- Put one of the actions flashcards on the board.
- Take a set of actions miniflashcards and show them to the children one at a time. When you are holding the miniflashcard that matches the one on the board, the children have to shout *Snap!*
- Repeat for all the actions.

Lesson 5

Language

New:

play, jump, run, slide, climb, clap

I can (jump).

Let's (play)!

Recycled:

Colours

Numbers 1–6

Yes / No

Hurray!

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 21

Routine Poster

Unit 3 cross-curricular flashcard: *playground*

Unit 3 cross-curricular DVD section:

Let's have an obstacle race!

Class Book activity page 17



Extra time: Obstacles; Unit 3 action flashcards: *play, jump, clap, run, slide, climb*

Note: Just before the lesson starts, place the cross-curricular flashcard somewhere where it can be seen by the children, but where it is not too obvious. This will be needed for Stage ③.

① Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

② Vocabulary song

- Say *Let's sing The Monkey action song!*
- Play CD Track 21. Do the actions from Lesson 3 of this unit and encourage the children to join in with you.

The Monkey action song CD Track ②①

③ Unit 3 cross-curricular film footage: Let's have an obstacle race!

- Take Monkey and make him whisper to you. Say *Monkey can see a playground! Look around and say Where, Monkey? Where's the playground?*
- Encourage the children to find the Unit 3 cross-curricular flashcard and ask one child to bring it to you. Say *Thank you!* and show the children the picture of the playground. Say *Well done! It's a playground! Now we're going to watch a film about a playground.*

- Seat the class where they can all see the screen.
- Play the Unit 3 cross-curricular DVD section all the way through the first time and let the children watch and enjoy the film.
- Then play the section again, encouraging the children to imitate the actions with their arms and hands.

Unit 3 cross-curricular film footage: Let's have an obstacle race!

Let's play!

Now it's time for the obstacle race.

It's your turn! Ready?

Run! That's it!

1 ... 2 ... 3

Now climb up! Oof! Oof! Oof!

And slide down! Wheeee!

Let's play with the hoops.

Red!

Blue!

Yellow!

Green!

Yes! Well done!

Oops! Never mind!

Yes!

Yes! Hurray!

Now jump!

1 ... 2 ... 3 ... 4 ... 5 ... 6!

Let's clap! Well done!

Now it's your turn!

Run!

1 ... 2 ... 3 ...

Climb up! Oof! Oof! Oof!

Slide down!
 Oof! Oof! Oof! Wheee!
 And play with the hoops.
 1 ... 2 ... 3 ... 4 ... Hurray!
 Now let's jump!
 That's great!
 Play, run, climb, slide, jump, clap

4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 17

- Hold up Class Book activity page 17. Point to each picture and say *Look! Let's climb up, let's slide down. Let's jump. Let's skip. Let's play with the balls. Let's run. Let's play with the hoops.* Use the illustrations on the page and mime to demonstrate the meaning. Encourage the children to join in with the actions.
- Then point to number 1, say *One* and point to the slide and repeat *One*.
- Then point to number 2, say *Two* and point to the trampette and count *One*, point to the empty space above it and say *Two*, shrug your shoulders and say *Where's number two?* Show the children what to do by drawing the second trampette in the empty space with a pencil. Repeat the procedure for some or all the other pictures. Say *Count and draw*.
- Give out Class Book activity page 17 and pencils to the children. Encourage them to draw the missing objects.

Checking the activity

- Hold up Class Book activity page 17 again. Point to each of the completed pictures and count out loud. Encourage the children to join in saying the numbers.
- Say *Well done!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Obstacle course

- Set up a real obstacle course for your class in the playground or school hall. Ideally the course should have the same items as the DVD, so that you can give instructions using the action words, numbers and colours.
- Lead the children around the course, giving the instructions for each part and demonstrating it.
- Let one child do the course at a time.
- If you like, you can time the children and give a prize for the best time.

Monkey can ...

- Ask the children to sit in a circle with you and explain that Monkey will choose one of the six action flashcards secretly, and a volunteer to help him.
- Let Monkey show the card to the volunteer without anyone seeing it. The volunteer should then make Monkey do the action for the others to guess, e.g. *jump*.
- The first to get it right can mime the next action with Monkey.
- **Optional:** Instead of naming just the action, you can encourage them to say, e.g. *Monkey can jump*.

Workbook users – now go to page 88 for Workbook lesson A.

Lesson 6

Language

New:

play, jump, run, slide, climb, clap

I can (jump).

Let's (play)!

Recycled:

Hurray!

Yes / No

Colours

Numbers 1–6

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 21

Routine Poster

Pocket Poster

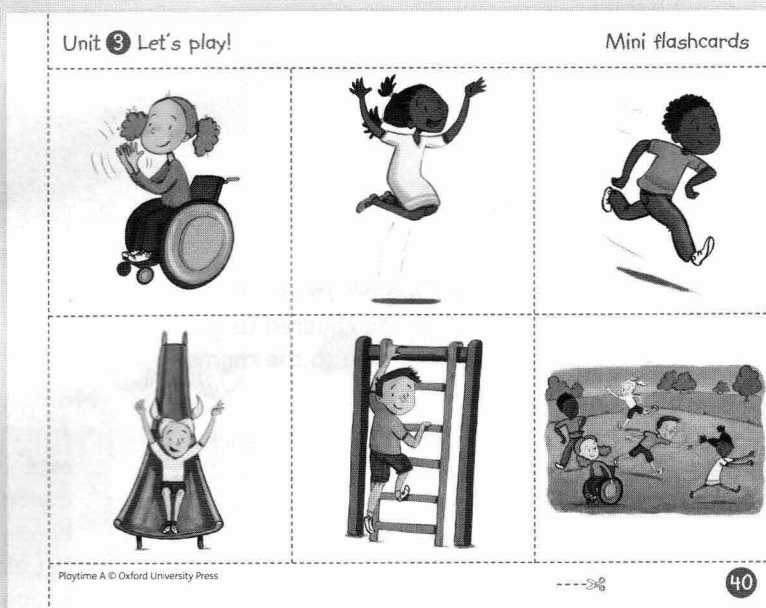
Unit 3 action flashcards: play, jump, clap,
run, slide, climb

Unit 3 cross-curricular flashcard: playground

Unit 3 cross-curricular DVD section:

Let's have an obstacle race!

Unit 1 number flashcards 1–6



Optional: Unit 3 action miniflashcards: play, jump, clap, run, slide, climb

Extra time: Unit 2 colour flashcards: red, blue, yellow, green, orange, purple

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six actions flashcards and spread them out on the floor or the desk.
- Say one of the words and encourage one of the children at random to come and pick up the corresponding flashcard and go and put it in the Pocket Poster.
- Repeat for all the flashcards, asking different children to come out each time.
- Optional:** Organize the children into two teams. Bring a representative from each team to the front. Ask them to take it in turns to say an action word. The other team member has to take the correct flashcard and put it in the Pocket Poster.

3 Unit 3 cross-curricular film footage: Let's have an obstacle race!

- Take Monkey and the cross-curricular flashcard of the playground, without showing the children the picture. Say *Look! What's Monkey got?*
- Encourage the children to remember the playground from the previous lesson. Say *Yes! That's right! It's a playground!*
- Say *Now let's watch the DVD about the playground again!*
- Seat the class where they can all see the screen. Explain that the children should watch and join in with the playground actions from the previous lesson.
- Optional:** If you like, give out the miniflashcards and ask the children to hold them up when the child does the action in the film.
- Play the DVD section to the end of the playground footage. Pause before the vocabulary section at the end.

Unit 3 cross-curricular film footage: Let's play!

- Now play the vocabulary section at the end of the Unit 3 DVD section.
- Encourage the children to repeat each word.

4 Counting action time

- Ask the class to stand in a circle. Explain that you are going to say an action word and show a number card. Ask the class to do just the matching number of actions. For example, say *clap* and show the number 3. The class should clap three times. Repeat for all the actions and speed up to make it harder!

5 Vocabulary song

- Say *Let's sing The Monkey action song!*
- Explain that the children should listen and join in with the song.
- Play CD Track 21. Encourage the children to join in as much as possible.

The Monkey action song CD Track ②①

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time**Colours and actions**

- Ask the class to stand in a circle with as much space as possible. Shuffle the colour flashcards and keep them hidden.
- Show one flashcard at random. Explain that if it is red, the class must say *Jump* and take one jump forward.
- As they get used to the game, you can add ideas: red – jump; blue – run on the spot; orange – clap; green – mime climbing.

Charades

- Choose a volunteer and either whisper into the child's ear one of the actions from the story to act out or show them the corresponding flashcard.
- Ask the volunteer to show the action. The other children try to guess what it is.
- Repeat, using different volunteers and different action words.

Workbook users – now go to page 89 for Workbook lesson B.

Lesson 7

Language

New:

play, jump, run, slide, climb

Let's (play)!

up, down, round and round

I can help!

That's better!

Recycled:

Hello

Numbers 1–6

Hurray!

Yes / No

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 18

Routine Poster

Pocket Poster

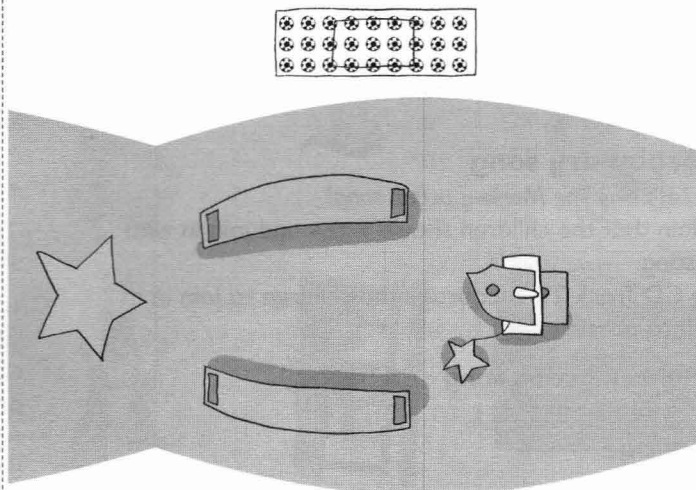
Unit 3 action flashcards: *play, jump, clap, run, slide, climb*

Class Book Unit 3 pop-out

DVD Story 3: *Let's play!*

Unit 3 Let's play!

Pop-out



Playtime A © Oxford University Press

Optional: Props for acting out the story

Extra time: Small pieces of card and coloured pencils; Photocopy Master 9, website: enough copies for one each

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six actions flashcards and spread them out on the floor or the desk.
- Say a number and then one of the action words, e.g. *Number 1: Play!* Encourage one of the children at random to come and pick up the corresponding flashcard and go and put it in the Pocket Poster in the pocket numbered 1.
- Repeat for all the flashcards, saying different numbers and words and asking different children to come out each time.
- Optional:** To make the activity more challenging, say the numbers out of order.

3 Class Book activity

Pop-out 3: Make Star's backpack

- Hold up the backpack you have made from Pop-out 3. Say *Here's Star's backpack! What's inside?* Encourage the children to guess. Then open the backpack and reveal the plaster.
- Say *Now you can make a backpack too!* Either give out the pages for the children to pop out their backpacks where they are, or use the *Crocodile* rhyme to lead them back to their desks to make them.
- Show the children how to pop out their own backpacks and the plaster.

Play with the backpack

- Do a very simple role-play with the backpacks and plasters.
- Divide the children into two large groups. If you have an even number of boys and girls, you might like to divide them into boys and girls.
- Tell one group they are all *Rocket* and that they should put their backpacks down for a moment.
- Tell the other group they are all *Star* and that they need their backpacks.
- Act out the part of the story where *Rocket* jumps from the bridge. Say *Rocket jumps!* and encourage all the *Rockets* to jump and then crouch on the floor holding their knee, saying *Ow! Ow! Ow!*

- Then encourage each Star to find a Rocket, take a plaster from their backpack and pretend to stick it on his knee saying *I can help!*
- Change the groups around and repeat.

4 DVD Story 3: Let's play!

- Let the children keep their backpacks and plasters while they watch Story 3 on the DVD again.
- Explain before they watch that they should lift up their backpacks, take the plaster out and put it on their knee when Star says, *'I can help!'* at the end of the story.
- Play Story 3 on the DVD. Encourage the children to do the actions with the backpacks when Star says, *'I can help!'* This replaces the actions suggested in previous lessons for this element in the story.

Story 3: Let's play!

Note: The story text is given in the Big Story Book.

5 Acting out

- Say *Now let's act out the story! Stand up, please.* Make sure the children have their pop-out backpacks and plasters ready.
- Play Story 3 on CD Track 18. Encourage the children to join in with the key story actions and phrases as much as they can, as well as the story song. When Star says *'I can help!'*, they lift up their backpacks, take out the plaster and put it on their knee.

Story 3: Let's play! CD Track 18

- | | |
|---|---|
| 1 'Let's play!' | (Raise both arms and wave in excitement) |
| 2 'Let's climb up!'
'Oof! Oof! Oof!' | (Mime climbing up the steps of a slide) |
| 3 Let's slide down!'
'Wheeeee!' | (Gesture sliding down the slide) |
| 4 'Let's go round and round!'
'OhOOOoooooh!' | (Turn around once) |
| 5 'Let's run!'
'Whooooaaa!' | (Run on the spot)
(Wobble as if losing your balance) |
| 6 'Let's jump down!'
'No, Rocket, no!' | (Jump on the spot)
(Shake your head from side to side and gesture with your index finger to mean No) |
| 7 'Ow! Ow! Ow!'

'I can help!' | (Bend down and hold your knee with both hands)
(Open the pop-out backpack, take out the plaster and put it on your knee) |
| 8 'That's better!'
Hurray! Let's play! | (Smile and point to your knee)
(Raise both arms and wave in excitement) |
- When the children have finished, congratulate them. Say *Well done!*
 - Remind them that they are going to act out the story for an audience in the next lesson.

- **Optional:** If you like, bring props to this lesson to act out the story. You can also use the props in the performance in the next lesson.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Star's backpack

- Before the lesson, prepare some pieces of card small enough to fit inside Star's backpack. You will need one or two per child in the class.
- Hold up Star's backpack and ask *What's inside?* Encourage the children to tell you that the plaster is inside. Then ask the children what else they think Star might carry in her backpack. Encourage them to use their imagination. As they give you their ideas, say the words in English.
- Give one or two of the small pieces of card and some coloured pencils to the children. Ask them to draw some new things to put inside Star's backpack.
- When they have finished, tell them to put the things they have drawn inside their backpack.
- Invite a volunteer to come to the front with their backpack. Ask *What have you got in your backpack, Star?* Encourage the child to open their backpack and hold up their drawings.
- Say e.g. *Oh! An apple! And a dolly!*
- Repeat, bringing different children to the front.

Photocopy Master 9: Make a playtime invitation

- Before the lesson, download and print enough copies of Photocopy Master 9 for each child, and one example.
- Use the invitation template on Photocopy Master 9 to invite parents, other teachers at school and other classes to come and see your performance of the story in the next lesson.
- Give each child a copy of Photocopy Master 9.
- The children can decorate the invitation to reflect the story that they are going to act out. In this unit, for example, they could draw themselves doing the actions from this unit or their friends doing actions.

Lesson 8

Language

New:

play, jump, run, slide, climb

Let's (play)!

up, down, round and round

I can help!

That's better!

I can (jump)!

Recycled:

Hurray!

Yes / No

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 6, 18 and 21

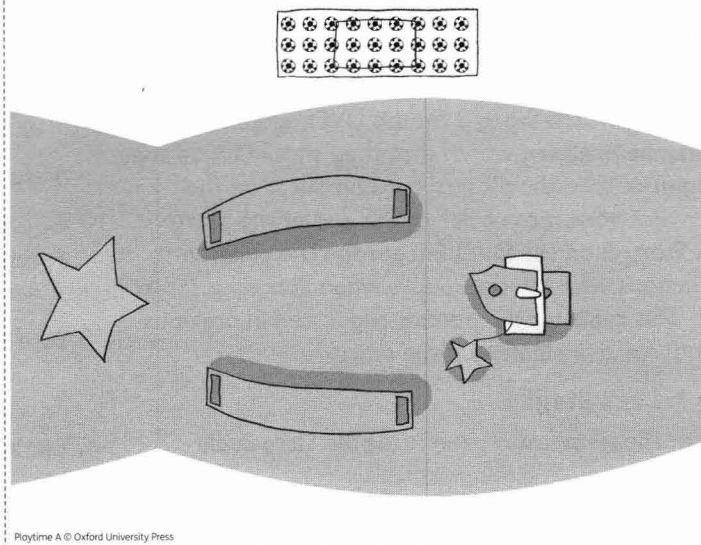
Class Book Unit 3 pop-out

Unit 3 action flashcards: play, jump, clap,
run, slide, climb

Pocket Poster

Unit 3 Let's play!

Pop-out



Optional: Props for acting out the story; paper stars for each child to use as rewards

Extra time: Photocopy Masters 10 and 11, website: enough copies for one each; Unit 3 action miniflashcards: play, jump, clap, run, slide, climb, glue

Note: In advance of this lesson, invite a small audience (or just one visitor) to watch the performance. The audience could be the school director or a teacher from another class, other classes of children from the school or parents.

1 Hello

- Greet the visitors and invite them to take their seats in the audience.
- If you like, open the show by asking the children to sing the Hello song with the actions.

Hello song CD Track ①

2 Performance

- Ask all the children to stand up. Make sure they have their pop-outs and any optional props ready.
- Either play or tell Story 3, encouraging the children to join in with the actions and key words and phrases they have practised, as well as the story song.
- Signal to the children to hold up their pop-out backpacks and to open them and take out their plaster at the end of the story when Star says *I can help!*

Story 3: Let's play! CD Track ⑱

Note: The story text is given in the Big Story Book.

3 Vocabulary song

- To add to the performance, play or sing *The Monkey action song* and encourage the children to join in, doing the actions.

The Monkey action song CD Track ⑳

4 Reward time

- Say *Well done!* to each pupil to congratulate them for their performance and their work in this unit.
- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.
- **Optional:** You could also ask a member of the audience to give each child a paper star or other reward at the end of the performance.

5 Quiet time

- To settle the children after the performance, play the *Settling song*. Encourage the children to sit down on the mat and put their face on their hands as if they are sleeping while they listen.

Settling song CD Track ㉔

- Then play a quiet review activity to end the unit.
- Tell the children that everyone should be quiet and nobody should speak. Take the action flashcards and put them in the Pocket Poster.

- Mime one of the actions and point to a child. The child has to go and get the flashcard with the corresponding action on it from the Pocket Poster and give it to you.
- Repeat with all the actions.
- At the end, say *Well done!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Help Monkey

- Place the action flashcards in the Pocket Poster.
- Hold up Monkey and explain that he is helping you with this activity.
- Point to one of the flashcards, for example *jump*, but say the wrong word, for example *Run*.
- Make Monkey look at the class and ask the children to help Monkey get it right. Ask the children *Can you help Monkey?* and explain to them that they must say *Yes* if it's right and *No* if it's wrong. Monkey then nods or shakes his head. Say *Well done, Monkey! That's right. It's 'jump', or No, it's wrong. It's 'run', accordingly.*

Photocopy Masters 10 and 11: Unit 3 Picture Dictionary

- Before the lesson, download and print copies of Photocopy Masters 10 and 11 for each child. Then stick the bottom of Photocopy Master 10 onto Photocopy Master 11 in the space shown. Write the number of the unit in the box at the bottom of the big sheet and the name of each child in the space on the roof, under the title. Give the photocopies out to the class together with a set of miniflashcards from the unit.
- Explain that they are going to make a Picture Dictionary with the miniflashcards from the unit. They have to stick each miniflashcard in the correct space on the photocopy, following your instructions.
- Either say the numbers yourself or ask the children to count up to six. As you or the children do this, write the numbers on the board. Then hold up the unit flashcards one by one and elicit the vocabulary. Put each flashcard beside a number and ask the children to put this miniflashcard in the correct place on the photocopy. Check that they have all done it correctly and say *Well done!*
- Let the children take the Photocopy Master home to show their family what they have learnt in the unit.
- **Optional:** If you prefer, you could keep these completed photocopies until the children have done all the units and, at the end of the year, staple them together and make a cover so that each child has their own Picture Dictionary.

Reinforcement lesson

Language

New:

play, jump, run, slide, climb, clap

Recycled:

Colours

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 21

Routine Poster

Pocket Poster

Unit 3 action flashcards: *play, jump, run, slide, climb, clap*

Unit 3 action miniflashcards: *play, jump, run, slide, climb, clap*

Big Story Book, Story 3: *Let's play!*

Paper and coloured pencils

Note: This lesson is for use at any point during the unit, following Lesson 4.

1 Hello

- Repeat the 'Hello Monkey' and 'Routine Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

2 Re-present the vocabulary with the Pocket Poster

- Take the six action flashcards. Hold up one and say the word, e.g. *Jump!* Say the word again and encourage the children to repeat the word and do the action.
- Invite one child to come and take the flashcard and put it in a pocket of the Pocket Poster. Say the word again and encourage the child to repeat it and do the action again.
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- Give out the action miniflashcards to each child.
- Then take the flashcards out of the Pocket Poster, shuffle them, and put them back into different pockets, but this time with the picture facing inwards, so the children can't see them.
- Explain that you are going to say a colour of a pocket and the children have to guess what the card in that pocket is.
- Say a colour, e.g. *Green!*

- Encourage the children to guess the flashcard in the green pocket by holding up one of their miniflashcards. Choose children at random and encourage them to say the word their miniflashcard represents, e.g. *Run!*
- Take the flashcard out and show it to the children. Congratulate all the children who guessed correctly. Keep this card to one side.
- Repeat until all the pockets are empty.

4 Vocabulary song

- Say *Now let's listen to the song about Monkey!*
- Put the Monkey puppet on and ask the children to stand up.
- Play CD Track 21. Use Monkey to do the actions and encourage the children to join in too, doing the actions on the spot as they listen.

The Monkey action song CD Track ②

5 Draw and colour a playground toy

- Hold up Story 3 in the Big Story Book and point to the playground on the first page. Say *Look! A slide, a roundabout and the wobbly bridge.*
- Then say the one you like best, e.g. *I like this one! Let's slide! Wheeee!* Use gesture and the picture to explain what you mean. Then encourage the children to tell you the playground toy they like.
- Explain to the children that they are going to draw and colour the playground toy they like best.
- Give out paper and coloured pencils.
- When the children have finished, ask individuals to come to the front to show their picture. When a child holds up a picture of a roundabout, say *Let's go round and round!* and encourage the class to stand up and turn around once. When a child holds up a picture of the wobbly bridge, say *Let's run!* and encourage the class to stand up and run on the spot. When a child holds up a picture of the slide, say *Let's slide!* and encourage the class to make a sliding motion with their hand.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extension lesson

Language

New:

fly, swim

Recycled:

run, climb, jump

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 22

Photos of animals

Large pieces of card or paper, glue

Paper and coloured pencils

Note: This lesson is for use at any point during the unit, following Lesson 6.

Preparation

As this is an extension lesson, some preparation is necessary.

Before the lesson, you will need to find photos of the following animals: kangaroo, cheetah, koala, parrot and fish. These could be colour photos in a book or downloaded from the internet.

1 Hello

- Repeat the 'Hello Monkey' and 'Routine Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

2 Present the theme

- Hold up the picture of the kangaroo. Ask *What can a kangaroo do?* Jump on the spot and elicit *Jump!* Encourage the children to join in with the action.
- Hold up the picture of the cheetah. Ask *What can a cheetah do?* Run on the spot and elicit *Run!* Encourage the children to join in with the action.
- Hold up the picture of the koala. Ask *What can a koala do?* Mime climbing a tree and elicit *Climb!* Encourage the children to join in with the action.
- Then hold up the picture of the parrot. Ask *What can a parrot do?* Mime flying and say *Fly!* Encourage the children to join in with the action.
- Finally hold up the picture of the fish. Ask *What can a fish do?* Mime swimming and say *Swim!* Encourage the children to join in with the action.

3 Project work

Drawing and colouring animals

- Now draw a big circle on a large piece of card or paper and stick the kangaroo picture in it. Say *Kangaroos can jump.* Ask the children if they can think of any more animals that can jump. Listen to their ideas

and say the names of animals which they suggest in English.

- Repeat for all the other animals.
- Then explain that the class is going to make posters of animals that can jump, run, climb, fly and swim. Tell the children to choose an animal that can do one of these actions well and draw and colour it.
- Give out sheets of paper and coloured pencils.
- **Optional:** The children can also look for pictures of animals in nature magazines and tear them out.

Making posters

- When the children have finished their animals, hold them up and ask *What can this animal do?* Elicit *Jump / run / climb / fly / swim!*
- Organize the children into groups and show them how to stick all the pictures of animals onto the correct posters.
- Use the posters to make a classroom display.

4 Karaoke song

- Point to each of the posters in turn and say or sing the words from *The Monkey action song*, replacing *slide* with *fly* and *clap* with *swim* as shown below.

I can jump, jump up!

I can fly, fly, fly.

I can run, run, run,

I can go, go round.

I can swim, swim, swim.

I can climb, climb, climb.

I can play, play, play

All the time, time, time!

- Play the karaoke version of *The Monkey action song* and encourage the children to sing along with the new version, doing the new actions.

The Monkey action song (karaoke version)

CD Track ②

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook users – now go to pages 90 and 91 for Workbook lessons C and D.

Workbook lesson A

Language

New:

play, jump, run, slide, climb, clap
I can (jump).
Let's (play)!

Recycled:

Colours
 Numbers 1–6
 Yes / No
 Hurray!

Materials:

Monkey puppet
 CD: Tracks 1, 5, 6 and 21
 Routine Poster
 Unit 3 cross-curricular flashcard: *playground*
 Unit 3 cross-curricular DVD section: *Let's have an obstacle race!*
 Workbook page 11

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Vocabulary song

- Say *Let's sing The Monkey action song!*
- Play CD Track 21. Do the actions from Lesson 3 of this unit and encourage the children to join in with you.

The Monkey action song CD Track ②

3 Unit 3 cross-curricular film footage: Let's have an obstacle race!

- Take Monkey and make him whisper to you. Say *Monkey likes the playground! Let's play!* Ask the class to stand up, well-spaced, so that they can move. Ask *What can we do?*
- Make Monkey mime a playground action to elicit an action word from the class. Do the actions together until all unit actions have been elicited. Say *Well done! Now we're going to watch a film about a playground.*
- Seat the class where they can all see the screen.

- Play the Unit 3 cross-curricular DVD section, encouraging the children to imitate the actions with their arms and hands.

Unit 3 cross-curricular film footage: Let's have an obstacle race!

4 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 11

- Hold up Workbook page 11. Point to each picture in the key on the left and say *Look! Find, match and circle.* Mime circling the matching ball in row one. Say *Match and circle.*
- Give out the Workbooks, open on page 11, and pencils to the children. Encourage them to complete the sheet.

Checking the activity

- Hold up Workbook page 11 again. Point to each of the rows in turn and mime circling the item that matches the image in the key on the left. Link the slide to the story text and repeat together *Climb up, up up! Slide down, down down! Say Well done!*

5 Action game

- Ask the class to stand in a circle. March on the spot. Explain that you will call out an action for the class to follow. The last person to change action will sit down.
- Call out actions from the unit and check to see who responds to hearing the word, and who just copies your actions. The winner can be called *Rocket* for the rest of the lesson.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson B

Language

New:

play, jump, run, slide, climb, clap

I can (jump).

Let's (play)!

Recycled:

Colours

Numbers 1–6

Yes / No

Hurray!

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 21

Routine Poster

Pocket Poster

Workbook page 12

Unit 3 action flashcards: play, jump, clap, run, slide, climb

- Say *Look at the playground. Where are you? Are you on the slide, on the roundabout or on the bridge?* Point to the images as you speak.
- Explain that the children have to draw themselves by their favourite playground game. Say *Draw yourself in the playground!*
- Give out Workbook page 12 and coloured pencils to the children.
- Encourage them to draw themselves by their favourite game.

Checking the activity

- When the children have finished, say *Show me your pictures!* Encourage the children to hold up their pictures. Say *Well done! Very good!*

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Team game

- Ask the pupils to stand in two teams. Call one team *Rocket's team* and the other team *Star's team*.
- Say *Ready?* and show the whole class an action card. The team to do the action first wins a point. The first team to win six points is the winning team.

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1.

Workbook page 12

- Hold up Workbook page 12. Say *Look! A playground!*
- Then say *My favourite playground game is ...* (your favourite activity) and hold up the corresponding flashcard. Ask the children *What's your favourite game?* Encourage them to say *slide, roundabout* (or *round and round*) or *bridge* (or *wobbly* or *woooooaaa!*), pointing at the corresponding flashcard.

4 The Roundabout

- Ask the class to sit in a circle and call the circle *The Roundabout*.
- Give out colour or number flashcards to four children sitting round the circle, but ask them to hide the picture on the card until you are ready.
- Invite a volunteer to walk around the outside of The Roundabout. When they reach a child with a flashcard, the child shows the flashcard. If the volunteer can say the correct word, they can carry on walking. If not, they can ask one child for help in answering. They can only get help once. If they cannot name the second flashcard, they hand over their role to another volunteer to complete the turn on The Roundabout.
- Encourage and prompt each pupil so that most of them can answer correctly.

5 Vocabulary song

- Say *Let's sing the Monkey action song!*
- Explain that the children should listen and join in with the song, pointing to themselves in the picture when they hear their favourite playground activity.
- Play CD Track 21. Encourage the children to point to themselves at the appropriate time.

The Monkey action song CD Track ②①

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson C

Language

New:

play, jump, run, slide, climb, clap

I can (jump).

Let's (play)!

Recycled:

Colours

Numbers 1–6

Yes / No

Hurray!

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 18 and 21

Routine Poster

Big Story Book, Story 3: *Let's play!*

Pocket Poster

Workbook page 13

Unit 3 action flashcards: *play, jump, clap, run, slide, climb*

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Big Story Book. Set the story time scene with the Big Story Book rhyme.

Note: The rhyme is recorded on CD Track 3 for reference.

Listen to the story on the CD

- Say *Now let's listen to the story, Let's play!*
- Open the Big Story Book and play *Let's play!* on CD Track 18.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the song, encourage the children to join in and mime the actions with their hands.

Story 3: Let's play! CD Track ⑱

Note: The story text is given in the Big Story Book. The words and actions for the song are given in Lesson 1 of this unit.

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 13

- Hold up Workbook page 13. Say *Look! What can you see?* Elicit *playground.*
- Show the children what to do by matching the colours to the numbers. Say *Colour by number.*
- Then give out the Workbooks, open on page 13, and coloured pencils to the children. Encourage them to colour the scene correctly.

Checking the activity

- When the children have finished, hold up the Workbook page and revise the colour words and the numbers together.

4 1, 2, 3, Play!

- Invite volunteers to place the actions flashcards in the pockets of the Pocket Poster where everyone can see them. Ask the class to stand up. Invite a volunteer to come and lead the class in the actions for this activity, if they would like to try.
- Say and clap 1, 2, 3 – then the volunteer should say an action for the class to do, or point to a card in the Pocket Poster, for example 1, 2, 3 *jump*. Invite different volunteers to lead, or choose six leaders to say one action each in turn.

5 Vocabulary song

- Say *Let's sing The Monkey action song!*
- Explain that the children should listen and join in with the song, doing the actions if they can.
- Play CD Track 21. Encourage the children to join in as much as possible.

The Monkey action song CD Track ⑳

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ㉕

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ㉖

Workbook lesson D

Language

New:

fly, swim

Recycled:

run, climb, jump

Materials:

Monkey puppet

CD: Tracks 1, 6, 22

Workbook page 14

Large pieces of card or paper, glue

Paper and coloured pencils

Note: This lesson is for use at any point during the unit, following Lesson 6.

1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise extension words

- Invite the class to stand up. Explain that you will show them pictures of the animals from the extension lesson: *kangaroo, cheetah, koala, parrot, fish*. Revise the actions that each animal can do: *the kangaroo can jump; the cheetah can run; the koala can climb; the parrot can fly; the fish can swim*. Repeat these phrases together.
- Now explain that you will hold up the picture and say an action. If the action matches the animal, the class can do and say the action. If it does not, the class can turn around.
- Hold up the picture of the kangaroo and say *Jump!* Encourage the children to join in with the action. Now hold up the same card but say *Run!* Check that the children respond correctly.
- Hold up the picture of the cheetah. Ask *What can a cheetah do?* Run on the spot and elicit *Run!* Encourage the children to join in with the action.
- Repeat the exercise for all the animals and actions. You can choose a winner for a reward if you wish.

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 14

- Hold up Workbook page 14. Say *Trace and colour*.
- Demonstrate tracing along the dotted lines to go up the slide and down the slide, then round and round on the roundabout. Point to the parts of the slide and roundabout that are not coloured in and say *Colour!*
- Then give out the Workbooks, open on page 14, and pencils to the children. Encourage them to complete the sheet. Say *Trace the lines*.

Checking the activity

- When the children have finished, hold up Workbook page 14. Point to each of the pictures in turn and say *Up, up, up!* and then *Round and round!* together. End with *Hurray!*

4 Karaoke song

- Ask the class to stand up and sing *The Monkey action song*, but replacing *slide* with *fly* and *clap* with *swim* as shown below.

I can jump, jump up!

I can fly, fly, fly.

I can run, run, run,

I can go, go round.

I can swim, swim, swim.

I can climb, climb, climb.

I can play, play, play

All the time, time, time!

- Play the karaoke version of *The Monkey action song* and encourage the children to sing along with the new version from the Extension lesson, doing the new actions.

The Monkey action song (karaoke version)

CD Track ②②

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up song* while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Lesson 1

Language

New:

hat, trousers, socks, T-shirt, dress, shoes

Look at me!

I'm a (pirate).

Snap! Snap! Snap!

Toot! Toot! Toot!

Tap! Tap! Tap!

Stop! Stop! Stop!

Recycled:

Hello

Let's (dress up)!

green, red

jump

Hurray!

Yes / No!

Bye bye

Numbers 1–6

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 23 and 24

Routine Poster



A hat for Monkey to wear

Big Story Book, Story 4: Let's dress up!

Class Book activity page 18

Extra time: Unit 3 action flashcards: play, jump, clap, run, slide, climb; Pocket Poster; box of dressing up clothes

1 Hello

Hello Monkey!

- As this unit is about dressing up, you could dress Monkey in a different item of clothing before the beginning of each lesson: today, put a hat on him.
- Bring out Monkey in his hat and say *Oh! Look! Monkey's wearing a hat! Hello Monkey!* Encourage the children to say hello to Monkey.
- Play CD Track 1 and sing the *Hello* song with the actions, encouraging all the children to join in.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2, Lesson 1. In addition, practise numbers and colours using the coloured numbers on the poster. For activity ideas, see the Games Bank.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover page of Story 4 in the of Big Story Book: *Let's dress up!* which shows the focus character of this story, Star.
- Ask the class *Who can you see?* Point to Star and try to elicit *Star. Say Yes! It's Star! It's Star's story.*
- Read the title of the story, *Let's dress up!* using the cover illustration and mime to demonstrate the meaning, e.g. point at the dressing up box on the cover and pretend to be pulling on different clothes. Invite the class to join in with the action.

Listen to the story on the CD

- Say *Let's dress up!*
- Open the Big Story Book and play Story 4 on CD Track 23.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the song, do the actions encouraging the children to join in as much as possible.

Story 4: Let's dress up! CD Track ②④

Note: The story text is given in the Big Story Book.

Listen to the story again

- Now read the story again, this time without the CD.
- As you read, encourage the children to join in with the following actions as you say the following lines. If

you like, you can ask the children to stand up for this activity.

- 1 '...a hat.' (Mime putting on a hat)
'Ha Harrrr!' (Put hand over one eye like an eye patch)
- 2 '...a green T-shirt.' (Mime putting on a T-shirt)
'Snap! Snap! Snap!' (Stretch both arms and mime a crocodile's mouth snapping)
- 3 '...trousers, socks and shoes.' (Mime putting on trousers, socks and shoes)
'Toot! Toot! Toot!' (Mime pressing an imaginary horn)
- 4 '...a pretty dress.' (Imitate putting on a dress)
'Tap! Tap! Tap!' (Mime tapping with a wand three times)
- 5 'Ha Harrrr!' (Put hand over one eye like an eye patch)
'...for me!' (Point to yourself)
- 6 'Snap! Snap! Snap!' (Stretch both arms and mime a crocodile's mouth snapping)
'...for me!' (Point to yourself)
'Toot! Toot! Toot!' (Mime pressing an imaginary horn)
'...for me!' (Point to yourself)
- 7 Stop! Stop! Stop!
Tap! Tap! Tap!
WHOOOSH!
(Hold up your hand)
(Mime tapping with a wand three times)
- 8 '...for everyone!' (Make a sweeping gesture)
'Hurray!' (Raise both arms and cheer)

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD 1 Track 24, encouraging the children to join in with the actions.

Magic Star CD Track 24

- Magic Star, magic Star! (Wiggle one hand like a star with all your fingers stretched out)
- Tap, tap, tap! La, la, la! (Mime tapping with a magic wand)
- Magic Star, oh, magic Star! (Wiggle one hand like a star with all your fingers stretched out)
- Bring us sweets! La, la, la! (Mime eating sweets that you've got in your other hand)
- Magic Star, magic Star! (Wiggle one hand like a star with all your fingers stretched out)
- Tap, tap, tap! La, la, la! (Mime tapping with a magic wand)
- Magic Star, oh, magic Star! (Wiggle one hand like a star with all your fingers stretched out)
- Bring us sweets! La, la, la! (Mime eating sweets that you've got in your other hand)

4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 18

- Hold up Class Book activity page 18.
- Point to each of the children at the top of the page and say *Look! Who's this?* Elicit *Rocket, Melody, Twig and Star*.
- Then point to the costumes at the bottom of the page from left to right and say *fairy, Crocodile, pirate, clown*.
- Ask *Where's Rocket?* and point to the fairy asking *Is this Rocket?* Encourage the children to join in with your answer *No!* Then point to the pirate and ask again *Is this Rocket?* Encourage the children to join in with your answer *Yes!* Draw a pencil line from Rocket to the pirate and say *Match!*

Checking the activity

- Hold up Class Book activity page 18 again. Point to Melody and say *Where's Melody?* Follow the pencil line with your finger, encouraging the children to do the same. Say *Yes! Melody's a clown!*
- Repeat the procedure for the other two characters.
- Say *Very good! Well done!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Review of Unit 3

- Place the six actions flashcards in the pockets one by one saying the words and encouraging the children to repeat. Turn the first card over (face down) in the pocket and encourage children to say the series. Repeat until all the cards are face down.

Dressing up game

- Ask the children to sit with you in a circle. Place the box with clothes in the middle of the circle. Say *Let's dress up!*
- Choose a volunteer. Tell them to put on an item of clothing from the box, e.g. *T-shirt!*

Lesson 2

Language

New:

hat, trousers, socks, T-shirt, dress, shoes

Look at me!

I'm a (pirate).

Snap! Snap! Snap!

Toot! Toot! Toot!

Tap! Tap! Tap!

Stop! Stop! Stop!

Recycled:

Hello

Let's (dress up)!

green, red

jump

Hurray!

Yes / No

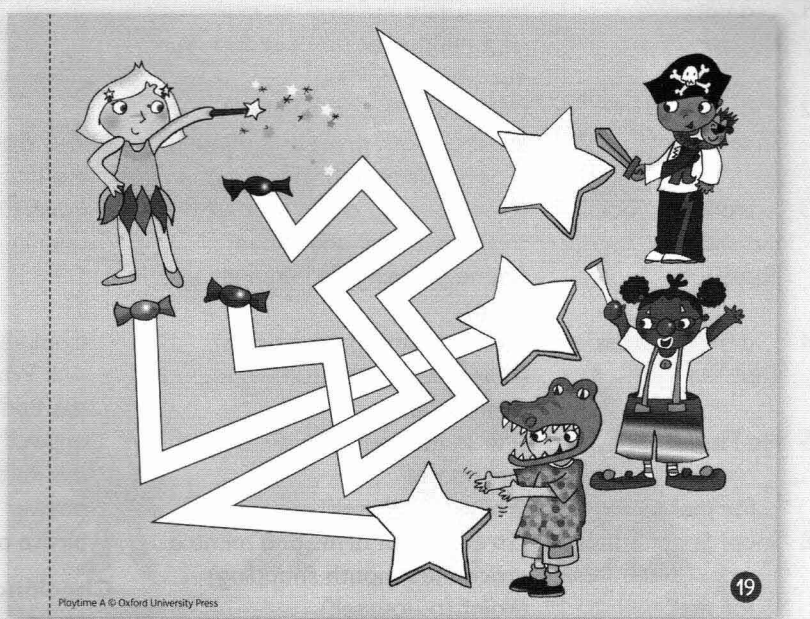
Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 23 and 24

Routine Poster



A T-shirt for Monkey to wear
Big Story Book, Story 4: Let's dress up!
Class Book activity page 19

Extra time: Thick coloured paper, coloured tissue paper, scissors, glue

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time dressing Monkey in a doll's or small child's T-shirt.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please*.
- Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover page of Story 4 in the Big Story Book: *Let's dress up!*
- Ask the class *Who can you see?* Elicit *Star*.
- Read the title of the story *Let's dress up!* using the cover illustration and mime to demonstrate meaning. Encourage the class to repeat *Let's dress up!* and join in with the action.

Read the story or play the CD

- Say *Now let's listen to the story, Let's dress up!*
- Open the Big Story Book and either tell the story or play it on CD Track 23.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the story song, do the actions and encourage the children to join in.

Story 4: Let's dress up! CD Track ②③

Note: The story text is given in the Big Story Book.

3 Tell it too!

- Say *Now let's act out the story! Stand up, please.*
- Tell the story with the Big Story Book again (without the CD). Encourage the children to join in with the key story phrases and actions.
 - '...a hat.' (Mime putting on a hat)
'Ha Harrr!' (Put hand over one eye like an eye patch)
 - '...a green T-shirt.' (Mime putting on a T-shirt)
'Snap! Snap! Snap!' (Stretch both arms and mime a crocodile's mouth snapping)
 - '...trousers, socks and shoes.' (Mime putting on trousers, socks and shoes)
'Toot! Toot! Toot!' (Mime pressing an imaginary horn)

- | | |
|------------------------|---|
| 4 '...a pretty dress.' | (Imitate putting on a dress) |
| 'Tap! Tap! Tap!' | (Mime tapping with a wand three times) |
| 5 'Ha Harrrr!' | (Put hand over one eye like an eye patch) |
| '...for me!' | (Point to yourself) |
| 6 'Snap! Snap! Snap!' | (Stretch both arms and mime a crocodile's mouth snapping) |
| '...for me!' | (Point to yourself) |
| 'Toot! Toot! Toot!' | (Mime pressing an imaginary horn) |
| '...for me!' | (Point to yourself) |
| 7 Stop! Stop! Stop! | (Hold up your hand) |
| Tap! Tap! Tap! | (Mime tapping with a wand three times) |
| WHOOOSH! | |
| 8 '...for everyone!' | (Make a sweeping gesture) |
| 'Hurray!' | (Raise both arms and cheer) |

4 Action song time

- Say *Now let's sing the story song!* Play the story song on CD Track 24, encouraging the children to join in with the actions.

Magic Star CD Track 24

Note: The words and actions for the song are given in Lesson 1 of this unit.

5 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 19

- Hold up Class Book activity page 19. Say *Look at Star! Star says 'I'm a fairy!'* and point to her.
- Then say *Look! Sweets!* Star says *'The sweets are for everyone!'* Point to the sweets and Rocket, Melody and Twig to demonstrate the meaning of sweets and everyone.
- Trace the path to Melody, Twig or Rocket and draw a sweet with the corresponding colouring pencil on the star to show the children what to do. Say *Follow the paths. Draw and colour!*
- Give out Class Book activity page 19 and pencils to the children. Encourage them to draw a pencil line from each sweet to the characters. They then need colouring pencils to complete the activity.

Checking the activity

- Hold up Class Book activity page 19 again. Point to the sweets and say *The sweets are for everyone!* Trace the path to Melody, encouraging the children to follow their pencil line with their finger. When you get to the end of the path, say *It's Melody, the clown.* Repeat the procedure for Rocket and Twig.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Short action song

- Use the traditional tune of *Heads and Shoulders, Knees and Toes*, or, if you don't know the tune, simply rap the lines below.
- Demonstrate the actions by touching your head (*hat*), shoulders (*T-shirt*), shins (*socks*) and feet (*shoes*).
- Sing or rap the clothes words to it:
Hat and T-shirt, socks and shoes, socks and shoes
Hat and T-shirt, socks and shoes, socks and shoes
And dress and trousers, socks and shoes
Hat and T-shirt, socks and shoes, socks and shoes

Make a fairy collage

- Ask a child to lie down on a big piece of paper on the floor. Draw around the body to create an outline.
- Say to the children *Let's make Star! Star's a fairy. She's got a pretty dress.* Draw the dress onto the outline of the body.
- Show the children how to make Star's pretty dress by sticking pieces of coloured tissue paper onto the paper.
- When they have finished, complete the collage of Star by painting her hair, face, arms, legs and shoes.
- Display the Star collage on the classroom wall.

Lesson 3

Language

New:

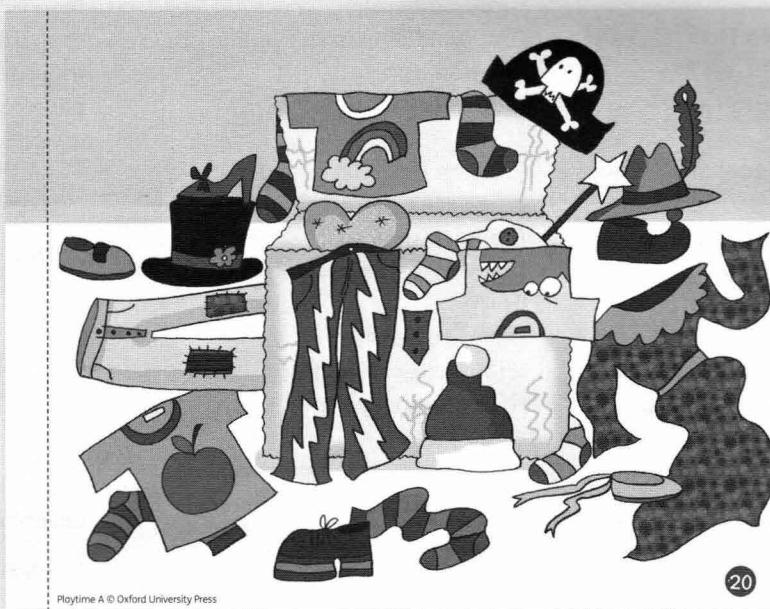
hat, trousers, socks, T-shirt, dress, shoes
Put on (a hat)!

Recycled:

Hello
Let's (dress up)!
 Numbers 1–6
(You) can (choose).
Bye bye

Materials:

Monkey puppet
 CD: Tracks 1, 5, 6 and 26
 Socks for Monkey to wear
 Routine Poster
 Pocket Poster
 Unit 4 clothes flashcards: *hat, trousers, socks, T-shirt, dress, shoes*
 A real hat and lively music
 Class Book activity page 20



Extra time: Photocopy Master 6, website: enough copies for one each

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit, this time dressing Monkey in a doll's or small child's socks.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Present the vocabulary with the Pocket Poster

- Take the six clothes flashcards. Hold up one and say the word, e.g. *Hat!* Say the word again and encourage the children to mime putting on a hat.
- Invite one child to come and take the flashcard and put it in a pocket of the Pocket Poster. Repeat the word and encourage the child to mime putting on a hat.
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- For this activity, you will need a hat and lively music.
- Ask the children to come and sit in a circle on the mat with you. Show the clothes flashcards one by one and say all the clothes vocabulary again slowly. Encourage the children to repeat after you.
- Put on some music and play a carnival party game.

- Pass round the hat and pause the music at random. Say *Stop!* Show a clothes flashcard to the child who is holding the hat, e.g. a dress. Say *Put on a dress!* and encourage the child to mime putting on a dress.
- Encourage the other children to applaud.
- Start the music again and repeat for all the clothes flashcards.

4 Vocabulary song

- Say *Now let's listen to a song about clothes!*
- Play CD Track 26. Do the actions and encourage the children to join in too.

In something new CD Track ②⑥

Put on some trousers.	(Mime putting on trousers)
Put on some socks.	(Mime putting on socks)
Put on a hat,	(Mime putting on a hat)
Out of the box	(Mime taking out of a box)
Put on a T-shirt too	(Mime putting on a T-shirt)
And let's dress up	(Pat top and trousers twice – in rhythm)
In something new!	(Hands down to sides, palms open)
Put on a dress.	(Mime putting on a dress)
Put on some shoes.	(Mime putting on shoes)
Put on a hat.	(Mime putting on a hat)
Yes, you can choose!	(Point on different things with your finger)

(The chorus and then the whole song are repeated)

5 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 20

- Hold up Class Book activity page 20. Say *Look! I can see clothes! A dress, trousers, T-shirts, hats, shoes, socks.* Point to a matching item of clothing as you go through and encourage the children to join in with saying the key words.
- Then say again *I can see socks. One, two, three, four, five, six* and show the children what they have to do by counting all six socks. Say *Count the clothes.*
- Then take a pencil and draw a circle around one of the hats. Say *Circle the hats.*
- Give out Class Book activity page 20 and coloured pencils to the children. Encourage them to count how many there are of each item of clothing. They then choose a colour and draw a circle in that colour round all the hats.

Checking the activity

- When the children have finished, hold up Class Book activity page 20 again. Ask *How many shoes?* Encourage the children to tell you *Five.* Point to each of the shoes as you count them.
- Repeat the procedure for all the items of clothing.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Guess the clothes

- Ask the children to sit in a circle with you and place the clothes flashcards face down in the centre. Take out one card and give it to Monkey to hold without the children seeing the picture.
- Invite a volunteer to turn the other cards over.
- Ask the class to guess what item of clothing Monkey has.
- When someone guesses correctly, reveal Monkey's card.
- Repeat, giving Monkey a different card each time.

Photocopy Master 6: Colour the clown game

- Before the lesson, download and print enough copies of Photocopy Master 6 for each child, and one example.
- Hold up Photocopy Master 6 so that all the children can see it. Point to the clown and say *Look! A clown!* Then point to the numbers in different parts of the picture and revise numbers by asking the children to say them with you.
- Give each child a copy of Photocopy Master 6. Ask them to get into groups of four and give each group a dice. The children in each group take it in turns to throw the dice and colour the corresponding part of the clown according to the number they throw. The first child to colour the whole clown is the winner.
- Go round the class helping the children and praising their work. Say *Well done!*
- When all the children have finished, ask some of them what colours they have used, saying e.g. *What colour is the clown's hat?* to revise colours.

Lesson 4

Language

New:

hat, trousers, socks, T-shirt, dress, shoes

Look at me!

I'm a (pirate).

Snap! Snap! Snap!

Toot! Toot! Toot!

Tap! Tap! Tap!

Stop! Stop! Stop!

Recycled:

Hello

Let's (dress up)!

green, red

jump

Hurray!

Yes / No

Bye bye

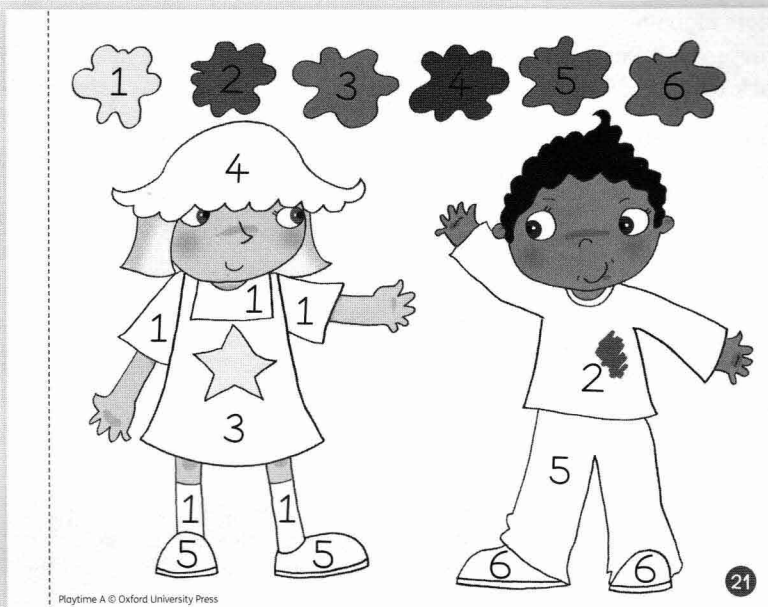
Numbers 1–6

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 23 and 26

Shoes for Monkey to wear



Routine Poster

Unit 4 clothes miniflashcards (Class Book page 39)

Unit 4 clothes flashcards: hat, trousers, socks, T-shirt, dress, shoes

DVD Story 4: Let's dress up!

Class Book activity page 21

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time dressing Monkey in a doll's or small child's shoes.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the miniflashcards

- Give out the clothes miniflashcards on page 39 of the Class Book to each child. If you don't want the children to cut them up in class, you will need to cut them out yourself before the lesson.
- Take the six clothes flashcards. Hold them up one at a time, say the word and encourage the children to repeat, holding up the corresponding miniflashcard.
- Then say *Listen!* Hold a flashcard so that the picture is facing you and the children can't see it. Say the corresponding word and encourage the children to listen to the word and hold up the correct miniflashcard.

- When all the children are holding up a miniflashcard, show them the correct flashcard so they can check to see if they were right.
- If they were correct, say *Very good! Well done!*
- Repeat for all the clothes flashcards and words.

3 Vocabulary song

- Say *Now let's listen to the song, In something new!*
- Explain to the children that they should listen to the song and hold up a clothes miniflashcard whenever they hear the word.
- Play CD Track 26. Hold up the corresponding flashcard when each clothes word is said and encourage the children to hold up their miniflashcard.

In something new CD Track ②⑥

4 DVD Story 4: Let's dress up!

- Seat the class where they can all see the screen.
- Play Story 4 on the DVD all the way through the first time and let the children watch and enjoy the story.
- Optional:** If you like, ask the children to hold up their clothes miniflashcards when they hear the clothes words in the story.

- Play Story 4 on the DVD again. This time encourage the children to join in with the phrases and actions from the 'Tell it too!' section of Lesson 2, and the story song.
- **Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 4: Let's dress up!

Note: The story text is given in the *Big Story Book*. The words and actions for the song are given in Lesson 1 of this unit.

5 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 21

- Hold up Class Book activity page 21. Ask *Who can you see?* and encourage the children to tell you *Rocket and Star*.
- Point to the colours at the top and say *Look! I can see colours!* Point to number 1 and ask *What colour's this?* Elicit *Yellow*. Repeat for all the colours.
- Then point to Star's hat, say *What number's this?* and elicit *Four*. Point to number 4 at the top and say *What colour's this?* Elicit *Purple* and show the children what they have to do by colouring Star's hat with a purple colouring pencil. Then say *Colour Star and Rocket!*
- Give out Class Book activity page 21 and coloured pencils to the children. Encourage them to colour Star's and Rocket's clothes using the correct colour for each number.

Checking the activity

- Hold up Class Book activity page 21 again. Point to Star's T-shirt and say *What's colour's Star's T-shirt?* Encourage the children to point to the T-shirt they've coloured and say *Yellow!*
- Repeat the procedure for all the numbered items of clothing.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.
- Collect in all the miniflashcards to use in another lesson unless you want to do either of the games in 'Extra time'.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Two wins

- Ask the children to choose two of their six miniflashcards and put them in front of them face up. Ask them to put the other four to the side.
- Explain that you are going to call out two clothes names and that they must check whether they have picked those two cards
- The child or children with the correct two cards win(s) the game. Continue with a new round.
- Play several times.

Clothes miming game

- Ask a volunteer to mime putting on any item of clothing.
- When the child has finished miming, ask the children to hold up their miniflashcards of the item of clothing they think was mimed.
- Ask the child if the answer is correct or not. If not, ask them to mime it again for the children to guess once more.
- Repeat with different volunteers miming putting on different items of clothing.

Lesson 5

Language

New:

trousers, T-shirt, hat, shoes, socks, dress
badge, crown
cowboy, princess
Put on (a hat)!

Recycled:

Hello
red, green, blue
Yes!
Look!
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 26
A dress for Monkey to wear
Routine Poster
Unit 4 cross-curricular flashcard: *fancy dress party*
Unit 4 cross-curricular DVD section: *Let's make a costume!*



Class Book activity page 22

Extra time: paper plates for each child, paint, glitter, etc. to decorate the crown; Unit 4 clothes flashcards: hat, trousers, socks, T-shirt, dress, socks, bag / hat

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time dressing Monkey in a doll's or small child's dress.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

3 Vocabulary song

- Say *Let's sing the song, In something new!*
- Play CD Track 26. Do the actions from Lesson 3 in this unit and encourage the children to join in with you.

In something new CD Track ②⑥

4 Unit 4 cross-curricular film footage:

Let's make a costume!

- Let Monkey hold the Unit 4 cross-curricular flashcard without showing the children the picture. Ask *What's Monkey got?* Make Monkey whisper to you again. Then say *It's a party!* and show the children the picture of the fancy dress party.
- Point to the costumes and elicit the characters and items of clothing the children know. Say *Now we're going to watch a film about fancy dress costumes.*

- Seat the class where they can all see the screen.
- Play the Unit 4 cross-curricular DVD section all the way through the first time and let the children watch and enjoy the film.
- Then play the same section again, encouraging the children to join in by miming putting on each item of the cowboy and princess's clothing.

Unit 4 cross-curricular film footage: Let's make a costume!

Let's make a crown
Here's some gold card and some scissors.
Cut the card. That's right!
And again!
Hmmm. I know, let's decorate it.
Red ...
And green ...
And blue.
Stick them on!
Well done!
Now the crown's nearly finished ...
Does it fit?
Yes!
Look! It's great!
Now let's make a badge
Here's some scissors and some card.
First, cut it out.
It's a star!
Now let's decorate it!

Here's some glitter.
 One more thing ...
 There! The badge is ready!
 Who's this?
 Look at his trousers!
 Look at his T-shirt!
 Look! He's got a special badge!
 And here's his hat!
 He's a cowboy!
 Howdee, Cowboy!
 Who's this?
 Look at her shoes!
 Look at her socks!
 And her pretty dress!
 Look! She's got a special crown!
 She's a princess!
 Hello Princess!
 It's time for the party!
 Dress, socks, shoes, T-shirt, trousers, hat

4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 22

- Hold up Class Book activity page 22. Point to the trousers and ask *What are these?* and elicit *Trousers*.
- Repeat the procedure for the other items of clothing.
- Then point to the trousers again and say *Cowboy or princess?* Encourage the children to answer *Cowboy!* Start drawing around the trousers with a blue pencil.
- Now point to the shoes and say *Cowboy or princess?* Encourage the children to answer *Princess!* Start drawing around the shoes with a pink pencil.
- Say *Group the cowboy clothes and the princess clothes.*
- Give out Class Book activity page 22 and coloured pencils to the children. Encourage them to draw a blue line around all the cowboy clothes and a pink line around all the princess clothes.

Checking the activity

- Hold up Class Book activity page 22 again. Ask *Which clothes are for the princess?* Elicit *shoes, socks, dress and crown* and encourage the children to point to the pictures on their Class Book page. Draw around all of the clothes with a pink pencil. Do the same with the cowboy's clothes using a blue pencil.
- Then say *Well done! Very good!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Make a crown

- Bring in paper plates for each child and pre-prepare them. Cut a horizontal, vertical and two diagonal slits through the centre of the paper plate, leaving about 3cms (depending on the size of the plate and the size of the children's heads) at the edges of the plate uncut. Bend the triangles formed by the cuts upwards to make the crown.
- Give each child a paper plate crown to decorate with materials of your choice, for example paints, glitter, stickers.

Lucky dip

- Place the clothes flashcards into a large hat or bag.
- Ask the children to sit in a circle with you. Go round the circle and invite a volunteer to guess which card he / she might draw.
- If the child is right, he / she can have another turn.
- If the child is wrong, it's someone else's turn.

Workbook users – now go to page 110 for Workbook lesson A.

Lesson 6

Language

New:

trousers, T-shirt, hat, shoes, socks, dress
badge, crown, cowboy, princess
Put on (a hat)!

Recycled:

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 26

Trousers for Monkey to wear

Pocket Poster

Routine Poster

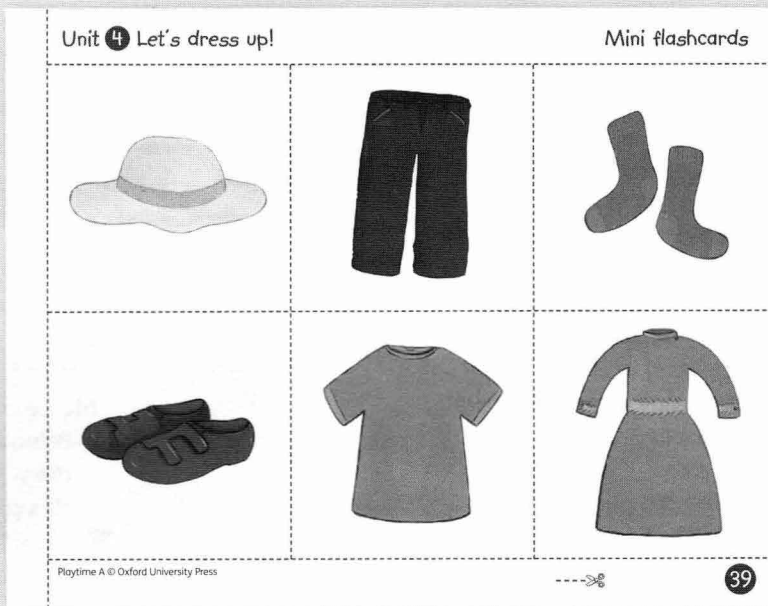
Unit 4 clothes flashcards: *hat, trousers, socks, T-shirt, dress, shoes*

Unit 4 cross-curricular flashcard:
fancy dress party

Unit 4 cross-curricular DVD section: *Let's make a costume!*

Optional: Unit 4 clothes miniflashcards: *hat, trousers, socks, T-shirt, dress, shoes*

Extra time: Unit 2 colour flashcards: *red, blue, yellow, green, orange, purple*



1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time dressing Monkey in a doll's or small child's trousers.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six clothes flashcards and spread them out on the floor or the desk.
- Say one of the words and ask for a volunteer to come and pick up the corresponding flashcard and put it in the Pocket Poster.
- Repeat for all the flashcards, asking different children to come out each time.
- Optional:** Organize the children into two teams. Bring a representative from each team to the front. Ask them to take it in turns to say a clothes word. The other team member has to take the correct flashcard and put it in the Pocket Poster.

3 Unit 4 cross-curricular film footage: Let's make a costume!

- Take Monkey and the cross-curricular flashcard of the fancy dress party, without showing the children the picture. Say *Look! What's Monkey got?*
- Encourage the children to remember the party from the last class. Say *Yes! That's right! It's a party!*
- Seat the class where they can all see the screen. Say *Now let's watch the DVD about the party again!*
- Explain that the children should watch and join in with the actions of making things from the last class.
- Optional:** If you like, give out the miniflashcards and ask the children to hold them up when the item of clothing is shown in the film.
- Play the DVD section to the end of the footage of making the crown and the badge. Pause before the vocabulary section at the end.

Unit 4 cross-curricular film footage: Let's make a costume!

- Now play the vocabulary section at the end of the Unit 4 DVD section.
- Encourage the children to repeat each word after they hear it and point to the corresponding part of their own or someone else's clothes.
- Say *Now let's play a game!*

4 Vocabulary song

- Say *Let's sing the song, In something new!*
- Explain that the children should listen and join in with the song.
- Play CD Track 26. Encourage the children to join in as much as possible.

In something new CD Track 26

5 Fancy dress mime

- Ask the class to stand in a circle. Invite a volunteer to come to you. Whisper a fancy dress word from the DVD to them for them to mime and invite the class to guess the word. Use *badge, crown, princess, cowboy, crocodile, pirate*.

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time**Colours and clothes**

- Ask the children to sit with you in a circle. Show the colour flashcards as a fan display and invite a volunteer to come and pick a colour, e.g. *red*.
- Then ask the child to find a classmate wearing that colour. Encourage them to take the card and go and put it next to the item of clothing they find. Encourage them to say the item of clothing e.g. *Red T-shirt*.
- Repeat, asking different volunteers to come and choose different colour flashcards.

Up and down!

- Invite a volunteer to come and hold a clothes flashcard without looking at it. They then hold it out in front of them without knowing what it is.
- The class has to tell the volunteer where the item goes on the body by saying *Up!* or *Down!*, e.g. to hold the hat in the right place, the volunteer has to respond to the command *Up! Up! Up!* until they are holding it at the right height.
- The volunteer then has to guess which item of clothing it is before being allowed to look and check.
- Repeat for all the clothes flashcards.

Workbook users – now go to page 111 for Workbook lesson B.

Lesson 7

Language

New:

hat, trousers, socks, T-shirt, dress, shoes

Look at me!

I'm a (pirate).

Snap! Snap! Snap!

Toot! Toot! Toot!

Tap! Tap! Tap!

Stop! Stop! Stop!

Recycled:

Hello

Let's (dress up)!

green, red, blue, purple

jump

Hurray!

Yes / No

Bye bye

Numbers 1–6

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 23

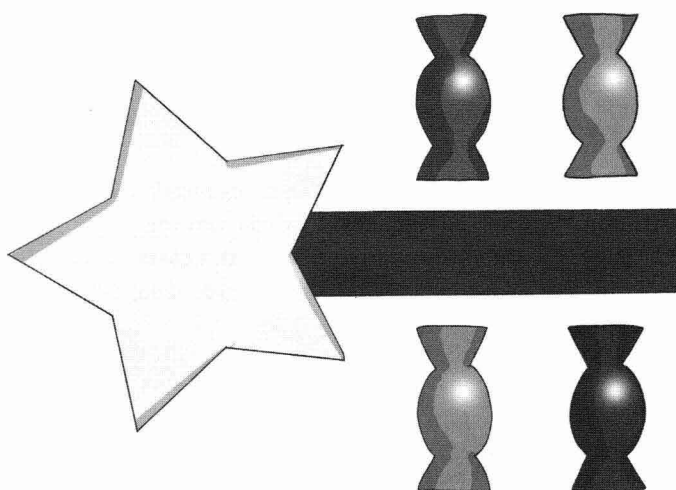
Clothes for Monkey to wear

Routine Poster

Pocket Poster

Unit 4 Let's dress up!

Pop-out



Oxford Playschool Plus A © Oxford University Press

Unit 4 clothes flashcards: hat, trousers, socks, T-shirt, dress, shoes

Class Book Unit 4 pop-out

A bag

DVD Story 4: Let's dress up!

Optional Props for acting out the story

Extra time: Photocopy Master 9, website: enough copies for one each

1 Hello

Hello Monkey!

- Choose one of the items of clothing Monkey has already worn, dress him and hide him. Encourage the children to guess what Monkey is wearing today. Bring him out and show him when a child guesses correctly.
- Play CD Track 1 and sing the *Hello* song with the actions, encouraging all the children to join in.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six clothes flashcards and spread them out on the floor or the desk.
- Say a number and then one of the clothes words, e.g. *Number 1: Hat!* Encourage one of the children at random to come and pick up the corresponding flashcard and to go and put it in the Pocket Poster in the pocket numbered 1.

- Repeat for all the flashcards, saying different numbers and words and asking different children to come out each time.
- Optional:** To make the activity more challenging, say the numbers out of order.

3 Class Book activity

Pop-out 4: Make Star's magic wand

- Hold up the wand you have made from Pop-out 4. Say *Here's Star's magic wand!* Hold up the sweets one by one. Say *Look at the sweets! What colour's this?* and elicit the colours *Red, blue, purple* and *green* from the children.
- Say *Now you can make a magic wand too!* Either give out the pages for the children to pop out the magic wand and the sweets where they are, or use the *Crocodile* rhyme to lead them back to their desks to make them.
- Show the children how to pop out their magic wand and sweets.

Play with the magic wand

- Play a game with the children and their magic wands and sweets. Put a few sweets in a bag.
- Then ask the children to pick one of their own four coloured sweets and put it on the floor or table in front of them.
- Encourage the children to tap their wands and say *Tap! Tap! Tap!* with you. They choose one of their coloured sweets and put their wand on it.
- Then pick one sweet from the bag or box without looking, show it to the class and say the colour, e.g. *It's the blue sweet!* All the children who have picked the blue sweet have won this round.
- Repeat choosing different colour sweets.

4 DVD Story 4: Let's dress up!

- Let the children keep their magic wands (but not the sweets) while they watch Story 4 on the DVD again.
- Explain before they watch that they should wave their wands both times when Star says, *'Tap! Tap! Tap!'*
- Play Story 4 on the DVD. Encourage the children to wave their wands when Star says, *'Tap! Tap! Tap!'* instead of the actions suggested in previous lessons for this part of the story and the song.

Story 4: Let's dress up!

Note: The story text is given in the Big Story Book.

5 Acting out

- Say *Now let's act out the story! Stand up, please.* Make sure the children have their pop-out wands ready.
- Play Story 4 on CD Track 23. Encourage the children to join in with the key story actions and phrases as much as they can, as well as the story song. Encourage the children to wave their wands when Star says *'Tap! Tap! Tap!'*

Story 4: Let's dress up! CD Track 23

- | | |
|-----------------------------------|---|
| 1 '...a hat.' | (Mime putting on a hat) |
| 'Ha Harrr!' | (Put hand over one eye like an eye patch) |
| 2 '...a green T-shirt.' | (Mime putting on a T-shirt) |
| 'Snap! Snap! Snap!' | (Stretch both arms and mime a Crocodile's mouth snapping) |
| 3 '...trousers, socks and shoes.' | (Mime putting on trousers, socks and shoes) |
| 'Toot! Toot! Toot!' | (Mime pressing an imaginary horn) |
| 4 '...a pretty dress.' | (Imitate putting on a dress) |
| 'Tap! Tap! Tap!' | (Tap with the pop-out wand three times) |
| 5 'Ha Harrr!' | (Put hand over one eye like an eye patch) |
| '...for me!' | (Point to yourself) |
| 6 'Snap! Snap! Snap!' | (Stretch both arms and mime a Crocodile's mouth snapping) |
| '...for me!' | (Point to yourself) |
| 'Toot! Toot! Toot!' | (Mime pressing an imaginary horn) |

- | | |
|----------------------|---|
| '...for me!' | (Point to yourself) |
| 7 Stop! Stop! Stop! | (Hold up your hand) |
| Tap! Tap! Tap! | (Tap with the pop-out wand three times) |
| WHOOOSH! | |
| 8 '...for everyone!' | (Make a sweeping gesture) |
| 'Hurray!' | (Raise both arms and cheer) |
- When the children have finished, congratulate them. Say *Well done!*
 - Remind them that they are going to act out the story for an audience in the next lesson.
 - **Optional:** If you like, bring props to this lesson to act out the story. You could also use these props in the performance in the next lesson.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Star's magic wand

- Ask the children to put their sweets out on the table in front of them in a line and then hold their wand.
- Say *Tap! Tap! Tap! Red!* and encourage them to tap and point to the red sweet with their wand.
- Repeat for all the colours of the sweets.
- To make the activity more fun, increase the speed.

Photocopy Master 9: Make a magic star invitation

- Before the lesson, download and print enough copies of Photocopy Master 9 for each child, and one example.
- Use the invitation template on Photocopy Master 9 to invite parents, other teachers at school and other classes to come and see your performance of the story in the next lesson.
- Give each child a copy of Photocopy Master 9.
- The children can decorate the invitation to reflect the story that they are going to act out. In this unit, for example, they could draw stars or Star's magic wand.

Lesson 8

Language

New:

hat, trousers, socks, T-shirt, dress, shoes

Look at me!

I'm a (pirate).

Snap! Snap! Snap!

Toot! Toot! Toot!

Tap! Tap! Tap!

Stop! Stop! Stop!

Recycled:

Hello

Let's (dress up)!

green, red

jump

Hurray!

Yes / No

Bye bye

Materials:

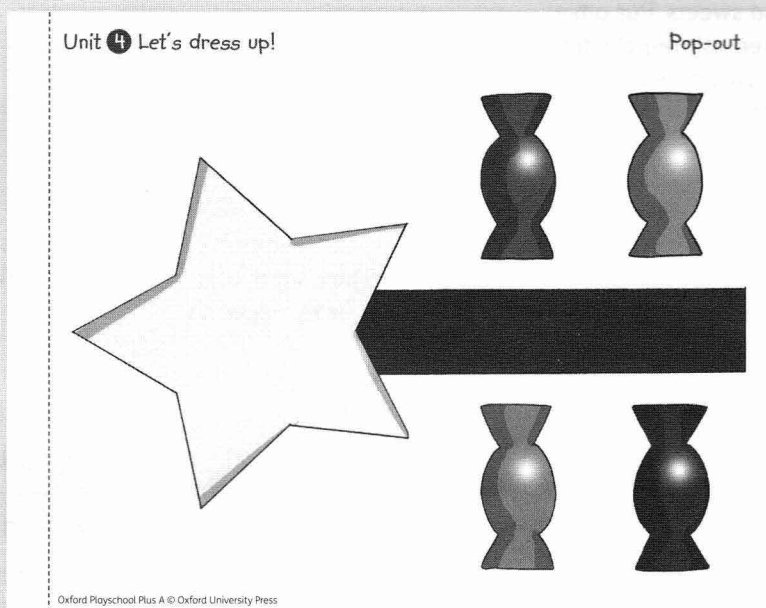
Monkey puppet

CD: Tracks 1, 4, 5, 6, 23 and 26

Class Book Unit 4 pop-out

Unit 4 clothes flashcards: hat, trousers, socks,

T-shirt, dress, shoes



Optional Props for acting out the story; paper stars for each child to use as rewards

Extra time: Pocket Poster; Photocopy Masters 10 and 11, website: enough copies for one each; Unit 4 clothes miniflashcards: hat, trousers, socks, T-shirt, dress, shoes; glue

Note: In advance of this lesson, invite a small audience (or just one visitor) to watch the performance. The audience could be the school director or a teacher from another class, other classes of children from the school or parents.

1 Hello

- Greet the visitors and invite them to take their seats in the audience.
- If you like, open the show by asking the children to sing the Hello song with the actions.

Hello song CD Track ①

2 Performance

- Ask all the children to stand up. Make sure they have their pop-outs and any optional props ready.
- Either play or tell Story 4, encouraging the children to join in with the actions and key words and phrases they have practised, as well as the story song.
- Signal to the children to hold up and tap their magic wands when Star says 'Tap! Tap! Tap!'

Story 4: Let's dress up! CD Track ②③

Note: The story text is given in the Big Story Book.

3 Vocabulary song

- To add to the performance, play or sing the song *In something new* and encourage the children to join in, doing the actions.

In something new CD Track ②⑥

4 Reward time

- Say *Well done!* to each pupil to congratulate them for their performance and their work in this unit.
- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.
- **Optional:** You could also ask a member of the audience to give each child a paper star or other reward at the end of the performance.

5 Quiet time

- To settle the children after the performance, play the *Settling* song. Encourage the children to sit down on the mat and put their face on their hands as if they are sleeping while they listen.

Settling song CD Track ④

- Then play a quiet review activity to end the unit. Take the clothes flashcards and explain to the children that you are going to draw the outline of an item of clothing in the air without saying it out loud.
- Explain that they have to look at you carefully to guess the word. When they think they know what it is, they have to put up their hand.
- When a child guesses correctly, say *That's right! Well done!* and hold up the corresponding flashcard.
- Repeat for all the flashcards.

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥**Extra time****Pocket Poster game**

- Point to each pocket of the Pocket Poster and ask *What colour is it?* Elicit the six colours.
- Put the clothes flashcards in the six pockets of the poster.
- Ask e.g. *What's in the green pocket?*
- Encourage the children to put up their hands. Choose a child and elicit the item of clothing on the flashcard in the green pocket. If the children gets it right, they can keep the flashcard.
- Repeat for all the flashcards.

Photocopy Masters 10 and 11: Unit 4 Picture Dictionary

- Before the lesson, download and print copies of Photocopy Masters 10 and 11 for each child. Then stick the bottom of Photocopy Master 10 onto Photocopy Master 11 in the space shown. Write the number of the unit in the box at the bottom of the big sheet and the name of each child in the space on the roof, under the title. Give the photocopies out to the class together with a set of miniflashcards from the unit.
- Explain that they are going to make a Picture Dictionary with the miniflashcards from the unit. They have to stick each miniflashcard in the correct space on the photocopy, following your instructions.
- Either say the numbers yourself or ask the children to count up to six. As you or the children do this, write the numbers on the board. Then hold up the unit flashcards one by one and elicit the vocabulary. Put each flashcard beside a number and ask the children to put this miniflashcard in the correct place on the photocopy. Check that they have all done it correctly and say *Well done!*
- Let the children take the Photocopy Master home to show their family what they have learnt in the unit.
- **Optional:** If you prefer, you could keep these completed photocopies until the children have done all the units and, at the end of the year, staple them together and make a cover so that each child has their own Picture Dictionary.

Reinforcement lesson

Language

New:

hat, trousers, socks, T-shirt, dress, shoes

Recycled:

Colours

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 26

Routine Poster

Pocket Poster

Unit 4 clothes flashcards: *hat, trousers, socks, T-shirt, dress, shoes*

Unit 4 clothes miniflashcards: *hat, trousers, socks, T-shirt, dress, shoes*

Paper and coloured pencils

Note: This lesson is for use at any point during the unit, following Lesson 4.

1 Hello

- Repeat the 'Hello Monkey!' and 'Routine Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

2 Re-present the vocabulary with the Pocket Poster

- Take the six clothes flashcards. Hold up one and say the word, e.g. *Dress!* Say the word again and encourage the children to repeat the word and mime putting the item of clothing on.
- Invite one child to come and take the flashcard and put it in a pocket of the Pocket Poster. Say the word again and encourage the child to repeat it and do the action again.
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- Give out the clothes miniflashcards to each child.
- Then take the flashcards out of the Pocket Poster, shuffle them, and put them back into different pockets, but this time with the picture facing inwards, so the children can't see them.
- Explain that you are going to say a colour of a pocket and the children have to guess what the card in that pocket is.

- Say a colour, e.g. *Yellow!* Encourage the children to guess the flashcard in the yellow pocket by holding up one of their miniflashcards. Choose children at random and encourage them to say the word their miniflashcard represents, e.g. *Shoes!*
- Take the flashcard out and show it to the children. Congratulate all the children who guessed correctly. Keep this card to one side.
- Repeat until all the pockets are empty.

4 Vocabulary song

- Say *Now let's listen to the song about clothes!*
- Ask the children to stand up.
- Play CD Track 26. Do the actions and encourage the children to join in too.

In something new CD Track ②⑥

5 Design a T-shirt for Monkey

- Hold up the flashcard of the T-shirt and ask *What's this?* Elicit *A T-shirt.*
- Hold up Monkey and say *Monkey wants a T-shirt!* Use gesture and the T-shirt flashcard to explain what you mean.
- Explain to the children that they are going to draw and colour a T-shirt for Monkey.
- Give out paper and coloured pencils.
- When the children have finished, make a T-shirt display on the classroom wall. Hold Monkey and show him all the T-shirts. Tell the children he likes them all and help Monkey say *Thank you!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extension lesson

Language

New:

pirate

Recycled:

hat, trousers, socks, T-shirt, dress, shoes,
Put on (a hat)!

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 27

Big Story Book, Story 4: *Let's dress up!*

A pirate's hat to show the children as an example

A large piece of black paper per child

White wax crayons

Skull and cross-bones shape (made of white paper)
per child

Glue

Note: This lesson is for use at any point during the unit, following Lesson 6.

Preparation

As this is an extension lesson, some preparation is necessary.

Before the lesson, you will need to make a pirate's hat as an example to show the children. To do this, take a large sheet of black paper and fold it in half. Then fold the top corners down towards the centre of the page. Lift the front bottom flap and fold it up. Flip the paper over, then lift the bottom flap and fold it up. Draw a skull and crossbones on the hat with a white wax crayon (or cut one out of white paper and stick it on the front of your hat.)

1 Hello

- Repeat the 'Hello Monkey!' and 'Routine Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

2 Present the theme

- Hold up the first page of Story 4 in the Big Story Book: *Let's dress up!*
- Point to Rocket and ask *Who's this?* Elicit *Rocket*.
- Then ask *Is he a clown?* Encourage the children to tell you *No, he's a pirate*. Point to his hat and ask *What's this?* Elicit *A hat*. Say *That's right! It's a hat, a pirate's hat*.

3 Project work

- Take out the pirate's hat you've made and put it on. Say *Look! I'm a pirate. I've got a pirate's hat*.
- Say *Now you can make a pirate's hat*.
- Give each child a large piece of black paper (or if you only have white, you could ask the children to colour it black).
- As each child finishes, fold their paper for them to form a hat (as in the Preparation section).
- Then give them the skull and crossbones design to stick on the front with glue.

4 Karaoke song

- Say *Put on a hat!* Encourage all the children to put on their pirate's hats.
- Explain that they are going to sing the song *In something new*, doing the actions and putting on their pirate's hat when they hear 'Put on a hat'.
- Play the karaoke version of the song *In something new*, encouraging the children to join in with the actions and as much of the song as they can. Make sure the children take their hat off again between verses.

In something new (karaoke version) CD Track ②7

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook users – now go to pages 112 and 113 for Workbook lessons C and D.

Workbook lesson A

Language

New:

trousers, T-shirt, hat, shoes, socks, dress
badge, crown
cowboy, princess
Put on (a hat)!

Recycled:

Hello
red, green, blue
Yes!
Look!
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 26
A dress or hat for Monkey to wear
Routine Poster
Unit 4 cross-curricular flashcard: *fancy dress party*
Unit 4 cross-curricular DVD section: *Let's make a costume!*
Workbook page 15

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time dressing Monkey in a doll's or small child's dress or a hat.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Vocabulary song

In something new

- Say *Let's sing the song In something new!*
- Play CD Track 26. Do the actions from Lesson 3 in this unit and encourage the children to join in with you.

In something new CD Track ②⑥

3 Unit 4 cross-curricular film footage: Let's make a costume!

- Give out the clothes miniflashcards.
- Say *Now we're going to watch a film about fancy dress costumes.*
- Seat the class where they can all see the screen.
- Play the Unit 4 cross-curricular DVD section all the way through and invite the pupils to hold up the matching clothes miniflashcard when they hear the words *trousers, T shirt, hat, dress, socks or shoes.*

Unit 4 cross-curricular film footage: Let's make a costume!

- After the DVD, ask how many kinds of hats were in the film. Explain that the class will now complete a Workbook activity about hats.

4 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 15

- Hold up Workbook page 15. Point to the hats and say *What are these?* and elicit *hats, crown and crocodile.*
- Then point to the crocodile head and say *Where's the crocodile?*
- Trace a line from the crocodile head to the crocodile costume to show the children what to do.
- Say *Match.*
- Give out the Workbooks, open on page 15, and coloured pencils to the children. Encourage them to link the right hats with the right children.

Checking the activity

- Hold up Workbook page 15 again. Ask volunteers to demonstrate the links correctly: the crocodile with the crocodile; the crown with the princess; the cowboy hat with the cowboy and the pirate hat with the pirate.
- Then say *Well done! Very good!*

5 Dressing up action time

- Pin the clothes flashcards on the board in vertical order from the shoes up: *shoes, socks, trousers, T shirt, hat.* Invite the pupils to repeat the words, bending down to touch their shoes, then socks, then legs, then body, then head to match.
- At first, move and repeat the words slowly from feet to head and then from head to feet. Praise the class, then repeat this up and down list a little faster. Speed up until no one can manage it anymore!

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

4 Let's dress up!

Workbook lesson B

Language

New:

trousers, T-shirt, hat, shoes, socks, dress
badge, crown
cowboy, princess
Put on (a hat)!

Recycled:

Hello
red, green, blue
arms, legs, feet
Yes!
Look!
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 26
Trousers for Monkey to wear
Pocket Poster
Routine Poster
Unit 4 clothes flashcards: *hat, trousers, socks, T-shirt, dress, shoes*
Unit 4 cross-curricular flashcard: *fancy dress party*
Unit 4 cross-curricular DVD section: *Let's make a costume!*
Workbook page 16

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time dressing Monkey in a doll's or small child's trousers.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the flashcards

- Take the clothes flashcards for *shoes, socks, trousers* and *T-shirt* and revise the words. Now revise the body parts from the Unit 1 extension lesson: *arms, legs, feet*.
- Explain that you will say the word for a body part and show the card for a piece of clothing. If the two do not match, such as *hat* for *feet*, the class should stamp their feet. If the match is right, they can clap.
- Repeat for all the flashcards in varying combinations.

3 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 16

- Hold up Workbook page 16. Say *Look! A mirror!*
- Explain that the children have to draw themselves in costume in the mirror. Ask *What's your favourite costume?* Hold up the cross-curricular card of the party and point to the costumes to give the children some ideas. Then say *Draw your favourite costume!*
- Give out the Workbooks, open on page 16, and coloured pencils to the children. Encourage them to draw and colour themselves in a fancy dress costume.

Checking the activity

- When the children have finished, say *Show me your favourite costume!*
- Encourage the children to hold up their pictures. Say *Well done! Very good!*
- Tell them you're going to ask which picture contains a hat, shoes, socks, T-shirt, trousers or a dress. Only the children whose picture contains that piece of clothing should hold up their pictures.
- Ask *Have you got a hat?* Encourage the children whose costume contains a hat to hold their pictures up.
- Repeat for all the other clothes.
- Congratulate the children again on their pictures. Say *Well done!*

4 Vocabulary song

- Say *Let's sing the song, In something new!*
- Explain that the children should listen and join in with the song, pointing to their costume when they hear an item of clothing they've used in their picture.
- Play CD Track 26. Encourage the children to join in as much as possible and point to the clothes in their picture at the appropriate points.

In something new CD Track ②⑥

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson C

Language

New:

pirate

Recycled:

sweets, crocodile, fairy, clown, colours

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 23 and 27

Unit 2 colour flashcards

Big Story Book, Story 4: *Let's dress up!*

Unit 4 pop-outs of Star's bag and sweets

Workbook page 17

Preparation

As this is an extension lesson, some preparation is necessary.

Before the lesson, you will need to prepare the pop-outs.

1 Hello

- Repeat the 'Hello Monkey!' and 'Routine Poster' procedures described in Lesson 1 of this unit.

Hello song CD Track ①

2 Big Story Book

- Keep the Monkey puppet out and let him pick up the colour flashcards in his mouth. Ask *What's Monkey got?* Invite volunteers to come and take a colour flashcard and show the class. Encourage them to use the phrase from the story and add the colour *Look at me! I'm red/blue/green*. If the answer is right, give them a clap and ask them to sit down again.
- Then show Monkey and say *Look at me! I've got ears and a tail. I'm a...* Invite the class to say *Monkey!* Now pick up the green colour card and say *Look at me! I'm green and I've got a tail. I'm a...* Elicit *crocodile* and use the story image of Twig as a prompt if necessary.

Listen to the story on the CD

- Say *Now let's listen to the story, Let's dress up!*
- Open the Big Story Book and play Story 4 on CD Track 23.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the song, encourage the children to pretend to wave a wand like Star.

Story 4: Let's dress up! CD Track ②③

- After the story, explain that they are now going to see if they can follow the story in their Workbook.

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 17

- Hold up Workbook page 17. Say *Follow the story*. Point to the first picture.
- Demonstrate tracing along the path to each picture in turn, to follow the line of the story.
- Then give out the Workbooks, open on page 17, and pencils to the children. Encourage them to complete the sheet. Say *Follow the path*.

Checking the activity

- When the children have finished, hold up Workbook page 17. Point to each of the story pictures and repeat the matching text from that stage in the story. Say 1 – *Let's dress up!* 2 – *Carnival sweets!* 3 – *I'm a pirate. The sweets are for me!* 4 – *Tap! Tap! Tap! Whooosh!* 5 – *The sweets are for everyone*. Repeat the text with the class and end with *Hurray!*

4 Who am I?

- Invite the class to stand in a circle. Say the costume names from the story and see if the class can make the matching noises: *Pirate – Haa harr! Crocodile – Snap! Snap! Snap! Clown – Toot! Toot! Toot! Fairy – Tap! Tap! Tap! Whooosh!* Praise everyone.
- Reverse the game so that the class names the outfit in response to the noises.

5 Karaoke story song

- Give out the pop-outs of the bags and sweets. Play the karaoke version of the song *Magic star* on CD Track 27. Encourage the children to join in and to hold up the sweets at the end.

Magic star (karaoke version) CD Track ②⑦

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson D

Language

New:

pirate

Recycled:

cowboy, crocodile, fairy, princess, pirate, clown
hat, trousers, socks, T-shirt, dress, shoes

Numbers

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 27

String, paper, pegs or paper clips

Unit 4 clothes miniflashcards

Workbook page 18

Preparation

As this is an extension lesson, some preparation is necessary.

Before the lesson, you will need to cut a simple sock shape in white paper for each pupil. You will also need paper clips or pegs to fix it to the string.

1 Hello

- Repeat the 'Hello Monkey!' and 'Routine Poster' procedures described in Lesson 1 of this unit.

Hello song CD Track ①

2 Socks on a line

- Ask the children to sit at the table, using the 'Go to your tables' routine if necessary.
- Hand each child a cut-out sock shape in white paper to colour and decorate. Put the coloured pencils on the tables.
- Ask the class to colour or decorate their sock. They can choose to match it to one of the costumes met in the unit or not as they wish: cowboy, crocodile, fairy, princess, pirate, clown.
- Fix up a length of string across the classroom.
- Once the socks are ready, ask each child to tell you which costume it is for. Say *Is it for a crocodile?* Once the answer has been given, say *Well done!*
- Hang the socks on the line with a paperclip or peg to make a display.

3 Karaoke vocabulary song

- Play the karaoke version of the song *In something new*. Encourage the children to join in and to mime putting on each item of clothing.

In something new (karaoke version) CD Track ②7

4 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 18

- Hold up Workbook page 18. Point to the socks and elicit the colours. Point to the numbers at the base of the page and say *Count and match*.
- Point to a red sock and say *Red. A red sock. How many red socks are there? Let's count them: 1, 2, 3, 4. Good. Now match the red sock to the number four like this.*
- Demonstrate linking the red sock at the base of the page to the number four.
- Give out the Workbooks, open on page 18, and pencils to the children. Encourage them to complete the sheet. Say *Count and match*.

Checking the activity

- When the children have finished, hold up Workbook page 18. Count and match all the socks together to check the answers. Say *Well done!*

5 Disappearing pirate

- Ask the class to stand in a circle and copy your actions. Demonstrate the actions and words twice, then ask the class to say the words too. Say *Rocket is a pirate. He has a hat* (touch your head), *he has a T-shirt* (touch your body), *he has trousers* (touch your legs), *he has socks* (touch your ankles) *and he has shoes* (touch your feet).
- Once the class is comfortable with the words, begin to make the pirate disappear. Mime all the actions but mime one of the items of clothing without speaking on each of five repeats: *Rocket is a pirate. ...* (touch your head). *He has a T-shirt* and so on. The last repeat will be: *Rocket is a pirate. ...* (touch your head), ... (touch your body), ... (touch your legs), ... (touch your ankles) ... (touch your feet). Then say *Where's the pirate?* Add all the words back in to make the pirate reappear!

6 Bye bye

Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Lesson 1

Language

New:

apple, orange, banana, cherries, plum, pear

Can I help you?

I'm helping!

Yum yum!

Oh no!

Thank you

Recycled:

Hello

Numbers 1–6

Colours

Bye, bye

Materials:

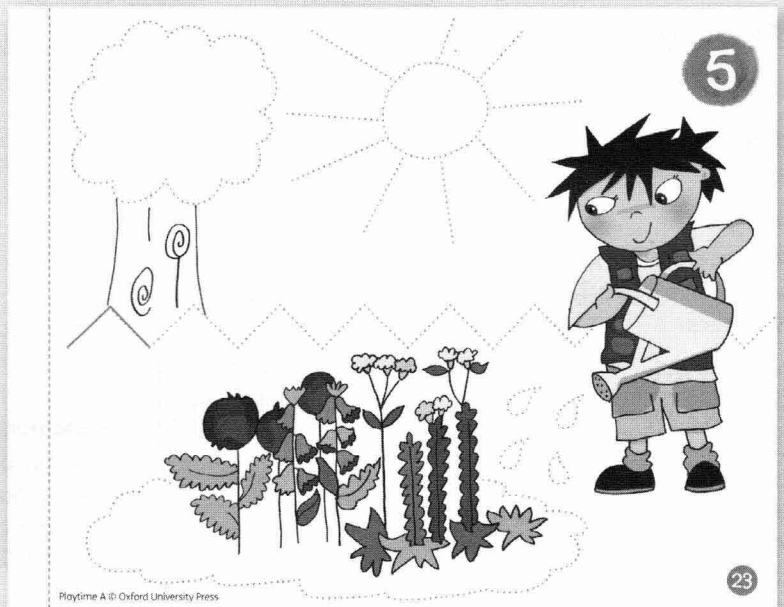
Monkey puppet

CD: Tracks 1, 5, 6, 28 and 29

A lunchbox

Routine Poster

Big Story Book, Story 5: Cherries



Class Book activity page 23

Extra time: Unit 4 clothes flashcards: hat, trousers, socks, shoes, T-shirt, dress; character flashcards, Pocket Poster; pre-cut paper squares

1 Hello

Hello Monkey!

- As this unit is about fruit, you could bring a lunchbox for Monkey with a different item of fruit in it each day. You can either use real fruit or the fruit flashcards. Before the lesson, put Monkey's favourite fruit (a banana) inside his lunchbox.
- Bring out the puppet and say *Hello Monkey!* Encourage the children to say hello to Monkey. Then bring out Monkey's lunchbox and say *Look! Monkey's got his lunchbox. What's inside?* Encourage the children to guess.
- Open the lunchbox and show the children the fruit. Make Monkey very excited and say *Monkey likes bananas!*
- Then ask the children to stand up. Play CD Track 1 and sing the *Hello* song with the actions, encouraging all the children to join in.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2, Lesson 1. In addition, practise numbers and colours using the coloured numbers on the poster. For activity ideas, see the Games Bank.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover page of Story 5 in the of Big Story Book: *Cherries*, which shows the focus character of this story, Twig, and the cherry tree.
- Ask the class *Who can you see?* Point to Twig and try to elicit *Twig*. Say *Yes! It's Twig! It's Twig's story.*
- Point to the cherries on the cherry tree. Read the title of the story *Cherries* using the cover illustration and mime to demonstrate the meaning, e.g. point to the cherries on the tree and mime holding and eating a bunch of cherries. Rub your tummy and say *Mmm!* Encourage the children to join in.

Listen to the story on the CD

- Say *Now let's listen to the story, Cherries.*
- Open the Big Story Book and play Story 5 on CD Track 28.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the song, do the actions encouraging the children to join in as much as possible.

Story 5: Cherries CD Track ②⑧

Note: The story text is given in the Big Story Book.

Listen to the story again

- Now read the story again, this time without the CD.
- As you read, encourage the children to join in with the following actions as you say the following lines and phrases. If you like, you can ask the children to stand up for this activity.

- 1 'Can I help you?' (Point to yourself and then to another person)
- 2 'I'm helping!' (Mime watering flowers with a watering can)
- 3 'Can I help you?' (Point to yourself and then to another person)
- 4 'I'm helping!' (Mime picking cherries from above your head)
- 5 'Bye bye, Mr Pip!' (Wave goodbye)
- 6 '...a banana – Yum yum!' (Mime holding a banana and rub your tummy)
- '...a plum...a pear' (Mime holding a plum and a pear like Melody)
- 7 '...an apple...an orange' (Mime holding an apple and an orange like Star)
- 'Oh no!' (Mime disappointment holding your head in your hands)
- 8 'Oh thank you!' (Mime holding a bunch of cherries and rub your tummy)
- 'Cherries! Mmm!'

3 Action song time

- Say *Stand up, please. Let's sing the story song.*
- Play CD Track 29, encouraging the children to join in with the actions.

I'm helping CD Track 29

- Hey, hey, hey! (Clap three times)
- I'm helping today. (Mime watering the flowers)
- I'm watering the flowers. (Mime watering the flowers)
- Hey, hey, hey! (Clap three times)
- I'm helping today. (Mime watering the flowers)
- I'm watering the flowers. (Mime watering the flowers)
- Hey, hey, hey! (Clap three times)
- I'm helping today. (Mime picking fruit above your head)
- I'm picking lots of cherries. (Mime picking fruit above your head)
- Hey, hey, hey! (Clap three times)
- I'm helping today. (Mime picking fruit above your head)
- I'm picking lots of cherries. (Mime picking fruit above your head)

4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 23

- Hold up Class Book activity page 23. Say *Look! Who can you see?* Encourage the children to say that it's Twig. Say *Yes! That's right! Twig is in the garden.* Mime pouring a watering can and say *Twig's helping. He's watering the flowers.*
- Demonstrate what the children have to do by tracing over the dashes of the blue drops falling from the

watering can with a blue colouring pencil. Say *Join the dots in the garden.*

- Give out Class Book activity page 23 and coloured pencils to the children. Encourage them to trace the dots to complete the picture of the garden in the correct colours.

Checking the activity

- When the children have finished, hold up Class Book activity page 23 again. Say *I can see Twig in the garden* and encourage the children to follow the lines they drew in the garden starting with the blue water drops.
- Repeat for each colour, encouraging the children to follow the lines of the garden they drew with their finger.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Review of Unit 4

- Show the clothes flashcards one by one as you say the words and encourage the children to repeat.
- Place the six flashcards on the walls around the classroom. Monkey chooses a child who must find a flashcard, e.g. *dress*, and place it in one of the pockets of the Pocket Poster.
- While the child is finding the flashcard, the rest of the class counts out loud, up to six and the child has to find the flashcard before they finish counting.

Paper fruit

- Explain that each child must draw one of the six items of fruit from the story on a piece of paper.
- Put the four character flashcards on the board and the six fruit flashcards underneath. Explain that you're going to match the fruit with the child in the story who eats that fruit by drawing a matching line. Say *Rocket*, point to the plum and ask *Plum?* and elicit *Yes* or *No* from the children. Draw a matching line when you come to the banana.
- Repeat with the other characters.
- To finish off, explain that you are going to call one of the four character names. The children who have drawn the fruit that goes with that character should hold their pictures up.

Lesson 2

Language

New:

apple, orange, banana, cherries, plum, pear

Can I help you?

I'm helping!

Yum yum!

Oh no!

Thank you

Recycled:

Hello

Colours

Bye, bye

Materials:

Monkey puppet

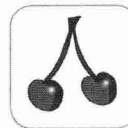
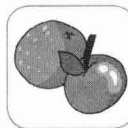
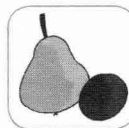
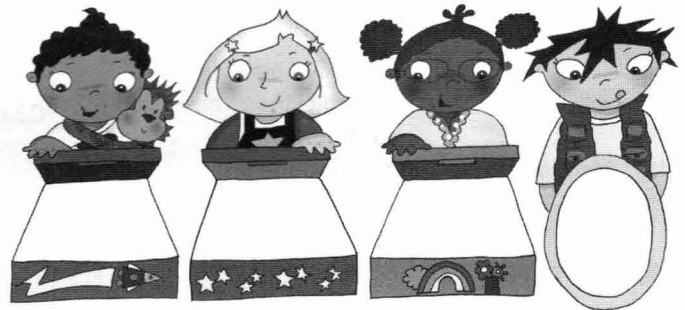
CD: Tracks 1, 5, 6, 28 and 29

A lunchbox

Routine Poster

Big Story Book, Story 5: Cherries

Class Book activity page 24



Playtime A © Oxford University Press

24

Extra time: Real or plastic fruit, a paper bag; coloured tissue paper ripped into small pieces in a large bag, scissors, glue, pre-cut fruit shapes

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time putting an apple or apple flashcard in Monkey's lunchbox.

Hello song CDTrack ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please*.
- Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover page of Story 5 in the Big Story Book: *Cherries*.
- Ask the class *Who can you see?* Elicit *Twig*.
- Read the title of the story *Cherries* using the cover and mime to demonstrate meaning. Encourage the class to repeat *Cherries!* and join in with the action.

Read the story or play the CD

- Say *Now let's listen to the story, Cherries!*
- Open the Big Story Book and either tell the story or play it on CD Track 28.
- As key vocabulary is heard on the CD, point to it in the pictures.

- During the story song, do the actions and encourage the children to join in.

Story 5: Cherries CDTrack ②⑧

Note: The story text is given in the Big Story Book.

3 Tell it too!

- Say *Now let's act out the story! Stand up, please.*
- Tell the story with the Big Story Book again (without the CD). Encourage the children to join in with the key story phrases and actions.
 - 'Can I help you?' (Point to yourself and then to another person)
 - 'I'm helping!' (Mime watering flowers with a watering can)
 - 'Can I help you?' (Point to yourself and then to another person)
 - 'I'm helping!' (Mime picking cherries from above your head)
 - 'Bye bye, Mr Pip!' (Wave goodbye)
 - '...a banana
-Yum yum!' (Mime holding a banana and rub your tummy)
'...a plum...a pear' (Mime holding a plum and a pear like Melody)
 - '...an apple...
an orange' (Mime holding an apple and an orange like Star)
'Oh no!' (Mime disappointment holding your head in your hands)
 - 'Oh thank you!' (Mime holding a bunch of cherries and rub your tummy)
'Cherries! Mmm!'

4 Action song time

- Say *Now let's sing the story song!* Play the story song on CD Track 29, encouraging the children to join in with the actions.

I'm helping CD Track 29

Note: The words and actions for the song are given in Lesson 1 of this unit.

5 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 24

- Hold up Class Book activity page 24. Say *Look! Who can you see?* Point to Rocket and elicit *Rocket!* Then point to Rocket again and say *Rocket says 'I've got a banana!'*
- Demonstrate drawing a line from the banana to Rocket's lunchbox and drawing a banana inside. Say *Match and draw!*
- Point to the other characters and encourage the children to tell you which fruit belongs to them.
- Then give out Class Book activity page 24 and pencils to the children. Encourage them to draw matching lines from each lunchbox or plate to the corresponding fruit.

Checking the activity

- Hold up Class Book activity page 24 again.
- Point to Star and say *Star says 'I've got an apple and an orange!'* and trace a line from the apple and the orange to Star's lunchbox, encouraging the children to follow their pencil line with their finger and point to the fruit they have drawn.
- Repeat the procedure for Melody and Twig.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Feely bag

- Bring some real or plastic fruit to the lesson and a bag to put it in.
- Ask a volunteer to put their hand in the bag and touch one of the fruit, and try to guess what it is without looking.
- When they have guessed, let them take out the fruit to check if they were right.
- Repeat with different fruits and different volunteers.

Confetti fruit

- For this activity, you need coloured tissue paper cut up into small pieces (or confetti) in a large bag, glue and scissors for each child, and pre-cut fruit shapes.
- Give the children the fruit shapes and ask them to cover them with glue.
- Then invite them to put their fruit into the bag with the confetti. This has to be done quickly as the glue needs to be still wet.
- Encourage them to shake their shape. The confetti will stick to the glue on the children's fruit.
- Display the fruit on the wall.



Lesson 3

Language

New:

apple, orange, banana, cherries, plum, pear
I've got (an apple).
For you

Recycled:

Hello
For me
Colours
Bye, bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 31
A lunchbox
Routine Poster
Pocket Poster
Unit 5 fruit flashcards: *apple, orange, banana, cherries, plum, pear*
Class Book activity page 25



Optional: Real or plastic fruit: apples, oranges, bananas, cherries, plums, pears

Extra time: Real or plastic fruit; Photocopy Master 7, website: enough copies for one each

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time putting an orange or orange flashcard in Monkey's lunchbox.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Present the vocabulary with the Pocket Poster

- Take the six fruit flashcards. Hold them up one by one and say the word, e.g. *Cherries!* Say the word again and encourage the children to draw cherries in the air with their fingers.
- Put a fruit flashcard into Monkey's mouth, e.g. the cherries flashcard, and invite a child to come and take it and put it in a pocket of the Pocket Poster. Repeat the word and encourage the child to draw cherries in the air with his / her finger.
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- For this activity, you will need a lunchbox and either the fruit flashcards or real or plastic fruit to match the flashcards.

- Put the fruit flashcards (or real/plastic fruit) in the lunchbox.
- Ask the children to come and sit in a circle on the mat with you. Hold up the lunchbox and say *Look! Here's my lunchbox.*
- Ask *What's inside?* Encourage the children to guess the fruit. Each time they guess a fruit correctly, take it out, hold it up and say e.g. *I've got an apple! I've got a banana!*

4 Vocabulary song

- Say *Now let's listen to a song about fruit!*
- Play CD Track 31. Do the actions and encourage the children to join in too.

I've got an apple to eat today.	(Mime holding an apple)
I've got an orange too!	(Mime holding an orange)
There's a banana just for me	(Mime peeling a banana)
A pear and a plum for you.	(Mime giving a pear and a plum)
But cherries, ooh cherries!	(Mime picking cherries)
Cherries are yummy!	(Rub your tummy)
Ooh cherries, mmm cherries!	(Mime picking cherries)
Cherries for my tummy!	(Rub your tummy)
Mmm!	
(Repeat)	

5 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 25

- Hold up Class Book activity page 25. Say *Look! Who can you see?* Encourage the children to say *Monkey!*
- Point to the orange. Ask *What's this?* Encourage the children to tell you *An orange!*
- Hold up the orange flashcard and ask *What colour is it?* Elicit *Orange!*
- Repeat for all the fruit.
- Then demonstrate what the children have to do by tracing over the dots of the orange and colouring it orange. Say *Join the dots and colour.*
- Give out Class Book activity page 25 and coloured pencils to the children. Encourage them to trace the dots to complete the fruit and colour them.

Checking the activity

- When the children have finished, hold up Class Book activity page 25 again. Point to each fruit and elicit the name and colour, encouraging the children to point to the fruit they have completed and coloured.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

What's missing?

- Put all the fruit in the lunchbox again.
- Then take all the fruit out apart from one and close the lunchbox.
- Spread out all the fruit so the children can see it.
- Ask *What's missing?* and encourage the children to tell you the fruit that is still in the lunchbox.
- Open the lunchbox and take out the fruit, so they can see if they were right.
- Repeat, leaving a different fruit in the lunchbox each time.

Photocopy Master 7: Count, match and trace the numbers

- Before the lesson, download and print enough copies of Photocopy Master 7 for each child, and one example.
- Hold up Photocopy Master 7 so that all the children can see it. Point to the groups of fruit one by one and ask *What's this?*
- Then point to the banana again, this time asking *How many (bananas) can you see?*
- When the children say *One*, trace a line with your finger from the banana to the number 1.
- Do the same for each group of fruit, tracing and pointing to the correct number each time.
- Give each child a copy of Photocopy Master 7. Ask them to trace a line from each group of fruit to the correct number 1–6. Then tell them to trace over the numbers in the boxes with each group of fruit.
- Go round the class helping the children and praising their work. Say *Well done!*
- Show your completed Photocopy Master and point to each group of fruit and the lines matching them with the corresponding numbers, saying as you do so *There are (two apples) etc.*

Lesson 4

Language

New:

apple, orange, banana, cherries, plum, pear

Can I help you?

I'm helping!

Yum yum!

Oh no!

Thank you

Recycled:

Hello

Colours

Bye, bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 31

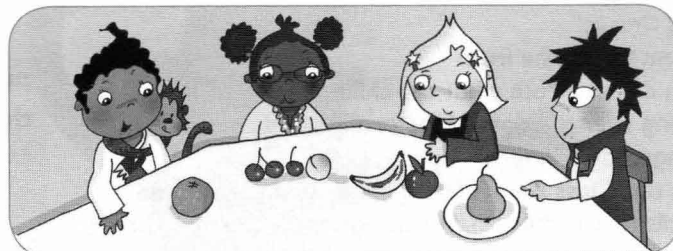
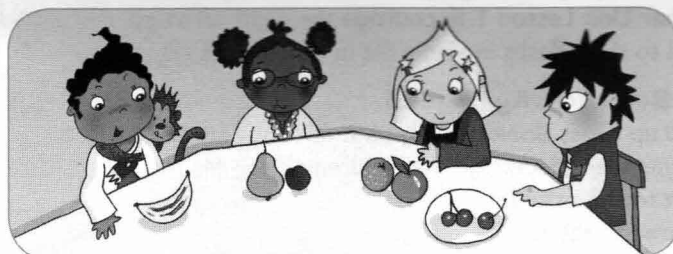
A lunchbox

Routine Poster

Unit 5 fruit miniflashcards (Class Book page 38)

Unit 5 fruit flashcards: apple, orange, banana,
cherries, plum, pear

DVD Story 5: Cherries



Playtime A © Oxford University Press

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Class Book activity page 26

Extra time: Unit 1 face flashcards, paper and pencils

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time putting a pear or pear flashcard in Monkey's lunchbox.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the miniflashcards

- Give out a set of fruit miniflashcards from Class Book page 38 to each child. If you don't want the children to cut them up in class, you will need to cut them out yourself before the lesson.
- Take the six fruit flashcards. Hold them up one at a time, say the word and encourage the children to repeat, holding up the corresponding miniflashcard.
- Then say *Listen!* Hold a flashcard so that the picture is facing you and the children can't see it. Say the corresponding word and encourage the children to listen to the word and hold up the correct miniflashcard.
- When all the children are holding up a miniflashcard, show them the correct flashcard so they can check to see if they were right.

- If they were correct, say *Very good! Well done!*
- Repeat for all the fruit flashcards and words.

3 Vocabulary song

- Say *Now let's listen to the song, Cherries are yummy!*
- Explain to the children that they should listen to the song and hold up a fruit miniflashcard whenever they hear the word.
- Play CD Track 31. Hold up the corresponding flashcard when each fruit word is said and encourage the children to hold up their miniflashcard.

Cherries are yummy CD Track ③①

4 DVD Story 5: Cherries

- Seat the class where they can all see the screen.
- Play Story 5 on the DVD all the way through the first time and let the children watch and enjoy the story.
- Optional:** If you like, ask the children to hold up their fruit miniflashcards when they hear the fruit words in the story.
- Play Story 5 on the DVD again. This time encourage the children to join in with the phrases and actions from the 'Tell it too!' section of Lesson 2, and the story song.
- Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 5: Cherries

Note: The story text is given in the *Big Story Book*. The words and actions for the song are given in Lesson 1 of this unit.

5 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 26

- Hold up Class Book activity page 26. Point to the picture at the top and ask *Who can you see?* Encourage the children to answer *Rocket, Melody, Star and Twig*.
- Explain that the picture at the bottom is different from the picture at the top and that they have to find six differences and circle them.
- Do an example with them to demonstrate the activity. Point to the banana in the picture at the top and say *Rocket's got a banana*. Then point to the orange next to Rocket at the bottom and say *Now Rocket's got an orange*. Encourage the children to join in with the fruit words. Circle the banana and the orange.
- Ask a child to point out one more of the differences and show the children what they have to do by circling it. Say *Circle six differences*.
- Give out Class Book activity page 26 and pencils to each child. Encourage them to look for the differences and to circle them.

Checking the activity

- Hold up Class Book activity page 26 again and ask the children to point out the six differences to you. Trace six circles with your finger or a pencil.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.
- Collect in the sets of miniflashcards for use in future lessons, unless you want to play the second game in 'Extra time'.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Fruit faces

- Use the Unit 1 face flashcards to review the parts of the face.
- Then draw a large circle on the board and show the children how to use the fruit to make the features of a face by fixing the fruit flashcards into place, e.g. one eye: an apple; the other eye: an orange; the nose: a pear; the mouth: a banana.
- Give each child a plain piece of paper and a pencil. Ask them to draw a large circle like a big face as you did on the board. Then let them set out their own miniflashcards. Do not stick the flashcards, just put them in place on the paper.
- Go round the class and revise the face vocabulary by pointing to features on your own face, then the fruit on their pictures.

Monkey wants fruit

- Hold Monkey up and say *Monkey wants a ... plum*. Do not show the flashcard at this point.
- Invite the class to hold up the correct fruit miniflashcard.
- Hold up the correct corresponding flashcard, so the children can check if they were right. Say *Monkey says, thank you!*
- Repeat for the other fruit. When they hold up the banana, change the reply to *Monkey says, hurray!*

Lesson 5

Language

New:

apple, orange, banana, cherries, plum, pear
fruit salad

Recycled:

Hello
Yes / No
Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 31

A lunchbox

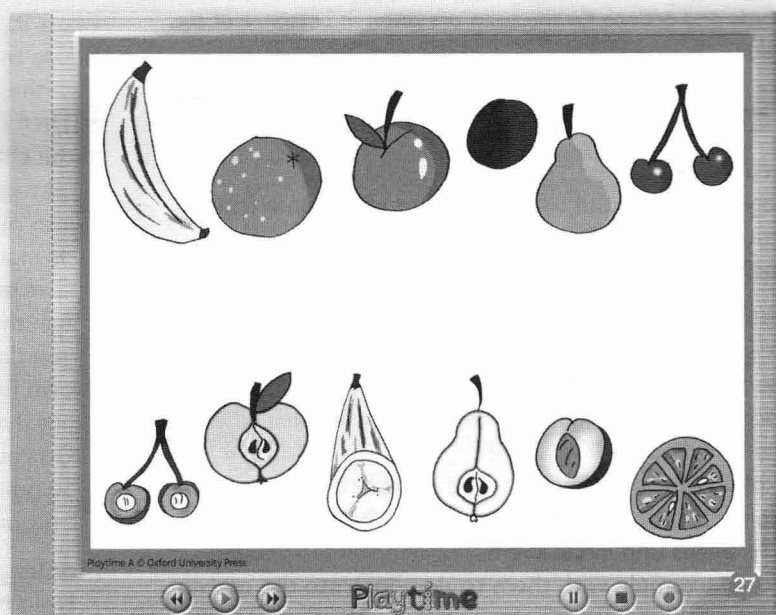
Routine Poster

Unit 5 cross-curricular flashcard:
fruit salad

Unit 5 cross-curricular DVD section:
Let's make a fruit salad!

Class Book activity page 27

Extra time: Plasticine; a photocopy of a large
fruit for each child, glue, paper, seeds



1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time putting a plum or plum flashcard in Monkey's lunchbox.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Vocabulary song

- Say *Let's sing the song, Cherries are yummy!*
- Play CD Track 31. Do the actions from Lesson 3 of this unit and encourage the children to join in with you.

Cherries are yummy CD Track ③①

3 Unit 5 cross-curricular film footage:

Let's make a fruit salad!

- Take Monkey and make him whisper to you. Then rub his tummy with his hand and say *Oh dear! Monkey's hungry again!*
- Let Monkey hold the Unit 5 cross-curricular flashcard without showing the children the picture. Ask *What's Monkey got?* Make Monkey whisper to you again. Then say *It's something to eat!* using mime and gesture to demonstrate what you mean. Encourage the children to guess what it is.

- When the children have had some guesses, or if a child guesses correctly, show the children the picture of the fruit salad. Say *Look! It's a fruit salad! Now we're going to watch a film about making a fruit salad.*
- Seat the class where they can all see the screen.
- Play the Unit 5 cross-curricular DVD section all the way through the first time and let the children watch and enjoy the film.
- Then play the same section again, encouraging the children to imitate the children in the film making a fruit salad.

Unit 5 cross-curricular film footage:

Let's make a fruit salad!

Look! Lots of fruit!
Here's an orange.
Let's make orange juice!
Squeeze the orange!
Squeeeeeeze!
There we are! Orange juice!
Now let's make a fruit salad!
Here's a pear.
First cut it up.
Then put it in the bowl.
Here's an apple.
Cut it up.
Then put it in the bowl too.
What about bananas?
Yes! Bananas are yummy!
Peel off the skin.

Now chop the banana. In it goes!
 Mmm! Plums!
 Cut the plum and take out the stone.
 Into the bowl!
 Where's the orange juice?
 Here it is.
 Pour it on.
 What's missing?
 Cherries! Of course!
 There! The fruit salad's s ready!
 Let's eat! Yummy!
 Oranges, pears, apples, bananas, plums, cherries

4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 27

- Hold up Class Book activity page 27. Point to the banana and ask *What's this?* and elicit *A banana!*
- Then point to the half fruit along the bottom and ask *Where's the banana here?* Point to each fruit and ask *Here?* Encourage the children to say *No* until you reach the half banana. Then say *Yes. Here's the banana.* Draw an example matching line from the whole banana at the top to the half banana at the bottom.
- Repeat for the other fruit. Then say *Match.*
- Give out Class Book activity page 27 and pencils to the children. Encourage them to match each complete fruit with the corresponding half.

Checking the activity

- Hold up Class Book activity page 27 again. Draw a line with your finger from each fruit to its matching half at the bottom of the page. Encourage the children to follow the matching lines they drew on their own activity sheet with their finger.
- Then say *Well done! Very good!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Let's make a fruit salad!

- Make pretend fruit out of plasticine.
- When you have finished the fruit, the children could cut it up with blunt knives, as if they were making a fruit salad.
- Alternatively, give each child a sheet of plain paper and coloured pencils and ask them to draw their favourite fruit salad.
- If you have the facilities, make real fruit salad with the children during the English class.

Fun with seeds

- For this activity, you will need to draw one of the six fruits from the unit on a piece of paper and make a copy per child. You'll also need some dried seeds and glue to make a collage.
- Point to the seeds and pips inside the fruit halves on Class Book activity page 27 and then show the children the seeds you have brought.
- Give each child a photocopy, some seeds and glue and show them how to stick the seeds on to decorate their fruit shape.
- When they have finished and the collages have dried, make a display on the classroom wall.

Workbook users – now go to page 132 for Workbook lesson A.

Lesson 6

Language

New:

apple, orange, banana, cherries, plum, pear
fruit salad

Recycled:

Hello

Yes / No

Bye bye

Colours

white

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 31

A lunchbox

Routine Poster

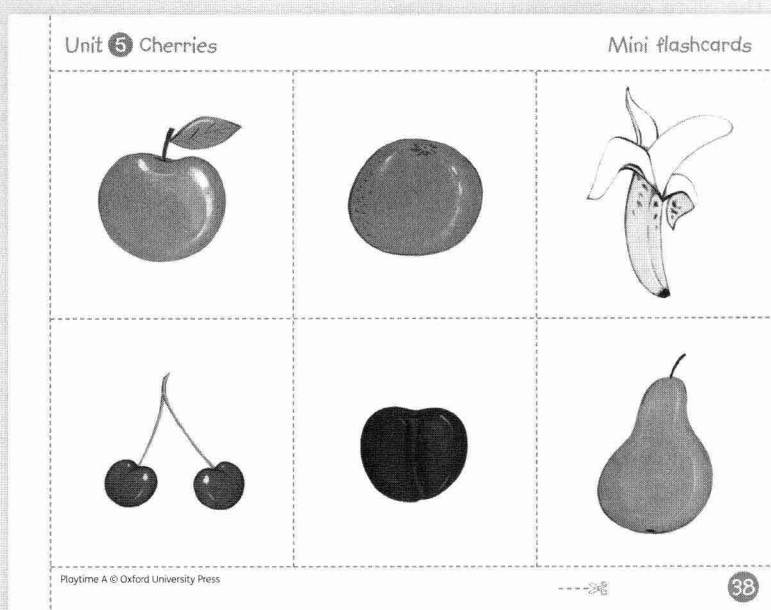
Pocket Poster

Unit 5 fruit flashcards: *apple, orange, banana, cherries, plum, pear*

Unit 5 cross-curricular flashcard: *fruit salad*

Unit 5 cross-curricular DVD section:

Let's make a fruit salad!



Optional: Unit 5 fruit miniflashcards

Extra time: Flashcard sets from Units 1–4;
a bag

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time putting some cherries or the cherries flashcard in Monkey's lunchbox.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six fruit flashcards and spread them out on the floor or the desk.
- Say one of the words and encourage one of the children at random to come and pick up the corresponding flashcard and put it in the Pocket Poster.
- Repeat for all the flashcards, asking different children to come out each time.
- **Optional:** Organize the children into two teams. Bring a representative from each team to the front. Ask them to take it in turns to say a fruit word. The other team member has to take the correct flashcard and put it in the Pocket Poster.

3 Cross-curricular film footage: Let's make a fruit salad!

- Take Monkey and the cross-curricular flashcard of the fruit salad, without showing the children the picture. Say *Look! What's Monkey got?*
- Encourage the children to remember the fruit salad from the previous lesson. Say *Yes! That's right! It's a fruit salad!*
- Say *Now let's watch the DVD about the fruit salad again!*
- Seat the class where they can all see the screen.
- Explain that the children should watch and join in with the actions for making a fruit salad as in the previous lesson.
- **Optional:** If you like, give out the fruit miniflashcards and ask the children to hold them up when the fruit is shown in the film.
- Play the DVD section to the end of the footage about making the fruit salad. Pause before the vocabulary section at the end.

Unit 5 cross-curricular film footage:
Let's make a fruit salad!

- Now play the vocabulary section at the end of the Unit 5 DVD section.
- Encourage the children to repeat each word as they hear it.

4 Coloured fruit

- Point to the fruit in the Pocket Poster. Ask *What colour is the apple?* Elicit *green* and repeat for all the fruit.
- Count the fruit that are the same colour. Say *How many fruit are green?* Count the pear and apple. Point and say 1, 2. *The apple and the pear are green.* Repeat for red, orange, yellow and purple.
- Refer back to page 27 in the Class Book (lesson 5) and explain that some fruits are a different colour on the inside! Elicit that the purple plum is yellow and the red cherry is orange. The banana, apple, pear and orange are the same colour on the inside.

5 Vocabulary song

- Say *Let's sing the song, Cherries are yummy!*
- Explain that the children should listen and join in with the song, and point to the fruit in the Pocket Poster.
- Play CD Track 31. Encourage the children to join in as much as possible and to point to the Pocket Poster at the appropriate points.

Cherries are yummy! CD Track 31

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 5 while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Odd-one-out

- For this activity you will need the Unit 5 fruit flashcards and the sets of flashcards from Units 1–4.
- Put a card from one set and three from another set on the board in random order.
- Number the pictures from 1 to 4.
- Then ask *Which is different?* Encourage the children to tell you the card that doesn't belong with the other three.
- Repeat with different flashcards.

Lucky dip

- Place the fruit flashcards in a bag. Invite a volunteer to come and pick a fruit.
- Encourage him or her to say the name of the fruit they have picked.
- Show the class and repeat the name of the fruit together. Say *Mmm!*
- Repeat several times with different volunteers.

Workbook users – now go to page 133 for Workbook lesson B.

5 Cherries

Lesson 7

Language

New:

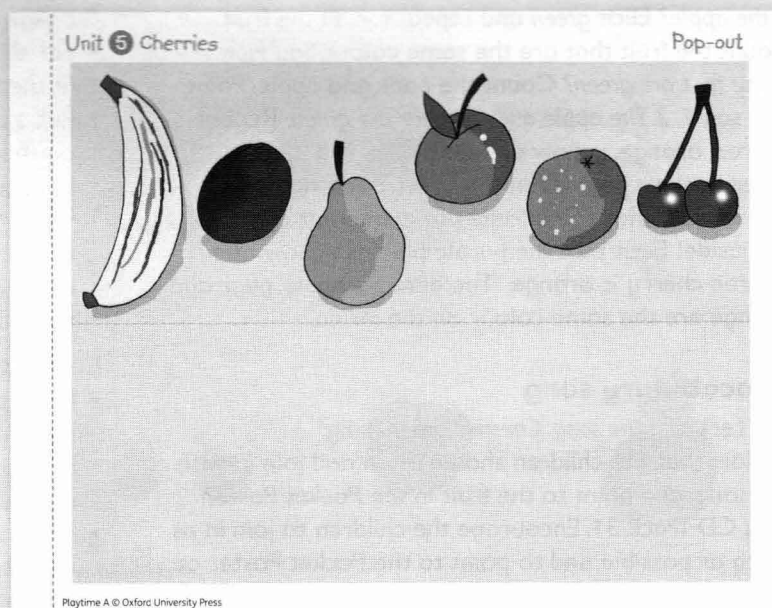
apple, orange, banana, cherries, plum, pear
 Can I help you?
 I'm helping!
 Yum yum!
 Oh no!
 Thank you

Recycled:

Hello
 Colours
 Numbers 1–6
 Bye bye

Materials:

Monkey puppet
 CD: Tracks 1, 5, 6 and 28
 A lunchbox
 Routine Poster
 Pocket Poster
 Class Book Unit 5 pop-out
 DVD Story 5: Cherries



Unit 5 fruit flashcards: apple, orange, banana, cherries, plum, pear

Optional: Props for acting out the story

Extra time: Photocopy Master 9, website: enough copies for one each

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time putting Monkey's favourite fruit, a banana, or the banana flashcard, in his lunchbox again.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six fruit flashcards and spread them out on the floor or the desk.
- Say a number and then one of the fruit words, e.g. *Number 1: Apple!* Encourage one of the children to come and pick up the corresponding flashcard and to go and put it in the Pocket Poster in the pocket numbered 1.
- Repeat for all the flashcards, saying different numbers and words and asking different children to come out each time.
- Optional:** To make the activity more challenging, say the numbers out of order.

3 Class Book activity

Pop-out 5: Make the lunchbox

- Hold up the lunchbox you have made from Pop-out 5. Say *Here's a lunchbox!* Point to the six fruit in turn and elicit the words from the children.
- Say *Now you can make a lunchbox too!* Either give out the pages for the children to pop out their lunchboxes where they are, or use the *Crocodile* rhyme to lead them back to their desks to make them.
- Show the children how to pop out their own lunchbox.

Play with the lunchbox

- Play a game with the lunchboxes. Explain that you will call out the fruit one by one and that they need to cover up that fruit by folding over the flap. When they have folded over all the fruit, they must call out *Hurray!*
- Call each fruit in turn. The children should all shout *Hurray!* at the same time.

4 DVD Story 5: Cherries

- Let the children keep their lunchboxes while they watch Story 5 on the DVD again.
- Explain that they should hold up their lunchboxes and point to the fruit when they hear a fruit word.
- Play Story 5 on the DVD. Encourage the children to hold up their lunchboxes and to point to the fruit at the appropriate points.

Story 5: Cherries

Note: The story text is given in the Big Story Book.

5 Acting out

- Say *Now let's act out the story! Stand up, please.* Make sure the children have their pop-out lunchboxes ready.
- Play Story 5 on CD Track 28. Encourage the children to join in with the key story actions and phrases as much as they can, as well as the story song. Encourage the children to hold up their lunchboxes and point to the fruit at the appropriate points. This replaces the actions suggested in previous lessons for this element in the story and song.

- 1 'Can I help you?' (Point to yourself and then to another person)
- 2 'I'm helping!' (Mime watering flowers with a watering can)
- 3 'Can I help you?' (Point to yourself and then to another person)
- 4 'I'm helping!' (Mime picking cherries from the lunchbox)
- 5 'Bye bye, Mr Pip!' (Wave goodbye)
- 6 '...a banana
Yum yum!' (Point to the banana in the lunchbox and rub your tummy)
- '...a plum...a pear' (Point to the plum and the pear in the lunchbox)
- 7 '...an apple...
orange' (Point to the apple and the an orange in the lunchbox)
- 'Oh no!' (Mime disappointment holding your head in your hands)
- 8 'Oh thank you!' (Point to the cherries in the lunchbox and rub your tummy)

- When the children have finished, congratulate them. Say *Well done!*
- Remind them that they are going to act out the story for an audience in the next lesson.
- **Optional:** If you like, bring props to this lesson to act out the story. You could also use these props in the performance in the next lesson.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Lunchbox game

- For this activity, each child needs to have their pop-out lunchbox.
- Ask the children to pick their favourite fruit on the pop-out and to leave this flap open. Then tell them to close all the other flaps.
- Tell the children to walk around and find other classmates who have the same favourite fruit. Children who like the same fruit should join together to create groups.
- When the children have finished, ask *Who likes cherries? Who likes bananas?* etc and encourage the groups of children to put up their hands when their fruit is called.

Photocopy Master 9: Make a yummy invitation

- Before the lesson, download and print enough copies of Photocopy Master 9 for each child, and one example.
- Use the invitation template on Photocopy Master 9 to invite parents, other teachers at school and other classes to come and see your performance of the story in the next lesson.
- Give each child a copy of Photocopy Master 9.
- The children can decorate the invitation to reflect the story that they are going to act out. In this unit, for example, they could draw cherries or any of the other fruit from the story.

Lesson 8

Language

New:

apple, orange, banana, cherries, plum, pear

Can I help you?

I'm helping!

Yum yum!

Oh no!

Thank you

Recycled:

Hello

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 6, 28 and 31

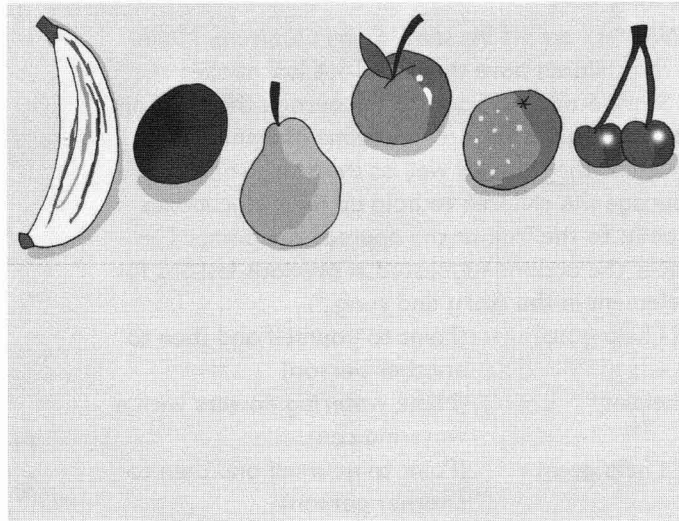
Class Book Unit 5 pop-out

Unit 5 fruit flashcards: apple, orange, banana, cherries, plum, pear

Optional: Props for acting out the story; paper stars for each child to use as rewards

Unit 5 Cherries

Pop-out



Playtime A © Oxford University Press

Extra time: Unit 2 colour flashcards, Photocopy Masters 10 and 11, website: enough copies for one each; Unit 5 fruit miniflashcards: apple, orange, banana, cherries, plum, pear; glue

Note: In advance of this lesson, invite a small audience (or just one visitor) to watch the performance. The audience could be the school director or a teacher from another class, other classes of children from the school or parents.

1 Hello

- Greet the visitors and invite them to take their seats in the audience.
- If you like, open the show by asking the children to sing the Hello song with the actions.

Hello song CD Track ①

2 Performance

- Ask all the children to stand up. Make sure they have their pop-outs and any optional props ready.
- Either play or tell Story 5, encouraging the children to join in with the actions and key words and phrases they have practised, as well as the story song.
- Signal to the children to hold up their lunchboxes and to point to the fruit when it is mentioned.

Story 5: Cherries CD Track ②⑧

Note: The story text is given in the Big Story Book. The words and actions for the song are given in Lesson 1 of this unit.

3 Vocabulary song

- To add to the performance, play or sing the song *Cherries are yummy* and encourage the children to join in, doing the actions.

Cherries are yummy CD Track ③①

4 Reward time

- Say *Well done!* to each pupil to congratulate them for their performance and their work in this unit.
- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.
- **Optional:** You could also ask a member of the audience to give each child a paper star or other reward at the end of the performance.

5 Quiet time

- To settle the children after the performance, play the *Settling* song. Encourage the children to sit down on the mat and put their face on their hands as if they are sleeping while they listen.

Settling song CDTrack ④

- Then play a quiet review activity to end the unit. Take the fruit flashcards and explain to the children that you are going to mouth one of the words without saying it out loud. Explain that they have to look at you carefully to guess the word. When they think they know what it is, they have to put up their hand.
- Mouth a word, e.g. *Apple*. When a child guesses correctly, say *That's right! Well done!* and hold up the corresponding flashcard.
- Repeat for all the flashcards.

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CDTrack ⑤**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CDTrack ⑥**Extra time****Fruits and colours**

- Ask the children to sit in a circle with you.
- Spread the Unit 2 colour flashcards out on the floor or hold them in a fan.
- With the other hand, hold up a Unit 5 fruit flashcard.
- Invite a volunteer to come and choose the right colour flashcard to match the fruit.
- Show the class the correct match and confirm it by saying e.g. *Green ... apple*.
- To vary the game once all the colour matches have been presented, pick the colour yourself and get it wrong on purpose. Invite a volunteer to come and show the correct answer.

Photocopy Masters 10 and 11: Unit 5 Picture Dictionary

- Before the lesson, download and print copies of Photocopy Masters 10 and 11 for each child. Then stick the bottom of Photocopy Master 10 onto Photocopy Master 11 in the space shown. Write the number of the unit in the box at the bottom of the big sheet and the name of each child in the space on the roof, under the title. Give the photocopies out to the class together with a set of miniflashcards from the unit.
- Explain that they are going to make a Picture Dictionary with the miniflashcards from the unit. They have to stick each miniflashcard in the correct space on the photocopy, following your instructions.
- Either say the numbers yourself or ask the children to count up to six. As you or the children do this, write the numbers on the board. Then hold up the unit flashcards one by one and elicit the vocabulary. Put each flashcard beside a number and ask the children to put this miniflashcard in the correct place on the photocopy. Check that they have all done it correctly and say *Well done!*
- Let the children take the Photocopy Master home to show their family what they have learnt in the unit.
- **Optional:** If you prefer, you could keep these completed photocopies until the children have done all the units and, at the end of the year, staple them together and make a cover so that each child has their own Picture Dictionary.

Reinforcement lesson

Language

New:

apple, orange, banana, cherries, plum, pear

Recycled:

Colours

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 31

Routine Poster

Pocket Poster

Unit 5 fruit flashcards: *apple, orange, banana, cherries, plum, pear*

Unit 5 fruit miniflashcards: *apple, orange, banana, cherries, plum, pear*

A sheet with simple outlines of each fruit photocopied one per child, coloured pencils

Note: This lesson is for use at any point during the unit, following Lesson 4.

1 Hello

- Repeat the 'Hello Monkey!' and 'Routine Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

2 Re-present the vocabulary with the Pocket Poster

- Take the six fruit flashcards. Hold up one and say the word, e.g. *Banana!* Say the word again and encourage the children to repeat the word and mime peeling a banana.
- Invite one child to come and take the flashcard and to put it in a pocket of the Pocket Poster. Say the word again and encourage the child to repeat it and do the action again.
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- Give out the fruit miniflashcards to each child.
- Then take the flashcards out of the Pocket Poster, shuffle them, and put them back into different pockets, but this time with the picture facing inwards, so the children can't see them.
- Explain that you are going to say a colour of a pocket and the children have to guess what the card in that pocket is.

- Say a colour, e.g. *Green!* Encourage the children to try to guess the flashcard in the green pocket and to hold up the corresponding miniflashcard. Choose children at random and encourage them to say the word their miniflashcard represents, e.g. *Cherries!*
- Take the flashcard out and show it to the children. Congratulate all the children who guessed correctly. Keep this card to one side.
- Repeat until all the pockets are empty.

4 Vocabulary song

- Say *Now let's listen to the song about fruit!*
- Ask the children to stand up.
- Play CD Track 31. Do the actions and encourage the children to join in too.

Cherries are yummy CD Track ③①

5 Colour the fruit

- Hold up the flashcard of the banana and ask *What colour's this?* Elicit *Yellow*.
- Say *Yellow* and put the flashcard in the yellow pocket of the Pocket Poster.
- Repeat for all the fruit, putting both the apple and the pear in the green pocket, the plum in the purple pocket, the orange in the orange pocket and the cherries in the red pocket.
- Hold up the sheet with simple fruit outlines that you prepared. Point to and elicit each fruit and its colour.
- Then say *Now colour the fruit*. Give out the photocopies and coloured pencils.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extension lesson

Language

New:

light, water

Recycled:

I'm watering the (flowers).

Numbers 1–4

Materials:

Monkey puppet

CD: Tracks 1, 5 and 6

Routine Poster

Big Story Book, Story 5: *Cherries*

Plant pots, compost, seeds, water

Protective clothing for the children

Paper and coloured pencils

Note: This lesson is for use at any point during the unit, following Lesson 6.

Preparation

As this is an extension lesson, some preparation is necessary.

For the activity, you will need four small plant pots, some compost and some seeds, preferably herbs which will grow very quickly like chives or basil, or a fast-growing salad plant like cress.

You will also need somewhere light for one of the plants and somewhere dark for another, as well as water.

1 Hello

- Repeat the 'Hello Monkey!' and 'Routine Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

2 Present the theme

- Hold up page two of Story 5 in the Big Story Book: *Cherries*.
- Point to Twig and ask *Who's this?* Elicit *Twig*. Then point to the flowers and ask *What are these?* Encourage the children to say *Flowers*. Say *Yes. Twig's watering the flowers*.
- Explain that you are going to plant something in the classroom too. Tell the children that they are going to learn about how plants grow.

3 Project work

- Let the children help you plant the seeds. Plant all four pots in exactly the same way. For cress, for example, fill a small pot three quarters full of compost, moisten the compost and then sprinkle the seeds over the top. Then fill the pot to the top with compost.

- Then say *Look! Four pots*. Encourage the children to count them with you. Number the pots from 1–4.
- Water Pots 1 and 2 with the children, taking care to make the compost moist rather than wet.
- Put Pot 1 in a light place and Pot 2 in a dark place, e.g. in a cupboard.
- Do not water the other two pots at all. Put Pot 3 in a light place and Pot 4 in a dark place.
- Over the course of the next few weeks, keep all the pots in the same position, only watering Pots 1 and 2. Show the plants to the children regularly so they can see what is happening.
- When the seeds in Pot 1 have grown, bring all the pots out to show to the children. Ask them which plant they think has grown properly (Plant 1).
- Explain that this plant grew well because it had water and light.

4 Further project work

Happy plants

- To follow up, ask the children to draw a picture of the plant they grew in the classroom. They should include drops of water and the sun in their picture to show what a plant needs to grow.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook users – now go to pages 134 and 135 for Workbook lessons C and D.

Workbook lesson A

Language

New:

apple, orange, banana, cherries, plum, pear
fruit salad

Recycled:

Hello
Yes / No
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 31
A lunchbox
Routine Poster
Unit 5 cross-curricular flashcard: *fruit salad*
Unit 5 cross-curricular DVD section: *Let's make a fruit salad!*
Unit 5 fruit flashcards
Workbook page 19

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time putting a plum or plum flashcard in Monkey's lunchbox.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Vocabulary song

- Say *Let's sing the song, Cherries are yummy!*
- Play CD Track 31. Do the actions from Lesson 3 of this unit and encourage the children to join in.

Cherries are yummy CD Track ③①

2 Unit 5 cross-curricular film footage: Let's make a fruit salad!

- Let Monkey hold the fruit salad card and make him whisper to you. Say *Monkey says, 'Yum! Yum!' What's Monkey got?*
- Let Monkey show the Unit 5 cross-curricular flashcard and invite the class to remember and repeat *fruit salad*.
- Lay out the fruit flashcards and ask the class what they can see in the salad. Say *What can you see? Can you see an apple?* Elicit the names of all the fruit and invite volunteers to place the flashcards in the Pocket Poster. Then say *Well done. Now we're going to watch a film about making a fruit salad.* Seat the class where they can all see the screen.

- Play the Unit 5 cross-curricular DVD section all the way through, encouraging the children to imitate the children in the film.

Unit 5 cross-curricular film footage: Let's make a fruit salad!

3 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 19

- Hold up Workbook page 19. Point to the fruit shapes on the skewers and say *Look at the fruit*. Point to the images and ask *What is this?* Elicit the names of the fruits. Repeat the fruit names in sequence along the skewer to demonstrate that there is a sequence to complete, for example, cherry, banana, cherry, banana and so on.
- Then trace around the first incomplete fruit shape with your finger to show the children what to do. Say *Trace and colour. Follow the pattern*.
- Give out the Workbooks, open on page 19, and the pencils to the children. Encourage them to complete and colour the fruit.

Checking the activity

- Hold up Workbook page 19 again. Elicit the names of the added fruit pieces and their colours. Then say *Well done! Very good!*

4 Fast fruit action time

- Invite six volunteers to come to the front and hold up the fruit flashcards. Explain that you will all choose what to put in a salad, but you keep changing your mind. Ask the class to name the fruit as you point to them.
- Say the words in rhythm so that it is easier for the children to follow. Repeat one fruit three times, then change, for example, *Pear, pear, pear, plum!*
- Finish by saying *Let's have all the fruit in the salad!* Point to each card in quick succession.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson B

Language

New:

apple, orange, banana, cherries, plum, pear
fruit salad
favourite

Recycled:

Hello
Yes / No
Bye bye
Clothes

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 31
A lunchbox
Routine Poster
Pocket Poster
Unit 5 fruit flashcards: apple, orange, banana, cherries,
plum, pear
A shallow box
Workbook page 20

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time putting some cherries or the cherries flashcard in Monkey's lunchbox.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Favourite fruit

- Ask the class to stand in a circle. Take the six fruit flashcards and place them in a shallow box, face up so they are at least partly visible.
- Show the class the box of fruit. Say *I like apples best. Apples are my favourite fruit.* Invite a child to find the apple for you. Ask *Where is the apple?* Let the child find and show the apple card. Praise them, then say *The apple is in the box.* Now ask the child *What is your favourite fruit?* Elicit the name and repeat the finding process, inviting the whole class to repeat *The ... cherries are in the box.*
- Repeat for all the flashcards, asking different children to come out each time.
- Say *Well done! Very good!*

3 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 20

- Hold up Workbook page 20. Say *Look! A lunchbox!*
- Explain that the children have to draw their favourite fruit in the lunchbox. Say *Draw your favourite fruit: cherries, a plum, a pear, a banana, an orange or an apple!*
- Give out the Workbooks, open on page 20, and coloured pencils to the children. Encourage them to draw and colour their favourite fruit.

Checking the activity

- When the children have finished, say *Show me your favourite fruit!* Encourage the children to hold up their picture. Say *Well done!*
- Say *Show me your favourite fruit: an orange!* and ask the children who drew an orange to hold it up.
- Repeat for all the other fruit.
- Congratulate the children again on their pictures. Say *Well done!*

4 Class fruit of the day

- Invite the class to vote for a fruit of the day. Say *Hands up if bananas are your favourite fruit!* Repeat the question for all the fruit types and see which is the most popular.
- Find the class's favourite fruit and hold up the flashcard. Name it as the fruit of the day. Vote for a new favourite fruit in each of the remaining fruit unit lessons.

5 Vocabulary song

- Say *Let's sing the song, Cherries are yummy!*
- Explain that the children should listen and join in with the song, and point to their picture when they hear the word for their favourite fruit.
- Play CD Track 31. Encourage the children to join in as much as possible and to point to their favourite fruit at the appropriate points.

Cherries are yummy! CD Track ③①

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson C

Language

New:

water

Recycled:

I'm watering the (flowers).

Numbers 1–6

Materials:

Monkey puppet

CD: Track 1, 5, 6 and 28

Routine Poster

A lunchbox

Unit 5 fruit flashcards: apple, orange, banana, cherries, plum, pear

Big Story Book, Story 5: Cherries

Small jug for watering

Workbook page 21

Preparation

As this is an extension lesson, some preparation is necessary. Prepare a small jug for watering the pots.

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit, this time putting some cherries or the cherries flashcard in Monkey's lunchbox.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Check the project

- Point to the pots prepared in the first extension lesson. Check together if there are any shoots. If so, count them and elicit their colour, green. Say *Well done!*

3 Big Story Book

- Keep the Monkey puppet out and let him pick up the cherries flashcards in his mouth. Ask *What's Monkey got?* Invite the class to name the fruit.
- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Ask the class to listen carefully to find out what Rocket, Melody and Star's favourite fruits are. Ask *What is in Rocket's lunchbox? What is his favourite fruit?* Repeat for each character. Bring out the Big Story Book. Set the story time scene with the Story Book rhyme.

Note: The rhyme is recorded on CD Track 3 for reference.

Listen to the story on the CD

- Say *Now let's listen to the story, Cherries.*
- Open the Big Story Book and play Story 5 on CD Track 28.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the song, encourage the children to join in and mime helping.

Story 5: Cherries CD Track ⑱

Note: The story text is given in the Big Story Book. The words and actions for the song are in Lesson 1 of this unit.

4 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 21

- Hold up Workbook page 21. Say *Find and circle the cherries and apples.*
- Point to the apple and the number 3 at the side of the page. Explain that there are three apples to find. Repeat for the cherries and say that there are six cherries to find. Demonstrate circling a cherry in the picture to show the children what to do.
- Give out the Workbooks, open on page 21, and pencils to the children. Say *Find and circle.*

Checking the activity

- When the children have finished, hold up Workbook page 21. Count each of the apples and cherries in the picture to check they have all been found.

5 Helping like Twig

- Invite the class to stand in a circle. Ask who can remember how Twig helps in the story.
- Elicit *Twig can water the flowers* and *Twig can pick the cherries.* Mime both activities.
- Ask who in the class can help water the project plants. Reward a star pupil by letting them gently water the planted seeds.

6 Bye, bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson D

Language

New:

light, water

Recycled:

I'm watering the (flowers).

Numbers 1–4

Materials:

Monkey puppet

CD: Track 1, 5, 6 and 32

Routine Poster

Pocket Poster

Unit flashcards: Starter, 1, 2, 4 and 5

Workbook page 22

Unit 5 fruit miniflashcards: apple, orange, banana, cherries, plum, pear

Preparation

As this is an extension lesson, some preparation is necessary.

For the activity, you will need more unit flashcards.

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Helping activity time

- Invite the class to stand in a circle. Ask five volunteers to come to the top of the circle. Give each of these children one card from each of the unit flashcard sets, for example, child 1 has number 4, child 2 has the nose, child 3 has blue, child 4 has a shoe and child 5 has a pear.
- Scatter the rest of the flashcards on the floor in the middle of the circle. Ask each child in turn to help by taking a flashcard to the volunteer holding that set. Say *Please help me. Find a ... number. Take it to ... (name).*
- If you prefer, you can leave the choice of card to the children, but if they need guidance, give them a topic, such as numbers to look for.

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 22

- Hold up Workbook page 22. Say *Count, circle and match the fruit.* Point to the picture.
- Demonstrate circling one pear and linking it to number one to show the children what to do.
- Then give out the Workbooks, open on page 22, and pencils to the children. Encourage them to complete the sheet. Say *Count, circle and match.*

Checking the activity

- When the children have finished, hold up Workbook page 22. Point to each of the groups of fruit in the picture and count them to check that they have all been linked to the right number.

4 Karaoke song

- Offer a fan of flashcards, face down, to volunteers to pick a card and show the class. Elicit all the fruit names again and ask the volunteer to help and place the card in the Pocket Poster each time. Hand out the fruit miniflashcards.
- Play the karaoke version of the song *Cherries are yummy!* on CD Track 32 and encourage the children to sing along, holding up the matching fruit miniflashcards at the appropriate time in the song.

Cherries are yummy (karaoke version)

CD Track ③②

5 Favourite fruit of the day

- If you have time, vote for a new favourite fruit of the day. Repeat its name together and perhaps put in a phrase and say *Pears are yummy!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Lesson 1

Language

New:

cow, sheep, duck, hen, farmer

Yes, please!

I like (sheep).

Shut the gate, Rocket!

Oh Rocket!

Recycled:

Hello

Numbers 1–6

Colours

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 33 and 34

Routine Poster

Big Story Book, Story 6: *Shut the gate!*

Class Book activity page 28

Extra time: Pocket Poster; Unit 4 clothes flashcards: hat, trousers, socks, T-shirt, dress, shoes;



Unit 5 fruit flashcards: apple, orange, banana, cherries, plum, pear; Starter Unit number flashcards: one, two, three, four, five, six

1 Hello

Hello Monkey!

- Just before the lesson starts, hide Monkey.
- Say *Hello children. Hello!* Elicit *Hello*. Say *Where's Monkey?* and gesture looking around, arms out, palms up as if questioning.
- Ask the children to look for Monkey.
- When Monkey is found, say *It's Monkey! Hello Monkey!* Encourage the children to greet Monkey too.
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2, Lesson 1. In addition, practise numbers and colours using the coloured numbers on the poster. For activity ideas, see the Games Bank.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover page of Story 6 in the Big Story Book: *Shut the gate!* which shows the focus character of this story, Star and the farm gate.
- Ask the class *Who can you see?* Point to Star and elicit *Star*. Say *Yes! It's Star! It's Star's story.*
- Read the title of the story *Shut the gate!* using the cover illustration and mime to demonstrate the meaning, e.g. point at the gate and then use your hand to mime shutting it. Invite the class to join in with the action.

Listen to the story on the CD

- Say *Now let's listen to the story, Shut the gate!*
- Open the Big Story Book and play Story 6 on CD Track 33.
- As key vocabulary is heard on the CD, point to it in the pictures.
- During the song, flap your arms like wings for *Cluck* and move your hand in front of your mouth like a beak for *Quack*, encouraging the children to join in as much as possible.

Story 6: Shut the gate! CD Track ③③

Note: The story text is given in the Big Story Book.

Listen to the story again

- Now read the story again, this time without the CD.
- As you read, encourage the children to join in with the following actions as you say the following lines and phrases. If you like, you can ask the children to stand up for this activity.

- 1 'Yes, please!' (Nod your head)
- 2 'I like sheep!' (Imitate the sound of a sheep in English: Baaa! Baaa!)
- 3 'Shut the gate, Rocket!' (Close your hands together like a gate shutting)
- 4 'I like hens!' (Flap arms like wings and strut)
- 'I like ducks!' (Mime a beak with your hand)
- 5 'Shut the gate, Rocket!' (Close your hands together like a gate shutting)
- 6 'I like cows!' (Imitate the sound of a cow: Moo! Moo!)
- 7 'Oh Rocket!' (Put both hands on your hips and mime disapproval)
- 8 'One, two, three, four sheep,' (Count with your fingers)
- 'One, two, three, four, five hens,' (Count with your fingers)
- '...one, two cows' (Count with your fingers)

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 34, encouraging the children to join in making animal sounds.

Cluck, baa, quack, moo CD Track 34

Cluck, baa, quack, moo!
I can baa and moo like you.
Cluck, baa, quack, moo!
I can baa and moo too.

Cluck, baa, quack, moo!
I can baa and moo like you.
Cluck, baa, quack, moo!
I can baa and moo too.

Cluck, baa, quack, moo!
I can baa and moo like you.
Cluck, baa, quack, moo!
I can baa and moo too.

4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 28

- Hold up Class Book activity page 28. Say *Look! The farm!*
- Point to a hen and say *What's this?* Elicit *A hen*. Point to and count all the hens with the children, encouraging them to join in. Say *Good! Five hens*.
- Then demonstrate circling the hens with an orange pencil. Ask *What colour is this?* and elicit *Orange*.

- Repeat the procedure for more or all of the animals, starting with those that already have the start of a circle round them. Say *Circle and count*.
- Give out Class Book activity page 28 and coloured pencils to the children. Encourage them to find and circle all the animals in the picture.

Checking the activity

- Hold up Class Book activity page 28 again. Ask *How many sheep?* Point to each sheep and encourage the children to count them with you.
- Repeat the procedure for the other animals.
- Then say *Well done! Very good!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Review of Units 4 and 5

- For this game, you need the Unit 4 clothes flashcards, the Unit 5 fruit flashcards and the Pocket Poster.
- Place six flashcards in the pockets. Make sure five of the six are clothes flashcards and one is a fruit flashcard (and vice versa in subsequent rounds). Ask the children what's different and encourage them to name the item on the flashcard in English.
- Repeat the procedure.

How many?

- Take the Starter Unit number flashcards and put number 3 on the board. Elicit the number from the children.
- Then ask the class to look at Class Book activity page 28 and to find which animal the number refers to. Ask a volunteer to make the noise of the animal.
- Say e.g. *Yes! Well done. Ducks, three ducks*.
- Repeat for all the animals.

Lesson 2

Language

New:

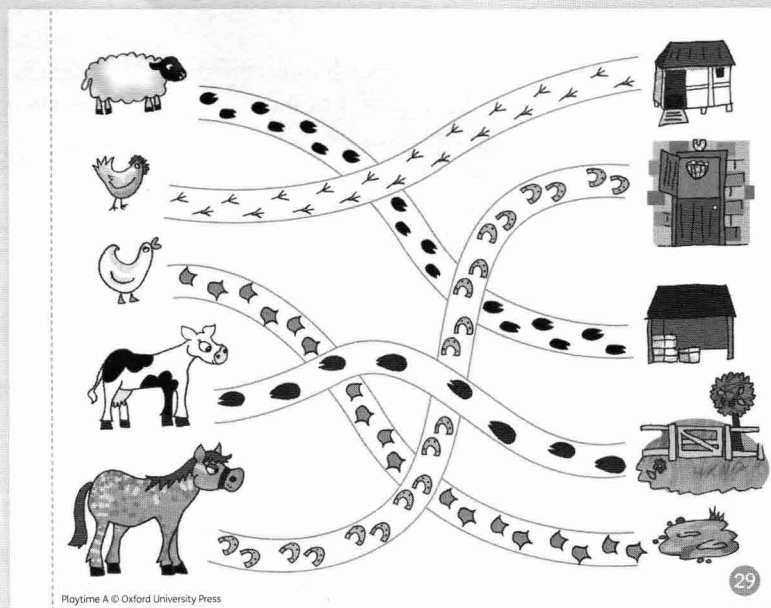
cow, sheep, duck, hen, farmer, horse
 Yes, please!
 I like (sheep).
 Shut the gate, Rocket!
 Oh Rocket!

Recycled:

Hello
 Numbers 1–5
 Colours
 Bye bye

Materials:

Monkey puppet
 CD: Tracks 1, 5, 6, 33 and 34
 Routine Poster
 Big Story Book, Story 6: *Shut the gate!*
 Class Book activity page 29



1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover page of Story 6 in the Big Story Book: *Shut the gate!*
- Ask the class *Who can you see?* Elicit *Star.*
- Read the title of the story *Shut the gate!* using the cover illustration and mime to demonstrate the meaning. Encourage the class to repeat, *Shut the gate!* and join in with the action.

Read the story or play the CD

- Say *Now let's listen to the story, Shut the gate!*
- Open the Big Story Book and either tell the story or play it on CD Track 33.
- As key vocabulary is heard on the CD, point to it in the pictures.

- During the story song, do the actions and encourage the children to join in.

Story 6: Shut the gate! CD Track ③③

Note: The story text is given in the Big Story Book.

3 Tell it too!

- Say *Now let's act out the story! Stand up, please.*
- Tell the story with the Big Story Book again (without the CD). Encourage the children to join in with the key story phrases and actions.

- | | |
|-------------------------------------|--|
| 1 'Yes, please!' | (Nod your head) |
| 2 'I like sheep!' | (Imitate the sound of a sheep in English: Baaa! Baaa!) |
| 3 'Shut the gate, Rocket!' | (Close your hands together like a gate shutting) |
| 4 'I like hens!' | (Flap arms like wings and strut) |
| 'I like ducks!' | (Mime a beak with your hand) |
| 5 'Shut the gate, Rocket!' | (Close your hands together like a gate shutting) |
| 6 'I like cows!' | (Imitate the sound of a cow: Moo! Moo!) |
| 7 'Oh Rocket!' | (Put both hands on your hips and mime disapproval) |
| 8 'One, two, three, four sheep,' | (Count with your fingers) |
| 'One, two, three, four, five hens,' | (Count with your fingers) |
| '...one, two cows' | (Count with your fingers) |

4 Action song time

- Say *Now let's sing the story song!* Play the story song on CD Track 34, encouraging the children to join in with the animal sounds.

Cluck, baa, quack, moo CD Track 34

Note: The words for the song are given in Lesson 1 of this unit.

3 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 29

- Hold up Class Book activity page 29. Say *Look! The farm!*
- Point to the sheep and ask *What's this?* Elicit *A sheep.* Then say *Where does the sheep live?* Trace the sheep's path with a pencil until you arrive at the sheep pen. Say *Here!*
- Repeat the procedure for all animals. Say *Follow the paths.*
- You may need to introduce the word 'horse'. Point to the horse picture and say *Look! A horse. A horse says Neigh!* This will be covered again in Lesson 3.
- Give out Class Book activity page 29 and pencils to the children. Encourage them to trace the path from each animal to the place where it lives.

Checking the activity

- Hold up Class Book activity page 29 again. Point to each animal and elicit the word. Then trace its path with your finger, encouraging the children to do the same.
- Then say *Very good! Well done!*

4 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Animal circle game

- Stand in a circle. Ask two children to make a gate by joining their hands.
- Invite a volunteer from the circle to come out of the 'gate'. Show the volunteer an animal from the story and encourage him/her to mime being that animal, making the correct noise as they come out of the gate.
- The two children forming the gate need to let go of each other's hands to open it.
- The volunteer walks around the circle and then goes back through the gate.
- All the class can then call *Shut the gate!* and the two children join hands again.
- Repeat with other volunteers and animals.

Secret sheep

- Say *Use your ears!* and point to your own ears.
- Invite a volunteer to stand at the front of the class facing away from the children.
- Point silently to a child in the class. This child says *Baaa! Sheep, Baaa!*
- The volunteer turns round and tries to guess who the sheep is.
- The child who made the noise is then allowed to come to the front and you choose a new 'sheep' for him or her to guess.

6

Shut the gate!

Lesson 3

Language

New:

cow, sheep, duck, hen, horse, farmer

The farmer's got a (cow).

Open the gate!

Shut the gate!

Recycled:

Hello

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 36

Routine Poster

Pocket Poster

Unit 6 farm flashcards: cow, sheep, duck, hen, horse, farmer

Class Book activity page 30

Extra time: Photocopy Master 8, website: enough copies for one each



1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Present the vocabulary with the Pocket Poster

- Take the flashcards for cow, sheep, duck, hen and farmer. Hold up one and say the word, e.g. *Cow!* Say the word again and encourage the children to imitate the sound of a cow.
- Invite one child to come and take the flashcard and to put it in a pocket of the Pocket Poster. Repeat the word and encourage the child to make the sound of a cow. For *farmer*, encourage children to say *Hello, children*.
- Hold up the new flashcard, *horse*. Say *Look! A horse. A horse says Neigh!*
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- Ask the children to come and sit in a circle on the mat with you.
- Take the flashcard of the farmer, show it to the children and say *Here's the farmer*.

- Show the other flashcards one by one. Encourage the children to repeat the words after you and to imitate the sounds of the animals.
- Then give an animal flashcard to five of the children in the circle and ask them to hold the flashcards so that everyone can see them.
- Ask e.g. *Where's the duck?* Encourage the children to point to the duck and pass it around the circle, back to you. Encourage the children to imitate the sound of a duck as they pass it.
- When the duck gets back to you, place it beside the farmer and say *The farmer's got a duck*.
- Repeat for all the animal flashcards.

4 Vocabulary chant

Open the gate, shut the gate!

- Say *Now let's listen to a chant about the animals and the farmer!*
- Play CD Track 36. Do the actions and encourage the children to join in too.

Open the gate, shut the gate! CD Track ③⑥

- | | |
|---------------------------|--|
| The farmer's got a horse. | (Mime riding a horse) |
| Neigh! Neigh! Neigh! | |
| Open the gate! | (Mime opening a gate) |
| Shut the gate! | (Mime closing a gate) |
| Neigh! Neigh! Neigh! | |
| The farmer's got a cow. | (Stretch out one arm towards your back for a tail) |

Moo! Moo! Moo!
Open the gate!
Shut the gate!
Moo! Moo! Moo!

(Mime opening a gate)
(Shut the gate)

The farmer's got a sheep.

(Draw a curvy shape in the air)

Baa! Baa! Baa!
Open the gate!
Shut the gate!
Baa! Baa! Baa!

(Mime opening a gate)
(Mime closing a gate)

The farmer's got a duck.

(Waddle, move your hand like a beak)

Quack! Quack! Quack!
Open the gate!
Shut the gate!
Quack! Quack! Quack!
The farmer's got a hen.

(Mime opening a gate)
(Mime closing a gate)

(Flap your arms like wings and strut)

Cluck! Cluck! Cluck!
Open the gate!
Shut the gate!
Cluck! Cluck! Cluck!

(Mime opening a gate)
(Mime closing a gate)
(Imitate the sound of a hen)

4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 30

- Hold up Class Book activity page 30. Say *Look! The farm!*
- Point to each of the pictures surrounding the farm and elicit the words. Encourage the children to imitate the animal sounds too.
- Point to the horse on the left and ask *Where's the horse?* Show the children what they have to do by tracing a line from the horse on the left to the horse in the big farm picture and say *Here's the horse! Say Find and match!*
- Give out Class Book activity page 30 and pencils to the children. Encourage them to match each picture with where it appears in the big farm picture.

Checking the activity

- Hold up Class Book activity page 30 again.
- Repeat the procedure that you did with the example of the horse for all the other pictures, encouraging the children to join in with the words and to imitate the animal noises.
- Then say *Well done! Very good!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CDTrack ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CDTrack ⑥

Extra time

Animal mime game

- Ask a volunteer to stand with their back to the board. Put an animal flashcard on the board above their head, so that the rest of the class can see it, but not the child at the board.
- Encourage the children to mime being the animal on the flashcard and to make the animal noise too.
- Invite the child at the board to guess which animal the rest of the class are miming. If he / she guesses correctly, they can turn around and look at the flashcard.
- Repeat with different animals and different volunteers.

Photocopy Master 8: Match

- Before the lesson, download and print enough copies of Photocopy Master 8 for each child, and one example.
- Hold up Photocopy Master 8 so that all the children can see it. Point to the farmer at the left of the picture, and then all the animals, and ask the children to say the words. Then point to the different pairs of legs and hooves at the bottom of the page and ask the children whose they think they are.
- Give each child a copy of Photocopy Master 8. Tell them to draw a line from each small picture at the bottom to that animal or person in the big picture above.
- Go round the class helping the children and praising their work. Say *Well done!*
- When the children have finished, hold up your Photocopy Master with the matching lines now drawn in and go through the activity. Point to each of the small pictures and ask whose legs they are. Then point with your finger to the line matching this picture with the bigger picture above for everyone to check that they have done it correctly.

Lesson 4

Language

New:

cow, sheep, duck, hen, horse, farmer

Yes, please!

I like (sheep).

Shut the gate, Rocket!

Oh Rocket!

brown

Recycled:

Hello

blue, green

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 36

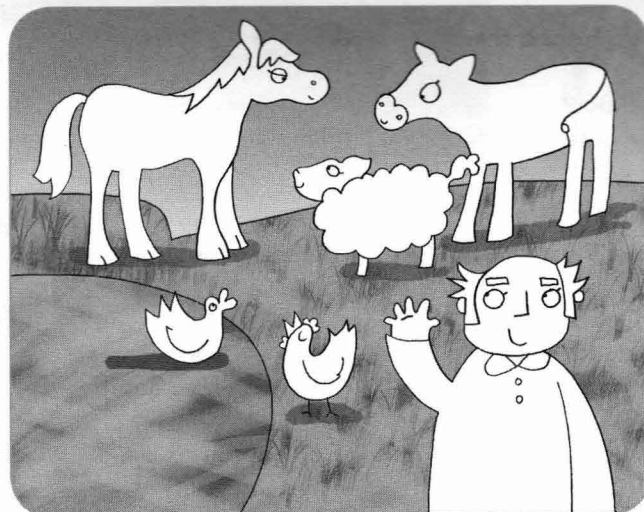
Routine Poster

Unit 6 farm miniflashcards (Class Book page 37)

Unit 6 farm flashcards: cow, sheep, duck, hen, horse, farmer

DVD Story 6: Shut the gate!

Class Book activity page 31



Playtime A © Oxford University Press

31

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the miniflashcards

- Give out the farm miniflashcards on page 37 of the Class Book to each child. If you don't want the children to cut them up in class, you will need to cut them out yourself before the lesson.
- Take the six farm flashcards. Hold them up one at a time, say the word and encourage the children to repeat, holding up the corresponding miniflashcard.
- Then say *Listen!* Hold a flashcard so that the picture is facing you and the children can't see it. Say the corresponding word and encourage the children to listen to the word and to hold up the correct miniflashcard.
- When all the children are holding up a miniflashcard, show them the correct flashcard so they can check to see if they were right.
- If they were correct, say *Very good! Well done!*
- Repeat for all the farm flashcards.

3 Vocabulary chant

- Say *Now let's listen to the chant, Open the gate, shut the gate!*
- Explain to the children that they should listen to the chant and hold up a farm miniflashcard whenever they hear the word.
- Play CD Track 36. Hold up the corresponding flashcard when each farm word is said and encourage the children to hold up their miniflashcards.

Open the gate, shut the gate! CD Track ③⑥

4 DVD Story 6: Shut the gate!

- Seat the class where they can all see the screen.
- Play Story 6 on the DVD all the way through the first time and let the children watch and enjoy the story.
- Optional:** If you like, ask the children to hold up their farm miniflashcards when they hear the farm words in the story.
- Play Story 6 on the DVD again. This time encourage the children to join in with the phrases and actions from the 'Tell it too!' section of Lesson 2, and the story song.
- Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 6: Shut the gate!

Note: The story text is given in the Big Story Book.

5 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 31

- Hold up Class Book activity page 31. Say *I can see animals!* and point to the different animals, eliciting the words.
- Then point to the farmer for the children to say *Farmer*.
- Explain that they have to colour the animals and the farmer. Say *Colour*.
- Give out Class Book activity page 31 and coloured pencils to the children. Encourage them to colour the picture using any colours they like.

Checking the activity

- Hold up Class Book activity page 31 again and say *I can see animals!*
- Point to a duck and ask *What's this?* Answer *It's a duck*. Encourage the children to join in with the farm words.
- Repeat the procedure for the other farm words.
- Then say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.
- Collect in the sets of miniflashcards for use in future lessons, unless you want to play the second game in 'Extra time'.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Open the gate, shut the gate!

- Divide the children into pairs. Ask all the pairs to stand in two long lines facing each other.
- Explain that the pair at the top of the line is the gate. Show them how to hold hands to close and open the gate.
- Tell the class that the rest of the children along one line are farmers and the children in the other line are animals.
- Play the chant *Open the gate, shut the gate!* on CD Track 36. For the first verse, encourage the last pair of children to walk up the middle between the two rows of children. They should be the farmer and his horse and do appropriate actions. They have to reach the gate by the line *Open the gate* and they pass through the gate. The gate then closes on the line *Close the gate*.
- The farmer and the horse then become the new gate and the last pair become the farmer and his cow for the second verse.
- Repeat until the end of the chant. Play again, this time swapping roles.

Fast miniflashcards

- Ask the children to sit in a circle with you. Explain that each child must put their six miniflashcards in front of them. Demonstrate laying out two rows of three with one child's cards.
- Show a card from your own set. The first child to find and hold up the matching miniflashcard from their set is the winner.
- Say and repeat the names of the animals as they are shown.



Lesson 5

Language

New:

cow, sheep, duck, hen, horse, farmer
farm

Recycled:

Hello

Yes / No

Bye bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 36

Routine Poster

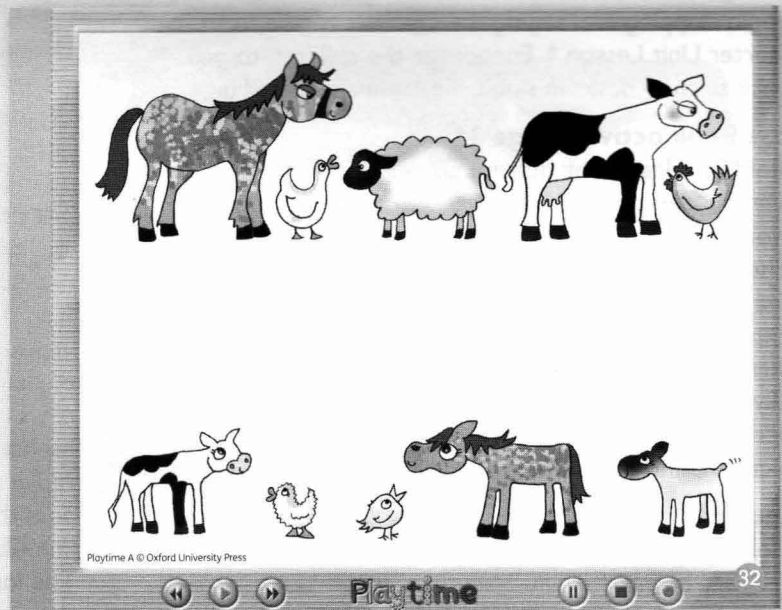
Unit 6 cross-curricular flashcard: farm

Unit 6 cross-curricular DVD section:

Let's visit the farm

Class Book activity page 32

Extra time: Pictures of adult animals and their young;
a simple sheep outline photocopied one per child,
popcorn and glue



Note: Just before the lesson starts, place the cross-curricular flashcard somewhere where it can be seen by the children, but where it is not too obvious. This will be needed for Stage ③.

① Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

② Vocabulary chant

- Say *Let's say the chant, Open the gate, shut the gate!*
- Play CD Track 36. Do the actions from Lesson 3 of this unit and encourage the children to join in with you.

Open the gate, shut the gate! CD Track ③⑥

③ Unit 6 cross-curricular film footage:

Let's visit the farm

- Take Monkey and make him whisper to you. Say *Monkey can see a farm! Look around and say Where, Monkey? Where's the farm?*

- Encourage the children to look for the Unit 6 cross-curricular flashcard and ask one child to bring it to you. Say *Thank you!* and show the children the picture of the farm. Say *Well done! It's a farm! Now we're going to watch a film about a farm.*
- Seat the class where they can all see the screen.
- Play the Unit 6 cross-curricular DVD section all the way through the first time and let the children watch and enjoy the film.
- Then play the same section again, encouraging the children to join in with the actions they see.

Unit 6 cross-curricular film footage:

Let's visit the farm

We're at the farm!

Here's the farmer.

Let's go and see the animals!

Here are the sheep!

How many can you see?

1 ... 2 ... 3 ... 4

Let's feed the sheep!

Baa! Baa!

Here are the hens!

And here are the chicks!

The hen's hungry too!

Look! The chicks are running!

Look over there!

It's the cow.

Aaah! Look! It's a baby – a calf. Moo! Moo!

What's that over there?

It's a duck!

Two ducks!
 Quack! Quack!
 What's that?
 A tractor!
 It's time for a tractor ride!
 Climb up! Let's go!
 Bye bye children!
 Bye bye!
 Sheep, hen, cow, duck, farmer

4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 32

- Hold up Class Book activity page 32. Point to the horse in the top row and ask *What's this?* and elicit *A horse*. Repeat for the other animals.
- Then point to the animals in the bottom row and say *Here are the babies*. Point to the calf and say *Where's his Mummy?* Point to each of the animals above and ask *Here?* When you get to the cow, encourage the children to say *Yes!* Draw a line between the cow and calf with a pencil.
- Repeat for all the animals and their young. Then say *Match*.
- Give out Class Book activity page 32 and pencils to the children. Encourage them to match each animal with its young.

Checking the activity

- Hold up Class Book activity page 32 again.
- Point to each of the animals in the top row one by one and say *Here's the Mummy. Where's the Baby?* Trace a line from the animal to the young with your finger. Encourage the children to follow the lines that they drew as you go through.
- Then say *Well done! Very good!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Animal young

- Find some pictures of other adult animals and their babies to show to the children. Ask them to identify which is the adult (or *Mummy* or *Daddy*) and which is the baby.
- If possible, cut the pictures so that the parents and young are separate and then ask the children to match them.

Popcorn sheep

- For this activity you will need a simple outline of a sheep photocopied for each child, glue and popcorn.
- Show the children how to make a woolly body for the sheep by sticking on the popcorn.
- Allow the pictures to dry and then make a display. You could mount all the sheep on a green field background.

Workbook users – now go to page 154 for Workbook lesson A.

Lesson 6

Language

New:

cow, sheep, duck, hen, horse, farmer
farm

Recycled:

Hello
Yes / No
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 33
Routine Poster

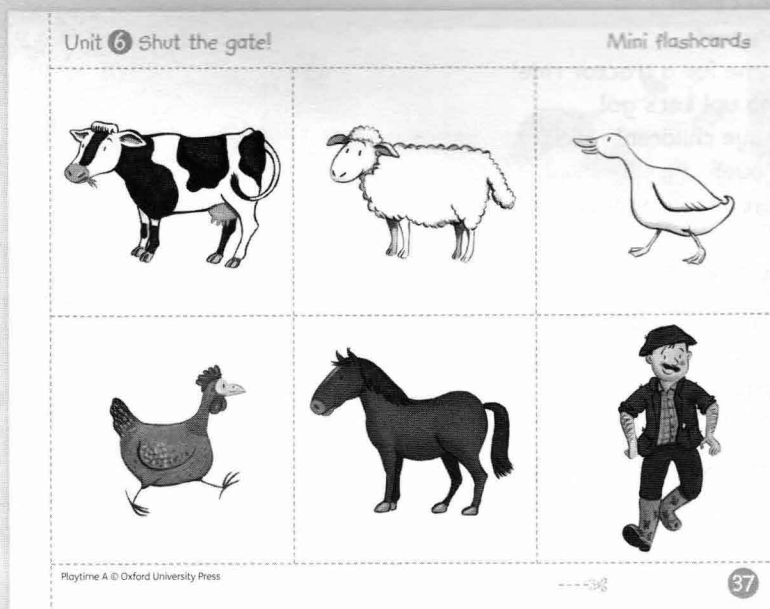
Pocket Poster

Unit 6 farm flashcards: cow, sheep, duck,
hen, horse, farmer

Unit 6 cross-curricular flashcard: farm

Unit 6 cross-curricular DVD section: Let's visit the farm

Optional: Unit 6 farm miniflashcards: cow, sheep, duck
hen, horse, farmer



① Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

② Practise the vocabulary with the Pocket Poster

- Take the six farm flashcards and spread them out on the floor or the desk.
- Say one of the words and encourage one of the children to come and pick up the corresponding flashcard and put it in the Pocket Poster.
- Repeat for all the flashcards, asking different children to come out each time.
- Keep the flashcards in the Pocket Poster for later in the lesson.
- **Optional:** Organize the children into two teams. Bring a representative from each team to the front. Ask them to take it in turns to say a farm word. The other team member has to take the correct flashcard and put it in the Pocket Poster.

③ Unit 6 cross-curricular film footage:

Let's visit the farm

- Take Monkey and the cross-curricular flashcard of the farm, without showing the children the picture. Say *Look! What's Monkey got?*
- Encourage the children to remember the farm from the previous lesson. Say *Yes! That's right! It's a farm!*
- Say *Now let's watch the DVD about the farm again!*
- Seat the class where they can all see the screen.
- Explain that the children should watch and join in with the animal actions and noises.
- **Optional:** If you like, give out the miniflashcards and ask the children to hold them up when an animal is shown in the film.
- Play the DVD section to the end of the footage of the tour of the farm. Pause before the vocabulary section at the end.

Unit 6 cross-curricular film footage: Let's visit the farm

- Now play the vocabulary section at the end of the Unit 6 DVD section.
- Encourage the children to repeat each word after they hear it.

4 Counting action time

- Invite the class to stand in a circle. Point to your legs and elicit the word for legs, from Unit 1. Repeat together *Legs. 1, 2, two legs.* Say *Well done!*
- Now show the cow card. Elicit the animal's name and say *What's this? Yes! It's a cow!* Now ask the class to mime being a cow and see how they use their arms to make extra legs. Say *Let's count the legs. 1, 2, 3, 4, four legs.* Repeat for the other animals, noting that some have two legs and some have four legs.
- Now show the farmer flashcard and count his legs too. Say *Well done!*

5 Vocabulary chant

- Say *Let's say the chant, Open the gate, shut the gate!*
- Explain that the children should listen and join in with the chant, pointing to the animals in the Pocket Poster.
- Play CD Track 36. Encourage the children to join in as much as possible and point to the animals in the Pocket Poster.

Open the gate, shut the gate! CD Track 36

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time**Cluck, baa, quack, moo!**

- Sit the children in a circle on the mat. Hold up the flashcards of the farm animals and say the words clearly. Then encourage the children to do an action or make a sound for each one.
- Tell the children they are each going to be one of the story animals. Go around the circle pointing to each child in turn and allocating them an animal by saying *sheep, hen, duck, cow, sheep, hen, duck, cow,* etc.
- When you have been all the way around the circle, ask all the sheep to put up their hands, then all the hens, all the ducks and then all the cows to check that each child knows which animal he or she is.
- Then explain that when you say an animal, the children who have been allocated that animal have to stand up and change places, i.e. go and sit in another space left by another child who has also stood up. While they change places, they should do their animal action and make their animal noise.
- Say an animal, e.g. *Sheep!* All the sheep have to run to a new place in the circle, saying *Baa Baa!* Repeat for the other animals, encouraging the children to mime being the animal as they move to a new place.
- Repeat each animal more than once, varying the order. If you like, say the animals faster and faster to make the game more fun.

Fast flashcards

- Take the six flashcards as a pile and spread them in a fan in one hand with the pictures facing you. Take one flashcard in the other hand and flash it very briefly to the children so they can only get a glimpse of it.
- Ask which animal they think they saw and encourage them to name it in English.

Workbook users – now go to page 155 for Workbook lesson B.

Lesson 7

Language

New:

cow, sheep, duck, hen, horse, farmer
 Yes, please!
 I like (sheep).
 Shut the gate, Rocket!
 Oh Rocket!

Recycled:

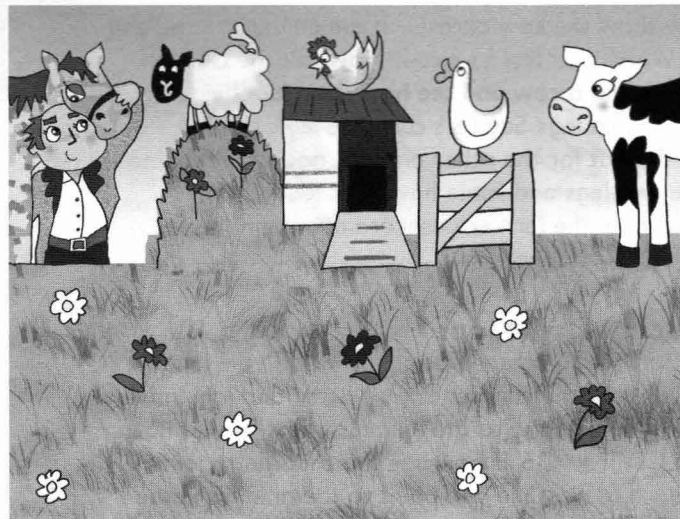
Hello
 Numbers 1–6
 Colours
 Bye bye

Materials:

Monkey puppet
 CD: Tracks 1, 5, 6 and 33
 Routine Poster
 Pocket Poster
 Unit 6 farm flashcards: cow, sheep, duck, hen,
 horse, farmer
 Class Book Unit 6 pop-out

Unit 6 Shut the gate!

Pop-out



Playtime A © Oxford University Press

DVD Story 6: Shut the gate!

Optional: Props for acting out the story**Extra time:** Photocopy Master 9, website:
 enough copies for one each; CD: Track 36

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the Pocket Poster

- Take the six farm flashcards and spread them out on the floor or the desk.
- Say a number and then one of the farm words, e.g. *Number 1: Duck!* Encourage one of the children to come and pick up the corresponding flashcard and to go and put it in the Pocket Poster in the pocket numbered 1.
- Repeat for all the flashcards, saying different numbers and words and asking different children to come out each time.
- **Optional:** To make the activity more challenging, say the numbers out of order.

3 Class Book activity

Pop-out 6: Make the farm

- Hold up the farm you have made from Pop-out 6. Say *Here's a farm!* Point to the farm animals and the farmer in turn and elicit the words from the children.
- Say *Now you can make a farm too!* Either give out the pages for the children to pop out their farms where they are, or use the *Crocodile* rhyme to lead them back to their desks to make them.
- Show the children how to pop out their own farm and how to separate the different farm animals.

Play with the farm

- Play a game with the children and their farms. Say the words in turn and encourage the children to point to the corresponding animal (or the farmer) as they hear them.
- Ask them to fold down all the animals. When you ask *Where's the duck?* encourage the children to fold up the duck.
- Repeat with the other animals.

4 DVD Story 6: Shut the gate!

- Let the children keep their farms while they watch Story 6 on the DVD again. Tell them to fold down all the animals before you begin.
- Explain before they watch that they should fold up the corresponding animal when they hear the word for the first time. Then when they hear the word again, they just point to the animal.
- Play Story 6 on the DVD. Encourage the children to fold up or point to the animals at the appropriate points.

Story 6: Shut the gate!

Note: The story text is given in the Big Story Book.

5 Acting out

- Say *Now let's act out the story! Stand up, please.* Make sure the children have their pop-out farms ready.
- Play Story 6 on CD Track 33. Encourage the children to join in with the key story actions and phrases as much as they can, as well as the story song. Encourage the children to fold up the animals and then after that to point to them at the appropriate points.

Story 6: Shut the gate! CD Track 33

- | | |
|-------------------------------------|--|
| 1 'Yes, please!' | (Nod your head) |
| 2 'I like sheep!' | (Fold up the sheep and imitate the sound of a sheep in English: Baaa! Baaa!) |
| 3 'Shut the gate, Rocket!' | (Close your hands together like a gate shutting) |
| 4 'I like hens!' | (Fold up the hen, flap arms like wings and strut) |
| 'I like ducks!' | (Fold up the duck, mime a beak with your hand) |
| 5 'Shut the gate, Rocket!' | (Close your hands together like a gate shutting) |
| 6 'I like cows!' | (Fold up the cow and imitate the sound of a cow: Moo! Moo!) |
| 7 'Oh Rocket!' | (Put both hands on your hips and mime disapproval) |
| 8 'One, two, three, four sheep,' | (Count with your fingers and point to the sheep) |
| 'One, two, three, four, five hens,' | (Count with your fingers and point to the hens) |
| '...one, two cows' | (Count with your fingers and point to the cows) |
- When the children have finished, congratulate them. Say *Well done!*

- Remind them that they are going to act out the story for an audience in the next lesson.
- **Optional:** If you like, bring props to this lesson to act out the story. You could also use props in the performance in the next lesson.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

The farmer's got a horse

- Play the vocabulary chant *Open the gate, shut the gate* on CD Track 36 and encourage the class to join in with the chant, folding the animals of their pop-out up and down when they hear the animal in the chant.

Photocopy Master 9: Make a farm animal invitation

- Before the lesson, download and print enough copies of Photocopy Master 9 for each child, and one example.
- Use the invitation template on Photocopy Master 9 to invite parents, other teachers at school and other classes to come and see your performance of the story in the next lesson.
- Give each child a copy of Photocopy Master 9.
- The children can decorate the invitation to reflect the story that they are going to act out. In this unit, for example, they could draw the farm animals that appear in the story.

6

Shut the gate!

Lesson 8

Language

New:

cow, sheep, duck, hen, horse, farmer
Yes, please!
I like (sheep).
Shut the gate, Rocket!
Oh Rocket!

Recycled:

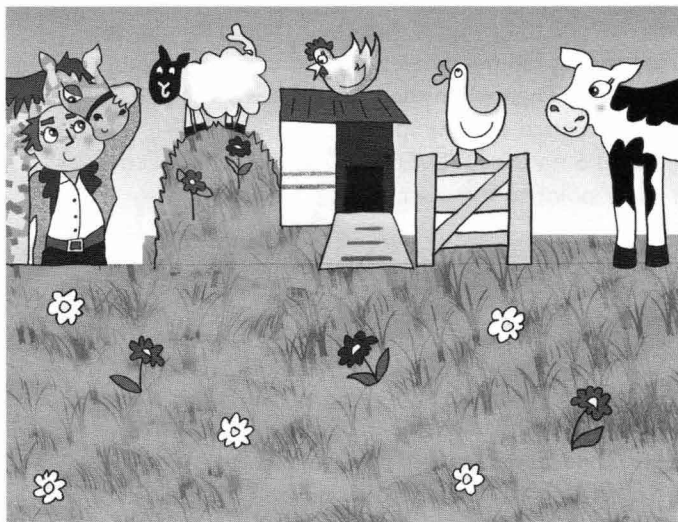
Hello
Numbers 1–6
Colours
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 6, 33 and 36
Class Book Unit 6 pop-out
Photocopy Master 18, website: enough copies for one each
Unit 6 farm flashcards: cow, sheep, duck, hen, horse, farmer

Unit 6 Shut the gate!

Pop-out



Playtime A © Oxford University Press

Optional: Props for acting out the story; paper stars for each child to use as rewards

Extra time: Photocopy Masters 10 and 11, website: enough copies for one each; Unit 6 farm miniflashcards: cow, sheep, duck, hen, horse, farmer; Pocket Poster; glue

Note: In advance of this lesson, invite a small audience (or just one visitor) to watch the performance. The audience could be the school director or a teacher from another class, other classes of children from the school or parents.

1 Hello

- Greet the visitors and invite them to take their seats in the audience.
- If you like, open the show by asking the children to sing the Hello song with the actions.

Hello song CD Track ①

2 Performance

- Ask all the children to stand up. Make sure they have their pop-outs and any optional props ready.
- Either play or tell Story 6, encouraging the children to join in with the actions and key words and phrases they have practised, as well as the story song.
- Signal to the children to lift up their pop-out farms at the beginning of the story and to fold up each animal as they hear the word.

Story 6: Shut the gate! CD Track ③③

Note: The story text is given in the Big Story Book.

3 Vocabulary chant

- To add to the performance, play or say the Open the gate, shut the gate! chant and encourage the children to join in.

Open the gate, shut the gate CD Track ③③

4 Certificate time

- Say *Well done!* to each pupil to congratulate them for their performance and their work in this last unit.
- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.
- As the children have reached the end of the course, copy and complete the end-of-year certificate (Photocopy Master 18) for each child and hand these out. Say *Well done!* to everyone.
- **Optional:** You could also ask a member of the audience to give each child a paper star or other reward and a certificate at the end of the performance.

5 Quiet time

- To settle the children after the performance, play the Settling song. Encourage the children to sit down on the mat and put their face on their hands as if they are sleeping while they listen.

Settling song CD Track ④

- Then play a quiet review activity to end the unit. Take the farm flashcards and explain to the children that you are going to make the sound of a farm animal very quietly. Explain that they have to listen to you carefully to guess the word. When they think they know what it is, they have to put up their hand.
- When a child guesses correctly, say *That's right! Well done!* and hold up the corresponding flashcard.
- Repeat for all the flashcards.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extra time

Countdown

- For this game, you will need the six farm flashcards and the Pocket Poster. Hold up each flashcard, say the word and encourage the children to repeat.
- Place the six flashcards on the walls around the classroom. Monkey 'says' a flashcard, then chooses a child who must find it and place it in one of the pockets before the 'countdown' finishes.
- While the child is finding the flashcard, the rest of the class counts out loud down from six. Clap between numbers to allow the child more time.

Photocopy Masters 10 and 11:

Unit 6 Picture Dictionary

- Before the lesson, download and print copies of Photocopy Masters 10 and 11 for each child. Then stick the bottom of Photocopy Master 10 onto Photocopy Master 11 in the space shown. Write the number of the unit in the box at the bottom of the big sheet and the name of each child in the space on the roof, under the title. Give the photocopies out to the class together with a set of miniflashcards from the unit.
- Explain that they are going to make a Picture Dictionary with the miniflashcards from the unit. They have to stick each miniflashcard in the correct space on the photocopy, following your instructions.
- Either say the numbers yourself or ask the children to count up to six. As you or the children do this, write the numbers on the board. Then hold up the unit flashcards one by one and elicit the vocabulary. Put each flashcard beside a number and ask the children to put this miniflashcard in the correct place on the photocopy. Check that they have all done it correctly and say *Well done!*
- Let the children take the Photocopy Master home to show their family what they have learnt in the unit.
- **Optional:** If you have been keeping the children's Picture Dictionary pages for each unit, you can now staple them together and make a cover so that each child has their own Picture Dictionary.

Reinforcement lesson

Language

New:

cow, sheep, duck, hen, horse, farmer

Recycled:

Colours

Parts of the face

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 36

Routine Poster

Pocket Poster

Unit 6 farm flashcards: cow, sheep, duck, hen, horse, farmer

Unit 6 farm miniflashcards: cow, sheep, duck, hen, horse, farmer

Big Story Book, Story 6: Shut the gate!

Note: This lesson is for use at any point during the unit, following Lesson 4.

1 Hello

- Repeat the 'Hello Monkey!' and 'Routine Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

2 Re-present the vocabulary with the Pocket Poster

- Take the six farm flashcards. Hold up one and say the word, e.g. *Sheep!* Say the word again and encourage the children to repeat the word and to mime being a sheep.
- Invite a child to come and take the flashcard and to put it in a pocket of the Pocket Poster. Say the word again and encourage the child to repeat it and to do the action again.
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- Give out the farm miniflashcards to each child.
- Then take the flashcards out of the Pocket Poster, shuffle them, and put them back into different pockets, but this time with the picture facing inwards, so the children can't see them.
- Explain that you are going to say a colour of a pocket and the children have to guess what the card in that pocket is.
- Say a colour, e.g. *Blue!* Encourage the children to try and guess which flashcard is in the blue pocket

and to hold up the corresponding miniflashcard. Ask several children to say the word their miniflashcard represents, e.g. *Cow!*

- Take the flashcard out and show it to the children. Congratulate all the children who guessed correctly. Keep this card to one side.
- Repeat until all the pockets are empty.

4 Vocabulary chant

- Say *Now let's listen to the chant about animals!*
- Ask the children to stand up.
- Play CD Track 36. Do the actions and encourage the children to join in too.

Open the gate, shut the gate! CD Track ③⑥

5 Farmer Till's game

- Ask the children to come and sit in a circle on the mat with you. Show the children page 1 of Story 6 in the Big Story Book: *Shut the gate!* Point to Mr Till and say *Look! Here's Mr Till. He's the ... (farmer).*
- Point to Mr Till's face, hair, eyes, nose, mouth and ears and elicit the face words from Unit 1. Then say *Now we're going to play a drawing game with Mr Till.*
- Write the numbers 1–6 on the board and put a Unit 1 face flashcard next to each one, e.g.
1: eyes 2: nose 3: mouth 4: face 5: hair 6: ears
Say a number and elicit the face part to practise.
- Then explain to the children that they are going to pass a dice around the circle. Each child throws the dice and draws the face part that the number represents according to the flashcards on the board, e.g. if they throw a 1, they draw Mr Till's eyes. The first person to draw all Mr Till's face is the winner.
- Give each child a piece of paper and a pencil and start the dice rolling around the circle.
- Congratulate the winner by holding up their picture and saying *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Extension lesson

Language

New:

cow, sheep, duck, hen, horse

Recycled:

Parts of the face

One, two

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 35

Routine Poster

Unit 6 farm flashcards: cow, sheep, duck, hen, horse, farmer

Example of a paper bag puppet

Paper lunch bag and pre-cut animal face parts for each child

Card or paper, glue, coloured paints and brushes

Note: This lesson is for use at any point during the unit, following Lesson 6.

Preparation

As this is an extension lesson, some preparation is necessary.

Before the lesson, you will need to make an animal puppet out of a paper bag as an example to show the children.

To do this turn the paper bag upside down, so that the base is still folded over and can form the face of the animal.

Choose one of the five animals from the unit and shape the head accordingly. Fold the two square edges of the base under to form the cow's, sheep's or horse's head or bottom of the duck's bill. Fold the square edges in more sharply for the hen's beak.

Then cut out appropriate face parts. For a horse or cow, you will need big ears to stick on top, eyes and nostrils to form the nose. For the hen or duck, you will need eyes and a flap to stick on top of the end of the paper bag to form a beak.

Paint the paper bag an appropriate colour, e.g. white with black splodges for the cow, yellow for the duck.

You will also need to cut out a selection of face parts for the children to stick on their own puppets.

1 Hello

- Repeat the 'Hello Monkey!' and 'Routine Poster' procedures described in 'Hello' in Lesson 1 of this unit.

Hello song CD Track ①

2 Present the theme

- Before the lesson, hide your animal puppet.
- Hold up each of the Unit 6 farm flashcards and elicit the words. Then say *I've got an animal here. Can you guess which one?* Encourage the children to guess until they say the name of the animal you have made.
- Take out the animal puppet, put it on and make the animal sound.
- Point to each of the animal's face parts. Ask *What's this?* and elicit the words.

3 Project work

- Say *Now you can make an animal puppet!*
- Encourage each child to choose an animal to make. Then give each child a paper bag and show them how to stick the pre-cut face shapes onto the base of the bag to make their animal.
- Leave the puppets to dry.

4 Karaoke song

- Once the puppets are dry, use them to act out the story song from the unit.
- Sing the karaoke version of the song *Cluck, baa, quack, moo* and encourage all the children to hold up their puppet when they hear the correct sound. To include the horse, swap *neigh* for one of the sounds in one of the verses e.g. *Cluck, baa, neigh, moo*.

Cluck, baa, quack, moo (karaoke version)

CD Track ③⑤

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook users – now go to pages 156 and 157 for Workbook lessons C and D.

Workbook lesson A

Language

New:

cow, sheep, duck, hen, horse, farmer
farm, tractor

Recycled:

Hello
Yes / No
Bye bye
Parts of the face

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 36
Routine Poster
Unit 6 cross-curricular flashcard: *farm*
Unit 6 cross-curricular DVD section: *Let's visit the farm*
Workbook page 23
Unit 6 farm flashcards

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Vocabulary chant

- Say *Let's say the chant, Open the gate, shut the gate!*
- Play CD Track 36. Do the actions from Lesson 3 of this unit and encourage the children to join in with you.

Open the gate, shut the gate! CD Track ③⑥

3 Unit 6 cross-curricular film footage: Let's visit the farm

- Say all the farmyard sounds and encourage the class to join in with *Moo moo moo! Baa baa baa! Cluck cluck cluck! Neigh neigh neigh! Quack quack quack!* Take Monkey and make him whisper to you. Say Monkey says 'Where are we?' Elicit farm and show the farm flashcard. Say *Yes! We're on the farm!*
- Say *Well done! It's a farm!* Ask *What can you see on the farm?* Elicit the names of the animals and the farmer.
- Seat the class where they can all see the screen. Play the Unit 6 cross-curricular DVD section all the way through, encouraging the children to join in with the animal sounds.

Unit 6 cross-curricular film footage:

Let's visit the farm

- Mime driving and ask *What can you see in the film?* Encourage the class to mime driving too and say and repeat *tractor*.

4 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 23

- Hold up Workbook page 23. Point to the picture and ask *What's this?* and elicit *A horse*. Mime tracing over the dotted lines on the right of the symmetrical shape and say *Trace and colour*.
- Give out the Workbooks, open on page 23, and the pencils to the children. Encourage them to complete and colour the horse.

Checking the activity

- Hold up Workbook page 23 again.
- Point to the ears, eyes, nose and mouth and ask *What's this?* Elicit the face vocabulary and say *Well done! Very good!*

5 Tractor ride

- Ask the class to stand in a circle. Invite a volunteer to be the farmer and hold the farmer flashcard. This volunteer will mime driving a tractor around the circle.
- Hand out animal flashcards to volunteers spread around the circle.
- Ask the farmer to 'drive' to the first animal. Invite the class to say together *Hello, cow! Let's go to the farm!* The cow then falls in behind the farmer and 'joins the tractor' going round the circle until all the animals are collected. Say *Good work, farmer!* Invite the class to say the vocabulary chant on CD Track 36 together to finish the activity.

6 Bye bye

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson B

Language

New:

cow, sheep, duck, hen, horse, farmer
farm

Recycled:

Hello
swim, fly, run
Yes / No
Bye bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 36
Routine Poster
Pocket Poster
Unit 6 farm flashcards: cow, sheep, duck, hen, horse,
farmer
Unit 6 cross-curricular flashcard: farm
Workbook page 24
A small box or bag

2 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 What's your favourite?

- Ask the class to think of their favourite farm animal from this unit. Take the six farm flashcards and place them in a bag or box for a lucky dip.
- Offer the box to a volunteer and say *Pick a card*. Then ask *What is it?* Then say *Is it your favourite farm animal?*
- Ask different children to pick a card and elicit the animal names. Display the cards and see if any of the animals is a clear class favourite.
- **Optional:** Link back to the actions in the Unit 3 extension lessons. Ask *What can swim?* Elicit *duck*. *What can fly?* Elicit *hen* and *duck*. *What can run?* Elicit *sheep*, *cow* and *horse* (accept *duck* and *hen* too as they can run, if badly!) Say *Now let's draw our favourite animal*.

3 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 24

- Hold up Workbook page 24. Say *Look! A farm!*
- Explain that the children have to draw their favourite animal and colour it. Say *Draw your favourite animal: a cow, a sheep, a horse, a duck or a hen!*
- Give out the Workbooks, open on page 24, and the coloured pencils to the children. Encourage them to draw their favourite animal and to colour it.

Checking the activity

- When the children have finished, say *Show me your favourite animal!* Encourage the children to hold up their picture. Say *Well done! Very good!*
- Say *Show me your favourite animal: a cow!* and encourage the children who drew a cow to hold up their pictures.
- Repeat for all the other animals.
- Congratulate the children again on their pictures. Say *Well done!*

5 Vocabulary chant

- Say *Let's say the chant: Open the gate, shut the gate!*
- Explain that the children should listen and join in with the chant, pointing to the animals in their farm picture.
- Play CD Track 36. Encourage the children to join in as much as possible and point to the animals in their farm picture.

Open the gate, shut the gate! CD Track ③⑥

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson C

Language

New:

cow, sheep, duck, hen, horse, farmer
farm

Recycled:

Hello
Yes / No
Bye Bye

Materials:

Monkey puppet
CD: Tracks 1, 5, 6, 33 and 35
Routine Poster
Unit 6 farm flashcards: cow, sheep, duck, hen, horse,
farmer
Unit 6 farm pop-outs
Big Story Book, Story 6: Shut the gate!
Workbook page 25

Preparation

As this is an extension lesson, some preparation is necessary.
Prepare the farm pop-outs.

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Big Story Book

- Keep the Monkey puppet out and let him pick up the animal flashcards in his mouth. Ask *What's Monkey got?* Invite volunteers to come and take an animal card, say its name and place it in the Pocket Poster.
- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Then show Monkey holding a pop-out of the farm animals. Say *Let's use the pop-outs!* Hand out the farm pop-outs. Bring out the Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Note: The rhyme is recorded on CD Track 3 for reference.

Listen to the story on the CD

- Say *Now let's listen to the story, Shut the gate!*
- Open the Big Story Book and play Story 6 on CD Track 33.

- As key vocabulary is heard on the CD, point to it in the pictures.
- During the story, encourage the children to join in and to hold up the right animal on their pop-outs. During the song, encourage them to point to the right animal to match the sound.

Story 6: Shut the gate CD Track ③③

Note: The story text is given in the Big Story Book. The words for the song are given in Lesson 1 of this unit.

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 25

- Hold up Workbook page 25. Say *Follow the story.* Point to picture one.
- Demonstrate tracing along the path to each picture in turn, to follow the line of the story.
- Then give out the Workbooks, open on page 25, and pencils to the children. Encourage them to complete the sheet. Say *Follow the path.*

Checking the activity

- When the children have finished, hold up Workbook page 25. Point to each of the animal pictures and repeat the matching text from that stage in the story. Say *I like sheep. I like ducks. I like hens. I like cows.* Repeat the text with the class and end with *I like animals!*

4 Karaoke story song

- Collect in the pop-outs. Divide the class into three groups. Group 1 sings the whole song. Group 2 only joins in for the cluck, baa, quack moo lines.
- Sing the karaoke version of the song *Cluck, baa, quack, moo* and encourage all the children to join in. Swap groups, then ask the new group 2 to include the horse and swap neigh for one of the sounds in one of the verses e.g. *Cluck, baa, neigh, moo*, (see the Extension lesson). This can be quite a challenge, but the children will have fun trying to get it right!

Cluck, baa, quack, moo (karaoke version)

CD Track ③⑤

5 Bye bye

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook lesson D

Language

New:

cow, sheep, duck, hen, horse

Recycled:

Hello

Yes / No

Bye Bye

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 36

Routine Poster

Unit 6 farm flashcards: cow, sheep, duck, hen, horse, farmer

Workbook page 26

Big Story Book, Story 6: Shut the gate!

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Where's my cow?

- Ask the class to sit in a circle. Invite a volunteer to be the farmer and to hold the *farmer* flashcard.
- Ask the farmer to close his or her eyes and hand the cow flashcard to a child to hold behind his or her back. Ask all the children to sit with their hands behind their backs so that the farmer will not know who has the cow flashcard.
- The game is for the farmer to ask each child in the circle for the cow saying *Where's my cow?* Each of the children replies using an animal sound that is not the cow's moo. Only the cow can moo.
- The rest of the class can join in each time and ask the question with the farmer to help him find the cow. The child holding the cow can moo when the farmer asks him or her the question. Everyone can then say *Phew!*
- Say *Well done!* and ask new volunteers to be the farmer and the cow or any other farm animal from the unit.

3 Workbook activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit, Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Workbook page 26

- Hold up Workbook page 26. Point to each of the pictures in the key column on the left and ask *What's this?* and elicit *A sheep, a hen, a duck and a cow*. Return to the sheep and pass your finger along the row of sheep and say *Match and circle*.
- Give out the Workbooks, open on page 26, and the pencils to the children. Encourage them to match each animal with the identical image.

Checking the activity

- Hold up Workbook page 26 again.
- Point to the correct match for each then say *Well done! Very good!*

4 Team acting out

- Divide the class into three groups. Group 1 is Twig who says *Let's go!* Group 2 is Star who says *Shut the gate!* Group 3 is Rocket who says *Wait for me!*
- Read Story 6 from the Big Story Book and point to each group when they need to say their line in the story.
- Everyone can join in at the end and say *Phew!* when all the animals have been found again.

5 Vocabulary chant

- Say *Let's say the chant, Open the gate, shut the gate!*
- Explain that the children should listen and join in with the chant, miming opening and shutting a gate at the appropriate times.
- Play CD Track 36. Encourage the children to join in as much as possible and open and shut the gate.

Open the gate, shut the gate! CD Track ③⑥

6 Bye bye

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥



Festival: Happy Christmas

Lesson 1

Language

New:

Christmas, present, tree

Recycled:

Colours

Numbers 1–4
star

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 37

Happy Christmas flashcards: *Christmas tree, Christmas present*

Pocket Poster

Character flashcards: *Rocket, Star, Twig, Melody, Monkey*

Class Book activity page 33

Extra time: Photocopy Master 12, website: enough copies for one each; coloured pencils



1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- Explain to the children that it's nearly Christmas. Then make Monkey whisper to you. Say *Monkey says Happy Christmas!* Encourage the children to wish Monkey Happy Christmas too.
- Say *Stand up, please.* Play CD Track 1 and sing the Hello song with the actions, encouraging the children to join in.

Hello song CD Track ①

2 Present the vocabulary

- Ask the children to come and sit in a circle on the mat with you.
- Hold up the flashcard of the Christmas tree. Say *Look! A Christmas tree!* Point to the tree and ask *What colour is it?* Elicit *Green*. If you like, elicit the colours of the baubles too.
- Then say *I can see a star! Where's the star?* Encourage a child to come and point to the star at the top of the tree.
- Then hold up the picture of the present. Say *Ooh look! A present!* and elicit the colours.
- Play a simple game with the two Christmas flashcards. Shuffle them and then hold one to your chest.
- Ask the children to guess if it's the tree or the present. Repeat several times.

3 Practise the vocabulary with the Pocket Poster

- Take the character flashcards and hold them up one by one, eliciting the name of each character from the children.
- Then hold up the present flashcard and say *Here's the present!* Shuffle the present and the character flashcards and then put each one into a pocket of the Pocket Poster with the picture facing inwards, so the children can't see which is which.
- Review the colours by pointing at each pocket on the poster and eliciting the colour.
- Say *Where's the present?* Encourage a child to guess by saying the colour of a pocket e.g. *Blue!* Take the flashcard out of the blue pocket in the Pocket Poster. If it's the present, say *Yes! Here's the present! Well done!* Move the flashcards around and play the game again.
- If the present is not in the blue pocket, hold up the flashcard and say *No. The present isn't here.* Name the character, e.g. *It's Twig.* Then return the flashcard to the same pocket and ask another child to say a number. Repeat until the present is found.

4 Class Book activity

Go to your tables

- Begin clapping in time and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.



Class Book activity page 33

- Hold up Class Book page 33 and point to the tree. Say *Look! A Christmas tree!* Take a green pencil and show the children how to trace the lines to complete the tree and the baubles.
- Then say *What's underneath?* Point to the presents and say *Presents!*
- Count the presents with the children. Then point to each one in turn and say *Look! A yellow box, a red box, a green box and a blue box.* Take a yellow pencil and show the children how to trace the lines of the yellow box and colour it in. Then say *Trace and colour the presents.*
- Give out Class Book activity page 33 and coloured pencils to each child. Encourage them to trace the lines and colour the presents, explaining that they can colour the baubles as they wish.

Checking the activity

- When the children have finished, hold up Class Book activity page 33 again. Say *I can see a Christmas tree!* and encourage the children to follow the line they drew around the tree on their activity page.
- Repeat for all the presents, encouraging the children to listen, point and follow the lines of the presents they drew.
- Then say *Well done! Very good!*

5 Vocabulary song

- Say *Now let's listen to a song about Christmas presents!*
- Explain to the children that they should listen the first time and point to the coloured boxes in their picture when they hear the colours in the song.
- Play CD Track 37 and encourage them to listen and point.
- Then ask the children to stand up and join in with the actions. Play CD Track 37 again, this time doing the actions and encouraging the children to join in.

The Christmas presents song CD Track 37

There's a blue box	(Draw a box in the air)
and a red box	
Under the Christmas tree.	(Make a treetop above your head with your hands)
There's a green box	(Draw a box in the air)
and a yellow box	
Christmas presents for me!	(Hug yourself and twist left and right to the music)

(Repeat)

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track 5

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track 6

Extra time

Little Christmas trees

- Ask the children to spread out in the room and crouch down. Explain that they are all little Christmas trees.
- Pretend to cover your eyes with your hands (but keep visual contact between your fingers) and invite them to 'grow' by starting to stand up. Explain that they have to watch you very carefully, as they mustn't stand up while you are watching. If they see you uncover your eyes, they must stop still.
- Any tree seen moving is out and must sit down.
- Find a winning Christmas tree that manages to grow tall without you seeing it grow!

Photocopy Master 12: Christmas card

- Make a Christmas card before the lesson. Colour the two halves of the Christmas tree and fold the flaps in.
- Show the card to the children and ask them if they know what it is. Explain that at Christmas, many people send cards to their friends and relations. Tell them that they are going to make a Christmas card to give to their family or friends.
- Give each child a copy of Photocopy Master 12. You or the children will need to cut off the top and bottom of the photocopies before they begin folding.
- Explain that they have to colour the Christmas tree and then fold the flaps along the dotted lines so that the whole tree and all the lettering comes together in the middle. If you like, you can ask the children to draw Christmas motifs inside the card.
- You can make a classroom display of the cards. At the end of the unit, let the children take their card home to give to their family.



Festival: Happy Christmas

Lesson 2

Language

New:

Christmas, present, tree

Recycled:

Colours
star

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 37

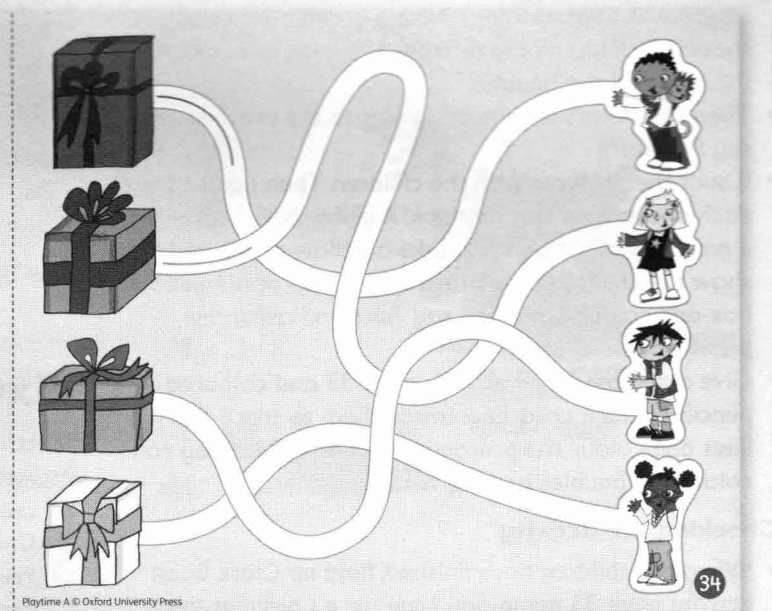
Pocket Poster

Happy Christmas flashcards: *Christmas tree, Christmas present*

Character flashcards: *Rocket, Star, Twig, Melody, Monkey*

Class Book activity page 34

Extra time: Four boxes painted red, yellow, green and blue and a big bag; Photocopy Master 13, website: enough copies for one each; coloured pencils



1 Hello

Hello Monkey!

- Repeat the 'Hello Monkey!' procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Practise the vocabulary with the Pocket Poster

- Hold up the character flashcards in turn, ask *Who's this?* and elicit the name of each character. Ask a volunteer to place the character flashcard in a pocket of the Pocket Poster each time.
- Then hold up the Christmas tree flashcard and ask *What's this?* Elicit *Christmas tree*. Ask *What's under the Christmas tree?* Elicit *Presents!* Then hold up the present flashcard.
- Explain to the children that you are going to play a game. Tell them to close their eyes and then put the Christmas present flashcard behind one of the character flashcards in the Pocket Poster without the children seeing.
- Ask *Who's got the present?*
- Encourage the children to guess who has the present, e.g. *Melody!* Look behind the flashcard of Melody and, if the present is there, say *Yes! Well done! Melody's got the present.* Then hide the present again.
- If the present flashcard is not behind Melody, encourage the children to guess again and continue until the present is found.

3 Vocabulary song

- Say *Now let's listen to the Christmas presents song!*
- Explain to the children that they should listen to the song and do the actions from the last lesson.
- Sing or play *The Christmas presents song* on CD Track 37. Do the actions and encourage the children to join in with you.

The Christmas presents song CD Track ③⑦

4 Class Book activity

Go to your tables

- Begin clapping in time and saying the *Crocodile rhyme* from Starter Unit Lesson 1. Encourage the children to walk to their desks in single file in time to the rhyme.

Class Book activity page 34

- Hold up Class Book activity page 34 and point to the presents. Say *Look! Christmas presents!*
- Point to the first box and ask *What colour's this?* Elicit *Red!* Trace the path from the red present with your finger until you come to Rocket. Say *Look! It's Rocket's present.* Then say *Follow the paths.*
- Give out Class Book activity page 34 and pencils to each child. Encourage them to find which present belongs to which character.



Checking the activity

- When the children have finished, hold up Class Book activity page 34 again. Point to the blue present and ask *What colour's this?* Elicit *Blue!* Then ask *Who's got the blue present?* Trace the path from the blue present with your finger, encouraging the children to do the same on their activity sheet. Elicit from the children that the blue present is Star's.
- Repeat for all the presents.
- Then say *Well done! Very good!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥



Extra time

Ho! Ho! Ho!

- For this activity you will need four boxes painted red, yellow, green and blue and a large sack like Father Christmas.
- Ask the children to come and sit in a circle.
- Tell the children you are Father Christmas and say *Ho! Ho! Ho!* Place one box of each colour in the middle of the circle.
- Then ask the class to close their eyes while you take one box away, or put all the boxes into the sack and bring only three out again.
- Encourage the children to put up their hands to tell you which box is missing.
- Repeat the activity. If you like, invite a child to be Father Christmas.

Photocopy Master 13: Christmas present game

- Make the cut-out before the lesson. Cut and fold along the lines as shown and then draw something that could be given as a Christmas present under each flap.
- Bring the cut-out to class to show the children. First show it with all the flaps down so that they can't see the presents that you have drawn. Then show them the presents one by one and give the words in English. Talk about what presents the children would like for Christmas.
- Give each child a copy of Photocopy Master 13.
- Explain to the children that they have to cut off the top and bottom of the page and then cut down the dashed lines in the top half of the page, making sure that they stop just before they reach the dotted line. Then they have to fold the four flaps along the dotted lines. They end up with the front of a present (with the full bow) on one side and the back of the present on the other.
- Ask them to draw and colour things that they would like as presents under each flap. Go round while they are doing this and help them.
- When all the children have finished their cut-outs, ask several volunteers to come to the front. Ask them to show the class what they have drawn or encourage the rest of the children to try to guess what the presents are. Do this several times with different volunteers.
- At the end of the unit, let the children take the cut-out home to show their family.



Festival: Happy Friendship Day

Lesson 1

Language

New:

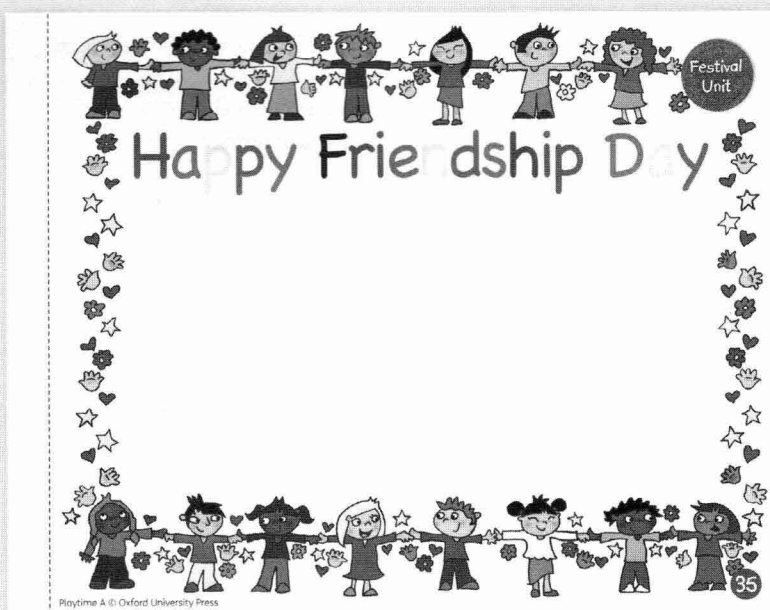
Come on!
Hold hands
Let's sing.

Recycled:

Colours

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 39
Class Book page 35
Extra time: Photocopy Master 14,
Photocopy Master 15: website, enough
copies for one each; coloured pencils



1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- Explain to the children that it's Valentine's Day and that this is a day of love and friendship. Then make Monkey whisper to you. Say *Monkey says Happy Friendship Day!* Encourage the children to wish Monkey Happy Friendship Day too.
- Say *Stand up, please.* Play CD Track 1 and sing the Hello song with the actions, encouraging the children to join in.

Hello song CD Track ①

2 Action song time

- Say *Let's sing a song about friendship.* Ask the children to all stand in a circle.
- Play CD Track 39 and show the children how to join in with the actions, joining hands, raising and lowering them and walking around in a circle.

The friendship song CD Track ③⑨

Come on and	(Beckon then join hands)
Hold hands, let's sing!	(Raise held hands)
Hold hands, let's sing!	(Lower held hands)
Hold hands, let's sing!	(Raise held hands)
Let's sing	(Lower hands and walk round in the circle)
In the friendship ring!	(Continue walking, during the musical break)

(Repeated)

3 Friendship game

- Tell the children to continue standing in a circle or ring.
- Invite a volunteer to walk around the ring on the outside.
- Let them choose a friend by tapping them on the shoulder and then both children walk round the outside of the ring, while the rest of the class claps in walking time rhythm.
- When they get back to their places, all the children hold hands and raise them towards the middle of the ring and say *Friendship Day!*
- Then let another volunteer show their friendship by choosing a friend to walk with them round the circle.

4 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 35

- Hold up Class Book activity page 35 and read what it says. Say *Look! Happy Friendship Day!*
- Ask the children if they can guess what they have to draw in the space. Say *That's right! Your friend!* Say *Draw and colour your friend.*
- Give out Class Book activity page 35 and coloured pencils to each child. Encourage them to draw one of their friends.



Checking the activity

- When the children have finished, ask a volunteer to come to the front to show the class their drawing. If you like, ask the class to guess who the person in their picture is before he / she tells them.
- Then say *Well done! Very good!*
- Repeat, asking different volunteers to come to the front of the class.
- Make a friendship display with the children's drawings on the classroom wall.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook users – now go to page 166 for Workbook lesson A.

Extra time

Photocopy Master 14: Friendship Day card

- Make a Happy Friendship Day card before the lesson. Colour the two halves of the heart and the letters and fold the two flaps into the middle. Show the card to the children and ask if they know what it is. Tell them that they are going to make a card to celebrate Happy Friendship Day.
- Download and print enough copies of Photocopy Master 14 for each child.
- Explain that they have to colour the heart and the letters and then fold the flaps inwards down the dotted lines so that the heart and letters come back together again. If you want, you can also ask them to draw something inside the card, for example a scene of them with their friends.
- You can either let the children take the card home to give to their family, or organize the names of the children in a hat and they all draw a name (for you to read out) and then swap cards around the class.

Photocopy Master 15: Make a friendship circle

- Make the cut-out before the lesson and bring it to show the children. Talk about the different children on the photocopy and emphasize that although they are all different, they are all friends.
- Download and print enough copies of Photocopy Master 15 for each child.
- Explain that they have to draw and colour the faces and clothes of the four blank children to look like four of their friends. Revise the parts of the body and the names of the clothes before they start.
- When they have finished, tell them to cut down the dashed rules to make two strips. They then join the strips to make a friendship circle with everyone holding hands. Go round and help as necessary while they are working.
- Alternatively, you could make a classroom display of all the cut-outs by joining them together like a paper chain. To do this, the children join their two strips but they don't form a circle with them at first. Use your circle to start the chain and then thread each child's long strip on to form the chain, joining the ends carefully with sticky tape. The chain can then be carefully undone and each child's circle put back together separately so that they can take their work home with them when you take the display down.
- **Optional:** The children can start to make the chain above in pairs, then in groups of four, and then in bigger groups to complete it



Festival: Summer Holidays

Lesson 1

Language

New:

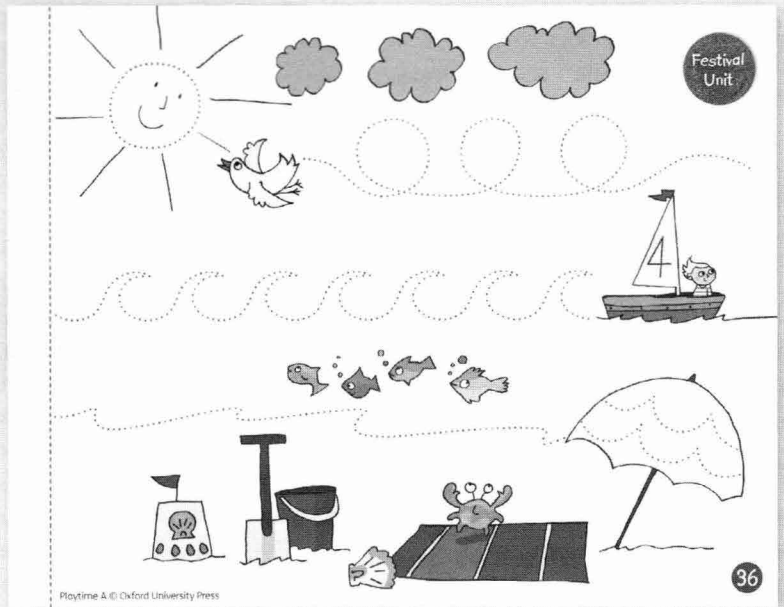
summer holidays
in the summer
sea

Recycled:

jump (with me)
Colours

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 41
Class Book activity page 36
Extra time: Photocopy Master 16,
Photocopy Master 17: website, enough
copies for one each; coloured pencils



1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- Explain to the children that it's almost the summer holidays. Then make Monkey whisper to you. Say *Monkey likes summer holidays!*
- Say *Stand up, please*. Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in.

Hello song CD Track ①

2 Action song time

- Tell the children that Monkey is going to the beach for his summer holidays. Draw a very simple beach, including the sea, on the board. Ask the children if they are going to the beach for the summer too.
- Point to the sea in your picture and say *Look! Here's the sea! Monkey likes the sea*. Encourage the children to mime jumping in the sea with Monkey and say *Splash! Splash!* as they jump.
- Say *Now let's sing a song about the summer holidays*.
- Ask the children to stand up. Play CD Track 41. Sing and do the actions, encouraging the children to join in.

The summer holidays song CD Track ④

- | | |
|-------------------------|-------------------------------|
| Summer holidays! | (Wave your arms in the air) |
| Jump with me | (All jump forward once) |
| In the sea! | (Jump on the spot) |
| Summer holidays! | (Wave your arms in the air) |
| Splash, splash, happily | (Mime splashing in low waves) |
| In summer, | (Wave your arms to the left) |
| In summer, | (Wave your arms to the right) |
| On summer holidays! | (Wave your arms in the air) |

3 Class Book activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Class Book activity page 36

- Hold up Class Book page 36 and say *Look! The beach!* Point to the sea and ask *What's this?* Encourage the children to answer *The sea!*
- Trace the outline of the sun with a pencil or your finger. Then ask *What colour's the sun?* Elicit *Yellow*. Demonstrate colouring the sun yellow.
- Tell the children to complete the picture of the beach by tracing the lines with a pencil and then colouring the picture. Say *Trace and colour*.
- Give out Class Book activity page 36 and coloured pencils to each child. Encourage them to complete and colour the picture.

Checking the activity

- When the children have finished, hold up Class Book activity page 36 again. Point to the sea and trace your finger along the line. Ask *What colour's this?* Elicit *Blue!*



- Repeat for each part of the picture, encouraging the children to trace the lines they drew with their fingers and to tell you the colours.
- Then say *Well done! Very good!*

4 Song time

The summer holidays song

- Tell the children that they are going to sing the summer holidays song again, this time pointing to their picture as they sing.
- Play CD Track 41 again. Encourage the children to point to their picture and to jump with their fingers into the sea on the line *Jump with me, in the sea.*

The summer holidays song CD Track ④1

5 Bye, bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥

Workbook users – now go to page 167 for Workbook lesson A.

Extra time

Photocopy Master 16: Make a seaside bucket

- Make the pop-out before the class to bring and show the children. Fold the four walls of the bucket and staple or stick them all together to make a rectangular tube. Then fold the base and staple or stick it to the rest. Stick the handle on one end. Cut out the shells and put them inside the bucket.
- Show it to the children and ask them what they think it is and what it might have inside it. Then show the shells. Ask them if they have ever collected shells like these on the beach. Let them talk to you about beach holidays that they have had.
- Download and print enough copies of Photocopy Master 16 for each child.
- Explain to the children that they have to colour the walls of the bucket however they wish. Show them how to make the bucket.
When the children have finished, you can play a game. Put some shells into your seaside bucket without letting the children see how many. Encourage them to try to guess how many shells there are in your bucket until they get it right. Do this several times and then the children can play in small groups.
- You could make a classroom display of all the cut-outs or let the children take them home to show their family.

Photocopy Master 17: Colour by number

- Hold up Photocopy Master 17 so that all the children can see it. Point to the beach scene and ask the children what they can see. Point to the splodges on the left and ask them to count from 1–5 with you. Then say the colours *red, blue, yellow, green and orange*. Tell them that, as a whole class, you have to assign a colour to each splodge, e.g. yellow is 1, blue is 4.
- Download and print enough copies of Photocopy Master 17 for each child and give them out. Explain that the colour splodges and the numbers represent a code and that they have to use this code to colour the beach scene.
- Go round the class helping and praising the children as they work. Say *Well done!*
- When the children have finished, show your Photocopy Master again, this time completed with the correct colours, and go over the activity with the class. Point to the numbers in the beach scene and ask *What colour's this?* The children can also check if they have done the activity properly by comparing the colours that they have used with the colours on the sheet that you have completed.



Festival: Happy Friendship Day

Workbook lesson A

Language

New:

Come on!
Hold hands
Let's sing.

Recycled:

Colours

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 39
Unit 1 colour flashcards and pink and white cards
Unit 1 colour miniflashcards
Workbook page 27

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- Let Monkey whisper to you. Say *Monkey says Happy Friendship Day!* Encourage the children to wish Monkey Happy Friendship Day too.
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in.

Hello song CD Track ①

2 Action song time

The friendship song

- Say *Let's sing a song about friendship.* Ask the children to all stand in a circle.
- Play CD Track 39 and show the children how to join in with the actions explained in Lesson 1, joining hands, raising and lowering them and walking around in a circle.

The friendship song CD Track ③⑨

3 Colours action time

- Remain standing in the ring to revise the colours, including pink and white.
- First show the flashcards and elicit the colour names in a quick response activity. Then say that you will hold up a card and say the name yourself. If you say the right name, the children should clap once. If you say the wrong colour name, they should put their hands on their head.
- Repeat the action. Finish by re-confirming the correct colour names together.

4 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 27

- Hold up Workbook page 27 and point to the rows of children. Say *Look! The children are friends on Friendship Day!*
- Explain the sequence by pointing to the first child in the top row of the sheet and asking *What colour is this?* Elicit *red*. Ask the children for the colour of the next child and elicit *yellow*. Continue until they have understood that there is a colour pattern or sequence to complete. Say *Colour. Follow the pattern.*
- Give out the Workbooks, open on page 27, and coloured pencils to each child. Encourage them to complete all three sequences.

Checking the activity

- When the children have finished, show the Workbook page again and check that the children have completed the sequences correctly.
- Then say *Well done! Very good!*

5 Friendship action time

- Ask the class to stand in two lines facing each other but with space between them.
- During this activity, play the friendship song on repeat so that the children walk and clap to music.
- Ask the first child on the end of each row to hold hands and walk up the aisle between the two rows of children, while the class claps in rhythm. When the first pair reaches the end, they separate to re-join their line and stand facing each other. The next pair of children then sets off walking up the aisle holding hands.

The friendship song CD Track ③⑨

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥



Festival: Summer Holidays

Workbook lesson A

Language

New:

summer holidays
in the summer
sea

Recycled:

jump (with me)
Colours

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 41
Festival flashcards: sun, fish
Unit 1 colour flashcards
Workbook page 28
Simple images of a fish on separate pieces of paper

Workbook page 28

- Hold up Workbook activity page 28 and say *Look! What can you see?* Point to the colours and ask *What's this?* Encourage the children to answer by saying the names of the colours on the sheet and then the numbers at the side.
- Ask the children to complete the picture by matching the colours to the numbers on the picture and colouring in the areas. Say *Colour by number.*
- Give out the Workbook open at page 28 and coloured pencils to each child. Encourage them to complete and colour the picture.

Checking the activity

- When the children have finished, hold up the Workbook page again. Point to one of the fish. Ask *What colour's this?* Elicit *purple*. Count the fish and elicit the colours of the fish. If you like, you can present the words *shell* and *crab* too.
- Then say *Well done! Very good!*

1 Hello

Hello Monkey!

- Prepare a bag and place the fish and sun flashcards inside it. Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- Remind the children that it's almost the summer holidays. Then make Monkey whisper to you and then look in the bag together. Say *What's Monkey got?* Invite a child to take out each card and show the class. Repeat *sun* and *fish* together. Say *In summer we can see the sun. We can splash in the sea. We can see the fish!*
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in.

Hello song CD Track ①

2 Action song time

- Say *Now let's sing a song about the summer holidays.*
- Ask the children to stand up. Play CD Track 41. Sing and do the actions, encouraging the children to join in.

The summer holidays song CD Track ④①

3 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

4 Swimming action time

- Divide the class into two or more teams. Ask them to stand in straight lines, one behind the other with a small space between them. Give the person at the front of each line a fish picture. Explain that the game is to be the fish on the picture and 'swim' in and out of the 'plants' in the team to the end and then 'swim' straight back to the front to pass the fish to the next person in the line.
- Play CD Track 41 and set it to repeat. Encourage the children to swim in and out. The winning team can be team that swims best rather than the fastest team, for safety reasons.

The summer holidays song CD Track ④①

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥



Round up

Workbook lesson A

Language

Recycled:

sheep, banana, dress, balloon, shoes
Colours

Materials:

Monkey puppet
CD: Tracks 1, 5, 6 and 34
Workbook page 29
Character flashcards: Rocket, Star, Melody, Twig
Selection of flashcards from all units
A bag

Optional: a piece of plain card with a circle cut in it, about 7 cm in diameter
A box, e.g. a shoe box

1 Hello

Hello Monkey!

- Prepare a bag with the character flashcards for Rocket, Melody, Twig and Star in it. Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- Let Monkey whisper to you. Say *Monkey says, 'Who are my friends?' Let's look in the bag!* Invite volunteers to pick out the character cards and repeat together *Rocket is my friend! Melody is my friend!* and so on, including *Monkey is my friend!* Place all the character cards in the Pocket Poster and sing the *Hello* song to them.
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in.

Hello song CD Track ①

2 What is it?

- Prepare a selection of flashcards from all units of the course. Ask the class to sit where they can all see you clearly.
- Pick a flashcard from the selection of cards from all units and hold the prepared plain card with a hole cut in it over the card. Ask *What is it?* Slide the hole over the card so that the pupils can only see a part of the picture at a time. See who can guess what it is fastest. Once the quick responders have demonstrated what to do, invite specific children to identify easier cards like colours or numbers to encourage them to respond too. Revise a range of words from across the units and praise everyone.

Note: If you can't prepare the card with the hole, cover one card with the back of another.

3 Action song time

- Choose a good action song to sing, such as the farmyard noise song, *Cluck, baaa, quack, moo*. Ask the children to all stand in a circle.
- Play CD Track 34 and remind the children how to join in as explained in Unit 6.

Cluck, baa, quack, moo CD Track ③④

4 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 29

- Hold up Workbook page 29 and point to the pictures along the top row. Ask *What is it?* Elicit and repeat *sheep, banana, dress, balloon and shoe*.
- Point to the shadows below and demonstrate tracing a line with your finger from the sheet to the shadow of the sheep to show the class what to do. Say *Match*.
- Give out the Workbooks, open on page 29, and coloured pencils to each child. Encourage them to complete all the links.

Checking the activity

- When the children have finished, show the Workbook page again and check that the children have completed the links correctly.
- Then say *Well done! Very good!*

5 Where's my shoe?

- Place the clothes, fruit and farm animal flashcards in a shallow box, face down.
- Invite pupils to pick a card, show the class and say what it is. Ask *Where's my shoe? It is my shoe?* Elicit the answer, *No! It's a... pear/sheep/orange* and so on.
- Continue until the shoe is found in the box. If it is found early say *Great! Now where's my sock?*
- This allows you to review words from several units but with a clear goal of finding the shoe.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥



Round up

Workbook lesson B

Language

Recycled:

farm animals, clothes, fruit

Materials:

Monkey puppet

CD: Tracks 1, 5, 6 and 26

Pocket Poster

Flashcards: farm animal, clothes and fruit sets

A bag

Workbook page 30

1 Hello

Hello Monkey!

- Prepare a bag with the farm animal flashcards in it. Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- Let Monkey whisper to you. Say *Monkey says, 'What's your favourite animal?' Let's look in the bag!* Invite volunteers to pick out the animal cards and say *If it is your favourite, join in!* Repeat together *My favourite animal is ... the cow!* Place all the animal cards in the Pocket Poster and sing the *Hello* song to them.
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in.

Hello song CD Track ①

2 That's my hat!

- Ask the class to stand in a circle.
- Place the clothes flashcards in the bag and invite a volunteer to hold it.
- Ask for two more volunteers or ask the pupils to come up in pairs to pick out a card. The first picks out a card to show the class and says what it is called, for example *A hat*. The second says very loudly *Excuse me! That's my ... hat!* And takes the card to put back in the bag. Repeat the phrase with the whole class as they will enjoy pretending to be annoyed! Repeat for all the clothing cards. Praise everyone.

Note: If the class is enjoying this activity, replace the clothes cards after a while with the animal cards or the fruit cards and continue.

3 Workbook activity

Go to your tables

- Begin clapping and saying the *Crocodile* rhyme from Starter Unit Lesson 1. Encourage the children to go back to their desks in single file in time to the rhyme.

Workbook page 30

- Hold up Workbook page 30 and point to the first picture. Ask *How many pears?* Elicit *1*. Repeat for picture two but say *Oh dear! One apple! Draw in apple number 2.*
- Point to the other picture boxes. Say *Count and draw.*
- Give out the Workbooks, open on page 30, and coloured pencils to each child. Encourage them to complete all the windows by counting the items and adding in the missing images.

Checking the activity

- When the children have finished, show the Workbook again and check that the children have completed the right number of images in each box.
- Then say *Well done! Very good!*

4 Action song time

- Choose a good action song to sing, such as the clothes song, *In something new!* Ask the children to all stand in a circle.
- Play CD Track 26 and remind the children how to join in with the actions explained in Unit 4.

In something new CD Track ②⑥

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑥



Games bank

Flashcard games

Touch Stick six flashcards around the classroom. Say to the class e.g. *Touch the apple!* The children should find the correct flashcard and touch it.

Yes / No game Hold a flashcard above your head so that the children can see it but you can't. Ask the children e.g. *Is it a cow?* If it is, the children should say *Yes*. If it isn't, they should say *No*.

Stop! Say a word and then show each flashcard from a set one after the other. When the children see the flashcard that matches the word you said, they must shout *Stop!*

Lucky dip Sit the children in a circle. Put a set of flashcards into a bag and pass it round. Each child must pick out a flashcard and say the word. If they don't know the word, they must return the flashcard to the bag. If they do, they can keep the flashcard. Continue the game until there are no flashcards left in the bag.

Kim's game Place six flashcards on the board in a line. Point to each flashcard and say the word encouraging the children to join in with you. Turn over all the flashcards, and then turn five of them back again. See if the children can tell you which one is still facing down. Repeat a few times. To make this more challenging, leave more than one flashcard still facing down each time.

Shuffled cards Take a set of flashcards and show them one by one to the class saying the word each time. Shuffle the cards in an exaggerated manner so that they can see the order has changed. Pick the first flashcard and ask *What have I got?* Encourage the children to guess until they guess the correct word.

Odd one out Stick six flashcards on the board, or in the Pocket Poster. Make sure five of the six cards are from one 'group' (for example, clothes: *T-shirt, hat, trousers, socks and shoes*) with one card that is from a different vocabulary set (for example, *cow*). Ask *What's different?* The children identify the card that does not belong and say the word if they can.

Bit by bit Pick a set of flashcards that you want to revise. Take one of the flashcards and cover the front of it with a book or a sheet of paper. Hold it up to the class so the class can see it and gradually reveal the flashcard so the children can guess what it is.

Charades Pick three or four flashcards that are easy to 'act out', e.g. *nose, run, duck*. One child comes to the front of the room. Secretly show the child the flashcard. He or she acts out the card while the others try to guess what it is. Say the word and encourage all of the children to do the action and say the word.

Pass the flashcards The children sit in a circle. Play a song from the CD and pass three or four flashcards around the circle. When the music stops, ask the children with flashcards *What have you got?* and elicit the words.

Who's got it? Ask six volunteers to come to the front of the class. Give them a flashcard each and ask them to show them to the class. Say one of the words and encourage the class to say the name of the person holding that flashcard. To make this more challenging, ask the volunteers to turn their flashcard over once they've shown it so the rest of the class has to remember what it was.

Miniflashcard games

Patterns Stick a series of miniflashcards on the board, for example, *hand, bird, hand, bird*. Hold up a hand flashcard and a bird flashcard. Encourage children to identify which card completes the series.

Show me Ask the children to take out one set of miniflashcards. Say *Show me a (snake)*. The children must find the matching miniflashcard and hold it up, repeating the word if they can.

Silent words Hand out a set of miniflashcards to each child. Sit where all the children can see you and mouth in an exaggerated manner one of the words on the miniflashcards. Encourage the children to hold up the corresponding miniflashcard and say the word with you.

Group snap Ask each child to pick a miniflashcard from the vocabulary you want to revise. Hold up a flashcard from this set so they can all see it and say the word. The children with a matching miniflashcard should hold them up and say *Snap!*

In order Make sure each child has the same set of miniflashcards. Explain that you will say various words from the set and they must put their miniflashcards in that order.

Which word is it? Pronounce the first sound of a word from a specific lexical set and encourage the children to guess which word it is and hold up the corresponding miniflashcard.

Guess the flashcard Give the children a set of miniflashcards each, e.g. colours. Take the same set of large flashcards and hold one with the picture facing you. Ask the children to guess which colour you have by holding up one of their colour miniflashcards. Then show your flashcard and say e.g. *Yes! Blue!* Encourage the class to clap all the children who held up that miniflashcard.

Games with the Pocket Poster

Colour and number pockets Show a set of flashcards one by one, saying the words. Encourage the children to listen and repeat. Place the cards in the pockets one by one. Ask questions, for example *Where's the (banana)?* The children call out the colour or the number of the pocket where the card is. Alternatively, say the colour or number and ask the children to say which flashcard is in that pocket.

What's missing? Put six flashcards in the pockets and tell the children to try to remember the cards. Say *Close your eyes* and take away one of the cards. The children open their eyes and say which card is missing.

Memory game Place six flashcards in the pockets one by one, saying the words and encouraging the children to repeat. Turn the first card over (face down) in the pocket and encourage the children to say the series. Repeat until all the cards are face down.

Count up! Place six flashcards on the walls around the classroom. Explain that you will say a word and a chosen child (or two children) must find the correct flashcard and place it in one of the pockets on the Pocket Poster as quickly as possible. While the child / children is / are moving, the rest of the class counts out loud. Clap between numbers to allow more time (*one clap, two clap, three clap, four clap, five clap, six clap*).

Games with the Routine Poster

Numbers and colours

Which colour? Say a number and elicit the colour of the number (and the same quantity of buttons) on the poster from the children.

Which number? Say a colour and elicit the number (and amount of buttons) on the poster from the children.

I'm thinking of a number ... Say *I'm thinking of a number* and encourage the children to guess which number on the poster it is. The child who guesses correctly can then have a turn thinking of a number for the rest of the class to guess.

What's missing? Cover a number and the buttons above with a post-it note and ask the children to remember which number is missing.

Something red. Say *I can see something (red)!*

Encourage the children either to guess an item or to come to the poster to point to something. The child who finds the correct item can then have a turn at choosing an item on the poster of a different colour for the rest of the class to guess.

Special colour days Choose one particular colour and focus on it for the day or for a week of English classes, e.g. tell the children *It's Green day / Green week*. Ask them to wear an item of clothing which is green and bring in something green from home. Make a green display table and focus on things which are green in the classroom, in nature and in our everyday lives, etc. The children can also do craft activities using green paint, green plasticine, green wool etc.

Special number days On special number days, write the number on the board and count classroom items to that number. Encourage the children to find the number in various types of print, e.g. in magazines, on food packets, etc. The children can focus on the form of the number by making the number shape with plasticine. They could also draw it on paper and punch holes around the outline or fill it with pasta, balls of tissue paper, etc.

Weather

What's the weather like? Point to each of the weather symbols on the poster and elicit the weather. Then ask the children to look outside. Ask *What's the weather like today?* Encourage the children to tell you. Either ask a volunteer to come and draw the appropriate symbol in the space or you draw the symbol.

Post-it game Before the children come into the class, draw the most appropriate weather symbol for the day in the space and cover it with a post-it. Ask the children what symbol they think you have drawn for the day, depending on the weather. Remove the post-it, so they can check to see if they were right.

Weather forecast At the end of the lesson, ask the children to guess what they think the weather will be like for the next English class. Draw the appropriate symbol on the poster. In the next class, point to the symbol and ask them if they were right according to the day's weather.

Birthdays

Count the candles Point to the birthday cake on the poster and encourage the children to count the candles with you.

Guess the birthday boy / girl Before you tell the children who has a birthday, draw the child in the space. Then encourage the class to guess whose birthday it is.

Draw yourself Once the class has wished him / her Happy Birthday, the birthday child can draw himself / herself in the space on the poster.

Draw your present Instead of drawing their own face, the birthday child could draw a present they have had for their birthday in the space.

Sing Happy Birthday Encourage the class to join in singing the traditional song *Happy Birthday* to the birthday boy / girl. Alternatively, sing the *Happy Birthday* song from *Playtime Starter*, Unit 3.

Games with Monkey

Monkey speaks English To encourage the children to speak English, explain to them that Monkey only speaks English and wants to be their friend. Encourage them to say *Hello* to Monkey and to cuddle him.

Monkey's sleeping If the children are overexcited, cradle the Monkey puppet in your arms and say *Shhh! Monkey's sleeping* to encourage them to quieten down.

Monkey can't hear you! If the children are a bit tired and unwilling to participate, especially in singing songs, say to the children *Monkey can't hear you!* to encourage them to sing louder.

Where's Monkey? Before the lesson, hide Monkey somewhere in the classroom. When the children arrive, ask *Where's Monkey?* Choose a volunteer or two to go and look for Monkey. When he is found, encourage them to say *Here's Monkey!*

What's Monkey got? Bring one item from the unit core vocabulary set to each lesson to give to Monkey, e.g. a different coloured crayon each day for Unit 2, an item of doll's clothing for Monkey to wear for Unit 4, a different type of fruit each day for Unit 5, etc. Put Monkey and the object out of sight before the lesson. Ask the children *What's Monkey got?* and encourage them to guess before you bring out Monkey. Then elicit what he's got.

Correct Monkey Give instructions to the Monkey puppet, e.g. *Point to blue, Monkey* and make Monkey point to the wrong colour. Encourage the children to correct Monkey by saying *Is Monkey right?*

Pass Monkey Sit the children in the circle and play a song from the course. Pass Monkey round the circle and then pause the song. The child holding Monkey at that point should hug Monkey and say either *Hello* or *Goodbye* depending on the stage in the lesson.

High five! Go round the class with Monkey giving a high five to each child with Monkey's paw. Each child should say *Hello Monkey!*

Other games

Hello Bring one child to the front of the class and ask them to turn and face the board. Signal to another child in the class to say *Hello!* Ask the child at the board to turn around and guess who spoke. Repeat bringing a different child to the board and asking another child to say *Hello!*

Colour commands Divide the children into groups of four or five. Assign each group a colour. Give instructions preceded by a colour. The group whose colour is mentioned follow the instructions, for example, *Red. Clap your hands. Blue. Point to the door.* When they have understood the idea, add more colours, for example, *Yellow, blue and green. Stand up!*

Air drawing Say different words that the children know in English. Encourage them to 'draw' a picture of the object in the air. Alternatively, 'draw' a picture of an object they know in the air and encourage the children to say the word or hold up the corresponding miniflashcard

No peeking Secretly place some common objects children are familiar with in a bag (for example, *ball, book, car*). Blindfold a child. He or she feels in the bag and takes out one item and holds it up for the class to see. The child tries to guess what it is. If they don't know, the rest of the class can help them. Repeat with a new volunteer.



Wordlist

Apple	I can help!	Rainbow
Arms	I can (jump)!	Red
Badge	I like (sheep).	Run
Banana	I'm a (pirate).	Sea
Blue	I'm helping!	Six
Brown	I'm sleepy!	Sheep
Bye	I've got (an apple).	Shoes
Cake	In the summer	Shut the gate, Rocket!
Can I come in?	Indigo	Slide
Can I help you?	It's Monkey!	Snap! Snap! Snap!
Cherries	It's my balloon!	Socks
Christmas	Jump	Stop! Stop! Stop!
Clap	Jump with me	Summer holidays
Climb	Knock, knock, knock	Swim
Come in!	Legs	Tail
Come on!	Let's sing	Tap! Tap! Tap!
Cow	Let's (play)!	Thank you
Cowboy	Light	That's better!
Crocodile	Look at me!	The farmer's got a (cow).
Crown	Monkey says ...	The playhouse is (yellow).
Dress	Mouth	Three
Duck	No	Toot! Toot! Toot!
Ears	Nose	Touch your (nose)!
Eyes	Oh no!	Tree
Face	One	Trousers
Farm	Ooh Ooh Rocket!	T-shirt
Farmer	Open the gate!	Two
Five	Orange (colour)	Up, down,
Fly	Orange (fruit)	round and round
For you	Pear	Up, up, up!
Four	Pink	Violet
Fruit salad	Pirate	Water
Green	Play	Where?
Hair	Plum	Where's (Rocket)?
Hat	Present	White
Hello	Princess	Wow!
Hen	Put on (a hat)!	Yellow
Here's Rocket!	Purple	Yes
Hold hands		Yes, please!
Horse		Yum yum!
Hurray!		

Classroom language

Saying hello and goodbye

Hello
Bye, bye
Good morning
Good afternoon
See you next lesson
Is (Carlos) here?
Time to go
See you tomorrow / next time

Instructions

Please
Thank you
Thanks
In English, please
Quiet, please
Sit down
Stand up
Come here, please
Listen
Hold hands
Look at / Watch me
Where's the ...?
Here it is!
Show me ...
Be careful!
Ready?
Open your book
Close your book
Open your books at page ...

Congratulating the children

Well done!
Good work!
Good / Very good
Fantastic! / Great!

Other expressions

What's this?
Who's this?
What colour is it?
What number is it?
What's the weather like?

Cut
Colour
Stick
Fold
Say
Listen
Repeat
Chant
Point
Sing
Circle
Draw
Number

Playtime is a three level course for pre-school children.

The aim of this series is to offer young children an attractive and stimulating introduction to English. This is achieved through a bank of materials encompassing all the different media for language learning that children and their teachers love. The children learn through an attractive combination of activities with a puppet, Big Story Books, animated DVDs, posters, flashcards, Class Books, audio CDs and stickers.

Playtime has been conceived as a complete package with a wide variety of resources that can be adapted flexibly to different teaching contexts.

Components of *Playtime A*

- Classbook with pop-outs and mini-flashcards
- Workbook (optional)
- Teacher's Book
- Class audio CD
- Website with songs, games and downloadable resources
- Teacher's resource pack containing:
 - Monkey puppet
 - Big Story Books
 - DVDs
 - Pocket poster
 - Routine posters
 - Flashcards